High School Ceramics/Sculpture Curriculum

Course Description: This course provides a comprehensive study in methods of sculpture, hand-built clay construction and basic wheel throwing techniques. Students explore three-dimensional design while developing both useful and sculptural forms. Creativity and quality craftsmanship are emphasized.

Scope and Sequence:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
</tr>
</thead>
</table>
| 1 week                     | Introduction to Clay  | Topic 1: Overview of Clay  
|                            |                       | Topic 2: Ceramic Art History and Contemporary Art                                      |
|                            |                       | Topic 3: Digital Portfolio Preparation & Critique                                       |
| 3 weeks                    | Coil                  | Topic 1: Coil Construction                                                             |
| Ongoing throughout the course | Surface Decoration  | Topic 1: Leatherhard Surface Decoration  
|                            |                       | Topic 2: Glazing on Bisqueware                                                        |
| Ongoing throughout the course | Wheel                | Topic 1: Throwing                                                                    |
| 3 weeks                    | Sculpture             | Topic 1: Sculpture Methods                                                            |
| 3 weeks                    | Slab                  | Topic 1: Slab Construction                                                            |
Unit 1: Introduction to Clay

Subject: Ceramics and Sculpture
Grade: 10, 11, 12
Name of Unit: Introduction to Clay
Length of Unit: 1 week
Overview of Unit: Students will be introduced to the basics of clay. They will have an opportunity to explore how clay is attached and how it can be formed.

Priority Standards for unit:
- I.2.A.1.2 Create ceramics using a hand-building process (e.g., pinch, coil, slab); joining techniques, and a uniform thickness

Supporting Standards for unit:
- III.1.A.3 Discuss how people from different groups might respond to artworks that express themes (e.g., national identity, spirituality, vision, progress, and human condition)
- II.1.C.1.1 Identify and use high and low relief
- I.2.A.2.2 Create ceramics combining hand-building processes (e.g., pinch, coil, and/or slab), joining techniques and uniform thickness throughout product
- I.2.A.4.2 Select and apply ceramics media (e.g., clay body, decorative finish) and techniques that demonstrate:
  ○ sensitivity and subtlety in use of media
  ○ engagement with experimentation and/or risk taking
  ○ informed decision-making
- II.2.E.2 Identify and create unity through elements and principles
- II.1.D.1 Identify and use real, invented and simulated textures
- II.1.D.2 Identify and create simulated textures from observation
- II.1.D.3 Contrast textures within the same artwork
- ISTE-INNOVATIVE DESIGNER.4.A - know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
**Unwrapped Concepts (Students need to know)**

<table>
<thead>
<tr>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>ceramics using a hand-building process (e.g., pinch, coil, slab); joining techniques, and a uniform thickness</td>
<td>Create</td>
<td>Create</td>
</tr>
</tbody>
</table>

**Essential Questions:**

1. What are the stages of clay? Why is it important to work in the appropriate stage?
2. How do you join two pieces of clay?
3. Why is it important to use specific clay tools?

**Enduring Understanding/Big Ideas:**

1. The stages of clay are soft, leatherhard, bone dry and bisque. It is important for attaching, carving, and making the piece structurally sound.
2. Score, slip and/or blend to properly join two pieces of clay.
3. It is important to use specific clay tools to achieve desired outcome and understand the proper use.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Craftsmanship</td>
<td>Greenware</td>
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<td></td>
<td>Clay</td>
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<td>Slip</td>
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<td></td>
<td>Score</td>
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<td>Wedging</td>
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<td></td>
<td>Maturing</td>
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<td></td>
<td>Shrinkage</td>
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<td>Emboss</td>
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<td>Grog</td>
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<td>Plasticity</td>
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<td>Porosity</td>
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<td>Vitrification</td>
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<td>Firing</td>
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<td>Cone</td>
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<td></td>
<td>Leatherhard</td>
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<td></td>
<td>Bone Dry</td>
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<tr>
<td></td>
<td>Bisque</td>
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</table>

Board Approved: February 23, 2017
<table>
<thead>
<tr>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fettling Knife</td>
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<tr>
<td>Loop Tool</td>
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<tr>
<td>Needle Tool</td>
</tr>
<tr>
<td>Rib</td>
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<tr>
<td>Scoring Tool</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** textbook
Topic 1: Overview of Clay

Engaging Experience 1
Title: Wedging Clay
Suggested Length of Time: 20 minutes

Standards Addressed

Priority:
- I.2.A.1.2 Create ceramics using a hand-building process (e.g., pinch, coil, slab); joining techniques, and a uniform thickness

Supporting:
- I.2.A.2.2 Create ceramics combining hand-building processes (e.g., pinch, coil, and/or slab), joining techniques and uniform thickness throughout product

Detailed Description/Instructions: Students will manipulate clay to expel air bubbles and make the clay homogenous.

Bloom’s Levels: Apply
Webb’s DOK: 3
Rubric: N/A

Engaging Experience 2
Title: Texture Tile
Suggested Length of Time: 20 minutes

Standards Addressed

Priority:
- I.2.A.1.2 Create ceramics using a hand-building process (e.g., pinch, coil, slab); joining techniques, and a uniform thickness

Supporting:
- II.1.C.1.1 Identify and use high and low relief
- II.1.D.1 Identify and use real, invented and simulated textures
- ISTE-INNOVATIVE DESIGNER.4.A - know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

Detailed Description/Instructions: Students will create a small slab tile to explore texture and relief.

Bloom’s Levels: Create
Webb’s DOK: 3
Rubric: to be created
Topic 2: Ceramic Art History and Contemporary Art

Engaging Experience 1

Title: Ceramics Art History and Contemporary Ceramic Art

Suggested Length of Time: ½ class period to introduce and ongoing throughout the semester

Standards Addressed

Priority:

- III.1.A.3 Discuss how people from different groups might respond to artworks that express themes (e.g., national identity, spirituality, vision, progress, and human condition)

Detailed Description/Instructions: Students will learn about the historical ceramic traditions of various cultures, in addition to analyzing Contemporary ceramic processes and artists.

Bloom’s Levels: Analyze

Webb’s DOK: 3
Engaging Experience 1
Title: Documenting Artwork & Critique
Suggested Length of Time: ½ class period introduction and ongoing throughout the course

Standards Addressed
Priority:

- III.2.A.1 With one artwork:
  - describe artwork;
  - analyze the use of elements and principles in the work;
  - Interpret the meaning of the work (subject, theme, symbolism, message communicated);
  - Judge the work from various perspectives:
    - Showing a real or idealized image of life (Imitationalism);
    - Expressing feelings (Emotionalism/Expressionism);
    - Emphasis on elements and principles (Formalism);
    - Serving a purpose in the society or culture (Functionalism)

Supporting:

- ISTE-EMPOWERED LEARNER 1.A - articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- ISTE-EMPOWERED LEARNER 1.D - understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.
- ISTE-DIGITAL CITIZEN.2.A - cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- ISTE-INNOVATIVE DESIGNER.4.A - know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- ISTE-CREATIVE COMMUNICATOR.6.D - publish or present content that customizes the message and medium for their intended audiences.

Detailed Description/Instructions: Students learn photography techniques for documentation of all artwork. Students learn how to use Photoshop to crop, color correct, adjust contrast, and resize. Students then post all artwork to a location, such as portfolio based website, that can be shared with peers, teachers, and others. Upon completion of each artwork, students write a reflection based on the four steps of art criticism.

Bloom’s Levels: Apply
Webb’s DOK: 2
Rubric: to be created
### Engaging Scenario

**Engaging Scenario** Students will create a relief tile to explore texture, use proper attaching technique, and use clay tools appropriately.

**Rubric for Engaging Scenario:** to be created
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of Clay</td>
<td>Wedging Clay</td>
<td>Students will manipulate clay to expel air bubbles and make the clay homogenous.</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Overview of Clay</td>
<td>Texture Tile</td>
<td>Students will create a small slab tile to explore texture and relief.</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Ceramic Art History and Contemporary Art</td>
<td>Ceramics Art History and Contemporary Ceramic Art</td>
<td>Students will learn about the historical ceramic traditions of various cultures, in addition to analyzing Contemporary ceramic processes and artists.</td>
<td>½ class period introduction and ongoing throughout the course</td>
</tr>
<tr>
<td>Digital Portfolio Preparation &amp; Critique</td>
<td>Documenting Artwork &amp; Critique</td>
<td>Students learn photography techniques for documentation of all artwork. Students learn how to use Photoshop to crop, color correct, adjust contrast, and resize. Students then post all artwork to a location, such as portfolio based website, that can be shared with peers, teachers, and others. Upon completion of each artwork, students write a reflection based on the four steps of art criticism.</td>
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Unit 2: Coil

Subject: Ceramics and Sculpture  
Grade: 10, 11, 12  
Name of Unit: Coil  
Length of Unit: 3 weeks  
Overview of Unit: The students will create a vessel using coils as the hand building technique.

Priority Standards for unit:  
- I.2.A.1.2 Create ceramics using a hand-building process (e.g., pinch, coil, slab); joining techniques, and a uniform thickness

Supporting Standards for unit:  
- II.1.C.1.1 Identify and use high and low relief
- I.2.A.2.2 Create ceramics combining hand-building processes (e.g., pinch, coil, and/or slab), joining techniques and uniform thickness throughout product
- I.2.A.4.2 Select and apply ceramics media (e.g., clay body, decorative finish) and techniques that demonstrate:
  - sensitivity and subtlety in use of media
  - engagement with experimentation and/or risk taking
  - informed decision-making
- II.1.C.3.1 Identify and create complex form in-the-round
- II.2.E.2 Identify and create unity through elements and principles
- II.1.D.1 Identify and use real, invented and simulated textures
- II.1.D.2 Identify and create simulated textures from observation
- II.1.D.3 Contrast textures within the same artwork
- II.1.G.3.1 Design negative and positive space from all viewpoints in three-dimensional work
- ISTE-DIGITAL CITIZEN.2.C - demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property
- ISTE-KNOWLEDGE COLLECTOR.3.A - plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- ISTE-KNOWLEDGE COLLECTOR.3.C - curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- ISTE-INNOVATIVE DESIGNER.4.A - know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- ISTE-CREATIVE COMMUNICATOR.6.B - create original works or responsibly repurpose or remix digital resources into new creations.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>ceramics using a hand-building process (e.g., pinch, coil, slab); joining techniques, and a uniform thickness</td>
<td>Create</td>
<td>Create</td>
<td>3</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. How is a uniform coil created?
2. How is a coil joined properly?
3. How is the form altered using coils?
4. How can coils be used as a decoration?

**Enduring Understanding/Big Ideas:**
1. To create a uniform coil, use soft clay and roll a cylinder using even pressure with your palm.
2. Coils can be created by scoring, slipping and/or blending.
3. The coils can be attached on the outside to expand the form and on the inside to constrict the form.
4. Coils can be spiraled, braided, altered as examples to become decoration.

**Unit Vocabulary:**

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<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<td>Coil</td>
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<tr>
<td></td>
<td>Uniform</td>
</tr>
<tr>
<td></td>
<td>Slip</td>
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<tr>
<td></td>
<td>Scoring</td>
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<td></td>
<td>Blending</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** textbook
Engaging Experience 1

Title: Practice Coil Pot

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- I.2.A.1.2 Create ceramics using a hand-building process (e.g., pinch, coil, slab); joining techniques, and a uniform thickness

Supporting:

- I.2.A.2.2 Create ceramics combining hand-building processes (e.g., pinch, coil, and/or slab), joining techniques and uniform thickness throughout product
- ISTE-DIGITAL CITIZEN.2.C - demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property
- ISTE-KNOWLEDGE COLLECTOR.3.A - plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- ISTE-KNOWLEDGE COLLECTOR.3.C - curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- ISTE-INNOVATIVE DESIGNER.4.A - know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- ISTE-CREATIVE COMMUNICATOR.6.B - create original works or responsibly repurpose or remix digital resources into new creations.

Detailed Description/Instructions: Students will practice creating uniform coils and making various patterns from clay coils on a small scale.

Bloom’s Levels: Create

Webb’s DOK: 3

Rubric: to be created
Engaging Scenario

**Engaging Scenario** Students will create a coil vessel with a suggested height of ten to twelve inches. Students are encouraged to explore texture and create a unique form.

**Rubric for Engaging Scenario:** to be created
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coil Construction</td>
<td>Practice Coil Pot</td>
<td>Students will practice creating uniform coils and making various patterns from clay coils on a small scale.</td>
<td>1 class period</td>
</tr>
</tbody>
</table>
Unit 3: Surface Decoration

Subject: Ceramics and Sculpture
Grade: 10, 11, 12
Name of Unit: Surface Decoration
Length of Unit: Ongoing throughout the course
Overview of Unit: The students will be introduced to a variety of surface decoration possibilities. They will be using these techniques throughout the semester on all of their projects.

Priority Standards for unit:
● I.2.A.2.3 Demonstrate consistent glaze application

Supporting Standards for unit:
● I.2.A.3.4 Demonstrate use of an alternative decorative finish (e.g., sgraffito, slip painting, incising, or Mishima)
● ISTE-DIGITAL CITIZEN.2.C - demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property
● ISTE - INNOVATIVE DESIGNER.4.A - know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>consistent glaze application</td>
<td>Demonstrate</td>
<td>Apply</td>
<td>2</td>
</tr>
</tbody>
</table>

Essential Questions:
1. Why is it important to glaze ceramics?
2. Why is it important to decorate ceramics?
3. How is glaze applied?
4. Why do you decorate the surface of leatherhard clay?
5. How is underglaze applied?

Enduring Understanding/Big Ideas:
1. Glazing ceramics seals the form, making it functional and nonporous. Glazing can make the piece dinnerware safe if the appropriate glaze is used.
2. It is important to decorate clay to make it aesthetically pleasing.
3. Glaze can be applied with a brush, sponge, glaze pen, and dipping.
4. Decorating leatherhard clay can be achieved through sgraffito, incising, and excising.
5. Underglaze can be applied on bisqueware in an opaque manner or diluted with water. Underglaze can also be applied on leatherhard clay using masking and sgraffito, etc.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Craftsmanship</td>
<td>Leatherhard</td>
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<td></td>
<td>Bisque</td>
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<td></td>
<td>Glaze</td>
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<td>Underglaze</td>
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<td>Wax Resist</td>
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<td>Oxides</td>
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<td>Glossy</td>
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<td>Slip</td>
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<td>Porous</td>
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<td>Non Porous</td>
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<td>Slip Trailing</td>
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<td>Mishma</td>
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<td></td>
<td>Sgraffito</td>
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<td></td>
<td>Incise</td>
</tr>
<tr>
<td></td>
<td>Excising</td>
</tr>
</tbody>
</table>

Resources for Vocabulary Development: textbook
Topic 1: Leatherhard Surface Decoration

Engaging Experience 1
Title: Sample Tile
Suggested Length of Time: ½ of a class period

Standards Addressed

Priority:

- I.2.A.3.4 Demonstrate use of an alternative decorative finish (e.g., sgraffito, slip painting, incising, or Mishima)

Supporting:

- ISTE-DIGITAL CITIZEN.2.C - demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property
- ISTE-INNOVATIVE DESIGNER.4.A - know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- ISTE-CREATIVE COMMUNICATOR.6.B - create original works or responsibly repurpose or remix digital resources into new creations.

Detailed Description/Instructions: The students will create a sample tile of a variety of decorative finishes that can include sgraffito, slip trailing, incising, carving and relief.

Bloom’s Levels: Apply
Webb’s DOK: 2
Rubric: To be created
Engaging Experience 1

Title: Glaze Tile

Suggested Length of Time: ½ of a class period

Standards Addressed

Priority: 1.2.A.2.3 Demonstrate consistent glaze application

Supporting:

- ISTE-DIGITAL CITIZEN.2.C - demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property
- ISTE - INNOVATIVE DESIGNER.4.A - know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

Detailed Description/Instructions: The students will glaze sample tiles to see different layering combinations and possibilities.

Bloom’s Levels: Apply

Webb’s DOK: 2

Rubric: to be created
Engaging Scenario

The students will use surface decoration techniques including painting and glazing to complete ceramics projects.

**Rubric for Engaging Scenario:** to be created
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leatherhard Surface Decoration</td>
<td>Sample Tile</td>
<td>The students will create a sample tile of a variety of decorative finishes that can include sgraffito, slip trailing, incising, carving and relief.</td>
<td>½ of a class period</td>
</tr>
<tr>
<td>Glazing on Bisqueware</td>
<td>Glaze Tile</td>
<td>The students will glaze sample tiles to see different layering combinations and possibilities.</td>
<td>½ of a class period</td>
</tr>
</tbody>
</table>
Unit 4: Wheel

Subject: Ceramics and Sculpture
Grade: 10, 11, 12
Name of Unit: Wheel
Length of Unit: Ongoing throughout the course
Overview of Unit: The students will create a variety of wheel thrown vessels.

Priority Standards for unit:
- I.2.A.3.2 Create a functional ceramic piece on the potter’s wheel

Supporting Standards for unit:
- I.2.A.4.2 Select and apply ceramics media (e.g., clay body, decorative finish) and techniques that demonstrate:
  - sensitivity and subtlety in use of media
  - engagement with experimentation and/or risk taking
  - informed decision-making
- II.1.C.3.1 Identify and create complex form in-the-round
- II.2.E.2 Identify and create unity through elements and principles
- II.1.D.1 Identify and use real, invented and simulated textures
- II.1.D.2 Identify and create simulated textures from observation
- II.1.D.3 Contrast textures within the same artwork
- I.2.A.3.3 Demonstrate production of a symmetrical form (e.g., cylinder, bowl, or cup)
- ISTE-KNOWLEDGE COLLECTOR.3.A - plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- ISTE-KNOWLEDGE COLLECTOR.3.C - curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- ISTE-INNOVATIVE DESIGNER.4.A - know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- ISTE-CREATIVE COMMUNICATOR.6.B - create original works or responsibly repurpose or remix digital resources into new creations.
### Unwrapped Concepts (Students need to know)
- a functional ceramic piece on the potter’s wheel

### Unwrapped Skills (Students need to be able to do)
- Create

### Bloom’s Taxonomy Levels
- Create

### Webb’s DOK
- 3

### Essential Questions:
1. Why are pots created on a pottery wheel instead of hand building them?
2. How is a wheel pot created on a pottery wheel?
3. How are different forms created on the wheel?

### Enduring Understanding/Big Ideas:
1. The pottery wheel allows for uniformity and efficiency.
2. Through centering, coning, opening and shaping a wheel vessel is formed.
3. Different forms are created by changing the amount of clay used and the way it is opened.

### Unit Vocabulary:

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<td>Craftsmanship</td>
<td>Throwing</td>
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<td></td>
<td>Centering</td>
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<td>Coning</td>
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<td>Opening</td>
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<td>Shaping</td>
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<td>Trimming</td>
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<td>Bat</td>
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<td>Rib</td>
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<td>Needle Tool</td>
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<td>Wire Tool</td>
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<td>Wooden Tool</td>
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<td>Chuck</td>
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<td>Foot</td>
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<td>Vessel</td>
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</tbody>
</table>

### Resources for Vocabulary Development:
- to be created
Topic 1: Throwing

Engaging Experience 1
Title: Practice Wheel Throwing
Suggested Length of Time: 1 class period

Standards Addressed

Priority:
- I.2.A.3.2 Create a functional ceramic piece on the potter’s wheel

Supporting:
- I.2.A.3.3 Demonstrate production of a symmetrical form (e.g., cylinder, bowl, or cup)
- ISTE-KNOWLEDGE COLLECTOR.3.A - plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- ISTE-CREATIVE COMMUNICATOR.6.B - create original works or responsibly repurpose or remix digital resources into new creations.

Detailed Description/Instructions: Students will practice centering, coning, and shaping a form on the pottery wheel. Students may use web tutorials for reference and inspiration while creating unique works of art.

Bloom’s Levels: Create
Webb’s DOK: 3
Rubric: to be created
Topic 2: Trimming

Engaging Experience 1
Title: Practice Trimming a Wheel Vessel
Suggested Length of Time: 1 class period

Standards Addressed

Priority:
- I.2.A.3.2 Create a functional ceramic piece on the potter’s wheel

Supporting:
- I.2.A.3.3 Demonstrate production of a symmetrical form (e.g., cylinder, bowl, or cup)
- ISTE-KNOWLEDGE COLLECTOR.3.C - curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- ISTE-CREATIVE COMMUNICATOR.6.B - create original works or responsibly repurpose or remix digital resources into new creations.

Detailed Description/Instructions: Students will practice trimming the bottoms of the wheel thrown forms. Students may use web tutorials for reference and inspiration while creating unique works of art.

Bloom’s Levels: Create
Webb’s DOK: 3
Rubric: to be created
Engaging Scenario

**Engaging Scenario** Students will create at least four wheel thrown pots. Suggestions include cylinder, pot, plate, and complex forms.

**Rubric for Engaging Scenario:** to be created
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throwing</td>
<td>Practice Wheel Throwing</td>
<td>Students will practice centering, coning, and shaping a form on the pottery wheel. Students may use web tutorials for reference and inspiration while creating unique works of art.</td>
<td>1 class period</td>
</tr>
<tr>
<td>Trimming</td>
<td>Practice Trimming a Wheel Vessel</td>
<td>Students will practice trimming the bottoms of the wheel thrown forms. Students may use web tutorials for reference and inspiration while creating unique works of art.</td>
<td>1 class period</td>
</tr>
</tbody>
</table>
Unit 5: Sculpture

Subject: Ceramics and Sculpture
Grade: 10, 11, 12
Name of Unit: Sculpture
Length of Unit: 3 weeks
Overview of Unit: The students will create a sculpture out of clay.

Priority Standards for unit:
- I.2.A.1.2 Create ceramics using a hand-building process (e.g., pinch, coil, slab); joining techniques, and a uniform thickness

Supporting Standards for unit:
- II.1.C.1.1 Identify and use high and low relief
- I.2.A.2.2 Create ceramics combining hand-building processes (e.g., pinch, coil, and/or slab), joining techniques and uniform thickness throughout product
- I.2.A.4.2 Select and apply ceramics media (e.g., clay body, decorative finish) and techniques that demonstrate:
  - sensitivity and subtlety in use of media
  - engagement with experimentation and/or risk taking
  - informed decision-making
- II.1.C.3.1 Identify and create complex form in-the-round
- II.2.E.2 Identify and create unity through elements and principles
- II.1.D.1 Identify and use real, invented and simulated textures
- II.1.D.2 Identify and create simulated textures from observation
- II.1.D.3 Contrast textures within the same artwork
- II.1.G.3.1 Design negative and positive space from all viewpoints in three-dimensional work
- I.2.A.2.1 Create a sculpture using carving techniques. Possible media choices could include, but are not limited to: clay, wax, soap, plaster, Styrofoam, commercially-produced carving blocks
- I.2.A.4.1. Select and apply sculpture media and techniques that demonstrate:
  - sensitivity and subtlety in use of media
  - engagement with experimentation and/or risk taking
  - informed decision-making
- III.2.A.1 With one artwork:
  - describe artwork;
  - analyze the use of elements and principles in the work;
  - Interpret the meaning of the work (subject, theme, symbolism, message communicated);
○ Judge the work from various perspectives:
  ○ Showing a real or idealized image of life (Imitationalism);
  ○ Expressing feelings (Emotionalism/ Expressionism);
  ○ Emphasis on elements and principles (Formalism);
  ○ Serving a purpose in the society or culture (Functionalism)

- ISTE-DIGITAL CITIZEN.2.C - demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property
- ISTE-KNOWLEDGE COLLECTOR.3.A - plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- ISTE-KNOWLEDGE COLLECTOR.3.C - curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- ISTE-INNOVATIVE DESIGNER.4.A - know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- ISTE-CREATIVE COMMUNICATOR.6.B - create original works or responsibly repurpose or remix digital resources into new creations.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>ceramics using a hand-building process (e.g., pinch, coil, slab); joining techniques, and a uniform thickness</td>
<td>Create</td>
<td>Create</td>
<td>3</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. How is a sculpture formed?
2. Why is it important to build a sculpture in the round?
3. Why is it important to hollow out a sculpture?

**Enduring Understanding/Big Ideas:**
1. Through additive and subtractive hand building methods a sculpture can be formed.
2. When creating a sculpture in the round it is important to think about all sides of the form.
3. A sculpture must be hollowed out to prevent breakage. It is important to have a uniform wall thickness to prevent cracking.
### Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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</thead>
<tbody>
<tr>
<td>Craftsmanship</td>
<td>Sculpture</td>
</tr>
<tr>
<td></td>
<td>Casting</td>
</tr>
<tr>
<td></td>
<td>Subtractive</td>
</tr>
<tr>
<td></td>
<td>Additive</td>
</tr>
<tr>
<td></td>
<td>Armature</td>
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<td></td>
<td>Carving</td>
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<tr>
<td></td>
<td>Score</td>
</tr>
<tr>
<td></td>
<td>Slip</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** textbook
Topic 1: Sculpture Methods

Engaging Experience 1
Title: Practice Mini Sculpture
Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- I.2.A.1.2 Create ceramics using a hand-building process (e.g., pinch, coil, slab); joining techniques, and a uniform thickness

Supporting:

- I.2.A.2.2 Create ceramics combining hand-building processes (e.g., pinch, coil, and/or slab), joining techniques and uniform thickness throughout product
- ISTE-DIGITAL CITIZEN.2.C - demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property
- ISTE-KNOWLEDGE COLLECTOR.3.A - plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- ISTE-KNOWLEDGE COLLECTOR.3.C - curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- ISTE-INNOVATIVE DESIGNER.4.A - know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- ISTE-CREATIVE COMMUNICATOR.6.B - create original works or responsibly repurpose or remix digital resources into new creations.
- II.1.C.3.1 Identify and create complex form in-the-round

Detailed Description/Instructions: Students will create a mini sculpture to practice the hand building techniques before starting the final project.

Bloom’s Levels: Create
Webb’s DOK: 3
Rubric: to be created
Engaging Scenario

Engaging Scenario: Students will create a sculpture using sculpture techniques including carving, armatures, and hand building techniques.

Rubric for Engaging Scenario: to be created
### Summary of Engaging Learning Experiences for Topics

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<th>Topic</th>
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<tbody>
<tr>
<td>Sculpture Methods</td>
<td>Practice Mini Sculpture</td>
<td>Students will create a mini sculpture to practice the hand building techniques before starting the final project.</td>
<td>1 class period</td>
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</tbody>
</table>
Unit 6: Slab

Subject: Ceramics and Sculpture
Grade: 10,11,12
Name of Unit: Slab
Length of Unit: 3 weeks
Overview of Unit: The students will learn how to create a slab vessel.

Priority Standards for unit:
- I.2.A.1.2 Create ceramics using a hand-building process (e.g., pinch, coil, slab); joining techniques, and a uniform thickness

Supporting Standards for unit:
- II.1.C.1.1 Identify and use high and low relief
- II.1.A.2.2 Create ceramics combining hand-building processes (e.g., pinch, coil, and/or slab), joining techniques and uniform thickness throughout product
- I.2.A.4.2 Select and apply ceramics media (e.g., clay body, decorative finish) and techniques that demonstrate:
  - sensitivity and subtlety in use of media
  - engagement with experimentation and/or risk taking
  - informed decision-making
- II.1.C.3.1 Identify and create complex form in-the-round
- II.2.E.2 Identify and create unity through elements and principles
- II.1.D.1 Identify and use real, invented and simulated textures
- II.1.D.2 Identify and create simulated textures from observation
- II.1.D.3 Contrast textures within the same artwork
- II.1.G.3.1 Design negative and positive space from all viewpoints in three-dimensional work
- ISTE-DIGITAL CITIZEN.2.C - demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property
- ISTE-KNOWLEDGE COLLECTOR.3.A - plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- ISTE-KNOWLEDGE COLLECTOR.3.C - curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- ISTE-INNOVATIVE DESIGNER.4.A - know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- ISTE-CREATIVE COMMUNICATOR.6.B - create original works or responsibly repurpose or remix digital resources into new creations.
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<td>Create</td>
<td>Create</td>
<td>3</td>
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</tbody>
</table>

**Essential Questions:**
1. How is a slab pot formed?
2. Why do you use a leatherhard slab or a soft slab?

**Enduring Understanding/Big Ideas:**
1. A slab is formed by rolling out clay with a slab roller or rolling pin to get a uniform thickness.
2. A leatherhard slab is used when a flat surface is needed, whereas a soft slab allows for the form to be manipulated.

**Unit Vocabulary:**

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<td>Slab</td>
</tr>
<tr>
<td></td>
<td>Leatherhard</td>
</tr>
<tr>
<td></td>
<td>Scoring</td>
</tr>
<tr>
<td></td>
<td>Slip</td>
</tr>
<tr>
<td></td>
<td>Blending</td>
</tr>
<tr>
<td></td>
<td>Darting</td>
</tr>
<tr>
<td></td>
<td>Altering</td>
</tr>
<tr>
<td></td>
<td>Relief</td>
</tr>
<tr>
<td></td>
<td>Emboss</td>
</tr>
<tr>
<td></td>
<td>Slab Roller</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** textbook
Engaging Experience 1
Title: Template Forms
Suggested Length of Time: 2 class periods

Standards Addressed

Priority:
- I.2.A.1.2 Create ceramics using a hand-building process (e.g., pinch, coil, slab); joining techniques, and a uniform thickness

Supporting:
- I.2.A.2.2 Create ceramics combining hand-building processes (e.g., pinch, coil, and/or slab), joining techniques and uniform thickness throughout product
- II.1.C.3.1 Identify and create complex form in-the-round
- ISTE-DIGITAL CITIZEN.2.C - demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property
- ISTE-KNOWLEDGE COLLECTOR.3.A - plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
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- ISTE-CREATIVE COMMUNICATOR.6.B - create original works or responsibly repurpose or remix digital resources into new creations.

Detailed Description/Instructions: Students will create a form using a template to show the transition between a two dimensional form and a three dimensional form.

Bloom’s Levels: Create
Webb’s DOK: 3
Rubric: to be created
**Engaging Scenario**

Students will create a functional slab form. Students are encouraged to explore form and surface decoration. Suggestions include a cylindrical form such as a water bottle or mug, a box, or using a slump or hump mold. Darting and altering techniques may be used to create unique forms.

**Rubric for Engaging Scenario:** to be created
<table>
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<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slab Construction</td>
<td>Template Forms</td>
<td>Students will create a form using a template to show the transition between a two dimensional form and a three dimensional form.</td>
<td>2 class periods</td>
</tr>
</tbody>
</table>
Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Symbols:**
This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.

This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.