

INTRODUCTION TO POTTERY

Description:

This course offers the opportunity of working exclusively in clay. Experiences will include, hand-built functional ware, surface texture, extruded pieces, use molds, working on the pottery wheel and glazing techniques. Exploration, manipulation and creative solutions of the ceramic medium are emphasized.

COURSE OVERVIEW

Course Goals

Students will be able to:

- Identify stages of clay such as maturity, leather-hard, green ware, bisque and glaze ware.
- Understand how to /change the surface texture of their ware using tools, stamps and impression.
- Discuss the correct method of construction for their pieces – form fitting function
- Understand how to center, pull and shape pots on the wheel
- Discuss handles and lids
- Understand the differences between glazes and be able to pick the glaze which best fits the intended outcome
- Identify multicultural and historical techniques in creation of original clay pieces.

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:

- Proper wedging and clay preparation
- Use coil and pinch construction to build 3-D forms.
- Use slab, keyed lids and pattern techniques.
- use hump and slump molds to build 3-D forms
- Use assortment of plaster, wood and rollers to create surface texture.
- Use the extruder to create 3-D forms.
- Identify uses of and manipulation of clay tools and equipment.
- Form the clay into a variety of shapes.
- Identify the stages of clay maturation.
- Use various techniques on the pottery wheel, including-wedging, centering coning, collaring, opening, lifting, trimming, pulling handles, lugs, pierced edges and making lids.
- Change the surface of the form using texture; carved, applied or relief.
- Apply slip or glaze for surface decoration and/or color.

	<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"> • Experiment with a variety of glazes and a variety of applications – agateware, slip trailing, sgraffito, solid and breaking glazes, wax techniques. • Pugging all scraps to eliminate waste
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<u>Units</u>	<u>Essential Questions</u>	<u>Sample Assessments</u>
Unit 1 - Hand Building Unit 2 - Pottery on the Wheel Unit 3 - Surface Decoration/Glazing Techniques	<ul style="list-style-type: none"> • How does knowing the contexts histories, and traditions of art forms help us create works of art and design? • Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations? • How do artists work? How do artists and designers determine whether a particular direction in their work is effective? • How do artists and designers learn from trial and error? • How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? • Why do people value objects, artifacts, and artworks, and select them for presentation? • How does engaging in creating art enrich people's lives? • How does making art attune people to their surroundings? • How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making? • What role does persistence play in revising, refining, and developing work? 	<ul style="list-style-type: none"> • Hand rolled coiling for constructing/patterning a slump bowl • Focus on consistency – relative dryness of the clay and slip/score tools and techniques • Note changing stages of clay – moist, leather hard, green ware and what can be achieved at each stage • Adding a foot • Removal from mold • Adding surface texture • Slipping scoring • Strip weaving • Agateware: creating, slab construction, wheel throwing • Centering on the wheel • Pulling small bowls • Trimming feet • Pulling vases/ containers • Collaring in • Bellying out • lids • Glazing techniques – what do the different glazes do? Why pick them • Group Critiques

	<ul style="list-style-type: none"> • What methods and processes are considered when preparing artwork for presentation or preservation? • How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio or a collection? 	
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Pacing Guide				
1st Marking Period			2nd Marking Period	
Month 1	Month 2	Month 3	Month 4	Month 5
Unit 1	Unit 2		Unit 3	
Hand Building	Pottery on the Wheel		Surface Decoration/Glazing Techniques	
10 weeks	5 weeks		5 weeks	

Unit 1 – Hand Building

Unit Objectives

Students will be able to:

- Select the correct construction method for each pieces
- Learn the proper method of slipping/scoring and piecing works
- Discuss and define the use pattern pieces to achieve surface texture intended ceramic project
- Understand how to handle tools and materials safely

Skill Objectives

Students will:

- Use coil construction techniques to build 3-D forms
- Use slab techniques and tools
- Use the extruder to create 3-D forms
- Use the plaster slump & hump molds
- Identify uses of and manipulation of texture tools
- Identify uses of clay tools and equipment
- Use pug mill to reprocess clay

<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 4: Select, analyze, and interpret artistic work for presentation</p>	<p>Responding</p> <p>Anchor Standard:</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 art making goals.</p> <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?</p> <p><u>Essential Questions</u> How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p>	<p><u>Enduring Understandings</u> Artists and other presenters consider various techniques, methods, venues and criteria when analyzing, selecting and curating objects artifacts, and artworks for presentation and preservation</p> <p><u>Essential Questions</u> How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p> <p><u>Process Components</u> Analyze, Select, Share</p> <p>Analyze, select and critique personal artwork for a collection or portfolio presentation</p>	<p><u>Enduring Understandings</u></p> <p><u>Essential Questions</u></p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p>	<p><u>Enduring Understandings</u></p> <p><u>Essential Questions</u></p> <p><u>Process Components</u> Synthesize, Relate</p>

<p>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p>			
<p><u>Sample Performance Assessments</u></p> <ul style="list-style-type: none"> • Coil bowls • Textured slab forms • Mugs • extruded forms • marbled clay • Safety and procedure demonstration 	<p><u>Sample Performance Assessments</u></p> <ul style="list-style-type: none"> • Photographing, color correcting, cropping images of ceramic wear • Submitting finished assignment to google classroom • Creating a portfolio 		

Unit 2 – Pottery on the Wheel

Unit Objectives

Students will be able to:

- Identify the stages of clay and the importance of each stage- moist, leather hard, green ware, bisque ware and glaze ware,
- Understand how to make consistent well balanced forms
- Reference cultural and historical features of pottery.

Skill Objectives

Students will:

- Center clay on the wheel
- Progress from centering to opening, pulling/lifting, collaring, shaping and trimming
- Form the clay into a variety of shapes.
- Form lids, handles and carve feet
- Use engobes

<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"> Wheel thrown forms: bowls, vases, jars. Containers. lids 			<ul style="list-style-type: none"> Critiquing pottery

Unit 3 – Surface Decoration/Glazing Techniques

Unit Objectives

Students will be able to:

- Recognize which glaze type fits desired outcome.
- Understand the difference between underglaze, gloss glaze, engobes and agate bodies.

Skill Objectives

Students will:

- Change the surface of the form using texture; carved, applied or relief.
- Apply slip or glaze for surface decoration and/or color.
- Experiment with a variety of glazes, a variety of applications and tools for application.
- Apply engobes

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 7: Perceive and analyze artistic work	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 methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio or a collection?</p> <p><u>Process Components</u> Analyze, Select, Share</p> <p>Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.</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>

<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"> • Carving with engobes • Sgraffito • Slip railing • Stamping/ smacking • Carving or scratching • Choice of glaze 	<ul style="list-style-type: none"> • Display case presentation • Exhibit • Artist's statement 	<ul style="list-style-type: none"> • Photo • Print • Portfolio 	