



Think. Learn. **Grow.**

Throwing

(ART 351A/352A, 353A/354A, 451A/452A)

Curriculum Guide

2019-2020



Visual Arts Curriculum, Instruction, and Assessment

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Throwing (ART 351A/352A, 353A/354A, 451A/452A) Curriculum Guide

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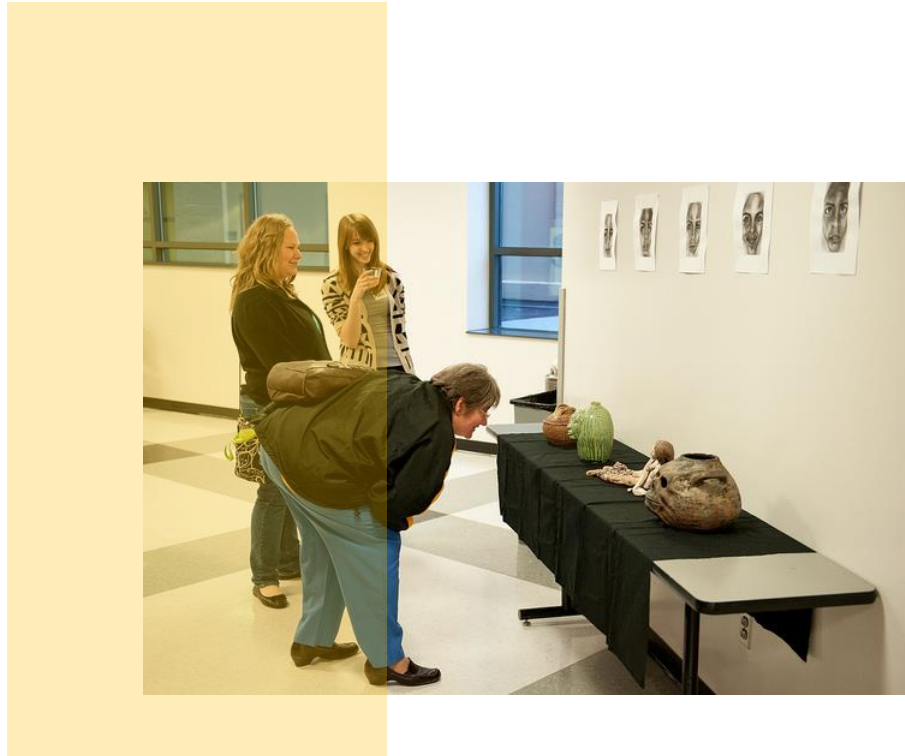
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Foreword

Curriculum in this document is based on the National Core Arts Standards published in the spring of 2014. It has been developed by visual art educators and curriculum specialists in the Des Moines Public Schools. The objectives in this curriculum guide are the minimum requirements in the visual arts that set rigorous, relevant, clear, and measurable learning targets and expectations for what teachers should teach and students should learn. Schools and educators are continuously encouraged to go beyond these targets to better serve the needs of all students in the visual arts.

Definition of the Visual Arts

Visual arts include the traditional fine arts such as drawing, painting, printmaking, photography, and sculpture; media arts including film, graphic communications, animation, and emerging technologies; architectural, environmental, and industrial arts such as urban, interior, product, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials. –

National Art Education Association



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How to use this document:

This curriculum guide is *not...*

- A lock-step instructional guide detailing exactly when and how you teach.
- Meant to restrict your creativity as a teacher.
- A ceiling of what your students can learn, nor a set of unattainable goals.

Instead, the curriculum guide *is* meant to be a common vision for student learning and a set of standards by which to measure and report student progress and provide meaningful feedback.

The curriculum guide outlines which learning goals are **most essential** for student learning; it is our district's guaranteed and viable curriculum. The expectation is that every student in our district, regardless of school or classroom, will know and understand these learning goals. As the classroom teacher, you should use the curriculum guide to help you to decide how to scaffold up to the learning goals, and extend your students' learning beyond them.

The curriculum guide is a planning tool; assessed clusters and topics are provided, but **as the instructional leader of your classroom, you determine the scope and sequence in which you will introduce the prioritized learning goals.** You are encouraged to create your own sub-units of study within each cluster using the topics as a starting point. Within this document you will find a foundational structure for planning instruction in the visual arts which can be supplemented with unlimited materials from any number of sources, including but not limited to district texts and prints.

Please consider this guide a living and dynamic document, subject to change and a part of a continuous feedback loop. As part of this logic model, common task banks and district-wide common formative assessments are being generated during the 2014-2015 and 2015-2016 school years.



Des Moines Public Schools Educational Philosophy

Vision

Becoming the model for urban education in the United States.

Mission Statement

The Des Moines Public Schools Exist So That Graduates Possess the Knowledge, Skills and Abilities to Be Successful at the Next Stage of Their Lives.

Student Expectations

Students demonstrate proficiency and understanding of a rigorous core curriculum:

- They demonstrate proficiency in reading, writing, speaking and listening
- They demonstrate proficiency in mathematics, including algebra and geometry
- They demonstrate financial and economic literacy
- *They demonstrate an understanding of the value of fine and performing arts in society*
- *They demonstrate proficiency in technological and information literacy*
- They demonstrate proficiency in science, including life, earth and physical science

Students possess the knowledge and skills to be self-directed and autonomous:

- *They demonstrate critical thinking and problem solving skills*
- *They exercise sound reasoning in making complex choices*
- *They exhibit creative, innovative and entrepreneurial thinking*
- *They understand the attributes of physical and mental well-being*

Students have world awareness:

- *They learn from and work with individuals representing diverse cultures and religions in a spirit of mutual respect in school, work and community*
- *They understand the rights and obligations of citizenship at local, state, national, and global levels*
- *They are actively engaged in community life*
- *They will be exposed to languages and cultures of the world*



Throwing (ART 351A/352A, 353A/354A, 451A/452A) Curriculum Guide

Des Moines Public Schools K-12 Student Learning Objectives in the Visual Arts

- Students can communicate at a foundational level in the visual arts. This includes knowledge and skills in the use of basic vocabularies, materials, tools, techniques, and intellectual methods of the discipline.
- Students can communicate proficiently in at least one art form, including the ability to define and solve artistic problems with insight, reason, and technical proficiency.
- Students can develop foundational evaluations and analyses of works of art from structural, historical, and cultural perspectives.
- Students can develop an informed acquaintance with exemplary works of art from a variety of cultures and historical periods, and a basic understanding of historical development in the arts disciplines, across the arts as a whole, and within cultures.

• **Effective Components of an Educational Studio Program**

- Demonstrations of artistic techniques and uses of media
- Opportunities for practice, experimentation, and refinement based on effective feedback
- Support for divergent thinking and multiple learning outcomes
- A rich and robust variety of visual references
- A variety of critique and response formats
- Introductions to and expectations for use of appropriate art vocabulary
- Connections among artists, careers, and art in everyday life and communities
- An organizational system for storage and disbursement of materials and tools
- Clear and maintained expectations for art room safety, cleaning, and classroom procedures
- Integrations and connections with other content areas
- Displays of various student works within the school and the community

Document Structures

Learning goals for all curricular areas are organized by overarching concepts called *topics*. Within those topics live a learning goal. All learning goals for the visual arts are guided by the 2014 National Visual Arts Standards and assessed on the provided reporting scales. The outline below serves to define the various elements of the curriculum structure.

- **Learning Topic – The Overarching Concept**

- Definition of the topic.
- National Standards alignments – those most closely related to the overarching concept.
 - Anchor Standard: *Anchor standards define the expectations for students entering college and careers, and provide the foundation for the K-12 visual arts standards.*
 - Enduring Understanding: *Statements summarizing important ideas and core processes that are central to visual arts and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying visual arts.*
 - Essential Questions: *Organizing questions to set the focus for lessons or units. They are the initiators of creative and critical thinking.*

Evidence of student learning is assessed on a four-point scale, common throughout the district. Scales are designed to measure each learning topic. The generalized scale, with student-friendly language included, is below.

SCALE SCORE	ACADEMIC DESCRIPTOR	STUDENT-FRIENDLY DESCRIPTOR
4	Exceeding Standard	I have demonstrated deep understanding that goes beyond the learning goal
3	Meeting Standard	I have met the learning goal
2	Developing Toward Standard	I have the foundational skills and knowledge for the learning goal and I am almost there
1	Insufficient Progress	The evidence I have submitted shows I have a long way to go to reach the learning goal
0/M	No evidence of student understanding in submitted work OR Missing – student has not submitted evidence	I have not submitted evidence of learning for the learning goal

*For more information on district assessment and grading practices, please refer to the Grading Practices website <http://grading.dmschools.org/teacher-resources.html>

Beginning Throwing (ART351A/352A) Learning Goals

Topic	1	2	3	4
	Insufficient Progress	Developing Toward Standard	Meeting Standard Learning GOAL	Exceeding Standard
Creating	Student's performance reflects insufficient progress towards foundational skills and knowledge.	Students demonstrate they have the ability to THROW: <ul style="list-style-type: none"> Cylinders Bowls Vases Cups Maintain a safe studio environment. 	Generate and conceptualize artistic ideas and work. <ul style="list-style-type: none"> Beginning- Use multiply approaches to begin creative endeavors. When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others. 	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.
Presenting	Student's performance reflects insufficient progress towards foundational skills and knowledge.	Students demonstrate they have the ability to: <ul style="list-style-type: none"> Digital photography documentation of work and progress portfolio 	Select, analyze, and interpret artistic work for presentation <ul style="list-style-type: none"> Analyze, select and curate artifacts and/or artwork for presentation and preservation. 	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.





Intermediate Throwing (ART353A/354A) Learning Goals

Topic	1	2	3	4
	Insufficient Progress	Developing Toward Standard	Meeting Standard Learning GOAL	Exceeding Standard
Creating	Student's performance reflects insufficient progress towards foundational skills and knowledge.	<p>Students demonstrate they have the ability to THROW:</p> <ul style="list-style-type: none"> For production Nesting Bowls Multi-thrown Cups Plus <p>Students demonstrate they have the ability:</p> <ul style="list-style-type: none"> Maintain a safe studio environment. 	<ul style="list-style-type: none"> Organize and develop artistic ideas and work. <ul style="list-style-type: none"> Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in ceramics. Generate and conceptualize artistic ideas and work. <ul style="list-style-type: none"> When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others 	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.
Presenting	Student's performance reflects insufficient progress towards foundational skills and knowledge.	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> Digital photography documentation of personal work Portfolio 	<ul style="list-style-type: none"> Select, analyze, and interpret artistic work for presentation. <ul style="list-style-type: none"> Analyze, select and critique personal artworks for a collection or a portfolio presentation. 	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.
Connecting	Student's performance reflects insufficient progress towards foundational skills and knowledge.	<p>Students demonstrate they have the ability to:</p> <ul style="list-style-type: none"> Document the process of developing ideas from early stages to fully elaborated ideas 	<ul style="list-style-type: none"> Synthesize and relate knowledge and personal experiences to make art. <ul style="list-style-type: none"> Synthesize knowledge of social, cultural, historical and personal life with art-making approaches to create meaningful works of art or design 	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.

Advanced Throwing (ART451/A452A) Assessment Rubric

Topic	1	2	3	4
	Insufficient Progress	Developing Toward Standard	Meeting Standard Learning GOAL	Exceeding Standard
Creating	Student's performance reflects insufficient progress towards foundational skills and knowledge.	<i>Students demonstrate they have the ability to:</i> <ul style="list-style-type: none"> Create quality ceramic forms needed Maintain a safe studio environment. 	<ul style="list-style-type: none"> Organize and develop artistic ideas and work. <ul style="list-style-type: none"> Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. Generate and conceptualize artistic ideas and work. <ul style="list-style-type: none"> When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others 	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.
Presenting	Student's performance reflects insufficient progress towards foundational skills and knowledge.	<i>Students demonstrate they have the ability to:</i> <ul style="list-style-type: none"> Create a cohesive body of work.. 	<ul style="list-style-type: none"> Select, analyze, and interpret artistic work for presentation. <ul style="list-style-type: none"> Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event 	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.
Connecting	Student's performance reflects insufficient progress towards foundational skills and knowledge.	<i>Students demonstrate they have the ability to:</i> <ul style="list-style-type: none"> Document the process of developing ideas from early stages to fully elaborated ideas. 	<ul style="list-style-type: none"> Synthesize and relate knowledge and personal experiences to make art. <ul style="list-style-type: none"> Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaning works of art or design. 	In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.

Beginning Throwing: CREATING I

4 	<i>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</i>
3 	❖ Learning Goal - Generate and conceptualize artistic ideas and work. ➤ Use multiply approaches to begin creative endeavors.
2 	Students demonstrate they have the ability to THROW: ❖ Cylinders ❖ Bowls ❖ Vases ❖ Cups
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

Academic Vocabulary

Including but not limited to...

center, pull, trim, undercut, tool, belly, choke, hump

National Core Arts Connections:

- ❖ Anchor Standard- Generate and conceptualize artistic ideas and work.
- ❖ Enduring Understanding- Artist and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- ❖ Essential Questions- How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials? Tools, and equipment? What responsibilities come with the freedom to create?



Success Criteria

- ❖ I can use correct vocabulary while talking about ceramics.
- ❖ I can create cylinders, bowls, vases and cups using a pottery wheel.







Cognitive Complexity of Target/s

- ❖ Knowledge Utilization



Beginning Throwing : CREATING 2

4 	<i>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</i>
3 	❖ Standards/Learning Goals- When making works of art, utilize and care for materials , tools, and equipment in a manner that prevents danger to oneself and others.
2 	Students demonstrate they have the ability: ❖ Maintain a safe studio environment.
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

Academic Vocabulary

Including but not limited to...

safety gear, clean, teamwork

National Core Arts Connections:

- ❖ Anchor Standard- Generate and conceptualize artistic ideas and work.
- ❖ Enduring Understanding- Artist and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- ❖ Essential Questions- How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials? Tools, and equipment? What responsibilities come with the freedom to create?



Success Criteria





- ❖ I can safely be a part of a community studio environment.
- ❖ I contribute to the operations of working in a community studio environment.



Cognitive Complexity of Target/s

- ❖ Knowledge Utilization

Beginning Throwing : PRESENTING

4 	<i>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</i>
3 	❖ Standards/Learning Goals- Analyze, select and curate artifacts and/or artwork for presentation and preservation .
2 	Students demonstrate they have the ability to: ❖ Digital photography documentation of work ❖ Progress portfolio
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

Academic Vocabulary

Including but not limited to...

Photo-booth, light, shadow, crop, digital portfolio

National Core Arts Connections:

- ❖ **Anchor Standard-** Select, analyze, and interpret artistic work for presentation.
- ❖ **Enduring Understanding-** Artist and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artwork for preservations and presentation.
- ❖ **Essential Questions-** How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artwork, and select them for presentation?



Success Criteria

- ❖ I can independently document my work according to the criteria.
- ❖ I can curate, digitally store and share my portfolio.







Cognitive Complexity of Target/s

- ❖ Analysis



Intermediate Throwing : CREATING I

4 	<i>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</i>
3 	❖ Standards/Learning Goals- Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in ceramics.
2 	Students demonstrate they have the ability to THROW: ❖ For production ❖ Nesting Bowls ❖ Multi-thrown ❖ Cups Plus
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

Academic Vocabulary

Including, but not limited to...

Proportion, scale, function

National Core Arts Connections:

- ❖ Anchor Standard- Generate and conceptualize artistic ideas and work.
- ❖ Enduring Understanding- Artist and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- ❖ Essential Questions- How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials? Tools, and equipment? What responsibilities come with the freedom to create?





Success Criteria

- ❖ I can persist, even through failure.

Cognitive Complexity of Target/s

- ❖ Comprehension

Intermediate Throwing : CREATING 2

4 	<i>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</i>
3 	❖ Standards/Learning Goals- When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.
2 	Students demonstrate they have the ability: ❖ Maintain a safe studio environment.
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

Academic Vocabulary

Including but not limited to...

safety gear, clean, teamwork

National Core Arts Connections:

- ❖ Anchor Standard- Generate and conceptualize artistic ideas and work.
- ❖ Enduring Understanding- Artist and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- ❖ Essential Questions- How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials? Tools, and equipment? What responsibilities come with the freedom to create?







Success Criteria

- ❖ I can safely be a part of a community studio environment.
- ❖ I contribute to the operations of working in a community studio environment.



Cognitive Complexity of Target/s

- ❖ Comprehension

Intermediate Throwing : PRESENTING	
4 	<i>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</i>
3 	❖ Standards/Learning Goals- Analyze, select and critique personal artworks for a collection or a portfolio presentation.
2 	Students demonstrate they have the ability to: ❖ Digital photography documentation of personal work ❖ Portfolio
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

Academic Vocabulary

Including, but not limited to...

Photo-box, shadow, light, crop

National Core Arts Connections:

- ❖ Anchor Standard- Select, analyze, and interpret artistic work for presentation.
- ❖ Enduring Understanding- Artists and other presenters consider various techniques, methods, venues and criteria when analyzing, selecting, and curating objects, artifacts and artworks for preservation and presentation.
- ❖ Essential Question/s- How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and select them for presentations?



Success Criteria

- ❖ I can independently document my work according to the criteria.
- ❖ I can curate, digitally store and share my portfolio.







Cognitive Complexity of Target/s

- ❖ Analysis



Intermediate Throwing: CONNECTING

4 	<i>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</i>
3 	❖ Standards/Learning Goals- Synthesize knowledge of social, cultural, historical and personal life with art-making approaches to create meaningful works of art or design.
2 	Students demonstrate they have the ability to: ❖ Document the process of developing ideas from early stages to fully elaborated ideas.
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

Academic Vocabulary

Including, but not limited to...

Line, shape, form, space, texture, color, balance, emphasis, movement, pattern, repetition, proportion, rhythm, variety and unity

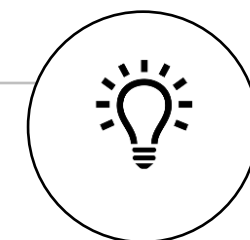
National Core Arts Connections:

- ❖ Anchor Standard- Organize and develop artistic ideas and work.
- ❖ Enduring Understanding- Artists and designers experiment with forms structures, materials, concepts, media and art making approaches.
- ❖ Essential Question/s- How do artist work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?



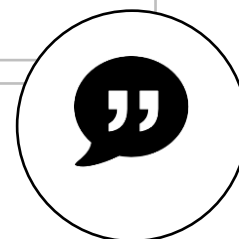
Success Criteria

- ❖ I know what is important to me and why I must create.
- ❖ I know what I want to tell the audience and how to execute my ideas in the form of ceramic art or design.







Cognitive Complexity of Target/s

- ❖ Analysis



Advanced Throwing: CREATING I

4 	<i>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</i>
3 	❖ Standards/Learning Goals -Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
2 	Students demonstrate they have the ability to: ❖ Create quality ceramic foams needed
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

Academic Vocabulary

Including, but not limited to...

Line, shape, form, space, texture, color, balance, emphasis, movement, pattern, repetition, proportion, rhythm, variety and unity

National Core Arts Connections:

- ❖ Anchor Standard- Organize and develop artistic ideas and work.
- ❖ Enduring Understanding- Artists and designers experiment with forms structures, materials, concepts, media and art making approaches.
- ❖ Essential Question/s- How do artist work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?





Success Criteria

- ❖ I have an artistic vision and will acquire the skills to execute my ideas.

Cognitive Complexity of Target/s

- ❖ Knowledge Utilization

Advanced Throwing : CREATING 2

4 	<i>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</i>
3 	❖ Standards/Learning Goals- When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.
2 	Students demonstrate they have the ability: ❖ Maintain a safe studio environment.
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

Academic Vocabulary

Including but not limited to...

safety gear, clean, teamwork

National Core Arts Connections:

- ❖ Anchor Standard- Generate and conceptualize artistic ideas and work.
- ❖ Enduring Understanding- Artist and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- ❖ Essential Questions- How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials? Tools, and equipment? What responsibilities come with the freedom to create?



Success Criteria

- ❖ I can safely be a part of a community studio environment.
- ❖ I will contribute to the operations of working in a community studio environment.







Cognitive Complexity of Target/s

- ❖ Comprehension



Advanced Throwing : PRESENTING

4 	<i>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</i>
3 	❖ Standards/Learning Goals- Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
2 	Students demonstrate they have the ability to: ❖ Create a cohesive body of work.
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

Academic Vocabulary

Including, but not limited to...

curate, promote, explain, select, justify

National Core Arts Connections:



- ❖ **Anchor Standard-** Select, analyze, and interpret artistic work for presentation.
- ❖ **Enduring Understanding-** Artists and other presenters consider various techniques, methods, venues and criteria when analyzing, selecting, and curating objects, artifacts and artworks for preservation and presentation.
- ❖ **Essential Question/s-** How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and select them for presentations?





Success Criteria



- ❖ I can select my best work using my knowledge of ceramics.
- ❖ I can independently document or display my work using criteria for display.
- ❖ I can curate, digitally store and share my portfolio.

Cognitive Complexity of Target/s

- ❖ Knowledge Utilization

Advanced Throwing: CONNECTING	
4 	<i>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</i>
3 	❖ Standards/Learning Goals- Synthesis knowledge of social, cultural, historical, and personal life with art-making approaches to create meaning works of art or design.
2 	Students demonstrate they have the ability to: ❖ Document the process of developing ideas from early stages to fully elaborated ideas.
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

Academic Vocabulary

Including, but not limited to...

Line, shape, form, space, texture, color, balance, emphasis, movement, pattern, repetition, proportion, rhythm, variety and unity

National Core Arts Connections:

- ❖ Anchor Standard- Synthesize and relate knowledge and personal experiences to make art.
- ❖ Enduring Understanding-Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- ❖ Essential Question/s- How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?



Success Criteria

- ❖ I know what is important to me and why I must create.
- ❖ I know what I want to tell the audience and how to execute my ideas in the form of ceramic art or design.



Cognitive Complexity of Target/s

- ❖ Knowledge Utilization





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Four-Step Critical Analysis Process

- **Step 1: Describe – *What do you see?***
 - Credit line information such as title, artist, date created, size, medium, location, genre.
 - What do you see in the art work? Use objective observations and identification skills. All descriptions must be observable facts.
 - EXAMPLE: “*Starry Night*, Vincent Van Gogh, 1832...I see a large cypress tree in the foreground. I can tell it is a cypress by the shape. The majority of the picture is taken up by a night sky. There are many stars in the sky. Etc....”
- **Step 2: Analyze—*How is the work organized?***
 - Focus on how the Elements of Art and Principles of Design have been used in the artwork. You are still collecting clues, not guessing! How do the Principles organize the Elements? Use specific evidence from the art. This will help you discover how the artist might have created moods, messages, or ideas.
 - EXAMPLE: “The night sky is dark blue, and it is filled with vibrant yellow stars. The pattern of the stars moves the viewer’s eye back and forth throughout the painting. The repetition of the yellow into the village lights help give the picture unity. Etc....”
- **Step 3: Interpret – *“What is the artist saying?”***
 - Using the information from the description and analysis, explain what the artist might be trying to communicate. What is the mood or the meaning of the artwork? Make some guesses and provide some evidence for your thinking using the Elements and Principles. Your interpretation might be different from someone else’s.
 - Answer the question, “I think _____, because I see _____.”
 - EXAMPLE: “I think the artist is trying to show a connection between a sleepy peaceful mood and the quiet little town, because the artists uses the some colors and kinds of lines in the sky and the village. I see the colors and the soft, swirling lines in the sky, and it makes me think the artist was trying to show that even a dark sky can have lots to see. Etc....”
- **Step 4: Judge – *“Is this a successful piece of art?”***
 - Now you can finally express your own personal opinion about the piece of art. Your opinion, however, is still based on what you’ve discovered through description, analysis, and interpretation, all backed up with visual evidence and the language of art. This is a carefully thought out decision in which you decided if the art was successful or not successful, not necessarily a like or dislike.
 - Answer this questions, “I think this work is (not) successful because _____.”
 - EXAMPLE: “I think this work is successful because it the colors and lines are organized in an interesting, swirly way that grabs my attention. The work is almost like a lullaby because the yellow stars twinkle in the sky like peaceful little notes over the sleepy town. Etc...



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