

INTRODUCTION TO POTTERY

Description

This course offers the opportunity of working exclusively in clay. Experience will include work on the pottery wheel, extruded pieces, and various hand-built projects. Creative glazing, surface texturing, and historical perspectives will be explored.

Course Overview

Course Goals

Students should:

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Essential Questions

- How have artists used slab and coil constructions throughout history?
- How can the student use (and choose) hand-building techniques to develop their forms?
- How is clay centered on the wheel?
- How is a pot lifted and formed on the wheel?
- How are glazes used to supply color?
- How have cultures used form and function in pottery?
- What surface changes can be made on clay?
- What surface patterns have been used in various cultures?

Assessments

Common Assessments

Skill Assessments

Content Outline

- I. [Unit 1 - Hand Building](#)
- II. [Unit 2 - Pottery on the Wheel](#)
- III. [Unit 3 - Surface Decoration](#)

Standards

[State of Connecticut Curriculum Frameworks](#)

Connecticut State Standards are met in the following areas:

- *Media*
- *History and Culture*

Grade Level Skills

Students will:

- Skills Matrix

Pacing Guide				
1st Marking Period			2nd Marking Period	
Month 1	Month 2	Month 3	Month 4	Month 5
Unit 1 <u>Hand Building</u> 7 weeks			Unit 2 <u>Pottery on the Wheel</u> 7 weeks	Unit 3 <u>Surface Decoration</u> 4 weeks

Unit 1 - Hand Building, 7 weeks [top](#)

Standards

Media

Students will understand, select and apply media, techniques and processes.

Students will:

- apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized.

History and Cultures

Students will understand the visual arts in relation to history and cultures.

Students will:

- compare works of art to one another in terms of history, aesthetics and culture, justifying conclusions made in the analysis and using these conclusions to inform their own art making.

Unit Objectives

Students will be able to:

- identify stages of clay such as maturity, leather-hard, greenware, bisqueware and glazewear.
- apply multicultural and historical techniques in creation of original clay pieces.

Essential Question

- How do certain forms relate to specific cultures?

Focus Questions

- How have artists used slab and coil constructions throughout history?
- How can the student use (and choose) hand-building techniques to develop their forms?

Assessments

- Coil pots
- Greek forms
- Slab houses
- Placques
- Tiles
- Abstract constructions
- Marbleizing clay
- Sculpted forms

Skill Objectives

Students will:

- use slab techniques.
- use coil construction to build 3-D forms.
- use additive and subtractive techniques including scoring and using slip.
- use the extruder to create form.
- identify uses of and manipulation of clay tools and equipment.

Unit 2 – Pottery on the Wheel, 7 weeks [top](#)

Standards

History and Cultures

Students will understand the visual arts in relation to history and cultures.

Students will:

- analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations and interpretations of meaning.

Unit Objective

Students will be able to:

- reference cultural and historical features of pottery.

Essential Question

- How does function influence form?

Focus Questions

- How is clay centered on the wheel?
- How is a pot lifted and formed on the wheel?
- How are glazes used to supply color?
- How have cultures used form and function in pottery?

Assessment

- Wheel forms: bowl, plate, vase, pitchers

Skill Objectives

Students will:

- form the clay into a variety of shapes.
- identify the stages of clay maturation.
- use various techniques on the pottery wheel, including centering, opening, lifting and pulling.

Unit 3 - Surface Decoration, 4 weeks (This is a component of all the units) [top](#)

Standards

Media

Students will understand, select and apply media, techniques and processes.

Students will:

- apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized.

Unit Objective

Students will be able to:

- apply multicultural and historic references in choosing of surface decoration.

Essential Question

- How can surface decoration enhance a piece of pottery?

Focus Questions

- What surface changes can be made on clay?
- What surface patterns have been used in various cultures?

Assessments

- Oriental glazing designs
- Pueblo Indian slip application
- Sgraffito
- Slip railing
- Stamping
- Caruing or scratching
- Clay addition

Skill Objectives

Students will:

- change the surface of the form using texture; carved, applied or relief.
- apply slip or glaze for surface decoration and/or color.
- experiment with a variety of glazes and a variety of applications.