

**Teacher Implementation Plan**  
**Due: June 1, 2011**

**Name:** Malia Bennett

**Date:** 5/21/2011

**School:** Trinity Area High School

**Unit Title:**  
Korean Celadon Pottery

**Unit Abstract:**  
This unit will investigate Korean pottery and its techniques, technology, history and influence in the larger world of ceramics.

**Content Standards Targeted/End of Cluster Benchmarks:**  
PA Standards for Arts and Humanities: 9.1.12A, 9.1.12C, 9.1.12D, 9.1.12H, 9.1.12J, 9.2.12D, 9.2.12G, 9.3.12A

**Content Area(s):**  
Ceramics

**Targeted Grades:**  
9-12

**How Will This Unit Be Integrated into Your Curriculum:**  
This unit will be used as part of a larger nine week segment on Asian ceramics that also includes an investigation into Yi Xing Teapots

**Time of Implementation (how and when will the unit be implemented):**  
This unit will be implemented during the second nine weeks of a semester long Ceramics I course.

**Big Idea:**  
Students will understand the great role that Asia had, and continues to have, in the development of ceramics as we know it today. Students will become aware of various techniques of making and decorating pottery and will gain knowledge of different firing techniques and the chemical reactions that occur with each.

**Essential Questions (Do these questions reflect the core idea as judged by experts in the discipline):**  
What structures existed to support the ceramic culture that flourished in Korea during the height of the celadon period?  
What are the physical and chemical processes necessary to create a piece of ceramic art?

**Lessons (3-4 smaller lessons that are integral to the unit and lead to the realization of big ideas):**

1. Chemical/Technical processes involved in a successful ceramic piece.
2. Surface Decoration: Wheel work, inlay, and Celadon glaze
3. Korean ceramic history and the structure of apprenticeship

**Culminating Lesson/Activity (the final lesson/activity that ties all lessons together):**

The students will create a piece of pottery on the wheel, decorate with an inlay pattern and finish with a Celadon glaze. The final activity will be a formal critique facilitated by the teacher.

**Assessment: What evidence of learning will you accept?**

Learning will be assessed through a series of question sheets based on ‘A Single Shard’ and other readings as well as the successful completion of a ceramic piece in the style of Korean Celadon pottery.

**Resources Needed (please list specific resources):**

Book: A Single Shard by Linda Sue Park

Book: Clay – A Studio Handbook by Vince Pitelka

Book: Earthenware and Celadon (Handbooks of Korean Art) by Yongsook Pak

Ceramics Monthly, Sept, 2010 From West to East and Back Again: The Ceramics of Steven Young Lee

Video: Reviving Traditional Korea Celadons <http://www.artbabble.org/video/asian-art/reviving-traditional-korean-celadons>

Curriculum Unit: The Arts of Korea: A Resource for Educators

Elizabeth Hammer

Edited by Judith G. Smith

Virtual Fieldtrip: What Color is Celadon?

<http://www.metmuseum.org/explore/celadon/html/startpage.htm>

Clay, potters wheel, tools, glaze, projector, computer lab

**An explanation of how the seminar helped you develop the plan:**

This unit began as a result of reading ‘A Single Shard’ by Linda Sue Park. The seminar led me to investigate more fully the impact that Korean Celadon had and continues to have in the field of ceramics.

NOTE: we may upload your implementation plan as an “Uploaded Contribution” to the University of Pittsburgh NCTA online portal, so that it may be shared with other teachers. Please let us know below whether you agree (or not) to this.

☒ I agree to have my implementation plan (or portions thereof) uploaded to the NCTA online portal.

☐ No, please do not make my implementation plan available on the NCTA online portal.