



# Ceramics I

## Year at a Glance (YAG)



YAG

First Semester		Second Semester	
1 <sup>st</sup> Nine Weeks		3 <sup>rd</sup> Nine Weeks	
<p><b>TEKS</b> FA.A.HS.L2.1A FA.A.HS.L2.2D FA.A.HS.L2.1D</p> <p>FA.A.HS.L2.2C FA.A.HS.L2.4A FA.A.HS.L2.4B FA.A.HS.L2.4D</p> <p>FA.A.HS.L2.1A FA.A.HS.L2.1C FA.A.HS.L2.2D FA.A.HS.L2.3A</p> <p>FA.A.HS.L2.2B FA.A.HS.L2.3A FA.A.HS.L2.3B FA.A.HS.L2.3D</p> <p>FA.A.HS.L2.1D FA.A.HS.L2.2A FA.A.HS.L2.2D</p> <p>FA.A.HS.L2.2B FA.A.HS.L2.4B</p> <p>FA.A.HS.L2.1B FA.A.HS.L2.1C FA.A.HS.L2.4E</p>	<p><b>Unit: Creating from observation</b> <b>Time Frame:</b> 2 weeks <b>Concepts:</b> Students draw from life experiences to create a piece that represents a life event. Students will observe photographs to draw up a sketch later translating that idea to clay. <b>Profile:</b> Engage in self-reflection, demonstrate knowledge and skills, Challenge existing mindset, Take risks, Display grit <b>Skills:</b> Translating ideas from 2D surfaces to 3D form, manipulating clay, clay basics, basic clay process (start to finish), piece management. <b>FPF:</b> Lucky Charms, My Summer in Clay Form</p> <p><b>Unit: Professional Digital Portfolios</b> <b>Time Frame:</b> 1 week <b>Concepts:</b> Students will learn how to create a digital portfolio where they can continuously update their work throughout the year. Students will learn to critique, write artist statements and manage a professional digital presence online. <b>Profile:</b> Engage in self-reflection, value learning, maximize resources and expand learning environment, give and receive feedback, exhibit professionalism, responsible digital citizenship. <b>Skills:</b> Promote their work, how to create a basic website, how to add text and photos of artwork to a website, professionalism on the internet <b>FPF:</b> Create digital portfolio through Weebly or Google Sites</p> <p><b>Pinch Pot Construction</b> <b>Time Frame:</b> 2 weeks <b>Concepts:</b> This unit focuses on the most basic and one of the most primitive forms of construction in ceramics, pinch pot construction. Students will learn how to create the pinch pot form and manipulate it into a functional or sculptural piece. <b>Profile:</b> <b>Skills:</b> Students will learn how to create a basic pinch pot structure. They will also learn how to manipulate that structure to create either a functional or sculptural piece of art. They will learn how to attach to clay, carve/adorn and how to turn a sketch into a form. <b>FPF:</b> Pinch pot mugs, pinch pot sculptures, Coral reefs</p> <p><b>Professional Photographing of 3D Pieces</b> <b>Time Frame:</b> 1 day <b>Concepts:</b> The focus of this lesson is to teach students how to use our backdrop system in our classroom to photograph 3D pieces. They will need to know the difference between a professional photograph of art and a snapshot. These are the photos they will be using on their digital portfolios and to turn in for each project. <b>Profile:</b> Engage in self-reflection, maximize resources, exhibit professionalism, responsible digital citizenship, communicate through more than one language <b>Skills:</b> Students will learn how to professionally photograph ceramic pieces. They will learn how to light, take and edit these photographs. Students will also learn the importance of professional photographs and how they enhance portfolios. <b>FPF:</b> Professional photographs of each project done up until taught.</p> <p><b>Unit: Coil Construction</b> <b>Time Frame:</b> 3-4 weeks (start introducing slab construction at the end of unit) <b>Concepts:</b> The purpose of this unit is to teach one of the most used forms of construction in ceramics, coil</p>	<p><b>TEKS</b> FA.A.HS.L2.1C FA.A.HS.L2.2C FA.A.HS.L2.3A</p> <p>FA.A.HS.L2.2B FA.A.HS.L2.3A FA.A.HS.L2.3B FA.A.HS.L2.3D</p> <p>FA.A.HS.L2.1D FA.A.HS.L2.2A FA.A.HS.L2.2D</p> <p>FA.A.HS.L2.2E</p>	<p><b>Unit: Clay Sculpture</b> <b>Time Frame:</b> 4 weeks <b>Concepts:</b> In this unit, Students will learn about sculptural ceramics. They will research busts discovering their purposes and how they've evolved over time. Students will then learn techniques on how to create their own busts out of clay and apply their knowledge to create their own historical piece. Students will also learn the concept of sculpture in the round. <b>Profile:</b> Engage in self-reflection, Exhibit intellectual curiosity, Actively construct and demonstrate knowledge and skills. graciously give and receive feedback, develop strong work ethic, adaptability &amp; flexibility, display grit <b>Skills:</b> Students will learn how to use their prior knowledge of how to construct with clay along with learning a new sculpting technique to create a unique sculpture. Students will be required to use realism in their forms and will have to show they are capable of capturing the like-ness of a realistic form in clay. <b>FPF:</b> Bust</p> <p><b>Functional Ceramic- Mug set</b> <b>Time Frame:</b> 4-5 weeks <b>Concepts:</b> Students will learn about the history of functional pottery along with its vocational opportunities. Students will create a functional piece of pottery. Students will learn how to create a thematic grouping of mugs. They will also learn how to make and attach handles to pieces. <b>Profile:</b> Actively construct and demonstrate knowledge and skills, Identify, frame and solve multidimensional problems, give and receive feedback, take risks, effectively manage time, display grit <b>Skills:</b> Wheel throwing or hand-building, consistency of forms, time and piece management, how to create a set visually <b>FPF:</b> Set of 4 mugs that fit together thematically</p> <p><b>Critique- Writing about art</b> <b>Time Frame:</b> 1 week (close to testing dates with strange scheduling) <b>Concepts:</b> The focus of this unit will be to expand on their knowledge of a proper critique. They will use previously learned concepts and apply them to writing a formal critique <b>Profile:</b> Exhibit intellectual curiosity, challenge existing mindsets and ways of thinking, speak and write with clarity and purpose, graciously give and receive feedback, listen to decipher meaning, exhibit responsible digital citizenship. <b>Skills:</b> Students will learn how to self-assess their work along with critiquing peer work. Students will learn to adjust projects based on feedback. Students will also learn how to critique professional pieces and apply the knowledge they acquire from professional pieces to their own projects. <b>FPF:</b> Critique writing assignment</p> <p><b>Unit: Glazing</b> <b>Time Frame:</b> 1 day <b>Concepts:</b> Students will learn the history and chemistry behind glazing. Students will research glazes using their knowledge to glaze their finished pieces correctly. <b>Profile:</b> Exhibit intellectual curiosity, maximize resources, <b>Skills:</b> Glazing technique, history of glaze, chemistry, thermodynamics <b>FPF:</b> Glaze report, glaze tile study</p> <p>If time allows, start mixed media</p>



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<p>FA.A.HS.L2.3A FA.A.HS.L2.4A FA.A.HS.L2.4E</p>	<p>construction. Students will learn how to create coil pots with their new knowledge of this type of construction. They will also learn how to incorporate movement and self-expression into a piece.</p> <p><b>Profile:</b> personal needs and challenges, take responsibility, openly express themselves, intellectual curiosity, construct and demonstrate knowledge and skills, multidimensional problems, take risks, manage time, value diversity</p> <p><b>Skills:</b> Students will learn how to construct pottery pieces using the coil technique. Students will learn the history behind this technique studying the variety of ways coil pots can be created. They will apply what they learn creating their own coil pot.</p> <p><b>PPF:</b> Coil Pots that show movement and reflect individual personalities or interests.</p> <p><b>Critique- Basics</b> <b>Time Frame:</b> 1 day <b>Concepts:</b> The focus of this unit will be to introduce the basic structure of a proper critique so students can apply those concepts to their own work and the artist works of others.</p> <p><b>Profile:</b> Self-reflection, take responsibility for decisions, challenge existing mindsets, approach the world &amp; others objectively, speak with clarity &amp; purpose, graciously give and receive feedback, listen compassionately, value the contribution of others, demonstrate flexibility, mutual respect, value diversity</p> <p><b>Skills:</b> Students will learn how to self-assess their work along with critiquing peer work. Students will learn to adjust projects based on feedback. Students will also learn how to critique professional pieces and apply the knowledge they acquire from professional pieces to their own projects.</p> <p><b>PPF: Critique assignment using other artist's artwork</b></p>		
<b>2<sup>nd</sup> Nine Weeks</b>		<b>4<sup>th</sup> Nine Weeks</b>	
<p><b>TEKS</b> FA.A.HS.L2.1B FA.A.HS.L2.1C FA.A.HS.L2.2B FA.A.HS.L2.3A FA.A.HS.L2.4A</p> <p>FA.A.HS.L2.1B FA.A.HS.L2.1C</p>	<p><b>Unit: Slab Construction- Containers</b> <b>Time Frame:</b> 4 weeks <b>Concepts:</b> The focus of this unit is to teach the basics about slab construction, one of the main forms of construction in ceramics. The skills they learn in this unit can be applied all year to various projects.</p> <p><b>Profile:</b> Take responsibility, intellectual curiosity, master a broad, rich curriculum, solve multidimensional problems, give and receive constructive feedback, strong work ethic, take risks, adaptability and flexibility, grit and resilience</p> <p><b>Skills:</b> Students will learn to create slabs by hand and with a slab roller. They will learn how to construct ceramic pieces using slabs. Students will also learn about artists that primarily use slabs in their work as a part of their research for this unit.</p> <p><b>PPF:</b> Slab Containers</p> <p><b>Unit: Underglazing/Sgraffito</b> <b>Time Frame:</b> 3 weeks (starts 1-2 weeks into slabs) <b>Concepts:</b> The focus of this unit is to learn more about surface decoration within the ceramic medium. Students will learn about the historical connection regarding the decorating of pottery using Sgraffito and how to apply it to their own work.</p> <p><b>Profile:</b> Openly express themselves, actively construct and demonstrate knowledge, display grit, apply learning to real-world</p> <p><b>Skills:</b> Students will learn how to apply underglaze to their projects. They will also learn the sgraffito technique and the history behind sgraffito.</p> <p><b>PPF:</b> Coasters or Trivets</p>	<p><b>TEKS</b> FA.A.HS.L2.1A FA.A.HS.L2.1B FA.A.HS.L2.1D FA.A.HS.L2.2A FA.A.HS.L2.2D FA.A.HS.L2.2F</p> <p>FA.A.HS.L2.2D FA.A.HS.L2.4C</p> <p>FA.A.HS.L2.1A FA.A.HS.L2.1D FA.A.HS.L2.3A FA.A.HS.L2.3B FA.A.HS.L2.4A</p>	<p><b>Mixed Media- Clay and found objects</b> <b>Time Frame:</b> 3 weeks <b>Concepts:</b> Students will learn how to combine clay with other art mediums. They will need to problem solve to find a way to integrate other materials into their ceramic pieces.</p> <p><b>Profile:</b> Intellectual curiosity, broad rich curriculum, challenge existing mindsets, manage time, grit and resilience</p> <p><b>Skills:</b> problem-solving, mixed media, wheel throwing or hand-building, experimentation with mediums, research into other art mediums</p> <p><b>PPF:</b> Clay mixed media project</p> <p><b>Sculptural and Functional Piece</b> <b>Time Frame:</b> Students will learn how to combine their knowledge of both functional and sculptural ceramics and create a piece that displays their knowledge of both. This piece will technically and conceptually need to be mature showing growth from the first semester.</p> <p><b>Profile:</b> Intellectual curiosity, demonstrate knowledge and skills, multidimensional problems, take risks</p> <p><b>Skills:</b> Personal discovery, conceptual thought, hand-building or wheel throwing, writing, problem-solving</p> <p><b>PPF:</b> Lanterns</p> <p><b>Personal Investigation</b> <b>Time frame:</b> 1 week <b>Concepts:</b> Students will mind map coming up with a concept for their final piece. They will go through a full brainstorming process to discover the direction in which they want to move in their future art.</p> <p><b>Profile:</b> Self-reflections, personal needs, and challenges, take responsibility, openly express, intellectual curiosity, lifelong enthusiasm for learning, evaluate evidence, speak and write with purpose</p>

