

Verona Public School District Curriculum Overview

Ceramics and Mosaics I&II



Curriculum Committee Members:

Terry Sherman

Supervisor:

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Board Approval Date:

August 28, 2012

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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

This studio course will give students the opportunity to learn the basic techniques and processes of Ceramics and Mosaics. In Ceramics, students will create functional and/or decorative clay pieces using hand building techniques. They will also decorate and glaze these pieces for firing. Possible projects include mugs, bowls, plates, vases, tiles, and sculptures. In Mosaics, students will learn how to cut and arrange small pieces of colored glass, china and mirror into designs and patterns on a wooden support. Grouting and finishing techniques will be demonstrated. Historical Ceramic and Mosaic works of art will be studied.

Prerequisite for Ceramics and Mosaics I: none

Prerequisite for Ceramics and Mosaics II: Ceramics and Mosaics I

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
X A. Technology Operations and Concepts X B. Creativity and Innovation C. Communication and Collaboration D. Digital Citizenship X E. Research and Information Fluency F. Critical thinking, problem solving, and decision making	A. The Nature of Technology: Creativity and Innovation B. Technology and Society X C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

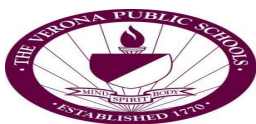
Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	x CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	CRP3. Attend to personal health and financial well-being. x CRP6. Demonstrate creativity and innovation. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	x CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	x CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	CRP5. Consider the environmental, social, and economic impact of decisions. CRP7. Employ valid and reliable research strategies. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i>	9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> A. Career Awareness (K-4) B. Career Exploration (5-8) x C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction x C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<ul style="list-style-type: none"> ● Teacher created instructional brochures, on-line videos and posters 	<ul style="list-style-type: none"> ● Clay, glass and necessary materials for ceramic and mosaic projects



Ceramics & Mosaics I&II

STAGE 1: DESIRED RESULTS			
Established Goals	Transfer		
<p>NJCCCS 1.1.12.D.1 The Creative Process in the Visual Arts i.e. understand elements and principles</p> <p>1.2.12.D.1 History of the Arts and Cultures i.e. understand relationship of art to culture, themes and styles, ideas</p> <p>1.3.12.D.1 Performance in the Visual Arts i.e. produce works of art</p> <p>1.4.12.D.1 Aesthetic Response and Critique i.e. analyze a work of art</p>	<p>Students will be able to <u>independently</u> use their learning to understand and appreciate how an artist uses the medium of colored glass, clay tiles, stone, mirror, china etc. to design a three dimensional work of art.</p>		
	Meaning		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Enduring Understandings Students will understand that:</p> <ul style="list-style-type: none"> ● Mosaics have been created throughout recorded history. ● The earliest mosaics were made in about 3000 BC by the Sumerians. Romans created mosaics from local stones, and utilized mosaics for flooring and to decorate walls. Early Christian art was often executed in mosaics. Mosaic art was highly valued in the 19th century in Italy and Spain. ● Mosaics are an ancient craft. ● Contemporary mosaic-makers have a tremendous range of art historical sources to draw from. Craft usually refers to decorative forms, whereas art often conveys a deeper meaning. </td> <td style="width: 50%; vertical-align: top;"> <p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are mosaics and how do they relate to culture? ● What significance do mosaics hold for world civilizations? ● How have mosaics evolved over time? What is the difference between an art form and a craft? Is there a hierarchy? ● How do mosaic artists use the elements and principles of design to create unity in a mosaic? ● Why elements of art are emphasized in mosaics? ● How do mosaic artists decide which techniques and processes they need to use? ● What distinguishes mosaics from other art forms? ● What inspires a mosaic artist? ● How can mosaics improve the quality of a person's life? ● What does it mean to design an object that is both beautiful and utilitarian? ● What is ceramics and how does it relate to culture? ● What significance does clay hold for world cultures? ● How do ceramic artists use the elements and principles of design to create unity in a ceramic piece? ● How do artists decide what to create from clay? What inspires a ceramic artist? </td> </tr> </table>	<p>Enduring Understandings Students will understand that:</p> <ul style="list-style-type: none"> ● Mosaics have been created throughout recorded history. ● The earliest mosaics were made in about 3000 BC by the Sumerians. Romans created mosaics from local stones, and utilized mosaics for flooring and to decorate walls. Early Christian art was often executed in mosaics. Mosaic art was highly valued in the 19th century in Italy and Spain. ● Mosaics are an ancient craft. ● Contemporary mosaic-makers have a tremendous range of art historical sources to draw from. Craft usually refers to decorative forms, whereas art often conveys a deeper meaning. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are mosaics and how do they relate to culture? ● What significance do mosaics hold for world civilizations? ● How have mosaics evolved over time? What is the difference between an art form and a craft? Is there a hierarchy? ● How do mosaic artists use the elements and principles of design to create unity in a mosaic? ● Why elements of art are emphasized in mosaics? ● How do mosaic artists decide which techniques and processes they need to use? ● What distinguishes mosaics from other art forms? ● What inspires a mosaic artist? ● How can mosaics improve the quality of a person's life? ● What does it mean to design an object that is both beautiful and utilitarian? ● What is ceramics and how does it relate to culture? ● What significance does clay hold for world cultures? ● How do ceramic artists use the elements and principles of design to create unity in a ceramic piece? ● How do artists decide what to create from clay? What inspires a ceramic artist?
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| | <ul style="list-style-type: none"> ● In working with mosaics, artists create visual unity and strong composition by applying their knowledge of the elements and principles of design. ● Relief, texture and three dimensional form are basic qualities that distinguish mosaics from other art forms. ● Mosaic artists need to understand the nature of the material they are working with. ● Mosaics are created from repetitive units, that when organized together create a unified whole. ● Methods, skill and techniques are very important in making a mosaic. ● Most artists are influenced by the creative work of their predecessors. Nature, religion, culture, history, etc. also influence the artist. Necessity has also played a part in mosaic creations. ● Mosaics give a person a hands-on experience which is very different from the educational experiences we usually have in life. In mosaics, students gain sensitivity to working with glass, a material that has unique qualities. ● A utilitarian object that is beautifully designed gives us pleasure as we use it every day. It has form and function. ● Ceramics is a process in which clay, a product of the earth, is | <ul style="list-style-type: none"> ● How can ceramics improve the quality of a person's life? ● What does it mean to design an object that is both beautiful and utilitarian? |
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	<p>formed by hand or on a wheel, and fired in a kiln to make it permanent.</p> <ul style="list-style-type: none"> ● Throughout recorded history, man has always created works of art from clay. ● Ceramic artists need to understand the nature of the material they are working with, and which approach will work best with what they are designing. ● Moisture content in clay and its plasticity determine what it can do at different stages of the process. 	
Acquisition of Knowledge & Skills		
	<p>Students will know:</p> <ul style="list-style-type: none"> ● The elements and principles of design. ● The process of executing a mosaic or ceramic design. ● A variety of skills and techniques including cutting glass, attaching glass to wood, layering images under glass, grouting, and cleaning a mosaic. A variety of techniques for shaping and molding clay include pinching, coiling and slabbing. ● Ceramic tile techniques if creating a mosaic with ceramic tiles. Ceramic tile techniques. ● Safety issues when working with glass and cleaning surfaces after cutting glass. Safety issues when working with dry clay and glazes. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Create a drawing in their sketchbook of the mosaic or ceramic work they would like to make. ● Plan a color scheme. ● Understand how to translate a design into a mosaic or a ceramic form. ● Prepare a wood support for a mosaic. Create patterns for a mosaic and understand which processes to use. ● Use a layering process to add words and images under transparent glass. Use tools to impress designs on damp clay or to carve leather hard clay. ● Safely use tools to score, cut and break glass. Use metal tools to cut clay. ● Attach glass pieces to their wood support. Attach clay pieces together. ● Select a grout color to complement the design. Select glazes and underglazes to color bisque ware. ● Grout, clean, and attach a backing to their piece so that it can be displayed on a wall. Decide how to display or use a ceramic work of art.

Key Terms

For mosaics: Relief, transparent, opaque, a support, collage, scoring, breaking, direct method, grouting, stained glass, template, cutters, breakers, adhesive, base, smalti, and tiles.

For clay: Ceramics, earthenware, greenware, bisque and glaze firing, needle tool, leather hard, coils, slabs, pinch pots, glazes, under-glazes, kiln, utilitarian or functional, moisture content, shrinkage, grog, relief decoration, firing, temperatures, slip

STAGE 2: ACCEPTABLE EVIDENCE

Transfer Task

Design and create one of the following: a mosaic design on wood, a mosaic mirror, a vase. or a mosaic table, a ceramic bowl, a ceramic sculpture, a plate, a mug, a tile, wind-chimes, animal forms or a combined ceramic-mosaic form.

Other Evidence

- Teacher observations of students working independently
- Student directed questions initiated by teacher to encourage problem solving approaches by students and to insure they know what they are doing
- On-going daily instruction and evaluations with the teacher of work in progress
- Table critiques informally with peers
- Demonstrations by students of their ability to master techniques
- Students learning a skill and then teaching it to other students
- Sketchbook related drawing assignments and written reflections
- Written museum papers
- Self assessment rubrics

STAGE 3: ACTIVITIES TO FOSTER LEARNING

- A thorough introduction to mosaics and to ceramics. Students are shown samples of completed mosaics and ceramics in the art room. Powerpoint presentation of student made projects in last year's Creative Arts Festival.
- Students are referred to mosaic and ceramic reference books and examples in the art room. Many web sites and my google classroom provides ideas as well.
- VHS Web site assignments related to this new unit.
- Students plan their mosaics and ceramic pieces in their sketchbooks after doing research. Individual class time to develop their project ideas, and try techniques.
- Advanced students creating table tops have additional instruction specific to designing for a curved surface.
- Several teacher demonstrations of a variety of techniques: applying gesso to wooden support, cutting, scoring and breaking glass, applying glass to boards, cutting mirror, spacing glass, applying collage papers under glass, mixing grout, applying grout, cleaning glass, attaching wire to back of pieces, pinching clay, coiling clay, making slabs, attaching clay, kneading, glazing, carving, etc.
- Student will submit museum and research paper during the marking period that answers questions about the art works they have seen in a museum or a gallery over the marking period and how they influenced their class projects.
- Student/teacher final evaluation of their mosaics and clay pieces. Student critiques guided by the teacher.
- Final work is handed in, graded and put on a shelf in the back storage closet for safe keeping until display in the Creative Arts Festival.