

Glendale Unified School District

Senior High School

May 21, 2002

Department: Visual and Performing Arts

Course Title: Ceramics 3-4

Course Number:

Grade Level: 10, 11, and 12

Semester Hours: 10

Prerequisite: Ceramics 1-2, B or better, or teacher approval

Course Description: This course will develop the concepts and techniques introduced in Ceramics 1-2. New techniques of clay construction and designing methods will be explored. Continued emphasis on design and evaluation will guide the student in specific problem solving experiences. Basic portfolio development will also be addressed.

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. Demonstrate the relationship between ceramic art, nature, and the manmade environment in their work.
2. Create and use relationships among sensory elements, organizational principles, expressive features and functions to solve specific ceramic problems.

- 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. Use a variety of media, techniques and processes to communicate specific ideas.
2. Based on personal experiences and introduced concepts, select and develop individual images, forms to create unique statements.

- 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. Demonstrate an understanding that the ceramic arts reflect, plays a role in, and influence certain cultures.
2. Demonstrate an understanding of historical and contemporary themes in ceramic art.

- 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. Demonstrate analytical and interpretative skills while addressing characteristics and merits of their work and the work of others.
2. Continue to use art criticism techniques in writing and speaking about ceramic works of art, focusing on contemporary pieces.

- E. Standard 5 - Connections, Relationships, 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. Relate possible careers and lifelong learning experiences to abilities learned while producing ceramic art.
2. Form relationships between visual arts and other disciplines in the curriculum.

## 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. Identify and describe visual and tactile qualities that exist in works of Ceramic art and analyze how they are organized to communicate expressive content in oral and written form.
  2. Personal expression and self-direction will be demonstrated while using the art elements and principles of design to create complex ceramic pieces.
- B. Standard 2 - Creative Expression 30%
1. Investigate and produce work using media and methods such as Mailoica, Nerikome & Neriage, low and high-fire clays and decorating materials.
  2. Select, use and analyze how media and techniques are chosen to create a good fit with intended meaning or function of the ceramic piece.
- C. Standard 3 - Cultural and Historical 20%
1. Research and use styles and techniques of different cultural groups such as folk artists of Africa and Peru to demonstrate knowledge of the culture's achievement in ceramic arts.
  2. Analyze the differences and compare the themes and styles of ceramic art from cultures studied to determine how the culture influences the artist's statement
  3. Compare the ceramic arts to other arts within a historical period, i.e., while studying Europe, also look at the music and architecture to understand what influenced all artists of the same time.
- D. Standard 4 Aesthetic Valuing 15%
1. Choose, design and install a display of work from the advanced arts students in the school gallery.
  2. Continue to use ceramic rubrics while evaluating their work and that of other students.

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

1. Be aware of, visit, discuss and write about ceramic collections and college programs in the Los Angeles area.

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 text/journals

- 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, potter's wheels, slab roller, extruder, banding wheels, computers, hand tools, grinding wheels