

Ceramics/Sculpture 1

In this course, students will learn how to manipulate clay using handbuilding techniques and the potters wheel. Students will learn a variety of surface techniques and employ them on their artworks. Students will be introduced to the art of paper making, pewter casting, and glass fusing. Throughout the course, students will research ceramic and sculpture artists using books, magazines, and the internet. Students will learn a variety of finishing and firing techniques of ceramic art. They will develop sketches, write reflections, and participate in group critiques.

Core Learning Targets

- I can construct a ceramic work of art using a variety of clay techniques (construction methods)
- I can take a piece of clay from raw to finished and understand the qualities of the clay at each stage
- I can apply the elements and principles of art and design to ceramic and 3 dimensional artwork
- I can describe the role of ceramics and sculpture in civilization/cultures both past and present.
- I can create 3 dimensional artwork using a variety of media and processes.
- I can critique a piece of ceramic/3 dimensional art using class vocabulary.
- I can operate in a studio setting and understand the ethics that accompany working in a shared space.

Core Vocabulary

- pinch, slab, coil, slip and score
- slab roller, extruder, kiln
- lip, foot, body
- carve, pierce, stamp, sgraffito
- greenware, bisqueware
- glaze, gloss, satin, matte, opacity
- e&p of art and design

Assessments

Formative Assessments

Grading rubrics

- Filled out upon project completion

Journal Checks

- Checked for completion of research assignments, brainstorm, and sketches throughout the semester

Informative Assessment Checklist

- Skills tests
- Content quizzes
- Teacher observation
- Informal one-on-one critiques
- Self reflection in journal

If students have not met the target by the specified date, interventions will occur

Projects

- Stamps
- Wheel Throwing Introduction
- Paper Making
- Slabs - hard and soft
- Pewter Casting
- Fused Glass
- Coiling (Final Exam)

Interventions

Students will be re-taught the targets they are missing. Depending on the number of kids this could take place in one-on-one, small group, or entire class settings.

Once the student is re-taught, they must demonstrate knowledge in one of the previously mentioned ways

Project	Process	Targets	References/ Handouts	Assessments
<p>Stamps</p> <ul style="list-style-type: none"> Students will create 3 stamps that they will use throughout the semester. One stamp will be of their initials, and three will be design stamps. 	<p>Students will begin to understand how to work with the clay. They will get used to the way it feels and begin to understand its capabilities and its limitations. Students will learn the different stages of clay and how to work with the clay in each of these stages.</p> <p>Students will begin to think about the surface of their ceramic pieces. They will think about the different strategies they can use to make their surface interesting.</p>	<p>I can identify and name the stages that clay goes through from raw to finished.</p> <p>I can identify and name ceramic tools and understand their use.</p> <p>I can wedge clay to ensure that there are no air bubbles and understand what will happen to my artwork if I do not.</p> <p>I can attach two pieces of clay together by slipping and scoring and understand what will happen to my artwork if I do not.</p> <p>I can begin to identify elements and principles of design and how to use them in my artwork.</p>	<p>Ceramics syllabus</p> <p>Ceramic Room Etiquette</p> <p>Basic directions for Clay</p> <p>A step by step process</p> <p>Ceramic tools of note</p> <p>Surface design handout</p>	<p>completion of surface design handout</p> <p>completion of tools handout</p> <p>wedging test</p> <p>Creation of 3 stamps</p>

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<p>Wheel throwing</p> <ul style="list-style-type: none"> •Students will learn the basic steps of how to throw on the wheel 	<p>Students will learn how to manipulate the clay using the wheel. They will learn how to center, open, and raise the clay.</p> <p>They will understand the difference between the wheel throwing method and the handbuilding method.</p>	<p>I can identify and name the different steps in the wheel throwing process.</p> <p>I can identify and name the tools needed to successfully throw on the wheel.</p>	<p>Wheel throwing handout</p> <p>Wheel throwing video</p>	<p>Informal assessments</p> <p>Ability to</p>

Project	Process	Targets	References/ Handouts	Assessments
Ceramic Paper Casting Plate/Tile	<p>Students will be introduced to the art of paper making. They will learn the process paper goes through from pulp to finished art.</p> <p>Students will use their newly made stamps to create a plate which we will then cast paper on. Students will also be able to carve into the plate and appliqué the surface to create a more dynamic piece of paper.</p>		Papermaking book	Use of Elements and principles in plate design

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<p>Slabs</p> <ul style="list-style-type: none"> Students will create a work of art made from slabs. They will be introduced to a variety of slab building techniques including soft slab (wrapping and draping) and hard slab. 	<p>Students will learn how to work with clay slabs when they are in soft and hard states.</p>	<p>I understand how to construct vessels using the soft slab construction method and can manipulate the clay while it is in its soft state.</p> <p>I understand the difference between the soft slab and hard slab construction methods.</p> <p>I can create stencils based upon my preliminary sketches that will translate into a three dimensional vessel.</p> <p>I can evaluate my slabs and decide when the clay is ready to begin construction.</p> <p>I can construct a vessel using flat, leather hard slabs of clay and understand the advantages and disadvantages of construction using this building method.</p> <p>I can create a surface using the sgraffito technique that is interesting and well thought out.</p> <p>I can use what I have learned about creating texture and the elements and principles of design to construct a surface that is interesting and cohesive.</p>	<p>Soft slab handout</p> <p>Hard Slab Handout</p> <p>Presentation of elements and principles of design</p>	<p>completion of slab design handout</p> <p>Journal check for research and sketches</p> <p>Creation of vessel made from slabs</p>

Project	Process	Targets	References/ Handouts	Assessments
<p>Coil Pot</p> <ul style="list-style-type: none"> Students will create a ceramic vessel using the coil construction method which will have a contour that goes both in and out. They will be shown examples of functional and sculptural pottery made with the coil construction method and will have the freedom to choose which way they want to go. 	<p>Students will learn how to work with clay coils controlling the contour of the vessel from bottom to top.</p> <p>Students will sketch their ideas and once they choose their final design they will make a scale drawing of the vessel to have during construction.</p>	<p>I understand benefits of using the coil construction method versus using slab construction.</p> <p>I can move the contour of my vessel in and out by placing the coils on either the inside or outside edge while building.</p> <p>I can create a surface design using the techniques we have learned in our previous projects.</p>	<p>Coil Presentation</p> <p>Coil Handout</p> <p>Coil Surface Handout</p> <p>Magazines/Books</p>	<p>completion of handouts</p> <p>Journal check for research and sketches</p> <p>Completion of Coil vessel</p>

Project	Process	Targets	References/ Handouts	Assessments
<p>Fused Glass</p> <ul style="list-style-type: none"> •Students will create two glass pieces. One they will keep and one I will keep for charity drive. 	<p>Students will learn how to cut glass to form a well thought out design.</p> <p>Students will learn about color schemes and begin to understand how to put colors together in their artwork.</p>	<p>I can identify and name the steps in the glass fusing process</p> <p>I understand that color schemes are planned combinations of colors and can help bring unity to an artwork</p> <p>I can identify analogous and complimentary color schemes</p> <p>I can safely and effectively cut glass</p> <p>I can arrange the different pieces of glass correctly so that there are three layers and that each layer is the correct size</p> <p>I can arrange the different pieces of glass thoughtfully using the elements and principles of design and color schemes</p>	<p>Glass fusing presentation</p> <p>Glass fusing handout</p>	<p>completion of glass handout</p> <p>Creation of two fused glass pendants</p>

Project	Process	Targets	References/ Handouts	Assessments
<p>Pewter casting</p> <ul style="list-style-type: none"> • Students will create a pewter cast pendent. 	<p>Students will research and sketch their ideas for their pendent. They will transfer these drawings onto plaster and then carve their design to make a mold.</p> <p>After the pewter is poured into the mold, students will use saws, files, and sandpaper to clean up the edges and shine the surface.</p>	<p>I can Identify and name the steps in the pewter casting process</p> <p>I know the capabilities and limitations of pewter casting</p> <p>I can design a pendent that lends itself to the pewter casting process</p> <p>I can make a mold using plaster and carving tools</p> <p>I can properly use the saw and files to clean up my pendent after it has been cast</p>		