

Unit: Korean Celadon

Objective:

The student will learn about Korean culture including apprenticeship structures, Celadon glaze and social structures of 12th century Korea. Students will gain understanding of the chemical processes involved in glazing ceramic ware as well as understand the different types of firings. Students will learn how to raise a cylinder on the wheel as well as learn the process of incising designs into leather hard clay. Students will explore traditional Korean themes in the design of their piece.

Standards:

PA Standards for Arts and Humanities: 9.1.12A, 9.1.12C, 9.1.12D, 9.1.12H, 9.1.12H, 9.1.12J, 9.2.12D, 9.2.12G, 9.3.12A

Materials and Resources:

Book: A Single Shard by Linda Sue Park

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

Educator Workshop: Goryeo Dynasty
Presented November 5, 2003
Asian Art Museum

Virtual Fieldtrip: What Color is Celadon?
<http://www.metmuseum.org/explore/celadon/html/startpage.htm>

Clay, potters wheel, tools, glaze

Overview:

This unit introduces the student to the culture and chemistry that surrounded traditional Korean Celadon pottery created during the 9-12th century. Through the reading of “A Single Shard”, which describes the world of 12th century Korea through the eyes of a young potters apprentice, students will become engaged in that world. Further materials introduce modern artists working in the same tradition as well as further explain the chemistry and culture that surrounded the

creation of these unique works of art. The students will also learn how to throw a cylinder on the potters wheel, how to care for and clean-up after the wheel, and how to incise naturalistic designs of the kind favored by historical Korean potters into their piece. The unit culminates with the student glazing their piece with a Celadon-like glaze.

Assessments:

Reading worksheets from 'A Single Shard'	30 pts (5pts x 6 readings)
Wheel Maintenance	12 pts
Virtual Fieldtrip	10 pts
Sketches	5 pts
Project	20 pts
Test: Glazing Chemistry and Procedures	13 pts
Total	90 pts

Day 1:

The student will learn about the importance of Korean Celadon within the culture of Korea and in the history of art and ceramics. A power point presentation highlighting images of celadon pieces, video (**Reviving Traditional Korea Celadons** <http://www.artbabble.org/video/asian-art/reviving-traditional-korean-celadons>), and images of Anagama kilns is presented.

Day 2:

The student will become familiar with the techniques of the potters wheel through a teacher demonstration. Wedging, preparing, throwing and proper clean-up are demonstrated.

Days 3-4, 5-6:

The students break down into two groups. One group begins 'A Single Shard' by Linda Sue Park by reading the first two chapters and answering questions provided. The second group begins work on the wheel, concentrating on centering and coning for the first two days. The groups then switch spaces for the next two days.

Day 7-8, 9-10:

The two groups switch again, moving into chapters 3&4 and concentrating on raising even walls and trimming on the wheel.

Day 11-12, 13-14:

The two groups switch again. Chapters 5&6 are read. On the wheel, the students make their first real attempts to create a final cylinder.

Day 15:

The students learn about designs favored by Korean artists through a power point presentation. The students become familiar with modern interpretations by looking at the work of Steven Young Lee and discussing his choices. The students begin sketching out the designs for their pieces based on the discussions of the day.

Day 16-17:

During this time, the students read chapters 7&8 of 'A Single Shard' and complete question sheets as well as work on their sketches. There is time provided for students who need extra time on the wheel.

Day 18:

Through teacher demonstration, the students learn how to transfer their sketches onto their pots and how to incise the designs into the surface to best catch the glaze. There is time at the end of this class to finish sketches.

Days 19-22:

The students transfer their sketches onto their cylinders and incise the design. The students read chapters 9&10 and answer question sheets during days 19-20, and begin chapters 11-13 on days 21-22.

Day 23:

The students learn about glazing procedures and safety concerns through teacher demonstration and discussion. A reading, 'Glazing and Firing' is reviewed in class. The students are assigned virtual fieldtrip 'What Color is Celadon?' to complete outside of class (Due day 26).

Days 24-25:

Students read 'A Single Shard' to completion and finish question sheets. If students finish early, time is given to create bonus projects on the wheel. A quiz on 'Glazing and Firing' is given on Day 25.

Days 26-27:

Students glaze work with celadon glaze. Virtual Fieldtrip sheets are collected and reviewed on Day 26.

(Another unit is introduced at this time, though a class critique will take place after the work comes out of the kiln. Discussion will focus on the celadon glaze and the patterns chosen.)