**COURSE TITLE:**

CERAMICS 3

GRADES 10-12

**LENGTH:**

ONE SEMESTER

**SCHOOLS:**

RUTHERFORD HIGH SCHOOL
RUTHERFORD, NEW JERSEY

**DATE:**

SPRING 2015

Rutherford High School
Rutherford, NJ
CERAMICS 3
Spring 2015

## 1. INTRODUCTION/OVERVIEW/PHILOSOPHY

CERAMICS 3 provides students with the opportunity to expand the student's technical skills and conceptual approaches to the clay medium. Students will continue in hand building and wheel throwing techniques in order to develop a personal artistic style. 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

**(CREATIVE PROCESS)** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art.

### STANDARD 1.2

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

### STANDARD 1.3

**(PERFORMANCE)** All students will synthesize those skills, media, methods, and technologies appropriate to creating, and/or presenting works of art.

### STANDARD 1.4

**(CRITIQUE)** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to woks of 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**

- Wire armature sculpture
- Designing a set: Wheel thrown bowls
- Large scale sculpture
- Throwing bottles

**Second Half**

- Raku firing
- Platters and sgraffito
- 2 contract activities
- Molds

**Areas to be infused throughout the course:**

- Art Appreciation:
  - Demonstration of process steps
  - View slides/presentations
  - Exhibition and display techniques
  - Experience guest speakers
  - Attend field trips
  - Visit potters' studios

- Careers:
  - Guest speakers
  - Field trips
  - Movies/videos
  - Career education program activities

**Student Outcomes:**

The student will be able to demonstrate:

- Increasingly appropriate and discriminating choices of glazes for original artworks
- Handbuilding skills such as wedging, pinch, coil, slab, sculpting, and additive and subtractive procedures.
- Competent wheel skills such as centering, opening, raising, and finishing.
- Advanced glazing techniques such as detailing, underglaze, and incising, in addition to pouring and brushing
- An awareness of advanced decorative techniques such as underglaze, incising, texturing, and slip trailing.
- Identification of different mold techniques
- Development of original molds
- Application of oral and written critiquing skills.
- Research and production of sketches for each handbuilt project
- Proper care of materials and equipment.
- An awareness of careers related to ceramics.
- Control of clay at various stages of development: raw, leatherhard, greenware, bisque, and glaze.
- An understanding of basic ceramics terms.
- An appreciation for functional and non-functional ceramic forms as well as traditional and contemporary forms.

## 3. PROFICIENCY LEVELS

Ceramics 3 is an elective course open to students in Grades 10-12. Ceramics 1 & 2 are prerequisites.

## 4. METHODS OF ASSESSMENT

- **Student Assessment**

  The teacher will provide a variety of assessments, including:

  - Teacher observation
  - Individual and group critique
  - Completed projects meet criteria in project rubric
  - Display of students' work
  - Tests and quizzes
  - Student participation/ studio work

- **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 3 is an elective course open to students in Grades 10-12.

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

Ceramics 3 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
Museum of Modern Art
Montclair Art 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 and white clay
- Wedging boards
- Potter's wheel
- Kiln
- Handbuilding tools
- Wheel tools
- Glazes – underglaze, overglaze, matt, gloss, textured
- Plaster

## 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 based on student research
- Projects
- Handbuilding/ Sculpting
  - Self-portrait bust: using armatures
  - "Opposites" sculpture
  - Multiples using a mold
  - Sgraffito dishes
- Work on Pottery Wheel
  - Bottle
  - Bowl set
  - Pitcher
  - Vase
  - Platter
- Glazing and underglazing
- Continued 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

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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 3

| Class | September/February | October/March | November/April | December/May | January/June |
|---|---|---|---|---|---|
| Ceramics 3 | -Safety guidelines and procedures<br>-Review tools, hand-building techniques, and stages of clay<br>-Sketchbook introduction<br>-Wire armature project (hand-built)<br>-Wheel thrown bowl | -Opposites sculpture<br>-Glaze wire armature sculptures<br>-Wheel-thrown bowl set<br>- Critiquing and artist statements | -Throwing a bottle<br>-Throwing a vase<br>-Contract activity 1<br>-Glaze "Opposites" project<br>-Glaze bowl set | -Contract activity 2<br>-Molds<br>-Throwing platter and sgraffito | -Glaze final pieces<br>-Final critique<br>-Review<br>-Final Exam |