

MSD Curriculum Map

Course: Intermediate Ceramics

Grade Level: 9-12

Time Frame	Content/Topic	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
Ongoing	Thrown Vessels	<p>Demonstrate ability to properly prepare clay, center and throw a pot using the potter's wheel</p> <p>Demonstrate the ability to even the thickness, refine the form and create a foot for a thrown pot by using appropriate trimming tools and technique</p>	1.2D2	<p>Minimum of 3 Thrown vessels submitted Even in thickness Trimmed and footed</p> <p>3 different methods of surface decoration applied to enhance form</p>
	Surface Decoration	Select and carry out 5 different methods of surface decoration that add to the essential qualities of a particular vessel	1.1A1, 1.2D2 1.3D1	<p>5 different methods of surface decoration selected and successfully executed on 5 different vessels</p> <p>Method and style of application suit the form and size of the vessel</p>
1 session	Sgraffito	Produce a harmonious graphic pattern juxtaposing positive, negative and patterned areas by incising and exposing a base layer of clay beneath a contrasting color of slip or underglaze	1.1A1, 1.2D2, 1.3D1	<p>Experimental drawings submitted in sketchbook Surface decoration is bold, rhythmic and unified</p>
1 session	Wax Resist	Produce patterns and gradations of color by isolating and sealing areas with wax	1.2D2, 1.3D1	Minimum of 3 repeating colors or values produced
1 session	Sprig Mold	Create a mold from a positive that will permit multiples of the original to be made and applied to leather hard clay vessels		Clear crisp duplicates are produced and are affixed to a vessel to create a textural pattern
1 session	Stamp	<p>Produce a stamping tool capable of making a repeating pattern in soft clay vessel</p> <p>Create an all over repeating pattern impressed on a vessel using the tool designed</p>	1.2D2, 1.3D1	<p>Tool produces a clear impression Vessel body is completely covered with stamped texture</p>

1 session	Embossing/Carving	Produce incised or carved harmonious designs in clay surface by impressing or carving	1.2D2	Sketchbook shows evidence of photographic subject translated into stylized design.
1 session	Slip Trailing	Produce decoration on leather hard clay surface by applying lines or dots of slip using a fine pointed dispenser	1.1A1	Slip of appropriate consistency used to produce crisp raised patterns
1 session	Art History	Use internet to research historic use of various methods of surface decoration Know about prominent ceramic artists and cultures that characteristically use specific methods of surface decoration: Matthew Metz, Jenny Mendez, Kristen Kiefer, Early American redware.	1.1A2 1.5A1 1.5B2 8.1B	References downloaded from internet and affixed in sketchbook Quiz/test/final exam
	Critique	Meet deadlines in order to participate in class critique Evaluate aesthetic qualities and craftsmanship of completed vessels	1.4B1 9.2A2	Self evaluation according to stated objectives Adjustments made where possible
8 sessions	Narrative Relief Tile	Demonstrate knowledge and understanding of bas relief and alto relieveo techniques in stone and ceramic sculpture Create a composition in which a literal narrative has been successfully translated into stylized elements Use traditional artistic devices to create the illusion of volume and distance	1.1A1, 1.1B1, 1.2D1, 1.2D2	Evidence of Internet Research – Historic uses of technique Sketchbook preliminary drawings and plan Production according to plan Subject matter simplified and harmonious in treatment Size differentiations and overlap used in foreground, middle ground and background
	Art History	Demonstrate knowledge of Henry Mercer, Fonthill, Moravian Tiles, Arts and Crafts	1.5B1 1.5B2	Quiz/Final exam

		movement, Art Nouveau relief tiles and architectural ornamentation and various dimensional ornamentation, cuerda seca, Matisse series of figurative reliefs		
	Critique	Evaluate content and craftsmanship of completed tiles	1.1A2	Self evaluation/reflections in sketchbook-journal
10 sessions	Bottle with Decorative Stopper	Design a vessel with fitted decorative stopper capable of performing a predetermined task Select and use appropriate handbuilding and/or wheel throwing skills to produce a particular form Use the maiolica technique of surface decoration to add interest to and improve the function of a vessel	1.1A2, 1.2D1, 1.3D1	Evidence of internet research of historic bottle forms submitted in sketchbook with 3 drawn designs based on reference(s) Most efficient method(s) selected for construction of the form Bottle functions as intended Stopper aesthetically complements bottle form Sketchbook plan submitted
1 session	Art History	Know about the origin of the maiolica technique in Mesopotamia 9 th c. AD, its progression through the Middle East, North Africa and Spain to Italy in the 11 th c. and the different applications of the technique by each culture. Identify and describe Faience, Quimper, Delft, Maiolica, Islamic Timework, the Alhambra, Mexican Talavera tiles Recognize and discuss contemporary ceramic artists who use the maiolica technique: Linda Arbuckle, Walter Ostrom, Liz Quackenbush, Bernadette Curran, etc.	1.1A2. 1.1A2, 1.4A1 1.5B1	Internet research – Historic use of technique Quiz
	Critique	Discuss the quality of workmanship and design in the clay works produced by peers	1.4B1	Participation in class critique Rubric – self evaluation

5 sessions	Container with Fitted Lid	Produce a thrown cylindrical form Use calipers to produce a well fitting lid of a complementary design	1.1A1, 1.2D2,	Lid fits cylindrical container snugly Design of lid aesthetically appropriate in size and form for container
	Art History	Demonstrate knowledge of characteristic forms of Asian ginger jars, Egyptian, Greek funerary storage jars, etc.	1.1A2, 1.2D2 1.3D1	Evidence of research present in planning drawings, downloaded references and in design of form
10 sessions	Family of Vessels	Replicate an essential stylistic form with compatible variations Demonstrate sufficient control and skill in handbuilding and/or throwing to produce a minimum of 3 vessels capable of performing designated functions, with consistent form and decorative treatment	1.1A2, 1.2D2, 1.3D1 9.2F6	Sketchbook proposals of related vessel forms and possible decorative treatments submitted with decisions about method of construction Optimum method of construction selected Vessels differ but are related in form and decoration
	Art History	Recognize differences in stylistic features of ceramic forms from various ancient cultures Ancient Greece, Korean, China, Zuni, Inca, Jomon collection Metropolitan Museum 15 th c. Puchong ware, etc.	1.5B1, 1.5B2	Quiz/Final exam
1 session	Critique	Make efficient use of class time in order for work to be available for class critique Discuss and evaluate the formal structure, elements and principals used in own work and work of peers	1.4A2, 1.4B1 9.2A	Deadline met Participate in class critique Reflect upon critique and make modifications where possible
18 sessions	Figurative Sculpture	Design and produce a stylized figure on which features have been exaggerated in order to communicate content- emotion, attitude, and idea. Devise an appropriate armature for a freestanding	1.1A1, 1.2D2, 1.3D1	Self evaluation/reflection/rubric completed 3 Proposals submitted in sketchbook – stylized or abstracted Message communicated and received Suitable method(s) of construction selected and

		<p>sculpture</p> <p>Demonstrate understanding of elements and principles by selecting and using textures and colorants which enhance the sculpture</p>		<p>executed</p> <p>Withstands at least 2 firings intact</p> <p>Freestanding</p> <p>Glazing and other decorative treatments enhance form and content of sculpture</p>
	Art History	<p>Demonstrate knowledge of artists and cultures who used the figure as a vehicle for expression, and the techniques they used: Greeks, Romans, Degas, Rodin, Botero, Giacometti, Modigliani, Brancusi, Picasso, Arneson, Wesley Anderegg, Tony Natsoulas, Deborah Real Buckley, Linda Lewis, Additive, subtractive, patch, slab, etc</p>	1.5A2, 1.5B2	<p>Evidence of research references submitted in sketchbook</p> <p>Test/Quiz</p>
1 session	Critique	<p>Express judgments about own work and that of others based upon a developing personal aesthetic</p>	1.4A1, 1.4A2, 1.4B1	<p>Participation in class critique</p> <p>Judgments made supported with reasoned conclusions</p>
1 session	Careers	<p>Know about careers, career paths and schools for ceramic related skill development</p>	1.2D4 9.1A2, 9.1B2	<p>1 Page report on career qualifications and training needed for a profession in which ceramic/sculpting skills are utilized</p>