

Ceramics II

1. Box Form
2. Pinch & Coil
3. Sculpture
4. Slab/Drape
5. Thrown Functional

COURSE: Ceramics II	GRADE(S): 10-12
UNIT: Box Form	

<p>NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 1. Understanding and applying media, techniques, and processes 2. Using knowledge of structures and functions 3. Choosing and evaluating a range of subject matter, symbols, and ideas 4. Understanding the visual arts in relation to history and cultures 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others 6. Making connections between visual arts and other disciplines

<p>STATE STANDARDS:</p> <ol style="list-style-type: none"> 9.1 Producing , Performing and Exhibiting the Arts and Humanities 9.2 Historical and Cultural Contexts 9.3 Critical Response to the Arts and Humanities 9.4 Aesthetic Responses to the Arts and Humanities 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> (A) Compare and contrast geometric and organic form (B) Discuss different hinges including miter (C) Discuss ways in which emotionalism can be introduced into clay (D) Propose ways in which texture and sculptural elements can be introduced to clay boxes
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<p>ACTIVITIES: Students will:</p> <ol style="list-style-type: none"> (A) Produce a slab constructed box with lid (B) Include texture, emotionalism and different media in the design of their pottery (C) Glaze or finish and critique <p>RESOURCES:</p> <ul style="list-style-type: none"> - Slab box with hinged lid - Textural studies - Inclusion of multimedia 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> (A) Studio work (B) Critique (C) Class participation <p>REMEDIATION:</p> <ul style="list-style-type: none"> - Design a box form and discuss different methods of finishing <p>ENRICHMENT:</p> <ul style="list-style-type: none"> - Design and create a box influenced by a researched potter
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COURSE: Ceramics II	GRADE(S): 10-12
UNIT: Pinch and Coil	

<p>NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 1. Understanding and applying media, techniques, and processes 2. Using knowledge of structures and functions 3. Choosing and evaluating a range of subject matter, symbols, and ideas 4. Understanding the visual arts in relation to history and cultures 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others 6. Making connections between visual arts and other disciplines

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<p>ACTIVITIES: Students will:</p> <ol style="list-style-type: none"> (A) Build aesthetically pleasing pinched art forms that may be decorative or functional (B) Produce coil works using advanced knowledge of coil methods <p>RESOURCES:</p> <ul style="list-style-type: none"> - Maria Martinez video - Pit firing 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> (A) Studio work (B) Critique: self, peer, teacher (C) Class participation <p>REMEDIATION:</p> <ul style="list-style-type: none"> - Research Native American pottery and discuss method of building <p>ENRICHMENT:</p> <ul style="list-style-type: none"> - Load and fire off a pit fire in the method of Maria Martinez
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COURSE: Ceramics II	GRADE(S): 10-12
UNIT: Sculpture	

<p>NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 1. Understanding and applying media, techniques, and processes 2. Using knowledge of structures and functions 3. Choosing and evaluating a range of subject matter, symbols, and ideas 4. Understanding the visual arts in relation to history and cultures 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others 6. Making connections between visual arts and other disciplines

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<p>ACTIVITIES: Students will:</p> <ol style="list-style-type: none"> (A) Produce a figurative sculpture (B) Discuss native American storyteller sculpture (C) Explore various finishing techniques (D) Glaze and critique <p>RESOURCES:</p> <ul style="list-style-type: none"> - Figurative studies - Creation of movement - Whistle-making - Finishing 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> (A) Studio work (B) Critique (C) Class participation <p>REMEDIATION:</p> <ul style="list-style-type: none"> - Research storytellers and design a figure in the style of the Native American <p>ENRICHMENT:</p> <ul style="list-style-type: none"> - Research storytellers and design a modern version of the Native American art form

COURSE: Ceramics II	GRADE(S): 10-12
UNIT: Slab Drape	

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<p>ACTIVITIES: Students will:</p> <ol style="list-style-type: none"> (A) Produce slab art work showing qualities of movement, balance and cultural influences (B) Glaze (C) Critique <p>RESOURCES:</p> <ul style="list-style-type: none"> - Slab - Japanese influences - Mask - Armature - David Shaner 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> (A) Studio work (B) Critique (C) Class participation <p>REMEDIATION:</p> <ul style="list-style-type: none"> - Fill out critique form and explain reasons for failure and possible corrections <p>ENRICHMENT:</p> <ul style="list-style-type: none"> - Build a large narrative art form that uses an armature of choice
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COURSE: Ceramics II	GRADE(S): 10-12
UNIT: Thrown Functional	

<p>NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 1. Understanding and applying media, techniques, and processes 2. Using knowledge of structures and functions 3. Choosing and evaluating a range of subject matter, symbols, and ideas 4. Understanding the visual arts in relation to history and cultures 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others 6. Making connections between visual arts and other disciplines

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<p>ACTIVITIES: Students will:</p> <ol style="list-style-type: none"> (A) Build advanced thrown pottery that is considered functional / utilitarian (B) Incorporate hand building with thrown method of rebuilding in creating a functional art form (C) Glaze and critique <p>RESOURCES:</p> <ul style="list-style-type: none"> - Throwing advanced forms - Glazing techniques for functional ware - Introduction of forms beyond the cylinder 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> (A) Studio work (B) Critique: self, peer, teacher (C) Class participation <p>REMEDIATION:</p> <ul style="list-style-type: none"> - Practice wheel techniques or areas of weakness <p>ENRICHMENT:</p> <ul style="list-style-type: none"> - Explore culture of choice and incorporate researched ideas into an original art work