



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Ceramics/Sculpture Curriculum

Course Description: This course provides a comprehensive study in methods of sculpture, hand-built clay construction and basic wheel throwing techniques. Students explore three-dimensional design while developing both useful and sculptural forms. Creativity and quality craftsmanship are emphasized.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
1 week	Introduction to Clay	Topic 1: Overview of Clay Topic 2: Ceramic Art History and Contemporary Art Topic 3: Digital Portfolio Preparation & Critique
3 weeks	Coil	Topic 1: Coil Construction
Ongoing throughout the course	Surface Decoration	Topic 1: Leatherhard Surface Decoration Topic 2: Glazing on Bisqueware
Ongoing throughout the course	Wheel	Topic 1: Throwing
3 weeks	Sculpture	Topic 1: Sculpture Methods
3 weeks	Slab	Topic 1: Slab Construction

Curriculum Revision Tracking

February, 2020

- Updated to new Missouri Learning Standards for Fine Arts

Unit 1: Introduction to Clay

Subject: Ceramics and Sculpture

Grade: 10, 11, 12

Name of Unit: Introduction to Clay

Length of Unit: 1 week

Overview of Unit: Students will be introduced to the basics of clay. They will have an opportunity to explore how clay is attached and how it can be formed.

Priority Standards for unit:

- VA:Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- VA:Pr6A.II Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
- VA.Cn11A.II 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
- VA.Pr4A.II Analyze, select, and critique personal artwork for a collection or portfolio presentation.
- VA.Cr3A.II Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.

Supporting Standards for unit:

- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design.
- VA.Pr5A.II Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Acquisition of skills and knowledge in a chosen art form	Demonstrate	Apply	3
Connections between artists or artwork and social, cultural, and political history	Make	Apply	3
Connections between artists or artwork and social, cultural, and political history	Explain	Understand	3
Connections between artists or artwork and social, cultural, and political history	Justify	Evaluate	3
uses of art in a variety of societal, cultural and historical contexts and make	Compare	Analyze	2

connections to uses of art in contemporary and local contexts			
personal artwork for a collection or portfolio presentation	Analyze	Analyze	3
personal artwork for a collection or portfolio presentation	Select	Understand	2
personal artwork for a collection or portfolio presentation	Critique	Evaluate	3
constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision	Engage in	Evaluate	3

Essential Questions:

1. What are the stages of clay? Why is it important to work in the appropriate stage?
2. How do you join two pieces of clay?
3. Why is it important to use specific clay tools?

Enduring Understanding/Big Ideas:

1. The stages of clay are soft, leatherhard, bone dry and bisque. It is important for attaching, carving, and making the piece structurally sound.
2. Score, slip and/or blend to properly join two pieces of clay.
3. It is important to use specific clay tools to achieve desired outcome and understand the proper use.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Craftsmanship	Greenware Clay Slip Score Wedging Maturing Shrinkage Emboss Grog Plasticity Porosity Vitrification

	Kiln Firing Cone Leatherhard Bone Dry Bisque Fettling Knife Loop Tool Needle Tool Rib Scoring Tool
--	--

Resources for Vocabulary Development: textbook

Topic 1: Overview of Clay

Engaging Experience 1

Title: Wedging Clay

Suggested Length of Time: 20 minutes

Standards Addressed

Priority:

- VA:Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

Detailed Description/Instructions: Students will manipulate clay to expel air bubbles and make the clay homogenous.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 2

Title: Texture Tile

Suggested Length of Time: 20 minutes

Standards Addressed

Priority:

- VA:Cr2A.II Through experimentation, practice and persistence, demonstration acquisition of skills and knowledge in a chosen art form.

Supporting:

- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design.

Detailed Description/Instructions: Students will create a small slab tile to explore texture and relief.

Bloom's Levels: Create

Webb's DOK: 3

Topic 2: Ceramic Art History and Contemporary Art

Engaging Experience 1

Title: Ceramics Art History and Contemporary Ceramic Art

Suggested Length of Time: ½ class period to introduce and ongoing throughout the semester

Standards Addressed

Priority:

- VA:Pr6A.II Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
- VA.Cn11A.II 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.

Detailed Description/Instructions: Students will learn about the historical ceramic traditions of various cultures, in addition to analyzing Contemporary ceramic processes and artists.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 3: Digital Portfolio Preparation & Critique

Engaging Experience 1

Title: Documenting Artwork & Critique

Suggested Length of Time: ½ class period introduction and ongoing throughout the course

Standards Addressed

Priority:

- VA.Pr4A.II Analyze, select, and critique personal artwork for a collection or portfolio presentation.
- VA.Cr3A.II Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.

Supporting:

- VA.Pr5A.II Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.

Detailed Description/Instructions: Students learn photography techniques for documentation of all artwork. Students learn how to use Photoshop to crop, color correct, adjust contrast, and resize. Students then post all artwork to a location, such as portfolio based website, that can be shared with peers, teachers, and others. Upon completion of each artwork, students write a reflection based on the four steps of art criticism.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Engaging Scenario Students will create a relief tile to explore texture, use proper attaching technique, and use clay tools appropriately.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Overview of Clay	Wedging Clay	Students will manipulate clay to expel air bubbles and make the clay homogenous.	20 minutes
Overview of Clay	Texture Tile	Students will create a small slab tile to explore texture and relief.	20 minutes
Ceramic Art History and Contemporary Art	Ceramics Art History and Contemporary Ceramic Art	Students will learn about the historical ceramic traditions of various cultures, in addition to analyzing Contemporary ceramic processes and artists.	½ class period introduction and ongoing throughout the course
Digital Portfolio Preparation & Critique	Documenting Artwork & Critique	Students learn photography techniques for documentation of all artwork. Students learn how to use Photoshop to crop, color correct, adjust contrast, and resize. Students then post all artwork to a location, such as portfolio based website, that can be shared with peers, teachers, and others. Upon completion of each artwork, students write a reflection based on the four steps of art criticism.	½ class period introduction and ongoing throughout the course

Unit 2: Coil

Subject: Ceramics and Sculpture

Grade: 10, 11, 12

Name of Unit: Coil

Length of Unit: 3 weeks

Overview of Unit: The students will create a vessel using coils as the hand building technique.

Priority Standards for unit:

- VA.Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design
- VA.Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form

Supporting Standards for unit:

- VA.Cr1A.II Individually or collaboratively formulate new creative problems based on student's existing artwork

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
From a range of materials and methods of traditional contemporary artistic practices to plan works of art and design	Choose	Understand	2
Acquisition of skills and knowledge in a chosen art form	Demonstrate	Apply	3

Essential Questions:

1. How is a uniform coil created?
2. How is a coil joined properly?
3. How is the form altered using coils?
4. How can coils be used as a decoration?

Enduring Understanding/Big Ideas:

1. To create a uniform coil, use soft clay and roll a cylinder using even pressure with your palm.
2. Coils can be created by scoring, slipping and/or blending.
3. The coils can be attached on the outside to expand the form and on the inside to constrict the form.

4. Coils can be spiraled, braided, altered as examples to become decoration.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Craftsmanship	Coil Uniform Slip Scoring Blending

Resources for Vocabulary Development: textbook

Topic 1: Coil Construction

Engaging Experience 1

Title: Practice Coil Pot

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- VA.Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design
- VA.Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form

Supporting:

- VA.Cr1A.II Individually or collaboratively formulate new creative problems based on student's existing artwork

Detailed Description/Instructions: Students will practice creating uniform coils and making various patterns from clay coils on a small scale.

Bloom's Levels: Create

Webb's DOK: 3

Engaging Scenario

Engaging Scenario Students will create a coil vessel with a suggested height of ten to twelve inches. Students are encouraged to explore texture and create a unique form.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Coil Construction	Practice Coil Pot	Students will practice creating uniform coils and making various patterns from clay coils on a small scale.	1 class period

Unit 3: Surface Decoration

Subject: Ceramics and Sculpture

Grade: 10, 11, 12

Name of Unit: Surface Decoration

Length of Unit: Ongoing throughout the course

Overview of Unit: The students will be introduced to a variety of surface decoration possibilities. They will be using these techniques throughout the semester on all of their projects.

Priority Standards for unit:

- VA.Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design
- VA.Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
From a range of materials and methods of traditional contemporary artistic practices to plan works of art and design	Choose	Understand	2
Acquisition of skills and knowledge in a chosen art form	Demonstrate	Apply	3

Essential Questions:

1. Why is it important to glaze ceramics?
2. Why is it important to decorate ceramics?
3. How is glaze applied?
4. Why do you decorate the surface of leatherhard clay?
5. How is underglaze applied?

Enduring Understanding/Big Ideas:

1. Glazing ceramics seals the form, making it functional and nonporous. Glazing can make the piece dinnerware safe if the appropriate glaze is used.
2. It is important to decorate clay to make it aesthetically pleasing.
3. Glaze can be applied with a brush, sponge, glaze pen, and dipping.
4. Decorating leatherhard clay can be achieved through sgraffito, incising, and excising.
5. Underglaze can be applied on bisqueware in an opaque manner or diluted with water. Underglaze can also be applied on leatherhard clay using masking and sgraffito, etc.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Craftsmanship	Leatherhard Bisque Glaze Underglaze Wax Resist Oxides Glossy Matte Slip Porous Non Porous Slip Trailing Mishma Sgraffito Incise Excising

Resources for Vocabulary Development: textbook

Topic 1: Leatherhard Surface Decoration

Engaging Experience 1

Title: Sample Tile

Suggested Length of Time: ½ of a class period

Standards Addressed

Priority:

- VA.Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design
- VA.Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form

Detailed Description/Instructions: The students will create a sample tile of a variety of decorative finishes that can include sgraffito, slip trailing, incising, carving and relief.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Glazing on Bisqueware

Engaging Experience 1

Title: Glaze Tile

Suggested Length of Time: ½ of a class period

Priority:

- VA.Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design
- VA.Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form

Detailed Description/Instructions: The students will glaze sample tiles to see different layering combinations and possibilities.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Engaging Scenario The students will use surface decoration techniques including painting and glazing to complete ceramics projects.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Leatherhard Surface Decoration	Sample Tile	The students will create a sample tile of a variety of decorative finishes that can include sgraffito, slip trailing, incising, carving and relief.	½ of a class period
Glazing on Bisqueware	Glaze Tile	The students will glaze sample tiles to see different layering combinations and possibilities.	½ of a class period

Unit 4: Wheel

Subject: Ceramics and Sculpture

Grade: 10, 11, 12

Name of Unit: Wheel

Length of Unit: Ongoing throughout the course

Overview of Unit: The students will create a variety of wheel thrown vessels.

Priority Standards for unit:

- VA.Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design
- VA.Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form

Supporting Standards for unit:

- VA.Cr1A.II Individually or collaboratively formulate new creative problems based on student's existing artwork

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
From a range of materials and methods of traditional contemporary artistic practices to plan works of art and design	Choose	Understand	2
Acquisition of skills and knowledge in a chosen art form	Demonstrate	Apply	3

Essential Questions:

1. Why are pots created on a pottery wheel instead of hand building them?
2. How is a wheel pot created on a pottery wheel?
3. How are different forms created on the wheel?

Enduring Understanding/Big Ideas:

1. The pottery wheel allows for uniformity and efficiency.
2. Through centering, coning, opening and shaping a wheel vessel is formed.
3. Different forms are created by changing the amount of clay used and the way it is opened.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Craftsmanship	Throwing Centering Coning Opening Shaping Trimming Bat Rib Needle Tool Wire Tool Wooden Tool Chuck Foot Vessel

Topic 1: Throwing

Engaging Experience 1

Title: Practice Wheel Throwing

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- VA.Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design
- VA.Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form

Supporting:

- VA.Cr1A.II Individually or collaboratively formulate new creative problems based on student's existing artwork

Detailed Description/Instructions: Students will practice centering, coning, and shaping a form on the pottery wheel. Students may use web tutorials for reference and inspiration while creating unique works of art.

Bloom's Levels: Create

Webb's DOK: 3

Topic 2: Trimming

Engaging Experience 1

Title: Practice Trimming a Wheel Vessel

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- VA.Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design
- VA.Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form

Supporting:

- VA.Cr1A.II Individually or collaboratively formulate new creative problems based on student's existing artwork

Detailed Description/Instructions: Students will practice trimming the bottoms of the wheel thrown forms. Students may use web tutorials for reference and inspiration while creating unique works of art.

Bloom's Levels: Create

Webb's DOK: 3

Engaging Scenario

Engaging Scenario Students will create at least four wheel thrown pots. Suggestions include cylinder, pot, plate, and complex forms.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Throwing	Practice Wheel Throwing	Students will practice centering, coning, and shaping a form on the pottery wheel. Students may use web tutorials for reference and inspiration while creating unique works of art.	1 class period
Trimming	Practice Trimming a Wheel Vessel	Students will practice trimming the bottoms of the wheel thrown forms. Students may use web tutorials for reference and inspiration while creating unique works of art.	1 class period

Unit 5: Sculpture

Subject: Ceramics and Sculpture

Grade: 10, 11, 12

Name of Unit: Sculpture

Length of Unit: 3 weeks

Overview of Unit: The students will create a sculpture out of clay.

Priority Standards for unit:

- VA.Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design
- VA.Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form

Supporting Standards for unit:

- VA.Cr1A.II Individually or collaboratively formulate new creative problems based on student's existing artwork

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
From a range of materials and methods of traditional contemporary artistic practices to plan works of art and design	Choose	Understand	2
Acquisition of skills and knowledge in a chosen art form	Demonstrate	Apply	3

Essential Questions:

1. How is a sculpture formed?
2. Why is it important to build a sculpture in the round?
3. Why is it important to hollow out a sculpture?

Enduring Understanding/Big Ideas:

1. Through additive and subtractive hand building methods a sculpture can be formed.
2. When creating a sculpture in the round it is important to think about all sides of the form.
3. A sculpture must be hollowed out to prevent breakage. It is important to have a uniform wall thickness to prevent cracking.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Craftsmanship	Sculpture Casting Subtractive Additive Armature Carving Score Slip

Resources for Vocabulary Development: textbook

Topic 1: Sculpture Methods

Engaging Experience 1

Title: Practice Mini Sculpture

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- VA.Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design
- VA.Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form

Supporting:

- VA.Cr1A.II Individually or collaboratively formulate new creative problems based on student's existing artwork

Detailed Description/Instructions: Students will create a mini sculpture to practice the hand building techniques before starting the final project.

Bloom's Levels: Create

Webb's DOK: 3

Engaging Scenario

Engaging Scenario Students will create a sculpture using sculpture techniques including carving, armatures, and hand building techniques.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Sculpture Methods	Practice Mini Sculpture	Students will create a mini sculpture to practice the hand building techniques before starting the final project.	1 class period

Unit 6: Slab

Subject: Ceramics and Sculpture

Grade: 10, 11, 12

Name of Unit: Slab

Length of Unit: 3 weeks

Overview of Unit: The students will learn how to create a slab vessel.

Priority Standards for unit:

- VA.Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design
- VA.Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form

Supporting Standards for unit:

- VA.Cr1A.II Individually or collaboratively formulate new creative problems based on student's existing artwork

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
From a range of materials and methods of traditional contemporary artistic practices to plan works of art and design	Choose	Understand	2
Acquisition of skills and knowledge in a chosen art form	Demonstrate	Apply	3

Essential Questions:

1. How is a slab pot formed?
2. Why do you use a leatherhard slab or a soft slab?

Enduring Understanding/Big Ideas:

1. A slab is formed by rolling out clay with a slab roller or rolling pin to get a uniform thickness.
2. A leatherhard slab is used when a flat surface is needed, whereas a soft slab allows for the form to be manipulated.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Craftsmanship	Slab Leatherhard Scoring Slip Blending Darting Altering Relief Emboss Slab Roller

Resources for Vocabulary Development: textbook

Topic 1: Slab Construction

Engaging Experience 1

Title: Template Forms

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- VA.Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design
- VA.Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form

Supporting:

- VA.Cr1A.II Individually or collaboratively formulate new creative problems based on student's existing artwork

Detailed Description/Instructions: Students will create a form using a template to show the transition between a two dimensional form and a three dimensional form.

Bloom's Levels: Create

Webb's DOK: 3

Engaging Scenario

Engaging Scenario Students will create a functional slab form. Students are encouraged to explore form and surface decoration. Suggestions include a cylindrical form such as a water bottle or mug, a box, or using a slump or hump mold. Darting and altering techniques may be used to create unique forms.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Slab Construction	Template Forms	Students will create a form using a template to show the transition between a two dimensional form and a three dimensional form.	2 class periods

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.