

Ceramics and Sculpture

Instructor: Room 126
Miss Shapiro susan.shapiro@schools.hermon.net
 207-848-4000 x 1124

Students will engage in hands-on exploration and problem solving to create artwork in the third dimension. The focus of this course is mainly ceramics, but students will explore other 3D materials to create art. They will gain an understanding of form versus function to create works that are not only appealing to look at, but also useful. Students will learn and reflect upon the significance and inspiration of art created by different cultures and time periods.

Graduation Standards

A | Disciplinary Literacy - Visual Arts: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes

B | Creation, Performance, and Expression - Visual Arts: Students create, express, and communicate through the art discipline.

C | Creative Problem-Solving: Students approach artistic problem solving using multiple solutions and the creative process.

D | Aesthetics and Criticism: Students describe analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

E | Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

Unit 1 Introduction to Ceramics

Summary

Students will be introduced to the basics of clay. They will have an opportunity to explore how clay is attached and how it can be formed. Students will review their understanding of the Elements of Art and Principles of Design through hands on activities and will learn about the history of ceramics through art criticism discussions and activities.

Performance Indicators Assessed in Unit

Students research and explain how art and artists reflect and influence culture and periods of time. (VPA A1)

Students evaluate all the features of composition.

a. Evaluate Elements of Art: color, form, line, shape, space, texture, and value. (VPA A2a)

b. Evaluate Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity. (VPA A2b)

Students analyze and evaluate art forms.

a. Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy. (VPA D1a)

b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or nonprint sources. (VPA D1b)

	<p>c. Demonstrate an understanding of the difference between a personal opinion and an informed judgment. (VPA D1c)</p> <p>Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures. (VPA E1)</p> <p>Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation. (VPA E4)</p>
Unit 2	Pinch Pots
Summary	Students will practice the basics of clay by creating a series of pinch pots. After practicing, students will advance their skills to create a sculptural form that combines pinch pots and demonstrates understanding of attaching techniques. Students will reflect on their creative process and participate in a peer critique.
Performance Indicators Assessed in Unit	<p>Students create a body of original artwork. (VPA B3)</p> <p>Demonstrate sophisticated use of media, tools, techniques, and processes. (VPA B3a)</p> <p>Demonstrate knowledge of visual art concepts. (VPA B3b)</p> <p>Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (VPA C1)</p> <p>Students analyze and evaluate art forms. (D1)</p> <p>Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (VPA E5a-i)</p>
Unit 3	Kiln Firing and Glazing
Summary	Students will learn about the chemistry of firing clay in the kiln and will be able to describe the various stages. Students will learn various techniques in glazing as they work on glazing their pinch pots. This unit will continue throughout the remainder of the course as all ceramic artworks will be glazed. Students will reflect on their creative process and participate in a peer critique.
Performance Indicators Assessed in Unit	<p>Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (VPA A3)</p> <p>Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (VPA B1)</p> <p>Demonstrate sophisticated use of media, tools, techniques, and processes. (VPA B3a)</p>

	<p>Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (VPA C1)</p> <p>Students analyze and evaluate art forms. (D1)</p> <p>Students analyze skills and concepts that are similar across disciplines. (VPA E2)</p> <p>Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (VPA E5a-i)</p>
Unit 4	Coil
Summary	Students will create an artwork using the coil method. Students will learn how to evaluate clay coils for quality. We will also practice various techniques that can be done with the coiling method. Students will create an original work of art demonstrating the coil method. Students will reflect on their creative process and participate in a peer critique.
Performance Indicators Assessed in Unit	<p>Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (VPA A3)</p> <p>Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (VPA B1)</p> <p>Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (VPA B2)</p> <p>Demonstrate sophisticated use of media, tools, techniques, and processes. (VPA B3a)</p> <p>Demonstrate knowledge of visual art concepts. (VPA B3b)</p> <p>Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (VPA C1)</p> <p>Students analyze and evaluate art forms. (D1)</p> <p>Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures. (VPA E1)</p> <p>Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (VPA E5a-i)</p>
Unit 4	Slab
Summary	Students will learn how to roll slabs of clay. Concepts that will be covered in this unit include slump molds, surface manipulation, tiles and slab construction. Students will create an original work of art using slabs. This unit will also serve as public outreach through the Empty Bowls Fundraiser. Students will reflect on their creative process and participate in a peer critique.

<p>Performance Indicators Assessed in Unit</p>	<p>Students research and explain how art and artists reflect and influence culture and periods of time. (VPA A1)</p> <p>Students evaluate all the features of composition.</p> <p>a. Evaluate Elements of Art: color, form, line, shape, space, texture, and value. (VPA A2a)</p> <p>b. Evaluate Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity. (VPA A2b)</p> <p>Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (VPA B1)</p> <p>Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (VPA B2)</p> <p>Students create a body of original artwork. (VPA B3)</p> <p>Demonstrate sophisticated use of media, tools, techniques, and processes. (VPA B3a)</p> <p>Demonstrate knowledge of visual art concepts. (VPA B3b)</p> <p>Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection. (VPA B4)</p> <p>Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (VPA C1)</p> <p>Students analyze and evaluate art forms. (D1)</p> <p>Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (VPA E5a-i)</p>
<p>Unit 5</p>	<p>Game Design</p>
<p>Summary</p>	<p>Students will create an original game OR appropriate an idea for a game using their knowledge of clay construction and glazing technique. Students will reflect on their creative process and participate in a peer critique.</p>
<p>Performance Indicators Assessed in Unit</p>	<p>Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (VPA B1)</p> <p>Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (VPA B2)</p> <p>Students create a body of original artwork. (VPA B3)</p> <p>Demonstrate sophisticated use of media, tools, techniques, and processes. (VPA B3a)</p> <p>Demonstrate knowledge of visual art concepts. (VPA B3b)</p>

	<p>Communicate a variety of ideas, feelings, and meanings. (VPA B3c)</p> <p>Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection. (VPA B4)</p> <p>Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (VPA C1)</p> <p>Students analyze and evaluate art forms. (D1)</p> <p>Students make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts. (VPA E3)</p> <p>Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (VPA E5a-i)</p>
--	--

<p>Additional Units May Include</p>	<p>Wheel Thrown Forms Deconstructed Books Cardboard Relief Polymer Clay Minis Mold Making Mask Making Found Objects Possible media: Wire, Plaster, Wood, Metal, Cardboard, etc.</p>
--	--

Summative Assessments Retake

- Students have the opportunity to retake summative assessments.
- The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is a 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

Grading of Formative Assessments

- Formative assessments will count as 20% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.

