

**TRUMBULL PUBLIC SCHOOLS**  
**Trumbull, Connecticut**

**Advanced Ceramics**  
Visual Arts Department

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**Curriculum Writing Team**

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# Advanced Ceramics

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

## CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Student will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

## INTRODUCTION

Advanced Ceramics is an upper-level course that provides exemplary students an opportunity to dig deeper into the world of ceramics. Ceramics is an artform that straddles the two worlds of creativity and science. Students will learn to develop a dialect of the language of the vessel while investigating the limitless potential of glaze chemistry, kiln-firing, and multi-stage construction techniques. The close relationship between science and creativity is emphasized throughout the course's breadth. Ultimately, students will arrive upon an ability to convey non-verbal ideas and emotions through their clay work, forming a conversation with those who interact with the artist and artifact. Students will become comfortable with sharing their artistic interests through group critique, reaction writing, and discussions with family, friends, and fellow students.

The role of the secondary arts teacher is to foster thinking in learners, enhancing their thoughts, feelings, and ideas through the use of symbolic language, form, and materials.

Each learner possesses an innate artistic sense. It is the art teacher's responsibility to cultivate artistic behaviors and channel the natural artistic tendencies of the learner to develop and grow. In order to support the arts curriculum while integrating the larger curricula of the school system, the visual arts teacher delivers a defined, cohesive visual arts program in accordance with the following program outcomes for students to:

- understand and apply the principles and elements of art;
- use age-appropriate materials and processes of art;
- discuss and justify aesthetic evaluations of art and nature;
- understand the importance of art in the human experience;
- understand art from a historical perspective;
- understand and appreciate art as the expression of culture;
- understand and appreciate cultural diversity;
- increase creativity and expressiveness, and appreciate creativity and expressiveness in the visual arts; and
- apply problem solving, decision making and creative thinking to art.

## PHILOSOPHY

It is generally accepted that art education is a fundamental component of a sound, well-rounded education. Trumbull Public Schools acknowledges the importance of a solid program of art education and the value of making and communicating through art. The visual arts program promotes critical and divergent thinking through problem solving and encourages innovative approaches to the creative process. The visual arts teacher broadens and develops the students' appreciation of art through the exploration and study of art history, world cultures, art production, art criticism, and aesthetics. All are valuable components of a well-designed art program, integral to the education of the total student as the life-long learner.

All students can participate successfully in the visual arts program. Art can meet the needs of a diverse group of students and can adapt to accommodate the needs of all students, encouraging diversity, individuality, creativity, critical thinking, and problem solving.

Art is meaningful in its own right. It teaches students to make judgments, to think metaphorically, and to devise multiple solutions to a problem. Visual arts give shape to and help us understand our world. Art is the first language and the universal language. For the school-age child, art provides a positive, constructive outlet for self-expression, while permitting the child to develop and test his or her artistic abilities. The K-12 school years are a time of great physical and emotional growth and, as such, a crucial time for self-expression and self-confidence. According to Erikson's eight stages of personality development, a child's school years are crucial for a child's sense of identity. An assured positive art experience can provide a forum for this.

In short, the Trumbull school art experience:

- nurtures creative thinking and self-confidence and the development of an individual point of view
- promises cognitive and emotional development and fine and gross motor skills
- develops natural abilities in art
- encourages a lifelong interest in art
- strengthens the connection between visual arts and daily life
- provides a sequential curriculum
- builds future artists
- supports and stimulates intellectual growth
- improves reading and math scores in students exposed to sequential music and visual arts
- supports emotional growth by allowing students to express emotions

- supports social growth by preparing for relationships by increasing the imagination through immersion in the arts, which helps in the challenges of relationships
- promotes basic cultural literacy and non-verbal expression, sharing and reflecting the historical climate visually
- develops creativity that is crucial in the development of future leaders in all fields, including science, business, politics, and more
- inspires by contributing to our efforts to foster a joy of learning

## **COURSE DESCRIPTION**

|                           |   |
|---------------------------|---|
| <b>Course Name</b>        | Advanced Ceramics   |
| <b>Level</b>              | Grades 11-12  |
| <b>Prerequisites</b>      | Beginning Ceramics  |
| <b>Course Credit</b>      | One credit in art<br>One class period daily for a full year |
| <b>Materials Required</b> | Smock and towel   |

### **General Description of the Course**

Ceramics classes are designed to provide a culture of learning and creative discovery for all students. Through hands-on experience, students will gain a solid background in both sculptural and functional ceramics. Technical and creative skills are brought to new levels of sophistication as the year progresses. Students will reflect, generate creative solutions, and produce original art pieces throughout the year. Cultural background is a major tool in delivering information to students. Articulation through a personal artistic voice is a natural outcome of the process of design/making. Students work primarily with white earthenware clay on the potter's wheel and in making sculpture. Additionally, wood-fire units will be included in both first and second semesters. This experience rounds out student awareness and experience regarding the varying methods of firing and glazing.

### **Major Projects**

Students will design and create multiple ceramics projects throughout the year.

### **Assessments**

Students will keep an up-to-date clay notebook that will be assessed. Classroom participation, attitude/effort, and project completion are a major component of the course grade.

### **Texts**

None

### **Recommended Supplemental Texts**

None

## GOALS

Upon completion of this course, students will:

- Understand the process by which ceramic artists create/express themselves through sculpture and vessels.
- Learn the techniques involved in the design and implementation of ceramic objects, including 3-D rendering, glaze chemistry, surface work, and multiple firing platforms.
- Learn the vocabulary of artistic and ceramic terms that ceramic artists use to convey their ideas and describe ceramic art.
- Analyze ceramic artworks and develop an ability to criticize works of their own and those of other artists.
- Be introduced to advanced skills of ceramics.
- Document their work in the creation of a portfolio of images and videos archiving their year's experience and development.

## VISUAL ARTS STANDARDS

The Performance Standards align with the 2014 National Core Arts Standards for Visual Arts.

### I. CREATING

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

### II. PERFORMING

- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- 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.
- Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

### III. RESPONDING

- 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.
- Visual imagery influences understanding of and responses to the world.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- People evaluate art based on various criteria.

### IV. CONNECTING

- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.



## UNIT 1

### Hand-building/Firing

#### Performance Standards

At the completion of this unit, students will:

|              |   |
|--------------|---|
| VA:Cr1.1.Ia  | Use multiple approaches to begin creative endeavors.  |
| VA:Cr1.2.IIa | Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.                                    |
| VA:Cr2.2.Ia  | Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. |
| VA:Cr3.1.IIa | Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.         |
| VA:Re7.2.IIa | Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.   |
| VA:Re9.1.IIa | Determine the relevance of criteria used by others to evaluate a work of art or collection of works.  |

#### Essential Questions

- How does an advanced understanding of hand-building/firing technique help me to express myself more effectively?
- How do ceramic artists become creatively literate, able to design, create, and convey visual ideas while communicating a message to an audience?

#### Focus Questions

- What is a well-conceived and executed ceramic sculpture and what importance does it play in conveying the message of the maker?
- How do the variables within a given form translate from idea to object?
- How does one create a visually cohesive art object?
- How do I use tools and materials to attain my intended artwork?
- By understanding the techniques of building and glazing, how do I use those skills to create an effectual piece?

#### Scope and Sequence

- Advanced elements of hand-building techniques
- Drying time management regarding complex forms/surfaces and appendage attachment
- Formal relationships within given piece
- Glaze application/formulation and firing techniques
- Creating pieces of one's own design with a communicative intent

#### Instructional Strategies

- Teaching through a combination of shared artifacts from an array of time periods

- Demonstrations of ceramics-making techniques
- Videos of various cultures and individual makers
- Student research of artists of influence

### **Technology Competency Standards**

1. Creativity and Innovation – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
  - b. create original works as a means of personal or group expression.
  - c. use models and simulations to explore complex systems and issues.
4. Critical Thinking, Problem Solving, and Decision Making – Students use critical thinking skills to plan and conduct research, manage products, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
  - a. identify and define authentic problems and significant questions for investigation.
  - b. plan and manage activities to develop a solution or complete a project.
  - c. collect and analyze data to analyze solutions and/or make informed decisions.
  - d. use multiple processes and diverse perspectives to explore alternative solutions.
5. Digital Citizenship – Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
  - a. advocate and practice safe, legal, and responsible use of information and technology.
  - b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  - c. demonstrate personal responsibility for lifelong learning.
  - d. exhibit leadership for digital citizenship

### **Assured Learner Experiences and Suggested Learner Activities**

- Each student uses current artists of influence as models in producing artwork based on geometric language.

### **Evaluation/Assessment Methods**

- On a daily basis, students interact in a group.
- Students are given daily individual feedback on their progress in learning.
- Students are given hands-on class activities, homework, and written assignments.
- Students keep a current clay notebook consisting of the unit’s vocabulary, and performance tasks are tracked for each student.

### **Time Allotment**

- 10 weeks

## UNIT 2 Wheel Technique

### Performance Standards

At the completion of this unit, students will:

|              |   |
|--------------|---|
| VA:Cr2.1.IIa | Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.   |
| VA:Cr2.2.Ia  | Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. |
| VA:Cr2.3.Ia  | Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.               |
| VA:Cr3.1.IIa | Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.         |
| VA:Pr5.1.IIa | Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.  |
| VA:Re7.2.IIa | Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.   |
| VA:Re9.1.IIa | Determine the relevance of criteria used by others to evaluate a work of art or collection of works.  |

### Essential Questions

- How does proper technique aid in the making of the advanced wheel-thrown forms?
- What role does my understanding of the ability to manipulate clay on the potter's wheel play in my confidence that I will be able to create forms of my own design?

### Focus Questions

- How is gaining an ability to unconsciously manipulate clay to its desired form critical to the ability to be creative in the making process?
- How does one evaluate a well-made form of my own design and making?
- What is the purpose of continuity of form?
- How has pottery made around the world throughout history evolved from one time period and country to another?

### Scope and Sequence

- Learning to create complex forms of one's own design
- Identifying the various parts of a vessel (foot, belly, body, shoulder, and lip) and exploring the possibilities and relationships within the language of the vessel
- Observing and creating series of ideas and understanding the relationships within the variations
- Developing an unconscious familiarity with the process of exploring idea on the potter's wheel

## **Instructional Strategies**

- Through technology in the form of computer searches, video presentations, image slideshows, and sound recordings, students will differentiate among techniques and styles of various time periods, cultures, and artists.
- Through looking at and touching artifacts, students will gain an understanding of the kinesthetic and functional features of ceramic vessels.
- Through trial and error, students will gain skill and appreciation for the art of pottery making.
- Guiding students through the learning curve of working on the wheel

## **Technology Competency Standards**

1. Creativity and Innovation – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
  - b. create original works as a means of personal or group expression.
  - c. use models and simulations to explore complex systems and issues.
4. Critical Thinking, Problem Solving, and Decision Making – Students use critical thinking skills to plan and conduct research, manage products, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
  - a. identify and define authentic problems and significant questions for investigation.
  - b. plan and manage activities to develop a solution or complete a project.
  - c. collect and analyze data to identify solutions and/or make informed decisions.
  - d. use multiple processes and diverse perspectives to explore alternative solutions.
5. Digital Citizenship – Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
  - a. advocate and practice safe, legal, and responsible use of information and technology.
  - b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  - c. demonstrate personal responsibility for lifelong learning.
  - d. exhibit leadership for digital citizenship.

## **Assured Learner Experiences and Suggested Learner Activities**

- Each student successfully applies advanced wheel techniques, including breaking out of the round and symmetrical and cylinder in a loosening of process

## **Evaluation/Assessment Methods**

- On a regular basis, teacher will provide one-on-one instruction and verbal feedback to students.
- Class activities, homework, and wheel-work activities
- Students will keep a clay notebook complete with vocabulary list, drawings, reaction writing, and performance tasks for this unit.

## **Time Allotment**

- 10 weeks

## UNIT 3

### Style Design/Implementation

#### Performance Standards

At the completion of this unit, students will:

|               |   |
|---------------|---|
| VA:Cr3.1.IIa  | Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision. |
| VA:Pr4.1.IIa  | Analyze, select, and critique personal artwork for a collection or portfolio presentation.  |
| VA:Pr5.1.IIa  | Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.  |
| VA:Re7.1.IIa  | Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.                                       |
| VA:Re7.2.IIa  | Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.   |
| VA:Re8.1.IIa  | Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.                        |
| VA:Re9.1.IIa  | Determine the relevance of criteria used by others to evaluate a work of art or collection of works.  |
| VA:Cn10.1.IIa | Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.                                    |
| VA:Cn11.1.IIa | 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.     |

#### Essential Questions

- What does an original vessel entail?
- How does an understanding of form and proportion affect the impact of a piece?
- What is the effect of the relationships among idea, form, surface, and color on a completed series?

#### Focus Questions

- Why is a balance between form and function so important to functional pottery?
- What are the major visual tools used by potters?

#### Scope and Sequence

- The sequence of and proportion of visual variables within a personal dialect of the language of vessels
- Development of a personal/visual dialect within the language of the vessel, including an array of 12 or more forms; from teapot to lidded jar, footed bowl to toadstool

#### Instructional Strategies

- Teaching through a combination of shared artifacts and images from an array of time periods
- Demonstration of the making of and technique involved in each vessel of study

- Comparison of various artists' interpretations of the various vessels of study

### **Technology Competency Standards**

1. Creativity and Innovation – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
  - b. create original works as a means of personal or group expression.
  - c. use models and simulations to explore complex systems and issues.
4. Critical Thinking, Problem Solving, and Decision Making – Students use critical thinking skills to plan and conduct research, manage products, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
  - a. identify and define authentic problems and significant questions for investigation.
  - b. plan and manage activities to develop a solution or complete a project.
  - c. collect and analyze data to analyze solutions and/or make informed decisions.
  - d. use multiple processes and diverse perspectives to explore alternative solutions.
5. Digital Citizenship – Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
  - a. advocate and practice safe, legal, and responsible use of information and technology.
  - b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  - c. demonstrates personal responsibility for lifelong learning.
  - d. exhibit leadership for digital citizenship.

### **Assured Learner Experiences and Suggested Learner Activities**

- Each student moves beyond technical processes to deepen perception and present self as artist, including artistic creativity, sense of purpose, etc.

### **Evaluation/Assessment Methods**

- On a regular basis, teacher will give one-on-one feedback and instruction to students.
- Class activities, written quizzes, and performance tasks for each vessel of study in this unit
- Students will complete a cumulative final exam for all three units.

### **Time Allotment/Pacing Guide**

- 20 weeks

## RESOURCES

### Texts

*Contemporary Studio Porcelain*. Peter Lane. Philadelphia: U of PA Press, 2003.

*A Potter's Book*, Bernard Leach. London: Faber, 1988.

*Wood-Fired Stoneware and Porcelain*. Jack Troy. Southborough, MA: Chilton, 1995.