

MIDLAND PARK PUBLIC SCHOOLS Midland Park, New Jersey CURRICULUM

Ceramics

Prepared by: Haylee Devereaux

Superintendent of Schools:

Marie C. Cirasella, Ed.D.

Director of Curriculum, Instruction, & Assessment:

June Chang

Approved by the Midland Park Board of Education on June 17, 2014

Ceramics

Course Description:

In Painting students are expected to develop talent in an enjoyment of the creative arts. Painting is a one semester specialized studio course that will provide interested students with insights and experiences in drawing, design and organization of ideas; manipulating painting tools and media with skill; practicing creative problem solving skills; and the ability to exercise critical judgments.

Suggested Course Sequence:

Unit 1: The History of Ceramics: 1 week

Unit 2: Beginning Hand Building: 5 weeks

Unit 3: Decorating, Glazing and Firing: 3 weeks

Unit 4: The Pottery Wheel: 4 weeks

Unit 5: Slab Pots: 3 weeks

Unit 6: Advanced Wheel Throwing: 3 weeks

Content Area: Ceramics

Unit Title: Unit 1 - Culture & History of Ceramics

Target Course/Grade Level: 9-12

Unit Summary

Through studying the history of ceramics found around the world students will gain knowledge of the evolution of ceramics. Ceramics is a world-wide business. Students will learn the difference between realistic, abstract, non-objective, function and non-functional works of art.

21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving

Learning Targets

Standards

- 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.
- 1.4 Aesthetic Responses and 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.

CPI#	Cumulative Progress Indicator (CPI)	
1.2.12.A.1	Determine how dance, music, theatre and visual art have influenced world cultures throughout history.	
1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and	
	habits of mind in various historical eras.	
1.4.12.A.3	1.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance	
	music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.	
1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic	
	responses to artwork.	

Unit Essential Questions

- How does art reflect human culture?
- How has the creation of ceramics evolved throughout history?

Unit Enduring Understandings

- Artists use a variety of problem solving and decision making skills to apply the elements of art and principles of design to three-dimensional works of art.
- Three-dimensional design can identify cultures and civilizations throughout history.
- The creation of art includes creative planning and design.

Unit Learning Targets

Students will...

- Evaluate and discuss ceramics found around the world.
- Discuss the evolution of ceramics.
- Discuss ceramics as an industry.
- Compare the differences between types of ceramics and sculptures including realistic, abstract, non objective, functional, non-functional.

Evidence of Learning

Summative Assessment:

Performance Tasks

Equipment Needed: Interwrite Board

Teacher Resources: Visual examples, books, videos, posters, computer resources, galleries, professional potters

Formative Assessments

Discussion

Projects

Q&A Critique			
Observation			
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Lesson #	Lesson Name	Time frame (hours/days)	
1	History & Evolution of Ceramics	3 days	
2	Ceramics as an Industry	1 day	
3	Types of Ceramics and Sculpture	3 days	
4	Three Dimensional Design	1 day	
Teacher Notes:			
Curriculum Development Resources Click links below to access additional resources used to design this unit:			

	Unit Overview
Content Area: Ceramics	
Unit Title: Unit 2 - Hand Building	
Target Course/Grade Level: 9-12	

Unit Summary

Students will learn to manipulate clay by hand and become familiar with well-known potters and their contributions to this discipline. Students will learn to organize their work and manage time with working within the framework of the ceramic studio. Safety practices will play an integral role in this beginning course. Students will learn to keep materials and equipment neat and functional. Pinch pots and coil pots will be utilized in this unit.

21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving

Learning Targets

Standards

- 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.
- 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art.
- 1.4 Aesthetic Responses and 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.

CPI#	Cumulative Progress Indicator (CPI)	
1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from	
	diverse cultural perspectives and identify specific cross-cultured themes.	
1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two and three	
	dimensional artworks that reflects personal style in a high degree of technical proficiency and expressivity	
1.3.12.D.2	2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual	
	literacy, methods, techniques, and cultural understanding.	
1.3.12.D.5	and this content of the content of t	
	three-dimensional artworks and emulate those styles by creating an original body of work.	
1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural	
	implications of the works of dance, music, theatre and visual art.	
1.4.12.A.2	Speculate on the artist's intent, using discipline specific arts terminology and citing embedded clues to	
	substantiate the hypothesis.	

Unit Essential Questions

- What choices does an artist make before beginning a work of art?
- What are the advantages and disadvantages of hand building pottery rather than using a pottery wheel?

Unit Enduring Understandings

- Students will understand the difference between hand building and wheel throwing.
- Students will understand and implement different techniques at appropriate times.

Unit Learning Targets

Students will...

- Discuss and evaluate different kids of pottery in relation to its design, qualities, functions of product and craftsmanship
- Demonstrate proper and safe handling of ceramic equipment and tools
- Demonstrate proper use of various skills in the stages of wheel throwing
- Create pottery using a variety of hand building techniques.
- Create pottery using various techniques safely and properly.
- Create pottery works which demonstrate an understanding of the stages of clay and the possibilities and limitations of each stage.

	Evidence of Le	arning
Summativ	e Assessment: N/A	
Equipmen Teacher Ro		computer resources, galleries, professional potters
	Assessments	- Providence of Providence of Potters
Discus	sion	Projects
Q&A	•	Critique
Observ		
	Lesson Pla	
Lesson #	Lesson Name	Time frame (hours/days)
1	Ceramics Vocabulary	1 day
2	Hand Building vs. Wheel Throwing	1 day
3	How to make a pinch pot	1 day
4	Creating a double pinch pot	7 days
5	How to make a coil pot	1 day
6	Creating a coil pot	7 days
7	Using coils to create a unique vessel	10 days
Teacher Notes:		
Curriculum Development Resources Click links below to access additional resources used to design this unit:		

Content Area: Ceramics

Unit Title: Unit 3 - Decorating, Glazing and Firing

Target Course/Grade Level: 9-12

Unit Summary

Students will learn about the various firing process for clay and see the process a pot takes to become a finished product. Students will learn what glaze is and how it differs from other types of paint that they may have previously used. Students will see how important glazing is to the finished product through experience. Decorative processes will be discussed and implemented and students will utilize many different design techniques.

21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving

Learning Targets

Standards

- 1.1 The Creative Process: All students will demonstrate an understanding of the elements and priciples that govern the creation of works of art in dance, music, theatre, and visual art.
- 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art.
- 1.4 Aesthetic Responses and 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.

CPI#	Cumulative Progress Indicator (CPI)	
1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for	
	corresponding visual artworks.	
1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.	
1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the	
	expression of ideas relates to the art media, art mediums, and techniques used.	
1.2.12.A.4	The elements of art and principles of design in an original portfolio of two- and three-dimensional	
	artworks that reflects personal style and a high degree of technical proficiency and expressivity.	

Unit Essential Questions

- What is glaze?
- What processes are used to decorate pottery?
- What happens during the firing process?

Unit Enduring Understandings

- Clay goes through a firing process specific to the type of clay used and glaze is used to decorate and enhance pottery.
- Adding texture and other decoration to clay can give it a professional, finished look.

Unit Learning Targets

Students will...

- Understand what glaze is and how to properly glaze pottery.
- Understand and implement techniques used to decorate pottery.
- Understand the firing process.
- Distinguish between wet clay, leather hard clay, dry clay, and fired clay.

Evidence of Learning

Summative Assessment: N/A

Equipment Needed: Pottery Tools, Textural Tools, Glaze

Teacher Resources: Visual examples, books, videos, posters, computer resources, galleries, professional potters

Formative Assessments

- Discussion
- Q&A
- Observation

- Projects
- Critique

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	Lesson Plans	
Lesson #	Lesson Name	Time frame (hours/days)
1	What is glaze? How is it used?	1 day
2	How to create texture	1 day
3	Implementing texture	2 days
4	Decorating techniques	1 day
5	The firing process	1 day
6	Glazing the Coil Pot & Pinch Pot	4 days
7	Creating a textured pot	5 days
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Teacher No	otes:	
Curriculum Development Resources Click links below to access additional resources used to design this unit:		

Content Area: Ceramics

Unit Title: Unit 4 - The Pottery Wheel

Target Course/Grade Level: 9-12

Unit Summary

Students will learn how to use the pottery wheel to create works of art. Through discussion about history, understanding of the pottery wheel and manipulation of clay, students will learn how to make a cylinder—the basic shape upon which all shapes are made from on the pottery wheel. Students will first learn to center clay. Without learning to center it is impossible to throw a perfect pot. From there students will learn to open up their clay and finally, how to shape a cylinder into a different simple shape.

21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving

Learning Targets

Standards

- 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.
- 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art.
- 1.4 Aesthetic Responses and 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.

CPI#	Cumulative Progress Indicator (CPI)	
1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on	
	the visual, performing, and multimedia arts for consumers, creators, and performers around the world.	
1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and	
	habits of mind in various historical eras.	
1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-	
	dimensional artworks that reflects personal style and a high degree of technical proficiency and	
	expressivity.	
1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual	
	literacy, methods, techniques, and cultural understanding.	
1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as	
	well as how the context in which a work is performed or shown may impact perceptions of its	
	significance/meaning.	
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Unit Essential Questions

- How does the pottery wheel work?
- Why is it important to center clay?
- How do you make a cylinder?

Unit Enduring Understandings

- Clay must be centered on the pottery wheel
- Cleaning the pottery wheel is essential to its proper functioning.

Unit Learning Targets

Students will...

- Understand how the pottery wheel works and why clay must be centered.
- Prepare clay to be used on the pottery wheel.
- Apply knowledge of centering clay combined with demonstrations to manipulate clay on the pottery wheel.
- Create a cylinder using the pottery wheel.

Evidence of Learning

Summative Assessment: N/A

Equipment Needed: Pottery Tools, Pottery Wheels

Teacher Resources: Visual examples, books, videos, posters, computer resources, galleries, professional potters

Formative Assessments

Projects

Discussion

• Q&A	• Crit	ique	
Observation			
	Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)	
1	Preparing & Centering Clay	1 day	
2	How to Create a Cylinder	1 day	
3	Using the Pottery Wheel	10 days	
4	Simple Shapes on the Pottery Wheel	8 days	
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TI			
Teacher Notes:			
	n Development Resources pelow to access additional resources used to design this uni-	i:	

Content Area: Ceramics

Unit Title: Unit 5 - Slab Pots

Target Course/Grade Level: 9-12

Unit Summary

Slab pottery is the technique of making pots out of sheets of clay rolled out by a simple kitchen rolling pin. In this unit students will learn to use slabs to create unique works of art both cubic and cylindrical.

21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving

Learning Targets

Standards

- 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.
- 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art.
- 1.4 Aesthetic Responses and 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.

CPI#	Cumulative Progress Indicator (CPI)
1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from
	diverse cultural perspectives and identify specific cross-cultural themes.
1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for
	corresponding visual artworks.
1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-
	dimensional artworks that reflects personal style and a high degree of technical proficiency and
	expressivity.
1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual
	literacy, methods, techniques, and cultural understanding.
1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and
	three-dimensional artworks, and emulate those styles by creating an original body of work.

Unit Essential Questions

- When is it appropriate to use the slab method for creating pottery?
- How do you successfully roll out a slab?

Unit Enduring Understandings

- It is important to know when to use each method of construction.
- Properly manipulating and attaching clay is essential to its strength and functionality.

Unit Learning Targets

Students will...

- Understand what slab pottery is and when to use it.
- Demonstrate their ability to roll out a flat, even slab.
- Utilize the slab method to create a birdfeeder.
- Use the slab method to create a round jar.
- Understand and demonstrate the ability to create a lid.

Evidence of Learning

Summative Assessment: N/A

Equipment Needed: Rolling Pins, Pottery Tools

Teacher Resources: Visual examples, books, videos, posters, computer resources, galleries, professional potters

Formative Assessments

Discussion

Projects

● Q&A	Q&A • Critique	
Obser	rvation	
	Lesson Plans	
Lesson #	Lesson Name	Time frame (hours/days)
1	When to use slab pottery	1 day
2	Rolling out and caring for slabs	1 day
3	Creating a birdhouse using slab	8 days
4	Creating a cookie jar using slabs to make a cylinder	5 days
5	Making a fitted lid	2 days
Teacher Notes:		
	m Development Resources below to access additional resources used to design this unit:	

Content Area: Ceramics

Unit Title: Unit 6 - Advanced Wheel Throwing

Target Course/Grade Level: 9-12

Unit Summary

Students will use their knowledge and experience throwing pottery on the wheel to create bigger pottery with more advanced shapes. They will learn new techniques to finish pottery and learn to create a finished bowl.

21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving

Learning Targets

Standards

- 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.
- 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art.
- 1.4 Aesthetic Responses and 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.

CPI#	Cumulative Progress Indicator (CPI)	
1.2.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from	
	diverse cultural perspectives and identify specific cross-cultural themes.	
1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and	
	habits of mind in various historical eras.	
1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-	
	dimensional artworks that reflects personal style and a high degree of technical proficiency and	
	expressivity.	
1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the	
	expression of ideas relates to the art media, art mediums, and techniques used.	
1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic	
	responses to artwork.	

Unit Essential Questions

- What skills are necessary to throw larger pots on the wheel?
- What is the proper way to make a strong, functional handle?

Unit Enduring Understandings

- Centering clay on the pottery wheel is vital to success especially as shapes become more advanced.
- Handles must be properly attached to pots in order for them to remain strong and functional.

Unit Learning Targets

Students will...

- Create larger wheel thrown pots utilizing prior skills while also demonstrating understanding of new ones.
- Understand and demonstrate their ability to create specific shapes on the pottery wheel.
- Create a bowl demonstrating proper finishing techniques.
- Demonstrate their ability to create a strong, functional handle.

Evidence of Learning

Summative Assessment:

Performance Tasks

Equipment Needed: Pottery Tools, Pottery Wheels

Teacher Resources: Visual examples, books, videos, posters, computer resources, galleries, professional potters

Formative Assessments

- Discussion
- Q&A

- Projects
- Critique

Observation

Lesson#	Lesson Name	Time frame (hours/days)
1	Creating a Bowl	1 day
2	Trimming a Bowl	1 day
3	Student Bowls	4 days
4	Advanced Shapes	1 day
5	Creative Wheel Throwing	6 days
Teacher N	otes:	
	n Development Resources	
Click links	below to access additional resources used to design this	unit: