Ceramics II

1. Box Form
2. Pinch & Coil
3. Sculpture
4. Slab/Drape
5. Thrown Functional
<table>
<thead>
<tr>
<th>COURSE: Ceramics II</th>
<th>GRADE(S): 10-12</th>
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<td>UNIT: Box Form</td>
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**NATIONAL STANDARDS:**
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

**STATE STANDARDS:**
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

**UNIT OBJECTIVES:**
(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

**ACTIVITIES:**
Students will:
(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

**RESOURCES:**
- Slab box with hinged lid
- Textural studies
- Inclusion of multimedia

**ASSESSMENTS:**
(A) Studio work
(B) Critique
(C) Class participation

**REMEDIAION:**
- Design a box form and discuss different methods of finishing

**ENRICHMENT:**
- Design and create a box influenced by a researched potter
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**UNIT OBJECTIVES:**
(A) Understand advanced pinch methods by studying, producing and critiquing more complex forms
(B) Recognize coil pottery as a functional but highly evolved art form
(C) Identify the artworks of Paulus Berensohn, Jimmy Clark, Maria Martinez and Native American potters

**ACTIVITIES:**
Students will:
(A) Build aesthetically pleasing pinched art forms that may be decorative or functional
(B) Produce coil works using advanced knowledge of coil methods

**ASSESSMENTS:**
(A) Studio work
(B) Critique: self, peer, teacher
(C) Class participation

**RESOURCES:**
- Maria Martinez video
- Pit firing

**REMEDICATION:**
- Research Native American pottery and discuss method of building

**ENRICHMENT:**
- Load and fire off a pit fire in the method of Maria Martinez
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<td>(A) Understand methods of building figurative sculpture</td>
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<td>(B) Introduction of kinetic aspects of clay</td>
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<td>(C) Learn to introduce other media and textural clay sections to artwork</td>
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<td>(D) Discuss different finishes including sprays, waxes, antiquing, polish, oxides and paint</td>
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<td>(E) Incorporate cultural influences into artwork</td>
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<td>(A) Produce a figurative sculpture</td>
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<td>(B) Discuss native American storyteller sculpture</td>
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<td>(C) Explore various finishing techniques</td>
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<td>(D) Glaze and critique</td>
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<th>RESOURCES:</th>
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<td>- Figurative studies</td>
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<td>- Creation of movement</td>
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<td>- Whistle-making</td>
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<td>- Finishing</td>
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<td>(A) Studio work</td>
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<th>REMEDIATION:</th>
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<td>- Research storytellers and design a figure in the style of the Native American</td>
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### UNIT OBJECTIVES:
(A) Introduction of different clay bodies through weaving and overlapping
(B) Devise ways in which cultural information can be placed into work and discussed in works of art already made
(C) Introduce emotionalism into art forms
(D) Learn different variations of armatures used in hand building

### ACTIVITIES:
Students will:
(A) Produce slab art work showing qualities of movement, balance and cultural influences
(B) Glaze
(C) Critique

### ASSESSMENTS:
(A) Studio work
(B) Critique
(C) Class participation

### RESOURCES:
- Slab
- Japanese influences
- Mask
- Armature
- David Shaner

### ASSESSMENTS:
- Fill out critique form and explain reasons for failure and possible corrections

### ENRICHMENT:
- Build a large narrative art form that uses an armature of choice
COURSE: Ceramics II  
GRADE(S): 10-12  
UNIT: Thrown Functional

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UNIT OBJECTIVES:
(A) Identification of tools used in throwing method of building  
(B) Introduction of hand building with thrown method of building  
(C) Introduction of glazing techniques used by functional artisans  
(D) Discussion of cultural influences in certain works of utilitarian art work

ACTIVITIES:
Students will:  
(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

ASSESSMENTS:
(A) Studio work  
(B) Critique: self, peer, teacher  
(C) Class participation

RESOURCES:
- Throwing advanced forms  
- Glazing techniques for functional ware  
- Introduction of forms beyond the cylinder

REMEDICATION:
- Practice wheel techniques or areas of weakness

ENRICHMENT:
- Explore culture of choice and incorporate researched ideas into an original art work