

Southern Regional High School District Course of Study

Department: ART

Course Number -7520

Course Title: Pottery II
Written by Melissa Penna
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Essential Questions of the Course:

- 1. How do I create vessels that are more complex in regard to surface and form?**
- 2. How do I use the wheel as a tool to create vessels with a specific intent?**

Assessments:

- 1. Students will complete a minimum of twelve original pieces for the year. All must reflect the Principles/Elements of Design.**
- 2. Students will complete a series of written and oral critiques based on historical works, as well as critiques of their own work.**
- 3. Students must complete preliminary drawings of what they intend to make in clay.**
- 4. Students will complete test on terms and methods.**

Unit of Study

Unit Title: Unit 1 - Cone, Sphere, and Cylinder

Essential Questions of the Unit:

- 1. What are the properties and functions of clay?**
- 2. How do I prepare clay in order to create a vessel?**
- 3. How do I begin to throw the core forms, (cone, sphere, and cylinder) necessary in wheel thrown technique?**
- 4. How do I begin to merge two-dimensional imagery on a three-dimensional form while addressing the elements and principles of design?**
- 5. How do I form and add a handle to a vessel?**
- 6. How does one go about making objects which appear to be part of a set?**

Assessments:

- 1. Students will complete a cylindrical based project that contains a minimum of two pulled handles and all the objects should appear to be part of a set.**
- 2. Students will complete a minimum of one project that contains a cone, a sphere, and a cylinder.**
- 3. Students will complete a minimum of two written critiques of their own original work.**
- 4. Students will complete one oral group critique collectively.**
- 5. Students will complete tests and terms on methods.**

Content:

- 1. Properties of clay.**
- 2. Preparation techniques.**
- 3. Elements and Principles of Design.**
- 4. Wheel thrown method.**
- 5. Core based forms; cone, sphere, cylinder.**
- 6. Pulling handle forms and attaching them to vessel forms.**
- 7. Joining multiple parts together in order to create one complete form.**
- 8. Creating a set or pair.**
- 9. Decorative techniques: underglaze, sgraffito, and stenciling.**
- 10. Properties and procedures of glazing.**
- 11. Use and care of tools and equipment.**

Skills:

- 1. Preparation of clay.**
- 2. Wheel thrown technique: centering, coning, opening, widening, pulling and forming.**
- 3. Construction of cone, sphere and cylinder forms made on the wheel.**
- 4. Joining multiple forms together in order to create one complete form.**
- 5. Pulling handles and adding them to a form.**
- 6. Creating object which appear to be part of a set.**
- 7. Application of underglaze, engobes, and glaze.**

Purpose / Rationale of the unit:

This unit is designed to strengthen the students understanding of wheel thrown technique and fine tune their ability to create a cone, sphere and cylinder form on the wheel. It also establishes the clay medium as a tool for means of creative expression as well as utility.

Students will explore how to combine multiple forms in order to create one complete form. An understanding of how to create objects that appear to be part of a set through color, form, and surface will be emphasized.

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: First Marking Period

Instructional Activities:

Materials and Resources:

Southern Regional High School District Course of Study

Department

Course Title: Pottery II

Essential Questions of the Course:

How do I make more sophisticated forms on the Potter's Wheel?

Assessments:

- 1. Students will complete a cylindrical based project that contains a minimum of two pulled handles and all the objects should appear to be part of a set.**
- 2. Students will complete a minimum of one project that contains a cone, a sphere, and a cylinder.**
- 3. Students will complete a minimum of two written critiques of their own original work.**
- 4. Students will complete one oral group critique collectively.**
- 5. Students will complete tests and terms on methods.**

Unit of Study 2

Unit Title: Unit 2 - Historical Reproduction

Essential Questions of the Unit:

How can I effectively reproduce a historical work of art?

How can I take this historical reproduction and translate it into my own personal interpretation?

Assessments:

- 2. Students will complete a minimum of one wheel thrown project that is made up of multiple parts / forms, (at least 4 parts),**
- 3. Students work will be based on their own interpretation of a Historical Reproduction.**
- 4. Students will complete a preliminary drawing to scale of the object they are to reproduce. The drawing must also express the student's "idea" of interpretation.**
- 5. Students will complete an oral critique and share with the class any written facts based upon the object they are reproducing.**
- 5. Students will complete a test on terms and methods.**

Content:

- 1. Exploration of wheel thrown technique.**
- 2. Strengthening Elements and Principles of Design.**
- 3. Combining Wheel thrown objects together using the hand-built method in order to create one complete form.**
- 4. Reproduction of a historically-based ceramic work of art.**
- 5. Using the wheel as a tool in order to combine wheel thrown forms together.**
- 6. Adding handles to make a form.**
- 7. Using the extruder to create handle forms.**
- 8. Pulling and hand-building handle forms.**
- 9. Decorative techniques: sgraffito, incising, carving, appliqué, stenciling, underglazing, and glazing.**
- 10. Contributions of various culturally based pieces in student work.**
- 11. Use of internet as tool and means for research.**

Skills:

1. **Preparing and wedging clay.**
2. **Wheel thrown techniques: centering, coning, opening, widening, pulling, forming, and footing.**
3. **Using the hand-building method to join wheel thrown forms together in order to create one complete form.**
4. **Using the wheel as a tool to join wheel thrown forms together.**
5. **Reproducing a Historically based work of art.**
6. **Interpretation of Historical objects into own personal idea.**
7. **Ability to throw conical, spherical, and cylindrical based forms.**
8. **Extruding, hand-building, and pulling handles and adding them to a form.**
9. **The merging of surface with form in order to create one unified object. (Reinforcing the Elements and Principles of Design).**
10. **Footing /trimming and using a chuck**

Purpose / Rationale of the unit:

This unit puts an emphasis on reproducing a ceramic piece that is historically based and then taking it to the next level by incorporating one's own interpretation or visual twist.

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.

Time Frame of Unit: Second Marking Period

Instructional Activities:

Materials and Resources:

Unit of Study 3

Unit Title: Unit 3 –Large Scale Utilitarian Ware – Platters and Bowls.

Essential Questions of the Unit:

2. What are some various types of bowl and platter forms that are more complex?
3. How do I construct a large - scale utilitarian bowl and platter form, (vessel forms that are large enough to function as serving pieces)?

Assessments:

1. Students will throw a minimum of 2 large utilitarian forms.
2. Students will throw a platter form that is a minimum of 14” in diameter.
3. Students will throw a serving bowl that is a minimum of 12” in diameter and or height.
4. Students will complete 2 preliminary scale drawings of their ideas.
5. Students will engage in a group critique based on their own original work
6. Students will be quizzed on pertinent terminology and methods.

Content:

- 1. Preparation of clay**
- 2. Wheel thrown technique for throwing a large bowl form.**
- 3. Wheel thrown technique for throwing a large platter form.**
- 4. Reinforcement of the Elements and Principles of Design.**
- 5. Decorative Techniques: Wax Resist, appliqué, under glazing, engobe, sgraffito**
- 6. Footing and Trimming forms.**
- 7. Exploration of form as function / utilitarian**
- 8. Use and care of tools and equipment.**

Skills:

- 1. Preparation of clay**
- 2. Wheel thrown technique**
- 3. Throwing large platter forms**
- 4. Throwing large bowl forms**
- 5. Throwing more complex forms – for example; oval platters**
- 6. Footing and trimming**
- 7. Decoration Techniques: Glazing, under glazing, wax resist, sgraffito, stenciling, carving, appliqué**

Purpose / Rationale of the unit:

The purpose of this unit is to challenge the student to construct large and more complex utilitarian forms that are wheel thrown in one piece.

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

9.2.14 A. Critical Thinking

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

9.2.14 B. Self-management

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

9.2.14 F. Safety

- 9.2.12.4 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: Third Marking Period

Unit of Study 4

Unit Title: Unit 4 - Pitchers and Jars.

Essential Questions of the Unit:

- 1. How do I construct a form that functions as a pitcher both conceptually and physically?**
- 2. How do I construct form that functions as a jar both conceptually and physically?**

Assessments:

- 1. Students will create a minimum of 2 finished original pieces. One must function as a jar; the other must function as a large pouring vessel (pitcher form).**
- 2. Students will complete a preliminary drawing for each of their ideas.**
- 3. Students will complete a written critique for each of their finished pieces.**
- 4. Students will engage in at least one group critique based upon one or both of these finished works.**
- 5. Students will complete a written test / quiz based upon pertinent terminology and vocabulary.**

Content:

- 1. Wheel thrown technique.**
- 2. Reinforcement of the Elements and Principles of Design.**
- 3. Throwing and constructing a large-scale pitcher form.**
- 4. Throwing and pulling a spout.**
- 5. Adding a spout to a form.**
- 6. Pulling a handle and adding it to a form.**
- 7. Footing and trimming a pitcher form and jar form.**
- 8. Construction of a functional jar on the potter's wheel.**
- 9. Throwing a lid form.**
- 10. Throwing a flange.**
- 11. Throwing a knob.**
- 12. Decorative techniques and tools: appliqué, stenciling, stamping, sgraffito, under glaze.**
- 13. Glazing techniques.**
- 14. Use and care of tools and equipment.**

Skills:

1. Preparing the clay for the potter's wheel.
2. Strengthening wheel thrown technique.
3. Creating a large-scale pitcher form on the potter's wheel.
4. Throwing and pulling a spout and adding it to a form.
5. Pulling handles and adding them to a form.
6. Creating a jar form on the potter's wheel.
7. Throwing a lid.
8. Throwing a knob.
9. Throwing a flange.
10. Having one form nestle in another form.
11. Footing and trimming pitcher and jar forms.
12. Decorating skills: Appliqué, stamping, stenciling, sgraffito, under glaze.
13. Glazing Methods / techniques.

Purpose / Rationale of the unit:

The purpose of this unit is to challenge the student to throw more complex forms on the potter's wheel.

Students will learn how to throw a large pitcher form and a jar.

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.
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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

9.2.15 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.

9.2.15.2 Describe and apply constructive responses to criticism.

- 9.2.15.3 Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic settings.

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.

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: Fourth Marking Period

Instructional Activities:

Materials and Resources: