

ADVANCED POTTERY AND SCULPTURE

Description:

There are an infinite number of ideas that can be pursued in creating meaningful and expressive pottery and sculptures. This course expands upon the experiences gained in Intro to Pottery and/or Intro to Sculpture. Students can choose the direction their 3-D investigation takes by selecting advanced pottery, advanced sculpture or a combination of both. Students will be asked to apply their knowledge of materials and techniques to all work. Upon completion, students will have a 3-D portfolio and can apply for the AP 3- D Design Portfolio.

COURSE OVERVIEW

Course Goals

Students will be able to:

- Research their desired 3 D form – ceramic: wheel and/or hand built; sculptural or combination
- Understand construction techniques for more complex 3-D Design forms.
- Select the correct method of construction for their pieces.
- Recognize and utilize the effect of balance and proportion in 3-D.
- Recognize non-traditional subject matter.
- Identify work of master potters/sculptors.
- Analyze and Critique historical and contemporary pottery/sculpture.
- Find common characteristics between historical references and their own work.
- Recognize ethnic and cultural differences through analyzation of 3-D design.

Artistic Processes

- Create
- Present
- Respond
- Connect

Anchor Standards

- Anchor Standard #1. Generate and conceptualize artistic ideas and work.**
- Anchor Standard #2. Organize and develop artistic ideas and work.**
- Anchor Standard #3. Refine and complete artistic work.**
- Anchor Standard #4. Select, analyze and interpret artistic work for presentation.**
- Anchor Standard #5. Develop and refine artistic techniques and work for presentation.**

Course Skill Objectives

Students will:

- Plan and pull more complex forms on the wheel.
- Use advanced techniques on the wheel, collaring, flange and gallery, knobs, pierced edges, altered shapes and lids
- Use an assortment of tools to create a set of aesthetically matching functional wear.
- Plan and pull 2 part containers.
- Use underglaze and engobes to create agate wear.
- Use hand building techniques and tools to create complex structures.
- Use the appropriate glaze technique for a desired effect.
- Correctly/safely use power tools and fasteners
- Research and sketch idea for 3-D sculpture
- Build maquettes and scale to larger form

	<p>Anchor Standard #6. Convey meaning through the presentation of artistic work</p> <p>Anchor Standard #7. Perceive and analyze artistic work.</p> <p>Anchor Standard #8. Interpret intent and meaning in artistic work.</p> <p>Anchor Standard #9. Apply criteria to evaluate artistic work.</p> <p>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</p> <p>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<ul style="list-style-type: none"> • Construct armatures. • Design and build base. • Use balance, weight and proportion to build free standing sculpture. • Use light and shadow to add to the depth of sculpture. • Use color as a possible additional component.
--	---	---

<u>Units</u>	<u>Essential Questions</u>	<u>Assessments</u>
Unit 1 - Lidded Functional Wear Unit 2 - Pierced Wear Unit 3 - Altered Shapes Unit 4 - Altered form Sculpture Unit 5 - Installation Unit 6 - Maquette and Stone Carving	<ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take risks? • How does collaboration expand the creative process? • How do artists work? • How do artists and designers learn from trial and error? • How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places or systems? How do artists and designers create works of art or design that effectively communicate? • Why do people value objects, artifacts, and artworks, and select them for presentation? • 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? • 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? • How does art help us understand the lives of different times, places and cultures? How is art used to impact the views of a society? 	<ul style="list-style-type: none"> • Wheel thrown/hand built olive oil decanter • Sugar bowl with flange and gallery lip • Thrown knob for lid • Wheel/hand built set of texture mugs • Pierced bowl • Altered form • Hand built keyed lidded box • Lamp base • Creating a base which has relevance to sculpture • Altered found baskets – large scale • Life size cast • Installation • Clay maquette • Large Stone carving • Individual and group critique

Pacing Guide				
1st Marking Period			2nd Marking Period	
Month 1	Month 2	Month 3	Month 4	Month 5
Unit 1 and 4		Unit 2 and 5	Unit 3 and 6	
Lidded Functional Wear Altered form Sculpture		Pierced Wear Installation	Altered Shapes Maquette and stone carving	
5weeks		5 weeks	10 weeks	

Unit 1 – Lidded Functional Wear

Unit Objectives

Students will be able to:

- Identify work of contemporary ceramic artists
- Use hand building and/or wheel techniques to construct lidded containers using flanges and galleries
- Throw/construct fitted lids with knobs.
- Use an assortment of tools to create a set of aesthetically matching functional wear
- Apply and interesting surface decoration which enhances the finished object.

Skill Objectives

Students will:

- Use social media to collect sources
- Plan and pull more complex forms on the wheel.
- Use advanced techniques on the wheel, collaring, flange and gallery, knobs, pierced edges, altered shapes and lids.
- Use advanced hand building techniques and tools – texture, keyed lids, sculpted knobs
- Use the pug mill to reprocess clay
- Photograph, color correct, crop images of finished wear.
- Add image to digital 3-D portfolio

<p>Creating</p> <p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work.</p>	<p>Presenting</p> <p>Anchor Standard:</p>	<p>Responding</p> <p>Anchor Standard 7: Perceive and analyze artistic work.</p>	<p>Connecting</p> <p>Anchor Standard:</p>
<p><u>Enduring Understandings</u> Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.</p> <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p><u>Essential Questions</u> How do artists determine what resources and criteria are needed to formulate artistic investigations? How do artists and designers learn from trial and error?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>Use multiple approaches to begin creative endeavors. Through experimentation,</p>	<p><u>Enduring Understandings</u></p> <p><u>Essential Questions</u></p> <p><u>Process Components</u> Analyze, Select, Share</p>	<p><u>Enduring Understandings</u> Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world and constructed environments</p> <p><u>Essential Questions</u> 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?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p>	<p><u>Enduring Understandings</u></p> <p><u>Essential Questions</u></p> <p><u>Process Components</u> Synthesize, Relate</p>

practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form			
<u>Sample Performance Assessments</u> <ul style="list-style-type: none"> • Olive oil jars • Sugar bowl/canister set with flange and gallery • Mood board of possibilities 	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u> <ul style="list-style-type: none"> • Research contemporary styles of construction using Instagram • Individual and group critique 	<u>Sample Performance Assessments</u>

Unit 2 – Pierced Wear

Unit Objectives

Students will be able to:

- Identify work of contemporary ceramic artists
- Research possible containers (functional or sculptural) which incorporate pierced sides or edges
- Use advanced wheel throwing/hand building techniques to construct and finish each piece.
- Develop pierced pattern to fit form and function.
- Apply and interesting surface decoration which enhances the ceramic wear.
- Recognize and used the glaze which best fits the desired outcome

Skill Objectives

Students will:

- Use social media to collect sources
- Use coil, slab, drape and slump mold techniques to build a functional and/or sculptural container with piercings.
- Throw a wide low bowl for piercing.
- Modify and/or reconstitute glazes.
- Choose the appropriate glaze for the desired outcome.
- Use the pug mill to reprocess clay.
- Photograph, color correct, crop images of finished wear.
- Add image to digital 3-D portfolio

<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> • Key fitted lids • Luminaries • Wheel thrown pierced lip bowls 	<ul style="list-style-type: none"> • Group and individual critique • Creation and submission of digital portfolio 		<ul style="list-style-type: none"> • Group sampling of social media references

Unit 3 – Altered Shapes - Ceramics

Unit Objectives

Students will be able to:

- Identify work of contemporary ceramic artists
- Pull consistent well balanced forms
- Understand the dynamics of altered forms – round to rectangular
- Alter the form by piercing/ fluting all or part of the form
- Alter the exterior texture of a piece by switching the throwing from the outside to the inside.
- Twist, shorten and expand (fill the container with air) hand built clay forms.
- Recognize and used the glaze which best fits the desired outcome

Skill Objectives

Students will:

- Use social media to collect sources
- Use the wheel to throw a blank form, then slice, slip and score into another altered more complex form
- Use hand building techniques to create a free standing ceramic sculpture
- Apply texture and stretch the form the inside
- Use engobes and sgraffito to alter surface texture
- Use wax resist
- Use the pug mill to reprocess clay
- Photograph, color correct, crop images of finished wear.
- Add image to digital 3-D portfolio

Creating Anchor Standard 3: Refine and Complete Artistic Work	Presenting Anchor Standard 5: Develop and refine artistic techniques and work for presentation.	Responding Anchor Standard:	Connecting Anchor Standard:
<p><u>Enduring Understandings</u> Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p><u>Essential Questions</u> What role does persistence play in revising, refining, and developing work?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</p>	<p><u>Enduring Understandings</u> 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.</p> <p><u>Essential Questions</u> What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</p>	<p><u>Enduring Understandings</u></p> <p><u>Essential Questions</u></p> <p><u>Process Components</u> Analyze, Select, Share</p>	<p><u>Enduring Understandings</u></p> <p><u>Essential Questions</u></p> <p><u>Process Components</u> Synthesize, Relate</p>

<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> • Extruded Abstract vases • Lamp bases • Smacked texture and pulled texture on the wheel • Wheel thrown and pieced altered wear 	<ul style="list-style-type: none"> • Photographing art work, cropping, color correcting, adding to google photo album • Submission of photo to google classroom • Creation and submission of digital portfolio 		

Unit 4 – Altered Form Sculpture

Unit Objectives

Students will be able to:

- Identify work of contemporary abstract sculptors
- Understand concepts of abstraction.
- Combine Additive and Subtractive Sculptural Techniques to achieve desired outcome.
- Recognize how artists have used abstraction in 3-D work.
- Understand the role of gravity and balance in 3-D work
- Handle materials, tools and equipment safely.

Skill Objectives

Students will:

- Investigate and collect possible resources
- Explore through sketchbook, possible ideas
- Build a maquette to further problem solve construction techniques
- Build an armature
- Design and fabricate an appropriate base.
- Explore different fasteners.
- Photograph, crop, color correct final work
- Upload digital media to portfolio

<p>Creating</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work.</p>	<p>Presenting</p> <p>Anchor Standard:</p>	<p>Responding</p> <p>Anchor Standard 7: Perceive and analyze artistic work</p>	<p>Connecting</p> <p>Anchor Standard:</p>
<p><u>Enduring Understandings</u> People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p><u>Essential Questions</u> How do artists and designers create works of art or design that effectively communicate?</p> <p><u>Process Components</u> Investigate/Plan/Make</p>	<p><u>Enduring Understandings</u></p> <p><u>Essential Questions</u></p> <p><u>Process Components</u> Analyze, Select, Share</p>	<p><u>Enduring Understandings</u> Visual imagery influences understanding of and responses to the world.</p> <p><u>Essential Questions</u> How do images influence our views of the world?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences</p>	<p><u>Enduring Understandings</u></p> <p><u>Essential Questions</u></p> <p><u>Process Components</u> Synthesize, Relate</p>
<p><u>Sample Performance Assessments</u></p> <ul style="list-style-type: none"> • Full body tape casts • Cut, scored, folded, painted large scale abstract sculpture • Extruded clay abstract sculpture 	<p><u>Sample Performance Assessments</u></p>	<p><u>Sample Performance Assessments</u></p> <ul style="list-style-type: none"> • Group Critiques • Independent Assessment sheets 	<p><u>Sample Performance Assessments</u></p>

Unit 5 - Installation

Unit Objectives

Students will be able to:

- Identify work of contemporary installation artist.
- Analyze the pros and cons, to the school environment of the site specific installation.
- Use a combination of additive and subtractive techniques to achieve the final outcome
- Handle materials, tools and equipment safely.

Skill Objectives

Students will:

- Investigate and collect possible references
- Sketch and plan the where, how big, and color of final installation
- Fabricate parts from cardboard using both additive and subtractive techniques.
- Use spray paint (off school grounds) to “colorize and add a finish” to parts.
- Investigate possible removable wall adhesives.
- Use additive techniques to build installation.
- Photograph, color correct, crop images of finished wear.
- Add image to digital 3-D portfolio

<p>Creating Anchor Standard 2: Organize and develop artistic ideas and work</p>	<p>Presenting Anchor Standard:</p>	<p>Responding Anchor Standard 8: Interpret intent and meaning in artistic work.</p>	<p>Connecting Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p>
<p><u>Enduring Understandings</u> People create and interact with objects, places and design that define, shape, enhance and empower their lives.</p> <p><u>Essential Questions</u> How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>Collaboratively develop a proposal for an installation. Artwork, or space design that transforms the perception and experience of a particular place.</p>	<p><u>Enduring Understandings</u></p> <p><u>Essential Questions</u></p> <p><u>Process Components</u> Analyze, Select, Share</p>	<p><u>Enduring Understandings</u> People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p><u>Essential Questions</u> 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?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p>	<p><u>Enduring Understandings</u> People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p><u>Essential Questions</u> How does art help us understand the lives of different times, places and cultures? How is art used to impact the views of a society?</p> <p><u>Process Components</u> Synthesize, Relate</p> <p>Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>

<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> • Large scale temporary cardboard relief murals • Installations • Stage set designs 	<ul style="list-style-type: none"> • Group Critiques • Individual Critique 		<ul style="list-style-type: none"> • Critique of current public art sculptures in the local area. • Sculpture • Garden/Museum trip

Unit 6 – Maquette and Stone Carving

Unit Objectives

Students will be able to:

- Identify work of master stone sculptors.
- Find common characteristics between historical references and their own work.
- Use a combination of additive and subtractive techniques to achieve the final outcome
- Handle materials, tools and equipment safely.

Skill Objectives

Students will:

- Investigate and collect possible source ideas
- Sketch 3 views of idea
- Use additive techniques to sculpt a workable maquette in modeling clay.
- Use light and shadow to add drama to the surface and a sense of depth.
- Use subtractive techniques to carve the stone.
- Photograph, color correct, crop images of finished wear.
- Add image to digital 3-D portfolio

<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
	<ul style="list-style-type: none"> • Create and share a digital portfolio on social platform i.e.: Behance 	<ul style="list-style-type: none"> • Group Critiques 	<ul style="list-style-type: none"> • View and critique relevant resources of historical importance and/or contemporary sculptor's photography • Critique of current public art sculptures in the local area. • Sculpture Garden/Museum trip