



PISCATAWAY TOWNSHIP SCHOOLS

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Ceramics 3: The Pottery Wheel

Content Area: Visual Arts
Grade Span: 11-12
Revised by: Rebekah Sterlacci
Presented by: Rebekah Sterlacci
Approval date: August 2023

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COURSE OVERVIEW

Description

This is a five-credit full year course. In this intensive class, students will learn the skills necessary to throw cylinders, cups, bowls and more in this exciting introduction to throwing fundamentals. Student will learn the foundation of wheel throwing, which is centering. Students will also be guided through the process of shaping and trimming pottery on the wheel. Basic surface decoration and glazing techniques are also demonstrated.

Pre-requisite: This class is for students who have taken Ceramics level 1&2 and who have maintained a 90% or higher in the class. This class is designed for students who have already worked on the wheel in Level 2.

Goals

- To center the clay in order to create a symmetrical form on the pottery wheel.
- To create a cylinder with even widths clay wall (foundation for anything made on the wheel).
- To create a strong body of work including cups, bowls, plates, and a teapot.
- For students to gain confidence by using the wheel and creating wheel thrown forms independently.

Scope and Sequence

Unit	Topic	Length
Unit 1	Centering Clay	September
Unit 2	Forming a Cylinder	September-October
Unit 3	Cups with handles	October-November
Unit 4	Saucers- Plates	November-December
Unit 5	Bowls	January
Unit 6	Lidded Jar	February-March
Unit 7	Teapot	April-May

Resources

The Craft and Art of Clay by Susan Peterson

Wheel-Thrown Pottery by Bill van Gilder

Suggested Resources:

- Teacher demonstrations and handouts
- Internet resources including online tutorials and *YouTube* videos
- A sketchbook for drawing and planning

ALL UNITS: INSTRUCTIONAL FOCUS

Summary and Rationale

Unit 1: Centering Clay

- Students will learn parts of the pottery wheel and how to use them, such as attaching and removing the splash pans.
- Students will learn the process of centering the clay in the middle of the wheel.

Unit 2: Making a Cylinder

- Students will form an even cylinder that is symmetrical in order to be successful on future projects.

Unit 3: Cups with handles

- Students will learn to form a cup from a cylinder, to pull a handle, and to trim the foot.

Unit 4: Saucers and Plates

- Students will form a matching saucer for the cup in the previous unit.
- Students will form a dinner plate.

Unit 5: Bowls

- Students will learn about the historical significance of the bowl in pottery.
- Students will learn how to form a bowl.

Unit 6: Lidded Jar

- Students will learn how to form a jar with a fitted lid.

Unit 7: Teapot

- Students will learn how to form parts of the teapot, including the body, lid, handle, and spout.

State Standards

Artistic Process: Creating

<u>Anchor Standard 1</u>	<u>Generating and Conceptualizing Ideas</u>
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student's existing artwork.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.

<u>Anchor Standard 2</u>	<u>Organizing and Developing Ideas</u>
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr2b	Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.
1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
1.5.12adv.Cr2b	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
<u>Anchor Standard 3</u>	<u>Refining and Completing Products</u>
1.5.12prof.Cr3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
Artistic Process: Performing/Presenting/Producing	
<u>Anchor Standard 4</u>	<u>Selecting, Analyzing, and Interpreting Work</u>
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation.
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
<u>Anchor Standard 5</u>	<u>Developing and refining techniques and models or steps needed to create products.</u>
1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art
<u>Anchor Standard 6</u>	<u>Conveying Meaning Through Art</u>

1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.
1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
1.5.12adv.Pr6a	Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
Artistic Process: Responding	
<u>Anchor Standard 7</u>	<u>Perceiving and Analyzing Products</u>
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
<u>Anchor Standard 8</u>	<u>Interpreting intent and meaning</u>
1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
<u>Anchor Standard 9</u>	<u>Applying criteria to evaluate products.</u>
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
Artistic Process: Connecting	
<u>Anchor Standard 10</u>	<u>Synthesizing and relating knowledge and personal experiences to create products.</u>
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking
1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking

	approaches to create meaningful works of art or design.
<u>Anchor Standard 11</u>	<u>Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</u>
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change, may influence personal responses to art
1.5.12acc.Cn11a	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.
1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.
1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.
1.5.12adv.Cn11b	Assess the impact of an artist or group of artists on global issues, including climate change.

UNIT 1: Centering Clay

Summary and Rationale	
Students will understand <ul style="list-style-type: none"> Parts of the pottery wheel and how to use them, such as attaching and removing the splash pans. The process of centering the clay in the middle of the wheel. 	
Recommended Pacing	
September	
State Standards	
Anchor Standard 1: Generating and Conceptualizing Ideas	
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
Anchor Standard 8: Interpreting Intent and Meaning	
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Students will understand how parts of the wheel function. Students will understand the purpose of centering clay. Students will understand how to center clay. 	
Unit Essential Questions	
<ul style="list-style-type: none"> How do I assemble parts of the wheel? How do I center the clay? What does centering the clay do? 	
Objectives	
Students will know: basic vocabulary related to setting up the pottery wheel and <i>centering</i> clay. Students will be able to: <ul style="list-style-type: none"> Attach and detach parts of the wheel. Apply the correct amount of pressure on the clay in order to <i>center</i> it or make it symmetrical. 	
Resources	
<i>The Craft and Art of Clay</i> by Susan Peterson <i>Wheel-Thrown Pottery</i> by Bill van Gilder Suggested Resources: <ul style="list-style-type: none"> Teacher demonstrations and handouts Internet resources including online tutorials and <i>YouTube</i> videos 	

- A sketchbook for drawing and planning

UNIT 2: Forming a Cylinder

Summary and Rationale	
Students will understand <ul style="list-style-type: none"> • Students will understand the steps in order to create a cylinder. • Students will understand the cylinder must have even walls of clay. • Students will understand that many forms can be made from the cylinder, such as a cup. 	
Recommended Pacing	
September-October	
State Standards	
Anchor Standard 1: Generating and Conceptualizing Ideas	
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
Anchor Standard 7: Perceiving and Analyzing Products	
1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
Anchor Standard 8: Interpreting Intent and Meaning	
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Students will understand the steps in order to create a cylinder. • Students will understand the cylinder must have even walls of clay. • Students will understand that many forms can be made from the cylinder, such as a cup. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What are the steps in forming a cylinder? 	
Objectives	
Students will know: basic vocabulary related to forming a cylinder. Students will be able to: <ul style="list-style-type: none"> • Form a cylinder with even walls of clay. 	
Resources	
<i>The Craft and Art of Clay</i> by Susan Peterson <i>Wheel-Thrown Pottery</i> by Bill van Gilder Suggested Resources: <ul style="list-style-type: none"> • Teacher demonstrations and handouts 	

- Internet resources including online tutorials and *YouTube* videos
- A sketchbook for drawing and planning

UNIT 3: Cups with Handles

Summary and Rationale	
Students will understand <ul style="list-style-type: none"> The process of forming a cup from the cylinder form from the previous unit. The process of pulling a handle. The process of trimming the foot. 	
Recommended Pacing	
October-November	
State Standards	
Anchor Standard 2: Organizing and Developing Ideas	
1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally, meaningful theme, idea, or concept.
Anchor Standard 6: Conveying Meaning Through Art	
1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Students will understand how to form a cup. Students will understand how to form a handle, which is the appropriate size for the cup. Students will understand how to trim the foot of their cup. 	
Unit Essential Questions	
<ul style="list-style-type: none"> How do I adjust the shape of the cup when forming it? How do I make the handle the correct size? How do I trim the foot of the cup? 	
Objectives	
Students will know: which tools to use in order to change the shape of the cup. Students will be able to: <ul style="list-style-type: none"> Form a symmetrical cup with even walls. Pull a handle and attach it correctly. Trim the foot of their cup in order to make it more aesthetically pleasing. 	
Resources	
<i>The Craft and Art of Clay</i> by Susan Peterson <i>Wheel-Thrown Pottery</i> by Bill van Gilder Suggested Resources: <ul style="list-style-type: none"> Teacher demonstrations and handouts Internet resources including online tutorials and <i>YouTube</i> videos 	

- A sketchbook for drawing and planning

UNIT 4: Saucers and Plates

Summary and Rationale	
Students will understand <ul style="list-style-type: none"> The process of forming a saucer for their cup. The process of forming a dinner size plate. 	
Recommended Pacing	
November-December	
State Standards	
Anchor Standard 2: Organizing and Developing Ideas	
1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally, meaningful theme, idea, or concept.
Anchor Standard 6: Conveying Meaning Through Art	
1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Students will understand how to form a saucer that fits their cup. Students will understand how to form a dinner plate. 	
Unit Essential Questions	
<ul style="list-style-type: none"> How do I adjust the size of the saucer to fit the cup? How do I make a dinner plate? 	
Objectives	
Students will know: which tools to use in order to form the saucer. Students will be able to: <ul style="list-style-type: none"> Form a saucer that fits the cup. Form a dinner plate. 	
Resources	
<i>The Craft and Art of Clay</i> by Susan Peterson <i>Wheel-Thrown Pottery</i> by Bill van Gilder Suggested Resources: <ul style="list-style-type: none"> Teacher demonstrations and handouts Internet resources including online tutorials and <i>YouTube</i> videos A sketchbook for drawing and planning 	

UNIT 5: Bowls

Summary and Rationale	
Students will understand <ul style="list-style-type: none"> • The process of forming a bowl. • The historical significance of the bowl in pottery. 	
Recommended Pacing	
January	
State Standards	
Anchor Standard 1: Generating and Conceptualizing Ideas	
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
Anchor Standard 2: Organizing and Developing Ideas	
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
Anchor Standard 6: Conveying Meaning Through Art	
1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
Anchor Standard 7: Perceiving and Analyzing Products	
1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Students will understand how to form a bowl. • The historical significance of the bowl in pottery. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How do I adjust the shape of the bowl? 	
Objectives	
Students will know: which tools do I use in order to change the shape of the bowl. Students will be able to:	

- Create several bowls in various sizes.

Resources

The Craft and Art of Clay by Susan

Peterson

Wheel-Thrown Pottery by Bill van Gilder

Suggested Resources:

- Teacher demonstrations and handouts
- Internet resources including online tutorials and *YouTube* videos
- A sketchbook for drawing and planning

UNIT 6: Lidded Jar

Summary and Rationale	
Students will understand <ul style="list-style-type: none"> The process of forming a jar with a fitted lid. 	
Recommended Pacing	
February-March	
State Standards	
Anchor Standard 1: Generating and Conceptualizing Ideas	
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
Anchor Standard 2: Organizing and Developing Ideas	
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
Anchor Standard 8: Interpreting intent and meaning	
1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Students will understand how to form a lidded jar. 	
Unit Essential Questions	
<ul style="list-style-type: none"> How do I adjust the shape of the lid to fit the jar? 	
Objectives	
Students will know: which tools to use in order to adjust the lid and jar. Students will be able to: <ul style="list-style-type: none"> Form a lidded jar. 	
Resources	
<i>The Craft and Art of Clay</i> by Susan Peterson <i>Wheel-Thrown Pottery</i> by Bill van Gilder	

Suggested Resources:

- Teacher demonstrations and handouts
- Internet resources including online tutorials and *YouTube* videos
- A sketchbook for drawing and planning

UNIT 7: Teapot

Summary and Rationale	
Students will understand <ul style="list-style-type: none"> • The process of forming a teapot shape and a fitted lid. • The process of forming a spout and handle. 	
Recommended Pacing	
April-May	
State Standards	
Anchor Standard 1: Generating and Conceptualizing Ideas	
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
Anchor Standard 2: Organizing and Developing Ideas	
1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
Anchor Standard 8: Interpreting intent and meaning	
1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
Anchor Standard 9: Applying criteria to evaluate products.	
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12acc.Cn11a	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.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Students will understand how to form a teapot. • Students will understand how to form a lid to fit the teapot. • Students will understand how to form a spout. • Students will understand how to form a handle. 	
Unit Essential Questions	

- How do I adjust the shape of the teapot body when forming it?
- How do I adjust the lid to fit the teapot?
- How do I adjust the shape of the spout?

Objectives

Students will know:

- Which tools to use in order to adjust the shape of the teapot.
- Which tools to use in order to form the spout.

Students will be able to:

- Form a teapot with a fitted lid, spout, and handle.

Resources

The Craft and Art of Clay by Susan Peterson

Wheel-Thrown Pottery by Bill van Gilder

Suggested Resources:

- Teacher demonstrations and handouts
- Internet resources including online tutorials and *YouTube* videos
- A sketchbook for drawing and planning