

Curriculum Development  
In the Fairfield Public Schools

**FAIRFIELD PUBLIC SCHOOLS**  
FAIRFIELD, CONNECTICUT

# **INTRODUCTION TO POTTERY**

Board of Education Approved 03/27/2007

# **INTRODUCTION TO POTTERY**

## **Statement of Purpose**

The arts are a direct connection to the world's past, present and future. Our art programs forge links to cross cultural understanding. Pottery has been a traditional art form which can be observed throughout history.

In this course, students will come to understand that there is an inherent aesthetic in the physical properties of clay, and a richness to the tactile experience of its manipulation. They will recognize the form and function of pottery throughout history.

## **Audience**

Grades 10, 11, 12

## **Prerequisites**

Foundations in Art

## **Design and 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 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.
- reference cultural and historical features of pottery.
- apply multicultural and historic references in choosing of surface decoration.

## **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.
- 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.
- 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.

## **Visual Arts 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 Culture***

**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.

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.

## **Information and Technology Standards (to be added)**

### **Essential Questions**

- How does function influence form?
- How do certain forms relate to specific cultures?
- How can surface decoration enhance a piece of pottery?

### **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?
- 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?

# **UNITS OF INSTRUCTION**

## **Unit 1: Hand Building**

### **Visual Arts 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.

### **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?

### **Core Topics**

- Slab construction
- Coil construction
- Extruder construction
- Additive techniques
- Subtractive techniques
- Sculptural techniques
- Surface changes: texture, glazes, slip form and function

### **Unit Objectives**

Students will be able to:

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

### **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.

### **Sample Assessments**

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

### **Pacing**

7 weeks

## **Unit 2: Pottery on the Wheel**

### **Visual Arts 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.

### **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?

### **Core Topics**

- Pottery as it relates to a variety of cultures
- Glazing
- Surface changes
- Wedging
- Centering
- Lifting and pulling
- Stages of clay maturation

### **Unit Objective**

Students will be able to:

- reference cultural and historical features of pottery.

### **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.

### **Sample Assessment**

- Wheel forms: bowl, plate, vase, pitchers

### **Pacing**

7 weeks

## **Unit 3: Surface Decoration**

This is a component of all the units

### **Visual Arts 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.

### **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?

### **Core Topics**

- Applying glazes
- Relief as decoration
- Textured Surfaces
- Historical References

### **Unit Objective**

Students will be able to:

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

### **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.

### **Sample Assessments**

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

### **Pacing**

4 weeks