

**ART DEPARTMENT
TOWNSHIP OF OCEAN HIGH SCHOOL**

COURSE TIMELINE FOR: CERAMICS I

	1 - 2			2	3	4	5	6	7	8	9	10
MP 1	Unit 1: Intro To Ceramics/ History Why Did Humankind Create Ceramics?	Unit 2: Procedures, Properties & Vocabulary of Clay Art Communication & Terminology	Unit 3: Elements & Principles/ Critique Beauty in the Eye of the Beholder	Unit 4: Hand Building Techniques & Glazing Creation and Personal Growth								
				Pinch Whistle & Pinch Choice			Controlled Coil & Choice Coil			Glazing		
	11	12	13	14	15	16	17	18	19	20		
MP 2	Unit 4: Hand Building Techniques & Glazing Creation and Personal Growth					Unit 5: Wheel Made Pottery Commitment & Personal Growth		Unit 6: Choice Construction Tapping Into Our Own Creativity				
	Slab Texture & Choice Slab/ Glazing					Wheel & Component		Choice Construction & Glazing				

Month	Unit 1 - Ceramics I
Topic	Introduction to Ceramics/History
Big Idea	
Why Did Humankind Create Ceramics?	
Essential Questions	
<ul style="list-style-type: none"> • Does Art define culture? Or, does culture define Art? • How was Art created in the past effect Art today? • How important is “new” in Art? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Students will understand that culture affects self expression whether we realize it or not. • Students will understand that every artist has a style; every period has a style. • Students will understand that technology affects the arts. • Students will understand how artifacts reflect various cultures in history. 	
NJCCCS	1.5 World Cultures, History and Society
Key Concepts and Skills	
<ul style="list-style-type: none"> • Students will be able to identify primitive ceramic techniques. • Students will be able to recognize various milestones in ceramic history. • Students will be able to recognize how various ceramic structures were constructed. 	
Learning Activities	
<ul style="list-style-type: none"> • Review/create ceramic history timeline. • Provide visual examples of various historical/ cultural ceramic milestones. • Cooperative discussion of cultural view points. • Matching game. • Word search 	
Assessments	
<ul style="list-style-type: none"> • Verify student notes. • Quiz. • Research specific time periods. • Personal reflection on choice milestone. 	

Month	Unit 2
Topic	Procedures, Properties and Vocabulary of Clay
Big Idea	
Effective communication and techniques in Art requires the use of proper terminology.	
Essential Questions	
<ul style="list-style-type: none"> • What is the value of specific terminology in respect to clay construction? • Why are specific procedures needed to create ceramic structures? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Students will recognize that specific vocabulary is necessary to understand and communicate in the creation of Art. • Students will use specific practices and procedures that are essential to create ceramic structures. 	
NJCCCS	1.2 Creation and Performance
Key Concepts and Skills	
<ul style="list-style-type: none"> • Students will apply terms and procedures essential to ceramic construction. • Students will communicate specific ceramic vocabulary comprehension through construction. • Students will apply ceramic procedures to construction of work. 	
Learning Activities	
<ul style="list-style-type: none"> • Students will systematize vocabulary. • Cooperative discussion of proper handling and construction techniques. • Teacher lead review and discussion of “official” vocabulary reference sheet. • Reinforcement of vocabulary as it applies to assignments throughout the term. 	
Assessments	
<ul style="list-style-type: none"> • Written quiz. • Verbal quiz games. • Word search. • Crossword puzzle. 	

Month	Unit 3
Topic	Elements and Principles of Art/Critique
Big Idea	
Beauty is in the Eye of the Beholder.	
Essential Questions	
<ul style="list-style-type: none"> • How do we interpret and understand Art? • How do the underlying building blocks of art effect the creation of ceramics? • What is critique? • What makes critique valid? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Students will understand that all Art has specific underlying characteristics which can be used as tools that will help to construct, compare and analyze individual pieces. • Students can refer to the Elements and Principles as guidelines in the creation of their work. • Students will discover how Art is judged. 	
NJCCCS	1.1 Aesthetics - 1.3 Elements and Principles - 1.4 Critique
Key Concepts and Skills	
<ul style="list-style-type: none"> • Students will recognize and classify the Elements and Principles of Art in various ceramic work created by prior students. • Students will develop and demonstrate essential vocabulary necessary to critique ceramic pieces. • Students will be aware that cultural context and history affects "What is beautiful". 	
Learning Activities	
<ul style="list-style-type: none"> • Student participation in PowerPoint presentation on Elements & Principles of Art. • Teacher/student dialog on effective critique. • Student critique: group discussion and individual written. • Various game based activities i.e., matching, word search, crossword, etc. 	
Assessments	
<ul style="list-style-type: none"> • Teacher re-enforcement, inquiry and discussion of student critique. • Quiz on vocabulary. • Critique modeling. • Student presentations. 	

Month	Unit 4
Topic	Hand Building Techniques and Glazing
Big Idea	
Creation and Personal Growth	
Essential Questions	
<ul style="list-style-type: none"> • How do specific hand building techniques affect structure and form? • What techniques are best suited for specific ceramic structures? • How is glazing a part of the Elements & Principles of Art? • How are aesthetic components important to a finished piece? • How can critique effect the creation of art work? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Students will understand which ceramic construction methods are more conducive to obtaining specific structures. • Students will incorporate creativity and imagination in combination with specific skills and disciplines to create quality products. • Students will understand that self critique is an essential component to the creation of all art. • Students will understand that the Elements and Principles of Art are an integral part of the creative process. • Students will understand the firing process for finishing ceramics. 	
NJCCCS	1.2 Creation and Performance - 1.3 Elements and Principles - 1.4 Critique
Key Concepts and Skills	
<ul style="list-style-type: none"> • Students will learn to use and create pinch structures • Students will learn to make and use coils for building. • Students will learn and make slabs for building. • Students will glaze their work in order to enhance their structures. • Students will incorporate the Elements & Principles of Art in their work. • Students will self critique while planning and executing their projects. • Students will manage time and materials to complete projects. 	
Learning Activities	
<ul style="list-style-type: none"> • Demonstration and construction of a form using coil technique. • Demonstration and construction of a form using pinch technique. • Demonstration and construct of a form using slab technique. • Demonstration and glazing of all forms constructed. 	
Assessments	
<ul style="list-style-type: none"> • On-going teacher evaluation and feed back during construction. • Students will: self critique, group critique per project. • Students will submit structures for teacher evaluation per project. 	

Month	Unit 5
Topic	Wheel-Made Pottery
Big Idea	
Commitment and Personal Growth	
Essential Questions	
<ul style="list-style-type: none"> • How does the use of the potter's wheel affect the shape and form of pottery? • What skills are necessary to create pottery on the wheel? • How does this method differ from the other methods of building? 	
Enduring Understandings	
<ul style="list-style-type: none"> • There are many ways to create personal expression with clay. • All wheel-made forms are based on a cylinder. • Manipulating the clay on the wheel requires practice and patience. • Trial and error are part of the learning process. 	
NJCCCS	1.2 Creation and Performance –1.3 Elements & Principles - 1.4 Critique
Key Concepts and Skills	
<ul style="list-style-type: none"> • Students will learn and implement the proper steps in creating a piece of pottery on the wheel. • Students will learn to trim and refine the bottom of the structure. 	
Learning Activities	
<ul style="list-style-type: none"> • Students will observe a demonstration of technique by the teacher and take notes. • Students will create a ceramics piece using wheel throwing techniques demonstrated. • Students will glaze their work in order to enhance the structure. • Students will incorporate the Elements & Principles of Art in their work. • Students will self critique while planning and executing their projects. • Students will manage time and materials to complete projects. 	
Assessments	
<ul style="list-style-type: none"> • On-going teacher evaluation and feed back during construction. • Students will: self critique, peer group critique. • Students will submit structures for teacher evaluation. 	

Month	Unit 6
Topic	Choice Construction
Big Idea	
Tapping Into Our Own Creativity	
Essential Questions	
<ul style="list-style-type: none"> • What does my art reveal about myself? • Why do ceramic artists choose certain methods for their creative expression? • What construction method is best suited to express my artistic statement? • What strengths do I possess to express my artistic vision? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Students will discern that some methods are better for suited for certain constructions. • Students will discover that exploration is essential for creativity. • Students will learn that self confidence is attained through successful production. 	
NJCCCS	1.2 Creation and Performance –1.3 Elements & Principles—1.4 Critique
Key Concepts and Skills	
<ul style="list-style-type: none"> • Students will employ newly learned construction skills to express their own ideas. • Students will apply the Elements and Principles of Art to express their creative ideas. • Students will utilize self critique to modify structure during construction. 	
Learning Activities	
<ul style="list-style-type: none"> • Students will synthesize their concept, structure design and self expression as their artistic vision. • Students will construct and glaze a final ceramic piece according to their plan. 	
Assessments	
<ul style="list-style-type: none"> • On-going teacher evaluation and feed back during construction. • Students will: self critique, peer group critique. • Students will submit structure for teacher evaluation. 	