



Ceramics III

Year at a Glance (YAG)



First Semester		Second Semester	
1st Nine Weeks – 40 days (August 16 th – October 13 th) <i>(September 6th – Labor day – No School)</i> <i>(September 22nd – Early Release)</i> <i>(October 11th– Staff Development)</i>		3rd Nine Weeks – 45 days (January 3 th – March 4 th) <i>(January 17th – MLK – No School)</i> <i>(March 7th – 11th – Spring Break)</i>	
<p>TEKS FA.A.HS.L3.1A FA.A.HS.L3.2D FA.A.HS.L3.1D</p> <p>FA.A.HS.L3.2C FA.A.HS.L3.4A FA.A.HS.L3.4B FA.A.HS.L3.4D</p> <p>FA.A.HS.L3.1A FA.A.HS.L3.2A FA.A.HS.L3.2F FA.A.HS.L3.3A</p> <p>FA.A.HS.L3.1B FA.A.HS.L3.1C FA.A.HS.L3.2B FA.A.HS.L3.3A FA.A.HS.L3.4A</p>	<p>Creating from observation & review Time Frame: 2 Weeks Concepts: Students draw from life experiences to create a piece that represents a life event. Students will observe photographs to draw up a sketch later translating that idea to clay. They will also review the basics about working with clay. Profile: Engage in self-reflection, demonstrate knowledge and skills, Challenge existing mindset, Take risks, Display grit Skills: Translating ideas from 2D surfaces to 3D form, manipulating clay, clay basics, basic clay process (start to finish), piece management. PFP: Lucky Charms, My Summer in Clay Form, 1st piece to start portfolio</p> <p>Professional Digital Portfolios- Set up 3rd year Time Frame: 1 week Concepts: Students will revisit their digital portfolios and learn how to maintain a website. Students will learn how to update, streamline and how to stay relevant in the digital art community. Profile: Engage in self-reflection, value learning, maximize resources and expand learning environment, give and receive feedback, exhibit professionalism, responsible digital citizenship. , Skills: Promote their work, how to create a basic website, how to add text and photos of artwork to a website, professionalism on the internet PFP: Updated portfolio website</p> <p>Texture Study- Exploring Surface Treatment Time Frame: 2 weeks Concepts: The purpose of this unit is to explore the various ways you can add texture to the surface of a ceramic piece. Students will play with different tools and surface treatments to expand their knowledge of surface treatment. Profile: Openly express themselves, actively construct and demonstrate knowledge, display grit, apply learning to real world Skills: Students will learn how to apply underglaze to their projects. They will also learn the sgraffito technique and the history behind sgraffito. PFP: Set of tiles,</p> <p>Slab Construction- Sculpture Time Frame: 4 Weeks Concepts: Students will review slab construction and learn more about using slabs to construct sculptures. Students will dive deeper into conceptual art and what it means to create a piece from a concept. Profile: Take responsibility, intellectual curiosity, master a broad, rich curriculum, solve multidimensional problems, give and receive constructive feedback, strong work ethic, take risks, adaptability and flexibility, grit and resilience Skills: Slab rolling, attaching, surface treatment, conceptual art, sculptural forms PFP: Slab Sculptures</p> <p>Critique- Review Time Frame: 1 day Concepts: Students will learn how to self-assess their work along with critiquing peer work. Students will learn to adjust projects based on feedback. Students will also learn</p>	<p>TEKS FA.A.HS.L3.2B FA.A.HS.L3.4B</p> <p>FA.A.HS.L3.2B FA.A.HS.L3.3A FA.A.HS.L3.3B FA.A.HS.L3.3D</p> <p>FA.A.HS.L3.1D FA.A.HS.L3.2A FA.A.HS.L3.2D</p> <p>FA.A.HS.L3.1D FA.A.HS.L3.2A FA.A.HS.L3.2D</p>	<p>Displaying 3D Artwork Time Frame: 3- 4 weeks Concepts: Students will focus on the various way to display artwork. They will need to decide between creating a wall hanging piece, ceiling hanging piece or a sculpture in the round complete with display pedestal. Profile: demonstrate knowledge and skills, maximize resources, multidimensional problems, assume shared responsibility, exhibit professionalism, real-world situations, grit and resilience, add value to the world Skills: Problem solving, experimentation with clay, mixed media, display knowledge, gallery knowledge, space and sculpture PFP: Create a piece to be displayed in a gallery setting along with the display for the piece.</p> <p>Combining Forms Time Frame: 3 weeks Concepts: Students will take the time to learn how to combine multiple forms in ceramics. They can do this through handbuilding on wheel throwing. Profile: Engage in self-reflection, Exhibit intellectual curiosity, Actively construct and demonstrate knowledge and skills. graciously give and receive feedback, develop strong work ethic, adaptability & flexibility, display grit Skills: Problem solving, attaching, piece management, handbuilding or wheel throwing skills PFP: Create a sculpture or functional piece that is made from multiple forms.</p> <p>Sculptural Ceramics- Advocacy & Art Time Frame: 3 weeks Concepts: This unit will focus on how artist use their medium to advocate for various causes. Students will need to create a sculptural piece that conceptually speaks to an audience about their chosen cause. Profile: Challenge existing mindsets, value the contribution of others, effectively manage time, exhibit exceptional character, understand and engage in local, national and global issues, add value to the world through service. Skills: Conceptual thinking, world thinking, advocacy connection, handbuilding or wheel throwing skills, material synthesis, possibly mixed media PFP: Advocacy sculptures</p> <p>Artist Statements- Writing about art Time Frame: 1 week (close to testing dates with strange scheduling) Concepts: The focus of this unit will be to expand on their knowledge of a proper artist statement. They will use previously learned concepts and apply them to writing a formal artist statement about their work this 9 weeks. Profile: Exhibit intellectual curiosity, challenge existing mindsets and ways of thinking, speak and write with clarity and purpose, graciously give and receive feedback, listen to decipher meaning, exhibit responsible digital citizenship. Skills: Students will learn how to self assess their work and concepts later taking those ideas and formulating a proper artist statement about their project. PFP: Artist statements for their work</p> <p>Start mixed media if time permits</p>



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<p>FA.A.HS.L3.3A FA.A.HS.L3.4A FA.A.HS.L3.4E</p>	<p>how to critique professional pieces and apply the knowledge they acquire from professional pieces to their own projects. Profile: Self-reflection, take responsibility for decisions, challenge existing mindsets, approach the world & others objectively, speak with clarity & purpose, graciously give and receive feedback, listen compassionately, value the contribution of others, demonstrate flexibility, mutual respect, value diversity Skills: Writing, how to talk about art, how to give and receive feedback, revision</p>		
<p>2nd Nine Weeks – 43 days (October 16th – December 17th) (November 22nd – 26th – Thanksgiving Break) (December 17th– Early Release) (December 20th – January 2nd – Holiday Break)</p>		<p>4th Nine Weeks – 45 days (March 14th – May 25th) (April 8th – Battle of Flowers– No School) (April 15th – Good Friday – No School) (May 25th– Graduation) (May 26th– Teacher work day) (May 30th – Memorial Day – No School)</p>	
<p>TEKS FA.A.HS.L3.2B FA.A.HS.L3.2E FA.A.HS.L3.3D FA.A.HS.L3.2E FA.A.HS.L3.2E FA.A.HS.L3.3C</p>	<p>Pottery Wheel Refresher Time Frame: 3-4 weeks Concepts: Students will learn basic throwing techniques on the pottery wheel. They review how to create cylinders first and then move into creating bowls and cups. Students will also review how to properly trim and finish wheel constructed pieces. Profile: Take responsibility, develop and nurture, loving relationships, make thoughtful choices, master broad curriculum, value the contributions of others, work flexibly as leaders and contributors, display grit, take risks, strong work ethic. Skills: Wheel throwing, trimming PFP: Dinnerware place setting</p> <p>Glazing- Layering and Alternative Techniques Time Frame: 2 weeks Concepts: This unit will focus on expanding students' knowledge about glazing and surface treatment. They will experiment with a variety of materials to achieve different aesthetic qualities. Profile: Exhibit intellectual curiosity, maximize resources, take risks Skills: Glaze layering, underglazing, material experimentation, surface variation, texture PFP: set of tiles, multi sided form with various treatments on each side</p> <p>Unit: Empty Bowls Community Project Time Frame: 3 weeks (done while pottery wheel intro is happening) Concepts: Students will collaborate creating bowls to donate to the Empty Bowls community project. Students will learn about Empty Bowls and how it impacts the community. Profile: Challenge existing mindsets, value the contribution of others, effectively manage time, exhibit exceptional character, understand and engage in local, national and global issues, add value to the world through service. Skills: Students will use their knowledge of ceramics to create two bowls they can donate to the empty bowls project. Students will learn about how pottery is connected to the community and how their artwork can make a difference. PFP: 2 bowls to contribute to the empty bowls project</p>	<p>TEKS FA.A.HS.L3.1A FA.A.HS.L3.1B FA.A.HS.L3.1D FA.A.HS.L3.2A FA.A.HS.L3.2D FA.A.HS.L3.2F FA.A.HS.L3.2D FA.A.HS.L3.4C FA.A.HS.L3.2C FA.A.HS.L3.2D FA.A.HS.L3.4A FA.A.HS.L3.4C FA.A.HS.L3.4A FA.A.HS.L3.4B FA.A.HS.L3.4D</p>	<p>Mixed Media- Clay and Light Time Frame: 3 weeks Concepts: Students will explore the idea of ceramic pieces interacting with light. Profile: Intellectual curiosity, broad rich curriculum, challenge existing mindsets, manage time, grit and resilience Skills: Problem solving, attaching, piece management, handbuilding or wheel throwing skills, conceptual thought, contrast PFP: Create an art piece that interacts with light</p> <p>Personal Investigation Time frame: 1 week Concepts: Students will mind map coming up with a concept for their final piece. They will go through a full brainstorming process to discover the direction in which they want to move in their future art. Profile: Self-reflections, personal needs and challenges, take responsibility, openly express, intellectual curiosity, lifelong enthusiasm for learning, evaluate evidence, speak and write with purpose Skills: Personal discovery, conceptual thought, self-reflection, writing, research PFP: Personal investigation presentation</p> <p>Final Ceramic Project- Creation from P.I. Time Frame: 4 weeks Concepts: Students will create a final ceramic art project showcasing their strengths in the ceramic medium. They will use their personal investigation to guide the creation of this piece. Profile: Self-reflection, value their own learning, demonstrate knowledge and skills, adaptability and flexibility, effectively manage time, grit and resilience Skills: Personal discovery, conceptual thought, handbuilding or wheel throwing, writing, problem solving PFP: Final art project</p> <p>Final Update to Portfolio Website Time frame: 1 week Concepts: Students will learn how to maintain a professional digital portfolio. Profile: Engage in self-reflection, value learning, maximize resources and expand learning environment, give and receive feedback, exhibit professionalism, responsible digital citizenship. Skills: Self-reflection, recognition of growth, professionalism, web design PFP: Finalized digital portfolio</p>



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1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
Summer Figure/Lucky Charm Portfolio Website Texture Study Slab Sculptures Critique	Pottery Wheel Glaze Study Empty Bowls Project Scholastic (optional)	Displaying 3D Art Combining Forms Advocacy Art Artist Statements	Mixed Media Personal Investigation P.I. Final Project Final Portfolio Update