

Carroll ISD Ceramics III: 11th-12th Grade

2021-2022 Year-At-A-Glance

| | Term 1 | Term 2 |
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| TEKS | TEKS 117.302C 1ABCD, 2ABCDEF, 3ABCD, 4ABCD Standards for this Level III Course: Observation and Perception; Creative Expression; Historical and Cultural Connections; and Critical Evaluation and Response. | |
| FOCUS | Observation and Perception Identify and Understand the Elements of Art and Principles of Design used to create Ceramic Shapes & Forms | Observation and Perception Creative Expression Historical and Cultural Connections |
| Topics | <ul style="list-style-type: none"> ● Elements of Art Review <ul style="list-style-type: none"> ○ Line - Contour, Cross Contour, Weight, Variety ○ Shape - Geometric, Organic, Amorphous/Freeform ○ Value - Value Scale, light & dark ○ Form - Geometric, Organic, Amorphous/Freeform ○ Texture - Actual & implied ○ Color - Color Schemes, tints & shades ○ Space - Creating Depth ● Principles of Design Review <ul style="list-style-type: none"> ○ Balance - Asymmetrical, Symmetrical ○ Proportion - Objects & Human Figures ○ Movement - Visual Movement ○ Emphasis - how to create it ○ Pattern - uses in sculpture & space ○ Repetition/Rhythm - purpose and use ○ Unity/Harmony - creating Unity/Harmony ○ Variety - use in sculpture ● Creative Expression Review | <ul style="list-style-type: none"> ● Creative Expression <ul style="list-style-type: none"> ○ Thrown Pottery/Ceramics <ul style="list-style-type: none"> ■ History/Context ■ Form and function ○ Handbuilding Pottery/Ceramics <ul style="list-style-type: none"> ■ Shape and function ■ Texture ● Color Theory <ul style="list-style-type: none"> ○ Glazing Choices ○ Color Applications ● Photography as Documentation ● Critical Response/Judgement <ul style="list-style-type: none"> ○ Critiques, Peer and Self ○ Responding to artworks ○ Historical and Cultural Connections ○ Art History Notes ○ Artists/Cultural Items in Context |

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| | <ul style="list-style-type: none"> ○ Drawing, sketching and brainstorming ○ Clay Tools, Techniques, Skills & Originality <ul style="list-style-type: none"> ■ Copyright/Fair use ● Critical Response/Judgement Review <ul style="list-style-type: none"> ○ Critique - self & other students' work ○ Artwork Responses <ul style="list-style-type: none"> ■ Looking at work and responding ● Historical and Cultural Connections <ul style="list-style-type: none"> ○ Art History Exploration <ul style="list-style-type: none"> ■ Student developed bank of artists ○ Art History Notes ○ Artists/Cultural Items in Context | |
| <p>Additional Resources</p> | <p>Instructor generated presentation material, websites, videos, project examples, articles and demonstrations. Student generated Art History Information.</p> <ul style="list-style-type: none"> ● Consistent Rubric for assessment <ul style="list-style-type: none"> ○ Composition 3D designs are interesting from multiple viewpoints, 2D designs touches at least 3 edges of the page, all designs demonstrate cropping, overlapping, overall unity, and intentional use of elements and principles ○ Craftsmanship Work is neat, Multiple Values (intensity, contrast), smooth or consistent shading and/or texture, attention to detail, high quality images were submitted on Canvas ○ Creativity Personal expression, experimentation, originality, & media choices, variety of color, good color choices, student worked through issues, challenges and set-backs ○ Completion artwork meets stated requirements of this assignment (see | <p>Instructor generated presentation material, websites, videos, project examples, articles and demonstrations. Student generated Art History Information.</p> <ul style="list-style-type: none"> ● Consistent Rubric for assessment <ul style="list-style-type: none"> ○ Composition 3D designs are interesting from multiple viewpoints, 2D designs touches at least 3 edges of the page, all designs demonstrate cropping, overlapping, overall unity, and intentional use of elements and principles ○ Craftsmanship Work is neat, Multiple Values (intensity, contrast), smooth or consistent shading and/or texture, attention to detail, high quality images were submitted on Canvas ○ Creativity Personal expression, experimentation, originality, & media choices, variety of color, good color choices, student worked through issues, challenges and set-backs ○ Completion artwork meets stated requirements of this assignment (see |

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| | <p>“Requirements” slide in project presentation), exploration of subject, media and techniques</p> <ul style="list-style-type: none"> ○ Complexity student created a design that is challenging, high amount of detail | <p>“Requirements” slide in project presentation), exploration of subject, media and techniques</p> <ul style="list-style-type: none"> ○ Complexity student created a design that is challenging, high amount of detail |
| <p>Project Ideas</p> | <ul style="list-style-type: none"> ● Thrown Forms - Set: Cup, Bowl & Plate <ul style="list-style-type: none"> ○ Centering, Opening, Pulling, Trimming ● Handbuilt Organic Vase <ul style="list-style-type: none"> ○ Repetition and Movement ○ Sgraffito or Glaze Designs | <ul style="list-style-type: none"> ● Thrown Form - Set: Cup, Bowl & Plate <ul style="list-style-type: none"> ○ Centering, Opening, Pulling, Trimming ○ Balance and movement ● Handbuilt Clay House <ul style="list-style-type: none"> ○ Texture, Additive & Subtractive elements. |

| | Term 3 | Term 4 |
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| FOCUS | Observation and Perception Creative Expression Historical and Cultural Connections | Observation and Perception Creative Expression Historical and Cultural Connections |
| Topics | <ul style="list-style-type: none"> ● Creative Expression <ul style="list-style-type: none"> ○ Thrown Pottery/Ceramics <ul style="list-style-type: none"> ■ History/Context ■ Form/Function ■ Color applications ■ Meanings (emotional/social) ○ Handbuilding Pottery/Ceramics <ul style="list-style-type: none"> ■ Shape and function ■ Balance/Creativity ■ Texture ● Glazing Choices <ul style="list-style-type: none"> ○ Color Applications ○ Photography as Documentation ● Critical Response/Judgement <ul style="list-style-type: none"> ○ Critiques, Peer and Self ○ Responding to artworks ○ Historical and Cultural Connections ○ Art History Notes ○ Artists/Cultural Items in Context | <ul style="list-style-type: none"> ● Creative Expression <ul style="list-style-type: none"> ○ Thrown Pottery/Ceramics <ul style="list-style-type: none"> ■ History/Context ■ Form/Function ■ Color applications ■ Meanings (emotional/social) ○ Handbuilding Pottery/Ceramics <ul style="list-style-type: none"> ■ Shape and function ■ Balance/Creativity ■ Texture ● Glazing Choices <ul style="list-style-type: none"> ○ Color Applications ○ Photography as Documentation ● Critical Response/Judgement <ul style="list-style-type: none"> ○ Critique, Peer, Self ○ Artwork Responses ○ Historical and Cultural Connections ○ Art History Notes ○ Artists/Cultural Items in Context |
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| <p>Project Ideas</p> | <ul style="list-style-type: none"> ● Thrown Forms - Set: Cup, Bowl & Plate ● Handbuilt Creative Teapot <ul style="list-style-type: none"> ○ Non-Traditional/Unique Design ○ Glazing choices | <ul style="list-style-type: none"> ● Thrown Closed Lidded Form <ul style="list-style-type: none"> ○ Centering and cutting ○ Glazing experimentation ● Handbuilt Woven Clay Basket <ul style="list-style-type: none"> ○ Traditional or Non-Traditional shape |