

Glendale Unified School District

High School

July 14, 2020

Department: Career Technical Education / Visual and Performing Arts

Course Title: Advanced Ceramics and Sculpture 5-6 (Honors) [Capstone]

Course Code: 2243V/2244V

Grade Level(s): 10-12

School(s)
Course Offered: Glendale High School, Hoover High School

UC/CSU Approved
(Y/N, Subject): Pending, "f" Visual & Performing Arts

Course Credits: 10

Recommended
Prerequisite: A grade of "C" or better in Introduction to Ceramics and Sculpture 3-4 (Honors)

Recommended
Textbook: Peterson, Susan. *The Craft and Art of Clay: A Complete Potters Handbook* (4th edition), Langara College, 2018.

Course Overview: Advanced Ceramics and Sculpture 5-6 (Honors) is the capstone course in the Arts, Media and Entertainment industry Sector, Visual/Commercial Pathway. Students will not only continue to manufacture and produce works while in class, but they will also learn how to run a ceramics studio from loading the kiln, to budgeting, to ordering materials, etc. They will run the facilities and develop a resume fit for the industry sector. While running the studio, students will also work all year to develop and refine their portfolios. They will continue to further develops the skills, techniques and aesthetic sensibilities they have been working on through the creation of increasingly complex original works of art that reflect personal feelings and points of view as well as the study and creation of functional ceramic pieces. Students will continue to create and grow their body of work to include thematic multi-piece bodies of work for their

portfolios which will be coupled with development of their artist statement and personal website. Students will undergo a portfolio and website review by an industry panel as if they were applying to an arts school or program and they will be critiqued on their interview and marketability skills when presenting their website and portfolios.

First Semester-Course Content

Unit 1: Thematic Work

(4 weeks)

STANDARDS

California Art Standards for the Visual Arts: 1.1, 1.2, 2.1, 2.2, 2.3, 3, 4, 7.2, 8, 9, 11

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway

Standards: A1.1, A1.2, A2.0, A2.2, A2.6, A2.7, A3.0, A3.1, A3.2, A3.3, A4.0, A5.3, A8.2

- A. Students will review and demonstrate their learning from the previous two years of ceramics and sculpture. They will need to access prior knowledge regarding pinch, coil and slab as well as throwing, glazing, texturing and firing. They will demonstrate their understanding of the elements of art and the principles of design in their work. Prior to construction of any pieces students will document their creative process through sketches and planning prior to building. They will be encouraged to collect these sketches in order to share their process during critiques and in their portfolio works.
- B. Students will create 3 pieces based on a theme of their choice. The three pieces can either be functional or sculptural. They must incorporate at least 2 of the main techniques for construction, glazing and texturing techniques as well in their final 3 pieces. Students will be graded on against a rubric which also includes their planning, understanding of major artistic elements and principles, structural integrity and written critiques.

Unit 2: Historical Research

(4 weeks)

STANDARDS

California Art Standards for the Visual Arts: 1.1, 1.2, 2.1, 2.2, 2.3, 3, 4, 7.2, 8, 9, 11

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway

Standards: A1.1, A1.2, A2.0, A2.2, A2.6, A2.7, A3.0, A3.1, A3.2, A3.3, A4.0, A5.3, A8.2

- A. Students will conduct research about a new or historical ceramics or sculpture technique. Students will find examples, research how to perform the techniques, a brief research about noted artist or ceramicists and how they use/utilize the technique in creating pieces and learn the technique through imitation and demonstration.
- B. Students will create a piece that demonstrates the technique they researched. They will create an instructional guide to help teach the technique which they will then demonstrate

for the class. Students will be graded on their understanding of the technique, the quality of their implementation of the skill, their instructional guide and their modeling of the technique for their classmates.

Unit 3: **Studio Work (This unit occurs simultaneous with Unit 4)**

(4 weeks)

STANDARDS

California Art Standards for the Visual Arts: 1.1, 1.2, 2.1, 2.2, 2.3, 3, 4, 7.2, 8, 9, 11

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway

Standards: A1.1, A1.2, A2.0, A2.2, A2.6, A2.7, A3.0, A3.1, A3.2, A3.3, A4.0, A5.3, A7.0-A7.5, A8.2

- A. Students will learn what it takes to run a studio. They will learn about each aspect related to running a studio such as mixing glazes, recycling clay, loading and unloading the kilns, and more. They will help plan distribution of materials, logging of materials and alerting for ordering of any new materials as needed. Once completed with this unit students will be able to run a studio independently from the instructor, and only have the instructor assist with budget related requests that need to go through school/district approvals.
- B. Students will each learn studio tasks and then be assigned various tasks in a revolving format so they each get the opportunity to practice working in all different jobs. They will write up note cards on each task and the responsibilities needed for that task. They will create a small PowerPoint or slide presentation that covers the various jobs, the skill level/knowledge required for that job/task and explain the importance of that job.

Unit 4: **Dishware (This unit occurs simultaneous with Unit 3)**

(4 weeks)

STANDARDS

California Art Standards for the Visual Arts: 1.1, 1.2, 2.1, 2.2, 2.3, 3, 4, 7.2, 8, 9, 11

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway

Standards: A1.1, A1.2, A2.0, A2.2, A2.6, A2.7, A3.0, A3.1, A3.2, A3.3, A4.0, A5.3, A8.2

- A. Students will work on developing their skills to create both aesthetically pleasing pieces that are also functional for a predetermined purpose. Students will further challenge their skills in structural integrity, height, weight and composition in order to make pieces that not only serve a specific purpose but also show their artistry.
- B. Students will create a set of matching functional dishware. Students will be graded using a rubric considering technique, style, how well the pieces match as a set, structural integrity and student mastery of skills. They must also be able to explain their influences in the creation of their dishware set. Along with the rubric grading of their pieces students will critique their work in writing integrating artistic and industry terminology and language.

Unit 5: **Research/Thematic Work**

(8 weeks)

STANDARDS

California Art Standards for the Visual Arts: 1.1, 1.2, 2.1, 2.2, 2.3, 3, 4, 7.2, 8, 9, 11

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway

Standards: A1.1, A1.2, A2.0, A2.2, A2.6, A2.7, A3.0, A3.1, A3.2, A3.3, A4.0, A5.3, A8.2

- A. Students will conduct extensive research on a topic which will inform their work for the remainder of the first semester. Their research must be documented in either a written explanation, slide presentation or photo documented presentation. They will use the styles and techniques they have learned in order to create pieces that come together as a body of work which will be included in the second semester portfolio.
- B. Students will research a major theme or topic of their choosing. They will propose the topic for approval and show some of their research related to their sustained investigation. They will plan, implement and create a multi-piece body of work which can be sculptural or functional and be done as either wheel thrown, or hand built. They will document their planning, research, techniques, process and ultimately the completion of their body of work as either a written narrative essay, slide presentation or photo journal which they will share along with their pieces at the end of the unit.

Course Content-Second Semester

Unit 6: **Contemporary Artist**

(4 weeks)

California Art Standards for the Visual Arts: 1.1, 1.2, 2.1, 2.2, 2.3, 3, 4, 5, 6, 7.1, 7.2, 8, 9, 10, 11

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway

Standards: A1.1, A1.2, A2.0, A2.2, A2.6, A2.7, A3.0, A3.1, A3.2, A3.3, A4.0, A5.3, A8.2

- A. Students will research contemporary art movements and focus on a contemporary artist and the work they have produced and how it has added to the ceramics and sculpture arts. Students will note skills, style, techniques and any process they reveal.
- B. Students will create a presentation that includes creating a piece that educates about a contemporary artist. Students must interview an artist in the field and share information about training/education, art making, financing of art/creation, and more. Students will include this information in a presentation teaching the class about their artist.

Unit 7: **Event Production**

(4 weeks)

STANDARDS

California Art Standards for the Visual Arts: 1.1, 1.2, 2.1, 2.2, 2.3, 3, 4, 5, 7, 7.2, 8, 9,10, 11

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway

Standards: A1.1, A1.2, A2.0, A2.2, A2.6, A2.7, A3.0, A3.1, A3.2, A3.3, A4.0, A5.3, A8.2

- A. Students will learn what is needed in order to produce an event or sale. There is a focus on self-promotion, budgeting and advertising, marketing (brand), creation of a sales look and finances. Students will need to put together paperwork in order to track important information, see what helps in advertising and promotions and calculate cost and revenue.
- B. Students will work an event where they must create a selling location. This can be at a farmer's market, an ASB approved fundraiser during a school sanctioned event (Open House, block party, holiday sale, etc.) Students will create all marketing materials (fliers, posters, bulletin announcements) and be responsible for setting up and running the event. Students will be graded for their campaigned, spread sheets and implementation of the booth. Any funds raised are not a factor for the grade, and will be turned in to ASB and used for consumables for the class materials.

Unit 8: **Industry Application**

(4 weeks)

STANDARDS

California Art Standards for the Visual Arts: 1.1, 1.2, 2.1, 2.2, 2.3, 3, 4, 5, 6, 7.1, 7.2, 8, 9, 10, 11

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway

Standards: A1.1, A1.2, A2.0, A2.2, A2.6, A2.7, A3.0, A3.1, A3.2, A3.3, A4.0, A5.3, A8.2

- A. Students will get first-hand experience and have their art critiques and/or used as a means to step into the career pathway. Students have to research contests, jobs, internships, exhibitions and public shows in order to figure out where they best fit currently with their level of production and training. They will learn from other industry professionals and gain valuable experience and critique of their work in order to better use what they learn to improve and expand their artistry.
- B. Students must do one of the following: enter a contest, apply to be in a public show or exhibit, apply to an art related job, volunteer or intern in the art field. Students will need to self-promote and advocate for their work in order to do any of the above-mentioned options. Many involve interviews, portfolio and critiquing which the students will need to prepare for and take part in as part of the learning process in order to best understand the career portion of this pathway.

Unit 9: **Showcase Production**

(4 weeks)

STANDARDS

California Art Standards for the Visual Arts: 1.1, 1.2, 2.1, 2.2, 2.3, 3, 4, 5, 6, 7.1, 7.2, 8, 9,10, 11

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway

Standards: A1.1, A1.2, A2.0, A2.2, A2.6, A2.7, A3.0, A3.1, A3.2, A3.3, A4.0, A5.3, A8.2

- A. Students will learn how to curate a show and produce a gallery event around a theme. They will develop a plan to promote the event and have to plan and run the event. Students will be gaining gallery experience and an understanding of how to unite a variety of different artists into a cohesive show that has a flow and meaning to the work and the artistic intentions.
- B. Students will create a thematic gallery show in one of the school or local gallery spaces. Students will work in collaborative groups in order to produce the marketing, the flow, the concentration and the displays for the gallery showing. They will then open their gallery show and invite their classmates to the shows in order to see how each group approached their show. Students will then conduct a “post-mortem” critique session to evaluate the successes and areas of improvement needed for future curating opportunities. Students will be evaluated by their peers and teacher in regards to the strength of the theme, the flow, the marketing and the general feel of the gallery show.

Honors Final Project

Unit 10: **Portfolio & Website**

(4 weeks)

STANDARDS

California Art Standards for the Visual Arts: 1.1, 1.2, 2.1, 2.2, 2.3, 3, 4, 5, 6, 7.1, 7.2, 8, 9,10

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway

Standards: A1.1, A1.2, A2.0, A2.2, A2.6, A2.7, A3.0, A3.1, A3.2, A3.3, A4.0, A5.3, A5.6 & A8.2

- A. Students will add to their portfolios from their 3-4 level class and develop it into a web-based portfolio. They will research other web portfolios and artist websites to gain ideas and a deeper understanding into what is expected from an artist’s web-portfolio. They will reimagine some of their earlier photography of their previous work, select pieces that best showcase their abilities and skill level and show their growth through the entire pathway in their work.
- B. Students will create a website and a web-based portfolio.
 - a. Each student will develop a website which must include the following:
 - i. Resume – current up-to-date information about the students and their art related work experience.

- ii. A brief biography – Information about the artist
 - iii. An artist statement – Information about the artist influences, styles, process and body of work in general terms.
 - iv. A section for their Ceramics work – a brief description to begin the page and photos of their work. The pictures should look clean, professional and highlight elements of the art being shown.
 - v. A section for sketches/planning – a brief look at the planning and sketching of various pieces by the artist.
 - vi. A section for sculpture work – a brief description to begin the page and photos of their work. Again these pictures need to look professional, well-lit and high quality.
 - vii. A portfolio section – this e-portfolio should show case the artists growth and how their work has evolved and how their skills and techniques have grown throughout their three years in the program. They should be able to speak about any of the pieces they include in their digital portfolio and explain why it was included, how it ties into the curated portfolio and any additional portfolio requirements.
 - viii. A logo and a business card – the logo should be designed by the student appear on both the website and business cards. The business card can be used when applying for work, showing work at a gallery, studio, farmers market, etc. and/or for colleges. The website URL needs to be included on the business card.
- b. Students will develop their self-promotional websites and learn how to maintain, update and curate the work they have online.
 - c. Students will be required to share their websites with 3 classmates who will provide them with constructive criticism and feedback.
 - d. Students will edit their websites based on their peers' comments.
 - e. A panel of industry professionals and arts educators will review each students' portfolio and provide feedback and conduct mock interviews in order to help students self-promote.
 - f. Students will conduct a final edit of their portfolio, website, artist statement, and biography and then they will publish their websites/e-portfolios.
 - g. Students will be graded by the instructor on all parts of the required project, their incorporation of feedback, panel interview/critique and incorporation therein of any additional comments. A rubric will be used to keep track of student progress and grading.

Additional Recommended Materials - *Must be approved by Board of Education.*

