

Little Miami High School

Visual Arts Curriculum Map

Semester Elective

Teacher: Janel Terrell

Subject Area: Visual Arts

Course Name: Advanced Ceramics Date: 2023

Standards Addressed	Skills	Essential Question/Big Idea	Assessment
<p>https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Fine-Arts/Fine-Arts-Standards/FAVisualArtsStandardsFinal.pdf.aspx?lang=en-US</p>	<p>Origins of Clay Develop room set up, organizations and supplies appropriate to the use of clay and glazes.</p> <p>Review of studio safety and rules, studio calendar, and use of sketchbook.</p> <p>Evaluate & differentiate the nature of clay, its characteristics and vocabulary associated with it.</p>	<p>Artists cultivate an aesthetic awareness and habits of mind, especially the capacity to creatively plan, produce and exhibit pieces of art.</p> <p>Artists express and develop individual identities and make worldly connections. Artists have expressed experiences and ideas through the arts</p>	<p>Formative: Handouts -- (Types of Clay, Process, Vocabulary) PowerPoint -- Origin of Clay, Stages of clay, The ceramic process. Daily Practice Application Exercises Question & Answer Teacher Observation</p> <p>Summative: Sample Project Studio Rubric Quizzes – Readings</p>

	<p>Examine and practice perceptual, analytical and communication skills as they relate specifically to the ceramic process and its visual language. (Elements and principles of art)</p> <p>Examine and practice perceptual, analytical and communication skills as they relate specifically to the ceramic process and its visual language. (Elements and principles of art) examine, use and store clay while making a project by using damp clothes, plastic bags, or plastic containers.</p> <p>Review Pottery Tools</p> <p>Students will create a ceramic pieces demonstrating the various stages and appropriate steps in the ceramic process.</p>	<p>throughout time and across cultures.</p> <p>Why do people create with clay?</p> <p>In what ways has clay been used as an art form?</p> <p>In what ways will I continue to develop my knowledge of clay?</p>	<p>& Vocabulary</p>
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Students will identify and apply common ceramic terminology:

1. Ceramics
2. Pottery
3. Slip
4. Plasticity
5. Leather Hard
6. Bone Dry
7. Green ware
8. Bisque ware
9. Glaze ware
10. Score
11. Wedging
12. Moist
13. Grog
14. Porosity
15. Shrinkage
16. Smoothing
17. Warping
18. Texture
19. Vitreous
20. Recycled clay

<p>https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Fine-Arts/Fine-Arts-Standards/FAVisualArtsStandardsFinal.pdf.aspx?lang=en-US</p>	<p>Building Methods Design and build multiple pieces for a variety of hand building methods.</p> <p>Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.</p> <p>Design and create multiple works that demonstrate thorough exploration of subject matter, cultures and themes</p> <p>Analyze clay methods and techniques that were used to create their pieces of artwork.</p> <p>Interpret the purpose of student/teacher made artwork from the overall design of the piece.</p>	<p>Artists cultivate an aesthetic awareness and habits of mind, especially the capacity to creatively plan, produce and exhibit pieces</p> <p>Artists express and develop individual identities and make worldly connections.</p> <p>Artists have expressed experiences and ideas through the arts throughout time and across cultures</p> <p>How can I manipulate clay?</p> <p>Have I solved my ceramic design problems using the correct processes?</p> <p>How do I determine whether the piece of artwork is well crafted?</p>	<p>Discussion Art Grading Rubric** Writing about their artwork. Formative: Handouts -- Building methods, Sculpture process, Molds and vocabulary.</p> <p>PowerPoint's - Building methods and Sculpture process. Teacher Observation Daily Practice Application Exercises Individualized Instruction Group demonstration & discussion Sketchbook – planning phase, including research</p> <p>Digital Portfolio</p>

	<p>Students will build ceramic pieces of artwork using each of the following specific hand building methods: pinch, coil, slab.</p> <p>Students will build a ceramic piece of artwork using the sculpture process: relief, additive, and subtractive.</p> <p>Students will create a ceramic work of art using molds.</p> <p>Students will properly examine, use and store clay while making a project by using damp clothes, plastic bags, or plastic containers.</p> <p>Students will identify and apply advanced ceramic vocabulary:</p> <ol style="list-style-type: none">1. Pinch2. Coil3. Slab		
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4. Tiles
5. Extruding
6. Mitered
7. Butt joints
8. Armature
9. Sculptural
10. Score & slip
11. Porosity
12. Shrinkage
13. Smoothing
14. Warping
15. Rib
16. Template
17. Supports
18. Drape
19. Molds
20. Sprigs

Students will use their knowledge of the hand building methods and techniques to analyze and interpret orally & in writing how a piece of artwork was created.

	<p>Students will create a Digital Portfolio of their work at various stages throughout the semester.</p> <p>Students will present their Digital Portfolio at the end of the semester.</p>		
<p>https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Fine-Arts/Fine-Arts-Standards/FAVisualArtsStandardsFinal.pdf.aspx?lang=en-US</p>	<p>Wheel Thrown Pottery Develop a working knowledge of the method and techniques of wheel throwing.</p> <p>Execute proper centering and trimming on the potter's wheel.</p> <p>Apply knowledge and practice of how to properly store wheel thrown pottery.</p> <p>Apply knowledge of potter's wheel safety issues.</p> <p>Design and throw multiple pieces on the wheel.</p>	<p>Artists cultivate an aesthetic awareness and habits of mind, especially the capacity to creatively plan, produce and exhibit pieces of art.</p> <p>Artists express and develop individual identities and make worldly connections.</p> <p>Artists have expressed experiences and ideas through the arts throughout time and across cultures.</p> <p>How can I manipulate clay?</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Wheel thrown pottery handout • Wheel throwing demonstrations • Teacher review of all practice exercises • Question & Answer • Planning phase (incl. research) for summative projects. (sketchbook) • Vocabulary <p>Summative: Quizzes on throwing demonstrations and readings</p> <ul style="list-style-type: none"> • Studio Rubrics

	<ul style="list-style-type: none"> • Assemble a variety of thrown wheel pieces to construct a piece of artwork. • Design and throw a series with a unified theme. • Analyze the elements / principles of art within your series referring to the unified theme. <p>Examine the creation of your series and what you can change about it.</p> <ul style="list-style-type: none"> • Practice and demonstrate centering on the wheel. • Practice and demonstrate coning, opening, raising and lowering, finishing the rim and cleaning the floor. • Practice and demonstrate cutting off the wheel, lifting and storing the pot. 	<p>How do I determine whether the piece of artwork is well crafted?</p> <p>What scientific principles are used in throwing clay on the potter's wheel?</p>	<ul style="list-style-type: none"> • Student projects • Online Portfolio • Written and oral critiques on wheel thrown pieces and series. <p>Reflection entries in sketchbooks</p>
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	<ul style="list-style-type: none"> • Practice and demonstrate pulling and attaching handles. Create a variety of forms – plates, casseroles, lids, bowls, cups, vases, and pitchers. • Combine several thrown pieces for a conventional teapot or abstract sculptural form. • Create sets of plates, cups, bowls, lidded vessels, or a place setting using elements/principles of art to create a unified theme. • Critique the unified theme in your series of wheel thrown artwork. <p>Investigate an alternative to the theme you used in your series that would improve on overall appearance.</p>		
https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Fine-Arts/Fine-Arts-Standards/FAVisualArtsStandardsFinal.pdf.aspx?lang=en-US	<p>Surface Decorating Research and apply a variety of surface decorations used by artists</p>	<p>Artists cultivate an aesthetic awareness and habits of mind, especially the capacity to creatively</p>	<p>Formative: Texture, color, glaze handouts/worksheets</p>

	<p>or other cultures for finishing their ceramic artwork.</p> <p>Identify, explore, and apply texture, color, glazes and underglazes.</p> <p>Design and construct multiple pieces to practice the use of stamps, roulettes and motifs.</p> <p>Design and construct multiple pieces to practice Mishima and Sgraffito.</p> <p>Design and construct a piece to practice inlaying colors.</p> <p>Design and construct multiple pieces to practice piercing.</p> <p>Describe and interpret the decorations seen on pieces of artwork.</p>	<p>plan, produce and exhibit pieces of art.</p> <p>Artists express and develop individual identities and make worldly connections.</p> <p>Artists have expressed experiences and ideas through the arts throughout time and across cultures.</p> <p>Did I take into consideration the following before choosing a finishing technique? (i.e., size, shape, texture/color of the clay, transparency and opacity of the glaze)</p> <p>How do the finishing techniques & symbols convey meaning through your artwork?</p>	<p>Powerpoint on Surface Decorations</p> <p>Class demonstrations of surface decorations: stamps, roulettes, motifs, Mishima. Sgraffito, inlaying colors, piercing, and glaze applications</p> <p>Vocabulary Teacher review of all practice exercises</p> <p>Sketchbook --.</p> <p>Planning phase (incl. research) for summative projects. Summative: Written assessment</p> <p>Written/oral critiques</p> <p>Quizzes on worksheets/demonstrations</p> <p>Studio Rubrics Student projects Digital Portfolio</p>
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	<p>Describe and interpret the techniques and use of glazes on the pieces of artwork</p> <p>Construct and use stamps, roulettes, and motifs.</p> <p>Construct projects using Mishima and Sgraffito. Practice inlaying colors on a ceramic artwork.</p> <p>Practice and apply the use of piercing to ceramic artwork.</p> <p>Apply glazing using sponging, spattering, masking, brushing, pouring, and Majolica (overglazing)</p> <p>Create works of art using paper resist, wax resist, and slip trailing.</p> <p>Identify glaze problems and research their solutions.</p>		
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	<p>Write about the use of decorations on student made artwork and the meanings of the decorations.</p> <p>Examine the glazing of the pottery and decide if the technique fits the overall design of the artwork.</p>		
<p>https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Fine-Arts/Fine-Arts-Standards/FAVisualArtsStandardsFinal.pdf.aspx?lang=en-US</p>	<p>Firing Techniques Explain and practice the principles/skills to load, manage, and fire a kiln.</p> <p>Assess the variables of glazes, temperatures, timing, and atmosphere involved in firing the kiln.</p> <p>Research & discover career opportunities in the field of ceramics.</p> <p>Display works and judge their worth and value in ceramics</p>	<p>Artists cultivate an aesthetic awareness and habits of mind, especially the capacity to creatively plan, produce and exhibit pieces of art.</p> <p>Artists express and develop individual identities and make worldly connections.</p> <p>Artists have expressed experiences and ideas throughout time and across cultures.</p> <p>How do the different firing techniques and the</p>	<p>Formative: Handouts of kilns, firings, careers, and cultures.</p> <p>Power Points – Kilns & Firings, Careers in Ceramics.</p> <p>Teacher/student created displays of ceramic artwork.</p> <p>Ceramic Timeline throughout history.</p> <p>Teacher observations</p> <p>Quizzes on kilns & firings.</p> <p>Summative: Load and fire kiln with teacher assistance.</p>

	<p>Demonstrate and practice the proper skills used in loading, setting, checking and firing a kiln.</p> <p>Study variables of fuel, glazes, temperatures, clay, atmosphere, and time with clay types, thickness, and preparation.</p> <p>Acquire information on how to prepare, log, watch, cool, unload all types of firings possible.</p> <p>Investigate and practice the stages of loading different types of kilns.</p> <p>Identify firing solutions and problems.</p> <p>Teacher/student created displays in art wing showcases of student created artworks.</p> <p>Create a power point as an individual or group looking</p>	<p>structure of the piece affect the color of the glaze?</p>	<p>Student presentation of researched ceramic careers.</p> <p>Student presentation on ceramics from other cultures</p>
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	<p>at careers/cultures in this field of art</p> <p>Research other countries for differences of variables and the outcome of pottery and glazes.</p>		
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