

MSAD #54 Advanced Pottery Curriculum

Content Area: Art Advanced Pottery
Unit: Disciplinary Literacy

Grade: Grade 9-12
MLR Span: 9 - 12

MLR Content Standard: A: Disciplinary Literacy – Visual Arts
Students show literacy in the art of discipline by understanding and demonstrating concepts, skills, terminology, and processes.

*Assessment

Disciplinary Literacy	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Artist’s Purpose	1.Students research and explain how art and artists reflect and influence culture and periods of time.	Students will: Do a report on an artist or a technique. They will work on a cultural tradition or artist.	They use the website “Advanced Pottery Webquest” , to find out how to do the project. http://www.msad54.org/sahs/appliedarts/artlofving/pottery/potteryqu.htm
Elements of Art and Principles of Design	2.Students evaluate all the features of composition. a.Evaluate Elements of Art: color, form, line, shape, space, texture, and value. b.Evaluate Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity.	Students will: Use the elements of design to create unique ceramic projects. Use the elements of art such as color, form and texture in the completion of the work.	Students choose from a list of projects and create at least 5 different major projects a quarter. These should incorporate some of the elements of design such as color, form and texture. When done, we evaluate them using the principles of design. Balance, pattern and unity are some of the key principles used to evaluate the pieces.
Media, Tools, Techniques, and Processes	3.Students compare the effects of media and their associated tools, techniques, and processes, using	Students will: Explore effects of different media within the ceramic context.	Mixed media projects are one of the ways that students can explore different materials and media in Advanced Pottery.

	<p>elements, principles, and expressive qualities in art forms and genres.</p>		<p>They explore the effects of different media and processes through the projects they create.</p> <p>Different genres and pottery styles are tried, such as majolica, raku and underglazes.</p>
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MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Creation/Expression

Grade: Grade 11
MLR Span: 9 - 12

MLR Content Standard: B:Creation, Performance, and Expression
Students create, express, and communicate through the art discipline.

*Assessment

Creation/ Expression	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Media Skills	1.Students choose suitable media, tools, techniques, and processes to create a variety of original art works.	Students will: Use different media to produce a variety of original are works.	The different media used are mostly in the context of creating ceramic work.
Composition Skills	2.Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms.	Students will: Begin to develop their own personal style, influenced by other artists.	Students create ceramic pieces that begin to develop a style. They choose certain techniques that allow them to express themselves. Advanced Pottery students get a chance to explore their own personal style.

<p>Making Meaning</p>	<p>3. Students create a body of original art work.</p> <p>a. Demonstrate sophisticated use of media, tools, techniques, and processes.</p> <p>b. Demonstrate knowledge of visual art concepts.</p> <p>c. Communicate a variety of ideas, feelings, and meanings.</p>	<p>Students will:</p> <p>Be required to create a body of original artwork.</p> <p>They must make at least 9 original pieces and a report for the class.</p> <p>In order to create 9 major art projects reflecting their individual styles, students have to demonstrate a knowledge of visual art concepts and know how to use tools and techniques.</p> <p>They use these to communicate a variety of ideas, feelings and meanings.</p>	<p>In Advanced Pottery the students are expected to pick out 9 major projects and create an artwork that fits each of them.</p> <p>They have to use what they have learned in regular Pottery classes, plus what they can learn by doing the projects.</p> <p>These projects say a lot about them and their lives.</p> <p>We select and prepare to show the work in the school and at the student art shows in the community.</p>
<p>Exhibition</p>	<p>4. Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection.</p>	<p>Student work is exhibited in the biannual Student Art show at the Central Maine Artist's gallery, at the Women's club art show in Madison and in the school library.</p>	

MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Problem Solving

Grade: Grade 11
MLR Span: 9 - 12

MLR Content Standard: C: Creative Problem Solving
Students approach artistic problem-solving using multiple solutions and the creative process.

*Assessment

	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Application of Creative Process	1.Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others.	Students will evaluate their work and use creative problem-solving constantly to create works of art that improve constantly.	<p>Students are always asked what they could have done differently and what they like about their pieces.</p> <p>They need to step back occasionally and see what they have created.</p> <p>Series of work are a good way to constantly improve upon what they thought worked or didn't.</p>

MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Aesthetics

Grade: Grade 11
MLR Span: 9 - 12

MLR Content Standard: D: Aesthetics and Criticism
Students describe, analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

*Assessment

	MLR Performance Indicators PreK-2	MSAD #54 Objectives	Instructional Resources/Activities
Aesthetics and Criticism	<p>1. Students analyze and evaluate art forms.</p> <p>a. Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills and processes as referenced in <u>Standard A: Disciplinary Literacy</u>.</p> <p>b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/non-print sources.</p> <p>c. Demonstrate an understanding of the difference between a personal opinion and an informed judgment.</p> <p>d. Research and explain how art and artists reflect and shape their time and culture.</p>	<p>Students will:</p> <p>Describe, analyze and interpret different art forms.</p> <p>Literacy practices are utilized within the report.</p> <p>They need to create the report within a structure that supports their exploration of an artist, as culture or a medium within the broader context of ceramic art.</p>	<p>The report combines literacy and research into different cultures and techniques.</p> <p>Through the study of a particular culture, artist or technique they learn how artists reflect and shape their time and culture.</p>

MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Connections

Grade: Grade 11
MLR Span: 9 - 12

MLR Content Standard: E: Visual and Performing Arts Connections
Students understand the relationship among the arts, history, and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

*Assessment

Connections	MLR Performance Indicators PreK-2	MSAD #54 Objectives	Instructional Resources/Activities
The Arts and History and World Culture	1.Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.	Students will: Explore a particular culture and medium through the Report. Through this they will gain an understanding of history and/or world culture.	The history of a particular culture or technique is explored through studying and making an artwork using that culture's knowledge
The Arts and Other Disciplines	2.Students analyze skills and concepts that are similar across disciplines.	Students will: Cross disciplinary lines with the research and skills needed to complete the report.	When doing the report students draw upon the knowledge they have gained by integrating with other subjects,. i.e.,. English, chemistry and math skills .
Goal Setting	3.Students make short-term and long-term goals related time management, interpersonal interactions, or skill development that will lead to success in the arts.	Students will: Set short and long term goals for themselves, manage their time and interact in a mature way in the Advanced Pottery class, which will lead to success in the wider world.	The skills that students learn in Advanced Pottery of planning something and taking it through a lot of steps and processes are very applicable in any setting.

<p>Impact of the Arts on Lifestyle and Career</p>	<p>4. Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation.</p>	<p>Students will:</p> <p>Learn how their knowledge of the arts relates to the wider world. Creating things is something that we are going to learn to do again in the 21st century as we move from being consumers to producers again.</p>	<p>Students will learn how to plan, create and evaluate ceramic objects. This will prove useful as they move into a world where they will have to learn how to create more and consume less.</p>
<p>Interpersonal Skills</p>	<p>5. Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.</p> <p>a. Getting along with others</p> <p>b. Respecting differences</p> <p>c. Working as a team/ensemble</p> <p>d. Managing conflict</p> <p>e. Accepting/giving/using constructive feedback</p> <p>f. Accepting responsibility for</p>	<p>Students will:</p> <p>Get along with their classmates.</p> <p>They seem to appreciate each other and work well.</p> <p>They work on some projects as a team and manage conflict well.</p> <p>They respect each other's differences and accept responsibility for their personal behavior.</p> <p>They work safely.</p>	<p>Advanced Pottery is a much more self-directed type of class.</p> <p>The students appreciate the fact that they get to work on individual projects, and seem to get along and work with each other quite well.</p> <p>They give and accept constructive feedback from the teacher and other students.</p>

	<p>personal behavior</p> <p>g. Demonstrating ethical behavior</p> <p>h. Following established rules/etiquette for observing/listening to art</p> <p>i. Demonstrating safe behavior</p>		
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