

Grade Level / Course Summary with Big Ideas: 9-12

Ceramics I is geared towards teaching an appreciation of an ancient art archetype and towards learning the techniques for working with the medium in the myriad of ways it has already been done throughout history. In accordance with the National Art Standards the course will challenge students to “choose from a range of materials (in this case clay and glaze) and methods of traditional and contemporary artistic practices to plan works of art and design.” As a further reach into their creative process they will “through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge” in clay. When presenting acquired teachings in this class they will “make, explain, and justify connections between artists or artwork and social, cultural, and political history.” Students will further be able to recall taught content by identifying “types of contextual information useful in the process of constructing interpretations of an artwork or collection of works,” this will be done using the timeline: Paleolithic to contemporary. Students will “compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.”

National art standards as mentioned in order:

- VA:Cr1.2.IIa
- VA:Cr2.1.IIa
- VA:Pr6.1.IIa
- VA:Re8.1.IIa
- VA:Cn11.1.IIa

The Pennsylvania state standards are incorporated into the course in many ways, but the following ways most specifically:

- 9.1.12. E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
- 9.3.12. C. Apply systems of classification for interpreting works in the arts and forming a critical response.
- 9.3.12. D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.

Students will build upon techniques learned K-8 (pinch pot and coil building) and they will expand their knowledge of origin and function vs. sculpture. They will be given the tools necessary for informed creative expression.

Grade Level Modules (Units): 7

Suggested Timeline
of Weeks or # of Class Periods/Lessons

1. Pinch pots, working with clay at different stages- 3 classes making/ 1 glazing
2. Functional, coil building- 5 classes making/ 1 glazing
3. Sculptural, coil building- 5 classes making/ 1 glazing
4. Functional, slab building - 4 classes making/ 1 glazing
5. Sculptural, slab building- 4 classes making/ 1 glazing
6. Cumulative project: Combination of pinch, coil, and slab building -choice of functional or sculptural. - 6 classes making/ 2 glazing
7. Experimental wheel throwing. -5 classes

Learning Activities/Modes of Formative and Summative Assessment:

Learning activities for each unit will follow this sequence:

- Demonstration and history lesson, formative, as it includes 10:2 and think-pair-share strategies.
- Hands on making/learning: students create their own creative piece using taught techniques. Formative, through observation and conversations.
- Class wide summative assessment in the form of critique: verbal reflection, practice for the professional setting, and presentation skills.
- Individual summative assessment in the form of self-assessment: a written assignment of their thoughts on the process and the steps they executed.
- Summative/closure assignment: glazing, with teacher evaluation based off of glazing rubric.

Primary Instructional Resources:

Instructional resources are guided by the next appropriate level of learning being College Board standards and the list of 250 significant works from History, but not limited to such.

Other key resources include appropriate Internet sites (including but not limited to,)

- YouTube for demonstrations and deepening learning outside the classroom.
- Social Media for following and learning about appropriate use of media by contemporary artists/ professionals.
- Resources provided by the National Council on Education for Ceramics Arts (NCECA.)