**Ceramics**

**Scope and Sequence**

Beginning ceramics is an introduction to the variety of three-dimensional art that is made with clay as the primary medium. A range of construction techniques will be covered in addition to producing both functional and sculptural ceramic work. A look into the history of ceramic work as well as contemporary ceramic work will also be included. Objectives include learning the foundations of ceramic construction for both functional and sculptural clay work including a technical and conceptual overview of ceramic art. Students will exercise knowledge of the basic formal elements of 3D composition and connect form with function and concept with craftsmanship, tools, and materials.

NATIONAL VISUAL ARTS STANDARDS: used to evaluate outcomes

* 1-Understanding and applying media, techniques, and processes
* 2- Using knowledge of structures and functions
* 3- Choosing and evaluating a range of subject matter, symbols, and ideas
* 4-Understanding the visual arts in relation to history and cultures
* 5-Reflecting upon and assessing the characteristics and merits of their work and the work of others

 6-Making connections between visual arts and other disciplines

UNITS:

 1. Discussion of what is art, what is craft, and an overview of diversity in clay (1 day)

 a- View PowerPoint of definitions of art and craft

 b- Look at various clay artists throughout history and their work

 a- Peter Volkous, Jun Kaneko, Ken Price, Charles Simmonds,

 Viola Frey, Marilyn Levine, Bean Finneran, Pete Pinnell, Hans Cooper,

 Bernard Leach, Lucie Rie

 c- Define and understand developing one’s aesthetic

 Outcomes: 3,4,5,6

2. Discussion of elements and principles of 3-d art (1 day)

 a. View PowerPoint of definitions of each principle and element

 b. Look at artists’s work that exemplifies particular elements/principles

a- Henry Moore, Alexander Calder, Auguste Rodin, Kenneth Snelson, Andy Goldsworthy, Antony Gormley, Ursula VonRydsingsvard, Merret Oppenheim, Barbara Hepworth, Richard Serra, Louise Bourgeoise, Michelangelo, Claus Oldenburg, Robert Smithson, James Terrell, Donald Judd

Assessments: quiz

 Outcomes: 1,2,3,4,5

3. Bi-weekly evaluation on contemporary ceramic artwork of choice(4 total)

a. Identify places to find contemporary artwork \*GL, CL

 b. Identify format for discussing works of art

 c. Understand defining one’s aesthetic \*HL

 d. Use critical thinking skills to critique art work

 Assessment: rubric on form

 Outcomes: 1,2,3,4,5

4. Pre-assessment

 Introduce and implement basic clay vocabulary (1 day)

a. Define and identify jargon of the field of ceramics

b. Discuss the physical properties of clay and its chemical make up \*HL

c. Create a pinch pot

 Assessment: QUIZ on vocabulary

 Outcomes:1,2,6

5. Glazing lesson (1 day)

 a. PowerPoint on glazing and kiln firing\*GL, HL

 b. Demonstration of how to glaze \*HL

 Assessment: quiz

 Outcomes: 1,3, 6

6. Pinching (2 weeks)

1. Instruction and implementation of pinching method
2. Look at PowerPoint of artists that produce pinched forms, specifically tea bowls.\*GL
3. Create animal form fusing 2 pinch pots together
4. Address surface quality of form
5. Use critical thinking skills to critique art work

 Assessment rubric on pinching, self assessment

 Outcomes: 1,2,3,4,5,6

7.Coiling (2 -3 weeks)

 a. Instruction and implementation of coil method of working

 b. Look at PowerPoint of artists that work with coil method

 c. Understand how to connect form with function in functional work

 d. Use of texture to address surface of artwork

 e. Use critical thinking skills to critique art work

 f. Look at work of Maria Martinez, Jun Kaneko, and Ken Price \*GL

 Assessment: rubric on coiling; group critique of artwork

 Outcomes: 1,2,3,4,5,6

8. Slab (3 weeks)

 a. Instruction and implementation of the slab method of construction

 b. Understand interior of form vs. exterior

c. Look at PowerPoint of artists that work with slab \*GL

d. Create slab artwork

e. Create a textured surface

f. Use critical thinking skills to critique art work

g. Look at work of John Mason, Richard Notkin \*GL

 Assessment: rubric on slab; group critique

 Outcomes: 1,2,3,5

9. Modeling (2 weeks)

1. Instruction and implementation of sculpting method of working by creating a

Sculptural form based on an organic object

 b. Look at PowerPoint of artists that work with modeling method \*GL

 c. Understand how to connect form with function in functional work

 d. Use of texture to address surface of artwork

 e. Use critical thinking skills to critique art work

 Assessment: rubric on slab; group critique

 Outcomes: 1,2,3,5(2 weeks)

10. Functional work: Tea Pot (2-3 weeks)

 a. View images in a PowerPoint of various tea pots \*GL.

b. Create sketches for a teapot that is functional: spout, lid, feet

 c. Determine what method/methods of construction is best for chosen form.

 d. Use critical thinking skills to critique art work

 Assessment: rubric on series; group critique

 Outcomes: 1,2,3,5

11. Sculptural form: shoes (2 -3 weeks)

a. Determine what method/methods is best for chosen form

b. Discuss how to work with a three-dimensional form

-particular importance placed on how piece interacts with surface

-discuss and understand working sculpturally

 c. Create an artwork based on observation.

d. Use critical thinking skills to critique art work

e. Look at work of Marilyn Levine and Claus Oldenburg \*GL

 Assessment: rubric on “sculpting from a source:; group critique of artwork

 Outcomes: 1,2,3,4,5

12. Series of 3 (2 weeks)

 a. Define and identify with words and images in a PowerPoint a series \*GL

b. Create a series of three objects that are either functional or sculptural

 c. Determine what method/methods of construction is best for chosen work

 d. Use critical thinking skills to critique art work

 Assessment: rubric on series; group critique

 Outcomes: 1,2,3,5

Mid-term and Final: essay of 2 pieces of work produced by student evaluating their work through the semester in terms of critical art analysis and personal growth.

\*Art students are taught the importance of safety and health involving tools and media \*HL

Art students are taught the significance of art as a stress preventative and reducer.

 \*HL

21st Century Skill: Global Awareness, Financial, Economic,Business, and Entrepreneurial Literacy, Civic Literacy, Health Literacy, Environmental Literacy