



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/vapacontentstds.asp>

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

| Grade: | 9-12 | Subject: | Ceramics 1&2 | Semester: | 20/21 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>A proficient student will create and complete an original ceramic artwork showing understanding and application of main ideas/skills/Vocabulary.</p> <p>An Advanced student 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 • Vocab- 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 | Continuous | <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>creating art and design that can affect social change.</p> | | | | | |
| <p>2.1 Creating (Investigate)</p> <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>A proficient student will 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- Planning, Research • Vocab- Research, Interpret, Style, Theme, Rubric, Medium,self-awareness | <ul style="list-style-type: none"> • Self-grade Rubrics • Projects • Focused Notes • Discussions • Sketches • Written Reflections • Test • Quizzes | <p>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 Stockton community.</p> |
| <p>2.2 Creating (Investigate)</p> <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>A proficient student 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- Investigate, Hazardous, Environmental health, Toxicity, Environmental art, Installations, Conservation art | <ul style="list-style-type: none"> • Self-grade Rubrics • Projects • Focused Notes • Discussions • Sketches • Written Reflections • Test • Quizzes | <p>Continuous through term as needed.</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 Accomplished:</u> Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.</p> | <p>Proficient students will 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"> • 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 Stockon community.</p> |

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| <p>4 Presenting (Select)</p> <p><u>National Standard/HS Accomplished:</u>Analyze, select, and critique personal artwork for a collection or portfolio presentation.</p> | <p>Proficient students will write a reflection analyzing and critiquing their self-graded artwork.</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> |
| <p>8 Responding (Analyze)</p> <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 Accomplished:</u> Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</p> | <p>A proficient student will be able to interpret artwork through written examples, conversations, graphic organizers, annotations, and/or their own artwork .</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 • 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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| <p>10 Connecting (Synthesize)</p> <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>: Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</p> | <p>A proficient student will have a series of sketches, notes and/or graphic organizers to help to create a final project.</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 • 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> |
| <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</p> | <p>A proficient student will be able to take/use notes, sketches, and/or research to create an artwork inspired by different cultures.</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, 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>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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| of art in contemporary and local contexts. | | | | | |
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*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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