

Ceramics I – Ceramic Sculpture

1. Carving
2. Coil
3. Pinch
4. Properties of Clay
5. Properties of Colorants
6. Soft Slab
7. Stiff Slab
8. Surface of Treatments
9. Thrown

COURSE: Ceramic Sculpture	GRADE(S): 10-12
UNIT: Carving	

<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 Production, Performance and Exhibition of the Arts and Humanities 9.2 Historical and Cultural Contexts 9.3 Critical Response 9.4 Aesthetic Response 	<p>UNIT OBJECTIVES:</p> <p>Demonstrate understanding of:</p> <ul style="list-style-type: none"> Positive and negative Subtractive technique Mass and void Figural Abstraction/stylization Realism <p>Carve clay to create a subtractive sculpture</p> <p>Discuss eye movement through the work</p> <p>Demonstrate knowledge clay thickness relating to firing</p>
<p>ACTIVITIES:</p> <p>Students will:</p> <ul style="list-style-type: none"> Carve a three dimensional sculpture from a solid clay shape (ex; extruded form, from the clay block) hollow the form or create negative space to allow air flow in the kiln appropriate glazing, underglazing, or patination <p>RESOURCES:</p> <p>Ex:</p> <p>Works of Michelangelo</p>	<p>ASSESSMENTS:</p> <p>Written description of work of self and others, using terms: positive, negative, subtractive, mass, void, figural, abstraction, stylization, Evaluation by self, teacher, and/or peers</p> <p>Structural integrity of piece</p> <p>REMEDIATION:</p> <p>Draw a frontal and profile orthographic view of a sculpture.</p> <p>ENRICHMENT:</p> <p>Choose a common object to draw from observation. Draw it again, elongating the object to stylize it. Rearrange the elongated parts in a third drawing to abstract it.</p>

COURSE: Ceramic Sculpture	GRADE(S): 10-12
UNIT: Coil	

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<p>ACTIVITIES:</p> <p>Students will: Research coil sculpture builders Build a sculpture using the coil method Use antiquing paint as surface treatment</p> <p>RESOURCES:</p> <p>Images in Clay Sculpture, Speight Ex: Contemporary coil sculpture; internet Eduardo Andaluz, Evelin Richter, Marlyn Madama</p>	<p>ASSESSMENTS:</p> <p>Studio work Preliminary drawings Critique: student, teacher and/or peer</p> <p>REMEDIATION:</p> <p>Complete a sketchbook idea that utilizes coils in a sculpture. Include a construction sequencing plan.</p> <p>ENRICHMENT:</p> <p>Research public sculpture. Create a maquette for a large public sculpture to be made of coil. Describe its environment in the public setting.</p>
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COURSE: Ceramic Sculpture	GRADE(S): 10-12
UNIT: Pinch	

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<p>ACTIVITIES:</p> <p>Students will:</p> <p>Build a sculptural form using the closed pinch method</p> <p>Choose from a selection of folk art forms</p> <p>Capture qualities of a folk art prototype in the work</p> <p>Select underglaze for a decorative, polychrome surface design or glaze for a monochrome surface.</p> <p>RESOURCES:</p> <p>Examples:</p> <p>Japanese Daruma</p> <p>Chilean Canchitos</p>	<p>ASSESSMENTS:</p> <p>Studio work</p> <p>Critique; self, peer, and/or teacher</p> <p>Preliminary drawing</p> <p>Written summary of folk art legend</p> <p>REMEDIATION:</p> <p>Pinch simple closed sphere, plan and execute surface decoration</p> <p>ENRICHMENT:</p> <p>Write an original "legend" and design the resulting character</p>

COURSE: Ceramic Sculpture	GRADE(S): 10-12
UNIT: Properties of Clay	

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<p>ACTIVITIES:</p> <p>Students will:</p> <ul style="list-style-type: none"> Manipulate clay to determine plasticity, drying time, & shrinkage Slip & score joints Experiment with correct use and care for tools Observe firing procedure Handle and store work correctly <p>RESOURCES:</p> <ul style="list-style-type: none"> Nigrosh, Gazelle, Berhenson Nature of Clay Tool identification, use and care Clay stages Firing process 	<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> Student experiments and written observations by students Check list of skills Vocabulary written assessment Properties of clay written assessment <p>REMEDATION:</p> <ul style="list-style-type: none"> Complete a review packet about properties of clay <p>ENRICHMENT:</p> <ul style="list-style-type: none"> Design & complete a poster describing properties & uses for each stage of clay

COURSE: Ceramic Sculpture	GRADE(S): 10-12
UNIT: Properties of Colorants	

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<p>ACTIVITIES:</p> <p>Students will:</p> <p>Observe colorant types and applications.</p> <p>Produce glaze tile samples</p> <p>Discuss glaze types and application</p> <p>Paraphrase safety precautions while using glazes</p> <p>RESOURCES:</p> <p>Nigrosh, Gazelle, Berensohn:</p> <p>Glaze types</p> <p>Application</p> <p>Glaze selection</p> <p>Prep for glazing</p> <p>Safety rules</p> <p>Glaze fire and kiln set up</p>	<p>ASSESSMENTS:</p> <p>Written assessment</p> <p>Teacher observation</p> <p>Student records of colorant use</p> <p>REMEDIATION:</p> <p>Review and respond to worksheet on glazing techniques and precautions</p> <p>ENRICHMENT:</p> <p>Create one work that uses at least 3 colorant techniques.</p>
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COURSE: Ceramic Sculpture	GRADE(S): 10-12
UNIT: Soft Slab	

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<p>ACTIVITIES:</p> <p>Students will: Create a sculpture by draping clay into or over a form Decide on appropriate type of slabs , textural considerations, and glazing</p> <p>RESOURCES:</p> <p>McKay, Nigrosh, Speight Clay: hand building Sapiro</p>	<p>ASSESSMENTS:</p> <p>Studio work, Design idea & presketch Critique Class participation</p> <p>REMEDIATION:</p> <p>Completion of a sketchbook idea utilizing a draped slab method</p> <p>ENRICHMENT:</p> <p>Create a 2 slab sculpture with negative space between the two as an important part of the design.</p>

COURSE: Ceramic Sculpture	GRADE(S): 10-12
UNIT: Stiff Slab	

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<p>ACTIVITIES:</p> <p>Students will: Roll slab correctly Design and execute a subtractive and additive slab sculpture in bas or high relief</p> <p>RESOURCES:</p> <p>Examples: Egyptian Greek Stele Ghiberti "Gates of Paradise"</p>	<p>ASSESSMENTS:</p> <p>Studio work Critique Class participation Written assessment for vocabulary</p> <p>REMEDIATION:</p> <p>Create a slab "relief by using a variety of textural appliques and impressions on a slab of clay</p> <p>ENRICHMENT:</p> <p>Choose a part of an animal. Replicate the part in relief method. Include texture of animal. Ex; dog head with fur, lizard tail with skin, armadillo body with armor</p>

COURSE: Ceramic Sculpture	GRADE(S): 10-12
UNIT: Surface Treatments	

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<p>ACTIVITIES: Students will: Prepare creative samples using common decorative techniques</p> <p>RESOURCES: Mishima Sgriffito Incising Piercing Impression Slip trail Wax resist Mixed media</p>	<p>ASSESSMENTS: Studio work Class participation Written assessment</p> <p>REMEDIATION: Completion of a worksheet identifying surface treatment</p> <p>ENRICHMENT: Creation of a display showing images & descriptions of other experimental techniques as found through research.</p>
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COURSE: Ceramic Sculpture	GRADE(S): 10-12
UNIT: Thrown Sculptural	

<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:</p> <p>Students will:</p> <p>Build sculptural pottery by using thrown and hand building methods.</p> <p>View visuals and demonstrations</p> <p>Choose glaze / patina technique</p> <p>RESOURCES:</p> <p>Peter Voulkos</p> <p><u>Images in Clay Sculpture Speight</u></p> <p><u>Thrown Ceramics Nigrosh pp 57-89</u></p>	<p>ASSESSMENTS:</p> <p>Teacher evaluation of correct hand and body placement while using the wheel</p> <p>Ability to center the clay as evidenced in thrown work</p> <p>Self evaluation</p> <p>REMEDIATION:</p> <p>throw 3 small forms; stack them to create a taller form</p> <p>ENRICHMENT:</p> <p>Throw at least one form, cut it apart, rejoin pieces in a new way</p>