

**East Penn School District**  
**Secondary Curriculum**

**A Planned Course Statement  
for  
Ceramics I**

**Course #709**

**Grade(s) 10, 11, 12**

**Department: Art**

**Length of Period (mins.) 40 Total Clock Hours 60**

**Periods per Week 6 Length of Course (yrs.) .5**

**Type of Offering:        required   √   elective**

**CREDIT .5**

**Adopted 4/23/07**

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## **Description of Course #709**

### **Course Title: Ceramics I**

**Description:** Students taking Ceramics I will solve visual arts problems by using a variety of clay bodies and hand building techniques. Wheel throwing experiences provide a beginning level of proficiency. Drawing, designing and making functional and non-functional objects, enhancing the clay surface with textures, glazes, and paints will give students broad based ceramic experiences. The study of historical and cultural examples focuses on art objects from the Egyptian through Medieval periods. Students electing this course shall have taken either 3-D Foundations Ceramics/3-D Design or 3-D Foundations Crafts/3-D Design in Art and earned a C or better.

### **Goals: Students will**

- use clays, hand building techniques, and processes, and take advantage of the qualities and characteristics of these materials, techniques, and processes.
- select and use the qualities of structures and functions of art to improve communication of their ideas.
- integrate visual, spatial, and temporal concepts to communicate intended meaning in their art works.
- use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in art works.
- know and compare the characteristics of art works in various eras and cultures by viewing original art works as well as reproductions.
- analyze, describe, and demonstrate how factors of time and place influence visual characteristics that give meaning and value to a work of art.
- reflect upon and assess the characteristics and merits of their work and the work of others by comparisons of intent, and by analysis of contemporary and historic meanings in specific art works through cultural and aesthetic inquiry.
- use technology as a means of design.
- explore careers in the arts.

### **Requirements: Students will**

- maintain a sketchbook.
- improve their work habits.
- participate in individual and class critiques.
- design and create clay art objects whose visual qualities exhibit art structure and function.
- express ideas by using a variety of clays, techniques, and processes.
- display finished works.
- read assigned textual materials.

### **Text:**

Speight/Toki. Hands in Clay. NY,NY: McGraw Hill

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***Key to Levels of Achievement (listed with each learning objective)***

- Awareness (A)      Students are introduced to concepts, forms, and patterns.
- Learning (L)        Students are involved in a sequence of steps and practice activities, which involve further development and allow for evaluation of
- Understanding (U)   Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
- Reinforcement (R)   Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standards
<b>I. Drawing</b>	1	Students will develop skills in observation and design.	L	<ul style="list-style-type: none"> <li>● Draw nature objects, human and animal form, geometric forms, man-made objects, etc.</li> </ul>	Teacher observation Sketchbook Evaluation	9.1.12A,B,D,E
	2	Students will reflect critically on qualities of finished ceramics pieces.	L	<ul style="list-style-type: none"> <li>● Use sketchbook to keep drawings as a record of finished ceramic pieces</li> <li>● Written analysis</li> </ul>	Teacher rubric	9.3.12A,B,C,G
<b>II. Introduction to Ceramics</b>	3	Students will discuss ceramic works using correct terminology.	L	<ul style="list-style-type: none"> <li>● Develop an appropriate ceramics vocabulary</li> </ul>	Teacher observation	9.3.12A,B,C
	4	Students will know about clays and clay properties.	L	<ul style="list-style-type: none"> <li>● Lecture, demonstration</li> <li>● <u>Ceramics</u> pp. 1-23</li> <li>● Evaluate the use &amp; application of materials</li> </ul>	Worksheets	9.1.12A
	5	Students will identify qualities found in clay which is ready to use.	L	<ul style="list-style-type: none"> <li>● Lecture, demonstration</li> <li>● Practice wedging</li> </ul>	Teacher observation	9.1.12H
	6	Students will identify tools and equipment and know their function.	L	<ul style="list-style-type: none"> <li>● Lecture, demonstration</li> <li>● <u>Ceramics</u> pp. 81-86</li> <li>● Use tools appropriately for projects</li> </ul>	Teacher Observation	9.1.12A
	7	Students will identify art elements and principles found in historic and contemporary examples of ceramic forms.	L	<ul style="list-style-type: none"> <li>● Lecture, slides</li> <li>● Ceramic Monthly</li> <li>● Critique</li> <li>● Internet Research</li> </ul>	Teacher observation Teacher Rubric	9.1A 9.2D
	8	Students will demonstrate an understanding of form and function in the designing of ceramic projects.	L	<ul style="list-style-type: none"> <li>● Student research of form in periodicals &amp; actual examples</li> </ul>	Teacher evaluation	9.1.12B
	9	Students will analyze and evaluate their work and the works of others in an objective critical manner.	L	<ul style="list-style-type: none"> <li>● Develop standards for criticism based on art structure and function, craftsmanship, etc.</li> <li>● Class Critique</li> </ul>	Teacher rubric	9.3.12B

Unit	Num	Objective	Level	Content	Evaluation	Standards
<b>IV. Construction</b>	10	Students will use various clays to create forms	L	<ul style="list-style-type: none"> <li>Experiment with brown and red clay</li> </ul>	Teacher evaluation	9.1B,G
	11	Students will improve design abilities by expanding pinch techniques.	U	<ul style="list-style-type: none"> <li>Create complex forms by combining simple pinch forms</li> </ul>	Critique Teacher rubric Student evaluation form	9.1.12B
	12	Students will develop ability to execute design ideas by using coil construction.	U	<ul style="list-style-type: none"> <li>Control coils in order to create the planned coiled piece</li> </ul>	Critique Teacher rubric Student evaluation form	9.1.12D
	13	Students will develop the ability to design ideas appropriate for slab construction.	U	<ul style="list-style-type: none"> <li>Build forms using slab methods which may include: hard edge forms, soft forms, draped forms, etc.</li> </ul>	Critique Teacher rubric Student evaluation form	9.1.12D
	14	Students will develop the ability to use the potter's wheel at a beginning skill level.	A	<ul style="list-style-type: none"> <li>Proficiency of those skills which permit throwing a cylinder/vase and a 3 lb. Bowl</li> </ul>	Teacher evaluation	9.1.12B
	15	Students will develop the skills to throw a variety of simple forms.	A	<ul style="list-style-type: none"> <li>Throw a bowl, cups, tall cylinders, etc. and project of their choosing</li> </ul>	Teacher evaluation	9.1.12B
	16	Students will develop appropriate finishing techniques.	A	<ul style="list-style-type: none"> <li>Finish rims, trim foot rings, pull handles, etc.</li> </ul>	Teacher evaluation	9.1.12B
<b>V. Sculpture</b>	17	Students will develop the ability to plan and execute forms in relation to each other in a sculpture.	L	<ul style="list-style-type: none"> <li>Create a sculpture using the additive process; one handbuilt and thrown combination piece</li> </ul>	Critique Teacher rubric	9.1.12B
	18	Students refine sculpture to enhance visual qualities.	L	<ul style="list-style-type: none"> <li>Use texture to enhance surface</li> <li>Finish with appropriate media</li> <li>Refined edges &amp; surface</li> </ul>	Critique Teacher rubric Student evaluation form	9.1.12B
<b>VI. Decoration</b>	19	Students will develop the ability to texture the clay surface.	U	<ul style="list-style-type: none"> <li>Apply texture by impressing, drawing, sprigging, stamping, etc. using hands &amp; various tools</li> </ul>	Teacher evaluation	9.1.12B

Unit	Num	Objective	Level	Content	Evaluation	Standards
	20	Students will develop the ability to use the brush as a decorative tool.	U	<ul style="list-style-type: none"> <li>● Apply washes, slip, engobes, underglazes, color bands, etc.</li> </ul>	Teacher evaluation Teacher rubric	9.1.12B
	21	Students will develop the ability to carve the surface.	U	<ul style="list-style-type: none"> <li>● Use sgraffito and deep carving techniques to create relief surface</li> </ul>	Teacher evaluation	9.1.12B
	22	Students will demonstrate an understanding of the form and function of glazes.	U	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Creation of test tiles</li> </ul>	Test Worksheet	9.1.12B
	23	Students will develop basic knowledge of glaze properties and appearances.	U	<ul style="list-style-type: none"> <li>● Do glaze test projects</li> </ul>	Teacher rubric Teacher evaluation	9.1.12B
	24	Students will develop the ability to use glazes to enhance clay forms.	U	<ul style="list-style-type: none"> <li>● Apply glazes by dipping, pouring, and spraying</li> </ul>	Teacher evaluation	9.1.12B
	25	Students will finish clay pieces using non-traditional finishes.	U	<ul style="list-style-type: none"> <li>● Apply paint, stains, shoe polish, lacquers, etc.</li> </ul>	Teacher evaluation Critique	9.1.12B
<b>VII. Firing</b>	26	Students will be introduced to the firing processes.	A	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Load and fire kiln</li> </ul>	Teacher Observation	9.1.12H
<b>VIII. History</b>	27	Students will identify styles/characteristics of art works time periods and/or cultures covered Egypt to Medieval.	A	<ul style="list-style-type: none"> <li>● Lectures, discussions, slides</li> <li>● Ceramic magazines</li> <li>● Museum trips</li> </ul>	Teacher observation Teacher rubric	9.2.12B
	28	Students will examine contemporary trends and make comparisons to historical examples.	A	<ul style="list-style-type: none"> <li>● Lectures, slides</li> <li>● Ceramic magazines</li> <li>● Museum trips</li> </ul>	Teacher observation Critiques	9.2.12D

<b>Unit</b>	<b>Num</b>	<b>Objective</b>	<b>Level</b>	<b>Content</b>	<b>Evaluation</b>	<b>Standards</b>
<b>IX. Critiques</b>	29	Students will analyze and evaluate the effectiveness of the visual presentation of ideas.	A	<ul style="list-style-type: none"> <li>● Discussion of design qualities, themes, symbols, and ideas</li> </ul>	Teacher evaluation Student evaluation form	9.4.12C
<b>X. Technology</b>	30	Students will explore and use computer software as a design resource.	A	<ul style="list-style-type: none"> <li>● Employ software as a design tool</li> <li>● Technology used: teacher laptop, MS Office, proxima, Creative Suite, digital camera, scanner, Mac lab</li> </ul>	Teacher observation Test	9.1.12J
<b>XI. Careers</b>	31	Students will acknowledge contributions of ceramic artists to an aesthetic life.	A	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Artist-in-Residence</li> <li>● Ceramic magazines</li> <li>● Research (internet)</li> <li>● Field trips</li> </ul>	Discussion	9.4.12B
<b>XII. Citizenship</b>	32	Students will recognize the importance of their contribution to a safe working environment.	U	<ul style="list-style-type: none"> <li>● Maintain clean, safe area by using facility material and tools responsibly</li> </ul>	Citizenship rubric	9.1.12H