



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

Ceramics 1

Course Description:

The curriculum for this course is developed from the [Wisconsin Standards for Art and Design](#). This is an elective introductory Ceramic course. Students will be exposed to the use of clay materials, tools and techniques that relate to the creation of three-dimensional art forms. Students experience will include art criticism, hand building, throwing on the potter's wheel, three-dimensional ceramic design, glazing, stacking, and firing the kiln. This class will also include art criticism and art presentation. Grades are determined by skill building practice and summative assessments in the form of projects, quizzes and tests. The information in this course overview outlines what students should understand and be able to do by the end of the trimester/year.

Mastery Standards:

Standard 1: CREATE: Students will generate, develop, and refine artistic work

Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and process. (A.A.Cr.10.h: Investigate)

Formulate original concepts by practice, experimentation, and revision. (A.A.Cr.11.h: Plan)

Develop unique, well-crafted works of art utilizing deliberate choice of media, tools, and techniques. (A.A.CR.12.H: Make)

Standard 2: PRESENT: Students will develop, refine, and convey meaning through the presentation of artistic work.

Curate and exhibit artwork for presentation, portfolio development, and/or preservation. (A.A.Pr.12.h: Share)

Standard 3: RESPOND: Students will critically interpret intent and meaning in order to evaluate artist work.

Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture. (A.A.R.16.h: Describe)

Standard 4: CONNECT: Students will relate their artistic work with prior experience and external context.

Research or experience options in art and design careers. (A.A.Cn.11.h: Career Connections)

Unit	Description of Unit and Learning Targets
<p>Unit Title: The Artistic Process: Process, Product, Articulate</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What responsibilities come with the freedom to create? • How do I turn two dimensional materials into a three dimensional sculpture? 	<p>Students will.....</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Demonstrate the artmaking process to include <ul style="list-style-type: none"> ○ Research ○ Planning ○ Rough Draft • Produce a final product by meeting the criteria. • Discuss and articulate art terminology in an educated manner.
<p>Unit Title: The Elements of Art and Principles of Design</p> <p><u>Essential Questions:</u></p>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Identify and explain the Elements of Art and Principles of

<ul style="list-style-type: none"> • What responsibilities come with the freedom to create? • How do I turn two dimensional materials into a three dimensional sculpture? 	<p>Design</p> <ul style="list-style-type: none"> • Apply the Elements of Art and Principles of Design in art production.
<p>Unit Title: Clay Tile - Additive and Subtractive Texture</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What responsibilities come with the freedom to create? • How do I turn two dimensional materials into a three dimensional sculpture? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Use the elements and principles of design in a sophisticated way to solve a design problem • Create depth in my artwork by using additive and subtractive techniques • Show mastery of the material by making a piece with strong craftsmanship
<p>Unit Title: Slab Container (Rotation 1)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What responsibilities come with the freedom to create? • How do I turn two dimensional materials into a three dimensional sculpture? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Use finishing skills to make a neat product that is ready for display • Use additive and subtractive techniques to create a visually interesting design • Show mastery of the material by making a piece with strong craftsmanship
<p>Unit Title: Coil Container (Rotation 1)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What responsibilities come with the freedom to create? • How do I turn two dimensional materials into a three dimensional sculpture? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Create the element of design texture with coils on the inside or the outside of their piece • Create a piece with strong craftsmanship showing mastery of the material • Create rhythm with repetition • Show mastery of the material by making a piece with strong craftsmanship
<p>Unit Title: Wheel Cylinder (Rotation 1)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What responsibilities come with the freedom to create? • How do I turn two dimensional materials into a three dimensional sculpture? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Center a piece on the wheel to create radial symmetry • Open the clay so the sides are consistent all the way around • Pull the sides up so they are consistent from the bottom to the top • Show mastery of the material by making a piece with strong craftsmanship
<p>Unit Title: Push In A Cushion or Slump Platter</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What responsibilities come with the freedom to create? • How do I turn two dimensional materials into a three dimensional sculpture? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Effectively use the slump method to create a serving dish • Demonstrate sgraffito texture using using subtractive techniques • Show mastery of the material by making a piece with strong craftsmanship
<p>Unit Title: Slab Shoe</p>	<p>Students will...</p>

<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What responsibilities come with the freedom to create? • How do I turn two dimensional materials into a three dimensional sculpture? 	<p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Create a detailed shoe from observation • Show mastery of the material by making a piece with good craftsmanship • Reflect on artmaking to interpret areas for improvement. • Create a personal written artist statement to discuss the intent and process of art and artmaking. • I can identify and describe how I used the elements of art and principles of design used in my artwork.
<p>Unit Title: Mugs and Teapot/Pitcher</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What responsibilities come with the freedom to create? • How do I turn two dimensional materials into a three dimensional sculpture? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Demonstrate autonomy by choosing the building method that best represents my skills • Work with themes by making two pieces that are cohesive • Show mastery of the material by making a piece with strong craftsmanship
<p>Unit Title: Wheel - Bowl & Graceful Shape</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What responsibilities come with the freedom to create? • How do I turn two dimensional materials into a three dimensional sculpture? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Use good throwing technique to make radial symmetrical bowl • Use the wheel to make a vessel that has a defined foot, belly , shoulder, and rim • Make vessels that have even and consistent sides • Show mastery of the material by making a piece with strong craftsmanship
<p>Unit Title: Portfolio Reflection</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How can I revise my artwork? • How have I shown growth through my art-making? • How can I apply the elements of art and principles of design to give a formal critique of a work of art? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Reflect on my artmaking and interpret personal growth. • Reflect on artmaking to interpret areas for improvement. • Create a personal written artist statement to discuss the intent and process of art and artmaking. • I can identify and describe how I used the elements of art and principles of design used in my artwork.