



Glassboro Public Schools

Office of Curriculum and Instruction

Instructional Unit Map			
Course Title: Ceramics			
Teacher	Shane Davis	Start Date	~April
Unit Title	<u>Agateware and Sculpture</u>	Length of Unit	2-3 Projects
Essential Questions	<ol style="list-style-type: none"> 1. How can you manipulate the process of marbling clay to create intricate, layered designs in ceramics? 2. How can the Nerikomi technique be used to express personal or cultural significance in ceramic work? 3. How can you combine multiple ceramic techniques to create a cohesive and meaningful sculpture? 4. What does it mean to conceptualize a work of art, and how can your personal ideas and emotions influence your final sculpture? 		
Summative Assessments	<p>Primary Summative Assessments:</p> <p>Midpoint Review</p> <ul style="list-style-type: none"> • Objective: Students will participate in an individual review with the instructor. They will present their sketchbooks as well as all relevant studies and completed works of art. • Evaluation: A rubric will be used to grade students based on the following: Creating, Presenting, Responding, Connecting. <p>Final Ceramics Project</p> <ul style="list-style-type: none"> • Objective: Students will create a final ceramic piece incorporating the tools and techniques practiced during the Unit. Students will be expected to apply an understanding of the Elements of Art and Principles of Designs discussed. • Evaluation: A rubric will be used to grade students based on the following: Creating, Presenting, Responding, Connecting. <p>Portfolio Submission</p> <ul style="list-style-type: none"> • Objective: Students will compile a portfolio of their work from the unit, including practice exercises, studies, and completed projects, showing effort, growth, and skill development. • Evaluation: A rubric will be used to grade students based on the following: E Creating, Presenting, Responding, Connecting. 		

Formative Assessment	<p>Daily Participation</p> <ul style="list-style-type: none"> Students will be evaluated daily on their effort, participation, and engagement with the material. <p>Sketchbook Checks</p> <ul style="list-style-type: none"> Objective: Evaluate students' sketchbooks for ongoing engagement with drawing exercises, experimentation with materials, and application of techniques and concepts. Evaluation: Score based on effort, creativity, and completion of assigned tasks. <p>Written Artist Statements and Reflections</p> <ul style="list-style-type: none"> Objective: Students will write artist statements or complete reflections after completing selected artworks or projects. Evaluation: Assess for depth of understanding, clarity of expression, and connection to the lesson objectives. <p>Class Critiques</p> <ul style="list-style-type: none"> Objective: Students will participate in a peer critique, providing constructive feedback and reflecting on their own work. Evaluation: Grade based on active participation, thoughtful commentary, and ability to articulate an understanding of artistic principles.
Core Instructional Materials	<ul style="list-style-type: none"> Mattison, Steve. The Complete Potter. New York, Watson-Guption Publications, 2003. Bruce, Susan. The Art of Handbuilt Ceramics: Contemporary Techniques, Projects, and Inspiration. Philadelphia, Running Press, 2007. Hooson, David, and Louisa Taylor Quinn. The Workshop Guide to Ceramics: A Fully Illustrated Step-by-Step Manual. London, Thames & Hudson, 2012. Peterson, Susan, and Jan Peterson. Working with Clay: A Beginner's Guide. 3rd ed., Upper Saddle River, Prentice Hall, 2003.
Core Supplemental Materials	<ul style="list-style-type: none"> Sketchbooks White Earthenware Clay Red Earthenware Clay Clay Boards Clay Sculpting Tools Underglaze Glaze Watercolor Palettes Brushes Rolling Pins Slab Roller Texture mats, texture rollers, stamps

Pre-requisite Skills	<p>Pre-requisite Course: Studio Art I</p> <p>Potential Student Hurdles</p> <p>Limited Prior Knowledge of Art Concepts</p> <ul style="list-style-type: none"> • Some students may not have been exposed to the elements of art or principles of design. • Hurdle: Difficulty grasping foundational art vocabulary and applying these concepts. <p>Lack of Experience</p> <ul style="list-style-type: none"> • Students may have varying levels of experience and confidence with ceramics. • Hurdle: Inexperienced students might feel intimidated or frustrated when compared to peers with more advanced skills. <p>Limited Fine Motor Skills</p> <ul style="list-style-type: none"> • Some students may struggle with hand control or precision, which can affect their ability to manipulate, pinch, carve, and sculpt with clay. • Hurdle: Difficulty executing techniques like pinching, coiling, slipping and scoring. <p>Fixed Mindsets About Talent vs. Skill</p> <ul style="list-style-type: none"> • Students may believe that artistic ability is an innate talent rather than a skill that can be developed with practice. • Hurdle: Hesitation to engage fully in exercises or fear of failure. <p>Time Management and Focus</p> <ul style="list-style-type: none"> • Some students may struggle to pace themselves, rushing through projects or becoming overwhelmed by detailed assignments. • Hurdle: Difficulty balancing quality with productivity and staying engaged throughout the process. <p>Accessibility and Learning Differences</p> <ul style="list-style-type: none"> • Students with learning differences or visual impairments may require modified instructions, tools, or additional support. • Hurdle: Challenges to understanding instructions or performing tasks without accommodation. <p>Lack of Interest or Motivation</p> <ul style="list-style-type: none"> • Students taking this course as a requirement may not feel personally invested in the subject. • Hurdle: Apathy toward assignments and reluctance to put in effort. <p>Strategies to Address Hurdles</p> <ul style="list-style-type: none"> • Provide explicit instruction on art concepts with visuals and examples. • Incorporate differentiated tasks to accommodate various skill levels. • Emphasize process over product to build confidence. • Offer scaffolding and practice exercises to develop fine motor skills. • Create a supportive classroom environment that celebrates effort and growth. • Include engaging activities and connect lessons to students' interests to increase motivation.

Assessment and Instructional Scaffolds	English Language Learners	Special Education Students (Students with IEPs and 504s)
	<p><u>Visual Aids and Demonstrations</u></p> <ul style="list-style-type: none"> Use step-by-step visuals, diagrams, and live demonstrations for all instructions. Label visuals with vocabulary terms. <p><u>Simplified Language and Sentence Frames</u></p> <ul style="list-style-type: none"> Provide instructions in simple, concise language. Offer sentence starters for critiques. <p><u>Bilingual Resources</u></p> <ul style="list-style-type: none"> Supply bilingual glossaries for art terminology or use translation apps for key concepts. <p><u>Peer Support and Group Work</u></p> <ul style="list-style-type: none"> Pair ELLs with supportive peers for collaboration and explanation. <p><u>Assessments</u></p> <ul style="list-style-type: none"> Allow responses to written reflections or critiques in their native language if needed. Assess based on demonstration of concepts rather than language proficiency. 	<p><u>Chunked Instructions</u></p> <ul style="list-style-type: none"> Break tasks into smaller, manageable steps. Provide a checklist for multi-step assignments <p><u>Adapted Tools</u></p> <ul style="list-style-type: none"> Offer adaptive tools such as pencil grips or thicker markers for fine motor challenges. <p><u>Extended Time</u></p> <ul style="list-style-type: none"> Provide additional time for projects and assessments. <p><u>Flexible Seating and Environment</u></p> <ul style="list-style-type: none"> Allow students to choose quieter spaces or sit near the teacher for extra support. <p><u>Frequent Check-Ins</u></p> <ul style="list-style-type: none"> Monitor progress regularly to ensure understanding and provide immediate feedback. <p><u>Modified Expectations</u></p> <ul style="list-style-type: none"> Adjust rubric criteria.
	Students at Risk of School Failure	Gifted and Talented Students
	<p><u>Guided Practice</u></p> <ul style="list-style-type: none"> Begin projects with structured warm-up exercises or partially completed templates. <p><u>Frequent Feedback</u></p> <ul style="list-style-type: none"> Provide consistent, formative feedback to build confidence and guide improvement. <p><u>Access to Exemplars</u></p> <ul style="list-style-type: none"> Share examples of completed work at varying skill levels to model expectations. <p><u>Simplified Objectives</u></p> <ul style="list-style-type: none"> Focus on simpler goals and outcomes for each assignment. <p><u>Peer Support</u></p> <ul style="list-style-type: none"> Pair struggling learners with more confident peers during collaborative activities. 	<p><u>Open-Ended Challenges</u></p> <ul style="list-style-type: none"> Offer optional extension tasks that allow for creative exploration, such as experimenting with mixed media or advanced techniques. <p><u>Independent Projects</u></p> <ul style="list-style-type: none"> Encourage advanced students to propose their own projects related to the unit. <p><u>Leadership Opportunities</u></p> <ul style="list-style-type: none"> Assign roles in group critiques or ask advanced learners to mentor peers. <p><u>Enrichment Activities</u></p> <ul style="list-style-type: none"> Provide additional resources, such as artist biographies, masterwork studies, or online tutorials for self-guided learning. <p><u>Higher-Order Thinking Prompts</u></p> <ul style="list-style-type: none"> Challenge them to analyze how professional artists develop work and apply similar techniques.
	Access (Resources and/or Process)	Expression (Products and/or Performance)

Differentiated Instructional Methods	<p><u>Visual Resources</u></p> <ul style="list-style-type: none"> • Provide examples of professional and student artwork that illustrate the elements of art and principles of design. • Use charts, diagrams, and infographics to break down techniques step-by-step. • Create a visual vocabulary wall with labeled examples of key concepts. <p><u>Guided Practice</u></p> <ul style="list-style-type: none"> • Offer structured exercises. • Use teacher-led demonstrations to model processes. <p><u>Digital Tools</u></p> <ul style="list-style-type: none"> • Provide access to drawing tutorials, apps, or websites that offer step-by-step guides and interactive learning. • Use slide decks or instructional videos for students to revisit concepts at their own pace. <p><u>Flexible Grouping</u></p> <ul style="list-style-type: none"> • Organize small-group rotations where students work with peers, receive direct instruction, or explore independently. • Pair advanced learners with struggling learners for peer modeling. <p><u>Choice in Materials</u></p> <ul style="list-style-type: none"> • Allow students to choose from a variety of materials based on their comfort and interest. <p><u>Multi-Sensory Activities</u></p> <ul style="list-style-type: none"> • Use hands-on activities to engage tactile and kinesthetic learners. 	<p><u>Visual Projects</u></p> <ul style="list-style-type: none"> • Students create final artworks that demonstrate mastery of techniques. • Sketchbooks are used to showcase practice, experimentation, and idea development. <p><u>Written Reflections</u></p> <ul style="list-style-type: none"> • Assign artist statements explaining their choices and process in their final project. • Use journals for students to reflect on their growth, challenges, and successes. <p><u>Verbal Communication</u></p> <ul style="list-style-type: none"> • Facilitate peer critiques and discussions where students articulate their understanding of artistic concepts. • Use student presentations where they analyze and explain their work or a selected artist's use of elements and principles. <p><u>Collaborative Work</u></p> <ul style="list-style-type: none"> • Group projects where students create a shared piece incorporating specific elements of art. • Team critiques where students evaluate each other's work using constructive feedback. <p><u>Digital Products</u></p> <ul style="list-style-type: none"> • Students document and share their process digitally through photos or videos. • Advanced students may create digital portfolios showcasing their unit work. <p><u>Choice Boards</u></p> <ul style="list-style-type: none"> • Provide multiple options for project types to allow students to select based on their strengths and interests.
Integration of Technology	<p>Instructional Tools and Resources:</p> <p><u>Online Tutorials and Demonstrations</u></p>	

- Resources: Platforms like YouTube or Art21 for technique tutorials.
- Purpose: Offer step-by-step guides and supplemental learning for struggling or advanced learners.

Interactive Presentations

- Tools: Google Slides, Canva, Kahoot, MagicSchool.
- Purpose: Present the information on the unit through presentations, videos, and interactive quizzes.

Virtual Museum Tours

- Resources: Websites like Google Arts & Culture or individual museum sites (e.g., The Met, MoMA).
- Purpose: Inspire students by analyzing how professional artists develop and create work.

Assessment and Feedback

Digital Portfolios

- Tools: Google Sites, Artsonia.
- Purpose: Students document and submit their sketches, practice exercises, and final projects digitally for teacher and peer feedback.

Collaborative Critiques

- Tools: Google Docs, Schoology.
- Purpose: Facilitate virtual critiques where students upload images of their work and provide feedback through comments or sticky notes.

Rubric and Feedback Management

- Tools: Schoology, Google Classroom
- Purpose: Use rubrics to assess work digitally and provide individualized feedback.

Documentation and Sharing

Time-Lapse Recordings

- Tools: Built-in tablet or smartphone time-lapse cameras.
- Purpose: Encourage students to record their process, reflecting on how their work develops over time.

Classroom Blog

- Tools: Google Sites, Artsonia.
- Purpose: Share student work with peers, families, and the school community.

QR Code Integration

- Tools: QR code generators.

	<ul style="list-style-type: none"> Purpose: Students attach QR codes to their final pieces, linking to process videos or artist statements.
Career Readiness, Life Literacies, and Key Skills	<p><u>Creativity and Innovation</u></p> <p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.</p> <ul style="list-style-type: none"> Core Idea: With a growth mindset, failure is an important part of success. <p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.</p> <ul style="list-style-type: none"> Core Idea: Innovative ideas or innovation can lead to career opportunities. <p><u>Critical Thinking and Problem-solving</u></p> <p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.</p> <ul style="list-style-type: none"> Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. <p><u>Digital Citizenship</u></p> <p>9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.</p> <ul style="list-style-type: none"> Core Idea: Cultivating online reputations for employers and academia requires separating private and professional digital identities. <p><u>Technology Literacy</u></p> <p>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.</p> <ul style="list-style-type: none"> Core Idea: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
Interdisciplinary Connections	<p>2023 NJSLS-ELA: Grades 11–12</p> <ul style="list-style-type: none"> W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Instructional Pacing Guide			
Activity Title	NJSLS	Learning Objectives	Student Activities

<p>Agateware</p> <p>Clay Marbling</p> <p>Nerikomi</p>	<p>1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.</p> <p>1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.</p>	<ul style="list-style-type: none"> • Students will understand the process of marbling clay using the Nerikomi technique. • Students will explore how layering different colored clays can be used to create intricate, patterned designs. • Students will learn to control and manipulate the consistency of clay to achieve visual effects in the final product. • Students will demonstrate skill in joining marbled clay pieces together to create a cohesive form. 	<p>Create</p> <ul style="list-style-type: none"> • Students will begin by experimenting with Nerikomi, layering red and white clays to create marbling. They will roll, slice, and combine the clay to form patterns. • Students will then use this marbled clay to create small functional or decorative objects. This can be done through handbuilding or wheel throwing. <p>Present</p> <ul style="list-style-type: none"> • Students will participate in a Gallery Walk, where they will examine their peers' marbling experiments. • Students will ask and answer questions about their processes. <p>Respond</p> <ul style="list-style-type: none"> • Students will reflect on their successes and challenges during the marbling process. <p>Connect</p> <ul style="list-style-type: none"> • Students will discuss the cultural significance of Agateware and how it has evolved over time.
<p>Final Sculpture</p> <p>Original Concept</p> <p>Synthesis of multiple ceramic techniques</p> <p>Personal Meaning</p>	<p>1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p> <p>1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing, selecting,</p>	<ul style="list-style-type: none"> • Students will utilize previously learned ceramic techniques to create a final sculpture. • Students will conceptualize and design a sculpture that communicates a personal or thematic message. 	<p>Create</p> <ul style="list-style-type: none"> • Students will conceptualize and design a final sculpture that integrates skills learned throughout the course. • Students will sketch their ideas, plan the use of space and form, and execute the sculpture using any necessary tools and materials learned throughout the course.

	<p>curating, and presenting artwork for a specific exhibit or event.</p> <p>1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.</p>	<ul style="list-style-type: none"> • Students will use the principles of design to organize space, form, texture, and balance in their sculpture. • Demonstrate the ability to work with different forms in ceramics to create a unified, coherent sculpture. 	<p>Present</p> <ul style="list-style-type: none"> • At the end of the unit, students will present their final sculptures to the class, discussing the concepts, materials, and techniques used. They will explain how they arrived at their final design and how the piece reflects their artistic intentions. <p>Respond</p> <ul style="list-style-type: none"> • Students will engage in a peer critique, providing feedback on each other's sculptures. They will discuss aspects such as form, texture, balance, and how effectively the sculpture communicates its theme. • Students will also reflect on their own work, identifying areas of improvement. <p>Connect</p> <ul style="list-style-type: none"> • Students will research the history and use of sculpture in various cultures or artistic movements and discuss how their final piece connects to these traditions. • They will also explore how modern sculptors are continuing or evolving these traditions.