

Glendale Unified School District

Senior High School

May 21, 2002

Department: Visual and Performing Arts

Course Title: Ceramics 5-6

Course Number:

Grade Level: 11, and 12

Semester Hours: 10

Prerequisite: Ceramics 3-4, B or better, or teacher approval

Course Description: This course will develop the concepts and techniques introduced in Ceramics 3-4. New techniques of clay construction and designing methods will be explored. Emphasis individual expression and personal evaluation will guide the student in specific problem solving experiences. The student will prepare a portfolio and exhibit of their own work. The cultural and historical focus will be jointly agreed on by the student and teacher.

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. Generate themes, subjects problems, and ideas for works of art based on sensory and expressive content.
2. Demonstrate a complex understanding of art elements and principles of design and how they relate to the intended theme.

- 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. Demonstrate competence of working with ceramic media and techniques while solving specific design problems.
2. Choose and evaluate a range of subject matter to produce.

- 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 of the different cultures that have contributed to the "American Ceramic Scene."
2. Demonstrate knowledge of universal themes which ceramists throughout time and place have used.

- 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. Reflect upon, evaluate works of art that show a knowledge of relationships between technique and function, visual perception and meaning.

- 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. Demonstrate understanding of ceramic careers and skills acquired through past ceramic activities aid in lifelong learning.
2. Make connections between visual/ceramic arts and other disciplines.

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. Invent and use ways of generating visual, spatial concepts in planning their ceramic pieces by using multiple solutions in the planning stages, which show development over time.
 2. Integrate subject matter, symbols, media, composition and expressive qualities to define and convey their ideas
- B. Standard 2 - Creative Expression 30%
1. Explore personal style while demonstrating a proficiency in using different media to create products that reflect ongoing thoughts, actions, and new directions.
 2. Explore technical processes such as assessing clay bodies, developing glaze recipes and learning how to fire kilns.
 3. Initiate self-motivated contracts for individual and group work which could culminate in a mural or sculpture for the school grounds.
 4. Create a series of work over a long period of time that shows insight into personal growth, changes in direction, and be able to defend choices of theme, media and techniques.
- C. Standard 3 - Cultural and Historical 20%
1. Research American Ceramics, creating work that reflects a certain period and documenting that era.
 2. Create work using a universal theme that artists have used throughout history.
- D. Standard 4 - Aesthetic Valuing 15%
1. Articulate how works of ceramic art might reflect and influence the way people perceive experiences in their lives, and how people's experiences influence the development of specific works.
 2. Determine the origin of the ideas and images they have chosen, and explain how and why specific choices were made.

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

1. Compare the creative process of art to the inventive thought used by a scientist.

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2. Demonstrate ability to compare artists who have used different media to make similar statements.
3. Visit a ceramic factory to learn relationships between design, production, and marketing.

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: *Claywork*, by Leon Nigrosh
- B. Supplemental journals: *Ceramics Monthly*, *Clay Times*, *Pottery Making*
- C. Instructional Aids, texts, printed resources addressing all areas of ceramic production
- D. Supplies and equipment: kilns, potter's wheels, slab roller, extruder, banding wheels, computers, hand tools, grinding wheels, etc.