

Ceramics I-IV

Four, one-semester elective courses in the High School Art Department

Each course is offered for one-half credit.

Fundamental Design is a prerequisite for Ceramics I

Developed by:
Kimmi Dukes
Karen Feder
Gail Piepenburg

Overview/Course Description

Ceramics I is an introductory class in the study of clay, offered as a foundation course designed to build skills in hand construction, sculpting, and throwing on the potter's wheel with an emphasis on craftsmanship. Students will demonstrate a utilization of fundamental design skills in clay, and experience the creative process from the conception of the idea through its final execution.

Anticipating that students will continue in this mode of inquiry, Ceramics II-IV will include a deeper and more extensive exploration in this discipline. Students will develop their individual skills and expression of personal ideas in clay with an emphasis on craftsmanship. Each semester builds a growing sophistication in the execution of ceramic knowledge and the history of art as a means for individual expression applied to the individual student's course of study.

K-12 Arts Education Content Standards – Michigan Department of Education

Content Standard I	All students will apply skills and knowledge to perform in the arts
Content Standard II	All students will apply skills and knowledge to create in the arts.
Content Standard III	All students will analyze, describe and evaluate works of art.
Content Standard IV	All students will understand, analyze and describe the arts in their historical, social, and cultural contexts.
Content Standard V	All students will understand, analyze and describe connections among the arts; between the arts; between the arts and other disciplines; between the arts and everyday life.

Units of Study

The three units of study will be presented as a cumulative approach to ceramics. Students will use the elements of design and the ceramic process to create artwork through organizational skills that reflect the principles of design.

UNIT 1 – Introduction to the Ceramic Process

UNIT II – Construction Methods

UNIT III – Surface and Finishing Techniques

Each unit is composed of:

Key Concepts that state the major ideas students are expected to comprehend.

Benchmarks are statements of what students will know or are able to do while progressing towards achieving the standards.

Assessment Tasks are suggestions of ways students can demonstrate the degree to which they have reached the Benchmarks.

Opportunities for Integration are connections between concepts with the unit and subject matter from related units or disciplines.

Authentic Application/Career are statements that show where these skills and processes are used in the world beyond school.

Instructional Resources are listed materials that support the teaching of this unit.

Unit I – Introduction to the Ceramic Process

Key Concepts

1. Clay, as a raw material, has been used by many cultures to make pottery for thousands of years.
2. The essential properties of clay include the clay body texture, plasticity, moisture, and shrinkage.
3. Tools, terminology and use of a sketchbook enable students to develop their ideas and skills.

Benchmarks

The students will:

1. Demonstrate the proper use of terminology to effectively communicate ideas. (ART.I.VA.HS.2), (ART.V.VA.HS.3)
2. Demonstrate safe and effective use of tools and equipment. (ART.I.VA.HS.1), (ART.I.VA.HS.2)
3. Apply the correct working sequence of building, drying, and firing clay. (ART.I.VA.HS.3), (ART.II.VA.HS.2)
4. Reflect on the functions and explore the meaning of ceramic objects within various cultures, times and places, past or present. (ART.4.VA.HS.2)

Assessment Tasks

Assessment is a continuous process in the Art classroom that includes one or more of the following activities: monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept, originality, skill, progress, craftsmanship, and classroom participation. Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

Examples

The students will perform tasks such as:

1. Recycling, kneading or wedging techniques to prepare clay.
2. Demonstrating an understanding of the properties of ceramics through the successful completion of work using a variety of building techniques, such as designing and finishing a coil pot.
3. Producing artwork that reflects the correct use of tools and equipment, such as using a rib to smooth the surface of the clay.
4. Reflecting upon personal artwork using appropriate terminology, such as participating in a critique.
5. Keeping a sketchbook for generating designs, recording ideas, techniques and inspiration.

Integration

1. Science: Explore the chemical composition of clays and glazes and the chemistry of oxidation and reduction firing.
2. Social Studies: Recognize the historical and cultural use of pottery.
3. Language Arts: Use language specific to the field in relation to everyday objects.

Authentic Application

1. Students will be able to recognize the use of commercial versus fine art pottery in everyday life.
2. Quarry sites excavate different types of clay and raw materials for use in building and scientific industries.
3. NASA uses the properties of clay to make tiles that protect space vehicles in outer space travel.

Unit II – Construction Methods

Key Concepts

1. The hand-building techniques of pinch, coil and slab are the basis of most variations in clay construction.
2. Ceramic sculpture can use multiple techniques and may be representational or non-representational.
3. Throwing clay on a wheel is a way to create round forms such as cups, vases and bowls.
4. Building with slabs can involve methods that utilize soft slabs, molds, stiff slabs, and tile making.
5. Clay is frequently used as a vehicle for personal and creative expression.

Benchmarks

The students will:

1. Apply materials, techniques and processes with sufficient skill, confidence and sensitivity that personal interpretations are carried out in artwork. (ART. I.VA.HS.1), (ART.II.VA.HS.1), (ART.III.VA.HS.4), (ART.V.VA.HS.3)
3. Create artwork that uses organizational principles using specific building techniques in clay. (ART.I.VA.HS.1), (ART.I.VA.HS.2), (ART.I.VA.HS.3), (ART.II.VA.HS.1), (ART.II.VA.HS.2)
4. Adapt subjects and creative ideas while using the skills gained to communicate personal interpretations of artwork that demonstrates thoughtfulness and visual coherence. (ART.I.VA.HS.1), (ART.II.VA.HS.1), (ART.II.VA.HS.2), (ART.II.VA.HS.4), (ART.II.VA.HS.5)

Assessment Tasks

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Examples

The students will:

1. Demonstrate knowledge and proficiency in the construction of objects using various ceramic hand-building techniques.
2. Communicate ideas with skill, confidence, and sensitivity using a variety of materials, techniques, and processes, such as combining techniques to build a sculpture that uses both thrown and hand-built forms.
3. Produce artwork that solves design problems using specific building techniques appropriately, such as creating an architectural piece with slabs.
4. Explore artists' personal design concepts by investigating visual resources such as Ceramics Monthly.
5. Reflect upon successful use of techniques to express personal vision through discussion.

Integration

1. Social Studies: Study the historical and cultural use of pottery.
2. Communicate an understanding of building techniques in architecture.
3. Technology: Use the Internet to gather research.
4. Math: Design patterns

Authentic Application

1. Students will be able to identify a variety of ceramic building techniques used in fine arts, crafts, and daily serving ware sold in retail stores.
2. Public artworks created with clay use similar techniques and materials to enhance our environment.
3. Tiles are manufactured using a wide range of finishes and designs to decorate and protect surfaces both in homes and commercial buildings.

Unit III – Surface and Finishing Techniques

Key Concepts

1. Decisions about surface decoration relate to shape and form and affect the impact of a piece.
2. Surface applications on wet clay may include texture, impressing, incising, piercing, carving or burnishing.
3. Color techniques on wet clay that involve slips or underglazes may be sgraffito, brushwork, slip trailing, drawing, painting, printing and resist techniques.
4. Techniques used at the bisque stage may include oxides, underglazes, mat or glossy glazes, multiple glazes or textured glaze surfaces.
5. Alternative firing techniques that can affect surface are smoke firings, raku and multiple firings.
6. Post-firing techniques may involve paints, stains or mixed media.

Benchmarks

The students will:

1. Apply materials, techniques and processes with sufficient skill, confidence and sensitivity that personal interpretations are carried out in clay. (ART.I.VA.HS.1), (ART.II.VA.HS.1), (ART.II.VA.HS.2)
2. Create artwork that uses intentional techniques to manipulate the surface of the clay. (ART.I.VA.HS.2), (ART.II.VA.HS.1)
3. Apply skills and knowledge of color to communicate ideas. (ART.I.VA.HS.3)
4. Experiment with a variety of clay colorant techniques. (ART.I.VA.HS.3), (ART.II.VA.HS.2), (ART.II.VA.HS. 6)
5. Reflect upon the characteristics and assess the merits of one's personal artwork. (ART.III.VA.HS.4)

Assessment Tasks

Assessment is a continuous process in the Art classroom that includes one or more of the following activities: monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept, originality, skill, progress, craftsmanship, and classroom participation. Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

Examples

The students will:

1. Identify techniques for using color and texture in surface decoration.
2. Demonstrate an understanding of surface decoration through the successful completion of work using a variety of texture and colorant techniques, such as painting a bisque piece with glaze.
3. Produce artwork that reflects intentional manipulation of the surface of the clay, such as burnishing a piece of greenware with a spoon or piercing a design in leatherhard clay.
4. Design original surface decoration to fit the artwork and to enhance its appearance or function.
5. Evaluate the effectiveness of personal vision in a finished piece by participating in critiques.

Integration

1. Fine Arts: Recognize pattern and texture in other arts such as music.
2. Science: Explore the chemical composition of glaze materials and chemical changes that occur in the kiln.
3. Psychology: Make connections between color and emotion.

Authentic Application

1. Tile manufacturers provide a wide variety of decorative tiles, surfaces and finishes for different tastes as well as practical and aesthetic applications.
2. Designers of garden accessories may use glazed or unglazed finishes depending on the intended function.
3. Building facades use ceramic decoration, both carved and glazed, for architectural accents and emphasis.

Instructional Resources

Recommended Text:

The Potter's Guide to Ceramic Surfaces by Jo Connell

Experience Clay by Maureen Mackey

Resources may include:

1. Ceramic periodicals:
 - a. *Ceramics Monthly*
 - b. *Pottery Making Illustrated*
 - c. *Clay Times*
 - d. *Ceramics Art and Perception*
2. Ceramic Books:
 - a. The Spirit of Clay by Robert Piepenburg
 - b. The Craft and Art of Clay by Susan Peterson
 - c. Make it in Clay by Charlotte Speight and John Toki
 - d. 500 Teapots A Lark Ceramics Book
 - e. Surface Decoration for Low Fire Ceramics by Lynn Peters
 - f. Sculpting Clay by Leon Nigrosh
 - g. Handbuilt Ceramics by Kathy Triplett
 - h. Handmade Tiles by Frank Georgini
3. Art web sites
4. Examples of student and professional artists' work
5. Videos
 - a. Beginning to Throw on the Potter's Wheel by Robin Hopper
 - b. Gifts from the Fire: The Ceramic Art of Brother Thomas
 - c. The Clay Workshop with Elizabeth Priddy
 - d. Raku Firing and Reduction with Robert Piepenburg
 - e. Beginning Wheelthrowing by Robert Piepenburg
 - f. Daughters of the Anasazi
6. Field trips to galleries, museums, and art studios

CAREER PATHWAYS

Career Pathways are careers that are grouped together because many of the people in them share similar interests and strengths. All pathways include a variety of occupations that require different levels of education and training. Selecting a Career Pathway provides a *focus* into which one can begin directing energies and determining a *tentative* career "fit " though it is always acceptable to change one's mind. By identifying with a pathway students are aided in selecting courses, extra-curricular activities and part-time employment. Career Pathways provide a plan for all students regardless of their interests, abilities, talents, or desired levels of education. *All pathways have equal dignity.* The following six (6) Career Pathways have been developed by the state of Michigan:

Arts and Communications - careers related to humanities and the performing, visual, literary and media arts.

Business, Management, Marketing & Technology - careers related to all aspects of business including accounting, business administration, finance, information processing and marketing.

Engineering, Manufacturing and Industrial Technology - careers related to technologies necessary to design, develop, install or maintain physical systems.

Health Sciences - careers related to the promotion of health as well as the treatment of injuries and disease.

Human Services - careers in child care, civil service, education, hospitality and the social services.

Natural Resources and Agriscience - careers related to natural resources, agriculture and the environment.



The accompanying **ART curriculum** falls within the **ARTS AND COMMUNICATIONS Pathway**. Some personal characteristics* of people in this pathway are that they:

- ◆ seek opportunities for self-expression;
- ◆ Exhibit an imaginative and creative thinker;
- ◆ demonstrate good writing skills; and
- ◆ Posses strong communication skills.

Examples of additional careers* that fall under this **pathway** include:

Advertising Agent	Interior Designer	Actor/Actress
Broadcast Technician	Clergy	Author
Photographer	Audiovisual Technician	Technical Illustrator
Public Relations Specialist	Photo Process Worker	Bookbinder
Painter and Sculptor	Merchandise Displayer	Dancer
Musician and Composer	Religious Worker	Broadcast Technician
Set Decorator	Radio and Television Announcer	Archivist & Curator
Advertising Copywriter	Historian	Commercial Artist

* Taken from MOIScripts, Michigan Occupational Information System, © 2000