CERAMICS 2
Grades 10, 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Introduction to Art and Ceramics 1

Course Overview:
Ceramics 2 is designed to continue students' exploration of clay methods and techniques at advanced levels. Through the use of hand-building, slabs, wheel-throwing and surface treatments, students produce a variety of ceramic ware. Students receive an historical, cultural and contemporary overview of ceramics.

Units of Study:
- Clays
- Glazes
- Historical and Cultural Background of ceramics
- Hand-building
- Wheel-throwing
- Casting
- Surface Treatment
- Form vs. Function
- Sculpture
- Alternative Surface Treatment

Vocabulary:
Wedging, Green, Bone Dry, Leather Hard, Pyrometric Cone, Slip & Scoring, Candle Fire, Cone Values, Underglaze/Overglaze, Slip Casting, Mold, Cast, Raku, Salt-Fire, Wood-Fire, Elements of Art, Principles of Design

CREATING:
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- **Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.
- **Essential Question(s):** What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

VA:Cr1.1.IIIa Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change

- I can collaborate with others in the creative process.
- I can make a visual product. I can use different techniques to create utilitarian and sculptural works out of clay.
- I can use glaze techniques that function with the finished clay piece.
- I can demonstrate the ability to conceive, plan and complete an artwork.
- I can demonstrate an understanding of the elements of art and the principles of design related to ceramics.
- I can use form and surface together to create a ceramic work of art.

- **Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
- **Essential Question(s):** How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

VA:Cr1.2.IIIa Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

- I can use different techniques to create utilitarian and sculptural works out of clay.
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- I can demonstrate the ability to conceive, plan and complete an artwork.
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- I can use form and surface together to create a ceramic work of art.

Anchor Standard 2: Organize and develop artistic ideas and work.

- **Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- **Essential Question:** 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?

VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

- I can demonstrate the ability to conceive, plan and complete an artwork.
- I can work within the traditions of ceramics in order to produce a body of work

- **Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- **Essential Question:** How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct

procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

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VA:Cr2.2.IIIa Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.

  - I can seek and use examples of art, artist's work and historical information in order to envision and create works of art.
  - I can identify, explore and employ tools, media and supplies respecting the artistic objectives at hand.

- **Enduring Understanding:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- **Essential Question:** How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning or designing objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

VA:Cr2.3.IIIa Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives

  - I can seek and use examples of art, artist's work and historical information in order to envision and create works of art.
  - I can respond to instruction, critique, and exemplification with effort and thought in my mission to nurture confidence in myself and my peers.

Anchor Standard 3: Refine and complete artistic work

- **Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- **Essential Question:** What role does persistence play in revising, refining, and developing work? How do artist grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

VA:Cr3.1.IIIa Reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision

  - I can work within a studio environment ensuring the safety of myself and others.
  - I can use aesthetics to describe ceramic form and produce.
  - I use my studio-time wisely by questioning, collaborating, and making works of art.
  - I can use constructive criticism in order to articulate my aesthetic sensibilities and modify my work.

PERFORMING:

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- **Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- **Essential Question:** How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

VA:Pr4.1.IIIa Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

- I can prepare, exhibit and identify quality in presentation related to ceramics.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- **Enduring Understanding:** 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.
- **Essential Question:** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

VA:Pr5.1.IIIa Investigate, compare, and contrast methods for preserving and protecting art.

- I can respond to instruction, critique, and exemplification with effort and thought in my mission to nurture confidence in myself and my peers.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **Enduring Understanding:** 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.
- **Essential Question:** What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?

VA:Pr6.1.IIIa Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.

- I can create, display and prepare ceramic art considering the demands of, place, environment, space, and time.
- I can identify materials and methods that will support the relative durability of my artwork.

RESPONDING:
Anchor Standard 7: Perceive and analyze artistic work

- **Enduring Understanding:** Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, other, the natural world, and constructed environments.
- **Essential Question:** 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?

VA:Re.7.1.IIIa Analyze how responses to art develop over time based on knowledge of and experience with art and life

- I can make real world connections related to ceramics.
- I can seek and use examples of art, artist's work and historical information in order to envision and create works of art.

- **Enduring Understanding:** Visual imagery influences understanding of and responses to the world.
- **Essential Question:** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

VA:Re.7.2.IIIa Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

- I can identify and analyze exemplary historic and contemporary art through a critical and aesthetic inquiry process.
- I can identify artists and how they use their work to influence culture.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- **Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.
- **Essential Question:** What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

VA.Re8.1.IIIa Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

- I can seek and use examples of art, artist's work and historical information in order to envision and create works of art
- I can use aesthetics to describe and produce ceramic artworks.
- I can use constructive criticism in order to articulate my aesthetic sensibilities.

Anchor standard 9: Apply criteria to evaluate artistic work

- **Enduring Understanding:** People evaluate art based on various criteria.
- **Essential Question:** How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

VA:Re9.1.IIIa Construct evaluations of a work of art or collection of works based on differing sets of criteria.

- I can use constructive criticism in order to articulate my aesthetic sensibilities.
- I can use aesthetics to describe and produce a body of work.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- **Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- **Essential Question:** How does engaging in creating art enrich people's lives? How does making art attune people to their surrounding? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

VA:Cn10.1.IIIa Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

- I can make an image that makes a social statement.
- I can demonstrate an awareness of careers in ceramics and other visual arts.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- **Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- **Essential Question:** 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?

VA:Cn11.1.IIIa Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

- I can identify how various societal, cultural, and historical uses prevail in ceramics.