

CERAMICS FITZSIMMONS NYS Learning / Core Standards	Content (What needs to be taught?)	Curriculum Materials Used	(All) Assessments Used (Daily/Weekly/Benchmarks)	20 WEEK COURSE (TWO SECTIONS: FALL & SEMESTER) Time Line
<p>STANDARD 1 Creating, performing, and participating in the arts.</p> <p>STANDARD 2 Knowing, and using Arts materials and resources.</p> <p>STANDARD 3 Responding to and analyzing works of art.</p> <p>STANDARD 4 Understanding the cultural dimensions and contribution of the arts.</p>	<p>Intro. to Ceramics (3D studio):</p> <ul style="list-style-type: none"> -Class room rules & responsibilities -Clay & classroom safety -Equipment & tools use -Supplies & materials use -Studio organization & cleaning <p>Clay implementation (creation):</p> <ul style="list-style-type: none"> -What is ceramics? (origins & history) -What does it mean to create clay artworks? -How to develop your ideas through drawing & sketching. -How to make the transition from 2D sketch finished functional; aesthetics, and utilitarian ware. -Ceramic vocabulary, writing, observations, discussions, and Interpreting and analyzing. <p>Intro. To Clay Fundamentals:</p> <ul style="list-style-type: none"> -3D: 5 Methods of form building -Ceramic Techniques -Ceramic Artist -Elements & Principles of Design <p>Ceramics Art history :</p> <ul style="list-style-type: none"> -studies of past, present and future ceramist and their influences. -movements - contemporary imagery and ideologies of various societies and cultures. -exploration of public works <ul style="list-style-type: none"> • Implementation • responsibility 	<p>Material:</p> <ul style="list-style-type: none"> -safety goggles -dust masks -clay -glaze -drawing pencils, sharpies, color pencils, etc... -sketchbook, various papers. -acrylic, tempra, inks, spray, and lead free house paints. -paint brushes, and container for water. -string, yarn, feathers, beads, and fabrics. -wood -wire -wire cutters -potters wheel -kiln -ceramic tile -cordless drill, hammer, pliers, nails and screws. -plastic bags <p>Teaching Material & Equipment:</p> <ul style="list-style-type: none"> -art posters -art books and magazines -computer, slides, overhead projector and screen. -physical art work examples -teacher demonstration of projects 	<p>Assessments:</p> <ul style="list-style-type: none"> -one-on-one critiques -pairs critiques -group critiques <p>Literary Assessment:</p> <ul style="list-style-type: none"> -Students will have used observation skills to discuss works of art. -Students will have developed a visual arts vocabulary to describe art making, the tools and techniques used to create art. -Students will write about art to reinforce literacy skills. -Students will interpret artwork by providing evidence to support assertions (critique) that reflect on the process of making art. 	<p>Sept. - Dec.</p> <p>Sept. - Jan.</p>
			<p>Assessment Projects:</p> <ul style="list-style-type: none"> -Successful completion of classroom projects through specific goals developed, and implemented within lesson plans. -successful demonstration of Understanding, use and implementation of form and function. 	<p>Sept. - Jan.</p>

			<p>Projects:</p> <ul style="list-style-type: none"> -Full Semester Project Throwing on the Pottery Wheel (3 groups (students) of 8) -pr #1: Ancient Pinch Pots -pr #2: Coiled Bowl -pr #3: Slab Mug -pr# 4: Dave the Slave pot: -pr #5: Draped vase -pr #6: Functional Ware #3 Pitcher -pr #7: Functional Ware Series of 3 Plates -pr #8: Functional Ware Series of 3 Bowls -pr #9: Functional Ware Series of 3 Mugs/Cups <p>- FINAL PROJECT / EXAM (20% of overall grade)</p> <p>FINAL PROJECT Functional group of ware. Collection of 5 clay works of specific shapes and functions.</p> <p style="text-align: center;">OR</p> <p>FINAL PROJECT Functional Tea pot with Handle.</p>	<p>Sept. - Jan.</p> <p>Sept.</p> <p>Sept.</p> <p>Sept. - Oct</p> <p>Oct. - Nov.</p> <p>Nov.</p> <p>Nov. - Dec.</p> <p>Dec.</p> <p>Dec.</p> <p>Dec. - Jan.</p> <p>Jan.</p> <p>Jan.</p>
<p>SUBJECT TO CHANGE →</p>		<p>→</p>	<p>→</p>	<p>→</p>