

Cocalico School District

Year-at-a-Glance - Curriculum Overview

Department: Art 3D

Course: Independent Advanced Clay and 3D

Grade Level: 9-12

Big Ideas

- Students will build on previously learned skills from Advanced Throwing and Hand Building needed 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"> • Build on and Implement Advanced Hand Skill: Slab, Coil, Mend/Joining, Pull and Pinch • Understand the clay medium drying process • Build on and implement Advanced Firing Clay Techniques • Build on and implement Advanced Glazing Clay Techniques • Build on and implement Advanced Wheel Throwing Skills 	70%	Include but not limited to: <ul style="list-style-type: none"> • Videos • Published related articles • Worksheets • Artist/ student artwork examples 	<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"> • 9.1.3 A-K • 9.2.3 A, D, H
Historical and Cultural <ul style="list-style-type: none"> • The influences and significant of Modern-day artists on 3D Art 	20%	Include but not limited to: <ul style="list-style-type: none"> • Videos • Published related articles • Worksheets • Artist/ student artwork examples 	<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"> • 9.1.3 A-K • 9.2.3 A, D, H
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"> • Videos • Published related articles • Worksheets • Artist/ student artwork examples 	<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"> • 9.1.3 A-K • 9.2.3 A, D, H
Critical Response <ul style="list-style-type: none"> • Subjective vs. objective 	5%	Include but not limited to: <ul style="list-style-type: none"> • Videos • Published related articles • Worksheets • Artist/ student artwork examples 	<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"> • 9.1.3 A, C, D, E, G, H, I, J, K



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

Independent Advanced Clay 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.