



PISCATAWAY TOWNSHIP SCHOOLS

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Ceramics and Sculpture 2

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

Description		
<p>This is a five-credit full year course. Throughout the year, students will continue to build on their hand building techniques, which they learned in level 1 with an opportunity to further their study of three-dimensional art. The projects will be more challenging than in level 1. Students will have the opportunity to explore the pottery wheel for a short period of time. Terminology, exploration of textures, and applying glazes are also 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, and wire. Students also create mixed media projects in an art journal.</p> <p>Prerequisite: Teacher recommendation and a minimum 90 average in Ceramics and Sculpture 1.</p>		
Goals		
<ul style="list-style-type: none"> • The elements of art and principles of design are universal • The basic elements of art and principles of design govern art creation and composition • The function and purpose of art-making across cultures is a reflection of societal values and beliefs • How individuals manipulate the elements of art and principles of design results in original portfolios effectively • The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application 		
Scope and Sequence		
Unit	Topic	Length
Unit 1	Recording Ideas: Journal Making	September
Unit 2	Hand Building: Food Sculptures	October/November
Unit 3	Cup with Handle	December/January
Unit 4	Three Dimensional Mosaic	February/March
Unit 5	Raku Pottery	April/May
Unit 6	The Elements and Principles of Design	June
Resources		
<p>Core Text: <i>500 Cups: Ceramic Exploration of Unity and Grace</i> by Lark, Suzanne J E Tourtillott <i>Pinterest App</i> for Food Sculptures, 3D Mosaics, and Raku pottery examples.</p>		

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: Hand building: Food Sculpture

Summary and Rationale	
<p>Students will learn how to create a realistic food sculpture from clay. 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 understand the process of hollowing out a form in sculpture. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What is a hollow form? • How is a hollow form relevant when creating a sculpture? • What are the vocabulary and skills necessary to create a well-crafted food sculpture? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • The material and how to create a food 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 hand building <p>Students will be able to:</p> <ul style="list-style-type: none"> • Create the food with clay and hollow the form with a ribbon tool to prevent explosion in kiln • Create a realistic life size food sculpture from clay • Paint the sculpture with acrylic paint or glaze • Apply a gloss over the sculpture if using acrylic paint • Use safe procedures at all times when in any part of the Ceramic room and when using tools and equipment 	

- Document drawings/sketches of food ideas and sculptures in their journal.
- Clean tools and work area safely and properly to ensure minimal inhalation of dust particles in the room

Resources

Core Text:

Pinterest App for Food Sculpture examples

UNIT 3: Cup with Handle

Summary and Rationale	
<p>Students will have an option to create a cup using the pottery wheel. Students will understand how to use the pinch, coil, and slab method to create a cup with a handle.</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 understand how to use the pinch pot method, coil method, and slab method to create a cup with a handle. • Students will understand the process of score and slip when attaching clay to clay. • 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 using the pottery wheel or 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: Three Dimensional Mosaics

Summary and Rationale	
Students will understand how to create a three dimensional mosaic sculpture	
Recommended Pacing	
February/March	
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 how to create a clay sculpture that will work well with glass glued onto it. • Students will understand how to apply the glass to the clay and apply grout. • Students will understand how to hollow out their clay form to avoid and explosion in the kiln. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How large or small does my sculpture have to be? • How small do I break the glass pieces? • What is hollow out? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • The following terms: grout, cathedral glass, hollow out, dust pan for glass • How to hollow out their clay form to avoid and explosion in the kiln. • How to break the glass into small pieces <p>Students will be able to:</p> <ul style="list-style-type: none"> • Create a sculpture of their choice for the mosaic • Document sketches/ideas of their mosaic sculpture in their journal • Apply glass to the clay sculpture and apply grout 	
Resources	
<p>Core Text: Pinterest App for mosaic examples</p>	

UNIT 5: Raku Pottery

Summary and Rationale

Students will learn about the history of Raku Pottery.
 Students will create their own pottery and participate in the Raku Firing of their own pottery.

Recommended Pacing

April/May

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

- Students will understand the history of Raku Pottery.
- The process of creating and firing Raku pottery.
- Raku pottery is not food safe.

Unit Essential Questions

- What is Raku pottery?
- How does one fire their Raku pottery?
- What kind of Raku pottery can I make?
- Is Raku pottery food safe?

Objectives

Students will know:

- The following terms: Raku pottery, Raku Firing process, Raku glaze

Students will be able to:

- Create Raku pottery.
- Glaze their pottery with Raku glaze.
- Participate in the Raku Firing of their pottery.

Resources

Core Text:

UNIT 6: The Elements and Principles of Design

Summary and Rationale	
Students will understand how to create miniature works of art using one or more of the Elements and Principles of Design.	
Recommended Pacing	
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.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 miniature works of art using one or more of the Elements and Principles of Design. 	
Unit Essential Questions	
<ul style="list-style-type: none"> What are the elements of design? What are the principles of design? 	
Objectives	
Students will know: <ul style="list-style-type: none"> The Elements and Principles of Design Students will be able to: <ul style="list-style-type: none"> Create miniature works of art using one or more of the Elements and Principles of Design. 	
Resources	
Core Text:	