

Cocalico School District

Year-at-a-Glance - Curriculum Overview

Department: Art 3D

Course: Foundations to Ceramics and 3D

Grade Level: 9-12

Big Ideas

- Students will be introduced to the basic skills required to hand build and throw on a Potter's Wheel.
- The skill, techniques, and elements of the principles of the arts can be learned, studied, refined and practiced.
- Artists use tools and resources as well as their own experiences and skills to create art.
- The arts provide a medium to understand and exchange ideas.
- People have expressed experiences and ideas through time and across cultures.
- There are formal and informal processes used to assess the quality of work in the arts.
- People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.

Units of Study	% of Course Time	Textbooks & Supplemental Materials	Assessments	Standards Addressed
Production: <ul style="list-style-type: none"> • Introduce Basic Hand Skill: Slab, Coil, Mend/Joining, Pull and Pinch. • Understand the clay medium drying process. • Introduce Basic Firing Clay • Introduce Basic Glazing Clay • Introduce Basic Wheel Throwing Skills with pots, cups, and bowls 	70%	Include but not limited to: <ul style="list-style-type: none"> • Teacher Demonstration • Teacher created videos and references online • Artist/Student Artwork • Pottery Wheels • Slab Roller • Pug Miller • Kiln 	Include but not limited to: <ul style="list-style-type: none"> • Pre-test, Post Test, Rubric, Art Show, • Student and Peer Assessment • Teacher observation 	<ul style="list-style-type: none"> • 9.1.12 A, B, C, D, E, F, G
Historical and Cultural Contexts: <ul style="list-style-type: none"> • The influences and significant of the Egyptian Culture on 3D Art 	20%	Include but not limited to: <ul style="list-style-type: none"> • Teacher Demonstration • Teacher created videos and references online • Artist/Student Artwork 	Include but not limited to: <ul style="list-style-type: none"> • Pre-test, Post Test, Rubric, Art Show response • Student and Peer Assessment • Teacher observation 	<ul style="list-style-type: none"> • 9.2.12 A, B, C, D, E, F, G
Aesthetic Response <ul style="list-style-type: none"> • Does art represent the world? • How does one communicate about art? • What does one communicate about art? 	5%	Include but not limited to: <ul style="list-style-type: none"> • Teacher Demonstration • Teacher created videos and references online • Artist/Student Artwork 	Include but not limited to: <ul style="list-style-type: none"> • Pre-test, Post Test, Rubric, Art Show response • Student and Peer Assessment • Teacher observation 	<ul style="list-style-type: none"> • 9.4.12 A, B, C, D
Critical Response <ul style="list-style-type: none"> • Subjective vs objective • Generating ideas and choices regarding subject matter and themes 	5%	Include but not limited to: <ul style="list-style-type: none"> • Teacher Demonstration • Teacher created videos and references online • Artist/Student Artwork 	Include but not limited to: <ul style="list-style-type: none"> • Pre-test, Post Test, Rubric, Art Show response • Student and Peer Assessment • Teacher observation 	<ul style="list-style-type: none"> • 9.3.12 A, B, C, D



Eagle P.A.C.T. Course Connections:

Foundations to Ceramics and 3D encourages students to use problem solving skills to explore the various aspects of art to communicate their thoughts visually through media, respond to aesthetics, communicate in diverse environments, incorporate feedback effectively, and deal positively with praise and criticism.