

## Lesson Title: The Celadon Glazes of Korea



### **Purpose:**

The big concept addressed in the lesson is to expose students to various Korean art forms, knowledge about the history and influence of celadon glazes and the experience of mixing their own glazes and tests in an attempt to create a celadon.

### **Essential Questions:**

1. What are some defining characteristics about celadon glaze is unique
2. What is the history behind celadon glazes?
3. How has Korean celadon glaze influenced the development of ceramics?
4. Name some Korean, Japanese, and Chinese similarities in ceramics and explain the reasons for these similarities.
5. What are some formula components to a celadon glaze and what is necessary to be successful in it's creation, application and firing?

**Rationale:** For high school students in 3D Design/Ceramics and Sculpture to be exposed to Korea, Korean art and apply this knowledge to their art making.

### **Teacher Resources:**

- Power point presentation on celadon glazes
- Computer/monitor hook-up to show power point
- Prints/ images of ceramic celadon wares
- Actual ceramics exemplar with a real celadon glaze
- Examples of pieces with different colors of celadon ( not all green)
- Formulas on glazes
- Reduction process directions/ chart for documentation/testing

## **Materials:**

- Glaze chemicals
- Mixing containers
- Mixing sticks
- Sieves
- Ceramic scales
- Masks
- Rubber gloves
- Soap and water
- White stoneware clay body
- Porcelain clay body
- Ceramic brushes
- Buckets

## **Activities:**

### **Class #1**

- Students will view the Teacher prepared power point that gives some exposure to Korean culture and art and then focuses on celadon glazes. The history and characteristics of celadon are explained and shown with visual examples. Students will have a copy of the power point in hand-out format to take additional notes and for reference.
- Students make sample tiles of wet clay and set out to dry

### **Class #2**

- Five minute review using the power point-
- Teacher lecture on the influences and development of celadon in Korea, its spread and use in Japan and China and redevelopment.
- Students draw a venn diagram about it
- Students look at and pass around examples of real celadon and “imitation” glazes.

### **Class #3**

- Teacher hand-out of various formulas and the available materials for mixing glazes
- Teacher review and modeling of the procedures and safety information on mixing glazes.
- Students spend half the class researching glaze formulas on line.

### **Classes #4-8**

- Students work in pairs to mix small amounts of glaze formulas for tests
  - Students glaze test pieces and run firing with teacher direction.
  - Groups are assigned as “kiln monitor” and fill out firing chart
  - Students keep logs of their formulas, any conditions that are relevant, firing schedules and results
- When most students have completed testing: Students present results

### **Classes 8-10**

- Student presentation

### **Classes 10-15**

- Students create a studio project and glaze with their “best celadon” (on going)
- If they are unable to create a successful celadon-( with multiple testings) they may borrow from a classmate for the project
- Class critique and sharing of formulas/successes or failures

### **Assessment:**

- Completion of several tests with different results
- Final celadon glaze tile turned in with log information: could be a ...success or failure: does not affect grade....is based on the “process”
- Student presentations
- Rubric for final studio project

### **Grade Adaption:**

- The target grade of the lesson is high school students in grades 10-12.
- The lesson would need to be scaled down for introductory art classes or middle or elementary students by replacing the glaze mixing activities and using a commercial glaze or crackle glaze that gives “celadon” like effects. The pieces could be used in a compare/contrast format.