Week	Marking Period 1	Week	Marking Period 3
1	Review of Ceramics I	21	Review of Ceramics I
2	History of Ceramics	22	History of Ceramics
3	Introduction to Potters Wheel	23	Introduction to Potters Wheel
4	Clay Exploration	24	Clay Exploration
5	Glaze and Firing Exploration	25	Glaze and Firing Exploration
6		26	
7		27	
8		28	
9		29	
10		30	
Week	Marking Period 2	Week	Marking Period 4
11			
	Review of Ceramics I	31	Review of Ceramics I
12	Review of Ceramics I History of Ceramics	31 32	Review of Ceramics I History of Ceramics
12 13			
13 14	History of Ceramics Introduction to Potters Wheel Clay Exploration	32	History of Ceramics Introduction to Potters Wheel Clay Exploration
13 14 15	History of Ceramics Introduction to Potters Wheel	32 33 34 35	History of Ceramics Introduction to Potters Wheel
13 14	History of Ceramics Introduction to Potters Wheel Clay Exploration	32 33 34	History of Ceramics Introduction to Potters Wheel Clay Exploration
13 14 15 16 17	History of Ceramics Introduction to Potters Wheel Clay Exploration	32 33 34 35	History of Ceramics Introduction to Potters Wheel Clay Exploration
13 14 15 16	History of Ceramics Introduction to Potters Wheel Clay Exploration	32 33 34 35 36	History of Ceramics Introduction to Potters Wheel Clay Exploration
13 14 15 16 17	History of Ceramics Introduction to Potters Wheel Clay Exploration	32 33 34 35 36 37	History of Ceramics Introduction to Potters Wheel Clay Exploration

Time Frame | Week 1

Topic

Review of Ceramics I

Essential Questions

- What are the underlying building blocks of Art and Design?
- How do we interpret and understand Art?
- What terms and techniques are used in ceramics?
- What determines "beauty"?
- What makes critique valid?
- How can artists express themselves visually?

Enduring Understandings

- Know and understand the underlying building blocks (Elements and Principles) of Art and Design and how they play a role in the process of creating art.
- Know and understand techniques and terms of basic Ceramic I hand-building methods.
- Have an appreciation for all genres of art and accept peers ideas and beliefs through their artwork.

Alignment to NJCCCS

- AR.9-12.1.1.12.D-Understanding Visual E&P
- AR.9-12.1.4.12.A-Aesthetic Responses
- 9-12.1.1.12.B-Creativity & Innovation
- 9-12.9.3.12.C-Career Awareness

Key Concepts and Skills

- Students will have a skill set of the following hand-building techniques: Pinch, Coil, and Slab.
- Understand and use the proper techniques during the different stages of clay; natural, leatherware, greenware, bisqueware, glazeware.
- Develop and articulate essential vocabulary necessary to critique artwork.
- Recognize and classify the Elements and Principles of Art in various works of art.

Learning Activities

- Brainstorming activities
- Discussion of art and critique
- Discussion of careers in art
- Teacher/student dialog on effective critique
- Students may choose a genre of art to demonstrate different aspects of Ceramics I Skills and techniques such as an artwork, presentation, dance, song...
- Students will discuss and review all of the terms and techniques before completing this Unit.

Assessments

- Quiz of terms and techniques of Ceramics I
- Individual student reflection
- Written assignments
- Sketchbook assignments

	21 st Century Skills						
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration

	DEPARTMENT		VPA- OTHS		COURSE: Ceramics II		
Χ	Life & Career	X	Information		Media Literacy		
	Skills		Literacy				
			Interdisciplinary	Co	nnections		
Eng	glish writing, written e	xpre	ssion – Development a	nd C	rganization of Ideas.		
			Technology Ir	iteg	ration		
	PowerPoint Application						
	Word Application						
	 Internet Ac 	ccess	3				
	 Digital Pro 	ject	or				

Time Frame 1	week
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Topic

History of Ceramics

Essential Questions

- How has clay shaped human civilization?
- How do we interpret art?
- Why is it important for us to understand where art has been in the past and where is could go in the future?

Enduring Understandings

- Students will use subject matter, symbols, and ideas to make connections between art and other disciplines.
- Students will understand that art is the essential core, which reflects, records, and shapes the history and development of culture.
- Students will respond to works of art through analysis and interpretation.

Alignment to NJCCCS

- AR.9-12.1.1.12 Elements & Principles:
- AR.9-12.1.2.12A- History & Culture:
- 12.1 Impact & Responses
- AR.9-12.1.3.12 Synthesis & Creation
- TEC.9-12.8.1.12.E Research and Information Literacy

Key Concepts and Skills

- Discuss the purpose of traditional and contemporary ceramics within a variety of time frames, cultures, and uses.
- Discuss the uses of clay in everyday objects and ceramics related professions.
- Analyze shape and form, techniques and process used by various cultures to create functional or non-functional objects. (I.e. Native American, Ancient Greek, African and contemporary)
- Discuss the anthropological and archeological role of ceramics in understanding the history of mankind.

Learning Activities

- Students will compare the origins of the various types of clay and their usage.
- Students will identify and discuss the various types of historical and contemporary ceramic -ware, their origins, their function, and the clay qualities and be able to discuss the development of ceramic technology.

- Research Ceramic Artwork and artists from the past and present and compare the relationships
- Students will study the basic ceramic vocabulary related to clay, its origins, qualities, and usage.
- Students will research the various types of ceramics related careers

Assessments

- Research Assignment
- Sketchbook assignment
- Individual student reflection
- Quiz on History of Ceramics

21 st Century Skills						
Creativity	X	Critical Thinking	X	Communication	X	Collaboration
-						
Life & Career	X	Information	X	Media Literacy		
Skills		Literacy				
	Life & Career	Life & Career X	Creativity X Critical Thinking Life & Career X Information	Creativity X Critical Thinking X Life & Career X Information X	Creativity X Critical Thinking X Communication Life & Career X Information X Media Literacy	Creativity X Critical Thinking X Communication X Life & Career X Information X Media Literacy

Interdisciplinary Connections

- History of ceramics will touch on time periods and other important aspects at the time.
- English writing, written expression Development and Organization of Ideas.

Technology Integration

- PowerPoint Application
- Word Application
- Internet Access
- Digital Projector

Time Frame | 2 weeks

Topic

Introduction to Potters Wheel

Essential Questions

- How can we manipulate clay?
- What can the potter's wheel do for a ceramicist?
- What are the steps in throwing on the potter's wheel?

Enduring Understandings

- Students will use media, techniques, and processes to understand and express visual elements and principles
- Students will understand that art is the essential core, which reflects, records, and shapes the history and development of culture.
- Students will continuously examine, assess, and improve their work

Alignment to NJCCCS

- AR.9-12.1.1.12.2 Elements & Principles Stimuli
- AR.9-12.1.3.12 Synthesis and Creation
- AR.9-12.1.412. A&B Aesthetic Response & Critique
- 21st C L&C: WORK 9-12.9.1.12B Creativity and Innovation

Key Concepts and Skills

• Students will learn how to throw different shapes of pottery on the potter's wheel and master the skill

- Define and solve challenging ceramics problems.
- Take responsibility for maintaining ceramics materials, tools and equipment, and following correct classroom procedures.
- Self-assess their work through written and verbal analysis and class critiques. Keep a portfolio of sketches and written assignments related to the ceramic project.

Learning Activities

- Throwing on the wheel
- Teacher/student dialog on effective critique
- Sketches and written assignments

Assessments

- Sketchbook assignment
- Individual student reflection
- Pottery made from throwing
- Quiz on wheel throwing

	21 st Century Skills							
Χ	Creativity	X	Critical Thinking	X	Communication	X	Collaboration	
Χ	Life & Career	X	Information		Media Literacy			
	Skills		Literacy					

Interdisciplinary Connections

- Physical Strength when throwing-Body movement
- English writing, written expression Development and Organization of Ideas.

Technology Integration

- The Potter's Wheel
- PowerPoint Application
- Word Application
- Internet Access
- Digital Projector

Time Frame 2 weeks

Topic

Clay Exploration

Essential Ouestions

- What makes a quality piece of Ceramic ware?
- How are tools and technology used to create ceramic products?
- What makes clay a versatile medium?
- What is it that I want to express as an artist?
- What Elements and Principles of Art are most important to me to express my artistic vision to the viewer?

Enduring Understandings

- Justify form and elements of design
- Create works of art with a specific theme, using functional and non-functional approaches.
- Apply ceramics media, techniques, technology, and processes skillfully. Use and create molds, forming equipment, and alter forms
- Demonstrate basic clay body and glaze formulations.

• Solve challenging problems in ceramics using a variety of methods.

Alignment to NJCCCS

- VPA:AR.9-12 1.1.12 Elements and Principles
- AR.9-12.1.1.12 History of Arts & Culture
- AR.9-12.1.3.12.D Synthesis and Creation
- AR.9-12.1.412. A&B Aesthetic Response & Critique
- 21st C L&C:
- WORK.9.1.12 A Critical Thinking;
- 9.1.12.B Creativity;
- 9.1.12.E Communication

Key Concepts and Skills

- Students will use media, techniques, and processes to understand and express visual elements and principles
- Students will use subject matter, symbols, and ideas to make connections between art and other disciplines
- Students will respond to works of art through analysis and interpretation
- Students will continuously examine, assess, and improve their work.

Learning Activities

- Teacher/student dialog on effective critique
- Sketches and written assignments
- Students will create a variety of sculptural forms, such as portraits busts, animal sculptures, non-objective and conceptual sculptures.

Assessments

- Sketchbook assignment
- Individual student reflection
- Artwork
- Critique

	21 st Century Skills						
Χ	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
Χ	Life & Career		Information		Media Literacy	•	
	Skills		Literacy				

Interdisciplinary Connections

• English writing, written expression – Development and Organization of Ideas.

Technology Integration

- PowerPoint Application
- Word Application
- Internet Access
- Digital Projector
- Ceramic Tools

Time Frame | 2 weeks

Topic

Glaze and Firing Exploration

Essential Questions

- What are the effects of surface enhancement?
- How do different glazes and firing effect the outcome of the surface quality?
- What is it that I want to express as an artist?
- What Elements and Principles of Art are most important to me to express my artistic vision to the viewer?

Enduring Understandings

- Apply basic surface decoration, glazing, and firing processes
- Define and solve challenging ceramics problems.

Alignment to NJCCCS

- VPA:AR.9-12 1.1.12 Elements and Principles
- AR.9-12.1.1.12 History of Arts & Culture
- AR.9-12.1.3.12.D Synthesis and Creation
- AR.9-12.1.412. A&B Aesthetic Response & Critique
- 21st C L&C:
- WORK.9.1.12 A Critical Thinking;
- 9.1.12.B Creativity;
- 9.1.12.E Communication

Key Concepts and Skills

- Students will use media, techniques, and processes to and express visual elements and principles
- Students will use subject matter, symbols, and ideas to make connections between art and other disciplines.
- Students will continuously examine, assess, and improve work.

Learning Activities

- Students use the various decorating techniques to enhance the greenware. (i.e. sgraffito, impression, applique, slip trailing, piercing)
- Students will differentiate between the various types of glazes and underglazes and stains.
- Students will apply underglazes and glazes using proper application techniques to their artwork.
- Students will demonstrate kiln loading, firing and unloading procedures.
- To further enhance the Raku process students could have the opportunity to participate in a Raku firing hosted by a visiting artist or visit a ceramic studio outside of the school to better understand the application.

Assessments

- Sketchbook assignment
- Individual student reflection
- Artwork-specifically glazing techniques
- Critique

	21 st Century Skills						
Χ	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
Χ	Life & Career	X	Information		Media Literacy		
	Skills		Literacy				

DEPARTMENT	VPA- OTHS	COURSE: Ceramics II	
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Interdisciplinary Connections

• English writing, written expression – Development and Organization of Ideas.

Technology Integration

- PowerPoint Application
- Word Application
- Internet Access
- Digital Projector
- Electrical Kiln