

Southern Cayuga Central School District – Curriculum Map

Subject: _____ TC3 Ceramics _____

School Year: 2020-2021 _____

Title or Topics w/ NYS Standards	Essential Questions & Vocabulary	Content Skills (Activities to cover Essential Questions)	Major Assessments (Tests, Project, etc.)	Time Frame
<p>Art Studio Dynamics: Intro materials, expectations 2,3,4,7</p>	<p>How do we run an Art studio Effectively? What are the safety components that are in place when working with ceramics as a medium, as well as tools, the kiln, and each other? What is verification? What are the drying stages of clay? What are the chemical components of clay as well as Glaze? How is the Kiln Set for Cone 06 firing? How is the Art Rubric used to evaluate each project? What are the elements and principles of design? Vocabulary:Kiln, Vitrification,plastic, leather hard, bone dry, cone 06, Rubric, Critique, collaboration, bisque, glaze firing, Kiln Sitter, furniture, wedge, craftsmanship</p>	<p>Class expectations, chemistry of clay, drying stages, vitrification, outline of course, care and cleanup of clay, proper storage of clay, function and operation of Kiln(quiz), safety in the Studio, Glaze chemistry, Glaze application, Demonstration of wheel. This will be a series of demonstrations, google slide presentations, and small pieces constructed to emphasize the different processes. Example, small pinch pot or tiles can be used to explore the drying stages, firing, and glazing. The operation of the studio will be collaboratively created.</p>	<p>In process critique, group and individual critique, project specific rubric. Quiz: Kiln Operation/Clay Chemistry</p>	<p>4 WEEKS</p>
<p>Slab Construction 2,3,4,7</p>	<p>How is a slab created? What are the tools used to create a slab,? How are the drying stage incorporated into the creation of a finished tile? How is glaze effectively applied?</p>	<p>Slab Demo and practice of creating accurate, consistent slabs. Quiz Demo and practice of connecting pieces, scoring, creation and use of slip. Importance of maintaining a workable drying state with the clay.</p>	<p>In process critique, group and individual critique, project specific rubric.</p>	<p>3 Weeks</p>

	<p>Vocabulary: roller ,thickness, architecture, form, function, slip, score, fettling knife, wire tool, application, drying stages</p>	<p>Concepts/Projects: Abstract form, Architectural inspired form, Intro to Tile, functional form(Box, container)</p>		
<p>Coil Construction 2,3,4</p>	<p>What is coil construction when you are hand building in ceramics? How are coils formed, and attached to each other? What is scoring and slipping? What is extruding in relation to creating coils?</p> <p>Vocabulary Coil, extrusion, score, slip, column, form vs. function. Drying stages, vessel, scale, concept</p>	<p>Coil Demo and practice of consistent coils, hand rolled as well as extruded, connecting of coils effectively. Building even column.</p> <p>Concepts/Projects: Coil Vessel, small and large scale, forms built symmetrically as well as organic forms based on nature.</p>	<p>In process critique, group and individual critique, project specific rubric.</p>	<p>3 Weeks</p>
<p>Culture inspired Art Piece 4,6,7</p>	<p>How can you relate the creation of ceramic pieces to a certain culture? What role does Art play within a culture? Has the creation/use of ceramics changed historically? Were the ceramic pieces created a thousand years ago different conceptually than those created today?</p> <p>Vocabulary Society, culture, form, function, context,representation</p>	<p>Cultural Piece Students will research a certain culture and the role of ceramics within that culture, was it purely functional? Was it based more in design and decoration or a combination of the two?</p> <p>Concepts/Projects Student will create. Google slide presentation, and then also a piece based on that culture, the piece must reflect aesthetically and conceptually something about the culture. The piece can be based on ceramics created thousands of years ago (Chinese, Native American) or on more contemporary work, as long as there is a cultural connection.</p>	<p>In process critique, group and individual critique, project specific rubric.</p>	<p>3 Weeks</p>

<p>Slab construction, Tile Mosaic 1,2,3</p>	<p>How do you manipulate the surface of a tile? What is a Mosaic and how have they been used as design, or in other cultural ways? How do you adhere tiles to a surface? What design elements are important to the development of a collaborative mosaic? Vocabulary Slab, mosaic, culture, design, collaboration</p>	<p>Stamps, Tile Mosaic Surface manipulation of clay using existing stamps in studio, as well as stamps made by the students from natural or manmade objects. Google slide presentation of ceramic tile mosaic. Emphasis will be on creation of tile, as well as joining of tiles in Mosaic, use of adhesive, Grout. Concepts/Projects Students will create their own Tiles from slab and create a small tile mosaic as well as work together to create a collaborative mosaic that they develop as a class. Texture, use of line, symmetry, and color concepts will be emphasized. Individual as well as group tile project.</p>	<p>In process critique, group and individual critique, project specific rubric.</p>	<p>3 Weeks</p>
<p>Artist Inspired Art Work 4,6,7,11</p>	<p>What are the elements and principles of design that draw you to an artist visually/conceptually? How has the Artist you choose relate to their culture, and society as a whole, do they have a political or sociological message inherent to their work? How will you represent what you feel are important qualities of your artist through ceramic as a medium? Vocabulary Artist, context, inspiration, elements principles of design, context, concept,</p>	<p>Research Artist Students will research an Artist and create a ceramic piece based on that Artist, this can be any Artist Visual, Performing (Use Lyrics as part of the piece.) Students can use any Artist that we have Looked at so far, or one of their choosing. Concepts/Projects Using any of the techniques that we have explored create a ceramic piece that reflects some aspects of an Artist of your choosing. This can be a ceramic Artist (Robert Arneson) or a Painter(Van Gogh) An artist whose work is socially critical(Banksy) or related to the figure(Henry Moore) Choose artist, and use ceramic techniques to create a piece that incorporates the Artists</p>	<p>In process critique, group and individual critique, project specific rubric.</p>	<p>3 Weeks</p>

	history	concepts/techniques. Student must be able to clearly show connections between the artist's work and their own piece. Example: A Slab Box that has elements of Van Gogh Starry Night carved into the surface.		
Slab Construction, molds. 2,3,4	How are plaster molds created to be used for repeatable ceramic forms? What aspect of the plaster and ceramic as a medium are important for the development of a successful form? Vocabulary Plaster, mold, release, chemistry, slab, form/function	Molds Students will use existing plaster molds, as well as pour their own molds to create forms. Demo and explanation of mold making, and different techniques to ensure a successful piece) Prep of Mold ,release Concepts/Projects Using plaster molds, create a series of functional pieces that incorporate multiple shapes being connected to each other on the mold, as well as using single slabs for a form that is then added to, carved into, glazed and fired	In process critique, group and individual critique, project specific rubric.	3 Weeks
Landscape Collaboration 2,3,4,7	What are the qualities of a natural form, what is meant by an organic shape? What are important aspects of collaboration? Vocabulary Organic, geometric, landscape, foreground, middle ground, background, modeling, scale	Natural Form, Group Landscape Students will create hand built shapes that are based on some Natural Forms(Flowers, trees, mountains) Emphasis will be on using clay to accurately portray a natural form. Concepts/Projects Each student will create a Natural Form, then the forms will be combined in a display as a larger piece. The larger piece will be arranged to highlight the different pieces individually, as well as how they relate to each other	In process critique, group and individual critique, project specific rubric.	3 Weeks

<p>Coil Construction, human Head 2,3,4</p>	<p>What are the common proportions of the human head, and how can the coil construction method be applied to the construction of an accurate head form? What are the major structural elements of the human head that determine the development of the form? Vocabulary Structure, proportion, coil construction, slip/score,</p>	<p>Coil/Slab Human Head Incorporate slab and coil hand building techniques to create a form based on the proportions of the human head.</p>	<p>In process critique, group and individual critique, project specific rubric.</p>	<p>3 Weeks</p>
<p>Miniature piece, Artist Richard Notkin inspired 2,3,4,7</p>	<p>What are the important aspects of Richard Notkins ceramic pieces both visually and conceptually? What are the challenges of creating a small form, while still showing detail and effective composition? Vocabulary Richard Notkin, ceramicist, artist, transformation, creation, socio-political commentary, satire</p>	<p>Miniature Form inspired by Richard Notkin Use slab as well as any other hand building technique to create small objects that relate to the work of Richard Notkin. Communicate some kind of political/sociological idea that is important to you.</p>	<p>In process critique, group and individual critique, project specific rubric.</p>	<p>3 weeks</p>
<p>Final Project 2,3,4,6,7</p>	<p>How will you incorporate your chosen techniques to effectively realize your design concepts? Will one of the techniques in particular help you explore the ideas you want to convey better than the other techniques we have learned about this year?</p>	<p>Final Project This is a project that is developed and realized by the individual student. They will fill out a Google Doc detailing their concept and techniques they will use. The final form will be critiqued by the group, and the student will show the connections between their initial concept and the finished piece. The student may use One technique (slab, coil) or combine</p>	<p>In process critique, group and individual critique, project specific rubric.</p>	<p>4 Weeks</p>

	Vocabulary Concept, design, incorporate, visualize, structure , composition, craftsmanship	techniques. This piece can be purely functional or n abstract, organic form.		