



Ceramics I

Year at a Glance (YAG)



First Semester		Second Semester	
1 st Nine Weeks		3 rd Nine Weeks	
<p>TEKS 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>Unit: Creating from observation Time Frame: 2 weeks Concepts: 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. Profile: Engage in self-reflection, demonstrate knowledge and skills, Challenge existing mindset, Take risks, Display grit Skills: Translating ideas from 2D surfaces to 3D form, manipulating clay, clay basics, basic clay process (start to finish), piece management. FPF: Lucky Charms, My Summer in Clay Form</p> <p>Unit: Professional Digital Portfolios Time Frame: 1 week Concepts: 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. Profile: Engage in self-reflection, value learning, maximize resources and expand learning environment, give and receive feedback, exhibit professionalism, responsible digital citizenship. Skills: Promote their work, how to create a basic website, how to add text and photos of artwork to a website, professionalism on the internet FPF: Create digital portfolio through Weebly or Google Sites</p> <p>Pinch Pot Construction Time Frame: 2 weeks Concepts: 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. Profile: Skills: 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. FPF: Pinch pot mugs, pinch pot sculptures, Coral reefs</p> <p>Professional Photographing of 3D Pieces Time Frame: 1 day Concepts: 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. Profile: Engage in self-reflection, maximize resources, exhibit professionalism, responsible digital citizenship, communicate through more than one language Skills: 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. FPF: Professional photographs of each project done up until taught.</p> <p>Unit: Coil Construction Time Frame: 3-4 weeks (start introducing slab construction at the end of unit) Concepts: The purpose of this unit is to teach one of the most used forms of construction in ceramics, coil</p>	<p>TEKS 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>Unit: Clay Sculpture Time Frame: 4 weeks Concepts: 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. Profile: Engage in self-reflection, Exhibit intellectual curiosity, Actively construct and demonstrate knowledge and skills. graciously give and receive feedback, develop strong work ethic, adaptability & flexibility, display grit Skills: 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. FPF: Bust, animal sculptures</p> <p>Functional Ceramic- Mug set Time Frame: 4-5 weeks Concepts: 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. Profile: Actively construct and demonstrate knowledge and skills, Identify, frame and solve multidimensional problems, give and receive feedback, take risks, effectively manage time, display grit Skills: Wheel throwing or hand-building, consistency of forms, time and piece management, how to create a set visually FPF: Set of 4 mugs that fit together thematically</p> <p>Critique- Writing about art Time Frame: 1 week (close to testing dates with strange scheduling) Concepts: 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 Profile: 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. Skills: 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. FPF: Critique writing assignment</p> <p>Unit: Glazing Time Frame: 1 day Concepts: Students will learn the history and chemistry behind glazing. Students will research glazes using their knowledge to glaze their finished pieces correctly. Profile: Exhibit intellectual curiosity, maximize resources, Skills: Glazing technique, history of glaze, chemistry, thermodynamics FPF: 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>Profile: 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>Skills: 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>PPF: Coil Pots that show movement and reflect individual personalities or interests.</p> <p>Critique- Basics Time Frame: 1 day Concepts: 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>Profile: Self-reflection, take responsibility for decisions, challenge existing mindsets, approach the world & others objectively, speak with clarity & purpose, graciously give and receive feedback, listen compassionately, value the contribution of others, demonstrate flexibility, mutual respect, value diversity</p> <p>Skills: 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>PPF: Critique assignment using other artist's artwork</p>		
2nd Nine Weeks		4th Nine Weeks	
<p>TEKS 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>Unit: Slab Construction- Containers Time Frame: 4 weeks Concepts: 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>Profile: 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>Skills: 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>PPF: Slab Containers</p> <p>Unit: Underglazing/Sgraffito Time Frame: 3 weeks (starts 1-2 weeks into slabs) Concepts: 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>Profile: Openly express themselves, actively construct and demonstrate knowledge, display grit, apply learning to real-world</p> <p>Skills: Students will learn how to apply underglaze to their projects. They will also learn the sgraffito technique and the history behind sgraffito.</p> <p>PPF: Coasters or Trivets, Sgraffito bowls</p> <p>Unit: Introduction to the Pottery Wheel Time Frame: 4 weeks</p>	<p>TEKS 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>Mixed Media- Clay and found objects Time Frame: 3 weeks Concepts: 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>Profile: Intellectual curiosity, broad rich curriculum, challenge existing mindsets, manage time, grit and resilience</p> <p>Skills: problem-solving, mixed media, wheel throwing or hand-building, experimentation with mediums, research into other art mediums</p> <p>PPF: Clay mixed media project</p> <p>Sculptural and Functional Piece Time Frame: 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>Profile: Intellectual curiosity, demonstrate knowledge and skills, multidimensional problems, take risks</p> <p>Skills: Personal discovery, conceptual thought, hand-building or wheel throwing, writing, problem-solving</p> <p>PPF: Lanterns</p> <p>Personal Investigation Time frame: 1 week Concepts: 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>Profile: Self-reflections, personal needs, and challenges, take responsibility, openly express, intellectual curiosity, lifelong enthusiasm for learning, evaluate evidence, speak and write with purpose</p>



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<p>FA.A.HS.L2.2B FA.A.HS.L2.2E FA.A.HS.L2.3D</p> <p>FA.A.HS.L2.2E FA.A.HS.L2.3C</p>	<p>Concepts: The focus of this unit will be on learning the basics about how to throw on a pottery wheel and where the pottery wheel fits into the ceramic world.</p> <p>Profile: Take responsibility, develop and nurture, loving relationships, make thoughtful choices, master a broad curriculum, value the contributions of others, work flexibly as leaders and contributors, display grit, take risks, strong work ethic.</p> <p>Skills: Students will learn basic throwing techniques on the pottery wheel. They will learn how to create cylinders first and then move into creating bowls. Students will also learn how to properly trim and finish wheel-constructed pieces. Students will research potters to find an artist that inspires their creations.</p> <p>PFP: 2 finished wheel thrown pieces</p> <p>Unit: Empty Bowls Community Project</p> <p>Time Frame: 3 weeks (done while pottery wheel intro is happening)</p> <p>Concepts: Students will collaborate creating bowls to donate to the Empty Bowls community project. Students will learn about Empty Bowls and how it impacts the community.</p> <p>Profile: Challenge existing mindsets, value the contribution of others, effectively manage time, exhibit exceptional character, understand and engage in local, national and global issues, add value to the world through service.</p> <p>Skills: Students will use their knowledge of ceramics to create two bowls they can donate to the empty bowls project. Students will learn about how pottery is connected to the community and how their artwork can make a difference.</p> <p>PFP: 2 bowls to contribute to the empty bowls project</p>	<p>FA.A.HS.L2.4C FA.A.HS.L2.4E</p> <p>FA.A.HS.L2.2C FA.A.HS.L2.2D FA.A.HS.L2.4A FA.A.HS.L2.4C</p> <p>FA.A.HS.L2.4A FA.A.HS.L2.4B FA.A.HS.L2.4D</p>	<p>Skills: Personal discovery, conceptual thought, self-reflection, writing, research</p> <p>PFP: Personal investigation presentation</p> <p>Final Ceramic Project- Creation from P.I.</p> <p>Time Frame: 4 weeks</p> <p>Concepts: Students will create a final ceramic art project showcasing their strengths in the ceramic medium. They will use their personal investigation to guide the creation of this piece.</p> <p>Profile: Self-reflection, value their own learning, demonstrate knowledge and skills, adaptability and flexibility, effectively manage time, grit and resilience</p> <p>Skills: Personal discovery, conceptual thought, hand building or wheel throwing, writing, problem-solving</p> <p>PFP: Final art project</p> <p>Final Update to Portfolio Website</p> <p>Time frame: 1 week</p> <p>Concepts: Students will learn how to maintain a professional digital portfolio.</p> <p>Profile: Engage in self-reflection, value learning, maximize resources and expand learning environment, give and receive feedback, exhibit professionalism, responsible digital citizenship.</p> <p>Skills: Self-reflection, recognition of growth, professionalism, web design</p> <p>PFP: Finalized digital portfolio</p>
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1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
Summer Figure Portfolio Website Pinch Pots Coil Pots Photographing 3D Art Critique	Slab Intro Slab Vessel Sgraffito Wheel intro Glazing Empty Bowls Project	Sculpture (bust) Functional Art- Mug Set Writing about art VASE- Optional Start Mixed Media	Mixed Media Both Sculptural and Functional Personal Investigation Final Project Final Portfolio Update