

**New Paltz Central School District
ART
High School/Advanced Studio in Ceramics**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><u>Ancient Greece: Vase and Aesthetics Study</u></p> <ul style="list-style-type: none"> • What are the vase forms, painting styles, methods of construction, mythology, firing techniques, and trends that inspired the artists of Ancient Greece? • How does one create vases emulating classicism? 	<ul style="list-style-type: none"> • Vase form recognition • Red/Black figure. • Oxidation/Reduction firing. • Methods of construction: Coil, wheel, coil and throw, thrown and altered, pulled handles, handle styles, joining. • Careful planning and practice. • Creation of 'new' vase of a recognizable Greek form or assimilated aesthetics. 	<ul style="list-style-type: none"> • Research: Ancient Greek vase function, construction, specifications (Internet – Perseus, books, <i>Ceramics Monthly</i>, etc.). • Field Study – to see actual vases at the Metropolitan and attend gallery tour. • Oral presentation: Mythological figure for better understanding of vase stories. • Cooperative lesson on Ancient Greek common life.
<p><u>Japanese Tea Bowls: Raku</u></p> <ul style="list-style-type: none"> • What are Japanese ceramic/raku aesthetics? • How and why does one conduct the tea ceremony? • How does one attend to the appreciation of the form in harmony with the spiritual function? 	<ul style="list-style-type: none"> • Wheel thrown/hand built tea bowl with proportioned foot. • Winter bowl/spring bowl. • Sumi – e practice. • “Wabi” – humility • Raku – firing, glazes, kiln. • Oxidation/Reduction 	<ul style="list-style-type: none"> • Tea Ceremony introduction (Urasenke visit, NYC). • Power point presentation on aesthetics, equipment, images of tea bowls and ceremony. • Visitation from local potter/Japanese apprentice.

**New Paltz Central School District
ART
High School/Advanced Studio in Ceramics**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><u>Ceramic Sculpture: 2D-3D</u></p> <ul style="list-style-type: none"> • How does one transform a two dimensional design into a three dimensional form? • What are the artist’s concerns when creating a successful ceramic sculpture viewed “in the round” while integrating space? 	<ul style="list-style-type: none"> • Ceramic Modeling – design sketches of strategy including possible armature or mixed media. • Clay, glaze, and firing methods to be determined by student. • Combined building methods. • Emphasis on elements of 3D design. 	<ul style="list-style-type: none"> • Research on a “masterpiece” two dimensional work – including artist, genre, and/or movement. • Design process will include the interpretation/analysis/construction of an original three dimensional creation based on the two dimensional reference.
<p><u>The Tea Pot</u></p> <ul style="list-style-type: none"> • What are the concerns with measurement and function when creating a tea pot? • How can an artist be creative with form while pursuing function? 	<ul style="list-style-type: none"> • Advanced wheel and/or hand building methods. • Use of calipers and other methods of measurement and fitting of flanged lids, spouts, handles. • Korean spout, handle, and lid methods. • Emphasis on proportion and ergonomics. 	<ul style="list-style-type: none"> • International and National Tea Pot contests will be referenced for expertise on creative form. • Student’s choice for style will warrant individual cultural/historical research for decorative, iconographic, and structural design references.

**New Paltz Central School District
ART
High School/Advanced Studio in Ceramics**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><u>Final Piece</u></p> <ul style="list-style-type: none"> • How can a piece be executed from idea/design stages with the only parameters determined by the student's interests, skills, and aspirations? • What do you want to learn? 	<ul style="list-style-type: none"> • Skills and techniques to be determined by the student's choice/proposition for a final project. • References, resources, and assistance will be acquired and provided by student and teacher. • Student will be encouraged to set up a challenge for him/herself and draft a proposal. Teacher will facilitate. 	<ul style="list-style-type: none"> • Research to be determined by project but may include: publications, internet, local ceramic artists, museum studies, workshops. • Final execution of the piece will include installation or any fitted glass, mirror, other finishing. • Exhibition or documentation on site.

New Paltz Central School District
Art
High School/Advanced Studio in Ceramics

Assessment

- Notebook/Sketchbook – documentation of design strategies, research, inquiry, observations, and process.
- Rubrics (see attached samples), various critique methods, checklists, performance-based observations, research papers, written tests, demonstration.
- Portfolio – collected sketches, slides, digital photographs documenting pieces, process for honing skills, research, oral presentation and finished piece.
- Final written exam and portfolio including interview, formal written critique, and rubrics.
- Participation in the High School Art Exhibitions and local exhibitions in galleries, community settings, etc.