

Secaucus
Board of
Education

Ceramics

Course Code: 8123

Fine and Performing Arts



Born on January 2017

Aligned to the NJSL - Fine and Performing Arts (2014), ELA (2016), Technology (2014), and 21st Century Life and Career (2014)

Adopted by the Secaucus Board of Education on January 19, 2017

District Equity Statement

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

Excerpt from Secaucus Board of Education, Policy 5750, Edited September 2016

Course Description

This course will cover hand building and basic sculpture. The versatility of clay will be explored through pinching, coiling, and slab forming as students create unique works of art from their own designs. Students are required to think critically and see relationships in an aesthetic setting. Students will be required to keep a journal/notebook.

Interdisciplinary Connections

NJSLS – Technology:

- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

NJSLS – Mathematics:

- G-CO.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
- G-MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

NJSLS – ELA:

- RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

- W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

21st Century Life and Careers:

Career Ready Practices

Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. The career ready practices directly related to this ‘Silk Screening’ course are:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence

Course Modifications (ELLs, Special Education, Gifted and Talented)

The course instructor will determine, with the assistance of guidance counselors, teacher assistant/aides, and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

Unit I - Introduction to The History of Ceramics.		
Standards: ARTS 1.2.12.D1,2, 3, ARTS 1.3.12 D1,2 Arts 1.5.12 A1,2 B1,2 D1,2		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
How is clay an art form?	<p>Students will study ceramics through art history, art aesthetics, art criticism, and art production. Understanding how ceramics is present in our lives.</p> <p>How is ceramics an Art form?</p> <p>How is ceramics able to influence people?</p> <p>How has ceramics evolved?</p>	<p>I. Introduction to The History of Ceramics –</p> <p>A. Develop An Understanding Of Art History</p> <ol style="list-style-type: none"> 1. Analyze common characteristics of works of art and artifacts across time and among cultural groups to examine and identify influences. 2. Compare works of art for utility and identify associations in terms of history, culture and aesthetics. 3. Identify the knowledge and skills gained in art experiences that apply to daily life. <p>B. Throughout the coursework, Art History related to the current topic will be incorporated.</p> <p>C. Contemporary ceramics and Culture</p> <ol style="list-style-type: none"> 1. Western Art 2. Non-Western Art
Content Statements		
<p>Art is a component of our lives and a contributor to our learning and well-being. The production of visual arts and crafts encourages us to develop creative and inventive decision-making abilities, critical thinking and production skills.</p>		
Assessments		

<p>Classroom participation Class discussion. Timely completion of assigned work. Studio maintenance. Sketchbook/folders/worksheets Tests: quarterly/midterm/final Portfolio/self-assessment Teacher Evaluation Class Critique</p>	
<p>Equipment Needed - Network Access, Promethean Board, Internet access, library of ceramics books and additional resources.</p>	<p>Teacher Resources: www.claystation.com – technical info, resources, gallery www.ilpi.com/artsource/vce/welcome.html - virtual ceramics exhibit www.princetonol.com/groups/iad/lessons/middle/ceramics.htm - incredible art department with links to ceramic artists and teacher resources www.artsmia.org/ceramics - world ceramics, history/culture www.potterymaking.org- Artisans helping artisans www.Claytimes.com- Ceramic Art Trends, Tools, and Techniques</p>

Cluster: Ceramics –Unit II-Introduction to Hand building Techniques		
Standards: ARTS 1.2.12.D.1,2,3, ARTS 1.3.12.D.1,2		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
Will students learn the terminology and vocabulary of ceramics?	Using vocabulary and terminology specific to the ceramics experience is crucial to the students’ growth as both an artist and an artisan. What does a student need to know before they can create with clay?	II. Introduction to Hand building Techniques A. Properties of clay 1. Different types of clay used in clay bodies. a. Indian Red Clay b. White Stoneware c. Porcelain 2. Moisture content 3. Technical properties 4. Greenware c. wet d. leather-hard e. bone dry 5. Recycled clay B. Working with clay 1. Clay Mixing 2. Demonstrate and discuss wedging techniques. C. Hand building construction 1. Pinch 2. Coil a. rolling b. extruding
Content Statements		
Can the students learn the use and care of ceramics equipment		
Assessments		
Classroom participation Class discussion. Timely completion of assigned work.		

Studio maintenance.
Sketchbook/folders/worksheets
Tests: quarterly/midterm/final
Portfolio/self-assessment
Teacher Evaluation
Class Critique

3. Slab
4. Drape

D. Tools and equipment

1. Wedging board
2. Clay
3. Water in container
4. Ceramic tools
 - b. Needle tool
 - c. Elephant ear sponge or synthetic sponge
 - d. Cut-off wire

- e. Loop tool for trimming
- f. Potter's knife (fettling knife)
- g. Bamboo brush -
- h. Flat brush - 2 inches
- i. Metal rib scraper
- j. Rolling pin

E. Storage

F. Drying

G. Safe use of tools and equipment

H. Vocabulary

1. Hand building
2. Pinch
3. Coil
4. Slip

	<ol style="list-style-type: none"> 5. Score 6. Mold 7. Greenware 8. Wedging 9. Shrinkage 10. Elasticity 11. Vitreous 12. Kneading <ol style="list-style-type: none"> 1. Preparation and Planning Techniques <ol style="list-style-type: none"> 1. Teacher/student discussion 2. Design sketches kept in student sketchbook
<p>Equipment Needed Network Access, Promethean Board, Internet access, library of ceramics books and additional resources. Wedging board, clay, clay tools and equipment.</p>	<p>Teacher Resources: American Ceramic Society, The. <i>Ceramic Projects: Forming Techniques.</i> 2/28/10 Sentence, Bryan. <i>Ceramics: A World Guide to Traditional Techniques.</i> Thames and Hudson.10/2004 <i>American Craft:</i> Monthly publication <i>Ceramics Monthly:</i> Monthly publication www.ilpi.com/artsource/vce/welcome.html - virtual ceramics exhibit www.Claytimes.com- Ceramic Art Trends, Tools</p>

Cluster: Ceramics –Unit III-Surface Decorating Techniques		
Standards: ARTS 1.2.12.D1,2, 3, ARTS 1.3.12 D1,2		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
Can the students learn the use and care of ceramics equipment?	Knowledge on techniques and materials will come from the production of projects.	<p>III. Surface Decoration Techniques</p> <p>A. Types of traditional surface treatments</p> <ol style="list-style-type: none"> 1. Sgraffito 2. Slip Trailing 3. Stamping 4. Maiolica 5. Mille Fiore <p>B. Alternative Finishing Techniques</p> <ol style="list-style-type: none"> 1. Creative use of alternative materials to create texture natural materials such as leaves, rock, grass, bark, etc. 2. Creative use of alternative materials to create texture: fabric, manufactured materials, metal pieces, sponges, etc. <p>C. Vocabulary</p> <ol style="list-style-type: none"> 1. Sgraffito 2. Slip 3. Stamp 4. Texture 5. Relief 6. Motif 7. Piercing
Content Statements		
Manipulating the surface of the clay will create powerful changes and can symbolically alter the intent of the clay piece.		
Assessments		
Classroom participation Class discussion. Timely completion of assigned work. Studio maintenance. Sketchbook/folders/worksheets Tests: quarterly/midterm/final Portfolio/self-assessment Teacher Evaluation Class Critique		

<p>Equipment Needed</p> <p>Network Access, Promethean Board, Internet access, library of ceramics books and additional resources.</p> <p>Wedging board, clay, clay tools and equipment.</p>	<p>Teacher Resources</p> <p>Cooper, E. (1978). History of pottery. New Cooper, E. 1978</p> <p>Nelson, Glenn C. Ceramics: A Potter's Handbook. Duluth, MN: University of Minnesota. 1971</p> <p>Warshaw, Josie. <i>The Practical Potter: A Step-by-Step Handbook</i>. London: Hermes House. 2004</p> <p><u>www.artsmia.org/ceramics</u> - world ceramics, history/culture</p>
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Cluster: Ceramics – Unit IV - Introduction to Glazing.		
Standards: ARTS 1.2.12.D1,2, 3, ARTS 1.3.12 D1,2		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
Will the students understand the differences between glaze treatments in ceramics?	<p>The importance of the integration of art and science in ceramics is evident in the materials we use.</p> <p>There must be an understanding of safety when using chemicals and equipment is important to the artist and the studio environment.</p>	<p>IV. Introduction to Glazing</p> <p>A. The function of a glaze</p> <ol style="list-style-type: none"> 1. Physical 2. Aesthetic <p>B. The chemistry of a basic glaze</p> <p>C. Chemical properties that occur when glazes fired to the proper temperature</p> <p>D. The three basic textures of glazes</p> <ol style="list-style-type: none"> 3. Glossy 4. Semi-matte 5. Matte <p>E. Demonstrate and discuss the glaze measuring and glaze mixing techniques</p> <p>F. Glaze testing</p> <ol style="list-style-type: none"> 1. Mix glaze tests 2. Test tile
Content Statements		
<p>To explore texture, color, glazes, underglazes.</p> <p>To learn how to apply various glazes.</p>		
Assessments		
<p>Classroom participation</p> <p>Class discussion.</p> <p>Timely completion of assigned work.</p> <p>Studio maintenance.</p> <p>Sketchbook/folders/worksheets</p> <p>Tests: quarterly/midterm/final</p> <p>Portfolio/self-assessment</p> <p>Teacher Evaluation</p> <p>Class Critique</p>		

G. Glaze application techniques

1. Brushing
2. Dipping
3. Pouring
4. Spraying/Splatter

H. Vocabulary

1. Glaze
2. Underglazes
3. Burnishing
4. Inlaying
5. Oxides
6. Carbonates
7. Dipping
8. Pouring
9. Brushing
10. Spraying
11. Wax resist
12. Chemical

- I. Safety Review, discuss, and demonstrate the proper applications and safety procedures for hazardous

	chemicals and equipment during the art-making process
Equipment Needed Network Access, Promethean Board, Internet access, Library of ceramics books and additional resources. Wedging board, clay, clay tools and equipment, glaze, brushes.	Teacher Resources Cooper, E. (1978). History of pottery. New Cooper, E. 1978 Nelson, Glenn C. Ceramics: A Potter's Handbook. Duluth, MN: University of Minnesota. 1971 Warshaw, Josie. <i>The Practical Potter: A Step-by-Step Handbook</i>. London: Hermes House. 2004 www.artsmia.org/ceramics - world ceramics, history/culture

Cluster: Ceramics –Unit V – Ceramics and Sculpture		
Standards: ARTS 1.2.12.A.1 ARTS 1.2.12.D1,2, 3, ARTS 1.3.12 D1,2,3,4,5 Arts 1.5.12 A1,2 Arts 1.5.12 B1,2 D1,2		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
How will the students use clay to create a sculpture?	Understand and use clay-building techniques in a sculpture design.	V. Ceramics and Sculpture A. Ceramics arts 1. Pottery 2. Wall decorations 3. Figurative 4. Abstract B. History 1. Prehistoric 2. Asian 3. Middle Eastern 4. European 5. The Americas 6. Sub-Saharan Africa C. Create Sculptural Forms Using Various Media 1. Natural Materials 2. Man-Made Materials
Content Statements	Understand and use multiple elements in a complex design.	
The students will apply techniques learned in ceramics to create a sculpture.	Study of ceramics and pottery within a historical context creates a larger view of the art for the student.	
Assessments		
Classroom participation Class discussion. Timely completion of assigned work. Studio maintenance. Sketchbook/folders/worksheets Tests: quarterly/midterm/final Portfolio/self-assessment Teacher Evaluation Class Critique		

Equipment Needed

Network Access, Promethean Board, Internet access, library of ceramics books and additional resources.

Wedging board, clay, clay tools and equipment.

Teacher resources:

Blandino, Bette. *Figure in Fired Clay.* Woodstock, NY. Woodstock Publications. 2001

American Craft: Monthly publication

Ceramics Monthly: Monthly publication

www.americanstyle.com- Art, Craft and current expositions

www.ceramicsmonthly.org- studio tips, tools, and techniques and technical instruction

Cluster: Ceramics–Unit VI - Introduction to The Firing Process		
Standards: ARTS 1.2.12.D1,2, 3, ARTS 1.3.12 D1,2		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
Can the students learn how different firing techniques affect the glaze of a ceramics piece?	The importance of the integration of art and science in ceramics is evident in the materials we use. There must be an understanding of safety when using chemicals and equipment is important to the artist and the studio environment.	VI. Introduction to The Firing Process A. Types of firing process <ol style="list-style-type: none"> 1. Bisque 2. Glaze B. Variable types of fuels <ol style="list-style-type: none"> 1. Electric 2. Gas 3. Raku 4. Wood Fired 5. Smoke Pit C. Variables that effect outcome of glaze and pottery <ol style="list-style-type: none"> 1. Temperature 2. Time 3. Loading of kiln 4. Clay types 5. Clay Thickens 6. Clay preparation
Content Statements	How do the different firing techniques affect the color of the glaze?	
To learn to manage and fire a kiln is an essential learning experience for the student of ceramics.		
Assessments		
Classroom participation Class discussion. Timely completion of assigned work. Studio maintenance. Sketchbook/folders/worksheets Tests: quarterly/midterm/final Portfolio/self-assessment		

<p>Teacher Evaluation Class Critique</p>	<p>D. Vocabulary</p> <ol style="list-style-type: none"> 1. Pyrometric cones 2. Bisque 3. Glaze 4. Oxides 5. Aesthetics <p>E. Safety Review: discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.</p>
<p>Equipment Needed - Network Access, Promethean Board, Internet access, library of ceramics books and additional resources.</p> <p>Pottery to be fired. Kiln shelves, stands, and Pyrometric control cones.</p>	<p>Teacher Resources: http://graphic.sdsu.edu/ceramicsweb – glaze recipes www.claystation.com – technical info, resources, gallery</p>

Cluster: Ceramics –Unit VII Introduction Career Exploration		
Standards: ARTS 1.3.12.D.4, Career 9.1.12.B.1, Career 9.1.12.B.2, Career 9.1.12.B.3, Career 9.1.12.B.4		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
How can you keep the art of Ceramics in your life?	A person can include ceramic and pottery s in their lives and still make other career choices.	VII. Introduction Career Exploration A. Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings. B. Develop an Understanding of Aesthetics of the differences between a craft and a fine art. C. To demonstrate an awareness and understanding of ceramics and sculpture as career and/or leisure activities, as well as personal life skills D. Students will create Power Point presentation based on research into careers/history/cultures in this field of art
Content Statements	A person can become a professional ceramicist/sculptor/artisan although it is a difficult field to survive in.	
The exploration of the career and vocational opportunities in ceramics in sculpture can be inspirational to the student.		
Assessments		
Classroom participation Class discussion. Timely completion of assigned work. Studio maintenance. Sketchbook/folders/worksheets Tests: quarterly/midterm/final Portfolio/self-assessment		

Equipment Needed - Network Access, Promethean Board, Internet access, Use of Computer Lab for research.

Teacher Resources

Jocelyn Braxton Armstrong, *Mercury Rising*, 2010, National Ceramics Competition Artist

Danville Chadbourne, *The Coincidental Bearer of Continuity*, 2010, National Ceramics Competition

<http://www.theartcareerproject.com/ceramics/803/>