

**LCPS Art Curriculum: CERAMICS**

<b>CREATE - Conceive</b>			
<b>Conceive</b> – Standard of Achievement (1) – The student will use a variety of sources and processes to generate original ideas for artwork.			
<b>Enduring Understanding</b> – Ideas come from a variety of internal and external sources and are building blocks that inform the creative process.			
<b>Essential Questions</b> – Where do ideas come from? Why is idea generation important for the creative process? How do different sources and processes affect the artists’ final works?			
	National Visual Arts Standards	SOL's	LCPS 5C's
<b>ART II A. Select, analyze and use multiple sources to generate ideas for artmaking.</b>			<b>Critical Thinker</b>
1. Access and combine information from a variety of sources and maintain a repository of references to generate ideas for artmaking.			Critical Thinker
2. Discern and compile potentially relevant reference material to generate ideas for artmaking.			Critical Thinker
3. Employ current technologies to review current issues such as global awareness, economics, civics, health and the environment to generate ideas for artmaking.			Critical Thinker
4. Design an investigation of present day life using contemporary art or design systems to generate ideas for artmaking.	VA:Cr.1.2.Ia		Critical Thinker
CER 5. Examine a variety of different ceramic forms and vessels to generate ideas for artmaking.			Critical Thinker
<b>ART II B. Select and use multiple approaches to initiate the creative process.</b>	VA:Cr.1.1.Ia		<b>Critical Thinker</b>
1. Analyze and critique thoughts and ideas in the creative process.			Critical Thinker Communicator
2. Use a variety of approaches to form new challenges and generate ideas for artmaking.	VA:Cr.1.1.Ia		Critical Thinker
3. Maintain a process journal/portfolio, a blog or website to organize steps of the art-making process - idea development, preliminary sketches, critical writings, notes and final works.		All.1	Critical Thinker
4. Collaborate to share and discuss research findings to generate ideas for artmaking.			Critical Thinker Collaborator
5. Systematically review features of master works to inform ideas for artmaking.			Critical Thinker
6. Document, compare and discuss potential ideas for artmaking.			Critical Thinker
<b>CREATE – Develop</b>			
<b>Develop</b> – Standard of Achievement (2) – The student will plan, advance, and refine original ideas for artworks.			
<b>Enduring Understanding</b> – Ideas become advanced through the process of weighing choices, considering alternatives, and making decisions. An artist revises ideas to discern their value in the creative process.			
<b>Essential Questions</b> – How does an artist measure the value of an idea? How is involvement in the idea development process reflected in the artists’ works?			
	National Visual Arts Standards	SOL's	LCPS 5C's
<b>ART II A. Problem-solve to refine and advance ideas in visual, verbal and written forms for artmaking.</b>			<b>Critical Thinker</b>
1. Apply a personal aesthetic to design, develop and refine ideas for artmaking.			Critical Thinker
2. Weigh alternatives for building processes to develop ideas that support artistic intent.			Critical Thinker
3. Follow objectives and consider options to problem solve and advance ideas for artmaking.			Critical Thinker
4. Identify and document goal, time, resource and personal limitation constraints in planning for artmaking.			Critical Thinker
5. Develop and evaluate multiple drafts in planning for artworks.			Critical Thinker
6. Make critical and reflective choices in creative problem solving for artmaking.		All.2	Critical Thinker
<b>ART II B. Test, evaluate and refine plans to meet desired outcomes for artworks.</b>			<b>Critical Thinker</b>
1. Use critical thinking and reflection to refine plans for artworks.	VA:Cr3.1.IIa		Critical Thinker
2. Apply a personal aesthetic to design, and refine final plans for artmaking.			Critical Thinker
3. Collaborate to evaluate and refine plans for artworks.	MA:Cr2.1.II		Critical Thinker Collaborator
CER 4. Test plans for artmaking at critical intervals; practice building techniques, create test-tiles, etc.			Critical Thinker
<b>CREATE - Produce</b>			
<b>Produce</b> – Standard of Achievement (3) – The student will realize the culmination of original ideas from conception through resolution in original artworks.			
<b>Enduring Understanding</b> – Ideas are [integral] endemic to artworks. The act of making art brings life to ideas and allows them to be shared. (tangible construct)			
<b>Essential Questions</b> – What processes are used to bring ideas to realization in artworks? How do artists’ choices impact the efficacy of the final products?			
	National Visual Arts Standards	SOL's	LCPS 5C's
<b>ART II A. Investigate and interpret a range of topics to communicate meaning in original artworks.</b>			<b>Critical Thinker</b>
1. Express personal beliefs and values in artworks.		All.6	Critical Thinker Communicator
2. Investigate selected or assigned topics to organize and integrate content, style and production methods in artworks.	MA:Cr3.1.Ia		Critical Thinker
3. Explore metaphor and sub-text in relation to social and cultural issues in artworks.			Critical Thinker
4. Realize and articulate connections among personal, community and global issues in artworks.			Critical Thinker Communicator Contributor
5. Collaborate to transform the perception of a place in a proposed installation, artwork or design.	VA:Cr.2.3.Ia		Critical Thinker Collaborator
6. Present alternative viewpoints in artworks to inform and illuminate social, cultural or political issues of concern.			Critical Thinker
<b>ART II B. Identify and integrate familiar and unfamiliar subject matter to express ideas in artmaking.</b>			<b>Critical Thinker</b>

1. Select and depict natural objects and artifacts in diverse styles and contexts in artworks.			Critical Thinker
2. Pursue and incorporate abstract and non-representative forms in artworks.			Critical Thinker
3. Produce an artwork or a design without a preconceived plan.	VA:Cr.2.1.Ia		Critical Thinker
CER 4. Produce an artwork that is symbolic in meaning, capturing an emotion, thought, or concept.			Critical Thinker
<b>ART II C. Select and employ formal components to support communication of ideas in artworks.</b>		<b>All.8</b>	<b>Critical Thinker</b>
1. Select and integrate formal components to compose artworks.			Critical Thinker
2. Select and layer formal components for an intended outcome in artworks.			Critical Thinker
3. Explore textural potential of a variety of tools and materials to produce original artworks.			Creator
4. Develop plans for an original artwork in a series.			Creator
CER 5. Distinguish between the stages of clay; greenware, leatherhard, bone dry, bisque fired, glaze fired, and understand what processes can be completed at each stage.			Critical Thinker
CER 6. Explore the wheel throwing process and techniques: centering, manipulating the form, etc.			Creator
CER 7. Be able to identify kinds of pottery including their design, function, qualities, etc.			Critical Thinker
<b>ART II D. Select and care for materials, tools and processes safely and appropriately.</b>			<b>Critical Thinker</b>
1. Use contemporary media, tools and processes for artmaking.		All.5	Critical Thinker
2. Organize and manage the efficient use and maintenance of materials and tools in artmaking.			Critical Thinker
3. Demonstrate proficiency and craftsmanship in the use of art media and artmaking.		All.3	Critical Thinker
4. Demonstrate awareness of appropriation, ethical and safety implications of making and distributing creative work.	VA:Cr.2.2.IIa		Critical Thinker Contributor
CER 5. Demonstrate and explain appropriate procedures in the ceramic studio setting - set up, use, clean up, and disposal.			Critical Thinker
CER 6. Practice steps of the cleaning process for caring for a pottery wheel - cleaning the clay bats, sponging the wheel head, removing and washing the splash pans, washing any used tools, and recycling used clay.			Critical Thinker Contributor
CER 7. Develop an understanding for how the kiln transforms a greenware clay artwork to a crystalline solid structure, in addition to the functions, process, and the safety in using such equipment.			Critical Thinker Contributor
<b>ART II E. Refine and expand the use of art media, skills and techniques.</b>			<b>Creator</b>
1. Experiment, practice and persist in acquiring skills and techniques for select media and art forms.	VA:Cr.2.1.IIa		Creator
2. Create an original artwork in a series.			Creator
CER 3. Develop and practice ceramic techniques and processes including slab, coil, hand-building, modeling, and wheel throwing to produce utilitarian and decorative artworks.			Creator
CER 4. Explore the wheel throwing process of ceramics, employing skills such as centering, pulling, and trimming.			Creator
CER 5. Demonstrate ceramic techniques and personal aesthetic to produce innovative artworks.			Creator
CER 6. Develop and practice sculpture techniques and processes to produce high and low relief or in-the-round sculptures.			Creator
CER 7. Explore and apply a variety of traditional and contemporary techniques, processes and applications to produce original artworks.			Creator
CER 8. Employ additive and subtractive methods to produce original artworks.			Creator
CER 9. Explore finishing and decorating techniques for ceramic artworks, such as glazing, underglazing, slip/glaze trailing, burnishing, rouletting, adding handles to thrown works, etc.			Creator

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**PRESENT – Organize**

**Organize** – Standard of Achievement (4) – The student will apply and refine skills and practices to prepare and display artworks.

**Enduring Understanding** – The way artworks are prepared and arranged for presentation affects their significance in the eye of the viewer. Artists and curators attempt to convey meaning through the display of artworks.

**Essential Questions** – How does the organization of artworks on display influence the interpretation of the viewer? What are the preparation and organization responsibilities for displaying artworks? Who assumes responsibility for the preparation and display of artworks?

	National Visual Arts Standards	SOL's	LCPS 5C's
<b>ART II A. Select, prepare and submit artworks for evaluation and display.</b>		All.11	<b>Critical Thinker Communicator</b>
CER 1. Prepare and organize artworks for presentation and evaluation based on anticipated display outcomes to include the consideration of constructing a base.	MA:Pr4.1.1a		Critical Thinker Communicator
CER 2. Maintain, protect, categorize and store artworks in actual and digital files for future evaluation and display - when shooting photos for digital storage there should be at least three views taken..			Critical Thinker Communicator
CER 3. Maintain a process portfolio of ceramic works.			Critical Thinker Communicator

**PRESENT – Curate**

**Curate** – Standard of Achievement (5) – The student will sift through, contemplate and select artworks based on criteria or purpose.

**Enduring Understanding** – Curation of artworks requires active engagement in the examination and selection of artworks. Curation encompasses abilities that reflect aesthetic, critical, contextual and technical decisions.

**Essential Questions** – How do personal experiences affect curation of artworks? Why is it important to engage in the curation process?

	National Visual Arts Standards	SOL's	LCPS 5C's
<b>ART II A. Compare, select and curate artworks for preservation, presentation and display.</b>	VA:Pr4.1.1a		<b>Critical Thinker Communicator</b>
1. Collaborate to critique a set of artworks to determine and apply criteria for selection and presentation.			Critical Thinker Communicator
2. Apply conjecture to discern criteria used in selecting artworks or designs presented as a series or sequence.		All.15	Critical Thinker Communicator
3. Curate and design a presentation or exhibit including physical display or through digital channels.	MA:Pr6.1.1I		Critical Thinker Communicator
<b>ART II B. Adhere to and justify criteria used for selecting artworks for presentation and evaluation.</b>			<b>Critical Thinker Communicator</b>
1. Apply specific criteria in the selection and preparation of artworks for physical display or digital publication.			Critical Thinker Communicator
2. Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.	Va:Pr6.1.1a		Critical Thinker Communicator
3. Select and juxtapose artworks for presentation based on attributes and relationships among them.			Critical Thinker Communicator
4. Analyze, compare, and select, personal artwork for a collection or portfolio presentation.	VA:Pr4.1.1Ia		Critical Thinker Communicator

**PRESENT – Communicate**

**Communicate** – Standard of Achievement (6) – The student will articulate observations, interpretations, and ideas about art and artistic endeavors using appropriate modes of expression (vocabulary).

**Enduring Understanding** – Communication is a multi-faceted endeavor that involves one or more of the senses. Effective communication depends on the mode of delivery, the content and the receptivity of the audience.

**Essential Questions** – How does an artist choose the best way to communicate with an audience? What is the relationship between artists' intent and chosen means of communication?

	National Visual Arts Standards	SOL's	LCPS 5C's
<b>ART II A. Determine and explain artistic intentions of self and others.</b>			<b>Critical Thinker Communicator</b>
1. Examine and explain the relationship between process and its impact on intended meaning in personal artworks through oral, audio, video or written forms, such as an artist statement or reflection.			Critical Thinker Communicator
2. Describe the relationship between an artist's choice of media and subject matter to meaning in artworks.			Critical Thinker Communicator
3. Review and describe personal and local impacts of artwork exhibitions and presentations.	MA:Pr6.1.1b		Critical Thinker Communicator
4. Investigate and compare past and present means of communication through visual art.			Critical Thinker Communicator
CER 5. Investigate and describe the goals and requirements of various post-secondary art-related educational and career opportunities in the area of ceramics.		All.16	Critical Thinker Communicator
CER 6. Use appropriate ceramic art vocabulary when evaluating and interpreting ceramic works. To include but not limited to functional, non-functional, wheel-thrown, slipcase, applied glaze, unglazed, high fired, and low fired.			Critical Thinker Communicator
<b>ART II B. Analyze, explain and document personal realizations resulting from art and artistic endeavors.</b>			<b>Critical Thinker Communicator</b>
1. Analyze how artmaking experiences inform future artistic endeavors.			Critical Thinker Communicator
2. Identify and describe evidence and outcomes of risk taking in personal artworks.			Critical Thinker Communicator
3. Collaborate to inform, share, and discuss personal insights gained from artistic endeavors.			Critical Thinker Communicator

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<b>RESPOND – Perceive</b>			
<b>Perceive</b> – Standard of Achievement (7) – The student will contemplate and explain content, value and intended purpose of artworks.			
<b>Enduring Understanding</b> – Perception involves careful looking to inform the understanding of art and the world. Artists’ personal experiences and methods of looking influence the way in which they perceive artistic endeavors.			
<b>Essential Questions</b> – Why is it important to follow a formalized method of looking at artworks? How does taking the time to observe and examine artworks inform understanding of the artmaking process?			
	National Visual Arts Standards	SOL's	LCPS 5C's
<b>ART II A. Apply art criticism processes to determine and explain content and meaning in artworks.</b>		<b>All.18</b>	<b>Critical Thinker</b>
1. Apply an established model of art criticism such as aesthetic scanning, to analyze, interpret and evaluate personal and professional artworks.		All.17	Critical Thinker
2. Use constructive critical approaches to critique including formative, peer, self-reflective and summative.		All.21	Critical Thinker
3. Identify types of contextual information such as political, social, historical, and cultural, used in the interpretation of artworks.	VA:Re8.1.II		Critical Thinker
CER 4. Compare and contrast pottery that is functional and non-functional in form.			Critical Thinker
<b>ART II B. Examine and discuss current influences on perceptions and interpretations of artworks.</b>			<b>Critical Thinker</b>
1. Hypothesize ways in which art influences perception and understanding of human experiences.	VA:Re7.1.Ia		Critical Thinker
2. Examine features of select artworks to expand perceptions and compare interpretations of intended purpose.			Critical Thinker
3. Define and practice ethical behaviors when responding to artworks and design.		All.20	Critical Thinker
4. Research and review art publications to determine contemporary trends and modes of thought.			Critical Thinker
CER 5. Evaluate the effectiveness of a form or sculptural work to evoke a response from a viewer.			Critical Thinker
CER 6. Gain an understanding of and identify why ceramic artists don't keep every ceramic artwork they create and what it means to create something that shows proficiency or mastery versus development.			Critical Thinker
<b>RESPOND – Reflect</b>			
<b>REFLECT</b> – Standard of Achievement (8) – The student will initiate, recall and contemplate learning experiences and personal performances to inform future artistic endeavors.			
<b>Enduring Understanding</b> – Reflective practice leads to improved performance in artistic endeavors. Reflection enables the transfer of prior learning to the undertaking of future artistic challenges.			
<b>Essential Questions</b> – What constitutes reflective practice? What is learned from reflective practices? In what ways does reflective practice guide decision-making in the creative process?			
	National Visual Arts Standards	SOL's	LCPS 5C's
<b>ART II A. Contemplate and explain how prior learning informs future artistic endeavors.</b>			<b>Critical Thinker Communicator</b>
1. Consider and explain how investigation, experimentation, and documentation work together to impact personal artmaking.			Critical Thinker Communicator
2. Examine and describe how previous artmaking experiences inform current process applications.			Critical Thinker Communicator
3. Select among alternative solutions to solve artmaking problems.			Critical Thinker Communicator
4. Observe and hypothesize on the success or failure of problem solving to inform future artmaking.			Critical Thinker Communicator
<b>ART II B. Contemplate and explain how learning through artmaking process applications influences personal learning and growth.</b>			<b>Critical Thinker Communicator</b>
1. Compare and contrast a set of personal artworks to review artmaking approaches in relation to personal growth.			Critical Thinker Communicator
2. Specify and explain how acquired skills and techniques and process knowledge informs personal artistic endeavors.			Critical Thinker Communicator
3. Collaborate to examine and explain rationale for choices made in the artmaking process.			Critical Thinker Communicator Collaborator
<b>RESPOND – Evaluate</b>			
<b>EVALUATE</b> – Standard of Achievement (9) – The student will appraise the artistic experience and its personal and global significance.			
<b>Enduring Understanding</b> – Artworks and the artmaking process have extrinsic and intrinsic value. Authentic judgments about the value of art and the artistic experience are informed through the application of a formal observation system.			
<b>Essential Questions</b> – What can be gained by applying a formal observation system to determine the value of an artwork? How does the selected evaluation system affect the perception of an artwork? What values are inherent to artworks and the artistic experience? How does the type of evaluation system used provide insight into the creative process?			
	National Visual Arts Standards	SOL's	LCPS 5C's
<b>ART II A. Select and apply established criteria to judge and evaluate artworks.</b>			<b>Critical Thinker</b>
2. Select and apply a set of criteria based on form, concept, and process to evaluate personal artworks.			Critical Thinker
3. Evaluate the effectiveness of the communication of ideas in personal works of art and design.		All.19	Critical Thinker
4. Explain personal responses to aesthetic qualities found in artworks and design.	VA:Re7.1.IIa	All.24	Critical Thinker
5. Investigate how art and design can be viewed from a variety of aesthetic stances.		All.25	Critical Thinker
CER 6. Identify the difference between Art and Craft - Functional ware versus Sculptural.			Critical Thinker
<b>ART II B. Evaluate the impact of art and creative process applications on ideas and behaviors in a global environment.</b>			<b>Critical Thinker</b>

1. Investigate and explain how communication and collaboration in artmaking contributes to the local and global community.			Communicator Collaborator Contributor
2. Research and evaluate how critical thinking, problem solving and innovation within artistic practice have shaped local and global advancements.			Creator
3. Discuss and analyze the ways in which contemporary artists influence viewers' perceptions of the world.			Critical Thinker
4. Assess ideas, methods and artworks to make impactful decisions to edit during the artmaking process.			Critical Thinker
5. Assess the role and impact of contemporary digital media on the creative process.			Critical Thinker
CER 6. Examine and discuss the importance of critical thinking, problem solving and innovation to the ceramic process.			Creator

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**CONNECT – Relate**

**Relate – Standard of Achievement (10)** – The student will consider and associate artistic endeavors in relation to personal experiences and external influences.

**Enduring Understanding** – The art experience enriches the human condition by fostering conceptual links across time and cultures. The arts provide evidence of human existence and invite interaction.

**Essential Questions** – How does art promote conceptual links between personal experiences and external influences? How do artworks reveal evidence of human interactions?

	National Visual Arts Standards	SOL's	LCPS SC's
<b>ART II A. Investigate ways social, cultural and historical factors influence artworks and design.</b>			<b>Critical Thinker Contributor</b>
1. Identify historical and contemporary artworks and artistic developments.		All.12	Critical Thinker Contributor
2. Describe how artistic movements are related to historical events.		AI.11	Critical Thinker Contributor
3. Examine and explain how context, purpose, and value, such as social trends, power, equality and identity relate to art and artmaking ideas.	MA:Cn.10.1.Ia		Communicator
4. Contemplate and describe traditional and nontraditional media and subject matter in artworks in relation to historical and contemporary meaning.		All.14	Critical Thinker Contributor
5. Compare and connect uses of art in social, cultural and historical contexts with uses of art in contemporary and local contexts.			Critical Thinker
6. Collaborate to gain insight into factors of social and cultural diversity to foster cross-cultural communication through artmaking.	VA:Cn11.1.IIa		Critical Thinker Contributor Collaborator
<b>ART II B. Examine and explain the relationship between personal knowledge and experience and artistic endeavors.</b>			<b>Critical Thinker Contributor</b>
1. Deliberate and discuss how contemporary visual culture and artworks challenge or confirm personal beliefs and values.			Critical Thinker Communicator
2. Analyze and explain how personal knowledge and experience influence responses to art and artistic endeavors.			Critical Thinker Communicator
3. Reflect on and analyze personal responses to artworks.		All.23	Critical Thinker Communicator

**CONNECT – Reconcile**

**Reconcile – Standard of Achievement (11)** – The student will explore and integrate experiential and academic domains of knowledge as part of the artistic experience.

**Enduring Understanding** – Connectivity is an essential characteristic of the artistic experience. Reconciling connections in the creative process enriches and validates the human experience.

**Essential Questions** – How are connections between art and culture developed? How do artists reconcile connections among art, culture and personal experience validate artistic endeavors?

	National Visual Arts Standards	SOL's	LCPS SC's
<b>ART II A. Select and apply topics and methods from other academic domains to support and enhance artistic endeavors.</b>			<b>Critical Thinker</b>
1. Research and apply a systematic thinking method used in another discipline as part of the creative process.			Critical Thinker
2. Document and compare the idea development and artmaking process with methods used in other disciplines.	VA:Cn10.1.Ia		Critical Thinker
3. Determine and apply commonalities among literacies across disciplines, such as global awareness, economics, civics, health and environmental conditions in artmaking.			Critical Thinker
4. Access and combine aspects of interdisciplinary topics in innovative ways to develop art ideas and works.			Critical Thinker Contributor
<b>ART II B. Demonstrate and explain how personal culture can validate the human experience through artistic endeavors.</b>			<b>Critical Thinker Communicator</b>
1. Examine and discuss how social, political, economic and cultural factors influence artistic endeavors and outcomes.		All.13	Critical Thinker Communicator
2. Distinguish and select among local and global resources to inform and support artistic goals.			Critical Thinker
3. Select and express aspects of personal culture in artmaking.			Critical Thinker Communicator
4. Identify and describe cultural influences on personal artistic interpretations and understandings.			Critical Thinker Communicator