

Advanced Clay: Elective

Curriculum Developer: Shaina Dunn

Unit	Major Learner Outcome(s)	New York State Visual Arts Standard(s) & Performance Indicator(s)	Time Allocation
# 1 Artist's book Techniques: variety of 2-D mediums collected, altered, and used	Students will: -view and analyze a variety of examples of artists books -complete assignments weekly in artist book that are designed to stretch and develop individual creativity and inspiration while exploring a variety of techniques Resources: 1. Altered book examples	Visual Arts Standards 1, 2, 3, 4	Ongoing all year
#2 Trivets Techniques: slab, carving and piercing	Students will: -review the design principles -design and create a clay trivet that must include positive and negative space as well as a minimum of 2 design principles -explore craftsmanship—paying close attention to details while carving, piercing, and cleaning up clay trivets -reflect upon what their art work looks like and how they used the medium	Visual Arts Standards: 1, 3	1 week +3 days glaze +1 day critique

<p>#3 Handheld Sculpture</p> <p>Techniques: modeling, slab, coil, pinch, potter's wheel, and/or extruder</p>	<p>through oral and written self-reflection -will participate in peer led critique</p> <p>Resources:</p> <ol style="list-style-type: none"> 1. Trivet PowerPoint 2. Trivet Rubric <p>Students will:</p> <ul style="list-style-type: none"> -create a 3-Dimensional clay sculpture that is small enough to fit in the hand -create a pedestal and/or companion piece for the handheld sculpture to rest on -explore the relationship of the hand with the clay sculpture using such things as texture, form, positive and negative space, and/or color -use whatever techniques are needed to accomplish artistic vision -have the option of incorporating secondary materials other than clay -<i>Write a 1-2 paragraph explanation of their sculpture</i> -reflect upon what their art work looks like and how they used the various mediums through oral and written self-reflection -will participate in peer led critique <p>Resources:</p> <ol style="list-style-type: none"> 1. Handheld Sculpture PowerPoint 2. Handheld Sculpture Rubric 	<p>Visual Art Standard 1, 2, 3</p>	<p>5 weeks +4 days glaze +4 days critiques</p>
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<p>#4 Salt & pepper set, oil & vinegar set, OR butter dish</p> <p>Techniques: hump/slump molds, slab, modeling, coil, extruded pieces, and/or potter's wheel</p>	<p>Students will:</p> <ul style="list-style-type: none"> -look at and discuss a variety of ceramic tableware examples from a variety of ceramic artists -choose one of the listed functional tableware items -create a unique and original design using whatever method of construction needed to accomplish artistic vision -learn about functional proportions specific to these forms -learn how to create lids -reflect upon what their art work looks like and how they used the various mediums through oral and written self-reflection -will participate in peer led critique <p>Resources:</p> <ol style="list-style-type: none"> 1. Tableware PowerPoint 2. Tableware Rubric 	<p>Visual Art Standard 1, 2, 3</p>	<p>5 weeks</p> <p>+ 1 week glaze</p> <p>+1 week critique</p>
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<p>#5 Surrealist Bust</p> <p>Techniques: Modeling</p>	<p>Students will:</p> <ul style="list-style-type: none"> -learn about and view examples of the surrealist movement in art history -review the proportions of the face -create a human bust out of clay that incorporates surrealist concepts -learn a new technique of how to model a human bust from a solid piece of clay (hollowing out after) -have the option of incorporating a second material to add to their concept as needed -<i>write a one page artist statement that describes the meaning behind their sculpture</i> -reflect upon what their art work looks like and how they used the various mediums through oral and written self-reflection -will participate in peer led critique <p>Resources:</p> <ol style="list-style-type: none"> 1. Surrealism PowerPoint 2. Surrealism Rubric 	<p>Visual Art Standards 1, 2, 3, 4</p>	<p>5 weeks +1 week glaze/ acrylic paint +1 week critique</p>
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<p>#6 Tea pot and 2 cups inspired by ceramic artist</p> <p>Techniques: modeling, potter's wheel, slab/coil, and/or extruder</p>	<p>Students will:</p> <ul style="list-style-type: none"> - look at and discuss a variety of artwork from a variety of ceramic artists -choose either a ceramic artist shown in class or another to research -create a tea pot and 2 cups inspired by artist chosen -learn about functional proportions specific to teapots -review how to create lids and handles, and learn how to create spouts -ultimately choose a technique that suits their design: potter's wheel, slab/coil, and/or extruder <i>-create a 10 slide Google Presentation and give an oral presentation to the class on research conducted</i> -reflect upon what their art work looks like and how they used the various mediums through oral and written self-reflection -will participate in peer led critique <p>Resources:</p> <ol style="list-style-type: none"> 1. Teapot PowerPoint 2. Teapot Rubric 	<p>Visual Art Standard 1, 2, 3, 4</p>	<p>6 weeks +1 week glaze +1 week critique/ presentations</p>
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<p>FINAL: Websites</p>	<p>Students will:</p> <ul style="list-style-type: none"> -add to the website created in Intermediate Clay by creating new pages for Advanced Clay OR create a new website -create a unique homepage -create a page with photographs of 4 out of 5 projects completed this year (each project needs to have a written description of meaning/inspiration attached to it) -create a separate page for artist statement <p>Resources:</p> <ol style="list-style-type: none"> 1. Website Rubric 2. Artist statement Requirements 	<p>Visual Art Standard 1, 2</p>	<p>1 week</p>
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