

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)	
NATIONAL STANDARDS: <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 	
STATE STANDARDS: <p>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>(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</p>
ACTIVITIES: Students will: (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	ASSESSMENTS: (A) Studio work (B) Critique (C) Class participation
RESOURCES: <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 	REMEDIATION: <ul style="list-style-type: none"> - Design a worksheet/sketchbook idea based on the carved box objective ENRICHMENT: <ul style="list-style-type: none"> - Build a larger form in a different clay body that may include lugs, feet or other enhancements

COURSE: Ceramic 1	GRADE(S): 10 -12
UNIT: Introduction to Clay	
NATIONAL STANDARDS: <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 	
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ACTIVITIES: Students will: (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	ASSESSMENTS: (A) Teacher observation (B) Checklist of skills (C) Vocabulary review
RESOURCES: <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 	REMEDIATION: <ul style="list-style-type: none"> - Complete a packet reviewing all information on bodies, tools and firing procedures ENRICHMENT: <ul style="list-style-type: none"> - Creation of a creative poster demonstration, knowledge of clay bodies, tools and firing procedures

COURSE: Ceramic 1	GRADE(S): 10-12
UNIT: Glazing	
NATIONAL STANDARDS:	
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	
STATE STANDARDS:	UNIT OBJECTIVES:
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	(A) Prepare bisque for glazing procedure (B) Select finishes that are aesthetically pleasing and functional (C) Apply glazes correctly (D) Discuss glaze fire and how kilns are loaded for glaze fire
ACTIVITIES: Students will: (A) Produce glaze sample tiles (B) Discuss glaze types and application (C) Observe glaze kiln preparation (D) Paraphrase safety precautions while using glazes	ASSESSMENTS: (A) Teacher observations (B) Checklist of skills
RESOURCES: <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	REMEDIATION: <ul style="list-style-type: none">- Review worksheet on glazing techniques and precautions ENRICHMENT: <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	
NATIONAL STANDARDS: <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 	
STATE STANDARDS: <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 	UNIT OBJECTIVES: <p>(A) Build pottery using pinch and coil methods (B) Demonstrate knowledge of cultural influences (C) Demonstrate knowledge of oxide antique method of glazing</p>
ACTIVITIES: Students will: (A) Build using the pinch and coil method (B) Glaze bisque ware	ASSESSMENTS: <p>(A) Studio work (B) Critique: self, peer, teacher (C) Class participation</p>
RESOURCES: <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 	REMEDIATION: <ul style="list-style-type: none"> - Research Native American potters and write about pinch techniques ENRICHMENT: <ul style="list-style-type: none"> - Load and fire off a pit fire similar to those of Maria Martinez

COURSE: Ceramic I	GRADE(S): 10-12
UNIT: Sculpture	
NATIONAL STANDARDS: <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 	
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ACTIVITIES: Students will: (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	ASSESSMENTS: (A) Studio work (B) Critique (C) Class participation
RESOURCES: <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 Hertzel, Picasso, etc. - Vocabulary: positive/negative space, addition/subtractive methods 	REMEDIAL: <ul style="list-style-type: none"> - Research a sculptor and prepare a presentation ENRICHMENT: <ul style="list-style-type: none"> - Design a permanent installation for the school based on sculptural qualities learned from this unit

COURSE: Ceramic I	GRADE(S): 10-12
UNIT: Slab/Drape	
NATIONAL STANDARDS: <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 	
STATE STANDARDS: <p>9.1 Producing , Performing and Exhibiting the Arts and Humanities</p> <p>9.2 Historical and Cultural Contexts</p> <p>9.3 Critical Response to the Arts and Humanities</p> <p>9.4 Aesthetic Responses to the Arts and Humanities</p>	UNIT OBJECTIVES: <p>(A) Incorporate nature with clay through form and impression</p> <p>(B) Roll correct slab using hand method of slab building and slab machines</p> <p>(C) Demonstrate armatures for clay including slump, hump, balloon, sand bag, and other “found” molding material</p> <p>(D) Design and build containers with spouts</p>
ACTIVITIES: Students will: (A) Build pottery using the slab method of construction (B) Apply textural qualities (C) Glaze pottery (D) critique	ASSESSMENTS: (A) Studio work (B) Critique (C) Class participation
RESOURCES: <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 	REMEDIATION: <ul style="list-style-type: none"> - Completion of a sketchbook idea utilizing the slab/drape method ENRICHMENT: <ul style="list-style-type: none"> - Build more intricate drape forms

COURSE: Ceramic I	GRADE(S): 10-12
UNIT: Surface Treatments	
NATIONAL STANDARDS: <ol style="list-style-type: none"> Understanding and applying media, techniques, and processes Using knowledge of structures and functions Choosing and evaluating a range of subject matter, symbols, and ideas Understanding the visual arts in relation to history and cultures Reflecting upon and assessing the characteristics and merits of their work and the work of others Making connections between visual arts and other disciplines 	
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ACTIVITIES: Students will: (A) Prepare samples of surface treatments	ASSESSMENTS: <p>(A) Studio work (B) Class participation</p>
RESOURCES: <ul style="list-style-type: none"> - Mishima - Sgraffito - Incising - Pierce - Stamp - Overlay - Slip trail - Wax resist 	REMEDIATION: <ul style="list-style-type: none"> - Completion of a worksheet identifying surface treatments ENRICHMENT: <ul style="list-style-type: none"> - Creation of a display showing different examples of surface techniques

COURSE: Ceramic I	GRADE(S): 10-12
UNIT: Thrown/Functional	

NATIONAL STANDARDS:	
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	

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ACTIVITIES: Students will: (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	ASSESSMENTS: (A) Studio work (B) Critique: self, peer, teacher (C) Class participation
RESOURCES: – Teapots – Dinnerware – Soup tureens	REMEDIATION: – Review information on throwing and discuss with teacher ENRICHMENT: – Throwing with different bodies and experimenting with glaze combinations