

# **PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

## **CERAMICS 1**

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**Curriculum writing committee:**

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**Grade Level: 10-12**

**Date of Board Approval: \_\_\_\_\_2024\_\_\_\_\_**

## Course Weighting (Percentages): Ceramics 1

Projects (Mastery of skills delineated in the curriculum)	80%
Classwork/Participation <ul style="list-style-type: none"><li>• Classwork - Any skills learned leading up to projects</li><li>• Participation - Weekly effort and focus in class</li></ul>	20%
<b>Total</b>	<b>100%</b>

## Curriculum Map

### Overview:

This elective will teach the fundamental methods of transforming clay into a 3-dimensional art form. The basic techniques for hand building (pinch pot, slab construction, coil construction and molds) as well as glazing and surface design will be addressed. The ability to generate original solutions to design prompts will require basic drawing skills, creative thinking and artistic exploration of possible approaches.

**Time/Credit for the Course:** 1 semester, 90 days, 1/2 credit, 1 period per day

**Goals:****1. Marking Period 1/3: Overview based on 45 days:**

- Unit 1: What is Clay?
  - The scientific properties of clay
  - Clay as an artistic medium
  - Ceramics as an art, decorative or functional form
  - Basic ceramic vocabulary
  - Effective studio protocol and behavior
  - Safe and effective use of tools and supplies
  - Analysis of ceramic art
- Unit 2: Pinch Pot Building Technique
  - Hand building process -pinch method
  - The use of Elements and principles of design in ceramics
  - Ideation, planning skills- sketching
  - Processes exploration, trial and error
- Unit 3: Coil Building Technique
  - Hand building-coil method

**2. Marking Period 2/4: Overview based on 45 days:**

- Unit 4: Slab Building Technique
  - Hand building- simple slab construction
  - Hand building- press molds
- Unit 5: Relief Sculpture
  - Hand building-relief sculpture
- Unit 6: Glazing and Surface Treatment
  - Surface treatment- glazing
  - Surface treatment- texture
  - Surface treatment- sgraffito
  - Surface treatment- cold finish

**Big Ideas:**

- People used clay to express experiences and ideas with different functions throughout time and across cultures. Through studio processes, ceramists work in various styles, using the elements and principles of 3D design as well as their senses, to create fine art, decorative or functional objects.
- There are formal and informal processes used to assess the quality of ceramics, using evaluation criteria that is specific to the media, material and technique.

**Textbook and Supplemental Resources:**

- Various art supplies, not limited to, but including: ceramic tools, clay, glazes, paints, kiln, drawing paper, pencils, ceramics magazines, etc.

# Curriculum Plan

**UNIT 1:** What is clay?

**Time/Days:** 10 days

- **Standards:** 9.1.12.C; 9.1.12.F; 9.1.12.H; 9.2.12.D; 9.3.12.B
- **Anchors:** E08.C.1.1; CC.3.5.11-12.I
- **Eligible Content:** clay properties, ceramic vocabulary, function and aesthetics of ceramics art, contemporary ceramists, maintaining studio space

## **Objectives:**

- Students will identify clay as an art form. (DOK level 1)
- Students will define the properties of clay. (DOK level 1)
- Students will be able to use appropriate vocabulary when speaking about ceramics. (DOK level 1)
- Students will be able to categorize ceramic art forms. (DOK level 2)
- Students will be able to recognize the work of contemporary ceramic artists. (DOK level 1)
- Students will form an opinion about contemporary ceramic art forms. (DOK level 3)
- Students will practice studio safety procedures and keep a clean studio space. (DOK level 1)

## **Core Activities and Corresponding Instructional Methods:**

1. **Determine Prior Knowledge**
  - Survey
  - Teacher led discussion
  - Students create a small clay sculpture to introduce themselves
2. **Survey of Ceramics**
  - Self-guided exploration of ceramic art forms utilizing ceramic magazines and the internet
  - Critique a noteworthy piece of ceramic art
  - Presentation of information-create ceramic bulletin board
3. **Properties of Clay**
  - Stations set up for independent notetaking - vocabulary handout
  - Teacher review
  - Teacher demonstrates the various clay properties at specific times in the studio as they apply to the given project throughout the course.
  - Quiz on clay knowledge and studio maintenance mentioned below
4. **Wedging Process**
  - Teacher demonstration, guided practice
  - Students will wedge clay as needed throughout the course
5. **Recycling Clay**
  - Teacher demonstration, guided practice
  - Students will use the pug mill to recycle clay as needed throughout the semester

## 6. Studio Procedures

- Tour of the ceramics studio explaining the set-up and function
- Explanation of proper use of materials, safety, care and clean-up specific to each area of ceramics throughout the course
- Assigned studio maintenance jobs on a rotating schedule

## 7. Studio Safety

- Read article on studio safety, class discussion, teacher review
- Teacher demonstrates and models studio safety

### Materials:

- White clay, sketch paper, pencils, watercolors, finished examples of the project, stations with clay, visual presentations and demonstrations (slides, hands outs, videos), kiln

### Assessments:

- **Diagnostic:**
  - Questioning and discussion
  - Teacher Observation
- **Formative:**
  - Daily Review Summative
  - Rubric
- **Summative:**
  - Graded sketch plan
  - Rubric for each project evaluating technical skill
  - Student participation in critique discussion
  - Quiz on clay knowledge and studio maintenance

## **UNIT 2: Pinch Pot Building Technique**

**Time/Days: 15 days**

- **Standards:** 9.1.12.D; 9.1.12.E; 9.2.12.K; 9.3.12.B
- **Anchors:** CC.3.5.9-10.C.; CC.3.6.11-12.I; E08.C.1.1
- **Eligible Content:** Hand building technique with clay, surface treatment, 3D Design awareness, aesthetics, ceramics glazing

### **Objectives:**

- Students will be able to craft pinch pots out of clay (DOK level 2)
- Students will be able to recognize what a pinch pot is and how they are used. (DOK level 1)
- Students will be able to explain various steps in making simple and complex shapes out of pinch pots (DOK level 3)
- Students will compare liquid glazes and under-glazes. (DOK level 3)
- Students will compare glazing to cold finishing. (DOK level 3)
- Students will be able to make surface treatment choices for their work. (DOK level 2)
- Students will assess his or her own artwork. (DOK level 3)
- Students will critique the work of others. (DOK level 4)

### **Core Activities and Corresponding Instructional Methods:**

#### **1. Introduction**

- Teacher demonstration, guided practice
- Group pinch pot exercise.
  - Groups will create a pinch pot sculpture with several pinch pots.
  - Discuss and analyze results.
  - Show various student examples of complex pinch pot forms, discuss how multiple pinch pots were used to create the form.

#### **2. Ideation**

- Pinch Pot Project - Complex Pinch Pot Form
- Research, brainstorm, and sketch according to design prompt.
- Share design ideas with peers and or teacher for feedback.

#### **3. Skill Application**

- Construct complex pinch pot sculpture made out of multiple pinch pots.
- Suggested projects (but not limited to):
  - Animal Coin Bank
  - Alebrije Creature
  - Gargoyle or Chimera

#### **4. Evaluation**

- Critique works in progress and finished works using appropriate vocabulary and criteria.

**Materials:**

- Earthenware clay, terracotta clay, sketch paper, pencils, various clay tools, various liquid glazes and underglazes, finished examples of the project, visual instructions on pinch pot technique (Slide presentations, hands outs, posters, videos), kiln

**Assessments:**

- **Diagnostic:**
  - Questioning and discussion
  - Teacher Observation
- **Formative:**
  - Midway class critique
  - Daily Review
- **Summative:**
  - Graded sketch plan
  - Rubric for each project evaluating technical skill
  - Student participation in critique discussion

### **UNIT 3:** Coil Building Technique

**Time/Days:** 20 days

- **Standards:** 9.1.12.D; 9.1.12.E; 9.2.12.K; 9.3.12.B
- **Anchors:** CC.3.5.9-10.C.; CC.3.6.11-12.I; E08.C.1.1
- **Eligible Content:** Hand building technique with clay coils, symmetrical and asymmetrical design vessels, cold finishing

#### **Objectives:**

- Students will be able to construct clay forms using the coil hand building techniques. (DOK level 2)
- Students will be able to differentiate between the pinch and coil hand building techniques. (DOK level 3)
- Students will be able to compare glazing to cold finishing (DOK level 3)
- Students will be able to make surface treatment choices for their work. (DOK level 2)
- Students will assess his or her own artwork. (DOK level 3)
- Students will critique the work of others. (DOK level 4)

#### **Core Activities and Corresponding Instructional Methods:**

##### **1. Introduction**

- Video on Maria Martinez- a native american folk artist using the coil technique.
- Teacher demonstration: rolling and attaching coils, guided practice
- Group coil exercise. Discuss and analyze results.
- Show various student examples of coil form vessels, discuss how coils were used to create the vessel.

##### **2. Ideation**

- Coil project - coil vessel
- Brainstorm and sketch according to design prompt
- Share design ideas with peers and or teacher for feedback.

##### **3. Skill Application**

- Build a coil vessel.
- Suggested projects:
  - Create an asymmetrical coil vessel with exposed coils
  - Create a figure sculpture using coils
  - Create a vase with all coils smoothed out and a carved or added texture to the surface
  - Create a bowl using coil designs in a press mold

##### **4. Evaluation**

- Critique works in progress and finished works using appropriate vocabulary and criteria



**Materials:**

- Earthenware clay, terracotta clay, sketch paper, pencils, various clay tools, various liquid glazes and underglazes, finished examples of the project, visual instructions on slab technique (Slide presentations, hands outs, posters, videos), kiln

**Assessments:**

- **Diagnostic:**
  - Questioning and discussion
  - Teacher Observation
- **Formative:**
  - Midway class critique
  - Daily Review
- **Summative:**
  - Graded sketch plan
  - Rubric for each project evaluating technical skill
  - Student participation in critique discussion

## **UNIT 4: Slab Building Technique**

**Time/Days: 15 days**

- **Standards:** 9.1.12.D; 9.1.12.E; 9.2.12.K; 9.3.12.B
- **Anchors:** CC.3.5.9-10.C.; CC.3.6.11-12.I; E08.C.1.1
- **Eligible Content:** Hand building technique with clay, surface treatment, 3D Design awareness, aesthetics, ceramics glazing

### **Objectives:**

- Students will be able to construct clay forms using the slab building technique. (DOK level 2)
- Students will be able to differentiate between the pinch, coil, and slab building techniques. (DOK level 3)
- Students will be able to make surface treatment choices for their work. (DOK level 2)
- Students will assess his or her own artwork. (DOK level 3)
- Students will critique the work of others. (DOK level 4)

### **Core Activities and Corresponding Instructional Methods:**

#### **1. Introduction: Simple Slab Form- Press Molds**

- Show examples of functional slab dinnerware forms (plates, cups, bowls, serving pieces) and analyze these examples
- Teacher demonstration for rolling slabs of even thickness and\ discussing how to control the plasticity for building.

#### **2. Ideation**

- Simple slab project
- Brainstorm and sketch designs for functional slab form.
- Share design ideas with peers and or teacher for feedback.

#### **3. Skill Application**

- Create functional slab form.
- Suggested projects:
  - The Empty Bowls Project
  - Bowl using mold
  - Plate with sgraffito design
  - Themed place setting (dinner plate, salad plate, cup and bowl)

#### **4. Evaluation**

- Critique works in progress and finished works using appropriate vocabulary and criteria.

#### **5. Slab Mug**

- Show examples of various styles of mugs with handles, discuss and analyze the function of a handle.
- Video demonstration: constructing a slab mug.
- Teacher demonstration review, guided practice on handle making.
- Create a mug, practice several times.
- Suggested projects:

- Tripod slab mug
- Textured slab mug using a soup can as a mold
- Sculptural mug with motif

**Materials:**

- Earthenware clay, terracotta clay, press molds, various clay tools, various liquid glazes and underglazes, finished examples of the project, visual instructions on slab technique (slide presentations, hands outs, posters, videos), kiln

**Assessments:**

- **Diagnostic:**
  - Questioning and discussion
  - Teacher Observation
- **Formative:**
  - Midway class critique
  - Daily Review
- **Summative:**
  - Graded sketch plan
  - Rubric for each project evaluating technical skill
  - Student participation in critique discussion

## **UNIT 5: Relief Sculpture**

**Time/Days: 15 days**

- **Standards:** 9.1.12.D; 9.1.12.E; 9.2.12.K; 9.3.12.B
- **Anchors:** CC.3.5.9-10.C.; CC.3.6.11-12.I; E08.C.1.1
- **Eligible Content:** hand building technique with clay, additive and reductive (carving) surface treatment, 3D Design awareness, aesthetics, ceramics glazing

### **Objectives:**

- Students will be able to create a relief sculpture using a slab using additive and subtractive techniques. (DOK level 2)
- Students will be able to differentiate between sculpture in the round and relief sculpture. (DOK level 3)
- Students will be able to make surface treatment choices for their work. (DOK level 2)
- Students will assess his or her own artwork. (DOK level 3)
- Students will critique the work of others. (DOK level 4)

### **Core Activities and Corresponding Instructional Methods:**

#### **1. Introduction**

- Google slide examples of relief sculpture, discuss relief methods
- Demonstration: additive and reductive carving techniques.

#### **2. Ideation**

- Relief project
- Research, brainstorm and sketch designs for relief.
- Share design ideas with peers and or teacher for feedback

#### **3. Skill Application**

- Create ceramic relief
- Suggested projects:
  - Personal relief tile using name or initials and elements and principles of design to represent personal style
  - Series of 3 relief tiles
  - Medallion with personal symbol/emblem
  - Wall hanging or plate based on a nature motif.

#### **4. Evaluation**

- Critique works in progress and finished works using appropriate vocabulary and criteria.

### **Materials:**

- Earthenware clay, terracotta clay, press molds, various clay tools, various liquid glazes and underglazes, finished examples of the project, visual instructions on adding and carving clay (slide presentations, videos), kiln, pug mill

### **Assessments:**

- **Diagnostic:**
  - Questioning and discussion
  - Teacher Observation

- **Formative:**
  - Midway class critique
  - Daily Review
- **Summative:**
  - Graded sketch plan
  - Rubric for each project evaluating technical skill
  - Student participation in critique discussion

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## **UNIT 6: Glazing and Surface Treatment**

**Time/Days: 15 days**

- **Standards :** 9.1.12.D; 9.1.12.E; 9.2.12.K; 9.3.12.B
- **Anchors:** CC.3.5.9-10.C.; CC.3.6.11-12.I; E08.C.1.1
- **Eligible Content:** cold finish, glaze, underglaze,

### **Objectives:**

- Students will be able to make surface treatment choices for their work. (DOK level 2)
- Students will be able to differentiate between cold finish and glazing. (DOK level 2)
- Students will learn and practice different types of finishing like: sgraffito, slip decorating, using stencil, carving, glazing, imprinting. (DOK level 1)
- Students will independently experiment with different types of ceramic glazing techniques and tools. (DOK level 3)
- Students will be able to enhance the look of the built art piece with a surface treatment. (DOK level 2)
- Students will assess his or her own artwork. (DOK level 3)
- Students will critique the work of others. (DOK level 4)

### **Core Activities and Corresponding Instructional Methods:**

#### **1. Introduction**

- Show and discuss examples of glazed ceramic work.
- Show and discuss examples of cold finished work

#### **2. Ideation**

- Compare and contrast the different types of glazes and cold finishing methods used in the studio.
- Teacher demonstration - glaze application
- explain safety procedures and studio procedures for glazing.

#### **3. Skill Application**

- Complete glaze plan and glaze log
- Apply glazes to finished bisqueware project \*Glazing is done throughout the course after each project has been fired.

#### **4. Evaluation**

- Critique works in progress and finished works using appropriate vocabulary and criteria.

### **Materials:**

- Pencil, paper, molds, slip, stencils, needle, carving tools, wax resistant solution, watercolors, acrylics, underglaze, glaze, brushes, sponges

### **Assessments:**

- **Diagnostic:**
  - Questioning and discussion
  - Teacher Observation
- **Formative:**
  - Midway class critique
  - Daily Review

- **Summative:**
  - Graded sketch plan
  - Rubric for each project evaluating technical skill
  - Student participation in critique discussion