

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

CERAMICS 2

Grade Level: 10-12

Date of Board Approval: _____ 2019 _____

Planned Instruction

Title of Planned Instruction: CERAMICS 2

Subject Area: Art Grades 10-12

Course Description:

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 or ½ Credit

Curriculum Writing Committee:

Tricia Kaylor

Curriculum Map

Marking Period One - 45 days

Advanced building techniques and problem solving

Marking Period One -Goals:

Understanding of:

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

Analysis of ceramic art

Critique ceramic art

Ideation, planning skills- sketching

Processes exploration, trial and error

Objective, formal evaluation

Subjective, informal evaluation

Marking Period Two -45 days

Introduction to the potter's wheel

Problem solving through hand building and or wheel throwing

Marking Period Two -Goals:

Understanding of:

Effective studio protocol and behavior

Safe and effective use of tools and supplies

Potter's wheel procedures (set-up, break-down)

Throwing on the potter's wheel (centering, opening, raising, trimming)

Advanced building techniques

Combine hand building techniques

Self-portrait in 3D

Experimental surface treatment

Analysis of ceramic art

Critique ceramic art

Ideation, planning skills- sketching

Processes exploration, trial and error

Objective, formal evaluation

Subjective, informal evaluation.

UNIT: Artist as a Problem Solver

Big Idea # 1: People have expressed experiences and ideas through the arts throughout time and across cultures.

Essential Questions:

How do the artists use style to express an experience or an idea?

How do artists create works that invite multiple interpretations?

Concepts:

Artists work in various styles to express experiences and ideas.

Artists create works of art that invite multiple interpretations.

Competencies:

Create a ceramic that expresses an idea or an experience.

Document viewers' interpretations of their artwork.

Big Idea # 2: There are formal and informal processes used to assess the quality of works in the arts.

Essential Questions:

What role does a critique play in an artist's development?

How do artists assess the quality of their own artwork?

Concepts:

Artists and students frequently engage together in formal critiques of artwork as part of the process of developing their practice.

Artists assess the quality of their own work using evaluation criteria that is specific to the media, material, or technique.

Competencies:

Participate in a formal critique with peers to assess the developing qualities of their own work.

Evaluate the quality of a finished ceramic using criteria specific to that ceramic form.

Unit: Artist as a Problem Solver - 75 days

Standard(s):

PA Academic Standards for Arts and Humanities, PACS for Reading and Writing in Science and Technical Subjects, PA Information Technology Standards

Standards Addressed:

9.1.12.E; 9.1.12.J; 9.2.12.L; 9.3.12.A;9.3.12.B;9.3.12.C;

Anchor(s):

CC.3.5.9-10.C,CC.3.6.11-12.I;15.4.12.A; E08.C.1.1 ;M08.C-G.3

Overview: An artist is a problem solver by transforming an idea, experience or feeling into a work of art.

Focus Question(s):

How do artists find inspiration for their artwork?
How are artists' problem solvers?

Goals:

To be able to turn an idea, an experience or a feeling into ceramic art. To be able to form opinions and give criticism about your own work and the work of others.

Objectives:

1. The student will generate ideas and find inspiration for assigned project. (DOK level 1)
2. The student will sketch multiple solutions for each project. (DOK level 2)
3. The student will share and critique ideas with peers before building. (DOK level 4)
4. The student will create a ceramic using advanced hand building techniques. (DOK level 2)
5. The student will write a reflection and assess their artwork. (DOK level 3)
6. The student 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 on a rotating schedule

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

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.
- 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.
- 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
- 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-*required project*

- Exploration of slab forms
- Teacher demonstration of slab roller, student practice
- Design and cut out oak tag templates for all sides
- Assemble oak tag template before building
- Suggested projects: architectural letters, slab vases, luminary, lidded container, bird house, teapot

8. Self-portrait- *required project*

- Review the proportions of the face
- Discuss the relationship between 2 dimensional portrait drawings and the 3 dimensional human face
- Practice creating eyes, noses, and mouths out of clay using the 3D plaster diagram and reference handouts.
- Teacher demonstration: newspaper armature and building techniques

9. 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.

10. Suggested Projects - *as time allows for the duration of the course*

- "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 student gain knowledge in Art History.
- “Visual Pun” - Create a ceramic sculpture using a pun on words for inspiration

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

Extensions:

1. Create larger forms
2. Create multiple solutions to the prompt
3. Create more complex forms
4. Assist others

Correctives:

1. Extended time on written assignments.
2. Extended time for hand building
3. Simplify the creative prompt
4. Offer molds and templates to assist building
5. Provide written instructions with diagrams
6. Provide access to YouTube videos for review
7. Hand over hand as needed

Materials and Resources:

Instructional hand-outs
 Reflection question sheets
 Slab roller
 Potter’s wheel

Terracotta clay
Earthenware clay
Various clay tools
Various glazes
Project rubrics
Ceramics Monthly magazine
Various blogs and websites

UNIT: Introduction to the Potter's Wheel

Big Idea # 1: Artists use tools and resources as well as their own experiences and skills to create art

Essential Questions:

How do the artist's tools affect the outcome of a work of art?

Concepts:

The tools artists use influence the outcome of their artwork.

Competencies:

Use the potter's wheel as a tool to create a series of small vessels.

Document and reflect on processes.

Unit: Introduction to the Potter's Wheel-15 days

Standard(s):

PA Academic Standards for Arts and Humanities, PACS for Reading and Writing in Science and Technical Subjects, PA Information Technology Standards

Standards Addressed:

9.1.12.E; 9.1.12.G; 9.1.12.H; 9.1.12.J; 9.2.12.K; 9.3.12.B

Anchor(s):

CC.3.6.11-12.I; CC.3.5.9-10.C

Overview: About 5000 years ago in ancient Egypt, potters developed the first potter's wheel, a technology used to form symmetrical round vessels. Potter's wheels are still very much in use today. Success on the potter's wheel requires patience and practice to refine skills. Trial and error are part of the learning process.

Focus Question(s):

How does throwing on the potter's wheel differ from hand building methods?

How does the potter's wheel affect the shape and form of the pottery?

What skills are necessary to create pottery on the wheel?

How do I determine whether the piece of ceramic object is well crafted?

Goals:

Students will be able to properly set-up and break-down potter's wheels. Students will practice attaching, centering, opening, raising walls, shaping, and trimming clay on the potter's wheel.

Objectives:

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

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

- 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

Assessments:

- | | |
|--------------------|---|
| Diagnostic: | <ul style="list-style-type: none">•Introductory questioning•Questioning and discussion |
| Formative: | <ul style="list-style-type: none">•Daily journal entries•Teacher observation |
| Summative: | <ul style="list-style-type: none">•Graded written reflection |

Extensions:

1. Create larger forms.
2. Create forms with a more complex shape such as a neck or a spout.

Correctives:

1. Extended time on written assignments.
2. Hand over hand practice on the wheel.
3. Extended time or less time on the wheel

Materials and Resources:

Instructional hand-outs
Instructional you-tube videos
Reflection question sheets
Potter's wheel
Earthenware clay
Various potter's tool

Appendix

PA ACADEMIC STANDARDS FOR ARTS and HUMANITIES

9.1.12.A:

Know and use the elements and principles of each art form to create works in the arts and humanities.

Elements

- Dance: • energy/force • space • time
- Music: • duration • intensity • pitch • timbre
- Theatre: • scenario • script/text • set design
- Visual Arts: • color • form/shape • line • space • texture • value

Principles

- Dance: • choreography • form • genre • improvisation • style • technique
- Music: • composition • form • genre • harmony • rhythm • texture
- Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice
- Visual Arts: • balance • contrast • emphasis/focal point • movement/rhythm • proportion/scale • repetition • unity/harmony

9.1.12.B:

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

- Dance: • move • perform • read and notate dance • create and choreograph • improvise
- Music: • sing • play an instrument • read and notate music • compose and arrange • improvise
- Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct
- Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media

9.1.12.C:

Integrate and apply advanced vocabulary to the arts forms.

9.1.12.D:

Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).

9.1.12.E:

Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.

9.1.12.F:

Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.

9.1.12.G:

Analyze the effect of rehearsal and practice sessions.

9.1.12.H:

Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.

- Evaluate the use and applications of materials.
- Evaluate issues of cleanliness related to the arts.
- Evaluate the use and applications of mechanical/electrical equipment.
- Evaluate differences among selected physical space/environment.
- Evaluate the use and applications of safe props/stage equipment.

- Evaluate the use and apply safe methods for storing materials in the arts.

9.1.12.I:

Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.

9.1.12.J:

Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

- Analyze traditional technologies (e.g., acid printing, etching methods, musical instruments, costume materials, eight track recording, super 8 movies).
- Analyze contemporary technologies (e.g., virtual reality design, instrument enhancements, photographic tools, broadcast equipment, film cameras, preservation tools, web graphics, computer generated marching band designs).

9.1.12.K:

Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

9.2.12.A:

Explain the historical, cultural and social context of an individual work in the arts.

9.2.12.B:

Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).

9.2.12.C:

Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).

9.2.12.D:

Analyze a work of art from its historical and cultural perspective.

9.2.12.E:

Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)

9.2.12.F:

Know and apply appropriate vocabulary used between social studies and the arts and humanities.

9.2.12.G:

Relate works in the arts to geographic regions:

- Africa
- Asia
- Australia
- Central America
- Europe
- North America
- South America

9.2.12.H:

Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.

9.2.12.I:

Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).

9.2.12.J:

Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).

9.2.12.K:

Identify, explain and analyze traditions as they relate to works in the arts (e.g., storytelling – plays, oral histories- poetry, work songs- blue grass).

9.2.12.L:

Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's *Appalachian Spring* and Millet's *The Gleaners*).

9.3.12.A:

Explain and apply the critical examination processes of works in the arts and humanities.

- Compare and contrast
- Analyze
- Interpret
- Form and test hypotheses
- Evaluate/form judgments

9.3.12.B:

Determine and apply criteria to a person's work and works of others in the arts (e.g., use visual scanning techniques to critique the student's own use of sculptural space in comparison to Julio Gonzales' use of space in *Woman Combing Her Hair*).

9.3.12.C:

Apply systems of classification for interpreting works in the arts and forming a critical response.

9.3.12.D:

Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.

9.3.12.E:

Examine and evaluate various types of critical analysis of works in the arts and humanities.

- Contextual criticism
- Formal criticism
- Intuitive criticism

9.3.12.F:

Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.

9.3.12.G:

Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.

9.4.12.A:

Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.

9.4.12.B:

Describe and analyze the effects that works in the arts have on groups, individuals and the culture (e.g., Orson Welles' 1938 radio broadcast, *War of the Worlds*).

9.4.12.C:

Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response (e.g., viewing traditional *Irish* dance at county fair versus the performance of *River Dance* in a concert hall).

9.4.12.D: Analyze and interpret a philosophical position identified in works in the arts and humanities.

PA Core Standards for Reading in Technical Subjects

CC.3.5.9-10.C. - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

CC.3.5.11-12.I. - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

PA Core Standards for Writing in Technical Subjects

CC.1.4.11-12.A: Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11-12.G: Write arguments to support claims in an analysis of substantive topics.

CC.3.6.11-12.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PA Information Technology Standards

15.4.12.A: Apply the creative and productive use of emerging technologies for educational and personal success.

15.4.12.G: Create an advanced digital project using sophisticated design and appropriate software/applications.

PACS ELA Assessment Anchors and Eligible Content

E08.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts.

E08.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.

E08.C.1.1 Write arguments to support claims with clear reasons and relevant evidence.

PACS Math Assessment Anchors and Eligible Content

M08.B-E.2 Understand the connections between proportional relationships, lines, and linear equations.

M08.C-G.1.1.1: Identify and apply properties of rotations, reflections, and translations.

M08.C-G.3 Solve real-world and mathematical problems involving volume.