



CERAMICS II 9-12

Approved by KSD Board of Education: (Insert date here)

Course Description:

Students taking this course will develop skills and techniques of wheel-thrown pottery. They will also further skills in hand-built pottery, glazing, and decorating that were fostered in Ceramics I.

Grade Level: 9th-12th Grade

Unit Scope and Sequence

- Unit 1:** Figurative Ceramics
- Unit 2:** Non-Objective Ceramics
- Unit 3:** Wheel Throwing
- Unit 4:** Mini Concentration
- Unit 5:** Glazing
- Unit 6:** Studio Procedures and Equipment
- Unit 7:** Critique
- Unit 8:** Portfolio

Course Enduring Understandings:

- Media is a vehicle for expression. The base materials of art can be loaded with expression (especially when done wisely).
- Practice makes perfect. Artistic techniques and skills are often repeated and revised for deeper impact and effect.
- Craftsmanship is an additional tool for expression. Care and thoughtfulness in how a project is made informs an appreciation and understanding of the artwork.

Course Essential Questions:

- How are the elements and principles of design chosen in an informed manner?
- How does media choice aid in the success of an artwork?
- What methods of construction are best for a specific project?
- Why do artists create the work that they do or historically did?
- How should an artist present their artwork?

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Unit 1: Figurative Ceramics

Students will create multiple projects that demonstrate anatomical modeling using multiple construction methods (pinch, coil, hard, soft slab). One of these projects also acts as a review of Ceramics I skills and techniques.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose. - Media is a vehicle for expression. The base materials of art can be loaded with expression (especially when done wisely). - Meaning, feeling, or narrative are not innate in artwork; they have to be wisely uploaded, and then driven into the artwork. - Practice makes perfect. Artistic techniques and skills are often repeated and revised for deeper impact and effect. - People create artwork in response to activities, events, and conventions surrounding them. All artists have reasons for what they do. Students need to find these out before placing judgment or making a critique. It's all about an informed decision. - Both meaning and media usage of an artwork are subjective, but justifiable. It's important that students can justify the decision they make. - Craftsmanship is an additional tool for expression. Care and thoughtfulness in how a project is made informs an appreciation and understanding of the artwork. - Discussion and self-reflection offer opportunities for growth and understanding.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - Why do artists create the work that they do or historically did? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Pinch construction - Coil construction - Hard slab construction - Soft slab construction	- Produce an animal-human lidded container or personality gnome - Produce a written narrative on the animal-human lidded container or

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Unit 1: Figurative Ceramics

• Score, slip, press, knit • How to create texture • How to create complex form • Quality craftsmanship • Proper kiln use • Organization of the studio • How to use the slab roller • Clay modeling • Clay storage • Use of studio tools and equipment • Anatomical proportions	• personality gnome • Critique other artists' animal-human lidded container or personality gnome • Produce a hanging mask form
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Missouri Learning Standards

Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).

Priority Standard: Create 1.B: Shape an artistic investigation of an aspect of present- day life using a contemporary practice of art or design (Va:Cr1B.I).

Priority Standard: Create 2.B: Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment (Va:Cr2B.I).

Priority Standard: Presenting/Producing 4.A: Analyze, select, and curate artifacts and/or artworks for presentation and preservation (VA:Pr4A.I).

Priority Standard: Responding 7.A: Hypothesize ways in which art influences perception and understanding of human experiences (VA: Re7A.I).

Priority Standard: Responding 7.B: Analyze how one's understanding of the world is affected by experiencing visual imagery (VA: Re7B.I).

Priority Standard: Responding 8.A: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts (VA: Re8A.I).

Priority Standard: Connecting 10.A: Document the process of developing ideas from early stages to fully elaborated ideas (VA:Cn10A.I).

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Unit 2: Non-Objective Ceramics

Students will create Non-Objective Ceramics.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose. . - Media is a vehicle for expression. The base materials of art can be loaded with expression (especially when done wisely). - Meaning, feeling, or narrative are not innate in artwork; they have to be wisely uploaded, and then driven into the artwork. - Practice makes perfect. Artistic techniques and skills are often repeated and revised for deeper impact and effect. - People create artwork in response to activities, events, and conventions surrounding them. All artists have reasons for what they do. Students need to find these out before placing judgment or making a critique. It's all about an informed decision. - Both meaning and media usage of an artwork are subjective, but justifiable. It's important that students can justify the decision they make. - Craftsmanship is an additional tool for expression. Care and thoughtfulness in how a project is made informs an appreciation and understanding of the artwork. - Discussion and self-reflection offer opportunities for growth and understanding.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - Why do artists create the work that they do or historically did? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
- How to use the clay extruder - Pinch construction - Coil construction - Hard slab construction - Soft slab construction - Score, slip, press, knit - Creating texture	- Produce abstract forms - Produce a courtyard ceramic piece - Produce a multicolor extruded coil pot - Produce a extruded coil pot - Produce a deconstructed/reconstructed extruded coil pot

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Unit 2: Non-Objective Ceramics

- Creating complex form
- Quality craftsmanship
- Proper kiln use
- Organization of the studio
- How to use the slab roller
- Clay modeling
- Clay storage
- Use of studio tools and equipment

Missouri Learning Standards

Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).

Priority Standard: Create 1.B: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design (Va:Cr1B.I).

Priority Standard: Create 2.B: Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment (Va:Cr2B.I).

Priority Standard: Create 3.A: Apply relevant criteria from traditional and contemporary cultural context to examine, reflect on, and plan revisions for works of art and design in progress (Va:Cr3A.I).

Priority Standard: Presenting/Producing 4.A: Analyze, select, and curate artifacts and/or artworks for presentation and preservation (VA:Pr4A.I).

Priority Standard: Connecting 10.A: Document the process of developing ideas from early stages to fully elaborated ideas (VA:Cn10A.I).

Priority Standard: Connecting 11.A: Describe how knowledge of culture, traditions, and history may influence personal responses to art (VA:Cn11A.I).

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Unit 3: Wheel Throwing

Students will create wheel thrown ceramics.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose. - Media is a vehicle for expression. The base materials of art can be loaded with expression (especially when done wisely). - Meaning, feeling, or narrative are not innate in artwork; they have to be wisely uploaded, and then driven into the artwork. - Practice makes perfect. Artistic techniques and skills are often repeated and revised for deeper impact and effect. - People create artwork in response to activities, events, and conventions surrounding them. All artists have reasons for what they do. Students need to find these out before placing judgment or making a critique. It's all about an informed decision. - Both meaning and media usage of an artwork are subjective, but justifiable. It's important that students can justify the decision they make. - Craftsmanship is an additional tool for expression. Care and thoughtfulness in how a project is made informs an appreciation and understanding of the artwork. - Discussion and self-reflection offer opportunities for growth and understanding.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - Why do artists create the work that they do or historically did? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Parts and usage of a throwing wheel - Body position for throwing - Centering - Coning - Compressing the bottom and lip - Pulling - Trimming	Produce bowls, plates, or cups on the throwing wheel.

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Unit 3: Wheel Throwing

- Use of the wet box and slurry bucket
- Clay storage
- Proper kiln use
- Organization of the studio
- Use of studio tools and equipment

Missouri Learning Standards

Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).

Priority Standard: Create 1.B: Shape an artistic investigation of an aspect of present- day life using a contemporary practice of art or design (Va:Cr1B.I).

Priority Standard: Create 2.B: Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment (Va:Cr2B.I).

Priority Standard: Create 3.A: Apply relevant criteria from traditional and contemporary cultural context to examine, reflect on, and plan revisions for works of art and design in progress (Va:Cr3A.I).

Priority Standard: Presenting/Producing 4.A: Analyze, select, and curate artifacts and/or artworks for presentation and preservation (VA:Pr4A.I).

Priority Standard: Connecting 10.A: Document the process of developing ideas from early stages to fully elaborated ideas (VA:Cn10A.I).

Priority Standard: Connecting 11.A: Describe how knowledge of culture, traditions, and history may influence personal responses to art (VA:Cn11A.I).

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Unit 4: Mini Concentration

Students will plan, sketch, and execute an independent self-directed body of work, 3 pieces minimum, that explores the student's interest.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose. - Media is a vehicle for expression. The base materials of art can be loaded with expression (especially when done wisely). - Meaning, feeling, or narrative are not innate in artwork; they have to be wisely uploaded, and then driven into the artwork. - Practice makes perfect. Artistic techniques and skills are often repeated and revised for deeper impact and effect. - People create artwork in response to activities, events, and conventions surrounding them. All artists have reasons for what they do. Students need to find these out before placing judgment or making a critique. It's all about an informed decision. - Both meaning and media usage of an artwork are subjective, but justifiable. It's important that students can justify the decision they make. - Craftsmanship is an additional tool for expression. Care and thoughtfulness in how a project is made informs an appreciation and understanding of the artwork. - Discussion and self-reflection offer opportunities for growth and understanding.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - Why do artists create the work that they do or historically did? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Pinch construction - Coil construction - Hard slab construction - Soft slab construction - Wheel throwing - Score, slip, press, knit	- Produce Sketches - Produce plans detailing proposed art work - Produce an independent self-directed body of work (3 pieces minimum)

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Unit 4: Mini Concentration

- How to create texture
- How to create complex form
- Quality craftsmanship
- Proper kiln use
- Organization of the studio
- How to use the slab roller
- How to use the clay extruder
- Clay modeling
- Clay storage
- Use of studio tools and equipment

Missouri Learning Standards

Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).

Priority Standard: Create 1.B: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design (Va:Cr1B.I).

Priority Standard: Create 2.B: Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment (Va:Cr2B.I).

Priority Standard: Create 3.A: Apply relevant criteria from traditional and contemporary cultural context to examine, reflect on, and plan revisions for works of art and design in progress (Va:Cr3A.I).

Priority Standard: Presenting/Producing 4.A: Analyze, select, and curate artifacts and/or artworks for presentation and preservation (VA:Pr4A.I).

Priority Standard: Connecting 10.A: Document the process of developing ideas from early stages to fully elaborated ideas (VA:Cn10A.I).

Priority Standard: Connecting 11.A: Describe how knowledge of culture, traditions, and history may influence personal responses to art (VA:Cn11A.I).

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Unit 5: Glazing

Students learn to glaze bisqueware.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose. - Media is a vehicle for expression. The base materials of art can be loaded with expression (especially when done wisely). - Meaning, feeling, or narrative are not innate in artwork; they have to be wisely uploaded, and then driven into the artwork. - Practice makes perfect. Artistic techniques and skills are often repeated and revised for deeper impact and effect. - People create artwork in response to activities, events, and conventions surrounding them. All artists have reasons for what they do. Students need to find these out before placing judgment or making a critique. It's all about an informed decision. - Both meaning and media usage of an artwork are subjective, but justifiable. It's important that students can justify the decision they make. - Craftsmanship is an additional tool for expression. Care and thoughtfulness in how a project is made informs an appreciation and understanding of the artwork. - Discussion and self-reflection offer opportunities for growth and understanding.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - Why do artists create the work that they do or historically did? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Students learn proper procedure in applying glaze - Brush washing. - How to maintain a dry foot.	Successfully glaze their bisque fired clay projects.

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Unit 5: Glazing

Missouri Learning Standards

Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).

Priority Standard: Create 1.B: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design (Va:Cr1B.I).

Priority Standard: Create 2.B: Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment (Va:Cr2B.I).

Priority Standard: Create 3.A: Apply relevant criteria from traditional and contemporary cultural context to examine, reflect on, and plan revisions for works of art and design in progress (Va:Cr3A.I).

Priority Standard: Presenting/Producing 4.A: Analyze, select, and curate artifacts and/or artworks for presentation and preservation (VA:Pr4A.I).

Priority Standard: Connecting 10.A: Document the process of developing ideas from early stages to fully elaborated ideas (VA:Cn10A.I).

Priority Standard: Connecting 11.A: Describe how knowledge of culture, traditions, and history may influence personal responses to art (VA:Cn11A.I).

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Unit 6: Studio Procedures and Equipment (ongoing)

Students learn the stages of clay (plastic, hard leather, bone dry, bisque, and glazeware) and when each stage is appropriate for what technique. Students learn how to properly clean their work area and the areas of the studio. Students learn how to use the slab roller and hair dryers, bag their projects, and use press and texture creating tools. Students learn how to recycle and wedge clay.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose. - Media is a vehicle for expression. The base materials of art can be loaded with expression (especially when done wisely). - Meaning, feeling, or narrative are not innate in artwork; they have to be wisely uploaded, and then driven into the artwork. - Practice makes perfect. Artistic techniques and skills are often repeated and revised for deeper impact and effect. - People create artwork in response to activities, events, and conventions surrounding them. All artists have reasons for what they do. Students need to find these out before placing judgment or making a critique. It's all about an informed decision. - Both meaning and media usage of an artwork are subjective, but justifiable. It's important that students can justify the decision they make. - Craftsmanship is an additional tool for expression. Care and thoughtfulness in how a project is made informs an appreciation and understanding of the artwork. - Discussion and self-reflection offer opportunities for growth and understanding.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - Why do artists create the work that they do or historically did? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
The relevant materials, tools, and studio equipment.	- Utilize materials properly. - Store clay properly.

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Unit 6: Studio Procedures and Equipment (ongoing)

Missouri Learning Standards
Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).
Priority Standard: Create 1.B: Shape an artistic investigation of an aspect of present- day life using a contemporary practice of art or design (Va:Cr1B.I).
Priority Standard: Create 2.B: Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment (Va:Cr2B.I).
Priority Standard: Create 3.A: Apply relevant criteria from traditional and contemporary cultural context to examine, reflect on, and plan revisions for works of art and design in progress (Va:Cr3A.I).
Priority Standard: Presenting/Producing 4.A: Analyze, select, and curate artifacts and/or artworks for presentation and preservation (VA:Pr4A.I).
Priority Standard: Connecting 10.A: Document the process of developing ideas from early stages to fully elaborated ideas (VA:Cn10A.I).
Priority Standard: Connecting 11.A: Describe how knowledge of culture, traditions, and history may influence personal responses to art (VA:Cn11A.I).

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Unit 7: Critique

Students describe, analyze, interpret and judge their own and/or others' artwork.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose. - Media is a vehicle for expression. The base materials of art can be loaded with expression (especially when done wisely). - Meaning, feeling, or narrative are not innate in artwork; they have to be wisely uploaded, and then driven into the artwork. - Practice makes perfect. Artistic techniques and skills are often repeated and revised for deeper impact and effect. - People create artwork in response to activities, events, and conventions surrounding them. All artists have reasons for what they do. Students need to find these out before placing judgment or making a critique. It's all about an informed decision. - Both meaning and media usage of an artwork are subjective, but justifiable. It's important that students can justify the decision they make. - Craftsmanship is an additional tool for expression. Care and thoughtfulness in how a project is made informs an appreciation and understanding of the artwork. - Discussion and self-reflection offer opportunities for growth and understanding.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - Why do artists create the work that they do or historically did? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
How to discuss art works as a whole class, in small groups, or in one-on-one's	- Articulate concepts, use of media, and use vocabulary terms. - Give constructive feedback.

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Unit 7: Critique

Missouri Learning Standards

Priority Standard: Presenting/Producing 4.A: Analyze, select, and curate artifacts and/or artworks for presentation and preservation (VA:Pr4A.I).

Priority Standard: Presenting/Producing 5.A: Analyze and evaluate the reasons and ways an exhibition is presented (VA:Pr5A.I).

Priority Standard: Presenting/Producing 6.A: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings (VA:Pr6A.I).

Priority Standard: Responding 7.A: Hypothesize ways in which art influences perception and understanding of human experiences (VA: Re7A.I).

Priority Standard: Responding 7.B: Analyze how one's understanding of the world is affected by experiencing visual imagery (VA: Re7B.I).

Priority Standard: Responding 8.A: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts (VA: Re8A.I).

Priority Standard: Responding 9.A: Establish relevant criteria in order to evaluate a work of art or collection of works (VA:Re9A.I).

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Unit 8: Portfolio

Students learn to document their artwork with descriptive and quality photographs. They create a portfolio of all artwork they produced during the semester and write a reflection on their progress and growth.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose. - Media is a vehicle for expression. The base materials of art can be loaded with expression (especially when done wisely). - Meaning, feeling, or narrative are not innate in artwork; they have to be wisely uploaded, and then driven into the artwork. - Practice makes perfect. Artistic techniques and skills are often repeated and revised for deeper impact and effect. - People create artwork in response to activities, events, and conventions surrounding them. All artists have reasons for what they do. Students need to find these out before placing judgment or making a critique. It's all about an informed decision. - Both meaning and media usage of an artwork are subjective, but justifiable. It's important that students can justify the decision they make. - Craftsmanship is an additional tool for expression. Care and thoughtfulness in how a project is made informs an appreciation and understanding of the artwork. - Discussion and self-reflection offer opportunities for growth and understanding.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - Why do artists create the work that they do or historically did? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
How to document their artwork with descriptive and quality photographs, how to transfer and organize their photographs to and on their laptop, and how to create a slideshow portfolio of their work.	Produce a portfolio and written reflection of their semester work.

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Unit 8: Portfolio

Missouri Learning Standards

Priority Standard: Presenting/Producing 4.A: Analyze, select, and curate artifacts and/or artworks for presentation and preservation (VA:Pr4A.I).

Priority Standard: Presenting/Producing 5.A: Analyze and evaluate the reasons and ways an exhibition is presented (VA:Pr5A.I).

Priority Standard: Responding 7.A: Hypothesize ways in which art influences perception and understanding of human experiences (VA: Re7A.I).

Priority Standard: Responding 7.B: Analyze how one's understanding of the world is affected by experiencing visual imagery (VA: Re7B.I).

Priority Standard: Responding 8.A: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts (VA: Re8A.I).

Priority Standard: Responding 9.A: Establish relevant criteria in order to evaluate a work of art or collection of works (VA:Re9A.I).

Priority Standard: Connecting 10.A: Document the process of developing ideas from early stages to fully elaborated ideas (VA:Cn10A.I).

Priority Standard: Connecting 11.A: Describe how knowledge of culture, traditions, and history may influence personal responses to art (VA:Cn11A.I).