



# SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



**CONTENT AREA(S):** Visual Art

**GRADE LEVEL(S):** 9-12

**COURSE:** Ceramics

**TIME FRAME:** Semester (2.5 credits)  
90 days

## **I. Course Overview**

The School District of the Chathams' Visual Art Department teaches using the National Core Art Standards as our compass, developing our students' ability to create, present, respond, and connect with works of art.

We teach using a studio thinking philosophy, where our students develop craft, engage in personally meaningful endeavors, envision new works of art and how to bring them life, express personal meaning, observe and interpret meaning in the works of others, reflect on works of art and processes, explore new techniques, and experience collaborative artistic communities.

We teach to foster and develop our students' creative thinking and because we believe every student has the ability to develop and communicate their personal identity through the study of visual art, regardless of their future career path.

In this course, students learn techniques of hand-built and wheel-thrown pottery and explore the different aesthetic finishing methods of glazing, staining, and painting. Typical projects invite students to create functional vessels, masks, and various decorative pieces. Research about contemporary artists provides inspiration for concepts, subject matter, and materials, which students use to create their own original pieces.

## **II. Units of Study**

*\*\*Please Note: The order in which the units are taught can be adjusted at the teacher's discretion. \*\**

### **Unit 1: Basics of Clay as a Medium (~4 days)**

- What clay is made of?
- Basic vocabulary:
  - Bisque Clay
  - Leather Hard Clay
  - Score and Slip
  - Bone Dry
  - Grog
  - Bat
  - White/Red Clay Bases

### **Unit 2: Pinch Construction (~15 days)**

- Students use the pinch pot technique to complete a simple first project which may include but is not limited to:
  - Oil lamp
  - Rattle
  - Succulent planter



# SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



- o Organic Shape

## **Unit 3: Slab Vessel Construction** (~15 days)

- Students complete a slab vessel that may include:
  - o Box
  - o Pitcher
  - o Bowl
  - o Plate
  - o Sculptural Application

## **Unit 4: Coil Construction** (~15 days)

- Students complete a coil vessel that may include:
  - o Oil Dispenser
  - o Vase
  - o Planter

## **Unit 5: Wheel Thrown Ceramics** (~15 days)

- Students are introduced to the basics of wheel throwing. Projects are largely dependent on student interest.
- Projects may include but not limited to:
  - o Bowls
  - o Plates
  - o Vase
  - o Mugs

## **Unit 6: Glaze Properties** (~6 days)

- Glazes can be applied in many ways:
  - o Poured
  - o Dipped
  - o Sponged
  - o Flicked
  - o Painted
  - o Sprayed
- Glazes are usually applied as liquids to a ceramic surface by painting or dipping an object into a container of glaze.
- Glazes are designed to work with certain clay bodies.

## **Unit 7: Student Choice (UDL)** (~20 days)

- Students research the origin of the style they are using.
- Students create a plan of action.
- Students support their plan with intended function.



# SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



Each project/topic is broken down in the following manner:

- Concept Introduction & Art History Connections
  - *Whole group discussion of basic concepts and connections to art history and culture.*
- Material/Skill Demonstration
  - *Teacher-led demonstration/modeling of new skills.*
  - *Students practice new skills.*
- Project Planning & Execution
  - *Students apply concepts and skills in a hands-on manner through the creation of individual works of art.*
- Reflection & Self-Evaluation
  - *Students complete a critique sheet, reflecting on their work and design process.*

### **III. Essential Questions**

#### **Unit 1: Basics of Clay as a Medium**

- What are the attributes of clay that allow it to be both sculptural and functional?
- How do I make a successful ceramics project using a piece of clay?
- What are some techniques that are integral to creating with clay?
- How is the kiln involved in pottery production? How does the kiln make clay change?
- How can I manipulate clay?

#### **Unit 2: Pinch Construction**

- How is the pinch construction technique important to a ceramic artist in the creation of both sculptural and functional forms?
- How can process texture be part of a successful pot or sculpture, and how can it be altered?
- How can texture be created in clay?

#### **Unit 3: Slab Vessel Construction**

- How can clay slabs be used to create 2-dimensional or 3-dimensional pieces?
- How can clay slabs be used in the production of both functional and sculptural forms?
- Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?
- Why do ceramic artists develop themes in their works?
- What responsibilities come with the freedom to create?
- What inspirations influence ceramic artists?
- How do artists and designers learn from trial and error?

#### **Unit 4: Coil Construction**

- What are the benefits of using coils vs. other building processes?
- Is the student able to roll consistent coils using a width indicator?
- Did the student choose to smooth out any area or leave the coils visible?
- When the clay starts drying are the connections still secure?
- Why do ceramic artists develop themes in their works?
- What responsibilities come with the freedom to create?



# SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



- What inspirations influence ceramic artists?
- How do artists and designers learn from trial and error?

## **Unit 5: Wheel Thrown Ceramics**

- What are the benefits of throwing on a potter's wheel compared to hand building?
- How does the use of the potter's wheel affect the shape and form of pottery?
- What skills are necessary to create pottery on the wheel?
- How does this wheel throwing differ from the other methods of building?
- How do I determine whether the piece of ceramic object is well crafted?
- How do artists personalize a wheel-thrown vessel?

## **Unit 6: Glazing Properties**

- How do glazes get their unique characteristics?
- How is glaze used as a decorative and functional medium?
- How do the elements of art and principles design relate to planning an effective color scheme and creating surface decoration?
- How do artists use different glaze types, or even non-ceramic paints, to effectively finish clay pieces?
- What is the application process for various glazes?
- How do artists know how glaze will react during a kiln firing?

## **Unit 7: Student Choice**

- How do I determine which ceramic construction I should use for my artwork?
- What tools and techniques do I need to employ and why to create my artwork?
- How should I plan an effective color scheme and create surface decoration for my artwork?

## **IV. Learning Objectives**

- Demonstrate an ability to reclaim clay, clean, mix, knead and wedge it into a workable consistency.
- Demonstrate proper use of terminology in describing processes, tools, and materials in the production of sculpture and ceramics
- Demonstrate skills in all of the basic hand-building techniques, pinch.
- Apply basic surface decoration, glazing, and firing processes.
- Develop skill through practice of hand wedging.
- Understand how the principles and elements of design are tied into form and function.
- Discuss the purpose of traditional and contemporary ceramics within a variety of time frames, cultures, and uses.
- Discuss the uses of clay in everyday objects and ceramics related professions.
- Practice safety procedures related to the use of materials, tools, and performance areas. Use proper terminology in describing processes, tools, and materials in the production of sculpture and ceramics. Take responsibility for maintaining ceramics materials, tools and equipment, and following correct classroom procedures.
- Demonstrate basic skill in underglaze and glaze application and understanding of how glazes may interact.



## SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



- Demonstrate proper glaze application to greenware or bisque-ware.
- Develop eye-hand coordination in three-dimensional ceramic work.
- Experiment with combining different techniques to create a cohesive design.
- Follow sequential directions as they apply to the ceramic glazing process.
- Through the completion of hand built and wheel-thrown pottery, analyze and evaluate the processes aesthetically.
- Practice hand wedging.
- Create ceramic objects using the pinch construction method.
- Practice safety procedures related to the use of materials, tools, and performance areas.
- Demonstrate proper use of vocabulary in discussion related to their art and process.
- Construct a slab ceramic work with a low relief surface embellishment technique.
- Demonstrate proper use of clay slabs with even and appropriate thickness for 2-dimensional and 3-dimensional construction.
- Exhibit knowledge and construction of multiple types of handles.
- Demonstrate knowledge of lid construction.
- Experiment with texture and relief.
- Recognize when slabs might be useful for creating a pottery piece; recognize the use of slabs in the work of other artists.
- Develop skill through practice of hand wedging.
- Demonstrate proper methods of preparation prior to throwing.
- Demonstrate proper techniques for throwing on the potter's wheel.
- Demonstrate proper techniques for trimming on the potter's wheel.
- Demonstrate proper clean-up procedures and maintenance of equipment and tools.
- Reconstitute reclaimed clay, clean, mix, knead and wedge into a workable consistency.
- Use proper terminology in describing processes, tools, and materials in the production of sculpture and ceramics.
- Apply basic surface decoration, glazing, and firing processes.
- Define and solve challenging ceramics problems.

### NJSLS Visual Art Standards:

- 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 visual art has 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.
- 1.3.12.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.



## SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



- 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.
- 1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
- 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.
- 1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
- 1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
- 1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
- 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.
- 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.

### National Core Arts Standards

- VA:Cr1.1.1a Use multiple approaches to begin creative endeavors
- VA:Cr1.2.1a Shape an artistic investigation of an aspect of the present day life using a contemporary practice of art or design.
- VA:Cr2.1.1a Engage in making a work of art or design without having a preconceived plan.
- VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
- VA:Pr4.1.1a Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
- VA:Pr5.1.1a Analyze and evaluate the reasons and ways an exhibition is presented
- VA:Pr6.1.1a Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
- VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.
- VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery.
- VA:Re.8.1.1a Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
- VA:Re.9.1.1a Establish relevant criteria in order to evaluate a work of art or collection of works.



# SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



- VA:Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas.

## Technology Integration | NJSL 8.1

- 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
- 8.1.5.D.1 Understand the need for and use of copyrights.
- 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

## 21st Century Integration | NJSL 9

- 9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.
- 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
- 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.
- 9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment.

## Career Ready Practices

- CRP1. Act as a responsible and contributing citizen..
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

## Interdisciplinary Connections

- Language Arts (allegorical symbolism)  
NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Social Studies  
6.2.12.D.2.a Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.
- Engineering  
8.2.12.B.1 The cultural, social, economic and political effects of technology  
8.2.12.C.1 The attributes of design.  
8.2.12.C.6 The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.



# SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



- Mathematics
  - G-MG.A.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

## **V. Instructional Materials**

### Core Materials:

- [The Art of Education](#)
- [Incredible Art Lessons](#)
- [Google Arts & Culture \(Art Culture Resources\)](#)
- Teacher computer with Internet access and projector/Smart Board
- Document Camera
- Chromebooks/Computing Devices (*for research*)
- Fettling Knife
- Wire Tool
- Modeling Tool
- Needle Tool
- Sponge
- Calipers
- Loop Tool
- Applique
- Glaze
- Slip
- Stain
- Underglaze
- Wax Resist
- Press Mold
- Drape Mold
- Slip Cast Mold
- Kiln
- Wheel Wedge
- Potter's Wheel

### Supplemental/District Created Materials:

- Clay Basics
- Glazing Basics
- Project Sheets
  - Oil Lamps
  - Oil Dispenser
  - Slab Containers
  - Organic Planter
  - Pinch Animals
  - Choice Project Presentation
  - Choice Project Proposal
  - Clocks





# SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



- Mixed Media

## **VI. Key Performance and Benchmark Tasks**

### Assessment Methods:

- Students will complete approximately five (5) projects throughout the semester.
- When a student completes a project, s/he will complete a critique sheet, reflecting on their work and answer thoughtful questions on their design process.
- A rubric is outlined on the critique sheet, delineating the project parameters and expectations which is supplied before the student begins the project.

### Summative:

- Pinch Pot Planter: *To create planter utilizing the pinch technique.*
- Slab Construction: *To create a personal object utilizing slab construction that contains texture, a lid on hinges, and proper glaze techniques.*
- Coil Construction: *To create a vessel that can hold liquid using the coil process.*
- Clock: *Use the slab construction technique to create a functional ceramic timepiece that represents you. It will be finished with an underglaze, overglaze and moving clock parts. One of the design goals will be to hide the clock movement parts so they are undetectable, however, the battery pack must not be entirely encased in clay to allow the batteries to be changed.*
- Choice Project: *To create a ceramic piece of your choice that includes multiple media.*

### Formative:

- Personal Portfolio Reflection Sheet
- Students “score” themselves on each rubric (linked above) prior to submitting the rubric and final piece for teacher review.
- Choice Project Proposal
- Peer Feedback: TAG (Tell, Ask, Give) Sticky Notes
- Peer Feedback Form
- Self-Reflection: 2 Stars & 1 Wish
- Critique Guide
- Reflective Exit Tickets/Slips

### Alternative:

- Student choice is built into each project, which makes each project unique for each and every student.
- Adjustments to assessment criteria and assessments themselves are described below in Section VII.



# SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



## VII. Accommodations & Modifications for Special Education, Students at Risk for School Failure, English Language Learners, Gifted & Talented, and IEP/504s

### ***Special Education***

- Student choice in projects to allow for appropriate skill levels to be applied.
- Clarify and repetition of expectations, review of expectations at the start of class, highlighting expectations on student hardcopies, provide specific tasks as needed to clarify goals.
- Support of student focus: verbal prompts, visual cues (lights out, etc.).
- Positive reinforcement.
- Remove the expectation of advanced craftsmanship.
- Pacing and guidance in long term projects.
  - Work chunked out based on tasks, individual check ins.
  - Extended projects are broken down into manageable tasks with frequent check-ins from the teacher.

### **Specific Examples:**

- Pinch Construction Projects:
  - Students can use less clay to allow for a more unified shape.
  - Students are provided with one-on-one demonstration of techniques.
  - Students are checked on more frequently to make sure they are experiencing success.
  - Quality of craftsmanship is modified to meet different abilities.
- Coil Construction Projects:
  - Students can use less clay to allow for a more unified shape.
  - Students are provided with one-on-one demonstration of techniques.
  - Students are checked on more frequently to make sure they are experiencing success.
  - Quality of craftsmanship is modified to meet different abilities.
- Slab Construction Projects:
  - Students can use less clay to allow for a more unified shape.
  - Students are provided with one-on-one demonstration of techniques.
  - Students are checked on more frequently to make sure they are experiencing success.
  - Quality of craftsmanship is modified to meet different abilities.
  - Students will be assisted with the use of rolling pins or slab rollers.
- Student Choice Projects:
  - Students can use less clay to allow for a more unified shape.
  - Students are provided with one-on-one demonstration of techniques.
  - Students are checked on more frequently to make sure they are experiencing success.
  - Quality of craftsmanship is modified to meet different abilities.



# SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



## ***English Language Learners***

- Use of Google Translate to assist students with instructions and lessons so they can follow along.
- Adjust goals to allow for language acquisition.
- Visual prompts and demonstrations.
- Teacher modeling of skills.
- Simplified written and verbal instructions. Include written instructions to supplement verbal in their native language.
- Preferential seating.

## ***Gifted & Talented***

- Access to additional materials to develop ideas and project details.
- Enhanced craftsmanship.
- Ceramic pieces that have multiple parts.
- Allow students to modify the assignment to give them opportunities not applied to all students.
- Extend time on a project that is higher level.

### **Specific Examples:**

- Pinch Construction Projects:
  - Students can work with larger portions of clay and will have the ability to attach add-ons based on their design.
  - Students can create stamps to use to for texture vs. using found objects.
  - Students can create a stand or foot for their piece.
- Coil Construction Projects:
  - Students can create coils of perfect width.
  - Students can have movement in shape within their piece.
  - Students can create a handle for their container.
  - Students can use advanced glazing techniques.
- Slab Construction Projects:
  - Students can work with larger quantities of clay.
  - Seams will be invisible.
  - Students can use advanced glazing techniques.
  - Students can have freedom to create a higher level vision.
- Student Choice:
  - Students can have greater freedom to create higher level projects.
  - Students can use multimedia in their projects.
  - Students will use advanced glazing techniques.

## ***Students at Risk of School Failure***

- Student choice in projects to allow for appropriate skill levels to be applied.



## SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



- Clarify and repetition of expectations, review of expectations at the start of class, highlighting expectations on student hardcopies, provide specific tasks as needed to clarify goals.
- Support of student focus: verbal prompts, visual cues (lights out, etc.).
- Positive reinforcement.
- Pacing and guidance in long term projects: Work chunked out based on tasks, individual check ins. Daily check ins.
- Extended projects are broken down into manageable tasks with frequent check-ins from the teacher.

### *IEP/504s*

- Completely dependent on the student's IEP/504 plan.
  - If the student cannot utilize computers or look at screens, research, planning, and computer-based learning experiences can be done on paper.
  - If the students' level of mobility is limited, making it difficult for the students to navigate the classroom, the student will be assigned a buddy to help with acquiring the necessary materials and supplies.
  - If the students' fine or gross motor skills are impacted, s/he will receive assistance from the teacher for the specific artistic skills that require them.

### **GENERAL NOTES:**

- The order in which the units are taught can be adjusted at the teacher's discretion.
- Projects may change to teacher discretion as long as the identical principles of Art are incorporated.
- Days are fluid and some activities may extend longer.
- Lessons and units will be adjusted as per students' prior knowledge.
- Allowing individual student creative processes to help curtail formulaic projects.