

GBCS Curriculum Guide			GRADE: 10-12		SUBJECT: Advanced Ceramics			
Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
Form vs. Function	2 weeks	Pinch/slab/coil hand-building Sculpture	Content Standard #1: Understanding and applying media, techniques, and processes.  Students initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation.	What is pinch? What is slab? What is coiling?  How can you use the pinch, slab, and coil methods of hand-building to create a functional or abstract form?	I can create a free-standing sculpture by using the pinch, slab, and coil hand-building techniques.	Stages of Clay Stages of Pottery Intro to Ceramics vocabulary review	Sketchbook, pencil, clay, clay tools, slip, bins, boards, kiln, and glazing.	Rubric for form vs. function and ceramics vocabulary quiz.
House	2 weeks	Pinch/slab/coil/handbuilding sculpture	Content Standard #4 Understanding and applying media, techniques, and processes.  Students initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation.	What types of houses do you see in your community?  What kind of house would you live in? What kind of details and clay methods would you use to create your house?	I can use the multiple hand-building methods and techniques to create my sculptural dream house.	Architecture Clay Vocabulary	Sketchbook, pencil, clay, clay tools, slip, bins, boards, kiln, and glazing.	Rubric for House, critiques, drafts, and sketchbook
Platter	2 weeks	Dinnerware	Content Standard#3 Choosing and evaluating a range of subject matter, symbols, and ideas.  Students reflect on how artworks differ visually, spatially, and functionally.  Students describe how these are related to history and culture.	What is a slump mold and how do we use one?  What is a hump mold and how do we use one?  What can a platter be used for?  Why is it important for an object, such as a platter, to sit in a	I can understand how to use a slump/hump mold to create an interesting dinnerware platter.	Slump Mold Hump Mold Balance Foot	Sketchbook, pencil, clay, clay tools, slip, bins, boards, kiln, and glazing.	Rubric for Platter, critiques, drafts, and sketchbook
Pitcher	2 weeks	Dinnerware	Content Standard#2 Using knowledge of structures and functions.  Student create multiple solutions to specific visual arts problems that demonstrate competence in producing effective relationships between structural choices and artistic functions	What is the functional purpose of a pitcher?  What are the parts needed to create an effective pitcher?	I can understand how to use the coiling method of clay building to create an effective/functional pitcher.	Coiling Spout Handle	Sketchbook, pencil, clay, clay tools, slip, bins, boards, kiln, and glazing.	Rubric for Pitcher, critiques, drafts, and sketchbook
Teapot	2 weeks	Dinnerware	Content Standard #4 Understanding and applying media, techniques, and processes.  Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places.  Content Standard #1 Understanding and applying media, techniques, and processes.	Teapot history  What are the parts of a teapot?  Why is it important to have an effective spout?	I can understand how to create and apply all of the parts of a teapot using the pinch hand building method.	Aesthetics  Yiking area of China Parts of a teapot: Spou, lid, handle, body	Sketchbook, pencil, clay, clay tools, slip, bins, boards, kiln, and glazing.	Rubric for teapot, critiques, drafts, and sketchbook

Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
Figure	2 weeks	Figure/Sculpture	<p>Content Standard#3 Choosing and evaluating a range of subject matter, symbols, and ideas.</p> <p>Students reflect on how artworks differ visually, spatially, and functionally.</p> <p>Students describe how the figure has changed over the course of history and culture.</p>	<p>Figures in history</p> <p>Human anatomy Parts of the body</p> <p>Weight distribution</p>	<p>I can understand how to distribute the weight of my clay to create a free-standing figure.</p>	<p>Armature Movement Wiegth Parts of the body</p>	<p>Sketchbook, pencil, clay, clay tools, slip, bins, boards, kiln, and glazing.</p>	<p>Rubric for figure, critiques, drafts, and sketchbook</p>
Clay Bust	3 to 4 Weeks	Figure/Sculpture	<p>Content Standard#3 Choosing and evaluating a range of subject matter, symbols, and ideas.</p> <p>Students reflect on how artworks differ visually, spatially, and functionally.</p> <p>Students explore the meaning of specific clay busts within varied cultures, times, and places.</p>	<p>Clay busts in history</p> <p>Human anatomy</p> <p>Weight distribution</p>	<p>I can understand how to use an armature to create a head bust out of clay.</p>	<p>Armature  Bust  Wiegth</p>	<p>Sketchbook, pencil, clay, clay tools, slip, bins, boards, kiln, and glazing.</p>	<p>Rubric for clay bust critiques, drafts, and sketchbook</p>