



Stockton Unified School District

EDISON HIGH SCHOOL
Home of the Vikings



Essential Outcomes Chart: What is it we expect students to learn?

Lesson plans created in conjunction with the State/National VAPA Standards and Social Justice Standards

<https://www.tolerance.org/sites/default/files/2019-06/TT-Social-Justice-Standards-June-2019.pdf>

<https://www.cde.ca.gov/be/st/ss/vapacontentstnds.asp>

<https://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20at%20a%20Glance%20-%20new%20copyright%20info.pdf>

Grade:	9-12	Subject:	Ceramics	Semester:	21/22 1&2	Team Members:	Jodie Cannon
Standard Description	Example Rigor	Prerequisite Skills	Common Assessment	When Taught?	Extension Standards		
What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	What assessment(s) will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standard(s)?		
<p>1.1 Creating (Investigate)</p> <p>National Standard/HS Proficient : Use multiple approaches to begin creative endeavors.</p> <p>National Standard/HS Advanced: Visualize and hypothesize to generate plans for ideas and directions for</p>	<p>Proficients student will create and complete an original ceramic artwork using research, sketches, and construction plans to begin their artwork.</p> <p>Advanced students will create and complete an original ceramic artwork that communicates a social issue of their interest.</p>	<ul style="list-style-type: none"> • Prior Knowledge- Use of basic tools • Skills- Creating, problem solving, sketching, planning, research • Vocab- Thumbnail sketch, design, reflection, mediums, portfolio, elements of Art, principles of design 	<ul style="list-style-type: none"> • Self-grade rubrics • Projects • Focused notes • Discussions • Sketches • Written reflections • Test • Quizzes 	<p>Proficient-Continuous</p> <p>Advanced-end of term</p>	<p>Proficient students will utilize these skills for deeper rigor on future projects.</p> <p>Proficient students will have opportunities to display/share their artwork with the Stockon community.</p>		

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<p>creating art and design that can affect social change.</p>					
<h2>2.1 Creating (Investigate)</h2> <p><u>National Standard/HS Proficient</u>: Engage in making a work of art or design without having a preconceived plan.</p> <p><u>National Standard/HS Advanced</u>: Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p>	<p>Proficient students will create and complete a personal artwork using the pinch technique without a plan.</p> <p>Advanced students will plan, create, and complete a personal artwork based on their own artistic ideas.</p>	<ul style="list-style-type: none"> • Prior Knowledge-Use of basic tools • Skills-Prof:pinch technique ADV:Planning, Research • Vocab- Prof: self-awareness, ADV-research, Interpret, Style, Theme, Rubric, Medium 	<ul style="list-style-type: none"> • Self-grade rubrics • Projects • Focused notes • Discussions • Sketches • Written reflections • Test • Quizzes 	<p>Beginning of term</p>	<p>Proficient students will utilize these skills for deeper rigor on future projects.</p> <p>Proficient students will have opportunities to display/share their artwork with the Stockton community.</p>
<h2>2.2 Creating (Investigate)</h2> <p><u>National Standard/HS Proficient</u>: Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p> <p><u>National Standard/HS Advanced</u>: Demonstrate understanding of the</p>	<p>Proficient and advanced students will provide a written reflection and/or test/quiz on the use of materials safety and environmental impact.</p>	<ul style="list-style-type: none"> • Prior Knowledge- Environmental issues, basic safety • Skills- Safety, investigate, reusing, recycle, reduce • Vocab- Hazardous, environmental health, toxicity 	<ul style="list-style-type: none"> • Self-graded rubrics • Projects • Focused notes • Discussions • Written reflections • Test • Quizzes 	<p>Beginning of term & Continuous</p>	<p>Proficient students will utilize these skills for deeper rigor on future projects.</p> <p>Proficient students will have opportunities to display/share their artwork with the Stockton community.</p>

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<p>importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.</p>					
<p>3 Creating (Reflect, Refine, Continue)</p> <p><u>National Standard/HS Proficient:</u> Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p> <p><u>National Standard/HS Advanced:</u> Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p>	<p>Proficient students will use cultural and historical influence in ceramics to collaborate during a peer critique to receive feedback and improve their projects before the formative assessment.</p> <p>Advanced students will use their notes on traditional and contemporary criteria to collaborate during a peer critique to receive feedback and improve their projects before the formative assessment.</p>	<ul style="list-style-type: none"> • Prior Knowledge- growth mindset, elements of art, and principles of design • Skills- collaboration, communication • Vocab- Critique, refine, revise, reengage, constructive criticism, 	<ul style="list-style-type: none"> • Peer critique reflection • Self-grade rubrics • Projects • Focused notes • Discussions • Sketches 	<p>Continuous</p>	<p>Proficient students will utilize these skills for deeper rigor on future projects.</p> <p>Proficient students will have opportunities to display/share their artwork with the Stockton community.</p>

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<p>4 Presenting (Select)</p> <p><u>National Standard/HS Proficient:</u> Analyze, select, and curate artifacts and/or artworks for presentation and preservation.</p> <p><u>National Standard/HS Advanced:</u> Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</p>	<p>Proficient students will write a reflection analyzing and critiquing their self-graded and presented artwork.</p> <p>Advanced students will present their artwork accompanied by an artist's statement which critiques their artistic choices, process, and product using evidence from their artwork to justify the statement.</p>	<ul style="list-style-type: none"> • Prior Knowledge- elements of art, and principles of design • Skills- Critique format (Describe, Analyze, Interpret, Evaluate) • Vocab- Describe, analyze, Interpret, Evaluate 	<ul style="list-style-type: none"> • Self-grade rubrics • Projects • Focused notes • Discussions • Sketches • Written reflections • Test • Quizzes 	<p>Continuous</p>	<p>Proficient students will utilize these skills for deeper rigor on future projects.</p> <p>Proficient students will have opportunities to display/share their artwork with the Stockton community.</p>
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<h2 style="color: blue;">8 Responding (Analyse)</h2> <p><u>National Standard/HS Proficient</u> : Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p> <p><u>National Standard/HS Advanced</u>: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</p>	<p>Proficient and advanced students will interpret artwork through conversations, graphic organizers, annotations, and/or their own artwork .</p> <p>Advanced students will analyze meanings of an artwork using evidence to support a written or verbal critique.</p>	<ul style="list-style-type: none"> • Prior Knowledge- Focused notes, graphic organizers, elements of art and principles of design. • Skills- Critique format (Describe, Analyze, Interpret, Evaluate) • Vocab-, Visual Literacy (reading artwork), Symbolism, Describe, Analyze, Interpret, Evaluate 	<ul style="list-style-type: none"> • Self-grade Rubrics • Projects • Focused Notes • Discussions • Written or verbal Critiques 	<p style="text-align: center;">End of term</p>	<p>Proficient students will utilize these skills for deeper rigor on future projects.</p> <p>Proficient students will have opportunities to display/share their artwork with the Stockon community.</p>
<h2 style="color: blue;">10 Connecting (Synthesize)</h2> <p><u>National Standard/HS Proficient</u> :Document the process of developing ideas from early stages to fully elaborated ideas.</p> <p><u>National Standard/HS Advanced</u>:</p>	<p>A proficient student will have a series of sketches, notes and/or graphic organizers to help create a final project.</p> <p>Advanced students will use notes on canopic jars to create a ceramic artwork with personal meaning.</p>	<ul style="list-style-type: none"> • Prior Knowledge- Note taking skills (Focus Notes). Basic technology “know how.” • Skills- Experimentation, observation, documentation • Vocab- Experimentation, documentation, observation, connecting themes, creative process, thumb nails, sketches 	<ul style="list-style-type: none"> • Self-grade Rubrics • Projects • Focused Notes • Discussions • Sketches • Written Reflections 	<p style="text-align: center;">Proficient -Continuous</p> <p style="text-align: center;">Advanced- October</p>	<p>Proficient students will utilize these skills for deeper rigor on future projects.</p> <p>Proficient students will have opportunities to display/share their artwork with the Stockon community.</p>

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<p>Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</p>					
<p>11 Connecting (Relate)</p> <p><u>National Standard/HS Proficient:</u> Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p> <p><u>National Standard/HS Accomplished:</u> Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.</p>	<p>Proficient students will be able to take/use notes, sketches, and/or research to create an artwork inspired by different cultures then explain how the research of culture, history, and tradition influenced their artwork design.</p> <p>Accomplished students will be able to use the culture and history of graffiti to create contemporary ceramic artwork designs to be presented at a local destination.</p>	<ul style="list-style-type: none"> • Prior Knowledge- Basic historical and cultural knowledge, societal influences, mark the text, summarize, collaboration, growth mindset. • Skills- Research, Observation, Drawing Conclusions, making connections • Vocab- Comparison, contemporary, historical significance, inspiration, appropriation, cultural significance, common themes, decorative vs. utilitarian 	<ul style="list-style-type: none"> • Self-grade Rubrics • Projects • Focused Notes • Discussions • Sketches • Written Reflections • Test • Quizzes 	<p>October</p>	<p>Proficient students will utilize these skills for deeper rigor on future projects.</p> <p>Proficient students will have opportunities to display/share their artwork with the Stockton community.</p>

*Months of instruction are tentative. Standards often change or are revisited based on the text (scripts) we are performing and the needs of the production.

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