

# Kent City High School – Sculpture and Ceramics Curriculum Map

Duration	Unit Name/Resources	Standards	Assessments	Literacy Activities	Skills
Ongoing	Connecting	VA:Cn10.1.IIa VA:Cn11.1.IIa	<ul style="list-style-type: none"> <li>• Sketchbook</li> <li>• Critiques</li> </ul>	<ul style="list-style-type: none"> <li>• Close Reading</li> <li>• Sketchbook</li> <li>• Critique</li> <li>• Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Relate artistic ideas and work with personal meaning and external context.</li> <li>• Synthesize and relate knowledge and personal experiences to make art.</li> <li>• Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</li> </ul>
Ongoing	Presenting	VA:Pr4.1.IIa VA:Pr5.1.IIa VA:Pr6.1.IIa	<ul style="list-style-type: none"> <li>• Critique</li> <li>• Preparation of Artwork</li> </ul>	<ul style="list-style-type: none"> <li>• Close Reading</li> <li>• Artist Statements</li> <li>• Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret and share artistic works.</li> <li>• Select, analyze, and interpret artistic work for presentation.</li> <li>• Develop and refine artistic techniques and work for presentation.</li> <li>• Refine and complete artistic work.</li> </ul>
Ongoing	Responding	VA:Re7.1.IIa VA:Re7.2.IIa VA:Re8.1.IIa VA:Re9.1.IIa	<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Critique</li> <li>• Artist Statement</li> <li>• Sketchbook</li> </ul>	<ul style="list-style-type: none"> <li>• Close Reading</li> <li>• Sketchbook</li> <li>• Critique</li> <li>• Artist Statement</li> <li>• Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and evaluate how the arts convey meaning.</li> <li>• Perceive and analyze artistic work.</li> <li>• Interpret intent and meaning in artistic work.</li> <li>• Apply criteria to evaluate artistic work.</li> </ul>
Ongoing	Creating (Drawing, painting, printmaking, sculpture, ceramics)	VA:Cr1.1.IIa VA:Cr1.2.IIa VA:Cr2.1.IIa VA:Cr2.2.IIa VA:Cr2.3.IIa VA:Cr3.1.IIa	<ul style="list-style-type: none"> <li>• Projects</li> <li>• Sketchbook</li> <li>• Studio Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Conceive and develop new artistic ideas and work.</li> <li>• Generate and conceptualize artistic ideas and work.</li> <li>• Organize and develop artistic ideas and work.</li> <li>• Refine and complete artistic work.</li> </ul>

# Kent City High School – Sculpture and Ceramics Curriculum Map

## Assessment Plan for Kent City Visual Arts Courses:

**Studio Practices** - To maintain a productive and creative studio atmosphere, artists exhibit specific habits and behaviors. These characteristics ensure productivity for the artist and their peers by creating an environment conducive to learning, growing, and creating. Kent City student artists are expected to practice studio safety, maintenance of a clean and organized studio space, and to exhibit positive learning behaviors including cooperation, focus, and active listening.

**Sketchbooks (Secondary only)** - Sketchbooks provide an informal means of exploration, experimentation, and reflection for artists. Through these practices, artists are able to develop their ideas and skills.

**Vocabulary** - Artists use specific vocabulary while discussing their work. As we grow as artists, our vocabulary should as well. Student artists are expected to use appropriate vocabulary in class discussion, critiques, and written form. Occasional vocabulary quizzes may also be given at the secondary level.

**Artist Statements** - Written reflection done by the student artist exploring their achievements and learning in a particular work. Also, meant to shed light into process and concept for the viewer.

**Critique** - Formal or informal reflection upon works by master artists, their peers, and themselves, focusing on technique, aesthetic, and concept. These may occur in small groups, whole class, one-on-one with the instructor, or in written form.

**Projects** - The most frequent and formal assessments in the visual arts courses. Rubrics are used to assess students achievement of criteria set for each project.

**Portfolio** - Summative assessment - A collection of the students work demonstrating their growth throughout the course. At the secondary level, students will prepare a written reflection to further elaborate on their learning and growth to accompany their portfolio.

---

**Adjudication and Exhibition** - Periodically, student work may be entered in exhibitions and competitions outside of Kent City, providing opportunities for recognition, awards, and accolade, at the regional, state, and even national level. Each of these opportunities brings with it acknowledgement not only for the student but for the art program as well.

# Kent City High School – Sculpture and Ceramics Curriculum Map

<b>Artistic Process-Creating: Conceiving and developing new artistic ideas and work.</b>		
<b><i>Anchor Standard: Generate and conceptualize artistic ideas and work.</i></b>		
<i>Enduring Understanding</i>	<i>Essential Questions</i>	<i>Performance Standard</i>
Creativity and innovative thinking are essential life skills that can be developed.	-What conditions, attitudes, and behaviors support creativity and innovative thinking? -What factors prevent or encourage people to take creative risks? -How does collaboration expand the creative process?	VA:Cr1.1.IIa Individually or collaboratively formulate new creative problems based on student’s existing artwork.
Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making.	-How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? -Why do artists follow or break from established traditions? -How do artists determine what resources and criteria are needed to formulate artistic investigations?	VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
<b><i>Anchor Standard: Organize and develop artistic ideas and work.</i></b>		
Artists and designers experiment with forms, structures, materials, concepts, media and art making approaches.	-How do artists work? -How do artists and designers determine whether a particular direction in their work is effective? -How do artists and designers learn from trial and error?	VA:Cr2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	-How do artists and designers care for and maintain materials, tools, and equipment? -Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? -What responsibilities come with the freedom to create?	VA:Cr2.2.IIa Demonstrate awareness of ethical implications of making and distributing creative work.
People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	-How do objects, places, and design shape lives and communities? -How do artists and designers determine goals for designing or redesigning objects, places, or systems? -How do artists and designers create works of art or design that effectively communicate?	VA:Cr2.3.Ia Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
<b><i>Anchor Standard: Refine and complete artistic work.</i></b>		
Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	-What role does persistence play in revising, refining, and developing works? -How do artists grow and become accomplished in art forms? -How does collaboratively reflecting on a work help us to experience it more fully and develop it more completely?	VA:Cr3.1.Ia Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

# Kent City High School – Sculpture and Ceramics Curriculum Map

<b>Artistic Process-Presenting: Interpreting and sharing artistic works.</b>		
<b><i>Anchor Standard: Select, analyze, and interpret artistic work for presentation.</i></b>		
<i>Enduring Understanding</i>	<i>Essential Questions</i>	<i>Performance Standard</i>
Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for presentation.	<ul style="list-style-type: none"> <li>-How art artworks cared for and by whom?</li> <li>-What criteria, methods, and processes are used to select work for preservation or presentation?</li> <li>-Why do people value objects, artifacts, and artworks, and select them for presentation?</li> </ul>	<b>VA:Pr4.1.IIa</b> <b>Analyze, select, and critique personal artwork for a collection or portfolio presentation.</b>
<b><i>Anchor Standard: Develop and refine artistic techniques and work for presentation.</i></b>		
Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and/or when deciding if and how to preserve and protect it.	<ul style="list-style-type: none"> <li>-What methods and processes are considered when preparing artwork for presentation or preservation?</li> <li>-How does refining artwork affect its meaning to the viewer?</li> <li>-What criteria are considered when selecting work for presentation, a portfolio, or a collection?</li> </ul>	<b>VA:Pr5.1.IIa</b> <b>Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</b>
<b><i>Anchor Standard: Refine and complete artistic work.</i></b>		
Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.	<ul style="list-style-type: none"> <li>-What is an art museum?</li> <li>-How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?</li> <li>-How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</li> </ul>	<b>VA:Pr6.1.IIa</b> <b>Make, explain, and justify connections between artists or artwork and social, cultural, and political history.</b>

# Kent City High School – Sculpture and Ceramics Curriculum Map

<b>Artistic Process-Responding: Understanding and evaluating how the arts convey meaning.</b>		
<b><i>Anchor Standard: Perceive and analyze artistic work.</i></b>		
<i>Enduring Understanding</i>	<i>Essential Questions</i>	<i>Performance Standard</i>
Individual and aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	<ul style="list-style-type: none"> <li>-How do life experience influence the way you relate to art?</li> <li>-How does learning about art impact how we perceive the world?</li> <li>-What can we learn from our responses to art?</li> </ul>	<b>VA:Re7.1.IIa</b> <b>Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</b>
Visual imagery influences understanding of and responses to the world.	<ul style="list-style-type: none"> <li>-What is an image?</li> <li>-Where and how do we encounter images in our world?</li> <li>-How do images influence our view of the world?</li> </ul>	<b>VA:Re7.2.IIa</b> <b>Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors, of specific audiences.</b>
<b><i>Anchor Standard: Interpret intent and meaning in artistic work.</i></b>		
People gain insights into meanings of artworks by engaging in the process of art criticism.	<ul style="list-style-type: none"> <li>-What is the value of engaging in the process of art criticism?</li> <li>-How can the viewer “read” a work of art as text?</li> <li>-How does knowing and using visual art vocabularies help us understand and interpret works of art?</li> </ul>	<b>VA:Re8.1.IIa</b> <b>Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</b>
<b><i>Anchor Standard: Apply criteria to evaluate artistic work.</i></b>		
People evaluate art based on various criteria.	<ul style="list-style-type: none"> <li>-How does one determine criteria to evaluate a work of art?</li> <li>-How and why might criteria vary?</li> <li>-How is a personal preference different from an evaluation?</li> </ul>	<b>VA:Re9.1.IIa</b> <b>Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</b>

# Kent City High School – Sculpture and Ceramics Curriculum Map

<b>Artistic Process-Connecting: Relating artistic ideas and work with personal meaning and external context.</b>		
<i>Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.</i>		
<i>Enduring Understanding</i>	<i>Essential Questions</i>	<i>Performance Standard</i>
Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	<ul style="list-style-type: none"> <li>-How does engaging in creating art enrich people’s lives?</li> <li>-How does making art attune people to their surroundings?</li> <li>-How do people contribute to awareness and understanding of their lives and the lives of their communities through art making?</li> </ul>	<b>VA:Cn10.1.IIa</b> Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making.
<i>Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</i>		
People develop ideas and understanding of society, culture, and history through their interactions with and analysis of art.	<ul style="list-style-type: none"> <li>-How does art help us understand the lives of people of different times, places, and cultures?</li> <li>-How is art used to impact the views of society?</li> <li>-How does art preserve aspects of life?</li> </ul>	<b>VA:CN11.1.IIa</b> 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.