### High School Curriculum Map – Visual Art - Ceramics

<table>
<thead>
<tr>
<th>Subject: Visual Art - Ceramics</th>
<th>Unit: Introduction to Clay “Experience Clay” Davis Publications</th>
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<tbody>
<tr>
<td>Quarter and Timeframe (# days/weeks):</td>
<td><strong>NGSSS/Benchmarks:</strong></td>
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<tr>
<td></td>
<td>VA.912.C.1.1: Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.</td>
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<td>VA.912.S.3.1: Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.</td>
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#### Learning Goals:
Study shape, form, and contrast as well as the techniques of pinch, slab, and coil, and molding.

#### Essential Questions/Understandings:
How is clay an art form? In what ways has it been used?

#### Vocabulary
- Ceramics
- Plastic
- Slip
- Glaze
- Kiln firing
- Pinch
- Coil
- Slab
- Mold
- Clay bodies

#### Resources
- **Visual Artists:**
  - Ancient Greek Potters
  - Casas Grande
  - Pottery revival

- **Websites:**
  - [www.potterymaking.org](http://www.potterymaking.org)
  - [www.Claytimes.com](http://www.Claytimes.com)
  - [www.americanstyle.com](http://www.americanstyle.com)
  - [www.ceramicsmonthly.org](http://www.ceramicsmonthly.org)

#### Activities
**Suggested Projects:**
- Set up and room organizations and supplies
- Review studio safety and rules
- Sketch books
- Studio calendar

**Advanced**
- Set up a list of learned activities necessary to the running of the clay lab

#### Assessment
- Assessment
- Quizzes on readings
- Studio rubrics
- Chapter reviews
- Participation
- Observations
- Vocabulary
- Portfolio
- Sketchbook

**Data Warehouse:** 88163, 124525, 124984, 88139, 88171, 88175

#### Integration to other areas
- Math:
- Language Arts:
- Reading:
- Science:
- Social Studies

### Art is H.O.T. (Higher Order Thinking)

#### Analysis – Casas Grande Artifact

- Describe the elements of art incorporated in the design of this artifact. (Description)
- What do you think is the purpose of this piece? (Interpretation)
- Has this piece been glazed? How was the shine created? (Judgment)
## Subject: Visual Art - Ceramics

### Quarter and Timeframe (# days/weeks):

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<th>Vocabulary</th>
<th>Resources</th>
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<th>Assessment</th>
<th>Integration to other areas</th>
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<tr>
<th>Essential Questions/Understandings:</th>
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<tbody>
<tr>
<td>What do I need to know before I can create with clay?</td>
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</tbody>
</table>

### Learning Goals:
To learn about: how clay dries and shrinks, moisture content of clay, tools of clay, technical properties, clay types, processes, decoration, and firing.

### NGSS/Benchmarks:
- VA.912.O.1.1: Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
- VA.912.S.3.3: Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.

### Vocabulary
- Plasticity
- Shrinkage
- Texture
- Grog
- Wedging
- Aesthetics
- Elements and Principles
- Critique
- Recycled clay
- Shard
- Kneading
- Grog
- Vitreous
- Bone dry
- Green ware
- Leather hard

### Resources

### Activities
- **Projects:** - Wedging clay - Safety issues - Paper clay vs. earthenware
- **Advanced:** - Use of extruder - Raku cylinders project - Handles - Boxes using cutouts - Differences in clay bodies - Research artists/potters and their work - Practice writing with aesthetic scanning of pottery.

### Assessment
- Assessment
- Quizzes on readings
- Studio rubrics
- Chapter reviews
- Participation
- Observations
- Vocabulary
- Portfolio
- Sketchbook
- Data Warehouse: 88121, 88146, 88124, 88177, 88144, 88140, 88136, 88131, 88128, 88126,

### Art is H.O.T. (Higher Order Thinking)

**Analysis – Yoruba Pottery**

- What technique do you think was used to create this pot? (Analysis)
- Describe the decorations you see on the side. (Description)
- What was the purpose for this pot? (Interpretation)
- What questions would you have about this pottery?
## High School Curriculum Map – Visual Art - Ceramics

| Subject: Visual Art - Ceramics | Unit: Hand Built Pottery  
“Experience Clay” Davis Publications |
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<tr>
<td>Quarter and Timeframe (# days/weeks):</td>
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<tr>
<td>Learning Goals: To learn the various methods of hand building with clay such as; pinch, coil, extruder, slab, tile, sculptural.</td>
<td>NGS/SS/Benchmarks:</td>
</tr>
</tbody>
</table>
| Essential Questions/Understandings: What can I achieve by manipulating clay with only my hands? | VA.9.1.2.S.3.2: Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.  
VA.9.1.2.S.3.5: Create multiple works that demonstrate thorough exploration of subject matter and themes. |

### Vocabulary
- Slip and score
- Banding wheel
- Rib
- Extruding
- Parts of the pot
- Template
- Mitered
- Butt joints
- Armature
- Sculptural supports
- Molds
- Sling
- Drape

### Resources
**Visual Artists:**  
- Ancient Pottery  
- Oriental  
- Bernard Leach  
- Barbara Grygutis  
- Jomon Ware

### Activities
**Projects:**  
- Molds: sling, drape, press  
- Paddling (coil and pinch)  
- Use of extruder or small clay gun  
- Slab roller or rolling pins  
- Motif on tiles etc. – relief  
- Coil – Jomon ware  
- 3D sculpture using supports and armature  
- Adding footers, handles, spouts, etc.  
**Advanced:**  
- Narrative tiles (adding meaning to their pieces)

### Assessment
- Assessment  
- Quizzes on readings  
- Studio rubrics  
- Chapter reviews  
- Participation  
- Observations  
- Vocabulary  
- Portfolio  
- Sketchbook  
- Data Warehouse: 88176, 88151, 88149, 88149,

### Integration to other areas
- Math:  
- Language Arts:  
- Reading:  
- Science:  
- Social Studies

## Art is H.O.T. (Higher Order Thinking)  
**Analysis – Jomon Ware Pottery**

- What meaning do the designs have on this piece of pottery? (Interpretation)  
- Considering the shapes that rise above the rim of the pot, what do you think is the purpose of this pot? (Interpretation)  
- What clay techniques would have been used to create this pot? (Analysis)
# Visual Art - Ceramics

**Subject:** Visual Art - Ceramics  
**Unit:** Thrown Pottery  
*“Experience Clay”* Davis Publications

### Learning Goals:
To learn how to center clay on the wheel.  
How to trim, store, and finish a thrown pot.

### Essential Questions/Understandings:
What scientific principles are used in throwing clay on the potter’s wheel?

### NGSSS/Benchmarks:
- VA.912.S.2.6: Incorporate skills, concepts, and media to create images from ideation to resolution.  
- VA.912.S.3.1: Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.

### Vocabulary
- Centering  
- Coning  
- Dome  
- Collaring  
- Trimming  
- Parts of a pot  
- Griffin grip  
- Flange  
- Calipers  
- Lug handles  
- Needle tool  
- Collaring  
- Bat  
- Fettling knife  
- Dry foot  
- Centering

### Resources
- **Visual Artists:**  
  - Bernard Leach  
  - Japanese Pottery  
  - Korean Pottery  
  - German Pottery  
- **Functional**  
- **Nonfunctional**  

### Projects for level 2 & 3:
- Practice centering  
- Coning, and opening, raising the walls, finishing the rim, cleaning the floor  
- Cutting off the wheel, lifting and storing the pot  
- Pulling handles  
- Lid lifting

### Advanced:
- Practice a variety of forms – plates, casseroles  
- Make a small covered jar with flange  
- Combine several thrown shapes for a conventional teapot or abstract sculptural form  
- Work on plates, casseroles, and sets of mugs, bowls, etc.

### Assessment
- Assessment  
- Quizzes on readings  
- Studio rubrics  
- Chapter reviews  
- Participation  
- Observations  
- Vocabulary  
- Portfolio  
- Sketchbook  
- Data Warehouse: 88162, 88161, 88160, 88158, 88152, 88150, 124987, 88159

### Integration to other areas
- Math:  
- Language Arts:  
- Reading:  
- Science:  
- Social Studies

### Art is H.O.T. (Higher Order Thinking)

#### Analysis – Chinese Quing Dynasty teapot

- Describe this teapot using the elements of art and the principles of design? (Description)  
- What clay techniques were used in creating this pot? (Analysis)  
- What would you do differently in the creation of this teapot? (Analysis)  
- What other questions would you have about this teapot?
### High School Curriculum Map – Visual Art - Ceramics

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<td><strong>Unit:</strong> Surface Decoration</td>
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<tr>
<td>“Experience Clay” Davis Publications</td>
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<tr>
<td><strong>Learning Goals:</strong> To explore texture, color, glazes, underglazes, and learns how to apply various glazes.</td>
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<tr>
<td><strong>NGSSS/Benchmarks:</strong></td>
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<tr>
<td>VA.912.S.2.1: Demonstrate organizational skills to influence the sequential process when creating artwork.</td>
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<tr>
<td>VA.912.S.3.1: Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.</td>
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<td>Underglaze</td>
<td>Heeseungee Lee</td>
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<td>Impressing</td>
<td>Blue and White ware</td>
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<td>Incising</td>
<td>Greek colored slips</td>
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<td>Applique</td>
<td>SW Indians Burnishing:</td>
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<tr>
<td>Piercing</td>
<td>Lucy Lewis</td>
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<td>Burnishing</td>
<td>Maria Martinez</td>
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<tr>
<td>Inlaying</td>
<td>Projects:</td>
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<tr>
<td>Colored clays</td>
<td>Making stamps, roulettes, motifs, molds</td>
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<td>Oxides</td>
<td>Mishima and Sgraffito</td>
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<td>Carbonates</td>
<td>Inlaying colors</td>
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<td>Colored slips</td>
<td>Piercing pots/lanterns</td>
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<tr>
<td>Dipping</td>
<td>Glazing decorating with sponging, spattering, masking, brushing</td>
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<td>Pouring</td>
<td>Advanced:</td>
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<tr>
<td>Brushing</td>
<td>• Paper resist, wax resist, slip trailing, terra sigillata, transfer printing, monoprints</td>
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<td>Spraying</td>
<td>• Difference between low and high fire clays</td>
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<td>• Majolica glazes and over glazes</td>
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<td>• Identifying glaze problems and solutions</td>
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<td>88173, 88168, 88167, 88166, 88154, 88174, 88175, 88180</td>
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<td>Math:</td>
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### Art is H.O.T. (Higher Order Thinking) – Lucy Lewis; SW Indian Burnishing

- Describe the decorations you see on this pottery? (Description)
- What do you think is the meaning of the patterns? (Interpretation)
- How was this pot constructed? What clay technique was used? (Analysis)
- What was the purpose of this pot? (Interpretation)
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<tbody>
<tr>
<td>Quarter and Timeframe (# days/weeks):</td>
<td>Unit: The Firing Process “Experience Clay” Davis Publications</td>
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<tr>
<td>Learning Goals: To learn to manage and fire a kiln. To learn to do Raku firings. Discover career opportunities, display works, and judge their worth and value.</td>
<td>NGSSS/Benchmarks: VA.912.C.1.7: Analyze challenges and identify solutions for three-dimensional structural problems. VA.912.C.2.1: Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective. VA.912.F.2.1: Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.</td>
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<tr>
<td>Essential Questions/Understandings: How do the different firing techniques affect the color of the glaze?</td>
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### Vocabulary

- Variables of fuel:
  - Gas
  - Electric
  - Raku
  - Sa-ku
  - Smoke pit
  - Sawdust
  - Sagger woods firing
- Pyrometric cones
- Oxides
- Chemical identification
- Aesthetics
- Bisque/glaze firing

### Resources

- Visual Artists:
  - Jun Kaneko
  - Peter Voulkos
  - Bernard Leach
  - Shoji Hamada
  - Paul Menchhofer

### Activities

**Projects:**

- Study variables of fuel, glazes, temperatures, clay, atmosphere, and time with clay types, thickness, and preparation
- Stages of loading different types of kilns
- Research other countries for differences of variables and the outcome of pottery and glazes

**Advanced:**

- Learn how to prepare, log, watch, cool, unload all types of firings possible
- Identify firing solutions and problems
- Look at ceramic timeline throughout history, identify the materials, fuels, kilns, and firing processes
- Students can do a presentation power point/ as an individual or as a group looking at careers/history/cultures in this field of art

### Assessment

- Assessment
- Quizzes on readings
- Studio rubrics
- Chapter reviews
- Participation
- Observations
- Vocabulary
- Portfolio
- Sketchbook
- Data Warehouse: 88170, 88169, 88159

### Integration areas

- Math:
- Language Arts:
- Reading:
- Science:
- Social Studies

### Art is H.O.T. (Higher Order Thinking)

**Analysis – Majolica and Wood fired clay**

- What are some of the characteristics you see in this pot that make it Majolica? (Analysis)
- How did the wood firing affect the color of the glazes in this piece? (Analysis)
- Can you describe the chemical reaction that occurred to cause the colors? (Analysis)