

Southern Regional High School District

Course of Study: **Pottery 1**

Department : Art

Course #-7510

Course Title: Pottery 1
Written by Melissa Penna
January 2008

- 1. What is the nature and function of clay?**
- 2. How do I construct a form on the potter's wheel?**

Assessments:

- 1. Students will create a minimum of ten original works. All must reflect the elements and principles of design.**
- 2. Students will create preliminary drawings of each original work to be completed in clay**
- 3. Quiz on terms and methods.**

Unit of Study 1

Unit Title:

Nature and Function of Clay

Essential Questions of the Unit:

1. What are the three methods of hand-building?
1. How do I construct a simple vessel using the three methods of hand-building?
2. How do I tackle surface design on a 3-dimensional form?
3. What is the nature and function of clay?

Assessments:

1. Students will complete a minimum of one hand-built project using one of the three methods of hand-building: coil, pinch, or slab construction.
2. Students will explore various surface decorations.
3. Students will complete series of preliminary drawings to scale.
4. Students will complete a minimum of one written critique based upon their own original work.
5. Students will complete a quiz on terms and methods.

Content:

- 1. Nature and function of clay.**
- 2. Preparation techniques.**
- 3. Elements and Principles of Design.**
- 4. Various surface decoration.**
- 5. Use of tools and equipment.**
- 6. Glazing**
- 7. Critique**
- 8. Quiz**
- 9. Preliminary drawing**

Skills:

1. Preparing clay.
2. Coil, pinch, and slab construction.
3. Decorating techniques
4. Glazing methods
5. Use and care of tools and equipment.
6. Writing critique
7. Drawing to scale

Purpose / Rationale of the unit:

This unit introduces students to the nature and function of clay, as well as, the elements and principles of design. It provides students the ability to explore the three methods of hand-building.

New Jersey Core Curriculum Content Standards:

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 situations.
- 9.2.12.2 Describe and apply constructive responses to criticism.
- 9.2.12.3 Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic settings.

9.2.12 B. Self-management

- 9.2.12.2 Apply project planning and management skills in academic settings.

9.2.12 F. Safety

- 9.2.12.2 Describe and demonstrate basic first aid and safety procedures.
- 9.2.12.4 Practice the safe use of tools and equipment.
- 9.2.12.5 Implement safety procedures in the classroom and workplace, where appropriate.

Time Frame of Unit: 1st Marking Period

Instructional Activities:

Materials and Resources:

Hand-built Pottery Unit 2

Essential Questions of the Unit:

- 1. How do I prepare clay for the wheel throwing method?**
- 2. How do I effectively use a potter's wheel in order to construct a form?**
- 3. What are the three main characteristics of a well thrown cylinder?**
- 4. How do I throw a cylinder?**

Assessments:

- 1. Students will complete a minimum of 4 wheel thrown cylinders.**
- 2. Students will explore various surface decorations.**
- 3. Students will complete series of preliminary drawings to scale.**
- 4. Students will complete a minimum of one written critique based upon their own original work.**
- 5. Students will complete a quiz on terms and methods.**

Content:

- 1. Properties of clay.**
- 2. Preparation of clay for wheel thrown method**
- 3. Preliminary scale drawing**
- 4. Elements and Principles of design.**
- 5. Methods of Glazing**
- 6. Various decorative techniques.**
- 7. Use and care of tools**
- 8. Critique**
- 9. Quiz on terms and methods**

Skills:

1. Preparing clay.
2. Wheel thrown technique
3. Footing
4. Decorating techniques
5. Glazing methods
6. throwing cylinder forms
7. Drawing to scale
8. Critique

Purpose / Rationale of the unit:

This unit will help to establish a strong foundation in wheel based pottery. Students will learn how to throw a cylindrical form. The concept that the cylinder is the core of all form will be reinforced. Students will learn how to foot and trim their forms on the potter's wheel. This unit will also serve as an exploration of various glaze applications and decorative techniques as well as strengthen the merging of 2-D image on 3-D form while reinforcing the elements and principles of design. This unit will enforce safety and proper usage of all tools and equipment.

New Jersey Core Curriculum Content Standards:

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

9.2.13 A. Critical Thinking

- 9.2.13.1 Apply communications and data analysis to the problem-solving and decision making process in a variety of life situations.
- 9.2.13.2 Describe and apply constructive responses to criticism.
- 9.2.13.3 Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic settings.

9.2.13 B. Self-management

- 9.2.12.3 Apply project planning and management skills in academic settings.

9.2.13 F. Safety

- 9.2.12.3 Describe and demonstrate basic first aid and safety procedures.
- 9.2.12.4 Practice the safe use of tools and equipment.
- 9.2.12.5 Implement safety procedures in the classroom and workplace, where appropriate.

Time Frame of Unit: 2nd Marking Period

Pottery 1

Unit of Study 3

Unit Title: Alteration of Cylindrical Forms

Essential Questions of the Unit:

- 1. How do I throw a vessel that is more conical or spherical?**
- 2. How can the knowledge and skill obtained in the previous units be transformed into developing more complex pieces?**

Assessments:

- 1. Students will complete a minimum of 3 wheel thrown pieces.**
- 2. Students will explore various surface decorations.**
- 3. Students will complete series of preliminary drawings to scale.**
- 4. Students will complete a minimum of one written critique based upon their own original work.**
- 5. Students will complete a quiz on terms and methods.**

Content:

- 1. Properties of clay.**
- 2. Preparation techniques.**
- 3. Exploration of wheel thrown forms stemming from the cylinder.**
- 4. Footing in a chuck**
- 5. Pulling handles**
- 6. Pulling spouts**
- 7. Elements and Principles of design.**
- 8. Methods of Glazing and under-glazing.**
- 9. Various decorative techniques.**
- 10. Use and care of tools.**

Skills:

1. Preparing clay.
2. Wheel thrown technique
3. Collaring
4. Footing in a chuck
5. Pulling handles
6. Pulling spouts
7. Various decorating techniques
8. Glazing methods
9. Drawing to scale
10. Written Critique

Purpose / Rationale of the unit: This unit will serve to reinforce that the cylinder is the core to all form. Students will experiment pushing in, pushing out, and manipulating tools in order to personalize form while playing with proportions of the cylindrical form in order to create a new form. Students will be required to make prevalent that each form contains a top, middle and a bottom – paying close attention to proportion, especially how a piece begins, ends and sits on a plane students will be able to personalize these forms while incorporating the elements and principles of design and hence, strengthen their own design/form sense. This unit will put an emphasis on handle/spout construction, the idea of adding parts together to create a whole that is unified and harmonious. This unit will also serve as a driving force for different surface and glaze strategies with an emphasis of glaze and underglaze techniques as a means of expression. As paint is to canvas, glaze is to a form.

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- 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.
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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

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- 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.
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- 1.3.D.1 1. Define the elements of art and principles of design that are evident in everyday life.
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A. Knowledge

- 1.4.A.1 1. Explain the process of critique using the progression of description, analysis, interpretation, and evaluation.
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9.2.14 F. Safety

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Time Frame of Unit: 3rd Marking Period

Instructional Activities:

Materials and Resources:

Unit Title:

Pottery 1
Unit of Study 4

Essential Questions of the Unit:

- 1. How do I construct a bowl?**
- 2. How do I construct a plate?**

Assessments:

- 1. Students will complete a minimum of 2 projects: 1 bowl and 1 plate**
- 2. Students will explore various surface decorations.**
- 3. Students will complete series of preliminary drawings to scale.**
- 4. Students will complete a minimum of one written critique based upon their own original work.**
- 5. Students will complete a quiz on terms and methods.**

Content:

- 1. Properties of clay.**
- 2. Preparation Techniques.**
- 3. Elements and Principles of design.**
- 4. Bowl forms**
- 5. Plate forms**
- 6. Methods of Glazing**
- 7. Various decorative techniques.**
- 8. Use and care of tools**

Skills:

1. Preparing clay.
2. Throwing a bowl form.
3. Throwing a plate form
4. Footing a bowl form
5. Footing a plate form
6. Various decorating techniques
7. Glazing methods
8. oral critique
9. Scale drawings
10. Terminology/methods

Purpose / Rationale of the unit:

The purpose of this unit is to learn how to throw a bowl form and a plate form. Students will explore various decorating techniques.

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B. Skills

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Consumer, Family, and Life Skills

9.2.15 A. Critical Thinking

- 9.2.15.1 Apply communications and data analysis to the problem-solving and decision making process in a variety of life situations.
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9.2.15 B. Self-management

- 9.2.12.5 Apply project planning and management skills in academic settings.

9.2.15 F. Safety

- 9.2.12.5 Describe and demonstrate basic first aid and safety procedures.
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Time Frame of Unit: 4th Marking Period

Instructional Activities:

Materials and Resources: