



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

Ceramics 2

Course Description:

The curriculum for this course is developed from the [Wisconsin Standards for Art and Design](#). This is an elective Advanced Ceramic course. Students will further explore the use of clay materials, tools and techniques that relate to the creation of three-dimensional art forms. Grades are determined by formative practice and summative assessments in the form of projects, quizzes and tests. This class will also include art criticism and art presentation. Students' experience will include art criticism, hand building, throwing on the potter's wheel, three-dimensional ceramic design, glazing, stacking, and firing the kiln. Grades are determined by skill building assignments and created projects. 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 conditions, attitudes, and behaviors support creativity and innovative thinking? • How do I know when I'm done? • What responsibilities come with the freedom to create? 	<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>Students will...</p> <p><u>Learning Targets:</u></p>

<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • How do I know when I'm done? • What responsibilities come with the freedom to create? 	<ul style="list-style-type: none"> • Explain the Elements of Art and Principles of Design in sophisticated ways • Apply the Elements of Art and Principles of Design in art production in sophisticated ways • Give a formal written and verbal critique using the Elements of Art and Principles of Design
<p>Unit Title: Clay Tile</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • How do I know when I'm done? • What responsibilities come with the freedom to create? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Use the elements and principles of design to solve a design problem effectively • Visually represent myself without the use of words • Show mastery of the material by making a piece with strong craftsmanship
<p>Unit Title: Pots With Personality (Rotation 1)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • How do I know when I'm done? • What responsibilities come with the freedom to create? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Create texture using rhythm, pattern, and movement • Create a functional vessel that has human features on them • Make an intentional choice to make a relief or a sculpture in the round depending on what will best work with my design • Show mastery of the material by making a piece with strong craftsmanship
<p>Unit Title: Hidden Opening Slab Container (Rotation 1)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • How do I know when I'm done? • What responsibilities come with the freedom to create? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Make a soft slab or a hard slab container that doesn't show sign of collapsing • Make a container with a hidden opening • Show mastery of the material by making a piece with strong craftsmanship
<p>Unit Title: Serving Bowl (Rotation 1)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • How do I know when I'm done? • What responsibilities come with the freedom to create? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Create and support a bowl that is at least 4 inches tall and does not show signs of collapsing • Can show mastery of the material by making a piece with strong craftsmanship
<p>Unit Title: Mug with Pulled Handle (Rotation 1)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • How do I know when I'm done? • What responsibilities come with the 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Create a mug on the wheel • Show mastery of the material by making a piece with strong craftsmanship • Pull a handle and connect it to my mug

<p>freedom to create?</p>	
<p>Unit Title: Pitcher with Handle (Rotation 1)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • How do I know when I'm done? • What responsibilities come with the freedom to create? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Pick a building method that will help me to make a successful piece • Build a structurally sound pitcher • Add a handle and a lip to my pitcher • Show mastery of the material by making a piece with strong craftsmanship
<p>Unit Title: Place Setting</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • How do I know when I'm done? • What responsibilities come with the freedom to create? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Show mastery of the material by making multiple pieces with strong craftsmanship • Make 5 pieces that all relate and look like one cohesive set • Use autonomy to decide which building method will help accomplish my desired look best
<p>Unit Title: Portfolio Reflection</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • How do I know when I'm done? • What responsibilities come with the freedom to create? 	<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.