Ceramics Exploration Overview

Content Area: **Art**
Course(s): **CERAMIC-EXPL**
Time Period:
Length: **N/A**
Status: **Published**

Course Overview

COURSE DESCRIPTION

This course is designed to be an introduction to ceramics as a sculptural medium. Students will learn about the function of course specific tools and materials as well as ceramics related vocabulary. Special attention will be focused on the use of clay and on the hand-building techniques of pinching, coiling, and slab construction. Students will also learn various decorative techniques for treating clay surfaces including, but not limited to, use of low relief, carving, incising, and glazing.

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

1. Kilns
2. Slab roller
3. Extruder
4. Student & teacher examples
5. VHS/DVD
6. Books
7. Magazines (Ceramics Monthly)
8. Internet
9. Digital camera

Standards

COURSE SCOPE AND SEQUENCE CHART:

Unit 2 Pinch Technique Utilizing this most basic ceramic hand-building method, students will make multiple pinch pots. These pinch pot artworks may be enhanced via any number of decorative possibilities.	1.1.5.D.1 (M) 1.1.5.D.2 (M) 1.2.8.A.1 (M) 1.3.5.D.1 (M) 1.3.8.D.1 (M) 1.3.8.D.2 (M) 1.3.8.D.3 (M) 1.4.5.A.1 (M) 1.4.8.A.2 (M) 1.4.8.A.7 (M)	1	2.5 weeks	Completed designs. Completed project in association with rubric. Appropriate use of materials. Vocabulary and techniques quiz. Proper clean up.

	1.4.8.B.1 (M) 1.4.8.B.2 (M)			
Unit 3 Coil Technique A second hand building technique that may be employed to create pottery that is larger in size and organic in nature. This method utilizes rope-like coils to construct the body of the artwork as well as for decorative purposes. Students will first learn to roll coils by hand and then later will be permitted to use the extruder. Various decorative techniques will be introduced including, but not limited to: use of coils, incising, carving, scratching, low relief, and/or sgraffito. Former student works and artworks from other cultures will be explored.	1.1.5.D.1 (M) 1.1.5.D.2 (M) 1.1.8.D.2 (M) 1.2.5.A.1 (M) 1.2.5.A.2 (M) 1.2.8.A.1 (M) 1.2.8.A.2 (M) 1.3.5.D.1 (M) 1.3.8.D.1 (M) 1.3.8.D.2 (M) 1.3.8.D.3 (M) 1.4.5.A.1 (M) 1.4.8.A.2 (M) 1.4.8.A.7 (M) 1.4.8.B.1 (M) 1.4.8.B.2 (M)	1 & 2	5 weeks	Completed designs. Completed project in association with rubric. Appropriate use of materials. Vocabulary and techniques quiz. Proper clean up.
Unit 4 Slab Technique A third hand building technique that is employed to create pottery that is geometric in nature. A review of measuring may be needed as well as some basic	1.1.5.D.1 (M) 1.1.5.D.2 (M)	2	6 weeks	Completed designs. Completed

geometry formulas. This method utilizes flat, evenly rolled slabs that are later joined to build a piece that has crisp, clean corners and plane surfaces. Students will first learn to roll slabs with rolling pins and thickness strips and then later will be permitted to use the slab roller. Various decorative techniques will be reviewed including, but not limited to: use of coils, incising, carving, scratching, low relief, and/or sgraffito. Slip staining and use of stencils may also be taught with this unit. Former student works and artworks from other cultures will be explored.	1.1.8.D.1 (M) 1.2.5.A.1 (M) 1.3.5.D.1 (M) 1.3.8.D.1 (M) 1.3.8.D.2 (M) 1.3.8.D.3 (M) 1.4.5.A.1 (M) 1.4.8.A.2 (M) 1.4.8.A.7 (M) 1.4.8.B.1 (M) 3.MD.4 (M) 4.MD.6 (M) 8.G.7 (M)			project in association with rubric. Appropriate use of materials. Vocabulary and techniques quiz. Proper clean up.
Unit 5 <u>Glaze, Underglaze & Slip Staining</u> Upon completion of construction of each project, students will use glaze, underglaze, and/or slip to "color" each artwork. Glaze may be used as a sealant to create a functional piece. Color blending with underglazes may be explored. All coloration is first planned in a drawing before finishing artwork.	1.1.5.D.1 (M) 1.1.5.D.2 (M) 1.1.8.D.1 (M) 1.3.8.D.1 (M) 1.3.8.D.2 (M) 1.3.8.D.3 (M) 1.4.5.A.1	1 & 2	Ongoing	Completion of color scheme drawing with proper labeling. Appropriate use and application of coloration method. Proper clean up.

	(M) 1.4.8.A.7 (M) 1.4.8.B.2 (M)			

MA.3.MD.B.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.
MA.8.G.B.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
MA.4.MD.C.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
VPA.1.1.5.D.1	Identify elements of art and principles of design that are evident in everyday life.
VPA.1.1.5.D.2	Compare and contrast works of art in various mediums that use the same art elements and principles of design.
VPA.1.1.8.D.2	Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.
VPA.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
VPA.1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
VPA.1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
VPA.1.3.5.D.1	Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
VPA.1.3.5.D.2	Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
VPA.1.3.5.D.3	Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
VPA.1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
VPA.1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
VPA.1.3.8.D.3	Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
VPA.1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music,

	theatre, and visual art according to established classifications.
VPA.1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
VPA.1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
VPA.1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
VPA.1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.

Grading and Evaluation Guidelines

GRADING PROCEDURES

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60%- Finished Projects:

Students will be graded based on a scoring rubric. The rubric establishes criterion for grading and allows the student to see what is expected from the beginning of the project.

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25%- Homework & Tests/Quizzes:

Prior to construction of each new project, students are responsible for first planning their intended artwork on paper in the form of multiple drawings. These designs will most often be started in class, but then must be completed for homework. This mandatory part of the course encourages students to develop more creative design possibilities and in turn helps students produce high quality artworks.

At the onset of this course, all students will be tested on their knowledge of basic Ceramics terminology via a written vocabulary test. As such, at the end of the course, students will again be tested via a written exam on all vocabulary, techniques and procedures presented throughout the semester. During the semester in conjunction with each project, students will be quizzed on current techniques and procedures via written quizzes.

15%- Work Habits:

In this studio course, it is just as important to maintain and keep clean all facilities and equipment used in connection with clay as is the overall outcome of the artwork. In this production studio students should feel free to express themselves through their work while maintaining a positive and productive atmosphere. Students are graded based on the completion of "Do Now" activities, time on task and overall productivity, and daily clean up routines.

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 Ceramics Exploration 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

#2264 Ceramics Exploration (Churchill Junior High School)

Projected Number of Students	School #'s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
240	055	A	S	8-9	2.50	210	E	9/25/03