

Ceramics I

1. Boxed Form (Carved)
2. Introduction to Clay
3. Glazing
4. Pinch & Coil
5. Sculpture
6. Slab/Drape
7. Surface Treatments
8. Thrown/Functional

COURSE: Ceramic 1	GRADE(S): 10-12
UNIT: Boxed Form (Carved)	

<p>NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 1. Understanding and applying media, techniques, and processes 2. Using knowledge of structures and functions 3. Choosing and evaluating a range of subject matter, symbols, and ideas 4. Understanding the visual arts in relation to history and cultures 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others 6. Making connections between visual arts and other disciplines

<p>STATE STANDARDS:</p> <ol style="list-style-type: none"> 9.1 Producing , Performing and Exhibiting the Arts and Humanities 9.2 Historical and Cultural Contexts 9.3 Critical Response to the Arts and Humanities 9.4 Aesthetic Responses to the Arts and Humanities 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> (A) Discuss geometric, organic form and surface treatments (B) Demonstrate mastery in surface treatments by building tiles (C) Build tiles demonstrating varying texture (D) Discuss the aesthetics of glazes
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<p>ACTIVITIES: Students will:</p> <ol style="list-style-type: none"> (A) Build a carved lidded box, using textural qualities including pierced, incise, impress, and mishima techniques of surface treatments (B) Glaze boxes (C) Critique studio <p>RESOURCES:</p> <ul style="list-style-type: none"> - Introduction to closed container with and without lids - Building methods in achieving closed form - Introduction to mishima and other surface treatments - Vocabulary: mishima, clay bodies, slip, texture, glaze 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> (A) Studio work (B) Critique (C) Class participation <p>REMEDIATION:</p> <ul style="list-style-type: none"> - Design a worksheet/sketchbook idea based on the carved box objective <p>ENRICHMENT:</p> <ul style="list-style-type: none"> - Build a larger form in a different clay body that may include lugs, feet or other enhancements
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COURSE: Ceramic 1	GRADE(S): 10 -12
UNIT: Introduction to Clay	

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<p>ACTIVITIES: Students will:</p> <ol style="list-style-type: none"> (A) Manipulate clay to determine its plasticity, drying time, workability (B) Demonstrate how to slip and score (C) Study the differences between clay body types (D) Utilize tools and care for them (E) Observe firing procedure (F) Gain knowledge of proper clean up and safety precautions <p>RESOURCES:</p> <ul style="list-style-type: none"> - Anne Gazelle, Paulus Berensohn - Clay bodies, nature of clay - Tools identification, use and care - Clay stages, firing - Vocabulary: plasticity, wire cutter, fettling knife, slab stick, pug mill, wedging block, kiln, fire, calipers, slip, ram roll 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> (A) Teacher observation (B) Checklist of skills (C) Vocabulary review <p>REMEDIATION:</p> <ul style="list-style-type: none"> - Complete a packet reviewing all information on bodies, tools and firing procedures <p>ENRICHMENT:</p> <ul style="list-style-type: none"> - Creation of a creative poster demonstration, knowledge of clay bodies, tools and firing procedures
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COURSE: Ceramic 1	GRADE(S): 10-12
UNIT: Glazing	

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<p>ACTIVITIES: Students will:</p> <ol style="list-style-type: none"> (A) Produce glaze sample tiles (B) Discuss glaze types and application (C) Observe glaze kiln preparation (D) Paraphrase safety precautions while using glazes <p>RESOURCES:</p> <ul style="list-style-type: none"> - Glaze types - Application - Glaze selections - Prep for glazing - Safety rules - Glaze fire and kiln set-up - Vocabulary: glaze, underglaze, oxides, matt, mop, wax resist 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> (A) Teacher observations (B) Checklist of skills <p>REMEDIATION:</p> <ul style="list-style-type: none"> - Review worksheet on glazing techniques and precautions <p>ENRICHMENT:</p> <ul style="list-style-type: none"> - Prepare and execute a display board about glazing

COURSE: Ceramic 1	GRADE(S): 10-12
UNIT: Pinch and Coil	

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<p>ACTIVITIES: Students will:</p> <ol style="list-style-type: none"> (A) Build using the pinch and coil method (B) Glaze bisque ware <p>RESOURCES:</p> <ul style="list-style-type: none"> - Introduction to pinch - Symmetrical/asymmetrical - Influences by Japanese tea bowls - Introduction to coil - Classical - Free form - Influences by American Indian 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> (A) Studio work (B) Critique: self, peer, teacher (C) Class participation <p>REMEDIATION:</p> <ul style="list-style-type: none"> - Research Native American potters and write about pinch techniques <p>ENRICHMENT:</p> <ul style="list-style-type: none"> - Load and fire off a pit fire similar to those of Maria Martinez
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COURSE: Ceramic I	GRADE(S): 10-12
UNIT: Sculpture	

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<p>ACTIVITIES: Students will:</p> <ol style="list-style-type: none"> (A) Build a work of art utilizing sculptural techniques (B) Discuss sculptors and their building methods (C) View and discuss visuals (D) Add color to sculpture (E) Critique <p>RESOURCES:</p> <ul style="list-style-type: none"> - Cone slab figures and puppetry - Coil figure - Jointed figures - Positive/negative space - Sculptors: Henry Moore, James Thornsburg, Eduardo Andaluz, John Hertz, Picasso, etc. - Vocabulary: positive/negative space, addition/subtractive methods 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> (A) Studio work (B) Critique (C) Class participation <p>REMEDIATION:</p> <ul style="list-style-type: none"> - Research a sculptor and prepare a presentation <p>ENRICHMENT:</p> <ul style="list-style-type: none"> - Design a permanent installation for the school based on sculptural qualities learned from this unit

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UNIT: Slab/Drape	

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<p>ACTIVITIES: Students will:</p> <ol style="list-style-type: none"> (A) Build pottery using the slab method of construction (B) Apply textural qualities (C) Glaze pottery (D) critique <p>RESOURCES:</p> <ul style="list-style-type: none"> - introduction to slab making - drape (hump, slump methods) - coil (drape overlay) - texture/nature, lettering - slab (cylinder, multiple spouts) - use of armatures - tiles 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> (A) Studio work (B) Critique (C) Class participation <p>REMEDIATION:</p> <ul style="list-style-type: none"> - Completion of a sketchbook idea utilizing the slab/drape method <p>ENRICHMENT:</p> <ul style="list-style-type: none"> - Build more intricate drape forms
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COURSE: Ceramic I	GRADE(S): 10-12
UNIT: Surface Treatments	

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<p>ACTIVITIES:</p> <p>Students will:</p> <p>(A) Prepare samples of surface treatments</p> <p>RESOURCES:</p> <ul style="list-style-type: none"> - Mishima - Sgraffito - Incising - Pierce - Stamp - Overlay - Slip trail - Wax resist 	<p>ASSESSMENTS:</p> <p>(A) Studio work</p> <p>(B) Class participation</p> <p>REMEDIATION:</p> <ul style="list-style-type: none"> - Completion of a worksheet identifying surface treatments <p>ENRICHMENT:</p> <ul style="list-style-type: none"> - Creation of a display showing different examples of surface techniques

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UNIT: Thrown/Functional	

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<p>ACTIVITIES: Students will:</p> <ol style="list-style-type: none"> (A) Build functional pottery by using thrown or hand building methods (B) Demonstrate knowledge of caliper use and how to make a proper lid (C) View visuals and demonstrations <p>RESOURCES:</p> <ul style="list-style-type: none"> - Teapots - Dinnerware - Soup tureens 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> (A) Studio work (B) Critique: self, peer, teacher (C) Class participation <p>REMEDIATION:</p> <ul style="list-style-type: none"> - Review information on throwing and discuss with teacher <p>ENRICHMENT:</p> <ul style="list-style-type: none"> - Throwing with different bodies and experimenting with glaze combinations