

COURSE TITLE:

CERAMICS 1

GRADES 9-12

LENGTH:

ONE SEMESTER

SCHOOL:

RUTHERFORD HIGH SCHOOL
RUTHERFORD, NEW JERSEY

DATE:

SPRING 2015

Rutherford High School
Rutherford, NJ
CERAMICS 1
Spring 2015

1. INTRODUCTION/OVERVIEW/PHILOSOPHY

CERAMICS 1 provides students with the opportunity to develop a basic knowledge of ceramics, handbuilding, and an introduction to wheel work. The course encompasses all ceramics related skills. Activities will be individualized according to the ability level of each student.

2. OBJECTIVES

A. NEW JERSEY CORE CURRICULUM CONTENT STANDARDS FOR VISUAL AND PERFORMING ARTS

For a complete copy of the NJ Core Curriculum Content Standards for Visual and Performing Arts, Technology, and 21st Century Life and Careers, please visit the following website:

<http://www.state.nj.us/education/cccs/>

STANDARD 1.1

THE CREATIVE PROCESS: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

STANDARD 1.2

HISTORY OF THE ARTS AND CULTURE: All students will understand the role, development, and influence of the arts throughout history and across cultures.

STANDARD 1.3

PERFORMING: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

STANDARD 1.4

AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

TECHNOLOGY**STANDARD 8.1**

TECHNOLOGY: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge

21st CENTURY LIFE and CAREERS**STANDARD 9.2**

CAREER AWARENESS, EXPLORATION, AND PREPARATION:
Review career goals and determine steps necessary for attainment

CAREER READY PRACTICES

CRP1: Act as a responsible and contributing student

CRP2: Apply appropriate academic and technical skills

CRP3: Attend to personal health and well-being

B. COURSE OUTLINE

All standards cited in course outline are through Grade 12.

First Half

- Handbuilding techniques:
 - Pinch project
 - Coil project
 - Slab project
 - Free choice project

Second Half

- Wheel Projects:
 - 3" cylinder
 - Bowl
 - Bottle
- Sculptural Projects:
 - Mosaic or relief
 - Mask or hollow project
 - 3-dimensional project

Areas to be infused throughout the course:

- Art Appreciation:
 - View slides and filmstrips
 - Experience guest speakers
 - Attend field trips
 - Visit potters' studios

- Careers: Guest speakers
 - Field trips
 - Filmstrips, movies
 - Career education program activities

Student Outcomes:

The student will be able to demonstrate:

- Handbuilding skills such as wedging, pinch, coil, slab, sculpting, and additive and subtractive procedures.
- Awareness of wheel skills such as centering, opening, raising, and finishing.
- Glazing techniques, pouring and brushing.
- Awareness of decorative techniques such as incising, texturing, and slip trailing.
- Awareness of oral and written critique skills. the use of a required sketch for each handbuilt project. proper care of materials and equipment.
- Awareness of careers related to ceramics.
- Understanding of the control of clay at the various stages of development - i.e., plastic, leatherhard, greenware, bisque, and glaze.
- Understanding of basic ceramics terms.
- Appreciation for functional and non-functional ceramic forms as well as traditional and contemporary forms.

3. PROFICIENCY LEVELS

Ceramics 1 is an elective course open to all students in Grades 9-12. There is no prerequisite.

4. METHODS OF ASSESSMENT

➤ **Student Assessment**

The teacher will provide a variety of assessments, including:

- Teacher observation
- Individual and group critique
- Completed projects
- Display of students' work
- Tests
- Student participation

➤ **Curriculum/Teacher Assessment**

There will be an ongoing self and department assessment to determine the effectiveness of all aspects of the ceramics program, including:

- Teacher/departmental meetings
- Teacher observations
- Completed projects
- Art Displays
- Self evaluations/PDP
- Supervisor evaluations
- Suggestions for changes to supervisor

5. **GROUPING**

Ceramics 1 is an elective course open to students in Grades 9-12.

6. **ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME**

Ceramics 1 is a one-semester elective course.

7. **RESOURCES**

Periodicals:

- Ceramics Monthly

A.V. materials:

- Art: Ceramic Techniques: Programs 1-10
- Ceramics Handbuilding: Slab Construction
- Ceramics Handbuilding: Pinch and Coil Construction

- Ceramics: Throwing Functional Pottery: Parts 1 and 2
- Raku Ceramics
- Earth Fire Sky: Ancient Korean Ceramic Techniques

Museum List:

The Metropolitan Museum of Art
The Newark Museum

Books:

Ceramics: A Potter's Handbook
Claywork
Low Fire
Sculpting Clay
Ceramics: Mastering the Craft
Creative Ideas for Clay Artists
Clay: Hand Building
Clay: The Potter's Wheel

Materials & Tools Used:

- Buff clay
- Wedging boards
- Potter's wheel
- Kiln
- Handbuilding tools
- Wheel tools
- Glazes – underglaze, overglaze, matt, gloss, textured

8. METHODOLOGIES

- Discussion of lesson objective and, for student reference, presentation of a completed example
- Presentation of procedures and protocol for safe and successful completion of classroom projects
- Teacher demonstration including steps for creation of a project
- Critiquing of completed projects
- Self-evaluation of completed projects
- Teacher evaluation of completed projects

9. SUGGESTED ACTIVITIES

- Preliminary sketches
- Handbuilding
 - Wedging
 - Pinch
 - Coil
 - Slab
- Sculpting
 - Draped slab
 - Hollowed
 - Additive/ Subtractive
- Work on pottery wheel
 - Cylinder
 - Bowl
 - Bottle
- Glazing- overglazes
- Use of kiln
- Field trips
- Videos/DVD's

10. DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

11. INTERDISCIPLINARY CONNECTIONS

This course reinforces concepts taught in:

- Social Studies
- Humanities Seminar
- Mathematics
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.12
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.12
- Presentation and exploration of related career possibilities 9.2.12
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2
- Emphasis on importance of proper nutrition for student learning CRP3

12. PROFESSIONAL DEVELOPMENT

As per the PDP/100 hour statement, the teacher will continue to improve expertise through participation in a variety of professional development opportunities.

13. CURRICULUM MAP – CERAMICS 1

Class	September/February	October/March	November/April	December/May	January/June
Ceramics 1	<ul style="list-style-type: none"> -Safety procedures and guidelines -Sketch requirements -Pinch technique -Tool names, definitions, and uses -Coil technique -Kiln and cone definition 	<ul style="list-style-type: none"> -Glaze technique -Slab technique -Glaze pinch and coil projects -Written critique process 	<ul style="list-style-type: none"> (Choice project: semester 1 only) -Safety and procedure on wheel -Centering and throwing a cylinder on the wheel -Mosaic/ relief technique -Trimming a foot on the wheel -Glazing slab project 	<ul style="list-style-type: none"> -Masks (draped slab technique)/hollowed sculpture technique -3-dimensional project -Throwing a bowl on the wheel -Glazing relief/mosaic 	<ul style="list-style-type: none"> -Throwing a bottle on the wheel -Glazing: masks/hollowed -Glazing 3-dimensional project -Review -Final Exam