

6-2014

Cultural Evolution of Ceramics

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Lenderman, Shelby, "Cultural Evolution of Ceramics" (2014). *Understanding by Design: Complete Collection*. 295.
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Unit: Cultural Evolution of Ceramics

Abstract:

Audience:

This unit is intended for high school students who already possess some knowledge of working with ceramics. It is approximately 6 weeks in length and is written for a block schedule (~95 minute class period) and will need to be altered for shorter class times.

Brief overview:

This ceramics unit will briefly cover the basic terms, tools, materials, supplies, etc. associated with working specifically hand built ceramics. It will delve deeply into specific cultures from different regions of the world and their work with ceramic art. Students’ end goal will be to create a “self-portrait” ceramic piece that reflects who they are as a unique individual while also being a part of the culture, environment and society that surrounds it and the effects these stimuli have had on the artist.

Details:

In addition to the culminating project, students will also: take a pre-assessment, complete daily warm-ups that are associated with the lesson, go over the basics of ceramics as a quick refresher, inductively begin to learn different cultures from around the world and their work with and influence on ceramics as its own art form, take a short quiz to informally assess progress, create a wall tile as a refresher for working with clay and glaze, conduct an in-progress critique with the peers, write an opinion essay and create test tiles during down time (while clay is drying/firing). At the end of the unit, students will complete a final critique in small groups and as a whole class, take a post assessment and complete their rubric.

Stage 1: Desired Results		
Transfer		
<p>Established Goals What content standards and program- or mission-related goal (s) will this unit address?</p> <p>Art TEKS §117.302</p> <p>• Foundations: observation and perception</p>	<p><i>Students will be able to independently use their learning to . . .</i> (brief overview of Stage 2)</p> <ul style="list-style-type: none"> • Create a ceramic art piece of their choice that reflects the artist and their culture. 	
	Meaning	
	<p>UNDERSTANDINGS: (enduring understandings/answers for the Essential Questions)</p>	<p>ESSENTIAL QUESTIONS: <i>Students will keep considering . . .</i></p> <ul style="list-style-type: none"> • How have influences of a culture

<ul style="list-style-type: none"> ○ D. make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately. ● Historical and cultural relevance. <ul style="list-style-type: none"> ○ A. compare and contrast historical and contemporary styles while identifying general themes and trends. ○ B. describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage. 	<p><i>Students will understand that . . .</i></p> <ul style="list-style-type: none"> ● A lot of information (culture, living conditions, beliefs, etc.) can all be found from once piece of ceramic art. ● People, and the art they create, are shaped based on their cultural influences. ● Ceramics have endured not in a stagnant form but evolved over time to fit the current needs and materials readily accessible to its artist. 	<p>(land area, language, food, environment, population, etc.) specifically shaped its ceramic art to a distinctive style?</p> <ul style="list-style-type: none"> ● How does culture shape art, specifically ceramics? ● What does art say about culture? <p>Other important questions:</p> <ul style="list-style-type: none"> ● Why is ceramics an enduring art form? Why has it stood the test of time? ● Will ceramics continue to evolve? And if so, to what? Or will it revert back to its prehistoric form? ● How has technology changed (for the better or worse) this art form (ceramics) over time?
Acquisition		
<ul style="list-style-type: none"> ● Creative expression. <ul style="list-style-type: none"> ○ D. create original artwork to communicate thoughts, feelings, ideas, or impressions. ○ F. demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media. ● Critical evaluation and response. <ul style="list-style-type: none"> ○ A. interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites. 	<p>KNOWLEDGE: <i>Students will know . . .</i></p> <ul style="list-style-type: none"> ● The beginnings, evolution over time, and current style, techniques, processes of ceramics (firing, tools, readily accessible materials, etc.). ● Distinguishing various pieces of ceramics from each other and to specific regions/countries based on color, design, shape, clay body, etc. ● Aspects that influence styles of ceramics based on cultural and environmental factors (what and how/why). ● Different categorizations of ceramics and their specific purposes. 	<p>SKILLS: <i>Students will be skilled at . . .</i></p> <ul style="list-style-type: none"> ● Properly using tools in ceramics (both ancient and modern) firing pits/holes vs. kilns, tools made of bone, wood, materials easily accessible vs. metal, specialized tools, ordered, bought, ● Applying hand building methods and techniques, ● Glazing process ● Constructively critiquing art (both their own and their peers) ● Accurately utilize appropriate vocabulary to describe ceramic (tools, processes, materials, etc.)

<ul style="list-style-type: none"> ○ B. evaluate and analyze artwork using a verbal or written method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork. 	<ul style="list-style-type: none"> ● Hand building and throwing methods. ● Categorization of ceramics ● Know proper methods of constructive criticism in critiquing art (both their own and their peers). 	
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Stage 2: Evidence

<p>Evaluative Criteria Are all desired results being appropriately assessed?</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand by evidence of . . .</i></p> <ul style="list-style-type: none"> ● Each student will create a “self-portrait” ceramic piece. The specific type of piece will be their choice: vessel, pottery/functional, sculpture in the round, or decorative. Style, shape, color, design will be based upon who they are as an individual and where they come from. i.e. if you were to design a piece of ceramic art that would be found hundreds if not thousands of years from now, what would it look like to explain to them about you? What would the viewer decipher about you from this one ceramic piece? ● All pieces will be displayed upon completion for a final critique (small group and large group). ● Assessment of the piece will be determined by a rubric, post-assessment, as well as reflective questions.
	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by . . .</i> (What other evidence will you collect to determine whether Stage 1 goals were achieved? Ex: quizzes, tests, academic prompts, self-assessments, etc.)</p> <ul style="list-style-type: none"> ● <i>Pre-assessment</i> (see below) ● <i>Warm-ups</i>: *daily. Will relate to the current project. Will be done in students' sketchbooks and graded daily. ● <i>“Ceramics: the basics” graphic organizer</i>: refresher of basic ceramic tools, materials, and techniques. Students will record definitions and keep them in their folder/sketchbook for future reference. ● <i>Matching game & Brainstorm</i>: have students work in groups. Give each group sets of images (hardcopies or digitally if you have access to

computer/tablets) and a graphic organizer with specific geographical regions. Have the groups match the set of images to the area they think the artwork comes from by drawing conclusions from visible facts of the ceramics such as color, shape, size, design, wording, etc. After all groups have completed the assignment have a group discussion on their results and how they came to them. Create a large map/timeline and have groups stick the images to where they think they belong.

- *Timeline & Characteristics of Ceramics*: chronologically order major ceramic characteristics and advancements for each region (Pre-Historic?, Asia, Middle-East, Europe, The Americas, Sub-Saharan Africa).
- *Quiz*: basic ceramic information, ceramic styles/genres, evolution of ceramics.
- *Mini Wall Tile*: students will create a small, decorative clay tile depicting a specific geographical region we learned about (color, design, shape, etc.). Refresher/practice with clay, tools, glaze, etc.
- *In-progress critique*: students will work in small groups to critique their in-progress ceramic pieces. Sentence stems, probing questions, warm/cool feedback, etc. will be provided.
- *Opinion Essay*: * To be done during down time, i.e. while clay is drying/firing. Investigation on whether technological advancements have enhanced or deteriorated ceramics as an art form. This must be at least a page long but no more than two pages. Typed, double-spaced, print multiple copies. Use the Four "A"s Text Protocol to discuss students essays (copy this to the back of the directions sheet for the opinion essay).
- *Glaze Test Tiles*: *To be done during down time, i.e. while clay is drying/firing. For additional practice. Bisque fired tiles will be available for students to practice using/combining glazes. Catalogue handout will be given to keep track of each glaze, name, number, type, firing range, number of coats, color, and finish.
- *Final critique*: work with a partner (or small group of 3) and critique each other's art work. Sentence stems, probing questions, warm/cool feedback, etc. will be provided.
- *Post-Assessment*: short quiz over basic ceramics terms, vocabulary, definitions. Have students explain or define "ceramics" in their own terms. Explain the most interesting thing they learned during this unit.
- *Rubric & Reflective questions*: *See attached documents. For summative assessment purposes.
- *Optional- Photographing ceramics/uploading to artist page or

blog/online comments/feedback.

Stage 3: Learning Plan

Code

What's the goal for (or type of) each learning event?
Is this transfer, meaning, or acquisition? Double check. ©

Pre-Assessments

- Short quiz over basic ceramic terms, vocabulary, definitions.
- Have students explain or define “ceramics” in their own terms.
- What would they like to know about ceramics?

Learning Events

(Steps taken to get students to answer Stage 1 questions and complete performance task)

*Note: my school operates on a block schedule, A and B days, approximately 95 minutes per class period. This unit is roughly for 6 weeks. The following schedule will need to be adjusted for non-block classes.

- Day 1: Ceramics Introduction/Anticipatory Set. Explain that they will begin the 3-D art/Ceramics unit and how this art form is unique to each part of the world and has changed and evolved over time.
 - *Warm-up*: Give students the *Pre-Assessment* and explain that they may not know all of the ceramic terms or vocabulary but that by the end of the unit, they will have knowledge of all of this information. Turn in for me to see and then they will keep it and compare to their final product and Post-Assessment at the end.
 - Have students work in groups for the *Matching game (& Brainstorm)*. Give each group sets of images (hardcopies or digitally if you have access to computer/tablets) and a graphic organizer with specific geographical regions. Have the groups match the set of images to the area they think the artwork comes from by drawing conclusions from visible facts of the ceramics such as color, shape, size, design, wording, etc.
 - Have students put their images on map of where they think each set of images came from. Have a whole class discussion/*(Matching game & Brainstorm)* on their results and how they came to their conclusions.
 - Give students the *Timeline & Characteristics of Ceramics* sheet to fill in about each region. Set up a Jigsaw II for learning about these regions. Sort students into six groups of at least six students, one for each region: Asia, Middle East, Europe, The Americas and Africa. Number each student 1-6 in each group.

Have students move to their new groups. All the 1's together, 2's together, etc. Each group will research the characteristics of ceramics for their given region. Once research is completed students will go back to their original groups and explained what they learned to the rest of the members of the group. As the student is explaining their region, the other students are taking notes on their handout.

- Day 2: Finish *Timeline & Characteristics of Ceramics*, refresher over basic ceramic information and begin *Mini Wall Tile*.
 - *Warm-up*:
 - Have students re-sort images based on information learned.
 - Have students keep all handouts in their folder/sketchbook for future reference.
 - Go over basic ceramic information as a refresher. Give students their "*Ceramics: the basics*" *graphic organizer* to record their notes. Have them keep the notes in their sketchbook/folder for future reference.
 - Begin *Mini Wall Tile*. Students will create a mini clay assignment to practice their clay and glaze skills/techniques. The tile needs to reflect a particular region they learned about from the previous class. They will have to decide the size (not larger than 6"x6" since it is for practice), shape, design, texture, and glaze. They to sketch/design their tile on their handout/sketchbook and have it approved by me before they receive clay. By the end of this class period the tile must be done being crafted/being designed so that it can start drying.
- Day 3: Quiz and Intro to project and begin preliminary sketching.
 - (Clay sample is being bisque fired/cooling)
 - *Warm-up*: Short *Quiz* over basic ceramic information, ceramic styles/genres, evolution of ceramics.
 - Introduction to the ceramic project. Each student will create a "self-portrait" ceramic piece. The specific type of piece will be their choice: vessel, pottery/functional, sculpture in the round, or decorative. Style, shape, color, design will be based upon who they are as an individual and where they come from. i.e. if you were to design a piece of ceramic art that would be found hundreds if not thousands of years from now, what would it look like to explain to them about you? What would the viewer decipher about you from this one ceramic piece? Students will be given the rubric so they know how they will be assessed. They will also have two critiques, one *In-progress critique* and the

Final critique.

- Plan/sketch design on handout/sketchbook and be approved by me before they receive clay. Have computers/tablets/books available for students to reference.
- Day 4: Glaze *Mini Wall Tile*, finish preliminary sketches, begin creating ceramic piece.
 - *Warm-up:*
 - Glaze *Mini Wall Tile*.
 - Finish preliminary sketches (if not finished last class). Approval by me and give students clay.
 - Begin ceramic piece.
 - Properly wrap and store piece for continued work.
- Day 5: Continue project
 - *Warm-up:*
 - Continue working on project.
- Day 6: Continue project
 - *Warm-up:*
 - Continue working on project.
- Day 7: Continue project
 - *Warm-up:*
 - Continue working on project.
- Day 8: Buffer day (if more work time is needed).
- Day 9: *In-progress critique* and continue project.
 - *Warm-up:*
 - *In-progress critique*. Sort students into small groups (3 or 4). Give each student the critique handout.
 - Continue working on project.
- Day 10: Continue project
 - *Warm-up:*
 - Continue working on project.
- Day 11: Continue project
 - *Warm-up:*
 - Continue working on project.
- Day 12: Finish sculpting project
 - *Warm-up:*
 - Finish sculpting project so that it can begin drying.
- Day 13: Buffer day (if more work time is needed).
- Day 14: *Glaze Test Tiles*
 - *Warm-up:*
 - Work on *Glaze Test Tiles*. Bisque fired tiles will be available for

students to practice using/combining glazes. Catalogue handout will be given to keep track of each glaze, name, number, type, firing range, number of coats, color, and finish.

- Day 15: Finish *Glaze Test Tiles*
 - *Warm-up:*
 - Work on *Glaze Test Tiles*. Bisque fired tiles will be available for students to practice using/combining glazes. Catalogue handout will be given to keep track of each glaze, name, number, type, firing range, number of coats, color, and finish.
- Day 16: Glaze project and *Opinion Essay*
 - *Warm-up:*
 - Glaze project.
 - Write an *Opinion Essay* investigating whether technological advancements have enhanced or deteriorated ceramics as an art form. Do they think ceramics as an art form has stood the test of time? Will it continue to do so? Why or why not? Due at the end of class. Typed and printed four copies.
- Day 17: Finish *Opinion Essay*
 - *Warm-up:*
 - Form groups of 4 students and do the Four “A”s Text Protocol to read everyone’s essays. Once they have finished the protocol, have them categorize/group their thoughts on a sharable Google doc (all groups will be working on/editing/adding to this doc at the same time). Have a group discussion on the topic during the Google doc collaboration and after.
- Day 18: Buffer day (if pieces are still cooling in kiln).
- Day 19: *Final critique, Post-Assessment, Rubric & Reflective questions.*
 - *Warm-up:*
 - Group students in the same groups as the *In-progress critique*. Give students the critique handout each other’s art work. Sentence stems, probing questions, warm/cool feedback, etc. will be provided.
 - Once small groups are finished, conduct a whole class critique. Display all pieces for everyone to see. Each students must comment at least once (that is their participation grade).
 - Give students their *Post-Assessment, Rubric & Reflective questions*. To be turned in at the end of class.