



PISCATAWAY TOWNSHIP SCHOOLS

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Ceramics and Sculpture 1

Content Area: Visual Arts
Grade Span: 9-12
Revised by: Mary Wartenburg
Presented by:
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COURSE OVERVIEW

Description

This is a five-credit full year course. Throughout the year, basic ceramics skills will be covered, such as hand building with pinch, coil, and slab. Terminology, exploration of textures, and applying glazes are included in this course. Students will also learn art history as it is related to a particular project they have created. Other materials students may be using in the course are paper, cardboard, glass (mosaics), and wire. Students also create an art journal in which they will create mixed media projects.

Goals

- Students will learn about journal making and how to use a journal for reflection and process building.
- Students will learn about the history of ceramics, the six stages of clay, safety in the art room, tools, and the kiln.
- Students will understand the process of hollowing out a form in sculpture.
- Students will learn about the history of the pinch pot method.
- Students will understand how to use the pinch pot method, coil method, and slab method to create a cup with a handle.
- Students will learn the process of score and slip when attaching clay to clay.
- (Optional) Some students will learn how to create a cup using the pottery wheel.
- Students will understand the components of glaze and how to layer them effectively.
- Students will understand glaze problems and solutions.
- Students will understand how to create their own Mosaic design with clay and glass.
- Students will understand the process of subtractive sculpture and the relevance of form and proportion to sculpture making.
- Students will understand how to create a tunnel book from paper sculpture.

Scope and Sequence

Unit	Topic	Length
Unit 1	Recording Ideas: Journal Making	September
Unit 2	Introduction to Clay/Monster Sculpture	October/November
Unit 3	Hand Building a Cup with Handle: Pinch, Coil, Slab Method	December/January
Unit 4	Glaze	February
Unit 5	Subtractive Sculpture: Clay Bird	March
Unit 6	Paper Sculpture: Tunnel Book	April
Unit 7	Mosaic Tile	May/June

Resources

Core Text:

500 Cups: Ceramic Exploration of Unity and Grace by Lark, Suzanne J E Tourtillott

AMACO website for glaze examples

Pinterest App for glaze examples, Monster examples, Mosaic examples, Birds, and Tunnel Book examples.

Experience Clay by Maureen Mackey (History of Ceramics; Components of Glaze; Glaze Problems and Solutions.)

UNIT 1: Recording Ideas: Journal Making

Summary and Rationale	
Students will learn about journal making and how to use a journal for reflection and process building.	
Recommended Pacing	
September	
State Standards	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
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.
1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Students will learn about journal making and how to use a journal for reflection and process-building. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • Why should ideas be documented? • Why record ideas, write, draw sketches, and paste pictures in a journal? • How does the progression of thinking and planning in a journal affect the entire process from beginning to end? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • Brainstorming and documenting ideas enables the thought process • That recording thoughts and ideas will make one a better thinker and planner • That by planning ideas and projects in a journal it enables one to follow through with the work • That by recording positive and negative procedures, it enables one to make corrections and to revisit ideas and projects specific vocabulary terms as it relates to bookmaking <p>Students will be able to:</p> <ul style="list-style-type: none"> • Share their ideas and sketches with fellow students • Create journal covers by using the paste paper techniques • Bind journal pages together • Define the following vocabulary terms: Paste paper, Bookends, Spine, Collage, Thumb-nail sketch 	
Resources	
Core Text:	

UNIT 2: Introduction to Clay/Monster Sculpture

Summary and Rationale	
<p>Students will learn about the history of ceramics, the six stages of clay, safety in the art room, tools, and the kiln.</p> <p>Students will understand the process of hollowing out a form in sculpture.</p>	
Recommended Pacing	
October/November	
State Standards	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
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.
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Students will learn about the history of ceramics, the six stages of clay, safety in the art room, tools, and the kiln. • Students will understand the process of hollowing out a form in sculpture. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What are the six stages of clay, and how have they been define throughout art history? • What is a hollow form? • How is a hollow form relevant when creating a sculpture? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • The history of ceramics • The material and how to create a monster sculpture using the hollow out method • Safety procedures in the art room when moving around and when using tools • Clean up procedures and safety procedures while in use of tools and in the Ceramic and Sculpture Room • Specific vocabulary as it relates to the six stages of clay, elements of art and principles of design <p>Students will be able to:</p> <ul style="list-style-type: none"> • Create a drawing of an original clay monster • Create the monster with clay and hollow the form with a ribbon tool to prevent explosion in kiln • Paint the sculpture with acrylic paint 	

- Apply a gloss over the sculpture
- Use safe procedures at all times when in any part of the Ceramic room and when using tools and equipment
- Document drawings/sketches of Monster ideas and sculptures in their journal.
- Clean tools and work area safely and properly to ensure minimal inhalation of dust particles in the room
- Define the following vocabulary terms:
 - Wedging
 - Score & Slip
 - Kiln
 - Bone dry
 - Leather hard
 - Ribbon tool
 - Pin tool
 - Rasp tool
 - Rib tool
 - Hollow out
 - Green ware
 - Bisque ware
 - Glaze ware
 - Slip
 - Canvas
 - Elements of Art
 - Principals of Design

Resources

Core Text:

Experience Clay by Maureen Mackey (History of Ceramics)

UNIT 3: Hand Building a Cup with Handle: Pinch, Coil, Slab Method

Summary and Rationale	
<p>Students will learn about the history of the pinch pot method. Students will understand how to use the pinch, coil, and slab method to create a cup with a handle. (Optional) Some students will learn how to create a cup using the pottery wheel.</p>	
Recommended Pacing	
December/January	
State Standards	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
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.Pr5a	Investigate, compare and contrast methods for preserving and protecting art
1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with art making approaches to create meaningful works of art or design.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Students will learn about the history of the pinch pot method and integrate that knowledge through the art making process. • Students will understand how to use the pinch pot method, coil method, and slab method to create a cup with a handle. • Students will learn the process of score and slip when attaching clay to clay. • (Optional) Some students will learn how to create a cup using the pottery wheel. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How does one create a cup using the pinch, slab, and coil methods? • How does one create a handle that will support the cup? • How does one create a cup using the pottery wheel? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • Specific vocabulary that relates to the hand building techniques and procedures when attaching clay <p>Students will be able to:</p> <ul style="list-style-type: none"> • Create a cup primarily using the pinch pot method • Add height to the cup using the coil and slab method • Create a handle and attach it securely to the cup 	
Resources	
<p>Core Text: <i>500 Cups: Ceramic Exploration of Unity and Grace</i> by Lark, Suzanne J E Tourtillott</p>	

UNIT 4: Glaze

Summary and Rationale	
<p>Students will understand the components of glaze and how to layer them effectively. Students will understand glaze problems and solutions.</p>	
Recommended Pacing	
February	
State Standards	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
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.
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Students will understand the components of glaze and how to layer them effectively. • Students will understand glaze problems and solutions. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What are the three components of glaze? • How does one layer glaze effectively? • What are glaze problems and solutions? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • The location of low fire glazes and high fire glazes in the classroom. • The three components of glaze: flux, silica, and alumina. • The following terms in relation to glaze problems: Pinholes, Blistering, Rough Surface, Crazeing, and Crawling. • That glaze is not applied to the foot (bottom) of the cup. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Choose two glaze colors that will overlap each other and create another color. • Document glaze experiments/ideas and layering of colors in their journal. • Apply the glaze colors using a bamboo brush. 	
Resources	
<p>Core Text: AMACO website for glaze examples Pinterest App for glaze examples</p>	

UNIT 5: Subtractive Sculpture: Clay Bird

Summary and Rationale	
Students will understand the process of subtractive sculpture and the relevance of form and proportion to sculpture making.	
Recommended Pacing	
March	
State Standards	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
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.
1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Students will understand the process of subtractive sculpture and the relevance of form and proportion to sculpture making. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What is subtractive sculpture? • What is form? • What is proportion? • How is form and proportion used in creating a clay bird? • What is a fettling knife? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • The following terms: subtractive sculpture, proportion, form, and fettling knife <p>Students will be able to:</p> <ul style="list-style-type: none"> • Carve a bird from a block of clay using the subtractive carving method. • Sculpt a bird that is proportionately accurate 	
Resources	
Core Text:	

UNIT 6: Paper Sculpture: Tunnel Book

Summary and Rationale	
Students will understand how to create a tunnel book from paper sculpture.	
Recommended Pacing	
April	
State Standards	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
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.
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.
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Students will understand how to create a tunnel book from paper sculpture. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What is a tunnel book? • What is paper sculpture? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • Examples of other artists tunnel books for inspiration. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Design each page of the tunnel book with details and color • Fold, glue, and assemble the tunnel book • Document sketches and ideas for the tunnel book design. 	
Resources	
Core Text:	

UNIT 7: Mosaic Tile

Summary and Rationale	
Students will understand how to create their own Mosaic design with clay and glass.	
Recommended Pacing	
May/June	
State Standards	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
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.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.
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Students will understand what a mosaic is and how to create their own Mosaic design with clay and glass. 	
Unit Essential Questions	
<ul style="list-style-type: none"> What is a mosaic? How does one create a mosaic tile from clay? What kind of theme would work well with glass? How should I clean the glass from the table? What are safe ways to work with glass? How much space is left between the glass when I am gluing it to the tile? What is grout? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> The history of Mosaics Specific vocabulary terms as it relates to mosaic glass: grout, glass nippers, safety with glass and protective goggles, dust pan for cleaning glass, tweezers for placing small pieces of glass. <p>Students will be able to:</p> <ul style="list-style-type: none"> Create a mosaic tile using tiles they made out of clay and stained glass Document ideas/sketches of their mosaic 	
Resources	
Core Text:	