

# Blackhawk School District

---

## CURRICULUM

|                    |                         |
|--------------------|-------------------------|
| Course Title:      | Ceramics I              |
| Course Number:     | 0913 or 0923            |
| Grade Level(s):    | 9-12 Grade              |
| Length of Period:  | 42 minutes              |
| Length of Course:  | 1 Semester              |
| Faculty Author(s): | Ashley Biega            |
| Date:              | 2009-10/Revised May '09 |

---

---

In preparing students for a global economy, visual arts education is a vital component to the Blackhawk community. Visual arts foster the development of critical thinking in problem solving, cultural understanding and awareness, and creative experiences and expression for the purpose of cultivating a lifelong appreciation of the arts.

### **COURSE DESCRIPTION:**

**Ceramics I students will be involved in basic hand-building skills during the first 9 weeks of the course. Students will create successful ceramic works by learning basic skills involving in the coil, slab, drape pinch, and mold techniques. Once the student has achieved proficiency in this, he/she will explore the use of glazes, underglazes, and stains to decorate each piece of work. Finally, students will experience throwing on the potter's wheel to create a vessel.**

The following outline provides a general overview of the course content, not a chronological timetable. The weeks denoted for each area provide an idea for the overall time spent working with a given topic throughout the school year.

| COURSE OUTLINE & PROPOSED TIME   | OBJECTIVES (PA standard)   | RESOURCES  | LESSON REFLECTION (for future revisions) |
|--|--|--|--|
| <p><b>I. Pinch Pots</b><br/> <b>Organic Shapes</b><br/> <b>Elements of Clay</b><br/> <b>Stages of Dryness</b><br/> <ul style="list-style-type: none"> <li>• (12 – 13 Days)</li> </ul> </p> <p><b>II. Coil Pots</b><br/> <b>Slip / Score</b><br/> <b>Form / Function</b><br/> <b>Glazes</b><br/> <ul style="list-style-type: none"> <li>• Suggested Art: Ancient Greek Vessels</li> <li>• (13-15 Days)</li> </ul> </p> <p><b>III. Slab Forms</b><br/> <b>Balance / Support</b><br/> <b>Lids / Handles</b><br/> <ul style="list-style-type: none"> <li>• Suggested Art: Asian Architecture</li> <li>• (13-15 Days)</li> </ul> </p> <p><b>IV. Draped Forms / Molds</b><br/> <b>Symmetry</b><br/> <b>Replicas</b><br/> <b>Bowls</b><br/> <b>Slip – Cast Pottery</b><br/> <ul style="list-style-type: none"> <li>• Suggested Art: Native American Pottery</li> <li>• (8 Days)</li> </ul> </p> | <p>9.1.8 A Know and use the elements and principles of each art form to create works in the arts and humanities including elements of color, form/shape, line, space, texture, value and principles of balance, contrast, emphasis/focal point, movement/scale, repetition, unity/harmony.</p> <p>9.1.8 B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts including visual arts of paint, draw, craft, sculpt, design for environment, communication, multi-media</p> <p>9.1.8 D Demonstrate knowledge of at least two styles within each art form through exhibition of unique works (formal and informal)</p> <p>9.1.8 E Communicate a unifying theme or point of view through the production of art</p> <p>9.1.8 F Explain works of art through exhibition of students' work based on a study of an artist</p> <p>9.1.8.C Identify and use comprehensive vocabulary in visual art</p> <p>9.1.8 G Explain the benefits of practicing</p> <p>9.1.8 J Incorporate specific uses of traditional (i.e. paint, tools, sponges, etc...) and contemporary (computers, internet, kiln, etc...) technologies within the design for producing and exhibiting works in the arts or the works of others</p> <p>9.1 K / 9.2 A Explain the historical, cultural and social context of an individual work in the arts.</p> <p>9.1.12 H Incorporate the effective and safe use of materials, equipment and tools into the production of works in visual arts at work and in performance spaces.</p> | <p>Clay<br/> Kiln<br/> Tools<br/> Water<br/> Bags<br/> Boards<br/> Stains<br/> Brushes<br/> Sinks<br/> Potters Wheel<br/> Glazes<br/> Underglazes<br/> Rope<br/> Glass<br/> Wire<br/> Book: "Make it in Clay"<br/> Internet<br/> DVD Player<br/> VCR</p> |  |

|  |  |  |  |
|--|--|--|--|
| <p><b>V. Sculptures</b><br/> <b>Movement</b><br/> <b>Emotion</b><br/> <b>Underglazes</b><br/> • <b>Suggested Art: Monsters / Tim Burton</b><br/> • <b>(10 – 13 Days)</b></p> <p><b>VI. Potter’s Wheel</b><br/> <b>Form / Function</b><br/> <b>Handles</b><br/> <b>Centering</b><br/> <b>Cylinder</b><br/> • <b>Suggested Art: Japanese Tea Bowls</b><br/> • <b>(5 – 10 Days)</b></p> | <p>9.1.8 I Know where art events occur when applicable and how to gain admission</p> <p>9.2 B and C Relate works in the arts (such as styles and genre) to historical events or time periods, when applicable</p> <p>9.2 D / E Analyze a work of art and its impact from its historical and cultural perspective, when applicable</p> <p>9.2 F Know and apply appropriate vocabulary used between art and the other curricular areas.</p> <p>9.2 G Relate works in the arts to geographic regions</p> <p>9.2 H Identify describe and analyze the work of Pennsylvania artists.</p> <p>9.2 I Identify, explain and analyze philosophical beliefs as they relate to works in art</p> <p>9.2 J / K Identify, explain, and/or analyze historical and cultural differences and traditions</p> <p>9.4.5 D Recognize and/or explain that choices made by an artist regarding subject matter and themes communicate ideas through works of art</p> <p>9.4.8 A Compare and contrast examples of group or individual philosophical meanings or a work of art</p> <p>9.4.8 B Compare and contrast informed individual opinions about the meaning of works of art</p> <p>9.3 A –G Identify and/or analyze art work using the critical process of examination (i.e. compare and contrast, analyze, interpret, evaluate and form judgments) including:<br/> • Characteristics, Themes, Forms, Techniques, and Style<br/> • Appropriate vocabulary<br/> • Critical analysis (contextual, formal, and intuitive)</p> |  |  |
|--|--|--|--|