PLANNED INSTRUCTION

A PLANNED COURSE FOR:

CERAMICS 2

Curriculum writing committee:

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Grade Level: 10-12

Date of Board Approval: _____2024_____

Course Weighting (Points): Ceramics 2

Projects (Mastery of skills delineated in the curriculum)	**80%**
Classwork/Participation ● **Classwork - Any skills learned leading up to projects** ● **Participation - Weekly effort and focus in class**	**20%**
Total	**100%**

Curriculum Map

Overview:

This elective will expand on a variety of ceramic skills and techniques learned in Ceramics 1, including more complex hand-building, sculptural ceramics, and a variety of open ended projects. Students will learn to throw on the potter's wheel. Critical thinking, independent idea generation, application of previous knowledge, experimentation, and craftsmanship will be stressed. Research, planning, and sketching are part of this course. This course may be taken after Ceramics 1.

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

Goals:

- **Marking Period 1/3: Overview based on 45 days:**
    - Unit 1: Artist as a Problem Solver (45 days)
        - Effective studio protocol and behavior
        - Safe and effective use of tools and supplies
        - Advanced building techniques through problem solving
        - Combine hand building techniques
        - Complex slab construction
        - Experimental surface treatment
        - 3D Allegorical / Imaginative Portraiture
        - Analysis of ceramic art
        - Critique ceramic art
        - Ideation, planning skills- sketching
        - Processes exploration, trial and error
        - Objective, formal evaluation
        - Subjective, informal evaluation
- **Marking Period 2/4: Overview based on 45 days:**
    - Unit 1 (Continued) Artist as a Problem Solver (30 days)
    - Unit 2: Introduction to the Potter's Wheel (15 days)
        - Potter's wheel procedures (set-up, break-down)
        - Throwing on the potter's wheel (centering, opening, raising, trimming)

Big Ideas:

- Artists have expressed experiences and ideas through ceramics art throughout time and across cultures using various styles and techniques.
- Ceramist artists are using the Elements and principles of 3D design, various tools, materials, and advanced ceramics skills to create more complex art pieces.
- Artists engage together in critiques of artwork as part of the process of developing their practice. There are formal and informal processes used to assess the quality of works in the arts.

Textbook and Supplemental Resources:

- Various ceramics supplies, not limited to, but including: potter's wheel, white and terracotta earthenware clay, various clay tools, various glazes, paints, kiln, drawing paper, pencils, ceramics monthly magazine, various blogs and websites

Curriculum Plan

UNIT: Artist as a Problem Solver **Time/Days:** 75 days

- **Standards : 9.1.12.E; 9.1.12.J; 9.2.12.L; 9.3.12.A;9.3.12.B;9.3.12.C;**
- **Anchors: CC.3.5.9-10.C,CC.3.6.11-12.I;15.4.12.A; E08.C.1.1 ;M08.C-G.3**
- **Eligible Content:**
  - Finding inspiration for artwork
  - Transforming an idea, an experience or a feeling into ceramic art
  - Forming opinions and giving criticism about your own work and the work of others

Objectives:

- Students will generate ideas and find inspiration for assigned projects. (DOK level 1)
- Students will sketch multiple solutions for each project. (DOK level 2)
- Students will share and critique ideas with peers before building. (DOK level 4)
- Students will create a ceramic using advanced hand building techniques. (DOK level 2)
- Students will write a reflection and assess their artwork. (DOK level 3)
- Students will analyze and critique the work of others. (DOK level 4)

Core Activities and Corresponding Instructional Methods:

1. **Review**
   - Review ceramic skills and techniques acquired in Ceramics 1
   - Review proper studio protocol and safety
   - Assigned studio maintenance jobs by groups
2. **Project introduction- Ongoing for Ceramics 2 projects**
   - The teacher will explain the creative prompt for the project assigned.
   - The teacher will show images of possible solutions to the project.
   - The teacher will answer any questions and further explain what is expected.
   - The teacher will demonstrate new skills and techniques
   - The teacher will encourage student's original ideas and initiatives related to the project
3. **Project planning -Ongoing for ceramics 2 projects**
   - Students will use books, Ceramics Monthly magazines, ceramic blogs and websites or their own thoughts, ideas and experiences to find inspiration for their artwork.
   - Students will generate sketches in their sketchbook as possible solutions to the project.
   - The teacher will challenge student's ideas, fostering student's individual growth
   - Students will share their sketches and critique the ideas of others before beginning the project. The feedback will help to determine the best solution to the prompt.

4. **Project Construction (Ongoing for Ceramics 2 Projects)**
    - Students will expand upon their hand building knowledge from Ceramics I to solve their construction problem.
    - Students can expand upon one certain technique or combine several techniques to achieve their solution.
    - The teacher and peers will offer suggestions and feedback throughout the building process.
    - Students will fire and glaze ceramic form.
5. **Surface Treatment (Ongoing for Ceramics 2 Projects)**
    - Teacher demonstration, show examples, offer resources for advanced glaze techniques or experimental glaze ideas and surface treatments
    - Student will create sample glaze tiles or practice decoration techniques before applying them to a project
    - Students will choose and apply the glaze treatment that will enhance their ceramic form
    - Suggested Surface Techniques:
        - Ceramic oxides, mason stains, mixing, layering and combining glazes, wax resist, mishima, sgraffito, bubble glazing, slip trailing, image transfer, monoprinting, research experimental glaze techniques
6. **Critique and Reflection (Ongoing for Ceramics 2 Projects)**
    - Reflect by writing an artist's statement for some projects
    - Exploring and reflecting on the deeper, imaginative or symbolic meaning of the project
    - Participation in a mid-way and or final critique, for some projects.
    - Suggested Activities:
        - Class critique
        - small group critique
        - written critique
        - sandwich critique
        - AOE artist statement
7. **Advanced Slab Construction- Two Required Projects**
    - Exploration of slab forms
    - Teacher demonstration of slab roller, student practice
    - Teacher demonstration: assemble the templates, newspaper armature, and building techniques
    - Design and cut out oak tag templates for all sides
    - Assemble paper templates before building
    - Review and discuss proportions between the designed elements (ex: human face elements)
    - Discuss the relationship between 2 dimensional drawings and the 3 dimensional (Ex: portrait)
    - Teacher demonstration and practice creating eyes, noses, and mouths out of clay using the 3D plaster diagram and reference handouts.
    - Suggested Projects:

- Slab Vase
- Teapot
- Allegorical/ imaginative portraiture
- Architectural designs
- Lidded container
- Bird house
- Luminary

8. Artist inspiration -required project

- View many examples of contemporary ceramic art
- Students choose a ceramic artist they admire and create a work of art inspired by that artist or artwork

9. Suggested Projects (As time allows for the duration of the course)

- "Visual Pun" - Create a ceramic sculpture using a pun on words for inspiration.
- "Series of 3" - Create a series of 3 items that are meant to function together but could also stand alone. These items could be functional or sculptural.
- Themed set of functional items- Dinnerware, serving set, tea set, sushi set, bathroom items, containers, etc.
- "Ultra-realistic"- Is that real? Students create something out of clay to fool the eye in thinking that it is an actual object, not a clay sculpture. Food works well for this.
- "Repetition"- Create a sculpture or a functional item out of several repeated shapes or design elements.
- "History in the making "Students take two different periods and two different regions of the world from 30,000 years of Ceramics History and make one unified piece of art using aesthetic attributes from each culture. There is also a written research component so students gain knowledge in Art History.

Materials and Resources:

- Instructional hand-outs, instructional posters, instructional you-tube videos, reflection question sheets, potter's wheel, earthenware clay, various potter's tools, ceramics monthly magazine, various blogs and websites

Assessments:

- **Diagnostic:**
  - Questioning of knowledge from Ceramics I
  - Questioning and discussion
- **Formative:**
  - Sketchbook critiques
  - Final critiques
  - Teacher observation
- **Summative:**
  - Graded written reflection and artist statement
  - Project rubric

UNIT: Introduction to the Potter's Wheel **Time/Days** 15 days

- **Standards:** 9.1.12.E; 9.1.12.G; 9.1.12.H; 9.1.12.J; 9.2.12.K; 9.3.12.B
- **Anchors:** CC.3.6.11-12.I; CC.3.5.9-10.C
- **Eligible Content:** Set-up the potter's wheel, practice attaching, centering, opening, raising walls, shaping, and trimming clay on the potter's wheel.

Objectives:

- Students will be able to center clay on the wheel. (DOK level 2)
- Students will be able to open the clay and raise a cylinder with walls of an even thickness. (DOK level 2)
- Students will be able to trim and remove a form from the wheel. (DOK level 2)
- Students will attempt to carve a foot the clay form. (DOK level 2)
- Students will practice throwing on the potter's wheel for no less than 5 class periods. (DOK level 2)
- Students will summarize and reflect on their experience in a journal entry each day after throwing on the wheel. (DOK level 2)
- Students will assess themselves with a written reflection on wheel throwing experience. (DOK level 3)
- Students will differentiate between wheel throwing and hand building. (DOK level 3)
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Core Activities and Corresponding Instructional Methods:

1. **Instructional Resources**
    - Give students step by step instructional hand-outs on the steps of throwing
    - Show several instructional videos on wheel throwing
2. **Demonstration**
    - Instruct students on how to properly set up the wheel
    - Review what was seen in the instructional videos
    - Demonstrate how to attach the clay to the wheel, center the clay, raise the clay, open the clay, create a cylinder, create a shape, trim the clay and remove the clay from the wheel
    - Instruct students on proper clean-up of the wheel
3. **Throwing on the Wheel**
    - 5-6 students will throw on the wheel at a time
    - Students will practice on the wheel for at least 5 consecutive class periods.
    - Students will practice, centering the clay, raising the clay, opening the clay, creating a cylinder, creating small forms, trimming the clay and removing the clay from the wheel
    - Students will properly clean the wheel and take care of the studio space around the wheels.
4. **Reflection**
    - Complete daily wheel throwing journal entries each day after throwing.
    - Complete reflection questions after practicing on the wheel for at least 5 days.

5. **Teach**
    - Students will tutor peers working on the potter's wheel after them
    - Students will guide peers for at least the first 2 days and then as needed

Materials and Resources:

- Instructional hand-outs, instructional posters, instructional you-tube videos, reflection question sheets, potter's wheel, earthenware clay, various potter's tools, ceramics monthly magazine, various blogs and websites.

Assessments:

- **Diagnostic:**
    - Introductory questioning
    - Questioning and discussion
- **Formative:**
    - Daily journal entries
    - Teacher observation
- **Summative:**
    - Graded written reflection