

**Randolph Township Schools
Middle School
Ceramics and Sculpture 8 Curriculum**

*“Our goals can only be reached through a vehicle of a plan,
in which we must fervently believe, and upon which we must vigorously act.
There is no other route to success.” -Pablo Picasso*

Visual and Performing Arts Department

Frank Perrone, VPA Supervisor

Curriculum Committee

Pat Carew

Curriculum Developed:

August 2019

Date of Board Approval:

September 3, 2019

**Randolph Township Schools
Middle School
Ceramics and Sculpture 8 Curriculum**

Table of Contents

Section	
Mission Statement.....	3
Affirmative Action Statement.....	3
EDUCATIONAL GOALS	4
Introduction.....	5
Curriculum Pacing Chart	6
Unit I: The History and Science of Clay: Pinch Pots	7
Unit II: Instruments of Clay: Slab and/or Pinch	10
Unit III: “Let’s Eat!” Functional Ware: Modern Mixed Techniques	13
Unit IV: Sculpture in the Round: Non-Clay	16
APPENDIX A.....	19

**Randolph Township Schools
Middle School
Ceramics and Sculpture 8 Curriculum**

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

**Affirmative Action Statement
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

**Randolph Township Schools
Middle School
Ceramics and Sculpture 8 Curriculum**

**EDUCATIONAL GOALS
VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

Randolph Township Schools
Middle School
Ceramics and Sculpture 8 Curriculum

Introduction

“Just remember, you can’t climb the ladder of success with your hands in your pocket” -Arnold Schwarzenegger. Human hands have been working and creating functional and sculpture pieces for tens of thousands of years. Today, in our hypo-technology world, we still pick a ceramic clay mug to drink our morning coffee.

The students will investigate the basics of creating with clay and other materials, including repurposing materials and items during this quarter length cycle course. In this course they will be exposed to many different techniques. Construction and creating will be challenging, which gives the students an opportunity to use critical thinking skills and applying them to the creation of their project. Throughout the course an emphasis will be placed on aesthetics, craftsmanship, historical perspective and cultural influences.

Ceramics and Sculpture 8 connects to the New Jersey Core Curriculum Content Standards for Visual and Performing Arts

**Randolph Township Schools
Middle School
Ceramics and Sculpture 8 Curriculum**

Curriculum Pacing Chart

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
2 weeks	I	The History and Science of Clay: Pinch Pots
2 weeks	II	Instruments of Clay: Slab and/or Pinch
2 weeks	III	“Let’s Eat!” Functional Ware: Modern Mixed Techniques
3 weeks	IV	Sculpture in the Round: Non-Clay

**Randolph Township Schools
Middle School
Ceramics and Sculpture 8 Curriculum**

Unit I: The History and Science of Clay: Pinch Pots

STANDARDS / GOALS: <i>NJ Core Curriculum Content Standards - VPA</i>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
1.1.8.D.1: Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.	The oldest known ceramic pieces are dated as far back as 29,000-25,000 BCE.	<ul style="list-style-type: none"> • How did man discover the true value and possibilities of clay? • How did clay change human existence?
1.2.8.A.1: Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.	Clay's unique properties makes it different than dirt or mud.	<ul style="list-style-type: none"> • How does clay differ from mud?
1.3.8.D.1: Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based two- and three-dimensional works of art, using tools and technologies that are appropriate to the them and goals.	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	<p>Early civilizations used ceramics to advance the quality of their existence.</p> <p>Ceramics are known for their incredible strength and superior heat resistance and in present day technology NASA uses ceramic fabric that protects the Space Shuttles and keeps satellites from getting smashed to pieces.</p> <p>Clay soil is defined as having the properties of; plasticity, porosity, and the ability to vitrify.</p>	<p>Relate the discoveries of early humankind to present day need for ceramics.</p> <p>Evaluate the total value of the medium (clay/ceramics) as a material that has worth in more than just the making of art and functional pieces.</p> <p>Recognize the difference between dirt and clay.</p>

**Randolph Township Schools
Middle School
Ceramics and Sculpture 8 Curriculum**

Unit I: The History and Science of Clay: Pinch Pots

	<p>The stages of clay (plastic, leather-hard and bone-dry) are imperative to the success of all clay pieces during the building time.</p> <p>Bisque firing changes clay to ceramic, it is the first firing in the kiln. The pottery needs to be porous enough to absorb the glaze. Bisque firing a piece renders a piece ready for glaze.</p> <p>Glaze firings vitrifies the pottery and renders the piece more durable.</p>	<p>Recognize the current stage of clay by evaluating the amount of moisture in their clay.</p> <p>Build a piece using their knowledge of the stages of clay to achieve optimum construction and durability.</p> <p>Discuss and apply the different steps/processes in the evolution of making a piece of pottery.</p> <p>Create a piece that not only is visibly pleasing, but durable and food safe.</p>
	<p>VOCABULARY: Bisque, bisque firing, bone dry, clay, glaze firing, hand building, high-fire, kiln, leather-hard, low-fire, pinch pots, plastic, wedge and vessel</p>	

ASSESSMENT EVIDENCE: Students will show their learning by:

- Creating a pinch pot using prior knowledge to ensure all components are successfully met

**Randolph Township Schools
Middle School
Ceramics and Sculpture 8 Curriculum**

Unit I: The History and Science of Clay: Pinch Pots

KEY LEARNING EVENTS AND INSTRUCTION:	
<ul style="list-style-type: none"> • Create a pinch pot using prior knowledge of clay, which will act as a pre-assessment/benchmark for student and teacher • Explore the properties and history of clay through several videos and class discussions • Acquire knowledge to create a pinch pot using proper techniques as they participate in whole class demos • Experiment using different tools to create texture • Discover properties of glaze and how to apply them. 	
SUGGESTED TIME ALLOTMENT	2 weeks
SUPPLEMENTAL UNIT RESOURCES	<p>Maria Martinez: Indian Pottery of San Ildefonso (Documentary, 1972, VHS); https://www.youtube.com/watch?v=SkUGm87DE0k</p> <p>How It's Made Clay; https://www.youtube.com/watch?v=FXD9zDs9ygU</p> <p>Vocab; http://leecollegelibrary.com/ceramics/vocab/vocab.html</p> <p>Properties of Clay: https://www.crimsonart.net/uploads/2/6/6/7/26673516/properties_of_clay.pdf</p> <p>History; https://www.sciencedirect.com/topics/materials-science/clay-ceramic</p> <p>Present day: https://www.nasa.gov/missions/science/spinoff9_nextel_f.html</p>

**Randolph Township Schools
Middle School
Ceramics and Sculpture 8 Curriculum**

Unit II: Instruments of Clay: Slab and/or Pinch

STANDARDS / GOALS: <i>NJ Core Curriculum Content Standards - VPA</i>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
1.1.8.D.1: Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.	Instrument building and ceramics go hand in hand.	<ul style="list-style-type: none"> • Why would an artist choose to create an instrument out of ceramics versus another medium?
1.2.8.A.1: Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.	Slab building can be precise enough to play music, build a house or make a usable container with a lid.	<ul style="list-style-type: none"> • Why would an artist choose the slab method over other hand building methods, to make produce an specific piece?
1.2.8.A.3: Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. 1.3.8.D.1: Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based two- and three-dimensional works of art, using tools and technologies that are appropriate to the them and goals.	<p style="text-align: center;"><u>KNOWLEDGE</u> Students will know:</p> <p>Key hand building methods to successfully create an instrument include pinch, slab and coil.</p> <p>Adding decorative pieces while focusing on the stages of clay allows for successful and durable pieces.</p> <p>Different historical cultures such as the Mayans, Aztecs and Incas have utilized ceramic as a form of instrument building</p> <p>Scoring is used to prepare pieces of clay to be joined.</p>	<p style="text-align: center;">SKILLS Students will be able to:</p> <p>Create a working instrument using both the pinch and slab methods.</p> <p>Incorporate knowledge of the stages of clay to mold, attach and decorate a piece ensuring overall durability.</p> <p>Compare and contrast various cultures and how they have incorporated ceramics into their creation of various instruments.</p> <p>Discuss and define different needs and applications of scoring; with or without slip.</p>

**Randolph Township Schools
Middle School
Ceramics and Sculpture 8 Curriculum**

Unit II: Instruments of Clay: Slab and/or Pinch

	<p>Slip is liquefied suspension of clay particles in water, better known as glue for clay. It enables the potter to join together pieces of clay to form the desired object.</p> <p>Different glaze types (gloss, underglazes, englobes) allow the artist to be creative with the final product.</p>	<p>Securely adhere pieces of clay together to create an instrument and/or to attach decorative or essential adornments to their creation.</p> <p>Implement knowledge to create a finished product using the correct glaze for the intended results.</p>
	<p>VOCABULARY: Slab method, score, slip, paddle, hand building, incising, sgraffito, underglaze, gloss glaze, durable, vitrify, and food safe</p>	

ASSESSMENT EVIDENCE: Students will show their learning by:

- Creating a working instrument using both the pinch and slab methods while also successfully attaching adornments and properly glazing the instrument

KEY LEARNING EVENTS AND INSTRUCTION:

- Design an instrument through inspiration from several videos and class discussions.
- Build an instrument by applying the learned pinch method and observing a demo on slab building.
- Explore adding adornment through demonstrations of incising the clay and sgraffito and proper scoring/slipping techniques
- Discover differences in glazes, (gloss glaze and underglaze) and how to properly apply them.

**Randolph Township Schools
Middle School
Ceramics and Sculpture 8 Curriculum**

Unit II: Instruments of Clay: Slab and/or Pinch

SUGGESTED TIME ALLOTMENT	2 weeks
SUPPLEMENTAL UNIT RESOURCES	<ul style="list-style-type: none">• https://www.stlocarina.com/ocarina-history.html• Let's learn to make ocarinas Video #1: https://www.youtube.com/watch?v=M_hM6j2P27U&t=48s• “Mud to Music” book by Barry Hall

**Randolph Township Schools
Middle School
Ceramics and Sculpture 8 Curriculum**

Unit III: “Let’s Eat!” Functional Ware: Modern Mixed Techniques

STANDARDS / GOALS: <i>NJ Core Curriculum Content Standards - VPA</i>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
1.1.8.D.1: Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.	Developing new ways to build and fire clay are ever evolving.	<ul style="list-style-type: none"> • How has clay evolved over time?
	Ceramics can be both functional and sculptural.	<ul style="list-style-type: none"> • What is the purpose of a sculpture?
1.3.8.D.1: Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g. perspective, implied space, illusionary depth, value, and pattern).	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
1.4.8.B.1: Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.	<p>Elements and Principles of Design are applied to create a more cohesive finished product.</p> <p>Color has a significant involvement in the outcome of a piece by choosing a color to activate different emotions.</p> <p>Shape and form are Elements of Art that is used to personalize a work of art either to attract others or to display the artist personal voice or both.</p>	<p>Demonstrate the principles and elements of design when evaluating personal work and the work of others.</p> <p>Compare and contrast the use of different colors that will attract an audience and apply them to a vessel through the use of glaze.</p> <p>Apply the “Broomstick” method created by Mitch Lyons to create a symmetrical vessel.</p>

**Randolph Township Schools
Middle School
Ceramics and Sculpture 8 Curriculum**

Unit III: “Let’s Eat!” Functional Ware: Modern Mixed Techniques

	<p>Texture is an Element of Art, which can be used on a vessel and/or functional piece, to create rhythm and movement.</p> <p>Reflecting on one’s work during the building process, allows the artist’s full involvement in the outcome.</p>	<p>Assimilate the potter’s voice and ability to the necessity to appeal to the potential viewers/customer.</p> <p>Produce a successful vessel that shows rhythm, movement or silence.</p> <p>Predict the outcome of the piece during the creation/building stage.</p> <p>Reflect on and explain important information about personal artwork in critique, revision and outcome</p>
	<p>VOCABULARY: Color, shape, form, texture, critique, modify, handle, foot/Feet, impression and molds</p>	

ASSESSMENT EVIDENCE: Students will show their learning by:

- Creating a food safe vessel that includes decorative adornments and proper glazing.

**Randolph Township Schools
Middle School
Ceramics and Sculpture 8 Curriculum**

Unit III: “Let’s Eat!” Functional Ware: Modern Mixed Techniques

KEY LEARNING EVENTS AND INSTRUCTION:	
<ul style="list-style-type: none"> • Design a piece of functional ware through inspiration from several videos and class discussions. • Build a vessel by applying the learned pinch and slab methods and observing a demo on “broomstick” building. • Explore how to attach a handle, (if wanted or needed), by observing a demo on how to use the Amaco Decorative Handle Mold. • Interact with peers during a critique session that involves students providing positive and constructive feedback to each other. 	
SUGGESTED TIME ALLOTMENT	2 weeks
SUPPLEMENTAL UNIT RESOURCES	Broomstick https://www.youtube.com/watch?v=cHViU5oHk1o&t=25s Decorating with colored slip https://www.youtube.com/watch?v=nC9xa5nw8m8 Impressions in Clay https://www.youtube.com/watch?v=W_0-VUcntbI Vocabulary http://leecollegelibrary.com/ceramics/vocab/vocab.html

**Randolph Township Schools
Middle School
Ceramics and Sculpture 8 Curriculum**

Unit IV: Sculpture in the Round: Non-Clay

STANDARDS / GOALS: <i>NJ Core Curriculum Content Standards - VPA</i>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
1.3.8.D.1: Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g. perspective, implied space, illusionary depth, value, and pattern).	The creation of sculptures for different purposes are limitless.	<ul style="list-style-type: none"> • Can sculpture have a purpose other than looking at it?
	Modern day technology, marketing and social expression has changed the process, materials and purpose of sculpture.	<ul style="list-style-type: none"> • How can a sculpture communicate the artist's or society's views on social issues?
1.3.8.D.1: Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based two- and three-dimensional works of art, using tools and technologies that are appropriate to the them and goals. 1.4.8.B.1: Differentiate among basic formal structures and technical proficiency of artist in works of dance, music, theatre, and visual art.	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	There are four basic methods of creating sculpture: Modeling, Assemblage, Casting and Carving.	Identity and explain the four basic methods of creating a sculpture Choose the best sculpture method based on the project idea.
	Sculpture in the round is a type of sculpture in which the figures or object/s of the sculpture, are displayed in a three-dimensional form and are not attached to a flat background (unlike relief).	Conceptualize how the viewer will interact with the intended sculpture. Apply what is needed at each angle of the piece to make a successful sculpture.

Randolph Township Schools
Middle School
Ceramics and Sculpture 8 Curriculum

Unit IV: Sculpture in the Round: Non-Clay

	<p>Many materials are available to create a sculpture; including your basics of clay, metals, rock, papers and/or papier-mâché, but also objects that once had a different purpose can be used as a material.</p> <p>Assemblage is a sculpture that is three-dimensional with elements projecting out of or from the substrate or armature. It is 3-D version of a collage which is 2-D.</p> <p>Assemblage can be made with just about any materials such as; found objects, repurposed items, art materials, natural materials, food or objects, and adhesive like glues, wire and string/rope.</p> <p>Using the proper adhesive is essential to the success of an assemblage/sculpture/display.</p>	<p>Apply conceptual and procedural knowledge of today's vast creative use of material, process and producing of a sculpture.</p> <p>Discuss the material's importance to the sculpture and how it relates to the sculpture's meaning.</p> <p>Create a sculpture using an armature/substrate and additional materials, that can be viewed at every angle.</p> <p>Summarize the building of the piece in a group along with the overall purpose and details about the design process.</p> <p>Demonstrate and analyze through practice and experiment of different composites and materials to obtain knowledge on the best practice for construction of assemblage/sculpture.</p>
	<p>VOCABULARY: Modeling, assemblage, casting, carving, relief, found objects, repurposed, substrate, armature, adhesive</p>	

**Randolph Township Schools
Middle School
Ceramics and Sculpture 8 Curriculum**

Unit IV: Sculpture in the Round: Non-Clay

ASSESSMENT EVIDENCE: Students will show their learning by:

- Formulating a comprehensive design and successfully building the sculpture to the best of ability
- Presenting sculptures with creativity and age appropriate craftsmanship along with an explanation of the design process that was used
- Accurately summarizing the building of their piece in a group and/or one on one discussions

KEY LEARNING EVENTS AND INSTRUCTION:

- Explore various examples of sculpture through a variety of visual examples
- Design a piece of sculpture through a personal inspiration or from discussion within class
- Build a sculpture by applying the learned and practiced methods of using the correct adhesives for the materials being used
- Participate in demonstrations on different techniques such as tape-casting, papier-mâché, etc.; to make the sculpture

SUGGESTED TIME ALLOTMENT

3 weeks

SUPPLEMENTAL UNIT RESOURCES

Vinyl Record Cupcake Stand - <https://www.youtube.com/watch?v=ZkY7hUDF0jU>
 Cupcake Wars - <https://vimeo.com/52265441>
 “500 Handmade Books: Inspiring Interpretations of a Timeless Form” - Paperback – July 1, 2008; book by Steve Miller
 “500 Ceramic Sculptures: Contemporary Practice, Singular Works” - Paperback – May 5, 2009

Randolph Township Schools
Middle School
Ceramics and Sculpture 8 Curriculum

APPENDIX A

Maria Martinez: Indian Pottery of San Ildefonso (Documentary, 1972, VHS); <https://www.youtube.com/watch?v=SkUGm87DE0k>

How It's Made Clay; <https://www.youtube.com/watch?v=FXD9zDs9ygU>

Vocab; <http://leecollegelibrary.com/ceramics/vocab/vocab.html>

Properties of Clay: https://www.crimsonart.net/uploads/2/6/6/7/26673516/properties_of_clay.pdf

History; <https://www.sciencedirect.com/topics/materials-science/clay-ceramic>

Present day: https://www.nasa.gov/missions/science/spinoff9_nextel_f.html