



# Advanced Pottery

**Course Information**

<b>Grade(s):</b>	10-12
<b>Discipline/Course:</b>	Art - Humanities
<b>Course Title:</b>	Advanced Pottery
<b>Prerequisite(s):</b>	Foundations 3D; Intro to Pottery
<b>Course Description:</b> <i>Program of Studies</i>	There are an infinite number of ideas that can be pursued in creating meaningful and expressive pottery. This course is all about furthering your discovery, while stretching your knowledge and ability. You will be asked to build upon your knowledge of materials and the techniques you learned from the Intro to Pottery course. Upon completion, students will have the pieces for a beginning 3D portfolio and can apply for the AP3D Design Portfolio course.
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● What conditions, attitudes, and behaviors support creativity and innovative thinking?</li> <li>● What factors prevent or encourage people to take risks?</li> <li>● How does collaboration expand the creative process?</li> <li>● How do artists work?</li> <li>● How do artists and designers learn from trial and error?</li> <li>● How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places or systems? How do artists and designers create works of art or design that effectively communicate?</li> <li>● Why do people value objects, artifacts, and artworks, and select them for presentation?</li> <li>● How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world?</li> <li>● How does art help us understand the lives of different times, places, and cultures? How is art used to impact the views of a society?</li> </ul>
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>● Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</li> </ul>

	<ul style="list-style-type: none"> <li>• Artists and Designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</li> <li>• Artists and Designers balance experimentation and safety, freedom and responsibility while developing and creating artwork.</li> <li>• Artists and Designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time</li> </ul>
<b>Duration:</b>	1 semester
<b>Course Materials/Resources:</b>	Ceramic clay - low and high fire, assorted glazes plus high fire glaze, assorted molds, texture tools, handbuilding tools, brushes, sponges, paddles, wheels, pug mill, extruder, bats, kilns, and drying racks. An assortment of reference technique books and Contemporary Ceramic artists books.
<b>FPS Course Academic Expectation(s):</b>	<p><i>Creating and Constructing</i> - The student transfers or extends constructed knowledge to draft and develop ideas, claims, products, or solutions.</p> <p><i>Exploring and Understanding</i>- The student will generate questions, gather relevant, credible sources, and review text in order to acquire knowledge, infer meaning and develop deep understanding.</p>
<b>Year at a Glance (Units)</b>	<p>Lidded Functional Wear, Pieced Ware, Altered Shapes, Designing the pottery surface with subtraction techniques, Ceramics as a sculptural material</p> <p>Unit 1: Lidded Functional Ware - wheel work and or hand-built  Unit 2: Pieced Ware - wheel and or handbuilt  Unit 3: Altered Shapes - Wheel work and/or Extruder  Unit 4: Series/set Wheel and or Handbuilt, Extruder combo</p>

### Unit Template

<b>Unit Number and Title:</b>	Unit 1 - Lidded Functional Ware - Wheel Work and/or Hand-Built
<b>Duration:</b>	5 Weeks
<b>Material Resource(s):</b>	Master Artist reference books, videos, social media, Contemporary Ceramic magazines, technique books and an assortment of tools.
<b>Unit Overview:</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify work of contemporary ceramic Artists</li> <li>● Use hand building and /or wheel techniques to construct lidded containers using flanges and galleries</li> <li>● Throw/construct fitted lids with knobs</li> <li>● Use an assortment of tools to create a set of aesthetically matched functional ware</li> <li>● Apply an interesting surface decoration which enhances the finished object</li> </ul>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p>Creating Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Creating Standard 2: Organize and develop artistic ideas and work</p> <p>Responding Standard 7: Perceive and analyze artistic work</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How do artists determine what resources and criteria are needed to formulate artistic investigations? How do artists and designers learn from trial and error?</li> <li>● How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art</li> </ul>

<b>Enduring Understanding(s):</b>	<p>Artists and designers shape artistic investigations, following or breaking with traditions pursuit of creative art,aking goals</p> <p>Artists and designers experiment with forms, structures, materials, concepts, media and art-making approaches.</p> <p>Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world and constructed environments</p>
<b>Learning Goal(s):</b> <i>Students will be able to use their learning to:</i> (Content/ Skills)	<ul style="list-style-type: none"> <li>● Use social media to collect sources</li> <li>● Plan and pull more complex form on the wheel</li> <li>● Use advanced techniques on the wheel, collaring, flange and gallery, knobs, pierced edges, altered shapes and lids</li> <li>● Use advanced hand building techniques and tools - texture, keyed lids, sculpted knobs</li> <li>● Use the pug mill to reprocess clay</li> <li>● Photograph. Color correct, crop images of finished ware</li> <li>● Add images to digital 3-D portfolio</li> </ul>

### Unit Template

<b>Unit Number and Title:</b>	Unit 2 - Pieced Ware - Wheel and/or Handbuilt
<b>Duration:</b>	5 Weeks
<b>Material Resource(s):</b>	Master Artist Reference books, videos, social media, Contemporary Ceramic magazines, technique books and an assortment of tools.
<b>Unit Overview:</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify work and trends of contemporary ceramic artists</li> <li>● Research possible containers (functional or sculptural) which incorporate pierced sides or edges</li> <li>● Use advanced wheel throwing/handbuilding techniques to construct and finish each piece</li> <li>● Develop pierced pattern to fit form and function</li> <li>● Apply an interesting surface decoration which enhances the ceramic ware</li> <li>● Recognize and use the glaze which best fits the desired outcome</li> </ul>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p>Creating Standard 2 - Organize and develop artistic ideas and work</p> <p>Presenting Standard 4 - Select, Analyze and interpret artistic work for presentation</p> <p>Connecting Standard 10 - Synthesize and relate knowledge and personal experiences to make art</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How do artists and designers care for and maintain materials, tools and equipment?</li> <li>● How are artworks cared for and by whom? What criteria, methods and processes are used to select work for presentation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation?</li> <li>● How does making art attune people to their surroundings?</li> </ul>

<p><b>Enduring Understanding(s):</b></p>	<p>Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artwork.</p> <p>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks, for preservation and presentation.</p> <p>Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.</p>
<p><b>Learning Goal(s):</b> <i>Students will be able to use their learning to:</i> (Content/ Skills)</p>	<ul style="list-style-type: none"> <li>● Use social media to collect sources and inspiration</li> <li>● Use coil, slab, drape and slump mold techniques to build a functional and/or sculptural container with piercings</li> <li>● Throw a wide low bowl for piercing</li> <li>● Modify and /or reconstitute glazes</li> <li>● Choose the appropriate glaze for the desired outcome</li> <li>● Use the pug mill to reprocess clay</li> <li>● Photograph. Color correct, crop images of finished ware</li> <li>● Add images to digital 3-D portfolio</li> </ul>

### Unit Template

<b>Unit Number and Title:</b>	Unit 3 - Altered Shapes - Wheel work and/or Extruder
<b>Duration:</b>	5 Weeks
<b>Material Resource(s):</b>	Master Artist reference books, videos, social media, Contemporary Ceramic magazines, technique books and an assortment of tools.
<b>Unit Overview:</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify work of contemporary ceramic artists</li> <li>● Pull consistent well balanced forms</li> <li>● Understand the dynamics of altered forms - round to rectangular</li> <li>● Alter the form by piercing/fluting/texturizing all or part of the form</li> <li>● Alter the exterior texture of a piece by switching the throwing from outside to inside</li> <li>● Twist, shorten and expand (fill the container with air) hand built clay forms</li> <li>● Recognize and use the glaze which best fits the desired outcome</li> </ul>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<ul style="list-style-type: none"> <li>● Creating Standard 3 - Refine and Complete Artistic Work</li> <li>● Presenting Standard 5 - Develop and refine artistic techniques and work for presentation</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What role does persistence play in revising, refining and developing work?</li> <li>● What criteria are considered when selecting work for presentation, a portfolio or a collection?</li> </ul>
<b>Enduring Understanding(s):</b>	<p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.</p> <p>Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and/or when deciding if and how to preserve and protect it.</p>



**Learning Goal(s):**

*Students will be able to use their learning to:*  
(Content/ Skills)

- Use social media to collect sources
- Use the wheel to throw a blank form, then slice, slip and score into another altered more complex form
- Use hand building techniques to create a free standing ceramic sculpture
- Apply texture and stretch the form from the inside
- Use engobes and sgraffito to alter surface texture
- Use wax resist
- Use the pug mill to reprocess clay
- Photograph. Color correct, crop images of finished ware
- Add images to digital 3-D portfolio

### Unit Template

<b>Unit Number and Title:</b>	Unit 4: Series/set Wheel and/or Handbuilt, Extruder combo
<b>Duration:</b>	5 weeks
<b>Resource(s):</b>	Master Artist Reference books, videos, social media, Contemporary Ceramic magazines, technique books and an assortment of tools.
<b>Unit Overview:</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify work of historical and contemporary master ceramic artists</li> <li>● Create a moodboard of possible references and ideas</li> <li>● Use handbuilding or wheel technique to construct a set of related objects - a set of mugs, a tea set, or a dinner set</li> <li>● Throw or hand build the needed lids, knobs, and handles</li> <li>● Use an assortment of ceramic tools</li> <li>● Apply an interesting surface decoration which enhances the finished object</li> </ul>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p>Creating Standard 2: Organize and develop artistic ideas and work.</p> <p>Connecting Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</li> <li>● How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</li> </ul>

<b>Enduring Understanding(s):</b>	<p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p>
<b>Learning Goal(s):</b> <i>Students will be able to use their learning to:</i> (Content/ Skills)	<ul style="list-style-type: none"> <li>● Use social media and /or current Ceramic magazine articles to expand knowledge of possibilities</li> <li>● Plan and sketch possible series</li> <li>● Use advanced hand building and or wheel throwing techniques to achieve idea</li> <li>● Use the pug mill to reprocess clay</li> <li>● Photograph. Color correct, crop images of finished ware</li> <li>● Add images to digital 3-D portfolio</li> </ul>