02_Clay Bodies, Stages of Clay, and Clay Characteristics

Content Area: **Art**
Course(s):
Time Period: **Full Year**
Length: **Ongoing**
Status: **Published**

General Overview, Course Description or Course Philosophy

The Ceramics 3 course is a full year course designed to offer students the opportunity to create a personal agenda based on their knowledge and ability to create using advanced hand-building and throwing techniques. Students will continue their exploration of ceramic art by practicing these advanced hand-building techniques such as coil and slab. The design and creation of utilitarian pieces is emphasized; students learn balance and proportion, wall thickness correction, and surface decoration techniques. Students will have the choice of making creative pieces, but also learn how to make 'functional art', such as vases, cups and bowls. Advanced aesthetic, technical and conceptual problems are also covered. With guidance, students assist in the bisque and glaze firing of their own work. This course offers students the opportunity to create, present, respond, and connect with their work.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Objectives:

- Clay body is a term used by potters and in the ceramic industry. It refers to the earthenware, stoneware or porcelain that forms the piece.
- Clay dries into different stages of workability.
- The cycle of formation of clay and clay-based mineral varies dependently of the environment.

Essential Questions:

- What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?
- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What factors prevent or encourage people to take creative risks?
- How does collaboration expand the creative process?
- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?

Enduring Understandings:

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

CONTENT AREA STANDARDS

Anchor Standard 1: Generating and conceptualizing ideas.

HS Advanced 1.5.12adv.Cr1

a. Visualize and generate art and design that can affect social change.

b. Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- Different clay bodies mature at different temperatures.
- The different stages of clay include the following:

1. slip.
2. wet/plastic clay.
3. leather hard.
4. bone dry or greenware.
5. bisque.

- Typical clay bodies are built with three main ingredients: clay, feldspar, and silica.
- Depending on the firing temperature, the ratios between plastic materials (clays) and the non-plastic

materials (feldspar, silica) change to produce bodies of excellent workability, proper vitrification, and glaze fit.
- Weathering of rocks and soil is the primary way that clays and clay minerals form at the Earth's surface today.
- The weathering process involves physical disaggregation and chemical decomposition that change original minerals to clay minerals.

Procedural Knowledge

Students will be able to:

- Effectively identify and work with clay in each of their different stages.
    1. Slip – Potters glue. A mixture of clay and water, the consistency of pudding.
    2. Plastic or wet – The best time for pinch construction, stamping and modeling. New clay from the bag, very workable.
    3. Leather hard – The best time to do slab construction or carve. The clay has lost most moisture, but you can still carve into it.
    4. Bone dry – The clay is no longer cool to the touch and is ready to be fired.Ttotally dry clay, all moisture is gone, ready to fire.
    5. Bisque – Finished ceramics that has been fired once
- Decide between standard white low fore clay with or without grog.

EVIDENCE OF LEARNING

Alternate Assessments

- Teacher/Student Conferences
- Projects
- Self-Evaluations
- Modified Rubrics

Formative Assessments

Teacher observation
Teacher feedback and discussions
Performance tasks

Individualized skills assessments

Summative Assessments

Sketchbook

Reflection

Final Project

RESOURCES (Instructional, Supplemental, Intervention Materials)

Instructional demonstration

Handouts

Google slide presentation

Google Classroom

Class Website

Individual proficiency scales

Rubrics

INTERDISCIPLINARY CONNECTIONS

Gain creative problem-solving skills that will make them more valuable to prospective organizations.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.