

Rumson-Fair Haven Regional High School

Course: *Ceramics I*

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Approved: August 2023

Section I: Course Description

Ceramics I is a semester course where students will be introduced to clay as a media. Students will develop manual skills in the ceramic hand building techniques of pinch, slab, and coiling. They will create functional 3-Dimensional forms out of clay. The students will understand and become proficient using various glazes and glazing techniques. They will explore different ceramic styles from various cultures and contemporary artists who have made the ceramic arts a career. *Ceramics I* will include experiences in Art History, Art Criticism, and Aesthetics.

Section II: NJSLs: New Jersey Student Learning Standards/Learning Objectives

1. **2020 New Jersey Student Learning Standards – Visual and Performing Arts**
 - o The NJSLs-VPA reflect the National Core Arts Standards and emphasize the process-oriented nature of the arts and arts learning by: defining artistic literacy through a set of overarching philosophical foundations and lifelong goals that clarify long-term expectations for arts learning; placing artistic processes and anchor standards at the forefront of the work; identifying creative artistic practices as the bridge for the application of the artistic processes and anchor standards across all learning; and specifying enduring understandings and essential questions that provide conceptual through lines and articulate value and meaning within and across the arts discipline.
2. **Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSLs:**
 - o “The ‘Intent and Spirit of the Computer Science and Design Thinking Standards’ is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.”
3. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSLs:**
 - o “This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.”
***Climate Change:** The state of New Jersey has mandated instruction in, “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”
4. ***Amistad Law: N.J.S.A. 18A 52:16A-88:**
 - o The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.”
5. ***Holocaust Law: N.J.S.A. 18A 35-28:**
 - o The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.”
6. ***LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:**
 - o A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A board

- of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.”
7. **Asian American and Pacific Legislation: N.J.S.A 4021/A6100:**
 - o The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders, will enable New Jersey’s schools to provide a curriculum that reflects the diversity of our state. In accordance with state law: “A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through as part of the school district’s implementation of the New Jersey Student Learning Standards in Social Studies.”
 8. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom’s Taxonomy of Cognitive Objectives*

Section III: Curriculum Modifications

The *Ceramics I* curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, gifted students and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district’s English Language Learners (ELL) coordinator, feedback from members of the Intervention & Referral Services Team (I&RS) for at-risk students, and 504 Plans.

Coursework and assessments will be modified individually for students when necessary. Modifications may include but are not limited to:

- Small group instruction
- One-on-one instruction
- Independent work stations
- Use of graphic organizers
- Interest inventories and questionnaires
- Audio resources to complement written texts and concepts
- Visual resources to complement written texts and concepts
- Extra time on assessments and large scale projects
- Reduced length of written assignments
- Large projects broken into smaller tasks and timelines
- Tiered Instruction
- Individual help during practice
- Diagrams and color coding for visual learners
- Verbal and written directions for visual and auditory learners
- Provided class notes
- Preferential seating
- Spelling not penalized
- Varied supplemental activities
- Assessments delivered orally

Section IV: Preparation for Standardized Testing

This *Ceramics I* curriculum is aligned with the requirements of state and national standardized assessments, including the *NJSLA*, the *ACT*, the *PSAT* and the *SAT*.

Section V: Curriculum Pacing Guide

Curriculum Pacing Guide	
Course Title: <i>Ceramics I</i>	Grade Level: 9-12
Unit I: Pinch Construction	Weeks 1-5

Unit II: Slab Construction	Weeks 6-12
Unit III: Coil Construction	Weeks 13-20

Section VI: Primary Texts and Year Long Instructional Resources

The following texts and instructional resources are employed for all students in *Ceramics I*:

- Google Classroom and Google Education resources
- RFH Learning Commons
- Art 21, and various PBS art education resources
- Various online Museum resources: The Met, The Brooklyn Museum, Tate, Whitney, Getty, British Museum
- *Ceramic Monthly* magazine
- *Pottery Making Illustrated* magazine

Section VII: Grading Formula and Assessment Modes

Marking period grades in *Ceramics I* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined prior to the start of each academic year and will be published in the posted/distributed course syllabi.

Section VIII: Unit Templates

The following unit templates have been established for the *Ceramic I* curriculum by the Fine Arts instructional team:

Unit I: Pinch Construction	
Unit Summary	
In the Pinch Construction unit, students will learn how to manipulate clay with their fingers to create functional artwork. They will learn how to properly attach appendages. They will learn how to use underglaze and glaze techniques to decorate the surface of their works. Students will explore different types of functional work that can be produced with the pinch method.	
Standards/Core Ideas/Performance Expectations/Progress Indicators	
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Ceramics I</i> : <ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards: Visual and Performing Arts for Grades 9-12 <ul style="list-style-type: none"> ○ Anchor Standards 1-2, 4, 7, 10 <ul style="list-style-type: none"> ■ 1.5.12prof.Cr1a-b, 1.5.12prof.Cr2b, 1.5.12acc.Cr2a, 1.5.12acc.Pr4a, 1.5.12prof.Re7a, 1.5.12prof.Cn10a ● 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking <ul style="list-style-type: none"> ○ 8.1.12.1C.1, 8.2.12ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1 ● 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills <ul style="list-style-type: none"> ○ 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9, 9.4.12.GCA.1 	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● What is clay? ● How does clay become ceramic? ● How is clay manipulated with one's fingers? ● What are the proper techniques when attaching clay to clay? ● What is functional Art? ● What are glazes and underglazes? ● What are the elements and principles of art and how do they relate to artwork? 	<ul style="list-style-type: none"> ● Clay is a material that can be manipulated to take different forms using specific techniques. ● There are many different types of art. Some artworks serve a specific purpose or function. ● Glazes and underglazes can be used to decorate ceramic. ● There are principles and elements of art that are used as a vehicle to talk about art.

Evidence of Learning		
Formative Assessment: <ul style="list-style-type: none"> • Classwork • Studio Maintenance • Sketch Books • Critiques 	Summative Assessment: <ul style="list-style-type: none"> • Projects • Research Presentation • Vocabulary Quizzes 	Resources Needed: <ul style="list-style-type: none"> • Clay • Glazes • Student chromebooks and the internet for research and presentations • Kilns • Tools

Unit II: Slab Construction	
Unit Summary	
<p>In the Slab Construction unit students will learn how to make and use clay slabs to create functional artwork. They will understand the advantages of working with leatherhard clay vs plastic clay. They will learn how to use hump and press molds to create work. They will learn how to use a bevel and templates. They will build upon their attaching skills and their ability to underglaze and glaze their works. Additionally they will work with textures and learn how to create their own tools. Students will explore different types of functional work that can be produced with the glaze method. Students will create slab bowls for the charity event “Empty Bowls.”</p>	
Standards/Core Ideas/Performance Expectations/Progress Indicators	
<p>The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Ceramics I</i>:</p> <ul style="list-style-type: none"> • <i>2020 New Jersey Student Learning Standards: Visual and Performing Arts for Grades 9-12</i> <ul style="list-style-type: none"> ○ Anchor Standards 1-2, 4, 5, 6, 7, 10 <ul style="list-style-type: none"> ■ 1.5.12prof.Cr1-b, 1.5.12prof.Cr2b, 1.5.12acc.Cr2a, 1.5.12acc.Pr4a, 1.5.12prof.Re7a, 1.5.12prof.Cn10a, 1.2.12prof.Pr5a-b, 1.2.8.Pr6b • <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> ○ 8.1.12.1C.1, 8.2.12.1TH.1-3, 8.2.12.1ETW.1, 8.2.12.1ETW.4, 8.2.12.1EC.1 • <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> <ul style="list-style-type: none"> ○ 9.4.12.1CI.1-3, 9.4.12.1CT.1-4, 9.4.12.1IML.1-2,7-9, 9.4.12.1GCA.1 	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • What are clay slabs? • What is leatherhard clay and how to build with it? • What is Texture? How can we make texture? • What are templates and how do we make them? • What are different ways to make even slabs of clay? • How do the elements and principles of art relate to slab projects? • What is “Empty Bowls” and how can we use clay to give back to the world? 	<ul style="list-style-type: none"> • One common technique to create ceramic pieces is by creating and utilizing clay slabs. • One common technique to create ceramic pieces is by creating and utilizing templates. • Artists may use leatherhard clay to make clay slabs. • Artists may use clay slabs to create art. • Artists use vocabulary related to the principles and elements of art to talk about art. • Art can be utilized to serve the community in many ways. One way is to raise awareness and funds to help less fortunate members of the community.

Evidence of Learning		
Formative Assessment: <ul style="list-style-type: none"> • Classwork • Studio Maintenance • Sketch Books • Critiques 	Summative Assessment: <ul style="list-style-type: none"> • Projects • Research Presentation • Vocabulary Quizzes 	Resources Needed: <ul style="list-style-type: none"> • Clay • Glazes • Student chromebooks and the internet for research and presentations • Kilns • Tools

Unit III: Coil Construction		
Unit Summary		
In the Coil Construction unit students will learn about ancient civilizations and Native American coil pots. They will learn how to use the same coil technique to create functional artwork. They will learn how to roll coils and use an extruder to make them. They will continue to use underglaze and glaze techniques to decorate the surface of their works.		
Standards/Core Ideas/Performance Expectations/Progress Indicators		
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Ceramics I</i> :		
<ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards: Visual and Performing Arts for Grades 9-12 <ul style="list-style-type: none"> ○ Anchor Standards 1-5, 7, 10 <ul style="list-style-type: none"> ■ 1.5.12prof.Cr1a-b, 1.5.12prof.Cr2b, 1.5.12acc.Cr2a, 1.5.12acc.Pr4a, 1.5.12prof.Re7a, 1.5.12prof.Cn10a, 1.2.12prof.Pr5a-b, ● 1.2.8.Cr3a ● 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking <ul style="list-style-type: none"> ○ 8.1.12.1C.1, 8.2.12ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1 ● 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills <ul style="list-style-type: none"> 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9, 9.4.12.GCA.1 		
Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> ● What are coil pots? ● What is Greek Pottery? ● Who is Maria Martinez and the potters of San Ildefonso Pueblo? ● How are coils rolled? ● What are the proper ways to blend coils using ribs? ● How can the form of the pot be controlled with coils? ● How does coil building relate to sculpting? ● What are the elements and principles of art and how do they relate to artwork? 	<ul style="list-style-type: none"> ● There are ancient uses of pottery that are still prevalent today. ● There are ancient techniques to create ceramics that are prevalent today. ● Using coils is one of the oldest but still most commonly used techniques to make ceramic pieces. ● There are principles and elements of art that are used as a vehicle to talk about art. 	
Evidence of Learning		
Formative Assessment: <ul style="list-style-type: none"> ● Classwork ● Studio Maintenance ● Sketch Books ● Critiques 	Summative Assessment: <ul style="list-style-type: none"> ● Projects ● Research Presentation ● Vocabulary Quizzes 	Resources Needed: <ul style="list-style-type: none"> ● Clay ● Glazes ● Student chromebooks and the internet for research and presentations ● Kilns ● Tools

Section IX: Unit Reflection

The Fine Arts instructional team must confer upon the completion of each instructional unit in the *Ceramics I* curriculum and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of Education using the Unit Reflection Form. Completed unit reflection forms must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *Ceramics I* curriculum.

Unit Reflection Form: <i>Ceramics I</i>			
Lesson Activities:	Strongly	Moderately	Weakly
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills;			

Are challenging and require higher order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21 st century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners.			