



# Ceramics II

## Year at a Glance (YAG)



First Semester		Second Semester	
1 <sup>st</sup> Nine Weeks		3 <sup>rd</sup> Nine Weeks	
<p><b>TEKS</b> FA.A.HS.L3.1A FA.A.HS.L3.2D FA.A.HS.L3.1D</p>	<p><b>Creating from observation &amp; review</b> <b>Time Frame:</b> 2 Weeks <b>Concepts:</b> Students draw from life experiences to create a piece that represents them as a ceramic artist. Students will observe photographs to draw up a sketch later translating that idea to clay. They will also review the basics of working with 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>PFP:</b> About Me Container</p> <p><b>Professional Digital Portfolios- Set up 3rd year</b> <b>Time Frame:</b> 1 week <b>Concepts:</b> Students will revisit their digital portfolios and learn how to maintain a website. Students will learn how to update, streamline and how to stay relevant in the digital art community. <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>PFP:</b> Updated portfolio website</p> <p><b>Texture Study- Exploring Surface Treatment</b> <b>Time Frame:</b> 2 weeks <b>Concepts:</b> The purpose of this unit is to explore the various ways you can add texture to the surface of a ceramic piece. Students will play with different tools and surface treatments to expand their knowledge of surface treatment. <b>Profile:</b> Openly express themselves, actively construct and demonstrate knowledge, display grit, apply learning to real world <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. <b>PFP:</b> Set of tiles, texture piece</p> <p><b>Slab Construction- Sculpture</b> <b>Time Frame:</b> 4 Weeks <b>Concepts:</b> Students will review slab construction and learn more about using slabs to construct sculptures. Students will dive deeper into conceptual art and what it means to create a piece from a concept. <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 <b>Skills:</b> Slab rolling, attaching, surface treatment, conceptual art, sculptural forms <b>PFP:</b> Slab Sculptures</p> <p><b>Critique- Review</b> <b>Time Frame:</b> 1 day <b>Concepts:</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>Profile:</b> Self-reflection, take responsibility for decisions, challenge existing mindsets, approach the world &amp; others</p>	<p><b>TEKS</b> FA.A.HS.L3.2B FA.A.HS.L3.4B</p>	<p><b>Displaying 3D Artwork</b> <b>Time Frame:</b> 3- 4 weeks <b>Concepts:</b> Students will focus on the various way to display artwork. They will need to decide between creating a wall hanging piece, ceiling hanging piece or a sculpture in the round complete with display pedestal. <b>Profile:</b> demonstrate knowledge and skills, maximize resources, multidimensional problems, assume shared responsibility, exhibit professionalism, real-world situations, grit and resilience, add value to the world <b>Skills:</b> Problem-solving, experimentation with clay, mixed media, display knowledge, gallery knowledge, space and sculpture <b>PFP:</b> Create a piece to be displayed in a gallery setting along with the display for the piece.</p> <p><b>Combining Forms</b> <b>Time Frame:</b> 3 weeks <b>Concepts:</b> Students will take the time to learn how to combine multiple forms in ceramics. They can do this through handbuilding on wheel throwing. <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> Problem solving, attaching, piece management, handbuilding or wheel throwing skills <b>PFP:</b> Create a sculpture or functional piece that is made from multiple forms.</p> <p><b>Sculptural Ceramics- Advocacy &amp; Art</b> <b>Time Frame:</b> 3 weeks <b>Concepts:</b> This unit will focus on how artist use their medium to advocate for various causes. Students will need to create a sculptural piece that conceptually speaks to an audience about their chosen cause. <b>Profile:</b> 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. <b>Skills:</b> Conceptual thinking, world thinking, advocacy connection, handbuilding or wheel throwing skills, material synthesis, possibly mixed media <b>PFP:</b> Advocacy sculptures</p> <p><b>Artist Statements- 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 artist statement. They will use previously learned concepts and apply them to writing a formal artist statement about their work this 9 weeks. <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 and concepts later taking those ideas and formulating a proper artist statement about their project. <b>PFP:</b> Artist statements for their work</p> <p><b>Start mixed media if time permits</b></p>
<p>FA.A.HS.L3.2C FA.A.HS.L3.4A FA.A.HS.L3.4B FA.A.HS.L3.4D</p>	<p>FA.A.HS.L3.1A FA.A.HS.L3.2A FA.A.HS.L3.2F FA.A.HS.L3.3A</p>	<p>FA.A.HS.L3.2B FA.A.HS.L3.3A FA.A.HS.L3.3B FA.A.HS.L3.3D</p>	<p>FA.A.HS.L3.1D FA.A.HS.L3.2A FA.A.HS.L3.2D</p>
<p>FA.A.HS.L3.1B FA.A.HS.L3.1C FA.A.HS.L3.2B FA.A.HS.L3.3A FA.A.HS.L3.4A</p>	<p>FA.A.HS.L3.3A FA.A.HS.L3.4A FA.A.HS.L3.4E</p>	<p>FA.A.HS.L3.1D FA.A.HS.L3.2A FA.A.HS.L3.2D</p>	<p>FA.A.HS.L3.1D FA.A.HS.L3.2A FA.A.HS.L3.2D</p>



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	objectively, speak with clarity & purpose, graciously give and receive feedback, listen compassionately, value the contribution of others, demonstrate flexibility, mutual respect, value diversity <b>Skills:</b> Writing, how to talk about art, how to give and receive feedback, revision		
<b>2<sup>nd</sup> Nine Weeks</b>		<b>4<sup>th</sup> Nine Weeks</b>	
<p><b>TEKS</b> FA.A.HS.L3.2B FA.A.HS.L3.2E FA.A.HS.L3.3D</p> <p>FA.A.HS.L3.2E</p> <p>FA.A.HS.L3.2E FA.A.HS.L3.3C</p>	<p><b>Pottery Wheel Refresher</b> <b>Time Frame:</b> 3-4 weeks <b>Concepts:</b> Students will learn basic throwing techniques on the pottery wheel. They review how to create cylinders first and then move into creating bowls and cups. Students will also review how to properly trim and finish wheel constructed pieces. <b>Profile:</b> Take responsibility, develop and nurture, loving relationships, make thoughtful choices, master broad curriculum, value the contributions of others, work flexibly as leaders and contributors, display grit, take risks, strong work ethic. <b>Skills:</b> Wheel throwing, trimming <b>PFP:</b> Dinnerware place setting</p> <p><b>Glazing- Layering and Alternative Techniques</b> <b>Time Frame:</b> 2 weeks <b>Concepts:</b> This unit will focus on expanding students' knowledge about glazing and surface treatment. They will experiment with a variety of materials to achieve different aesthetic qualities. <b>Profile:</b> Exhibit intellectual curiosity, maximize resources, take risks <b>Skills:</b> Glaze layering, underglazing, material experimentation, surface variation, texture <b>PFP:</b> set of tiles, multi sided form with various treatments on each side</p> <p><b>Unit: Empty Bowls Community Project</b> <b>Time Frame:</b> 3 weeks (done while pottery wheel intro is happening) <b>Concepts:</b> 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. <b>Profile:</b> 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. <b>Skills:</b> 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. <b>PFP:</b> 2 bowls to contribute to the empty bowls project</p>	<p><b>TEKS</b> FA.A.HS.L3.1A FA.A.HS.L3.1B FA.A.HS.L3.1D FA.A.HS.L3.2A FA.A.HS.L3.2D FA.A.HS.L3.2F</p> <p>FA.A.HS.L3.2D FA.A.HS.L3.4C</p> <p>FA.A.HS.L3.2C FA.A.HS.L3.2D FA.A.HS.L3.4A FA.A.HS.L3.4C</p> <p>FA.A.HS.L3.4A FA.A.HS.L3.4B FA.A.HS.L3.4D</p>	<p><b>Mixed Media- Clay and Light</b> <b>Time Frame:</b> 3 weeks <b>Concepts:</b> Students will explore the idea of ceramic pieces interacting with light. <b>Profile:</b> Intellectual curiosity, broad rich curriculum, challenge existing mindsets, manage time, grit and resilience <b>Skills:</b> Problem solving, attaching, piece management, handbuilding or wheel throwing skills, conceptual thought, contrast <b>PFP:</b> Create an art piece that interacts with light</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. <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 <b>Skills:</b> Personal discovery, conceptual thought, self-reflection, writing, research <b>PFP:</b> Personal investigation presentation</p> <p><b>Final Ceramic Project- Creation from P.I.</b> <b>Time Frame:</b> 4 weeks <b>Concepts:</b> 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. <b>Profile:</b> Self-reflection, value their own learning, demonstrate knowledge and skills, adaptability and flexibility, effectively manage time, grit and resilience <b>Skills:</b> Personal discovery, conceptual thought, handbuilding or wheel throwing, writing, problem solving <b>PFP:</b> Final art project</p> <p><b>Final Update to Portfolio Website</b> <b>Time frame:</b> 1 week <b>Concepts:</b> Students will learn how to maintain a professional digital portfolio. <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> Self-reflection, recognition of growth, professionalism, web design <b>PFP:</b> Finalized digital portfolio</p>

1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
Summer Figure/Lucky Charm Portfolio Website Texture Study Slab Sculptures Critique	Pottery Wheel Glaze Study Empty Bowls Project Scholastic (optional)	Displaying 3D Art Combining Forms Advocacy Art Artist Statements	Mixed Media Personal Investigation P.I. Final Project Final Portfolio Update