

Glendale Unified School District

Senior High School

May 21, 2002

Department: Visual and Performing Arts

Course Title: Ceramics 1-2

Course Number:

Grade Level: 9, 10, 11, and 12

Semester Hours: 10

Prerequisite: None

Course Description: This course will introduce the student to the basic methods of clay construction, decorative techniques, and design, while incorporating cultural heritage, self-expression, and the evaluation of design and craftsmanship.

I. Standards

- A. Standard 1 - Artistic Perception: Students perceive and respond to works of art, objects in nature, events and the environment. They also use the vocabulary of the visual arts to express their observations.

The students will:

1. Recognize and use sensory qualities of their surroundings to create original ceramic forms and surfaces.
2. Analyze, use and evaluate art elements and principles of design in two and three-dimensional clay pieces and surface treatments

- B. Standard 2 - Creative Expression: Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

The students will:

1. Explore personal creativity using basic clay building in utilitarian, non-functional and sculptural pieces using the methods of pinch, slab, coil, throwing and modeling.

2. Demonstrate a pride of craftsmanship and proper use of stools, materials and equipment.
3. Create ceramic pieces, which are based on personal experiences and responses, universal themes and symbols.

- C. Standard 3 - Historical and Cultural Context: Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

The students will:

1. Develop and awareness of the role of ceramics in the social, economic, political, spiritual, technological and artistic development of culture, past and present.
2. Investigate ceramic themes in historical and contemporary periods throughout the world.

- D. Standard 4 - Aesthetic Valuing: Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

The students will:

1. Describe, analyze, interpret, and evaluate their own ceramic pieces during and after completion, as well as the work of others.
2. Demonstrate the steps of art criticism/assessment through oral and written critiques: description of sensory properties, analysis of organization, interpretation of ideas, and emotion/judgements about the success of the technical and communicative features.

- E. Standard 6 - Connections, Relationships, and Applications: Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

The students will:

1. Find relationships between clay and glazes to chemistry, geology and physics
2. Demonstrate awareness of the role of the ceramist in the fields of archaeology, mass production and fine arts.
3. Find relationships between the visual arts and other modes of creative expression (writers, musicians, etc.)

4. Understand the need for the avoidance of injury while creating ceramics pieces.

II. Sample Assessments

- A. Student and teacher assessment using a rubric
- B. Teacher-made quizzes and tests, homework, written and drawn assignments
- C. Classroom participation
- D. Exhibits of student work

III. Topics of Study/Suggested Time Distribution

- A. Standard 1-Artistic Perception 20%
 - 1. Observe, record, and use designs from nature and the manmade world to create original ceramic forms and surfaces.
 - 2. Devise and use images and ideas to reflect their personal beliefs, interests and perceptions of the visual world.
- B. Standard 1 - Creative Expression 30%
 - 1. Use the art elements and principles of design with a variety of surfaces techniques such as engobes, stains, underglazes, and glazes
 - 2. Develop manual dexterity while learning the techniques of pinch, slab, coil, throwing and modeling.
- C. Standard 3 - Cultural and Historical Context 20%
 - 1. Recognize and analyze the technical and stylistic differences in ethnic expression in past and present cultures such as: Native American Pueblo Indians, and in more developed cultures such as the Greeks and the Chinese.
 - 2. View, discuss, and analyze ceramic art as a unique form of expression throughout history.
- D. Standard 4 - Aesthetic Valuing 15%
 - 1. Demonstrate an awareness of the importance of continuous evaluation during the process of a piece of work culminating with self-critique of the finished work. Discuss and use rubrics to evaluate the work of others

E. Standard 5 - Connections, Relationships, Applications 15%

1. Research careers related to ceramics through the use of videos, books, Journals, the Internet and visiting speakers.

2. Read, write, view and discuss the work of contemporary ceramic artists.

IV. Instructional Strategies/Methods

- A. Directed teaching: demonstrations, discussions, guided practice
- B. Independent work by students
- C. Cooperative/Group work for research, reading
- D. Use of videos, Internet, library

V. Texts and Supplemental Instructional Materials

- A. Adopted Texts:
 1. Claywork, by Leon Nigrosh
- B. Supplemental texts/journals - includes, but not limited to
 1. Ceramics Monthly
 2. Clay Times
 3. Pottery Making
- C. Instructional aids
 1. Printed resources addressing all areas of ceramic production
- D. Supplies and equipment
 1. Kilns
 2. Potter's wheels
 3. Slab roller
 4. Extruder
 5. Banding wheels
 6. Computers

7. Hand tools
8. Grinding wheels