

TIME FRAME	CONTENT	SKILLS	ASSESSMENT	NJCCCS
		STUDENT WILL BE ABLE TO:		
1 Session	UNIT 1: PROPERTIES OF CLAY Initial experience with clay Sw experience the potential and constraints of the medium through experimentation	Discover the main properties of clay through direct experience with the material Demonstrate understanding of the properties through verbal responses and production of a small object of choice Demonstrate understanding of the organic origin of clay and its history as an art/craft form as well as a record of development of civilization of various cultures	Studio participation Verbal and written responses	1.1 A.1 1.5 A.2 3.3 B
Ongoing	UNIT 2: TERMS AND PROCEDURES Infused throughout	Learn and correctly use ceramic vocabulary when communicating ideas, questions, responses. Use tools and materials appropriately and safely. Learn and apply correct studio procedures with regard to storage of work, clean up, firing (kiln use), use of course-specific appliances/machinery . Keep a course notebook in which to log glazes used per project, to keep handouts, record research and to sketch ideas	Verbal and written responses Studio participation and clean up Notebook submitted	1.1 A.1 1.2.2 3.1F 3.3 B,C

<p>5-6 Sessions</p>	<p>UNIT 3: PINCH POT METHOD A. Pinch pot as a sculptural form</p>	<p>Demonstrate understanding of the pinch pot method of handbuilding through creation of an organic, a-symmetrical sculptural form of even thickness Create light and dark to enhance form using fingers only(no tools) Learn and apply basic principles of ceramic practice in order to produce pieces that survive bisque firing including: even wall thickness, 1/2" rule, bone dry state before firing, no air bubbles</p>	<p>Studio participation One pinch pot submitted, survives firing process Completion in time for class critique</p>	<p>1.1. A.1 1.2.2 1.2.3 1.3.1</p>
	<p>B. Double Pinch Pot</p>	<p>Learn and apply assembly techniques- score, slip and join in order to permanently attach components of a ceramic form. Learn and consistently apply making of slip for each project. Demonstrate understanding of function of slip in practice Exercise aesthetic decision making in order to create an harmonious organic form. Create dramatic light and dark as an integral part of the 3-D design</p>	<p>Studio participation One double pinchpot that survives bisque firing</p>	<p>1.1. A.1 1.2.2 1.2.3 1.3.1</p>

	C. Glazing	Demonstrate understanding of the two main functions of glaze Demonstrate knowledge of definition, properties and composition of glazes both verbally and in writing Learn and apply proper glazing procedure Exercise aesthetic decision making in choosing colors/glazes to suit both form and function and to enhance the character of the piece Keep a detailed record of glazes used per project in course notebook	Submit glazed piece to be fired Submit notebook with glazes recorded for each piece Participation in critique	1.1 A.1 1.2 2 1.2 3 1.3 1 1.4 B.1,B.2 3.2 A.
Infused throughout each unit	D. Art Criticism Participate in group critique upon completion of each project	Use ceramic terminology to articulate ideas and informed aesthetic judgements about their own work and that of their peers	Participation in verbal and/or written critiques using the assignment rubric as a guide	1.4 A.1,2,3 1.4 B.1,2 3.3 A.,B.,C
8-10 sessions	UNIT 4: COIL METHOD A. Reclaiming and Wedging	Properly prepare clay for use in constructing a handbuilt vessel by reclaiming and wedging previously used clay Demonstrate understanding of purpose of wedging clay verbally and in practice Produce coils of even thickness for use in proper construction of a coil-made vessel	Studio preparation Vessel survives first firing intact	1.2 2
	B. Coil making and construction	Apply coil making technique to construct a sound, symmetrical vessel of even wall thickness according to assignment specifications Demonstrate a unique response to the assignment in adding decorative elements , texture and glazing to enhance the formal interest of the piece	Studio participation One coil built functional vessel that satisfies all assignment requirements	1.2 2,3

	<p>C. Traditional ceramic art and craft of other cultures</p>	<p>Demonstrate understanding and appreciation of aesthetic aspects of 3-D art by viewing slides and video depicting examples of ceramic artwork of traditional cultures with an emphasis on coil method (eg. Maria Martinez) Use technology to research examples of forms of 3-D work of traditional cultures Design an original coil built vessel that reflects stylistic influence of artwork of other cultures. Use ceramic terminology to articulate ideas and informed aesthetic judgements about their own work and that of their peers</p>	<p>Notebook submitted with notes and visual references Participation in oral or written comparison of 2 sculptures of contrasting styles and functions Participation in critique</p>	<p>1.1 A.1,2 1.2 2,3 1.3 1 1.4 A. 1,2,3 1.5 A.2 3.2 A 3.3 A.,B. C. 3.5 A,B 8.1 A.,B.</p>
<p>A. 4-5 sessions</p>	<p>UNIT 5: SLAB METHOD A. Slab built object with textural surface decoration</p>	<p>Throw and/or roll slabs of even thickness Successfully bevel cut and join slabs to create an object capable of performing a prescribed decorative or functional purpose: for example - cylindrical container, pyramid Make considered aesthetic decisions with regard to the addition of textural and sculptural additions and choice of glazing treatment</p>	<p>Studio participation One slab built well constructed pieces that reflects an imaginative (original) response to the assignment</p>	<p>1.1. A.1 1.2.2 1.2 3 1.3 1</p>

<p>B. 8-10 sessions</p>	<p>UNIT 5: SLAB METHOD B. Slab built object in which above planning and construction skills are effectively applied. Product must reflect art historical, architectural and/or traditional cultural references</p>	<p>Synthesize various elements and skills into design and production of personal art object Apply principles of design and center of interest Demonstrate knowledge gained from research of architectural or other cultural features by incorporating these into finished artwork Utilize sound construction techniques to produce straight-sided object with securely joined seams (clean joins inside and outside) Apply glazes and surface treatment that enhance aesthetic appreciation of the object Articulate using ceramic vocabulary strengths and weakness of own work and that of peers orally in group critique and in writing (rubric)</p>	<p>One Slab built object incorporates art historical, cultural and/or architectural features Object includes at least one 3-D form as one of the main design components Participation in critique Submit completed rubric</p>	<p>1.1. A.1 1.2.2 1.2.3 1.3 1,2 1.4 A.1, 3 1.4 B.1,2 1.5 A.2 3.3 A.,B.,C. 8.1 A.,B.</p>
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<p>3-4 sessions</p>	<p>UNIT 6: INTRODUCTION TO WHEEL THROWING</p>	<p>Achieve proficient level in the following skills: Operating a potter's wheel Setting up and cleaning up equipment and tools Centering clay on the potter's wheel Throwing a symmetrical cylindrical form on the potter's wheel Trimming thrown piece through which student will demonstrate understanding of the spatial concept of relating interior and exterior profiles.</p>	<p>One symmetrical, even-walled cylindrical object submitted Above object successfully trimmed and glaze fired resubmitted Studio participation</p>	<p>1.1 A.1 1.2 2,3</p>
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<p>10 sessions</p>	<p>UNIT 7: Set of Related Functional Vessels (Culminating Project)</p>	<p>Demonstrate understanding of the process of designing an original object/set of objects through research and making thumbnail sketches Acquire basic understanding of the role of an industrial designer Create drawings that demonstrate the ability to produce multiple solutions to a problem (example: design a thematic teapot) Develop a visual idea through the act of drawing variations on chosen theme Apply the principle of unity to produce a set of vessels (example: a tea pot and two accessories) that communicates a formal or thematic idea. Choose and implement the most appropriate method(s) to realize both form and function of his/her design Produce vessels that will successfully perform intended function Articulate strengths and weaknesses of own work and that of peers through participating in oral and/or written critique referring to rubric</p>	<p>Results of research and design sketches submitted in notebook Visually unified set of glaze fired functional vessels that realize intended outcome submitted Participation in critique Submit completed rubric</p>	<p>1.1 A.1,2 1.2 1-4 1.3 1 1.4 A.1-3 1.4 B.1,2 1.5 A. 2 3.3 A.,B.,C. 8.1 A.,B.</p>
<p>1 session</p>	<p>UNIT 8: CAREERS IN VISUAL ARTS</p>	<p>Investigate and describe the professional and/or non-professional opportunities for men and women in the fields of fine art and industrial</p>	<p>Active listening, observation, note-taking during presentations from guest speakers: -professionals from various fields -representatives from colleges Question(s) on final exam regarding careers in the arts</p>	<p>1.2 4 1.3 1 3.4 A.,B. 8.1, 8.2 C</p>