

Ceramic 1: Curriculum for 1 year (40 weeks)

Class: Ceramics 1 Unit 1- Handbuilding		Level: 9-12		
Description	VAPA Content Standards Covered	Common Core Standards Covered	Vocabulary	Art History
<p>1. Description: Students will be asked to make three vessels using the three handbuilding techniques: Pinching, Coiling and Slab Construction.</p> <p>2. Rationale: In this unit students will be able to understand how they can find history in art. Students will learn about the functional use of ceramics through history by looking at different cultures in different time periods.</p> <p>3. Objectives: Throughout the unit students will develop basic clay techniques of handbuilding vessels using pinching, coiling, slab construction, and slip and scoring.</p> <p>- Technical Target: The students will learn when the clay is too wet</p>	<p>Prof. VA: Cr1.1</p> <p>-Use multiple approaches to begin creative endeavors.</p> <p>Prof.VA: Cn11</p> <p>-Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>	<p>W. Writing Standards Grades: 9-10 & 11-12</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>SL. Speaking and Listening standards Grades: 9-10 & 11-12</p> <p>1. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions</p>	<p>Handbuilding Claybody Pinch Pot Coiling Slab Construction Drape Mold Score and Slip Vessel Wedging Wedging Table Texture Plastic Bone Dry Leather Hard/Soft Exposed Coil Banding wheel Needle tool Potters knife Air pockets Greenware Bisque ware Firing Kiln</p>	<p><u>MAKE CONNECTIONS WITH THE FOLLOWING:</u></p> <ol style="list-style-type: none"> 1. Art Historical Context: Looking at ceramics objects in Ancient civilizations that used ceramics to create functional items such as totems or vessels and analyzing the techniques used to create their artwork 2. Prehistoric Art, Neolithic Art 3. Erin Furimsky, Christopher David White Charlotte Mary Pack

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or too dry to work on, and how that will affect the outcome of their work.

-Content: what art theory, art history will students know and be able to discuss?

-Students will question whether the artists considered their work an artwork or artifact?

4. Essential questions:

-Can art be functional?

-Can art tell a story?

-Can art tell us more about history?

5. Length of time:

There are three lessons in this unit and the unit will span 6 weeks.

6. Description of each lesson:

-Lesson 1: Pinch Pot Noisemakers

-Students will make 3 pinch forms that are palm size.

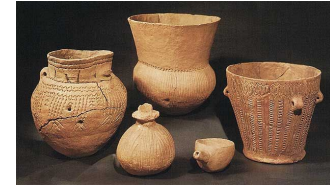
-Lesson 2: Exposed Coil Pots

-Students will make 2 6" exposed coil forms.

-Lesson 3: Slab Boxes

-Students will make 2 6" slab forms.

4. Images



<https://static.kunstelo.nl/ckv2/cultuurwijs/cultuurwijs/www/cultuurwijs.nl/cultuurwijs.nl/i000941.html>





<https://www.thetorah.com/article/what-are-clay-female-figurines-doing-in-judah-during-the-biblical-period>



<https://www.ancient-origins.net/artifacts-other-artifacts/dog-eat-dog-world-canine-figurines-mesoamerican-colima-003417>



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<p>7. Reflection/critique for unit:</p> <ul style="list-style-type: none">-What did you learn from this lesson?-Why did you choose to make what you made?-What did you like about this lesson?-What do you plan on making next? <p>Gallery Walk: There will be a piece of paper in front of every artwork where VTS questions will be written (What is going on in this art piece? What makes you say that? What else can you tell me about this piece?.) The students will pick an artwork and answer the questions (this will be submitted). After, the students will engage in VTS as a whole.</p>				 <p>Coiling Example</p>  <p>Pinch Pots Example</p>
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Class Ceramics 1 Unit 2- Wheel Throwing		Level: 9-12		
Description	VAPA Content Standards Covered	Common Core Standards Covered	Vocabulary	Art History
<p>1. Description: Students will be asked to make three vessels using the three wheel throwing techniques: centering and pulling to create cylinders, cups and bowls.</p> <p>2. Rationale: In this unit the students will learn a different approach in creating ceramic art forms for functional use.</p> <p>3. Objectives: Throughout the unit students will develop the confidence and control on the wheel needed to create art forms.</p> <p>- Technical Target: The students will learn when the clay is too wet or too dry to work on, and how that will affect the outcome of their work.</p> <p>-The students will learn how to center the clay</p>	<p>Acc. VA: Cr2.1</p> <p>-Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>Acc.VA:Cn11</p> <p>-Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary, local and global contexts.</p>	<p>L. Language Arts Grades 9-10</p> <p>4. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>Wheel throwing Claybody Centering Pulling Throwing off the hump Trimming Foot Pottery Cylinder Rib tool Wire Tool Banding Wheel Needle tool Potters knife Wedging Wedging Table Clay dust Plastic Bone Dry Leather Hard/Soft Thickness of Walls Concave Convex Elasticity Greenware Bisque ware Firing Kiln</p>	<p><u>MAKE CONNECTIONS WITH THE FOLLOWING:</u></p> <p>5. Art Historical Context: Looking at wheel thrown pottery found in Ancient Greece, China & Japan and analyzing the techniques used by potters to create unique artwork.</p> <p>6. American Abstract-Expressionism Vienna Secession, Mingei,</p> <p>7. Euphronios, Mio Heki, Otto and Gertrud</p>

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on the wheel, and have consistency in walls.

-The students will learn to become kinesthetic learners to create their art forms on a wheel.

-Content: what art theory, art history will students know and be able to discuss?

Students will question the necessity of functional thrown vessels used throughout history. When was the first wheel created and how has its use changed throughout time?

4. Essential questions:

-How does learning a new technique influence what you create?

-How does this technique make art functional?

-What limitations are present?

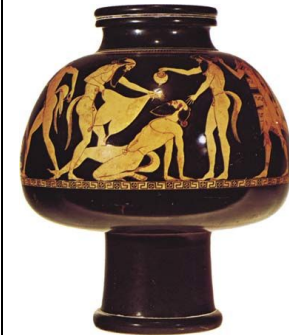
-What was the purpose of wheel thrown forms when it started? And how is that different now?

5. Length of time:



There are three lessons in this unit and the unit will span 8 weeks.

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8. Images








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<p>6. Description of each lesson:</p> <p>-Lesson 1: <u>Centering, pulling, & cups</u> -Students will make 2 cylindrical cups that are either concave or convex.</p> <p>-Lesson 2: <u>Bowls</u> -Students will throw a minimum of 2 bowls 5” wide by minimum of 2” tall.</p> <p>-Lesson 3: <u>Large/Tall Vessel</u> - Students will throw a minimum of 2 taller vessels at least 8” in height.</p> <p>7. Reflection/critique for unit:</p> <p>-What did you learn from this lesson? -Why did you choose to make what you made? -What did you like about this lesson? -What do you plan on making next?</p>				 
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Class Ceramics 1 Unit 3- Aesthetics		Level: 9-12		
Description	VAPA Content Standards Covered	Common Core Standards Covered	Vocabulary	Art History
<p>1. Description: Students will be asked to make two objects using either handbuilding or wheel throwing techniques and be asked to use techniques such as designing patterns, sgraffito, relief, using underglazes and glazing create a cohesive theme.</p> <p>2. Rationale: After making basic plainly decorated functional ceramic pieces, students can experiment with adding their own ideas into their work. Students will examine traditional patterns, surface decorations and sculpture and be able to identify which technique was used.</p> <p>3. Objectives: Throughout the unit students will develop surfacing techniques</p>	<p>Acc.VA:Cr1.2</p> <p>-Choose from a range or materials and methods of traditional and contemporary artistic practices to plan works of art and design</p> <p>Acc.VA:Cr2.1</p> <p>-Through experimentation, practice, and persistence demonstratie acquisition of skills and knowledge in a chosen art form.</p> <p>Adv. VA:Cn10</p> <p>-Synthesize knowledge of social, cultural, historical, and personal life with art making approaches to create meaningful works of art of design.</p>	<p>CCSS.ELA-LITERAC Y.RL.11-12.7</p> <p>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p> <p>CCSS.ELA-LITERAC Y.RL.9-10.7</p> <p>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment</p>	<p>Clay Body Greenware Bisque ware Earthenware Stoneware Glaze fire Firing Low Fire High Fire Raku Fire Kiln Cold Finish Hot Finish Slip Casting Press Mold Wax resist Underglaze Glaze Paint Dip Glazing Texture Mold Making Relief Scruffito Burnishing Color Slip Slip trailing Aesthetics Sculpture</p>	<p><u>MAKE CONNECTIONS WITH THE FOLLOWING:</u></p> <p>9. Art Historical Context: Analyzing how artists during these time periods used surfacing techniques to express an idea or concept to non-art audiences.</p> <p>10. Aestheticism (1870s to 1900s) Art Moderne (1930s-1950s) Retro (1950s -1980s) Contemporary (1980s-present)</p> <p>11. Hadrian Mendoza,Sandi</p>

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<p>such as designing patterns, sgraffito, relief, using underglazes and glazing.</p> <p>- Technical Target: Students will know and understand the elements and principles of art and design and prior knowledge of clay construction to be able to create heavily textured sculptures.</p> <p>4.Essential questions: -Does life reflect art, or does art reflect life? -How is our ideal of beauty the same or different from that of other cultures? -In what sense is art an imitation of reality?</p> <p>5.Length of time: This unit will be 8 weeks long with 2 Lessons.</p> <p>6.Description of each lesson: <u>-Lesson 1: Slip Pattern and Cold Finish</u> <u>Mystery Animal Sculpture</u> -Students will be assigned a mystery animal and will be asked to create a form</p>			<p>Landscape Monochromatic Complementary Triad Split Complementary</p> <p><u>Elements and Principles of Design</u></p> <p>Elements:</p> <ul style="list-style-type: none"> - Color - Form - Light - Line - Plane - Space - Texture - Time - Value <p>Principles:</p> <ul style="list-style-type: none"> - Variety - Movement - Proportion - Repetition - Rhythm - Economy - Emphasis - Harmony 	<p>Pierantozzi, Brett Kern, Helen Levi</p> <p>12. Images</p>     
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<p>using at least one handbuilding and wheel throwing technique.</p> <ul style="list-style-type: none">-At least one element of the animal must use slip trailing to create a unique pattern that represents their mystery animal.-Once the animal is complete students will be allowed to use any cold finish to complete the form. <p>-Lesson 2: <u>Underglaze and Hot Finish</u> <u>Sculptural Landscape</u></p> <ul style="list-style-type: none">-Students will be given 1 pound of clay and will be asked to create a form using at least one handbuilding and wheel throwing technique.-At least one object of the landscape must be made using relief and sgraffito.- Once the landscape is complete the students will be able to use underglazes and glazes to finish the form. <p>7. Reflection/critique for unit: <u>Gallery Walk & Critique:</u> Students will</p>				  <p>https://www.contemporary-african-art.com/african-pottery.html</p>
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<p>display their sculptural forms and be asked to explain what techniques they used to make their forms. The rest of the class will try to guess what animal they were tasked to make.</p> <p><u>Self/Teacher graded rubric:</u> students will be given a rubric asking them how they think they did, what did you learn, and what did you like about this lesson. Teacher will look over the rubric and give the final grade.</p>			
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<p>Class Ceramics 1 Unit 4- Abstract</p>	<p>Level: 9-12</p>
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Description	VAPA Content Standards Covered	Common Core Standards Covered	Vocabulary	Art History
<p>1.Students will use a variety of techniques to create an abstract sculptural bust. This will require students to creatively construct a sculptural bust from the waist up and must provide an artist statement.</p>	<p>Acc. VA: Cr1.1 Individually or collaboratively formulate new creative problems based on students existing artwork.</p> <p>Acc.VA:Cr2.1</p>	<p>SL Speaking and Listening Standards 9-10 6.Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><u>Elements and Principles of Design</u> Elements:</p> <ul style="list-style-type: none"> - Color - Form - Light - Line - Plane - Space - Texture 	<p><u>MAKE CONNECTIONS WITH THE FOLLOWING:</u></p> <p style="text-align: center;">13. Looking at sculpture found at different periods in history and</p>


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<p>2. Rationale: This Unit will allow students to look back on traditional historical clay sculptures and to open their creative outlets to think critically to create a sculptural bust from the waist up.</p> <p>3. Objectives: Students will use what they have learned about slab construction, wheel throwing, pinch coil and glaze techniques to create an abstract sculptural bust.</p> <p>- Technical Target: Students will use critical thinking to create accurate proportions and sizes from the body to the head. Students will use prior knowledge of clay construction to create and sculpt an abstract bust from the waist up.</p> <p>4. Essential questions:</p> <ul style="list-style-type: none"> - How do artists make creative decisions? - What factors prevent or encourage people to take creative risks? 	<p>Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>Acc.VA:Cn11 Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary, local and global contexts.</p>	<p>W Writing Standards</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<ul style="list-style-type: none"> - Time - Value <p>Principles:</p> <ul style="list-style-type: none"> - Variety - Movement - Proportion - Repetition - Rhythm - Economy - Emphasis - Harmony <ul style="list-style-type: none"> - Bust - score and slip - coil - pinch - slab - abstract - aesthetics - sculpture - contemporary - handbuilding 	<p>examining how these artists have incorporated abstract qualities.</p> <p>14. Folk Art, Surreal Art, Contemporary Art, Modern Art</p> <p>15. Jess Riva Cooper, Anne Gregerson</p> <p>16.</p> <div data-bbox="1564 820 1816 1185" style="text-align: center;"> </div>
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<p>- Why do artists follow or break from established traditions? - How does art influence our views of the world?</p> <p>5.Length of time: This unit will be 8 weeks long with 2 Lessons</p> <p>6.Description of each lesson:</p> <p>Lesson 1: -Students will build 3 smaller 6” “sketches” of their ideas for a final project. They will practice the techniques of building a bust using various construction techniques; such as coil, pinching, slab and wheel thrown objects.</p> <p>Lesson 2: -Students will construct a larger bust at minimum 12” tall.</p> <p>7.Reflection/critique for unit:</p> <p>-What did you learn from this lesson? -Why did you choose to make what you made? -What did you like about this lesson? -What do you plan on making next?</p>				  
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<p>Artist Statement: Students will write a 1 page typed double spaced 12- font Times New Roman reflection. This statement will require students to reflect on their creative process as well as what technical hardships they may have encountered along the way in designing their bust.</p>				
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<p>Class :Ceramics 1 Unit 5-Conceptual (with a focus on culture)</p>			<p>Level: 9-12</p>	
Description	VAPA Content Standards Covered	Common Core Standards Covered	Vocabulary	Art History
<p>1.The students will use the skills and techniques developed in class to create narrative art. In the last project the students will have a signature assignment of their choice along with an Artist Statement. 2.Rationale: This unit will allow students to create artwork that reflects their culture, identity, experiences,</p>	<p>Prof. VA:Cr3 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>Prof. VA:Re 7.1 Hypothesize ways in which art influences perception and</p>	<p>W. Writing Standards 9-10 &11-12 3. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</p> <p>WHST. Writing Standards for Literacy</p>	<p>Wheel throwing Coiling Slabs Handbuilding Wet/Elastic Clay Bone dry clay Leather dry clay Wax resist Underglaze Glaze Paint Dip Glazing Relief Scruffito</p>	<p><u>MAKE CONNECTIONS WITH THE FOLLOWING:</u></p> <p>17. Art Historical Context: Students will be looking at informative art that promotes social justice and culture inclusiveness.</p>

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<p>and background knowledge that is important to them; so that students can learn more about each others funds of knowledge.</p> <p>3. Objectives: Throughout the unit students will use handbuilding, wheel throwing and glazing techniques learned to give the artwork personal meaning.</p> <p>- Technical Target: The students will use prior knowledge to determine when the clay is too wet or too dry to work on, and how that will affect the outcome of their work.</p> <p>-The student will understand how colored slip and, or, glaze can contribute to their intended outcomes.</p> <p>-Content: what art theory, art history will students know and be able to discuss?</p> <p>-Students will refer to a variety of artists from different cultures and ethnic backgrounds who have used art as a</p>	<p>understanding of human experiences.</p> <p>Adv. VA:Cn10 Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</p> <p>Prof.VA: Cn11</p> <p>-Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>	<p>in History/Social Studies, Science, and Technical Subject Grades: 9-10 &11-12</p> <p>2. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>Slip Color Folk Art Social Justice Surreal</p> <p><u>Elements and Principles of Design</u></p> <p>Elements:</p> <ul style="list-style-type: none"> - Color - Form - Light - Line - Plane - Space - Texture - Time - Value <p>Principles:</p> <ul style="list-style-type: none"> - Variety - Movement - Proportion - Repetition - Rhythm - Economy - Emphasis - Harmony 	<p>They will understand how art can be used to bring attention to ongoing issues in society and what role they play. They will form links among diverse cultures and their contribution to their lives.</p> <p>18. Folk Art, Surreal Art, & Social Justice Art</p> <p>19. Joel Bergner (aka Joel Artista)</p>  <p>https://.com/2016/03/18/combating-human-trafficking-through-the-arts/</p> <p>Jose Garcia Antonio http://mexicoartshow.com/garciaantonio.html</p>
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platform to shine light on social justice issues they see in their communities, society and government.

-Students will learn that art is another way of voicing their identity, values and perspectives in a creative and visual manner.

4. Essential questions for each unit:

-Can art create a platform to convey what you feel?

-Can art have meaning?

-Can art tell you something about the time it was created in?

-Can art tell you anything about the artist?

5.Length: This unit will be 9 weeks long with 4 lessons.

6. Description of each on within unit:

Lesson 1(3 weeks):

Tribute Speaker

The students will create (2) 5"x4" phone speakers using primarily the slab technique.

Speaker#1 will be a tribute piece to their



<http://mexicoartshow.com/garciaantonio3.jpg>



<http://mexicoartshow.com/garciaantonio2.jpg>

Nathan Murray



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<p>preferred artist or person. Speaker #2 will be a tribute piece addressing a social justice issue they see in their community.</p> <p>Lesson 2(2 weeks): <u>Tribute Sculpture</u> The students will be required to use handbuilding and, or, wheel throwing techniques to create a 9"x11" tribute piece of an endangered, and, or, extinct living organism (creature/plant/etc.)</p> <p>Lesson 3(4 weeks): <u>Artist Choice (Signature Assignment)</u> The student will be given the freedom to choose the social justice issue they would like to address. This artwork will require the student to use both handbuilding and wheel throwing techniques to create a 9"x11" piece.</p> <p>7.Reflection/critique for unit: -What did you learn from this lesson? -Why did you choose to make what you made?</p>				<p>https://artaxis.org/nathan-murray/</p>
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<p>-What did you like about this lesson? -What do you plan on making next? <u>Artist Statement:</u> The students will be required to write a 1page, double-spaced, Times New Roman, 12-font statement. This statement will require the student to explain what elements and principles of design were used to convey their thoughts and purpose of their signature assignment.</p>				
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