

# Ceramics

Little Chute

Art

Grades 10 - 12, .5 Credits

## Course Overview

Ceramic students will search for advanced techniques in clay building, glazing, and decorating. Hollow core (combining two to three fundamental pottery units) will be explored, as well as planning pottery with surfaces appropriate for glaze and decorating and color treatment. Base-relief and wheel-thrown 3D containers are explored as a means for embellishing pottery. A great emphasis is placed on applying sculpture theory in pottery design and in ceramic building in general. All students will be introduced to the wheel and other necessary skills during the first three weeks of class. Then students will sign up and rotate to the wheels, as necessary and utilize the teacher as a resource.

| Timeframe | Unit   | Instructional Topics   |
|-----------|--|--|
| 3 Week(s) | <a href="#">Unit 1- Introduction to the Wheel</a>        | 1.1: Preparation<br>1.2: Centering and Throwing<br>1.3: Procedure for Cleanup  |
| Ongoing   | <a href="#">Unit 2- Ceramic Tools and Equipment</a>      | 2.1: History of Ceramics<br>2.2: Composition, Characteristics of Clay<br>2.3: Clay Tools<br>2.4: Clay Techniques<br>2.5: The Kiln, Firing<br>2.6: Glazing            |
| Ongoing   | <a href="#">Unit 3- Functional Hand Built Forms</a>      | 3.1: Handbuilt Functional Forms<br>3.2: Preparation<br>3.3: Building<br>3.4: Critique, Self Evaluation   |
| Ongoing   | <a href="#">Unit 4- Sculptural, Free Standing Pieces</a> | 4.1: Sculptural or Decorative Form<br>4.2: Preparation<br>4.3 Building<br>4.4: Critique, Self Evaluation   |
| Ongoing   | <a href="#">Unit 5- Throwing a Place Setting</a>         | 5.1: Pulling Handles<br>5.2: Throwing a Mug<br>5.3: Throwing a Bowl<br>5.4: Throwing a Pitcher<br>5.5: Throwing a Plate and Saucer<br>5.6: Critique, Self Evaluation |

|         |  |  |
|---------|--|--|
| Ongoing | <a href="#">Unit 6- Finishing: Sanding, Glazing, Painting</a>    | 6.1: Sanding/Smoothing Dry Ware<br>6.2: Glazing, Safety, Techniques<br>6.3: Painting, Safety, Techniques   |
| Ongoing | <a href="#">Unit 7- Strategies to Build One's Own Vocabulary</a> | 7.1: Logging with Words and Images<br>7.2: Chaos to Categories<br>7.3: Rate and Log<br>7.4: Pencil to Publish<br>7.5: Vocabulary Dice  |
| Ongoing | <a href="#">Unit 8- Content Area Reading</a>                     | 8.1: Thinking About Content  |
| Ongoing | <a href="#">Unit 9- Discussion and Presentation</a>              | 9.1: Listening<br>9.2: Presenting<br>9.3: Discussing<br>9.4: Evaluation  |
| Ongoing | <a href="#">Unit 10- Thinking Maps to Organize and Remember</a>  | 10.1: Circle Map<br>10.2: Bubble Map<br>10.3: Double Bubble Map<br>10.4: Tree Map<br>10.5: Flow Map<br>10.6: Multi-Flow Map<br>10.7: Brace Map<br>10.8: Analogy or Bridge Map<br>10.9: Multiple Features Map |
| Ongoing | <a href="#">Unit 11- Six Trait Writing Application</a>           | 11.1: Ideas<br>11.2: Organization<br>11.3: Word Choice<br>11.4: Sentence Fluency<br>11.5: Conventions  |

## **Essential Understandings**

What is clay?

What can clay be used for?

How are the properties of clay controlled/altered?

What is glaze?

What is a kiln?

What are the differences between pottery and sculpture?

How does a better understanding of ceramics relate to a better understanding of yourself/others?

## **Academic Vocabulary**

Vitreous

Wedging

Stilt

Leather Hard

Matte glaze

Glaze

Oxidizing Fire

Bisque

Reduction Fire

Clay

Rib tool

Coiling

Loop tool

Crackle glaze

Needle tool

Crawling or crazing

Cutting Wire

Slip

Fettling knife

Dipping

Sgraffito

Trailing

Relief

Shard

Subtractive

Dry Foot

Additive

Earthenware

Shrinkage

Foot

Kiln Furniture

Greenware

Kiln Wash

In-the-round sculpture

4/17/2022

**Prerequisites:**

Art 1

Art 2

**Materials and Resources**

**STUDENT RESPONSIBILITIES:**

Course Fee: \$30

# 2 pencil & pen

**SCHOOL PROVIDED:**

Syllabus

Critique Sheets

studio space; for sculpting and for pottery wheels

Canvas wrapped tables

Canvas pieces( various sizes)

Wear boards

Smocks/Aprons

Extruder

Sculpting clay & Pottery clay

Skutt kilns

**Sculpting tools:** fettling knife; wire cutter; loop tools; smoothing/carving tools; sponge; aluminum scraper; random/found object tools; water container; slip container

**Pottery tools:** pottery wheels; trim wheel; bat board; loop tools; wire cutter; various types of sponges: throwing & elephant ear; rib tools: wooden, rubber, aluminum; water container; random/found object tools

**Glaze:** decorative and functional

Acrylic paint

Clear coat spray

Ceramic glue

Tile grout

Drywall mesh

## UNIT 1: Introduction to the Wheel

**Duration of Unit: 3 Week(s)**

**Description of Unit:** Students will work to make quality cylinders that will be turned in at the end of the first 3 weeks of the term. Students will be working to perfect their abilities in centering and pulling the walls of the clay.

**Academic Vocabulary:** line, color, form, shape, space, value, texture, rhythm, movement, balance, proportion, variety, emphasis, gradation, harmony

**Essential Questions and/or Enduring Understandings:**

- 1.1: Preparation
- 1.2: Centering and Throwing
- 1.3: Procedure for Cleanup

| ESSENTIAL Standards    | Topics     | Learning Targets   |
|------------------------|------------|--|
|                        | <b>1.1</b> | Students will utilize and apply background knowledge to prepare clay and choose appropriate tools and materials for the wheel. |
|                        | <b>1.2</b> | Students will create a pot on the potter's wheel.  |
|                        |            | Students will practice centering clay on the potter's wheel.   |
|                        | <b>1.3</b> | Students will demonstrate how to clean wheel and tools.  |
| NICE TO KNOW Standards |            | Learning Targets   |
|                        |            |  |

## UNIT 2: Ceramic Tools and Equipment

**Duration of Unit: Ongoing**

**Description of Unit:** Content of this unit refers to all matters involved and associated with ceramics in relation to the process of manipulating natural clay material into a resulting work of applied and/or functional art.

**Academic Vocabulary:** clay, plastic, leather-hard, bisque, glazeware, slip, glaze, Engobe Underglaze, Washes Room-temperature Glaze, Stamp Sprigging, coil, pinch, slab, mold, klin, cone oxidation, reduction, raku, Earthenware/TerraCotta Stoneware Porcelain, Wedging, Slake Grog Slip and Score

**Essential Questions and/or Enduring Understandings:**

- 2.1: History of Ceramics
- 2.2: Composition, Characteristics of Clay
- 2.3: Clay Tools
- 2.4: Clay Techniques
- 2.5: The Kiln, Firing
- 2.6: Glazing

| ESSENTIAL Standards | Topics     | Learning Targets  |
|---------------------|------------|---|
|                     | <b>2.1</b> | Students will participate in discussion regarding the evolution of ceramics from a prehistoric process of creating functional products into a modern fine art form. |
|                     |            | Students will explain and analyze the history of ceramics.  |
|                     | <b>2.2</b> | Students will identify the composition and characteristics of clay.   |
|                     | <b>2.3</b> | Students will demonstrate how to glaze safely and utilize proper techniques.  |
|                     | <b>2.4</b> | Students will explain and identify different clay techniques.   |
|                     |            | Students will effectively apply a variety of clay techniques.   |
|                     | <b>2.5</b> | Students will demonstrate how to use the kiln safely and how to properly fire ceramics.   |
|                     | <b>2.6</b> | Students will recognize and identify the composition and characteristics of glaze.  |

|                               |  |  |
|-------------------------------|--|--|
|                               |  | Students will demonstrate how to glaze safely and utilize proper techniques. |
| <b>NICE TO KNOW Standards</b> |  | <b>Learning Targets</b>  |
|                               |  |  |

## UNIT 3: Functional Hand Built Forms

**Duration of Unit: Ongoing**

**Description of Unit:** Hand-built containers will be built to a minimum of 6 inches, with a maximum of 25 inches. These containers are expected to be functional and highly creative. You must use two of the three building techniques. The finished product should have changing form and shape as well as incorporated textures. Straight cylinder forms will not be accepted. Also, care should be taken to add in things like handles, spouts, covers, surface textures, or low relief areas.

**Academic Vocabulary:** handbuilding techniques: pinch, coil, slab

**Essential Questions and/or Enduring Understandings:**

- 3.1: Handbuilt Functional Forms
- 3.2: Preparation
- 3.3: Building
- 3.4: Critique, Self Evaluation

| <b>ESSENTIAL Standards</b> | <b>Topics</b> | <b>Learning Targets</b>                                      |
|----------------------------|---------------|--|
|                            | <b>3.1</b>    | Students will explain the term "functional".                 |
|                            |               | Students will identify and demonstrate handbuilt techniques. |
|                            |               | Students will identify functional pieces.                    |
|                            | <b>3.2</b>    | Students will demonstrate how to prepare clay.               |

|                               |            |  |
|-------------------------------|------------|--|
|                               |            | Students will identify clay tools used to make hand built forms. |
|                               | <b>3.3</b> | Students will evaluate and critique their pieces in writing.     |
|                               | <b>3.4</b> | Students will evaluate and critique their pieces in writing.     |
| <b>NICE TO KNOW Standards</b> |            | <b>Learning Targets</b>  |
|                               |            |  |

## UNIT 4: Sculptural, Free Standing Pieces

**Duration of Unit: Ongoing**

**Description of Unit:** Sculptural design pieces will be drawn out and planned before the building takes place. An informal discussion, with the instructor, related to the piece will be required before a students can begin sculpting with clay. Sculptural design pieces will be created through a subtractive/additive process depending upon the piece to be created. Sculptures must be a minimum of 10 inches by 10 inches. Sculptures and combination pieces must be original and drawn out ahead of the building process.

**Essential Questions and/or Enduring Understandings:**

- 4.1: Sculptural or Decorative Form
- 4.2: Preparation
- 4.3 Building
- 4.4: Critique, Self Evaluation

| <b>ESSENTIAL Standards</b> | <b>Topics</b> | <b>Learning Targets</b>   |
|----------------------------|---------------|---|
|                            | <b>4.1</b>    | Students will compare and contrast functional and decorative forms.                       |
|                            | <b>4.2</b>    | Students will know and demonstrate how to prepare clay.                                   |
|                            |               | Students will know and identify clay tools used to make sculptural, free standing pieces. |

|                               |            |  |
|-------------------------------|------------|--|
|                               | <b>4.3</b> | Students will create a sculptural (decorative), free standing artwork from clay. |
|                               | <b>4.4</b> | Students will evaluate and critique their pieces in writing.                     |
| <b>NICE TO KNOW Standards</b> |            | <b>Learning Targets</b>  |
|                               |            |  |

## UNIT 5: Throwing a Place Setting

**Duration of Unit: Ongoing**

**Description of Unit:** After several weeks of practice and completing cylinders and rounded forms, you will be expected to throw a centered plate, pitcher, mug, and bowl. You will be turning your best of each piece in at the end of the term for evaluation.

**Essential Questions and/or Enduring Understandings:**

- 5.1: Pulling Handles
- 5.2: Throwing a Mug
- 5.3: Throwing a Bowl
- 5.4: Throwing a Pitcher
- 5.5: Throwing a Plate and Saucer
- 5.6: Critique, Self Evaluation

| <b>ESSENTIAL Standards</b> | <b>Topics</b> | <b>Learning Targets</b>  |
|----------------------------|---------------|--|
|                            | <b>5.1</b>    | Students will pull handles and add them to ceramic pieces.                 |
|                            | <b>5.2</b>    | Students will evaluate and critique their place settings in writing.       |
|                            | <b>5.3</b>    | Students will produce a bowl on the potter's wheel. (5 inches in diameter) |
|                            | <b>5.4</b>    | Students will produce a pitcher on the potter's wheel. (7 inches high)     |

|                               |            |   |
|-------------------------------|------------|---|
|                               | <b>5.5</b> | Students will produce a plate and saucer on the potter's wheel. (8 and 5 inches in diameter)                    |
|                               | <b>5.6</b> | Students will evaluate and critique their place settings in writing.  |
|                               |            | Students will focus on the elements and principles of art as well as art vocabulary introduced during the term. |
| <b>NICE TO KNOW Standards</b> |            | <b>Learning Targets</b>   |
|                               |            |   |

## UNIT 6: Finishing: Sanding, Glazing, Painting

**Duration of Unit: 4 Week(s)**

**Description of Unit:** Before bisque firing works of art, the art pieces surfaces must be sanded or smoothed. When surfaces and edges are smooth a bisque fire can be performed. After completing all forms/pieces for both hand-built and wheel-thrown requirements, you will be expected to glaze, stain, and/or paint your pieces. This should be carefully designed and thought out, and relate well to each form created.

**Essential Questions and/or Enduring Understandings:**

- 6.1: Sanding/Smoothing Dry Ware
- 6.2: Glazing, Safety, Techniques
- 6.3: Painting, Safety, Techniques

| <b>ESSENTIAL Standards</b> | <b>Topics</b> | <b>Learning Targets</b>  |
|----------------------------|---------------|--|
|                            | <b>6.1</b>    | Students will demonstrate sanding and smoothing principles on rough edges of dry ware.     |
|                            | <b>6.2</b>    | Students will identify which glazes to use for various purposes.                           |
|                            | <b>6.3</b>    | Students will identify painting techniques, pros and cons of painting versus glazing, etc. |
| <b>NICE TO KNOW</b>        |               | <b>Learning Targets</b>  |

|                  |  |  |
|------------------|--|--|
| <b>Standards</b> |  |  |
|                  |  |  |

## UNIT 7: Strategies to Build One's Own Vocabulary

**Duration of Unit: Ongoing**

**Description of Unit:** These are strategies for the students. As students gain control of these vocabulary tools they will be able to increase vocabulary proficiency as they gain new knowledge and manipulate content.

**Essential Questions and/or Enduring Understandings:**  
 7.1: Logging with Words and Images  
 7.2: Chaos to Categories  
 7.3: Rate and Log  
 7.4: Pencil to Publish  
 7.5: Vocabulary Dice

| ESSENTIAL Standards    | Topics     | Learning Targets  |
|------------------------|------------|---|
|                        | <b>7.1</b> | Students will record important concepts and continually evaluate their own understanding of content. Record the words, phrases, and pictures that come to mind as your understanding grows. |
|                        | <b>7.2</b> | Students will develop thinking about relationships between concepts and solidify their understanding.   |
|                        | <b>7.3</b> | Students will explain ever-changing understandings and reshape schema.  |
|                        | <b>7.4</b> | Students will connect new knowledge to make meaning and think ahead while reading.  |
|                        | <b>7.5</b> | Students will develop relationships between concepts.   |
| NICE TO KNOW Standards |            | Learning Targets  |
|                        |            |   |

## UNIT 8: Content Area Reading

**Duration of Unit: Ongoing**

**Description of Unit:** When students read in the content areas they interact with the text before, during, and after reading. Reading strategies draw on the different approaches that good readers use to read actual text in their classrooms. These strategies include making connections, questioning, inferring, determining importance, visualizing, synthesizing, and monitoring for meaning.

**Essential Questions and/or Enduring Understandings:**

8.1: Thinking About Content

| ESSENTIAL Standards    | Topics     | Learning Targets   |
|------------------------|------------|--|
|                        | <b>8.1</b> | Students will continue to apply a variety of reading strategies in an EnCore area. A menu of strategies titles will be added here as identified appropriate for art content. |
| NICE TO KNOW Standards |            | Learning Targets   |
|                        |            |  |

## UNIT 9: Discussion and Presentation

**Duration of Unit: Ongoing**

**Description of Unit:** Throughout the term students will be expected to present and discuss their works in a classroom setting and in a critique format. They should be able to express their views and ideas using elements and principles of art and correct terminology. They should also be able to express these views and ideas in writing if required.

**Essential Questions and/or Enduring Understandings:**

- 9.1: Listening
- 9.2: Presenting
- 9.3: Discussing
- 9.4: Evaluation

| ESSENTIAL Standards    | Topics     | Learning Targets  |
|------------------------|------------|---|
|                        | <b>9.1</b> | Students will listen to others describe and critique their work as well as the work of others.  |
|                        | <b>9.2</b> | Students will present their work to the class through verbal critique.  |
|                        | <b>9.3</b> | Students will discuss the strengths and weaknesses of their own artwork and the artwork of others in small groups and classroom settings. |
|                        | <b>9.4</b> | Students will evaluate their own artwork through written critiques and self assessments.  |
| NICE TO KNOW Standards |            | Learning Targets  |
|                        |            |   |

## UNIT 10: Thinking Maps to Organize and Remember

**Duration of Unit:** Ongoing

**Description of Unit:** As students manipulate content in a Thinking Map they gain awareness and increased understanding of the content area concepts.

**Essential Questions and/or Enduring Understandings:**

10.1: Circle Map  
 10.2: Bubble Map  
 10.3: Double Bubble Map  
 10.4: Tree Map  
 10.5: Flow Map  
 10.6: Multi-Flow Map  
 10.7: Brace Map  
 10.8: Analogy or Bridge Map  
 10.9: Multiple Features Map

| ESSENTIAL Standards | Topics      | Learning Targets   |
|---------------------|-------------|--|
|                     | <b>10.1</b> | Students will generate relevant information or seek context using a circle map.          |
|                     | <b>10.2</b> | Students will organize attributes, traits, properties or descriptions with a bubble map. |
|                     | <b>10.3</b> | Students will compare and contrast using a double bubble map.                            |
|                     | <b>10.4</b> | Students will construct a Tree Map to classify or sort main ideas from details.          |
|                     | <b>10.5</b> | Students will organize sequences, develop timelines and show chronological order.        |
|                     | <b>10.6</b> | Students will organize cause and effect information and make predictions.                |
|                     | <b>10.7</b> | Students will organize information for technical writing.                                |
|                     |             | Students will organize information from whole to part.                                   |
|                     |             | Students will recognize physical relationships of an object.                             |
|                     | <b>10.8</b> | Students will compare and reason analogies.  |
|                     |             | Students will solve analogies.   |
|                     | <b>10.9</b> | Students will classify multiple sources of information.                                  |
|                     |             | Students will organize information by attributes, traits or properties.                  |

|                               |  |                         |
|-------------------------------|--|-------------------------|
| <b>NICE TO KNOW Standards</b> |  | <b>Learning Targets</b> |
|                               |  |                         |

## UNIT 11: Six Trait Writing Application

**Duration of Unit: Ongoing**

**Description of Unit:** The LCASD uses the Six Trait Writing Model as a framework for teaching stronger writing skills within actual student writing activities. It is a powerful way to learn and use a common language to refer to characteristics of writing as well as create a common vision of what 'good' writing looks like. EnCore areas use the common language and apply some of the traits as related to their subject area.

**Essential Questions and/or Enduring Understandings:**

- 11.1: Ideas
- 11.2: Organization
- 11.3: Word Choice
- 11.4: Sentence Fluency
- 11.5: Conventions

| <b>ESSENTIAL Standards</b>    | <b>Topics</b> | <b>Learning Targets</b>  |
|-------------------------------|---------------|--|
|                               | <b>11.1</b>   | Students will practice and apply the IDEA trait to writing activities.             |
|                               | <b>11.2</b>   | Students will practice and apply the ORGANIZATION trait to writing activities.     |
|                               | <b>11.3</b>   | Students will practice and apply the WORD CHOICE trait to writing activities.      |
|                               | <b>11.4</b>   | Students will practice and apply the SENTENCE FLUENCY trait to writing activities. |
|                               | <b>11.5</b>   | Students will practice and apply the CONVENTIONS trait to writing activities.      |
| <b>NICE TO KNOW Standards</b> |               | <b>Learning Targets</b>  |

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|