

# Cornwall-Lebanon School District Curriculum Overview

## Pottery High School

| length of time in weeks   | Concepts & Competencies  | Common Assessments  | Academic Standards (PA Core if applicable)  |
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| Unit 1<br><div style="border: 1px solid red; border-radius: 50%; width: 20px; height: 20px; display: inline-block; text-align: center; vertical-align: middle;">1</div>   | <p style="text-align: center;"><b><u>Unit 1: History of Ceramics, Artists, Styles, &amp; Techniques</u></b></p> <p>The first and second week of class are used to introduce students to the class in general including: classroom rules and grading procedures, materials that will be used, and procedures for creating, storing, and finishing projects. Students will also begin to go over a packet on the <i>History of Ceramics</i>.</p> | <ul style="list-style-type: none"> <li>➤ Pottery vocabulary quiz</li> <li>➤ Written activity based on reading</li> </ul>                              | <p>9.1. A, B, C, D, E, F, H, and J<br/>(Production, Performance, and Exhibition of the Visual Arts)</p> <p>9.2. A, B, C, D, E, F, J, K, and L<br/>(Historical and Cultural Context)</p>   |
| Unit 2<br><div style="border: 1px solid red; border-radius: 50%; width: 20px; height: 20px; display: inline-block; text-align: center; vertical-align: middle;">1-2</div> | <p style="text-align: center;"><b><u>Unit 2: Coiled Designs</u></b></p> <p>Students will learn how to construct vessels and /or coil stamps by creating rolled clay coils. Students will learn how to score, blend, and create slip to attach clay pieces together permanently. Projects may include: Coil stamps, coiled bowls, vases, mugs, pitchers or teapots, plates, or sculptures, etc.</p>   | <ul style="list-style-type: none"> <li>➤ Rubric for coiled vessel(s)</li> <li>➤ Written reflection of student work and performance</li> </ul>         | <p>9.1. A, B, C, D, E, F, H, and J<br/>(Production, Performance, and Exhibition of the Visual Arts)</p> <p>9.2. A, B, C, D, E, F, J, K, and L<br/>(Historical and Cultural Context)</p> <p>9.3. A, B, C, and D (Critical Response)</p> <p>9.4. B, C, D<br/>(Aesthetic Response)</p>     |
| Unit 3<br><div style="border: 1px solid red; border-radius: 50%; width: 20px; height: 20px; display: inline-block; text-align: center; vertical-align: middle;">1-3</div> | <p style="text-align: center;"><b><u>Unit 3: Pinched &amp; Pulled Forms</u></b></p> <p>Students will learn to create vessels and decorative sculpture by pinching and pulling the clay. Projects may include: pinched pencil holders, sculpted ocarinas, pinch pots, tea bowls, etc.</p>   | <ul style="list-style-type: none"> <li>➤ Rubric for pinched pot/sculpture(s)</li> <li>➤ Written reflection of student work and performance</li> </ul> | <p>9.1. A, B, C, D, E, F, H, and J<br/>(Production, Performance, and Exhibition of the Visual Arts)</p> <p>9.2. A, B, C, D, E, F, J, K, and L<br/>(Historical and Cultural Context)</p> <p>9.3. A, B, C, and D<br/>(Critical Response)</p> <p>9.4. B, C, D<br/>(Aesthetic Response)</p> |

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| <p>Unit 4</p> <div style="border: 1px solid red; background-color: white; padding: 5px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;">On<br/>Going</p> </div> | <p style="text-align: center;"><b><u>Unit 4: Using Ceramic Glazes</u></b></p> <p>Students will learn several techniques for applying glaze to finished projects.</p>   | <ul style="list-style-type: none"> <li>➤ Rubric for glaze application</li> <li>➤ Written reflection of student work and performance</li> </ul>                     | <p>9.1. A, B, C, D, E, F, H, and J<br/>(Production, Performance, and Exhibition of the Visual Arts)</p> <p>9.2. A, B, C, D, E, F, J, K, and L<br/>(Historical and Cultural Context)</p> <p>9.3. A, B, C, and D<br/>(Critical Response)</p> <p>9.4. B, C, D<br/>(Aesthetic Response)</p> |
| <p>Unit 5</p> <div style="border: 1px solid red; background-color: white; padding: 5px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;">2-4</p> </div>          | <p style="text-align: center;"><b><u>Unit 5: Slab-Built Forms</u></b></p> <p>Students will learn to hand roll clay slabs as well as use the slab roller to construct vessels out of slabs.</p> <p>Projects may include: slab mugs, draped bowls, slab boxes, etc.</p>  | <ul style="list-style-type: none"> <li>➤ Rubric for slab-built forms</li> <li>➤ Written reflection of student work and performance</li> </ul>                      | <p>9.1. A, B, C, D, E, F, H, and J<br/>(Production, Performance, and Exhibition of the Visual Arts)</p> <p>9.2. A, B, C, D, E, F, J, K, and L<br/>(Historical and Cultural Context)</p> <p>9.3. A, B, C, and D<br/>(Critical Response)</p> <p>9.4. B, C, D<br/>(Aesthetic Response)</p> |
| <p>Unit 6</p> <div style="border: 1px solid red; background-color: white; padding: 5px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;">2-4</p> </div>          | <p style="text-align: center;"><b><u>Unit 6: Complex &amp; Combination Designs</u></b></p> <p>Students will combine learned skills to create pottery that is more complex.</p> <p>Students will combine shapes and pieces to create complex combination pieces, such as teapots.</p> <p>Students will learn to create fitted lids.</p> <p>Students will add carved and modeled designs to their work.</p> <p>Students will focus on good composition as well as vessel construction.</p> | <ul style="list-style-type: none"> <li>➤ Rubric for complex and combination piece designs</li> <li>➤ Written Reflection of student work and performance</li> </ul> | <p>9.1. A, B, C, D, E, F, H, and J<br/>(Production, Performance, and Exhibition of the Visual Arts)</p> <p>9.2. A, B, C, D, E, F, J, K, and L<br/>(Historical and Cultural Context)</p> <p>9.3. A, B, C, and D<br/>(Critical Response)</p> <p>9.4. B, C, D<br/>(Aesthetic Response)</p> |

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| <p>Unit 7</p> <p>2-3</p> | <p><b>Unit 7: Sculpted Forms</b></p> <p>Students will learn to construct a variety of sculptural forms, which may include: simple sculptural additions to functional vessels, free standing, non-functional sculptures in the round, or relief sculptures.</p> <p>Projects may include: Textured animal Sculpture, face jugs, holiday themed sculptures</p> <p>Students will also be introduced to several finishing options beyond glazing including paints and patinas.</p> | <ul style="list-style-type: none"> <li>➤ Rubric for Sculpted vessels</li> <li>➤ Written Reflection of student work and performance</li> </ul>     | <p>9.1. A, B, C, D, E, F, H, and J<br/>(Production, Performance, and Exhibition of the Visual Arts)</p> <p>9.2. A, B, C, D, E, F, J, K, and L<br/>(Historical and Cultural Context)</p> <p>9.3. A, B, C, and D<br/>(Critical Response)</p> <p>9.4. B, C, D<br/>(Aesthetic Response)</p> |
| <p>Unit 8</p> <p>2-4</p> | <p><b>Unit 8: Wheel Thrown Pottery</b></p> <p>Students will be given the opportunity to learn to create clay vessels on the potter's wheel.</p> <p>Students will learn to make simple vessels on the potter's wheel which may include: thrown bowls, mugs, plates, vases, etc.</p> <p>*Students will be instructed in small groups or individually (depending on class size, interest, and timetable) while the rest of the class is working on hand built projects.</p>      | <ul style="list-style-type: none"> <li>➤ Rubric for Wheel Thrown Vessels</li> <li>➤ Written Reflection of student work and performance</li> </ul> | <p>9.1. A, B, C, D, E, F, H, and J<br/>(Production, Performance, and Exhibition of the Visual Arts)</p> <p>9.2. A, B, C, D, E, F, J, K, and L<br/>(Historical and Cultural Context)</p> <p>9.3. A, B, C, and D<br/>(Critical Response)</p> <p>9.4. B, C, D<br/>(Aesthetic Response)</p> |