



CERAMICS II:

Functional pottery and sculpture

2025/2026 SCHOOL YEAR
NEW COURSE PROPOSAL

DEVELOPED BY JULIA GLOEGE
ART DEPARTMENT CHAIR - ANDY HANSEN



TABLE OF CONTENTS

District Overview of Content 03

Specific Grade Level Overview 04

Scope and Sequence of Knowledge and Skills to Be Learned 05

Tentative Curriculum Overview 06

Student Data 07

Department Alignment 08

DISTRICT OVERVIEW OF CONTENT

Ohio's Visual Arts standards provide a framework that allows all students to understand and develop skills to create and critique visual art.

Through discovery, inquiry, analysis and application, the standards promote:
critical thinking, personal expression and creativity, collaboration and communication skills, and interdisciplinary connections, use of technology as a tool for artistic expression, appreciation for diversity of visual art, understanding the value and role of visual art in society.

A high-quality visual art education provides a unique set of learning experiences for students. The following illustrates the guiding principles of a visual art curriculum.

- Exercise and develop creativity as an essential intellectual activity.
- Create and collaborate with peers to develop leadership and team-building skills.
- Engage with visual art in a thoughtful, knowledgeable and ethically responsible way.
- Practice self-discipline, problem-solving and innovation skills through varied art experiences.

SPECIFIC GRADE LEVEL OVERVIEW

- Students will create both functional pottery and sculptural ceramic pieces. They will utilize their handbuilding skills from Ceramics I to create more intentional works of 3D art.
- Students will also explore functional pottery through the use of the pottery wheel. This course will also discuss the ways ceramics has historically contributed to society.
- The course will investigate the roles of practice, experimentation and revision in the artmaking experience.

MATERIALS & ASSESSMENT

Materials:

- Clay: Low Fire and Stoneware
- Glaze: Cone 04- Cone 6
- Various carving and sculpture tools

Assessment:

- Project based assessment
- Formative & summative feedback
- Portfolio and written reflections

SCOPE AND SEQUENCE OF KNOWLEDGE AND SKILLS TO BE LEARNED

Quarter A

- HSI.1CR Develop a practice of engaging with sources for idea generation.
- HSI.2CR Select the appropriate creative processes for potential solutions to artistic problems.
- HSI.3CR Explore visual literacy strategies as a means to develop individual communication.
- HSI.3PE Organize the elements of art and principles of design to intentionally construct works of art.

Quarter B

- HSI.2RE Apply self-assessment and goal-setting practices to revise artworks and document personal growth.
- HSI.3RE Develop art criticism methods when responding to artworks.
- HSI.3CO Investigate emotional experiences through personal and collaborative artistic processes.
- HSI.1PE Refine levels of artisanship while modeling persistence

TENTATIVE CURRICULUM OVERVIEW

UNIT 1: Abstract Nature Vessel: *Exploration of Surface Texture*

- *Decorative Slip*
- *Water Etching*
- *Sgraffito*
- *Texture Inlays*
- *Additive Slabs with Cut Outs*

UNIT 2: Functional Pottery/ Wheel Throwing **

- *Cylinders*
- *Cups/Mugs*
- *Spoon Rest*
- *Plate*

UNIT 2: Functional Pottery/Handbuilding **

- *Teapot*
- *Lamp*

UNIT 3: Mentor Artist: Mudmouth Ceramics Vases

- Artist Research of “Mudmouth Ceramics” and emulate the sculptural style of her work.

UNIT 4: Sculptural Sustained Investigation

- 3 mini Sculptures/ Works of Pottery based off a selected question/theme.

UNIT 5: Community Connection Project

- Students will make donation bowls for the “Empty Bowls Project”

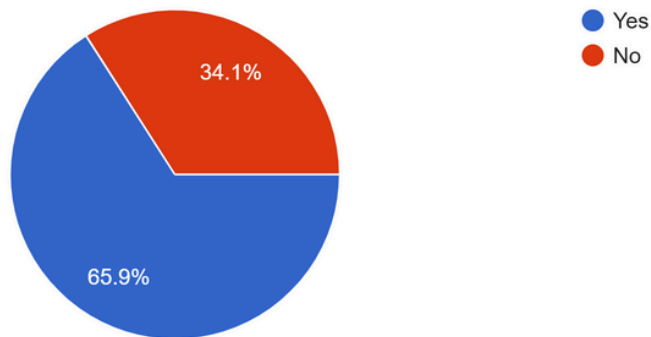
These projects will be taught in tandem within the same unit to accommodate the amount of pottery wheels we have.

STUDENT DATA

To confirm my knowledge that students want this class, I created a Google form that students fill out at the end of the year. So far, out of 91 students, over 65% of them indicate interest in taking Ceramics II. From that same sample size, 81% of them indicate interest in learning the pottery wheel- something we can't teach thoroughly without a Ceramics II course.

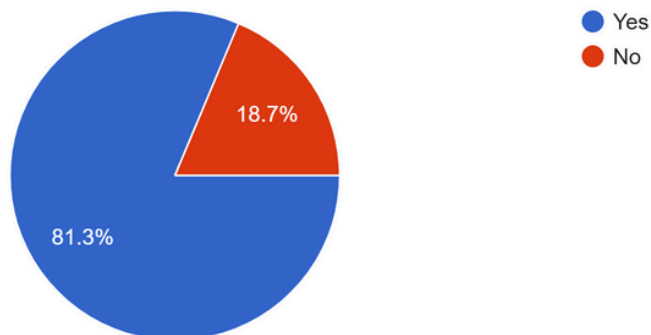
If Ceramics 2 were an option would you sign up for it?

91 responses



In this class you exclusively hand-built your projects. Would you be interested in learning to throw on the pottery wheel?

91 responses





DEPARTMENT ALIGNMENT

Within the Art Department, our most popular courses is Ceramics. Students enjoy the tactile manipulation of clay and are drawn to the concept of being able to use the work they created in a functional way.

Despite its popularity, the course trajectory in 3D Art doesn't have an opportunity for students who enjoy ceramics to continue their artistic growth past an introductory level.

Our 3D course trajectory is dysfunctional- subsequently discouraging talented kids not continuing their artistic pursuits all the way to AP 3D Art.

Both Foundations 3D and Intermediate 3D are not designed to be ceramics courses, but the inclusion of clay has been integrated to fill the gap where Ceramics II should be.

With the Inclusion of a Ceramics II Course, we strongly believe that students will feel better prepared to take on the rigor of an AP 3D Art course, continuing the artistic growth and education within our department.