Introduction to Ceramics Overview

Content Area: **Art**
Course(s): **INTRO TO CERAMICS**
Time Period:
Length: **N/A**
Status: **Published**

Course Overview

This course will provide an opportunity for students to develop original 3-dimensional ceramic pieces. Students will learn basic hand-building techniques for forming clay. The decorative treatment of clay surfaces will be explored through ceramic staining, glazing, slip, appliqué, and texturing.

This course serves as a prerequisite for Ceramics Workshop.

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS:

NJ Student Learning Standards		NJ Student Learning Standards		NJ Student Learning Standards	
1. Visual and Performing Arts	P	5. Science		9. Career Education and Consumer/ Family/ Life Skills	
2. Health and Physical Education		6. Social Studies			
3. Language Arts Literacy		7. World Languages			
4. Mathematics	S	8. Technology Literacy			

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Textbooks and other resources

COURSE RESOURCES

A dedicated room with sufficient space and ventilation

Kilns and kiln furniture and supplies

Potter’s wheels

Appropriate furniture i.e. chairs, stools, tables, etc. to accommodate students and work

Storage facilities to accommodate materials, equipment, and student work

Adequate and various materials and supplies

Hand and power tools as deemed necessary by the teacher

Slides, videos, DVDs, CDs, posters, and examples of student and professional examples

Various books according to specific area of specialization

Computers and printers with appropriate software

DVD and VCR player, TV, projector and screen

Double sinks

Sufficient bulletin boards and blackboards for demonstrating work and examples

Library and community resources: books, local artists, local ceramic pieces, etc.

Local resources such as producing potters, material supply houses, art and craft shows and sales

Standards

COURSE BENCHMARK OBJECTIVES

Students will identify, define, describe, compare, and contrast aspects of three-dimensional expression in ceramics (1.3.12.D.1)(M). Students will discover and apply various techniques involved in producing ceramic pieces (1.2.12.D.2)(D) As students develop the ability to identify, describe, apply, and communicate personal criteria for assessing one's own work as well as the work of others, they will examine how quality of technique and craftsmanship as well as desirable habits in the care and use of various tools and equipment influence critique (1.4.12B.1)(M)(1.2.12D.3)(M) .

COURSE SCOPE AND SEQUENCE CHART

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Sequential Unit Description:	Associated CPI’s to be Achieved	Marking Period	Other Pacing	Proficiency (Summative) Assessments

		Guide	Guide References	
Unit 1 Designing Ceramics The process of ceramics begins with planned design. Familiarity with traditional forms used in ceramics will assist in making choices based on personal preferences. A design plan will be drawn for each project to be built that includes thumbnail sketches, a finished drawing to size with measurements and notations, a decorating and glazing plan, and any necessary templates. Artist statement, self assessment, and critique may be used to analyze results.	1.1.12.D.1(M) 1.1.12.D.2(M) 1.3.12.D.1(M) 1.3.12.D.2(M) 1.3.12.D.4(M) 1.4.12.A.1(M) 1.4.12.A.4(M) 1.4.12.B.1(M) 1.4.12.B.2(M) *9.1.12.F.2(D)* *9.4.12.C.1(D)* *9.4.12.C.2(D)* *9.4.12.C.11(D)* *9.4.12.C.41(D)* *9.4.12.C.73(D)*	1,2	ongoing	• Completed project in association with a rubric • Student progress • Time on task
Unit 2 Coil Building Hand building with coils in perhaps the oldest ceramic building technique. The process of working with coils of clay to create a form of a reasonable size that includes a foot, lip, and distinctive body will be presented. Good design procedures will be emphasized as well as control of moisture content. Artist statement, self assessment, and critique may be used to analyze results.	1.1.12.D.1(M) 1.3.12.D.1(M) 1.3.12.D.2(M) 1.3.12.D.3(M) 1.3.12.D.5(M) 1.4.12.B.1(M) 1.4.12.B.2(M) *9.1.12.A.1(D)* *9.1.12.F.2(D)*	1	3 weeks	• Completed project in association with a rubric • Student progress • Time on task

	9.4.12.C.11(D) *9.4.12.C.15(D)* *9.4.12.C.41(D)* *9.4.12.C.59(D)* *9.4.12.C.73(D)* *9.4.12.C.(6).2(M)*			
Unit 3 Slab Building Hand building using slabs of clay presents a different building technique with distinctive possibilities and problems. Using clay of various moisture contents opens possibilities in design that are unmatched in other building techniques. Examples of slab pieces of functional and sculptural quality will be introduced. Using good design procedures, a slab piece will be created that uses the building technique to its advantage. Artist statement, self assessment, and critique may be used to analyze results.	1.1.12.D.1(M) 1.3.12.D.1(M) 1.3.12.D.2(M) 1.3.12.D.3(M) 1.3.12.D.5(M) 1.4.12.B.1(M) 1.4.12.B.2(M) *9.1.12.A.1(D)* *9.1.12.F.2(D)* *9.4.12.C.11(D)* *9.4.12.C.15(D)* *9.4.12.C.41(D)* *9.4.12.C.59(D)* *9.4.12.C.73(D)* *9.4.12.C.(6).2(M)*	1	2 weeks	• Completed project in association with a rubric • Student progress • Time on task
Unit 4 Combination Piece Many ceramic pieces are created using a combination of building techniques. In understanding the various advantages of each technique, new and original designs can be created. Control of coil, slab, and/or throwing techniques that	1.1.12.D.1(M) 1.3.12.D.1(M) 1.3.12.D.2(M) 1.3.12.D.3(M)	2	2 weeks	• Completed project in association with a rubric • Student progress • Time on task

have previously been learned in a combination of either functional or sculptural will be explored.	1.3.12.D.5(M) 1.4.12.B.1(M) 1.4.12.B.2(M) *9.1.12.A.1(D)* *9.1.12.F.2(D)* *9.4.12.C.11(D)* *9.4.12.C.15(D)* *9.4.12.C.41(D)* *9.4.12.C.59(D)* *9.4.12.C.73(D)* *9.4.12.C.(6).2(M)*			
Unit 5 Independent Piece This unit is designed to draw upon the familiarity with design and the variety of building processes that have developed through other units. Methods and techniques will be developed by the individual with teacher approval. Artist statement, self assessment, and critique may be used to analyze results.	1.1.12.D.1(M) 1.3.12.D.1(M) 1.3.12.D.2(M) 1.3.12.D.3(M) 1.3.12.D.5(M) 1.4.12.B.1(M) 1.4.12.B.2(M) *9.1.12.A.1(D)* *9.1.12.F.2(D)* *9.4.12.C.11(D)* *9.4.12.C.15(D)* *9.4.12.C.41(D)* *9.4.12.C.59(D)* *9.4.12.C.73(D)* *9.4.12.C.(6).2(M)*	2	2 weeks	• Completed project in association with a rubric • Student progress • Time on task

Unit 6 The Process of Ceramics An understanding of the process of clay is critical to the study of ceramics. From pliable to various drying stages, to bisque firing, to glazing, and to glaze firing will be demonstrated and discussed during various projects as appropriate.	1.1.12.D.1(M) 1.3.12.D.1(M) 1.3.12.D.2(M) 1.3.12.D.3(M) 1.3.12.D.5(M) *9.1.12.A.1(D)* *9.4.12.C.1(D)* *9.4.12.C.3(D)* *9.4.12.C.11(D)* *9.4.12.C.15(D)* *9.4.12.C.36(D)* *9.4.12.C.46(D)* *9.4.12.C.48(D)* *9.4.12.C.59(D)* *9.4.12.C.73(D)* *9.4.12.C.(6).2(M)*	1,2	ongoing	• Student progress • Time on task
Unit 7 Throwing Techniques on the Potter's Wheel Throwing on a potter's wheel is a challenging technique. Demonstrations will include centering, throwing, shaping, and trimming as well as wheel assisted pieces as appropriate. Time spent on the wheel will be expected but completed projects will not.	1.1.12.D.1(M) 1.3.12.D.1(M) 1.3.12.D.5(M) 1.4.12.B.1(M) 1.4.12.B.2(M) *9.1.12.F.2(D)* *9.4.12.C.11(D)* *9.4.12.C.41(D)* *9.4.12.C.73(D)* *9.4.12.C.(6).4(M)*	1,2	ongoing	• Student progress • Time on task

Unit 8 Decorative Surface Treatment Beyond the techniques of building, the treatment of surfaces in ceramics has rich and diverse possibilities. Demonstrations and examples of paddling, texturing, impressing, carving, additive decoration, staining, under glazing, and glazing will present options for finishes to ceramic pieces. Choices will be made to embellish pieces built. Artist statement, self assessment, and critique may be used to analyze results.	1.1.12.D.1(M) 1.3.12.D.1(M) 1.3.12.D.2(M) 1.3.12.D.3(M) 1.3.12.D.5(M) 1.4.12.B.1(M) 1.4.12.B.2(M) *9.1.12.A.1(D)* *9.1.12.F.2(D)* *9.4.12.C.11(D)* *9.4.12.C.15(D)* *9.4.12.C.41(D)* *9.4.12.C.59(D)* *9.4.12.C.73(D)* *9.4.12.C.(6).2(M)*	1,2	ongoing	• Completed project in association with a rubric • Student progress • Time on task
Unit 9 Origins of Clay and The History of Pottery The origins of clay and an introduction to the history of clay are important to understanding the rich tradition of ceramics. Examples of ceramic pieces will be analyzed throughout the course.	1.1.12.D.1(M) 1.1.12.D.2(M) 1.2.12.A.1(M) 1.2.12.A.2(M) 1.3.12.D.3(M) 1.3.12.D.5(M) 1.3.12.D.2(M) 1.4.12.B.1(M) *9.1.12.A.1(D)* *9.4.12.C.11(D)* *9.4.12.C.15(D)*	1,2	ongoing	• Student progress • Time on task

	9.4.12.C.59(D) *9.4.12.C.(6).2(M)*			

VPA.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
VPA.1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
VPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
VPA.1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
VPA.1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
VPA.1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
VPA.1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
VPA.1.3.12.D.4	Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
VPA.1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
VPA.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
VPA.1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
VPA.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
VPA.1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
VPA.1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

Grading and Evaluation Guidelines

GRADING PROCEDURES

Marking period grades will be based on the average of:

- Class participation (based on individual time on task and conscientious attitude)
- Individual handling of tools and materials
- Projects and designs in process and in completion
- Rubrics/written assignments
- Tests and quizzes

Final course grades will be based on:

- Marking period grades (weighted 40% each)
- Final exam including practical and written components (weighted 20%)

In terms of proficiency level the East Brunswick grades equate to:

A	Excellent	Advanced Proficient
B	Good	Above Proficient
C	Fair	Proficient
D	Poor	Minimally proficient
F	Failing	Partially Proficient

COURSE EVALUATION

In Introduction to Ceramics, the goal is that a minimum of 95% of all pupils will achieve at least minimum proficiency (D or better) relative to the NJSLS set for this course. The department will review student achievement at all levels of proficiency relative to marking period grades, and if necessary, the individual components and assignments comprising these grades. Student achievement will further be analyzed to compare the achievement of the total enrollment vs. sub-groups to determine course areas requiring greater support or modification. As a result of the analysis, decisions will be made concerning modifications to course content and/or instructional methodology.

Other Details

SCED 1283 Visual Arts - Introduction to Ceramics

Projected Number of Students	School #'s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/Required
200	050	A	S	10-12	2.5	210	E