

Ceramics Curriculum Map

TOPIC & MONTH	CONTENT	SKILLS	ASSESSMENT	NOTES
<p style="text-align: center;"><u>September</u> Introduction to the Studio</p> <p style="text-align: center;">Handbuilding Techniques</p>	<ul style="list-style-type: none"> • Working safely & efficiently with clay • Set up and room organizations and supplies • Review studio safety and rules • Brief history of and importance of clay in culture • Pinch Pot • Coil Pot • Slab Pot • Glaze notebook 	<ul style="list-style-type: none"> • Student will be familiar with the supplies and materials used in ceramics. • Students will have an understanding of their responsibility for maintaining ceramics materials, tools and equipment, and following correct classroom procedures. • Student will be able to create 3 vessels using the 3 handbuilding techniques: pinch, coil, slab • Students will practice taking notes of their glaze application 	<ul style="list-style-type: none"> • Group critiques • Frequent feedback from teacher as working • Completed artworks with rubric for self-assessment • Rubric also used for teacher feedback 	<ul style="list-style-type: none"> • Make glaze book also become idea book

	STANDARDS: <ul style="list-style-type: none"> • Cr1.1.HSI, Cr1.2.HSI, Cr2.1.HSI, Cr2.2.a.HSI, Cr3.1.HSI • Pr4.1.HSI • Re7.1.HSI, Re7.2.HSI, Re9.1.HSI • Cn10.1.HSI, Cn11.1.HSI 			
<p><u>October</u> Properties of Clay</p> <p>Elements & Principles w/ a Theme</p> <p>Slump Mold</p>	<ul style="list-style-type: none"> • Intro to 'science' of clay types, kiln, etc. • Ceramic Tiles - surface exploration to show 7 E's & P's • Create newspaper slump mold for leaf prints 	<ul style="list-style-type: none"> • Students will gain understanding of variety of clay types, glazes, etc • Review and apply the Elements & Principles on clay • Create mold, impressions from nature & finally a functional platter 	<ul style="list-style-type: none"> • Group critiques • Frequent feedback from teacher as working • Completed artworks with rubric for self-assessment • Rubric also used for teacher feedback 	<ul style="list-style-type: none"> • Make the E&P tile project with a theme for Pr6.1.HSI and Responding Standard
	STANDARDS: <ul style="list-style-type: none"> • Cr1.1.HSI, Cr1.2.HSI, Cr2.2a.HSI, Cr3.1.HSI • Pr4.1.HSI, Pr5.1.HSI • Re7.1.HSI, Re7.2.HSI, Re8.1.HSI, Re9.1.HSI • Cn10.1.HSI, Cn11.2.HSI 			

<p><u>November</u> Coil with Design</p> <p>Shape to Form Vessel</p>	<ul style="list-style-type: none"> ● Pattern / SeaLife influenced Coil Vessels, 12" ● Recognize the 2d 'shape' transforms to 3d 'form' through sculpture 	<ul style="list-style-type: none"> ● Create coil pot, at least 12" tall with controlled form in mind, pattern, design, how to use coils to enhance intricacy ● Focus on craftsmanship through perpendicular construction, etc. 	<ul style="list-style-type: none"> ● Group critiques ● Frequent feedback from teacher as working ● Completed artworks with rubric for self-assessment ● Rubric also used for teacher feedback 	<ul style="list-style-type: none"> ● Find sealife inspired ceramic artworks for inspiration.
	<p>STANDARDS:</p> <ul style="list-style-type: none"> ● Cr1.1.HSII, Cr1.2.HSI, Cr2.1.HSi, Cr2.2a.HSI, Cr2.3.HSI, Cr3.1.HSII ● Pr4.1.HSI, Pr5.1.HSI ● Re7.1.HSI, Re7.2.HSI, Re8.1.HSI, Re9.1.HSI ● Cn10.1.HSI, Cn11.1.HSI, Cn11.2.HSI 			
<p><u>December</u> Holiday Mugs</p>	<ul style="list-style-type: none"> ● Set of Slab Mugs as holiday gift 	<ul style="list-style-type: none"> ● Students will create a set of 2: carrying E&P's, not all but some, between 2 mugs ● Students will recognize the value of handmade gifts 	<ul style="list-style-type: none"> ● Group critiques ● Frequent feedback from teacher as working ● Completed artworks with rubric for self-assessment ● Rubric also used for teacher feedback 	<ul style="list-style-type: none"> ●

	STANDARDS: <ul style="list-style-type: none"> • Cr1.1.HSI, Cr1.2.HSI, Cr2.1.HSI, Cr2.2a.HSI, Cr2.3.HSI, Cr3.1.HSII • Re7.2.HSI, Re9.1.HSI • Cn10.1.HSI, Cn11.2.HSI 			
<p><u>January</u> Head Sculpture</p> <p>Mask</p> <p>Your Choice</p>	<ul style="list-style-type: none"> • Additive / Subtractive Sculpting • Proportions of the head • Cultural Mask • Applied project..what have you learned so far? Where do you want it to take you? 	<ul style="list-style-type: none"> • Students will create a small head sculpture, using additive / subtractive sculpting • Students will follow step by step directions to begin to create proportionate head sculptures • Create slump molds to make masks and apply skills and techniques from previous projects to create cultural mask • Create their own vessel / project based on skills practiced so far. 	<ul style="list-style-type: none"> • Group critiques • Frequent feedback from teacher as working • Completed artworks with rubric for self-assessment • Rubric also used for teacher feedback 	<ul style="list-style-type: none"> • Mask... maybe not cultural but response to emotion?

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<u>February</u> Architectural Relief Sgraffito	<ul style="list-style-type: none"> • Architectural image with: - foreground, middleground, background - texture • Animal image with texture 	<ul style="list-style-type: none"> • Students will create relief tiles using layering of thin slabs and also carving technique through colored slip 	<ul style="list-style-type: none"> • Group critiques • Frequent feedback from teacher as working • Completed artworks with rubric for self-assessment • Rubric also used for teacher feedback 	<ul style="list-style-type: none"> • What building do you identify with? Where are you from? Research building from area that has fore,mid,bac k.
	<ul style="list-style-type: none"> • Cr1.1.HSI, Cr1.1.HSII, Cr1.2.HSI, Cr2.1.HSI, Cr2.2a.HSI, Cr2.3.HSI, Cr3.1.HSI, Cr3.1.HSII • Pr4.1.HSI, Pr6.1.HSI • Re7.1.HSI, Re7.2.HSI, Re9.1.HSI • Cn10.1.HSI 			
<u>March</u> Gargoyle	<ul style="list-style-type: none"> • At least 2 pinch pots + what else to create a creature from 2 combined recognizable creatures. 	<ul style="list-style-type: none"> • Be able to create 2 even pinch pots • Create a plan / an animal of their design choice • Problem solve how to construct the plan. 	<ul style="list-style-type: none"> • Group critiques • Frequent feedback from teacher as working • Completed artworks with rubric for self-assessment 	<ul style="list-style-type: none"> •

			<ul style="list-style-type: none"> Rubric also used for teacher feedback 	
	STANDARDS: <ul style="list-style-type: none"> Cr1.1.HSII, Cr1.2.HSII, Cr2.1.HSII, Cr2.2a.HSI, Cr2.3.HSI, Cr3.1.HSII Pr4.1.HSI, Pr5.1.HSI Re7.1.HSI, Re7.2.HSI, Re8.1.HSI, Re9.1.HSI Cn10.1.HSI, Cn11.1.HSI 			
<u>April</u> Slab Building	<ul style="list-style-type: none"> Create a 6 sided slab building, complete with texture, window trim, etc. 	<ul style="list-style-type: none"> Thorough investigation of a building of choice. Take note of details needed to recreate on at least 1 facade Construct building Literally explore craftsmanship analogy with builder 	<ul style="list-style-type: none"> Group critiques Frequent feedback from teacher as working Completed artworks with rubric for self-assessment Rubric also used for teacher feedback 	<ul style="list-style-type: none"> Brickels? And who is the other guy with photos at Liz's gallery. Check out architecture and change development over time.
	STANDARDS: <ul style="list-style-type: none"> Cr1.1.HSI, Cr1.2.HSI, Cr2.1.HSI, Cr2.2a.HSI, Cr2.3.HSI, Cr3.1.HSII, Pr4.1.HSI, Pr6.1.HSI Re7.1.HSI, Re7.HSI, Re8.1.HSI, Re9.1.HSI Cn10.2.HSI, Cn11.1.HSI, Cn11.2.HSI 			

<p>May Final: Set of 3 Your Choice</p>	<ul style="list-style-type: none"> • NOW, with ALL that has been practiced, review your year and decide with project you will create as a set of 3. 	<ul style="list-style-type: none"> • Review and assess your year. What technique did you enjoy? What would you like to revisit? What would like to develop upon further. • Plan. Create 	<ul style="list-style-type: none"> • Group critiques • Frequent feedback from teacher as working • Completed artworks with rubric for self-assessment • Rubric also used for teacher feedback 	<ul style="list-style-type: none"> •
	<p>STANDARDS:</p> <ul style="list-style-type: none"> • Cr1.1.HSII, Cr1.2.HSI, Cr2.1.HSII, Cr2.2a.HSI, Cr2.3.HSI, Cr3.1.HSII, • Pr4.1.HSI, Pr5.1.HSI, Pr6.1.HSI • Re7.1.HSI, Re7.2.HSI, Re8.1.HSI, Re9.1.HSI, • Cn10.1.HSI, Cn11.1.HSI 			
<p><u>June</u> Complete Studio Clean up</p>	<ul style="list-style-type: none"> • Complete any unfinished. • Glaze. • Clean studio 	<ul style="list-style-type: none"> • Responsibility 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
	<p>STANDARDS:</p> <ul style="list-style-type: none"> • Cr2.2a.HSI • Pr4.1.HSI, Pr4.1.HSII, Pr5.1.HSI • Re9.1.HSI • Cn10.1.HSI, Cn11.2.HSI 			

Total Days allotted for curriculum-

Days allotted for review-

Days allotted for final exam-

Days left over for state testing and other school related activities-

Depending on the school year lessons may have to be modified to accommodate additional school related activities that take away from instructional time.