

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

GENERAL ART

Curriculum writing committee:

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Grade Level:

9-12

Date of Board Approval: _____ 2020 _____

Course Weighting:

Projects (Mastery of skills delineated in the curriculum)	80%
Classwork/ Participation (classwork- any and all skills learned leading up to projects, participation- weekly effort and focus in class)	20%
Total	100%

Curriculum Map

Overview: Study and application of a variety of approaches to basic drawing and illustration will develop the ability to imagine, visualize, organize, depict and render ideas and subject matter.

Goals:

Understanding of:

- Elements and Principles of Design
- Composition
- Design based drawing
- Observational drawing
- Wet and dry media
- Printmaking
- Painting- color theory, color mixing
- Three-dimensional design and / or sculpture
- Clay- slab construction, template, additive carving, reductive carving, glazing
- Art criticism

Big Ideas: Artists use the elements of art and the principles of design to guide development and application of a variety of drawing, illustration and rendering techniques and approaches. Artists use tools and resources as well as their own experiences and skills to create art. There are formal and informal processes used to assess the quality of works in the arts.

Textbook and Supplemental Resources: Various art supplies, not limited to, but including: drawing paper, canvas, drawing pencils, markers, glue, erasers, paints, clay, glazes, etc.

Curriculum Plan

Time/Days 5 days

Unit: Abstract shape based design

- **Standards (by number):** 9.12.1A., 9.12.1.B., 9.12.1.C., 9.12.3.A., 9.12.3.D.
- **Anchors:** M04.C-G.1.1.1, M04.C-G.1.2.3, CC.2.4.2.A.1
- **Eligible Content:** basic drawing skills, design awareness, personalization of criteria.

Objectives:

- Identify and draw basic shapes. DOK level 1
- Organize shapes within the format. DOK level 2
- Make observations about design and composition. DOK level 2
- Differentiate the strengths and weaknesses of possible design choices while working. DOK level 3
- Analyze and critique finished works. DOK level 4

Core Activities and Corresponding Instructional Methods:

1. Discuss the value of being able to follow step by step instructions.
2. Define the elements of line and shape, show examples.
3. Explain how personal interpretation can be applied to project criteria and requirements.
4. Provide handout of each step by step design requirement.
5. Explain and show examples of layering, scale, placement within the format.
6. Read aloud each step, demonstrate possible interpretations, provide time for students to interpret and draw each required shape.
7. Add color to each shape within the composition.
8. Define and demonstrate weighted line.
9. Students will use black marker to add weighted line to designs.
10. Post and critique finished designs. Analyze use of elements of art. Define and find evidence of principles of design. Provide handout for reference.

Materials:

- drawing paper
- pencils, erasers
- colored markers
- black markers
- Step by step instructions, handout
- Elements of Art and Principles of Design handout
- Finished examples of project

Assessments:

- **Diagnostic:** Q&A before project activities to check knowledge of basic geometric shapes
- **Formative:** Teacher observation of step by step drawing process
- **Summative:** Evaluation of finished designs using teacher generated rubric, student participation in critique discussion, offering meaningful commentary.

Curriculum Plan

Time/Days 10 days

UNIT: Design based drawing and illustration, zentangle layered design

- **Standards (by number):** 9.12.1.A., 9.12.1.B., 9.12.1.C., 9.12.1.G., 9.12.C., 9.12.3.A., 9.12.3.A., 9.12.3.D., 9.12.4.D
- **Anchors:** M04.C-G.1.1.1, M04.C-G.1.2.3, M06.A-R.1.1.1, CC.2.4.2.A.1
- **Eligible Content:** Illustration, composition, personal interpretation and expression, craftsmanship

Objectives:

- Define pattern as a design principle and identify appearances and applications. DOK level 1
- Recognize, differentiate and categorize zentangle patterns. DOK level 2
- Analyze patterns and reproduce them. DOK level 4
- Create original patterns. DOK level 4
- Define and identify value as an art element. DOK level 1
- Define and identify design principles used within zentangle design. DOK level 1
- Revise ideas and designs. DOK level 4
- Develop drawing and cutting skill and technique. DOK level 2
- Investigate possible designs as personal expression. DOK level 3
- Apply design principles to planning and development of layered zentangle composition. DOK level 4

Core Activities and Corresponding Instructional Methods:

1. Show examples of pattern as a design principle. Discuss attributes of pattern. Find examples of pattern in surroundings, recall examples and experiences of patterns.
2. Introduce Zentangle project, PowerPoint, including examples of finished projects.
3. Identify and analyze pattern categories: regular, irregular, geometric, organic, simple, complex, illusion of depth, scale.

4. Guided practice of simple, medium and complex patterns. Provide handout examples for reference.
5. Analyze structure and design components of finished example of project. Teacher lead discussion, then break students into groups to analyze and evaluate various examples. Use Elements of Art and Principles of Design handout as criteria and reference.
6. Define and analyze the use of layers as a design element. Demonstrate how to create thumbnail compositions exploring different possibilities by changing the size relationships among each layer and the outer edge design (smooth, jagged, geometric, curvey). Students will create three different possible designs each with four layers.
7. Students will pair up and discuss the merits of each design and choose the best design for development and refinement.
8. Demonstrate how to cut each layer into desired shape. Students will cut their layers.
9. Students will design zentangle patterns and a border for each layer. Students will copy and modify patterns from handouts and also create unique patterns that reflect personal attributes or interests.
10. Demonstrate how to assemble layers.
11. Post and discuss finished projects. Analyze design qualities, expressive interpretation. Evaluate using teacher generated rubric.

Materials:

- Zentangle PowerPoint
- Zentangle patterns handout
- Pencils, erasers, rulers, tracing templates, sharpies, colored markers
- Sketch paper, thin white cardboard
- Glue
- Elements and Principles handouts
- Teacher generated grading rubric

Assessments:

- **Diagnostic:** Q&A before and during teacher presentations
- **Formative:** Planning sketches, peer analysis and discussion, teacher observation of works in progress.
- **Summative:** Final critique, analysis and grading using rubric and project criteria.

Curriculum Plan

Time/Days 10 days

UNIT: Observational Drawing

- **Standards (by number):** 9.12.1A., 9.12.1.B., 9.12.1.G., 9.12.2.C., 9.12.3.B., 9.12.3.D
- **Anchors:** M04.C-G.1.1.1, M04.C-G.1.2.3, M06.A-R.1.1.1, CC.2.4.2.A.1
- **Eligible Content:** Observational drawing, accuracy, proportion, light logic, form, technique.

Objectives:

- Define observational drawing. DOK level 1
- Recognize attributes of observational drawing. DOK level 1
- Make observations about accurate drawing approaches. DOK level 2
- Compare and differentiate proportion, shape, angles, values of the observed forms. DOK level 3
- Evaluate and revise works. DOK level 3
- Identify and recognize attributes of charcoal as a drawing medium. DOK level 1
- Distinguish differences among values. DOK level 2
- Apply understanding of light logic to rendered form. DOK level 3

Core Activities and Corresponding Instructional Methods:

1. Show examples of accurate observational drawings. Define realism, form, proportion, contour, value, light logic and cite evidence seen in examples. Teacher presentation, class discussion.
2. Analyze appearance of simple still life object, such as a bottle. Illustrate how simple geometric shapes such as rectangle, oval, circle and triangle are the visual building blocks of all objects. Teacher presentation, student participation.
3. Define proportion and apply understanding to structural components within the object. Teacher demonstration using photograph projected on Smartboard.

4. Guided practice of simple bottle drawing, students following teacher demonstration and handout reference. Post and evaluate drawings' accuracy, symmetry, proportion, scale.
5. Student independent practice of various objects, teacher assistance where needed.
6. Teacher presentation and analysis of object groupings. Discuss overlapping, baselines, depth.
7. Guided practice of simple still life grouping. Demonstrate how to plan scale and placement on the drawing format. Students will follow along and use handout references as needed.
8. Illuminate still life with strong spotlight. Define light logic, value, form and identify where it is seen on the objects. Teacher presentation and class discussion.
9. Demonstrate basic charcoal technique, application, blending, adjusting value with eraser.
10. Guided practice with students, circulate and assist.
11. Set up simple still life at each table, illuminate with spotlights. Students will execute observational realistically rendered charcoal drawing applying skills and understanding acquired. Teacher can guide groups and individuals as needed.
12. Post and critique finished works using teacher generated rubrics. Teacher lead discussion, student participation.

Materials:

- Realistic drawing examples
- Smartboard, photos of still life objects
- Still life objects
- Spotlights
- Paper, pencils, erasers, charcoal, tortillions
- Step by step drawing handout, light logic diagram handout
- Teacher generated project rubric
- <https://www.youtube.com/watch?v=-WR-FyUQc6I>

Assessments:

- **Diagnostic:** Q&A before and during presentations
- **Formative:** Teacher observation of guided practice sessions, and works in progress. Mid point critique for revisions and improvement.
- **Summative:** Final critique and rubric assessment

Curriculum Plan

Time/Days 10 days

UNIT: Printmaking, collagraph

- **Standards (by number):** 9.12.1A., 9.12.1.B., 9.12.1.D., 9.12.1.H., 9.12.2.C., 9.12.K., 9.12.3.A., 9.12.3.B., 9.12.3.D
- **Anchors:** M04.C-G.1.1.1, M04.C-G.1.2.3, CC.2.4.2.A.1
- **Eligible Content:** Relief printmaking process, vocabulary, collagraph technique, stylization and design, repurposed materials.

Objectives:

- Define relief printmaking process and associated vocabulary. DOK level 1
- Recognize attributes of relief printmaking artform. DOK level 1
- Define identify, modify and apply elements of texture, shape, value, line. DOK levels 1,2,3
- Recognize and develop stylization of realistic objects. DOK levels 1,2,3,4
- Identify how contour line can create shapes within a form. DOK level 2
- Predict visual design effects of various materials. DOK level 2
- Investigate and compare repurposed materials printmaking value. DOK level 3
- Create a relief design for a collagraph print. DOK level 4
- Use transfer process to produce a series of prints. DOK level 2

Core Activities and Corresponding Instructional Methods:

1. Introduce relief printmaking process, teacher PowerPoint presentation and discussion.
2. Describe Collagraph as a form of relief printmaking, analyze attributes and process. Teacher presentation, teacher lead student discussion.
3. Guided practice of simple inking and stamping of various repurposed materials. Teacher demonstration, student group activities, sharing ideas and results.
4. Post and discuss stamping samples. Analyze and evaluate the variety of textures, pattern, values, and design possibilities of each material.

5. Demonstrate how to use contourline to break up an object into separate shapes that follow the structural integrity of the object. Provide handout examples for student reference.
6. Guided practice of above objective. Teacher will circulate and assist where needed.
7. Post and discuss stylization and design merits of contourline drawings. Teacher lead discussion, student participation.
8. Select appropriate subject matter for collagraph project. Teacher demonstration, student self guided exploration.
9. Student will render stylized version of subject matter with contourline on drawing paper and transfer image to substrate. Teacher demonstration, show examples.
10. Student will cut apart each contourline section of the drawing and use it as a pattern to cut a piece of textured material, gluing it into the correct location of the substrate. Teacher demonstration.
11. Ink the finished plate and transfer image to printmaking paper using a press or a barron. Teacher demonstration.
12. Student will make a series of four prints, using various papers.
13. Post and critique finished works using teacher generated rubric and design handouts.

Materials:

- Relief Printmaking PowerPoint
- Examples of various relief printmaking artworks
- Cardboard for substrates
- Various papers, cardboard, fabric, hot glue, sand, and other low relief textured materials
- Glue
- Scissors
- Printmaking ink, brayers, barens, printing press-optional
- Teacher generated project rubric
- https://www.youtube.com/watch?v=wsUlfHAv_Es

Assessments:

- **Diagnostic:** Q&A before and during initial introduction and presentation.
- **Formative:** Guided practice observations, approval of final stylized drawing plan.
- **Summative:** Final critique using rubric.

Curriculum Plan

Time/Days: 10 days

UNIT: Colored pencil technique, abstract dimensional drawing

- **Standards (by number):** 9.12.1.A., 9.12.1.B., 9.12.1.C., 9.12.1.G., 9.12.3.A., 9.12.3.D
- **Anchors:** M04.C-G.1.1.1, M04.C-G.1.2.3, CC.2.4.2.A.1
- **Eligible Content:** colored pencil technique, layering, blending, gradient, depth, form, composition and design.

Objectives:

- Recognize, identify, describe attributes of correct colored pencil technique and effects. DOK levels 1,2
- Apply understanding of attributes to skill development. DOK level 4
- Make observations and predictions about color layering and effective use. DOK level 2
- Differentiate between weak and strong composition and design. DOK level 3
- Plan and design abstract composition. DOK level 4
- Analyze, revise and evaluate works. DOK level 4

Core Activities and Corresponding Instructional Methods:

1. Teacher Powerpoint presentation of colored pencil techniques. Teacher lead student discussion.
2. Guided practice with colored pencils: application technique, layering, using gradient to create form, basic color theory: analogous for layering, complementary for side by side contrast.
YouTube <https://www.youtube.com/watch?v=FBZa4RdBe08><https://www.youtube.com/watch?v=FBZa4RdBe08><https://www.youtube.com/watch?v=FBZa4RdBe08>
3. YouTube <https://www.youtube.com/watch?v=hhpQJkquiuU>
4. Post and discuss practice drawings, strength and weakness of gradient, form, color use. Teacher lead student discussion.
5. Show examples of various abstract “worm band” compositions. Demonstrate how to draw lines and where to place circle accents.

6. Students will design and draw their compositions with pencil. Circulate to check criteria.
7. Student will plan color use and make color swatch to ensure harmony and contrast. Checked by peers and teacher.
8. Student will use best gradient and layering technique to create illusion of curvature and depth within each band. Mid- point critique among peers, teacher.
9. Post and discuss effectiveness of finished works. teacher lead discussion, student participation using grading rubric.

Assessments:

- **Diagnostic:** Q&A before and during introduction of colored pencil technique, initial guided practice activity.
- **Formative:** Individual feedback on guided practice worksheet, planning sketch/idea
- **Summative:** Final critique, class discussion and evaluation using project rubric

Curriculum Plan

Time/Days: 10 days

UNIT: PAINTING- ABSTRACT NON-OBJECTIVE

- **Standards:** [9.1.12. A,C,D,E,F,J](#) [9.2.12 A,B,C,D,E](#), [9.3.12 A,B,C,D, E,F,G](#), [9.4.12 A,B,C,D](#)
- **Anchors:** [M08.B-F.2.1.2](#), [M08.C-G.1.1.1](#) [E08.B-K.1.1](#), [E08.B-V.4.1](#), [E08.C.1.2](#), [E08.C.1.3](#), [E08.E.1.1](#)
- **Eligible Content:** Direct geometric forms, Color Theory, brush technique, blending, layering, gradient, form, composition and design.

Objectives:

- Recognize an abstract composition (DOK Level-1)
- Create an original work of art comprised of the fundamentals in art: elements and principles of design, Color theory and Aesthetic Art Theories (DOK Level-1, 2,3,4)
- Recognize and apply value to create form (DOK Level-1)
- Synthesize abstraction tools and techniques (DOK Level-3,4)
- Investigate media and color to develop art work (DOK Level-3)
- Analyze, revise, and evaluate work of art (DOK Level-4)

Core Activities and Corresponding Instructional Methods: (be specific, list activities related to the materials/resources, include hot links, article titles etc.)

1. Direct instruction and practice, modeling demonstration and examples, visualization using PowerPoint on Smart board. Video shown: <https://willkempartschool.com/how-to-acrylic-paint-light-and-shade-part-3/>
2. Students will create value by mixing and blending colors, black and white, and color wheel examples, handouts of color theory definitions (*Reading non-fiction*)
3. Students will mix the appropriate colors shown on the color wheel and paint in the allocated spaces.
4. Students will resource color images from magazines/books/internet to glean shapes and colors to create an abstract design.
5. Students will use rulers, and geometric shape templates to create abstract shapes and additional new designs. (*Math-Relationship between quantities, properties of geometric transformations*)
6. Students will apply the different painting techniques of blocking, building up texture, dry brushing, sgraffito, glazing, painting with mediums and basic paint handling.
7. Students will create an acrylic abstract painting.
8. Class critique, analyze and critique a painting. Discussion of the elements and principles of design in relation to direct geometric forms.

Materials: Canvas, acrylic paint, brushes, medium, palette, pencils, erasers, magazines, scissors, rulers, templates,

Assessments:

- **Diagnostic:** Direct observation, discussion and questioning
- **Formative:** Individual and group critique
- **Summative:** Abstract Non-Objective painting graded using a rubric

Curriculum Plan

Time/Days: 10 Days

UNIT: COLLAGE

- **Standards:** [9.1.12. A,B,C,D,E,H](#) [9.2.12 A,B,C,D,E](#), [9.3.12 A,C,D](#), [9.4.12 B,D](#)
- **Anchors:** [M08.B-F.2.1.2](#), [M08.C-G.1.1.1](#) [E08.B-K.1.1](#), [E08.B-V.4.1](#), [E08.C.1.2](#), [E08.C.1.3](#), [E08.E.1.1](#)
- **Eligible Content:** perspective, color theory, layering technique, composition and design

Objectives:

- Define Collage and identify different methods of collage (DOK Level 1)
- Compare the collages of various artists (DOK Level 3)
- Apply understanding of attributes to skill development. (DOK level 4)
- Explore media and color to develop art work (DOK Level-3)
- Plan, design, and create a collage (Landscape/Cityscape/Abstract/Portrait) (DOK Level 4)
- Analyze, revise and evaluate works. (DOK level 4)

Core Activities and Corresponding Instructional Methods: (be specific, list activities related to the materials/resources, include hot links, article titles etc.)

1. Direct instruction and practice, modeling demonstration and examples, visualization using PowerPoint on Smart board. Video shown:
2. Students will research collage and collage artists that utilize this method as their medium. (*Reading non-fiction*)
3. Students will use various reference materials (e.g. images of landscapes/cityscapes or portraits) to gain inspiration to create their designs.
4. Students will review color theory, the elements and principles of design, and collage techniques to apply to their design.
5. Students will create a preliminary drawing (map) to apply their collage materials.
6. Students will use various materials of color to overlay on the composition to create a well balanced color collage.
7. Class critique, analyze collage, student self-evaluation

Materials: Mat Board, assortment of newspapers, magazines, fabrics, paper, scissors, glue, pencils, erasers, rulers

Assessments:

- **Diagnostic:** Direct observation, discussion and questioning
- **Formative:** Individual and group critique
- **Summative:** Collage graded using a rubric

Curriculum Plan

Time/Days 10 Days

UNIT: THREE-DIMENSIONAL DESIGN: Mask or Food Sculpture MASK

- **Standards:** [9.1.12. A,B,C,D,E,H](#) [9.2.12 A,B,C,D,E](#), [9.3.12 A,C,D](#), [9.4.12 B,D](#)
- **Anchors:** [M08.B-F.2.1.2](#), [M08.C-G.1.1.1](#) [E08.B-K.1.1](#), [E08.B-V.4.1](#), [E08.C.1.2](#), [E08.C.1.3](#), [E08.E.1.1](#)
- **Eligible Content:** Cultural Significance, tradition, symbolism, layering technique, painting technique, composition and design

Objectives:

- Analyze the social purpose and significance of cultural artifacts: masks (DOK Level 3,4)
- Evaluate the influence that stereotyping can have on one's response to artifacts of a different culture or society(DOK Level 3)
- Apply understanding of attributes to skill development. (DOK level 4)
- Explore concepts of identity and symbols visually through making a mask (DOK level 3)
- Plan and design and create a mask(DOK Level 2,3,4)
- Analyze, revise and evaluate works. (DOK level 4)

Core Activities and Corresponding Instructional Methods: (be specific, list activities related to the materials/resources, include hot links, article titles etc.)

1. Direct instruction and practice, modeling demonstration and examples, visualization using PowerPoint on Smart board.
https://www.youtube.com/watch?time_continue=151&v=q2q3RiYMLpQ&feature=emb_logo
2. Students will research and compose a narrative on self-identity and the use of symbols. (*Reading non-fiction*)
3. Students will review color theory, the elements and principles of design, and mask making techniques to apply to their design.
4. Students will create a preliminary drawing using pencil and color pencils to create a 2-d visual design of the mask.
5. Students will use cardboard, found object materials and hot glue to build 3-d elements to their mask designs.
6. Acrylic paint using color and any other materials will be applied to the cardboard mask to embellish and complete the design.
7. Class critique, analysis of symbols, and self-identity, student self-evaluation.

Materials: Cardboard, paper, acrylic paint, computers, magazines, fabrics, ribbon, gems, scissors, hot glue, pencils, erasers

Assessments:

- **Diagnostic:** Direct observation, discussion and questioning
- **Formative:** Individual and group critique
- **Summative:** Mask graded using a rubric

Curriculum Plan

Time/Days: 10 Days

UNIT: THREE-DIMENSIONAL DESIGN: FOOD SCULPTURE

- **Standards:** [9.1.12. A,B,C,D,E,H](#) [9.2.12 A,B,C,D,E](#), [9.3.12 A,C,D](#), [9.4.12 B,D](#)
- **Anchors:** [M08.B-F.2.1.2](#), [M08.C-G.1.1.1](#) [E08.B-K.1.1](#), [E08.B-V.4.1](#), [E08.C.1.2](#), [E08.C.1.3](#), [E08.E.1.1](#)
- **Eligible Content:** Ready made, surrealism, pop art, line, shape, color, soft sculpture techniques, layering technique, cultural norms

Objectives:

- Investigate concepts of pop art and ready made sculptures (DOK Level 3)
- Compare pop artists use of food in sculpture (Warhol, Lichtenstein, Duchamp) (DOK Level 3)
- Explore paper mache media and color to develop artwork (DOK Level-3)
- Apply understanding of attributes to skill development. (DOK level 4)
- Create a food still life using techniques and themes of pop artists like Claus Oldenberg (DOK Level 4)
- Plan, design, and create a food pop-art sculpture (DOK Level 4)
- Analyze, revise and evaluate works. (DOK level 4)

Core Activities and Corresponding Instructional Methods: (be specific, list activities related to the materials/resources, include hot links, article titles etc.)

1. Direct instruction and practice, modeling demonstration and examples, visualization using PowerPoint on Smart board.
2. Students will research concepts of pop art and ready made sculptures. (*Reading non-fiction*)
3. Students will review color theory, the elements and principles of design, and layering techniques to apply to their design.
4. Students will choose a favorite food to create in 3-dimensions using paper mache.
5. Students will create a preliminary sketch, complete with color of their food sculpture.
6. Students will use paper mache, and any other materials available to create a food sculpture that emulates pop art food sculptures, using layering and sculptural techniques.
7. Class critique, analyze pop-art food sculpture, student self-evaluation

Materials: Paper mache, acrylic paint, newspapers, magazines, water, pencils, erasers, rulers, paper

Assessments:

- **Diagnostic:** Direct observation, discussion and questioning
- **Formative:** Individual and group critique
- **Summative:** Pop Art Food Sculpture graded using a rubric

Curriculum Plan

Time/Days: 10 Days

UNIT: CLAY

- **Standards:** [9.1.12. A,B,C,D,E,H](#) [9.2.12 A,B,C,D,,](#) [9.3.12 A,C,D,](#) [9.4.12 B,D](#)
- **Anchors:** [M08.B-F.2.1.2,](#) [M08.C-G.1.1.1](#) [E08.B-K.1.1,](#) [E08.B-V.4.1,](#) [E08.C.1.2,](#) [E08.C.1.3,](#) [E08.E.1.1](#)
- **Eligible Content:** Decorative techniques, Hand building techniques, Surface treatment, Composition and Design.

Objectives:

- Define the origins and properties of clay (DOK Level 1)
- Investigate clay techniques of hand building techniques: coil, slab, score and slip, and glazing. (DOK Level 3) 3.
- Create decorative surface treatments such as: slip inlay, stamp, incising, piercing, sgraffito, and/or slab. (DOK Level 2, 3)
- Explore media and color to develop art work (DOK Level-2,3)
- Synthesize surface treatments with glazing treatment. (DOK Level 4)
- Apply understanding of attributes to skill development. (DOK level 4)
- Plan, design, and create a clay design (DOK Level 3, 4)
- Analyze, revise and evaluate works. (DOK level 4)

Core Activities and Corresponding Instructional Methods: (be specific, list activities related to the materials/resources, include hot links, article titles etc.)

1. Direct instruction and practice, modeling demonstration and examples, visualization using PowerPoint on Smart board.
2. Students will research clay properties and processes. (*Reading non-fiction*)
3. Students will use various reference materials (e.g. images of designs)
4. Students will review the elements and principles of design, and clay techniques: coil, slab, score and slip, and glazing.
5. Students will create a preliminary drawing (map) to apply their collage materials.
6. Students will use various materials of color to overlay on the composition to create a well-balanced color design.
7. Students will demonstrate one or more decorative surface treatments such as: slip inlay, stamp, incising, piercing, sgraffito, and/or slab to apply to their design.
8. Students will demonstrate craftsmanship and skill in glazing a ceramic piece with regard to decorative and functional purposes.
9. Suggested clay forms to use: incised and layered mugs; sgraffito trays; positive/negative luminaries; pencil holders; positive/ negative space plates
10. Class critique, analyze collage, student self-evaluation

Materials: Stoneware clay, Rolling pins, Carving tools, Various items for molds, Glazes, Newspaper, Fettling knife, Needle tool, Kiln, Liquid glazes, and under-glazes.

Assessments:

- **Diagnostic:** Direct observation, discussion and questioning
- **Formative:** Individual and group critique
- **Summative:** Clay sculpture graded using a rubric