





Ceramics II (*Master*)






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Ceramic II








Course Description: Students will expand on what they have already learned to create exquisite table setting/ functional pottery using the three hand-building techniques and the potter's wheel.






Content	Skills (CFA)	Learning Targets	Assessment (CSA)	Resources & Technology
 5.A.1.1 5. Visual Arts ALL CEQ: <ul style="list-style-type: none"> What is "ceramic II"(s)? 				Text:A Potter's Workbook - Clary Illian and Experience Clay by Maureen Mackey (2nd) Minnesota Originals videos (MNO) Scholastic Arts Magazine Minneapolis Institute of Art Northern Clay Center The Minnesota Historical Society Supplemental material - powerpoints, youtube, visuals, and work samples.
UEQ:. <ul style="list-style-type: none"> Why clay? 	A. Ceramic Purpose  Present 5.9.3.5.1 5. Visual Arts HS 3. Present 5	A. Ceramic Purpose  Create	A. Ceramic Purpose  Respond 5.9.4.7.1 5. Visual Arts HS 5.9.4.8.1 5. Visual Arts HS 4.	A.Ceramic Purpose A1-A4. A Potter's Workbook various pages


<ul style="list-style-type: none"> ● How does the critique process work? ● Why is clay important in the area of the arts? <p>A. Ceramic Purpose </p> <p>A1. Record information and understanding A2. Story and expression A3. Imagination A4. The critical process</p>	<p>5.9.3.6.1 5. Visual Arts HS 3. Present 6. 5.9.3.6.2 5. Visual Arts HS 3. Present 6</p> <p>A1. Show information and understanding A2. Express intent, story and expression in clay A3. Developing imaginary Imagination A4. Show understanding of a critical process</p>	<p>5.9.2.2.1 5. Visual Arts HS 2. Create 2. 5.9.2.2.2 5. Visual Arts HS 2. Create 2 5.9.2.3.1 5. Visual Arts HS 2. Create 3. 5.9.2.3.2 5. Visual Arts HS 2. Create 3 5.9.2.4.1 5. Visual Arts HS 2. Create 4.</p> <p>A1. I can show information and understanding A2. Express intent, story and expression in clay A3. Developing imaginary Imagination A4. Show understanding of a critical process</p>	<p>5.9.4.8.2 5. Visual Arts HS 4.</p> <p>A1. Research and Observational drawing of the table setting.CA/CSA A2. Express intent, story and expression of ideas in their table settingsCA/CSA A3. Developing creative problem solving for developing an imaginationCA/CSA A4. CritiqueCA/CSA</p>	<p>A4. Describe and analyze worksheet</p>
<p>UEQ:</p> <ul style="list-style-type: none"> ● What are the elements of design? <p>B. Elements of design in ceramic(Review) </p> <p>B1.Shape B2. Form B3. Value B4. Unity B5. Color B6. Line</p>	<p>B. Elements of design in ceramic(Review)</p> <p> Present 5.9.3.5.1 5. Visual Arts HS 3. Present 5 5.9.3.6.1 5. Visual Arts HS 3. Present 6. 5.9.3.6.2 5. Visual Arts HS 3. Present 6</p> <p>B1-B6. Identify, analyze and discuss shape,form,value,unity,</p>	<p>B. Elements of design in ceramic(Review)</p> <p> Create 5.9.2.2.1 5. Visual Arts HS 2. Create 2. 5.9.2.2.2 5. Visual Arts HS 2. Create 2 5.9.2.3.1 5. Visual Arts HS 2. Create 3. 5.9.2.3.2 5. Visual Arts HS 2. Create 3 5.9.2.4.1 5. Visual Arts HS 2. Create 4.</p> <p>B1-B6. I can Identify, analyze and discuss</p>	<p>Elements of design in ceramic</p> <p> Respond 5.9.4.7.1 5. Visual Arts HS 5.9.4.8.1 5. Visual Arts HS 4. 5.9.4.8.2 5. Visual Arts HS 4.</p> <p>B. CA/CSA = B1- B6. Students will bring their sample portfolio of ceramic images that was created in Ceramic I for review that</p>	<p>B. Where do you find the elements of design in ceramic?(Review) B1.Shape p.10 B2. Form p12 B3. Value p.123 B4. Unity p.74 B5. Color p.124-133 B6. Line p.112</p>









	color and line in ceramic works.	shape,form,value,unity, color and line in ceramic works.	identify and represent the elements of design. (Davis)	
<p>UEQ:</p> <ul style="list-style-type: none"> What are the principles of design? <p>C.Principles of design in ceramic(Review) </p> <p>C1. Contrast/proportion C2. Texture C3. Emphasis C4. Pattern C5. Movement C6. Rhythm</p>	<p>C. Elements of design (review)</p> <p> Present 5.9.3.5.1 5. Visual Arts HS 3. Present 5 5.9.3.6.1 5. Visual Arts HS 3. Present 6. 5.9.3.6.2 5. Visual Arts HS 3. Present 6</p> <p>C1- C6. Identify, analyze and discuss contrast/proportion,texture, emphasis, pattern,movement, rhythm in ceramic artwork.</p>	<p>C. Elements of design (review)</p> <p> Create 5.9.2.2.1 5. Visual Arts HS 2. Create 2. 5.9.2.2.2 5. Visual Arts HS 2. Create 2 5.9.2.3.1 5. Visual Arts HS 2. Create 3. 5.9.2.3.2 5. Visual Arts HS 2. Create 3 5.9.2.4.1 5. Visual Arts HS 2. Create 4. .</p> <p>C1- C6. I can Identify, analyze and discuss contrast/proportion,texture, emphasis, pattern,movement, rhythm in ceramic artwork.</p>	<p>C. Elements of design C.CA/CSA= C1 - C6.</p> <p> Respond 5.9.4.7.1 5. Visual Arts HS 5.9.4.8.1 5. Visual Arts HS 4. 5.9.4.8.2 5. Visual Arts HS 4.</p> <p>Students will bring in their sample portfolio of ceramic images that was created in Ceramic I for review that identify and represent the principles of design</p>	<p>C. Where do you find the principles of design in ceramic?(Review)</p> <p>C1. Contrast/proportion p.12 C2. Texture p.25 C3. Emphasis p.29 C4. Pattern p.133 C5. Movement p.166 C6. Rhythm p.166</p>
<p>UEQ:</p> <ul style="list-style-type: none"> What is the process for firing? <p>D.Firing Process(Review) D1.</p>	<p>D.Firing Process (Review)</p> <p> Present 5.9.3.5.1 5. Visual Arts HS 3. Present 5</p>	<p>D.Firing Process (Review)</p> <p> Create 5.9.2.2.1 5. Visual Arts HS 2. Create 2. 5.9.2.2.2 5. Visual Arts HS 2. Create 2</p>	<p>D.Firing Process (Review)</p> <p> Respond 5.9.4.7.1 5. Visual Arts HS 5.9.4.8.1 5. Visual Arts HS 4. 5.9.4.8.2 5. Visual Arts HS 4.</p>	<p>D.Firing Process(Review) Chapter 6 D1. Greenware, Bisqueware and Glazeware</p>

<p>Greenware, Bisqueware and Glazeware</p>	<p>5.9.3.6.1 5. Visual Arts HS 3. Present 6. 5.9.3.6.2 5. Visual Arts HS 3. Present 6</p> <p>J1. Review Understanding of the process of firing.</p>	<p>5.9.2.3.1 5. Visual Arts HS 2. Create 3. 5.9.2.3.2 5. Visual Arts HS 2. Create 3 5.9.2.4.1 5. Visual Arts HS 2. Create 4.</p> <p>J1. I have a clear understanding of the process of firing.</p>	<p>D1. Teacher observation of students loading and unloading kilns (activities).CA/CSA</p>	
<p>UEQ:</p> <ul style="list-style-type: none"> • How do you throw a bowl and a plate? • What is the difference? <p>E. Techniques-Thrown Tableware </p> <p>E1. Throwing the bowl E2. Throwing the plate</p>	<p>E. Techniques-Thrown Tableware </p> <p>Present 5.9.3.5.1 5. Visual Arts HS 3. Present 5 5.9.3.6.1 5. Visual Arts HS 3. Present 6. 5.9.3.6.2 5. Visual Arts HS 3. Present 6</p> <p>E1. Demonstrate throwing a bowl E2. Demonstrate a plate</p>	<p>E. Techniques-Thrown Tableware </p> <p>Create 5.9.2.2.1 5. Visual Arts HS 2. Create 2. 5.9.2.2.2 5. Visual Arts HS 2. Create 2 5.9.2.3.1 5. Visual Arts HS 2. Create 3. 5.9.2.3.2 5. Visual Arts HS 2. Create 3 5.9.2.4.1 5. Visual Arts HS 2. Create 4.</p> <p>E1. I can throw a bowl that are the same. E2. I can throw a plate that are the same.</p>	<p>E. Techniques-Thrown Tableware </p> <p>Respond 5.9.4.7.1 5. Visual Arts HS 5.9.4.8.1 5. Visual Arts HS 4. 5.9.4.8.2 5. Visual Arts HS 4.</p> <p>E1. Completing four matching thrown bowls. Verbal critique.CA/CSA E2. Completing four matching thrown plate. Verbal critique.CA/CSA</p>	<p>E. Techniques-Thrown Tableware E1. Throwing the bowl p.98 E2. Throwing the plate p.100</p>

<p>UEQ:</p> <ul style="list-style-type: none"> What are the techniques for making lids and spouts? <p>F. Techniques - Lids and spouts </p> <p>F1 Throwing a flat lid with a knob. F2 Throwing a flat lid with a flange. F3. Throwing a dome lid. F4. Pouring lips and spouts. F5. Making a spout.</p>	<p>F. Techniques - Lids and spouts  <u>Present</u></p> <p>5.9.3.5.1 5. Visual Arts HS 3. Present 5 5.9.3.6.1 5. Visual Arts HS 3. Present 6. 5.9.3.6.2 5. Visual Arts HS 3. Present 6</p> <p>F1. Demonstrate a throwing flat lid with a knob. F2. Demonstrate a throwing a flat lid with a flange F3. Demonstrate a throwing a dome lid F4. Demonstrate pouring lips and spouts F5 Demonstrate how to make a spout</p>	<p>F. Techniques - Lids and spouts  <u>Create</u></p> <p>5.9.2.2.1 5. Visual Arts HS 2. Create 2. 5.9.2.2.2 5. Visual Arts HS 2. Create 2 5.9.2.3.1 5. Visual Arts HS 2. Create 3. 5.9.2.3.2 5. Visual Arts HS 2. Create 3 5.9.2.4.1 5. Visual Arts HS 2. Create 4.</p> <p>F1. I can throw a flat lid with a knob. F2. I can throw a flat lid with a flange. F3. I can throw a dome lid. F4. I can make a pouring lips and spouts. F5. I can make a spout.</p>	<p>F. Techniques - Lids and spouts CA/CSA  <u>Respond</u></p> <p>5.9.4.7.1 5. Visual Arts HS 5.9.4.8.1 5. Visual Arts HS 4. 5.9.4.8.2 5. Visual Arts HS 4.</p> <p>F1. Throwing and making a flat lid with a knob.CA/CSA F2. Throwing and making a flat lid with a flange.CA/CSA F3. Throwing and making a dome lid.CA/CSA F4. Make two examples of pouring lips and spouts.CA/CSA F5. Make a spout with hand-built or thrown.CA/CSA</p>	<p>F. Techniques - Lids and spouts</p> <p>F1 Throwing a flat lid with a knob. p.104 F2. Throwing a flat lid with a flange. p.105 F3. Throwing a dome lid. p.105 F4. Pouring lips and spouts p.106 F5. How to Make a spout p.108</p>
<p>UEQ:</p> <ul style="list-style-type: none"> What are the different techniques involved in handles? 	<p>G. Techniques - Handles  <u>Present</u></p> <p>5.9.3.5.1 5. Visual Arts HS 3. Present 5 5.9.3.6.1 5. Visual Arts HS 3. Present 6.</p>	<p>G. Techniques - Handles  <u>Create</u></p> <p>5.9.2.2.1 5. Visual Arts HS 2. Create 2. 5.9.2.2.2 5. Visual Arts HS 2. Create 2</p>	<p>G. Techniques - Handles.CA/CSA.  <u>Respond</u></p> <p>5.9.4.7.1 5. Visual Arts HS 5.9.4.8.1 5. Visual Arts HS 4. 5.9.4.8.2 5. Visual Arts HS 4.</p>	<p>G. Techniques - Handles</p> <p>G1. Making a pulled handle p.109 G2. Making a lug handles p. 110 G3. Making Thrown handles p.111</p>

<p>G. Techniques - Handles  G1 Making a pulled handle G2. Making a lug handles G3. Making Thrown handles G4. Attaching the handle</p>	<p>5.9.3.6.2 5. Visual Arts HS 3. Present 6 G1. Create and demonstrate of a pulled handle G2. Create and demonstrate a lug handles G3.Create and demonstrate thrown handles G4. Create and demonstrate attaching the handle.</p>	<p>5.9.2.3.1 5. Visual Arts HS 2. Create 3. 5.9.2.3.2 5. Visual Arts HS 2. Create 3 5.9.2.4.1 5. Visual Arts HS 2. Create 4. . G1. I can pull a handle. G2. I can create a lug handles G3. I can create and demonstrate thrown handles G4. I can create and demonstrate attaching the handle.</p>	<p>G1. Four coffee cups with pulled handle.CA/CSA G2. A lug handle on a pitcher.CA/CSA G3.Thrown handles on your teapot. G4. Attaching the handle on your pitcher.Verbal critique.CA/CSA</p>	<p>G4. Attaching the handle p.111</p>
<p>UEQ: H. Techniques - pitcher  H1. Planning your pitcher</p>	<p>H. Techniques - Pitchers  Present 5.9.3.5.1 5. Visual Arts HS 3. Present 5 5.9.3.6.1 5. Visual Arts HS 3. Present 6. 5.9.3.6.2 5. Visual Arts HS 3. Present 6 H1. Planning and designing a pitcher H2. Demonstration and creation of a pitcher</p>	<p>H. Techniques - Pitchers  Create 5.9.2.2.1 5. Visual Arts HS 2. Create 2. 5.9.2.2.2 5. Visual Arts HS 2. Create 2 5.9.2.3.1 5. Visual Arts HS 2. Create 3. 5.9.2.3.2 5. Visual Arts HS 2. Create 3 5.9.2.4.1 5. Visual Arts HS 2. Create 4. H1. I can plan and designing a pitcher</p>	<p>H. CA.Techniques - pitchers  Respond 5.9.4.7.1 5. Visual Arts HS 5.9.4.8.1 5. Visual Arts HS 4. 5.9.4.8.2 5. Visual Arts HS 4. . H1 - H2. CA/CSA = Verbal presentation and critique</p>	<p>H. Techniques - pitcher H1. Planning your pitcher</p>

		H2. I can creation of a pitcher		
<p>UEQ:</p> <ul style="list-style-type: none"> What are the techniques involved in making a teapot? <p>I. Techniques - Teapot </p> <p>I1. Planning your teapot</p>	<p>I. Techniques - teapot</p> <p> Present 5.9.3.5.1 5. Visual Arts HS 3. Present 5 5.9.3.6.1 5. Visual Arts HS 3. Present 6. 5.9.3.6.2 5. Visual Arts HS 3. Present 6</p> <p>I1. Planning and designing your teapot I2. Demonstration and creation of a teapot</p>	<p>I. Techniques - teapot</p> <p> Create</p> <p>5.9.2.2.1 5. Visual Arts HS 2. Create 2. 5.9.2.2.2 5. Visual Arts HS 2. Create 2 5.9.2.3.1 5. Visual Arts HS 2. Create 3. 5.9.2.3.2 5. Visual Arts HS 2. Create 3 5.9.2.4.1 5. Visual Arts HS 2. Create 4.</p> <p>I1. I can plan and designing a teapot I2. I can demonstration and create a teapot</p>	<p>I.CA. Techniques - teapot I1 - I2. CA/CSA =Verbal presentation and critique.</p>	<p>I. Techniques - Teapot p.111 I1. Planning your teapot</p>
<p>UEQ:</p> <ul style="list-style-type: none"> What is surface decoration? <p>J. Surface Decoration </p> <p>J1. Underglazing/Glazing J2. Surface Decoration J3 Texture</p>	<p>J Surface Decoration</p> <p> Present 5.9.3.5.1 5. Visual Arts HS 3. Present 5 5.9.3.6.1 5. Visual Arts HS 3. Present 6. 5.9.3.6.2 5. Visual Arts HS 3. Present 6</p> <p>J1. Use Underglazing techniques on two pieces of</p>	<p>J Surface Decoration</p> <p> Create</p> <p>5.9.2.2.1 5. Visual Arts HS 2. Create 2. 5.9.2.2.2 5. Visual Arts HS 2. Create 2 5.9.2.3.1 5. Visual Arts HS 2. Create 3. 5.9.2.3.2 5. Visual Arts HS 2. Create 3 5.9.2.4.1 5. Visual Arts HS 2. Create 4.</p>	<p>J Surface Decoration</p> <p> Respond 5.9.4.7.1 5. Visual Arts HS 5.9.4.8.1 5. Visual Arts HS 4. 5.9.4.8.2 5. Visual Arts HS 4.</p> <p>J1-J3. Needs to be represented on final place setting to show</p>	<p>J. Surface Decoration p.148</p>

	<p>pottery. J2. Create unique surface decoration on two piece pottery. J3. Create texture on two pieces of pottery.</p>	<p>J1. I can use Underglazing techniques on two pieces of pottery. J2. I can create unique surface decoration on two pieces of pottery. J3. I can create texture on two pieces of pottery.</p>	<p>skills.Verbal critique.CA/CSA</p>	
<p>UEQ: What are the historical influences on ceramic?</p> <p> Connect 5.9.5.10.1 5. Visual Arts HS 5. Connect 10.</p> <p>K. Historical K1. Tea and its Influence on ceramic</p> <p>K2. Narrative on clay;Global interest</p> <p>K3.Continue to understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions</p>	<p>K. Historical</p> <p> Connect 5.9.5.10.1 5. Visual Arts HS 5. Connect 10.</p> <p> Present 5.9.3.5.1 5. Visual Arts HS 3. Present 5 5.9.3.6.1 5. Visual Arts HS 3. Present 6. 5.9.3.6.2 5. Visual Arts HS 3. Present 6</p> <p>K1. Research - Tea and its Influence on ceramic-research paper. K2. Create a narrative on clay;Global interest-research a culture.</p>	<p>K. Historical</p> <p> Connect 5.9.5.10.1 5. Visual Arts HS 5. Connect 10.</p> <p> Create 5.9.2.2.1 5. Visual Arts HS 2. Create 2. 5.9.2.2.2 5. Visual Arts HS 2. Create 2 5.9.2.3.1 5. Visual Arts HS 2. Create 3. 5.9.2.3.2 5. Visual Arts HS 2. Create 3 5.9.2.4.1 5. Visual Arts HS 2. Create 4.</p> <p>K1. I can and will research - Tea and its Influence on ceramic-research paper. K2. I can and will create a</p>	<p>K. Historical</p> <p> Connect 5.9.5.10.1 5. Visual Arts HS 5. Connect 10.</p> <p> Respond 5.9.4.7.1 5. Visual Arts HS 5.9.4.8.1 5. Visual Arts HS 4. 5.9.4.8.2 5. Visual Arts HS 4.</p> <p>K1. A presentation of how tea has Influence on ceramic- Present research.CA/CSA K2. Narrative on clay;Global interest - presentationCA/CSA</p> <p>K3. Create and expand upon an artwork that is inspired by Minnesota American Indian</p>	<p>K. Historical</p> <p> Connect 5.9.5.10.1 5. Visual Arts HS 5. Connect 10.</p> <p>K1. Tea and its Influence on ceramic p.51 K2. Narrative on clay;Global interest p.16</p> <p>K3. Minnesota Historical Society.</p>

<p>of Minnesota American Indian tribes and communities.</p>	<p>K3.Appraise the impact of art, an artist, or a group of artists on the beliefs, values and behaviors of a society.</p>	<p>narrative on clay;Global interest-research a culture.</p> <p>K3. I can continue to identify and discuss the artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities</p>	<p>tribes and communities.CA/CSA</p>	
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