





# Cornwall-Lebanon School District Curriculum Overview

## Pottery High School

 length of time in weeks	Concepts & Competencies	Common Assessments	Academic Standards (PA Core if applicable)
Unit 1  1	<b>Unit 1: History of Ceramics, Artists, Styles, &amp; Techniques</b> 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> .	<ul style="list-style-type: none"> <li>➤ Pottery vocabulary quiz</li> <li>➤ Written activity based on reading</li> </ul>	9.1. A, B, C, D, E, F, H, and J (Production, Performance, and Exhibition of the Visual Arts)  9.2. A, B, C, D, E, F, J, K, and L (Historical and Cultural Context)
Unit 2  1-2	<b>Unit 2: Coiled Designs</b> 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.	<ul style="list-style-type: none"> <li>➤ Rubric for coiled vessel(s)</li> <li>➤ Written reflection of student work and performance</li> </ul>	9.1. A, B, C, D, E, F, H, and J (Production, Performance, and Exhibition of the Visual Arts)  9.2. A, B, C, D, E, F, J, K, and L (Historical and Cultural Context)  9.3. A, B, C, and D (Critical Response)  9.4. B, C, D (Aesthetic Response)
Unit 3  1-3	<b>Unit 3: Pinched &amp; Pulled Forms</b> 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.	<ul style="list-style-type: none"> <li>➤ Rubric for pinched pot/sculpture(s)</li> <li>➤ Written reflection of student work and performance</li> </ul>	9.1. A, B, C, D, E, F, H, and J (Production, Performance, and Exhibition of the Visual Arts)  9.2. A, B, C, D, E, F, J, K, and L (Historical and Cultural Context)  9.3. A, B, C, and D (Critical Response)  9.4. B, C, D (Aesthetic Response)

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

Unit 7 <div>2-3</div>	<b>Unit 7: Sculpted Forms</b> 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. Projects may include: Textured animal Sculpture, face jugs, holiday themed sculptures Students will also be introduced to several finishing options beyond glazing including paints and patinas.	<ul style="list-style-type: none"> <li>➤ Rubric for Sculpted vessels</li> <li>➤ Written Reflection of student work and performance</li> </ul>	9.1. A, B, C, D, E, F, H, and J (Production, Performance, and Exhibition of the Visual Arts)  9.2. A, B, C, D,E, F, J, K, and L (Historical and Cultural Context)  9.3. A, B, C, and D (Critical Response)  9.4. B, C, D (Aesthetic Response)
Unit 8 <div>2-4</div>	<b>Unit 8: Wheel Thrown Pottery</b> Students will be given the opportunity to learn to create vessels on the potter's wheel. Students will learn to make simple vessels on the potter's wheel which may include: thrown bowls, mugs, plates, vases, etc. *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.	<ul style="list-style-type: none"> <li>➤ Rubric for Wheel Thrown Vessels</li> <li>➤ Written Reflection of student work and performance</li> </ul>	9.1. A, B, C, D, E, F, H, and J (Production, Performance, and Exhibition of the Visual Arts)  9.2. A, B, C, D,E, F, J, K, and L (Historical and Cultural Context)  9.3. A, B, C, and D (Critical Response)  9.4. B, C, D (Aesthetic Response)