

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



Fine and Performing Arts Curriculum Guide

Course: Ceramics

Course Description

This course is an introduction to clay forming techniques including pinching, coiling, and building with slabs. Students will make both functional clay objects such as cups, bowls, pitchers, and other vessels, as well as sculptural objects. Students will learn how to effectively incorporate pattern and color on each piece using slip and various glazing techniques. Each project will introduce an artist as well as a technique, providing students with a global understanding of clay and its role in various cultures throughout history.

Standards for Artistic Practice

These practices describe the processes and skills students learn as practitioners throughout the elementary, middle, and high school years in order to achieve artistic literacy.

- ⇒ *Creating art with artistic intent.*
- ⇒ *Presenting, performing, or producing artistic works to evoke, express, or communicate.*
- ⇒ *Responding to art through intellect and emotion.*
- ⇒ *Connecting the arts to the self, society, history, culture, and other disciplines and bodies of knowledge.*

Source: MA Arts Curriculum Framework 2019, page 20

Content Standards for a Foundation Visual Arts Course

Creating:

1. Create artistic ideas that reflect characteristics of different artistic movements from different cultures.
2. Develop multiple plans for producing a piece of artwork prior to selecting one.
3. Refine concepts and content by focusing on a particular principle of design, such as emphasis, balance, contrast, or pattern.

Presenting:

4. Justify choices for curating and presenting artwork for a specific exhibit or event.
5. Develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
6. Describe how decisions about how an artwork is presented are connected to what the student wants to express, evoke, or communicate,

Responding:

7. Analyze the style of an artist, and how it manifests itself in a given artwork.
8. Identify specific elements in a work that connect it to a specific genre or style.
9. Compare and contrast different rubrics or criteria for evaluating artwork.

Connecting:

10. Describe what has influenced changes in one's own artistic style and preferences in visual art.
11. Identify the connections between historical and cultural contexts and define stylistic elements of artistic movements (e.g. how the impact of World War II influenced the western art world and shifted focus from Europe to New York City).

Source: MA Arts Curriculum Framework 2019, page 64

Units	Essential Questions	Key Activities May Include...
<p>1. Coiling</p>	<ul style="list-style-type: none"> • How has the coil been used by various artists and cultures to build utilitarian as well as ceremonial objects? • What are the elements of a classical Greek vessel? • What were vessels used for in various ancient cultures? How did function influence form? • How can coils be used as a constructive as well as a decorative element ? • How are coils attached in order to construct a purposeful form? • How have artists used coils expressively? 	<ul style="list-style-type: none"> • Introduction of coiling • How to roll and attach coils • How to create the base, body, handles, and lip of a vessel • Adding elements to rims of simple forms • Examination of clay in various ancient cultures including Mayan, Greek, Roman, Chinese, and Japanese
<p>2. Slab Building</p>	<ul style="list-style-type: none"> • How has the slab been used in various cultures to create functional, utilitarian tiles as well as decorative, sculptural vessels? • What makes an object functional? • What makes an object ceremonial? Sculptural? • What is “relief”? What has it’s purpose been in architectural spaces. as well as on functional and ceremonial objects? • What does additive /subtractive mean? • What is the difference between organic and geometric forms? 	<ul style="list-style-type: none"> • Introduction of rolling out slabs • Cutting out slabs • Attaching slabs using scoring and slip • Designing of vessels to be functional/ ceremonial and/or sculptural • Introduction of the role of clay/ ceramics in ancient and contemporary cultures throughout the world
<p>3. Surface Design/Use of Slip and Glaze</p>	<ul style="list-style-type: none"> • What is slip? How is it used as a decorative medium? When can it be used on a clay or sculptural vessel? • How is slip and glaze used effectively to unify a clay forms? • What is glaze? When is it used in the working process? • What is the difference between opaque and transparent glaze? 	<ul style="list-style-type: none"> • Creating test tiles for an upcoming project • Glazing various forms with slip and glaze
<p>4. Color</p>	<ul style="list-style-type: none"> • How does color function on a flat surface vs. a 3-D form? • How can we use color purposefully in a work of art to convey an idea or mood, or to organize/unify elements on a flat or three dimensional form? 	<ul style="list-style-type: none"> • Creating tiles • Creating miniature test vessels • Layering of slip and glaze to create various effects

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Fine and Performing Arts Curriculum Guide Overview

Curriculum Guide

Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They outline and highlight the set of standards that students will learn within certain disciplines at each grade level. Curriculum guides are intended for teachers, parents, and the wide school community to provide an overview of the course of study for the year.

Curriculum Map

Curriculum maps are internal documents utilized as planning tools for teachers and administrators. Curriculum maps keep a focus on the end-of-year standards and chart a course for teaching and learning over the year. They are typically organized by month and/or marking period and may include: genres/topics or units of study, methods of assessment, and major content resources. Maps are fluid documents that are revised and revisited regularly to ensure students' needs are being met.

Content Standards

The standards used as the foundation of our curriculum come directly from the Massachusetts Department of Education Curriculum Frameworks. State standards may be viewed here: <http://www.doe.mass.edu/frameworks/>

Standards for Artistic Practice

The standards for artistic practice describe the processes and skills students learn as practitioners throughout the elementary, middle, and high school years in order to achieve artistic literacy. Based on the processes presented in the 2014 *National Core Arts Standards*, these practices are grouped into four clusters that focus on creating, presenting/performing, responding, and connecting across the five arts disciplines (dance, media arts, music, theater, and visual arts)."
- *MA Arts Curriculum Framework 2019*, p.20

Essential Questions

Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into learning and act as an umbrella to anchor the unit/lesson.

Structures for Learning

Structures for learning are examples of the instructional contexts and activities that students and teachers *might* be engaged in during arts instruction. Those listed represent a sampling and the list is in no way exhaustive. The list is not intended to mandate or require certain types of instruction at any given time, merely to suggest best practices.