

# **Southern Regional High School District Course of Study**

**Department - ART**

**Course Number-7530**

## **Course Title:**

**POTTERY III  
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## **Essential Questions of the Course:**

- 1. How do I create vessels thrown on the wheel that are more complex in regard to surface And form?**
- 2. How do I incorporate wheel thrown technique with the hand - built method in order to construct a large-scale form?**
- 3. How do I begin to develop my own idea for a series of work and execute this idea independently as a working artist would in his own studio?**
- 4. Now that I have all the tools/skills to do whatever I'd like and say what I'd like to say, how do I choose the right approach in regard to solving the "problem"?**
- 5. What are the characteristics, nature, and functions of porcelain and stoneware clay bodies?**

## **Assessments:**

- 1. Students will complete a minimum of 12 original pieces for the year.**
- 2. Students will take part in written and oral / group critiques based on historical works, as well as critiques of their original work.**
- 3. Students will complete preliminary drawings of what they intend to construct in clay.**
- 4. Students will complete tests / quizzes on terms, methods, ceramic art from other cultures and other ceramic artists.**
- 5. Students will develop their own syllabus in regard to a series of work which they are to develop and complete sometime during the fourth marking period.**

# Unit of Study

# 1

**Unit Title:****Part 1: Lidded object****Part 2: Introduction to Porcelain****Essential Questions of the Unit:**

1. How do I construct a complex lidded form using the wheel thrown method?
2. What are the characteristics of porcelain and how do I create a complex vessel using this clay body?
3. What are the main differences between low fire and high fire ceramics in regard to process and physical characteristics?

**Assessments:**

1. Students will create a minimum of 2 pieces. One has to be a jar created in a low fire clay body, the other must be a historical reproduction constructed in porcelain.
2. Students will complete a complex vessel form that has a lid and is a minimum of 12" wide or tall (in any low fire clay body).
3. Students will reproduce a vessel form out of porcelain that is historically based and at least 12" wide or tall.
4. Students will complete a minimum of 2 critiques. At least one will be written and one will be oral.
5. Students will complete preliminary drawings to scale of their ideas and in color.
6. Students will complete a test/quiz of terms, methods, ceramics from other cultures and other artists.

## **Content:**

- 1. Wheel Thrown Technique.**
- 2. Reinforcement of the Elements and Principles of Design.**
- 3. Throwing and construction of lidded objects/jars.**
- 4. Throwing a lid.**
- 5. Throwing a flange.**
- 6. Throwing a knob.**
- 7. Throwing multiple forms and joining them together to create one complete form while using the wheel to join the parts together.**
- 8. Decorative techniques and tools: appliqué, stamping, stenciling, sgraffito, incising and underglaze.**
- 9. Glaze techniques.**
- 10. Introduction to porcelain as a new material.**
- 11. Understanding the basic properties and characteristics of porcelain.**
- 12. Method of using and applying mason stains.**
- 13. Historical Reproduction and interpretation.**

**Skills:**

1. Preparing the clay for the potter's wheel.
2. Strengthening wheel thrown technique.
3. Strengthening the Elements and Principles of Design.
4. Creating a jar form and all of its parts, (lid, flange, knob), on the wheel.
5. The ability of one form to nestle into another.
6. Footing and trimming jar forms.
7. Acquiring knowledge toward the characteristics and properties of porcelain.
8. Throwing multiple forms and joining them together in order to create one complete form while using the wheel to join the forms.
9. Historical reproduction and translation.
10. Footing and trimming forms that are thrown in multiple parts.
11. Decorating skills: appliqué, stamping, stenciling, sgraffito, incising, under glazing.
12. Glazing Methods/Techniques.
13. Introduction of application and usage of mason stains.

**Purpose / Rationale of the unit:**

This unit will serve as an introduction to porcelain.

This unit will also involve learning how to throw a lidded form/ jar.

This unit will strengthen the students knowledge of throwing multiple parts and joining them together in order create one complete whole that is large scale.

# **New Jersey Core Curriculum Content Standards:**

## **Visual and Performing Arts:**

**Unit 1.1 AESTHETICS** All students will use aesthetic knowledge in the creation of and in response to dance, music, theater, and visual art.

**A. Knowledge**

- 1.1.A.1 1. Examine works of art that communicate significant cultural beliefs or sets of values.
- 1.1.A.2 2. Use domain-specific vocabulary relating to symbolism, genre, and performance technique in all art areas.
- 1.1.A.3 3. Analyze how art is often defined by its originality.

**B. Skills**

- 1.1.B.1 1. Differentiate between the unique and common properties in all of the arts.
- 1.1.B.2 2. Distinguish among artistic styles, trends, and movements in various art forms.
- 1.1.B.3 3. Express how art is inspired by an individual's imagination..
- 1.1.B.4 4. Describe changes in meaning over time in the perception of a known work of art.

**Unit 1.2 CREATION AND PERFORMANCE** All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation.

**D. Visual Art**

- 1.2.D.1 1. Incorporate various art elements and principles in the creation of works of art.
- 1.2.D.2 2. Explore various media, technologies and processes in the production of two and three dimensional art.
- 1.2.D.3 3. Identify form, function, craftsmanship, and originality when creating a work of art.
- 1.2.D.4 4. Identify careers and lifelong opportunities for making art.

**Unit 1.3 ELEMENTS AND PRINCIPLES** All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.

**D. Visual Art**

- 1.3.D.1 1. Define the elements of art and principles of design that are evident in everyday life.
- 1.3.D.2 2. Apply the principles of design to interpret various masterworks of art.
- 1.3.D.3 3. Compare and contrast works of art in various media that utilize the same arts elements and principles of design.

**Unit 1.4 CRITIQUE** All students will develop, apply, and reflect upon the knowledge of the process of critique.

**A. Knowledge**

- 1.4.A.1 1. Explain the process of critique using the progression of description, analysis, interpretation, and evaluation.
- 1.4.A.2 2. Compare artistic content among contrasting art works in the same domain.

**B. Skills**

- 1.4.B.1 1. Evaluate the judgment of others based on the process of critique.
- 1.4.B.2 2. Compare and contrast the technical proficiency of artists.

## **Language Arts Literacy**

**3.2.12. B. Writing as a Product (resulting in a formal product or publication)**

- 3.2.12.4 Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea.
- 3.2.12.5 Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper.

**3.2.12. D. Writing Forms, Audiences and Purposes (exploring a variety of forms)**

- 3.2.12.2 Demonstrate command of a variety of writing genres, such as critique.

## **Consumer, Family, and Life Skills**

**9.2.12 A. Critical Thinking**

- 9.2.12.1 Apply communications and data analysis to the problem-solving and decision making process in a variety of life

**Time Frame of Unit: First Marking Period into the beginning of Second Marking Period.**

**Instructional Activities:**

**Materials and Resources:**