

## Ceramics– Grades 10-12

### District 2853

Month	Content	Performance Standards Addressed	Skills for Student Achievement	Assessment
Week 1	<ul style="list-style-type: none"> <li>· Intro to Clay as an art medium</li> <li>· Handbuilding</li> <li>· <u>Intro in Text pg. 9-12</u></li> <li>· History of clay objects as functional and records of society</li> <li>· Vocabulary: absorption, amorphous, china clay, clay, earthenware, foot-grog, kneading, primary clay, plasticity, raw, secondary clay, shrinkage, slip, stoneware, wedging</li> <li>· <u>Chapters 1-2 in Text</u></li> <li>· Clay prep, types and qualities of each</li> </ul>	<p>Analysis and Interpretation - Ability - Benchmarks #1, #2, #3, #4</p> <p>Understanding - Benchmarks #1, #2, #3, #4</p> <p>Creation and Performance - Ability - Benchmarks #1, #2, #3, #4</p> <p>Understanding - Benchmarks #1, #2</p>	<ul style="list-style-type: none"> <li>· Hand building areas 1-4</li> <li>· Record notes on presentations</li> <li>· Define terms accurately</li> <li>· Lecture/discussion on history and functions</li> <li>· Know the differences between: · decorative and functional handbuilt, wheel thrown and mass produced · primary and secondary clays · organic verses geometric · Eastern and Western clay preparation methods</li> <li>· Apply concepts in combination with experiments while handling the clay</li> <li>· Create a pinch pot</li> <li>· Create a texture that is aesthetically suited for the piece</li> </ul>	<ul style="list-style-type: none"> <li>· Completed notes and worksheets</li> <li>· Maintenance of resources to be used at later date for quiz or test</li> <li>· The production of a pinch method pot</li> <li>· Critique yourself and instructor</li> </ul>
Weeks 2-3	<ul style="list-style-type: none"> <li>· <u>Chapter 3 in Text – pg. 28-35</u></li> <li>· <u>Coil Pots</u></li> <li>· Techniques of coil construction</li> <li>· Tools used in coil construction</li> <li>· History of coil construction in Western Hemisphere</li> <li>· Vocabulary: armature, bag-relief, bat, bone dry, carving, coil, feathering, greenware, impressing, incising, porosity, trimming, extruder</li> <li>· Procedures used in construction of coil pots</li> <li>· Drying procedure</li> <li>· Safety</li> </ul>	<p>Analysis and Interpretation - Ability - Benchmarks #1, #2, #3, #4</p> <p>Understanding - Benchmarks #1, #2, #3, #4</p> <p>Creation and Performance - Ability - Benchmarks #1, #2, #3, #4</p> <p>Understanding - Benchmarks #1, #2</p>	<ul style="list-style-type: none"> <li>· <u>Coil Pots</u></li> <li>· Complete notes on lecture and completion of worksheets/terms</li> <li>· Discussions and lecture of methods</li> <li>· Recognize the differences between cultures and time periods</li> <li>· Influences technology and tools have had on clay products</li> <li>· Construct a series of coil pots working from sketches</li> <li>· Discussion of successful and unsuccessful construction using terms appropriate to area</li> <li>· Use of knowledge learned prior to construction</li> <li>· Use of tools and equipment</li> </ul>	<ul style="list-style-type: none"> <li>· Examination of sketches</li> <li>· Completed notes and terms</li> <li>· Production of coil method pottery</li> <li>· Observation of tool and equipment operation.</li> <li>· Critique yourself and instructor</li> </ul>
Weeks 4-5	<ul style="list-style-type: none"> <li>· <u>Chapter 4 in Text – pg. 38-67</u></li> <li>· <u>Slab Construction</u></li> <li>· Techniques of slab</li> </ul>	<p>Analysis and Interpretation - Ability - Benchmarks #1, #2, #3, #4</p>	<ul style="list-style-type: none"> <li>· <u>Slab Pots</u></li> <li>· Complete notes on lecture and completion of terms</li> <li>· Discussion of slab methods</li> </ul>	<ul style="list-style-type: none"> <li>· Continuous assessment of: A) class performance</li> </ul>

	<ul style="list-style-type: none"> <li>construction</li> <li>Tools and equipment used in slab construction</li> <li>Handmade to computer designed works</li> <li>Methods</li> <li>draped</li> <li>cylinder</li> <li>bag</li> <li>box</li> <li>small and large tiles</li> <li>Clay forms used in architecture</li> <li>Vocabulary: burnish, leather hard, luting, pug, roller, slab</li> </ul>	<ul style="list-style-type: none"> <li>Understanding</li> <li>- Benchmarks #1, #2, #3, #4</li> <li>Creation and Performance - Ability</li> <li>- Benchmarks #1, #2, #3, #4</li> <li>Understanding</li> <li>- Benchmarks #1, #2</li> </ul>	<ul style="list-style-type: none"> <li>Relate current and past knowledge to current projects</li> <li>Obtain examples of large coil, slab or sculptural forms using clay</li> <li>Construct series of slab pots working from sketches</li> <li>As the series progresses, incorporate what has been learned into new more advanced pieces</li> <li>Push the clay to the limits – EXPERIMENT!</li> <li>Critique as a large group</li> </ul>	<ul style="list-style-type: none"> <li>B) time management</li> <li>C) respect of others projects and persons self</li> <li>Critique</li> <li>A) progress</li> <li>B) met criteria for project</li> <li>C) use of medium</li> </ul>
Weeks 6-8	<ul style="list-style-type: none"> <li>Chapter 5 in Text – pg. 68-105</li> <li>Potter's Wheel</li> <li>Types of wheels</li> <li>Tools used on the wheel</li> <li>Procedures</li> <li>A) Centering</li> <li>B) Forming</li> <li>C) Opening</li> <li>D) Shaping</li> <li>Removal from the wheel</li> <li>Designs</li> <li>A) decorative</li> <li>B) functional</li> <li>Safety</li> <li>Trimming</li> <li>Tools</li> <li>Footing while work is in progress</li> <li>Re-centering</li> <li>Handles</li> <li>Shaping</li> <li>Attaching</li> <li>Drying methods</li> </ul>	<ul style="list-style-type: none"> <li>Analysis and Interpretation - Ability</li> <li>- Benchmarks #1, #2, #3, #4</li> <li>Understanding</li> <li>- Benchmarks #1, #2, #3, #4</li> <li>Creation and Performance - Ability</li> <li>- Benchmarks #1, #2, #3, #4</li> <li>Understanding</li> <li>- Benchmarks #1, #2</li> </ul>	<ul style="list-style-type: none"> <li>Complete notes on lecture</li> <li>Complete terms associated with potter's wheels</li> <li>Know appropriate tools and purpose</li> <li>Know types of wheels</li> <li>Form a cylinder following the correct steps</li> <li>Experiment with a variety of shapes formed from a cylinder</li> <li>* Usually less than 50% of finished pieces meet criteria for acceptable work</li> <li>Determine which tools are best suited for the trimming process</li> <li>Observe demonstration of trimming process</li> <li>Use observed skills</li> <li>Know the types of handles</li> <li>Know construction processes</li> <li>Make appropriate handles for pieces</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>A) Following steps in forming a cylinder</li> <li>B) Proper use of tools</li> <li>C) Cleanup</li> <li>D) Following safety measures</li> <li>Comprehension of methods and terms associated with ceramics</li> <li>Observation</li> <li>A) following steps</li> <li>B) use of tools</li> <li>Comprehension of the process</li> <li>Observation</li> <li>Technical knowledge</li> </ul>
	<ul style="list-style-type: none"> <li>Covers</li> <li>With flange</li> <li>Bowl with flange</li> <li>"Rose petal" measuring with a ceramic caliper</li> <li>Vocabulary: chuck,</li> </ul>	<ul style="list-style-type: none"> <li>Analysis and Interpretation - Ability</li> <li>- Benchmarks #1, #2, #3, #4</li> <li>Understanding</li> <li>- Benchmarks #1, #2, #3, #4</li> </ul>	<ul style="list-style-type: none"> <li>Know the types of covers and their uses</li> <li>Know how to construct each type</li> <li>Make an appropriate cover for the design</li> </ul>	<ul style="list-style-type: none"> <li>Observation of steps and techniques</li> <li>Technical knowledge</li> </ul>

	<ul style="list-style-type: none"> <li>chum, collaring, fettle, jiggering, sagging, throwing, throwing stick, tooth, welding</li> </ul>	<ul style="list-style-type: none"> <li>Creation and Performance - Ability - Benchmarks #1, #2, #3, #4</li> <li>Understanding - Benchmarks #1, #2</li> </ul>	<ul style="list-style-type: none"> <li>Covered in the lessons</li> </ul>	
Week 9	<ul style="list-style-type: none"> <li>Chapter 6 in Text – pg. 106-114</li> <li>Design</li> <li>Importance of design as it relates to function</li> <li>Form should relate to material</li> <li>Balance</li> <li>Learning hand/eye coordination</li> <li>Contrast as a design method to create an impact</li> <li>Simplicity to create a statement</li> <li>Boldness to create a statement</li> <li>Proportion and weight to add strength</li> <li>Vocabulary: balance, contrast, harmony, proportion, texture, weight, aesthetics</li> </ul>	<ul style="list-style-type: none"> <li>Analysis and Interpretation - Ability - Benchmarks #1, #2, #3, #4</li> <li>Understanding - Benchmarks #1, #2, #3, #4</li> <li>Creation and Performance - Ability - Benchmarks #1, #2, #3, #4</li> <li>Understanding - Benchmarks #1, #2</li> </ul>	<ul style="list-style-type: none"> <li>Identify and use design elements and principals in construction of works</li> <li>Identify and use design elements and principles in critique of your work and that of others</li> <li>Use constructive criticism</li> <li>How much growth has occurred</li> </ul>	<ul style="list-style-type: none"> <li>Critique Individual early to help guide late to assess progress</li> </ul>
Week 10	<ul style="list-style-type: none"> <li>Chapter 7 in Text</li> <li>Decorating and Glazing</li> <li>Types of decoration used during the building, drying and firing processes</li> <li>Safety as related to glazing materials and kiln operation</li> <li>Glaze and slip application</li> <li>Firing Techniques</li> <li>Vocabulary: banding, batch, bisque, bisque fire, blistering, blowout, bottle kiln, b.t.u., pyrometric cone, crawling, dipping, dry foot, dunting, ergobe, firebox, firebrick, firing, flue, fusion point, glaze, glaze fire, kiln, kiln wash, single fire, open firing, overglaze,</li> </ul>	<ul style="list-style-type: none"> <li>Analysis and Interpretation - Ability - Benchmarks #1, #2, #3, #4</li> <li>Understanding - Benchmarks #1, #2, #3, #4</li> <li>Creation and Performance - Ability - Benchmarks #1, #2, #3, #4</li> <li>Understanding - Benchmarks #1, #2</li> </ul>	<ul style="list-style-type: none"> <li>Explore methods available and suitable for electric kilns</li> <li>Decide if the glaze or other decoration enhances or distracts from the design of the finished piece</li> <li>Discussion of what worked and what did not</li> <li>Vocab covered in lecture</li> </ul>	<ul style="list-style-type: none"> <li>Individual and small group critiques</li> <li>Students evaluation of his/her work</li> <li>Use of proper terms when discussing projects</li> </ul>

	oxidation fire, pyrometer, reduction fire, refractory, saggar, salt glaze, scaling, sgraffito, sinter, slip clay, slip glaze, stain, underglaze, wax resist, wet firing			
Weeks 11-18	Individual Projects	Analysis and Interpretation - Ability - Benchmarks #1, #2, #3, #4 Understanding - Benchmarks #1, #2, #3, #4  Creation and Performance - Ability - Benchmarks #1, #2, #3, #4 Understanding - Benchmarks #1, #2	Creating a variety of ceramic pieces using prior knowledge ultimately leading to the student art show  Artists statement	Final critique at student art show  Tests

## ANALYSIS AND INTERPRETATION

A student shall demonstrate the "ability" to:

- #1 Select criteria for evaluating visual art works;
- #2 Analyze and interpret visual art through its historical, cultural, or social context;
- #3 Support personal reactions to visual art works using the components of visual arts; and
- #4 Articulate informed evaluations of visual art works using selected criteria.

A student shall demonstrate an "understanding" of:

- #1 How a synthesis of the components of visual arts is used to define a work in visual art:
  - a. elements, including color, line, shape, form, texture, and space;
  - b. principles (for example, repetition, contrast, or balance);
  - c. vocabulary;
  - d. styles (for example, abstract or impressionist);
  - e. structures (for example, two dimensional or three dimensional); and
  - f. technical skills (for example, selecting and using tools and techniques of the medium);
- #2 The similarities and differences among the structures and styles within visual arts;
- #3 How the selection of criteria affects criticism of a work in visual arts; and
- #4 The connections between visual arts and other disciplines outside the arts (for example, mathematics, science, or history).

## CREATION AND PERFORMANCE

A student shall demonstrate the "ability" to:

- #1 Use artistic processes to create a single, complex work or multiple works in visual arts;
- #2 Generate and clarify artistic intent for work in visual art;
- #3 Make decisions based on artistic intent;

- #4 Make choices based on analysis of audience and occasion for work in visual art; and
- #5 Revise visual art work using multiple sources of critique and feedback.

A student shall demonstrate an "understanding" of:

- #1 The integration of components of visual arts:
    - a. elements, including color, line, shape, form, texture, and space;
    - b. principles (for example, repetition, contrast, or balance);
    - c. vocabulary;
    - d. styles (for example, abstract or impressionist);
    - e. structures (for example, two dimensional or three dimensional); and
    - f. technical skills (for example, selecting and using tools and techniques of the medium);
- and
- #2 The cultural, historical, or social contexts that influence creation of visual art.