

Glendale Unified School District

High School

July 14, 2020

Department: Career Technical Education / Visual and Performing Arts

Course Title: Intermediate Ceramics and Sculpture 3-4 (Honors)

Course Code: 2241V/2242V

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 1-2 and/or teacher recommendation

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

Course Overview: Ceramics 3 – 4 (honors) is an intermediate level course for the CTE/VAPA Ceramic and Sculpture Pathway. Students will deepen their understanding about the ceramic medium and 3D Sculpture. They will expand their techniques, their ability to discuss and analyze works will include more academic fluency, they will continue to create and grow their body of work while still making both functional and abstract works. The fundamental skills of pinch, slab, coil and throwing on the pottery wheel will be necessary as students now incorporate stylings and more pieces with meaning into their repertoire. Students will also continue experimenting and perfecting their use of textures, mid-range glaze, underglaze and stains. Students will maintain a notebook throughout the year for planning and brainstorming, note-taking and project development. Students will increase their abilities to discuss and analyze art, while also using academic

language and making real world connections in both written and oral critiquing. They will also write and refine descriptive artist statements that critique their process as they create pieces in order to show understanding of their cognitive process as developing artists. Finally, students will begin to learn about what it takes to run a ceramics studio and the various roles related to working as a ceramicist in today's industry.

### **First Semester-Course Content**

#### **Unit 1: Review of Basics**

*(2 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 the fundamentals of coil, pinch, slab and throwing. They will also review texture, glazing and stains. They will practice all of the fundamental skills acquired during their first year and create one functional piece to demonstrate their proficiency.
- B. Utilizing the fundamentals students will make a personalized cup. They will need to use at least two of the main skills, a texture and either a glaze or a stain technique. The cup needs to be functional and identifiable as their own personal piece. Students will be graded using a rubric that measures: the functional success of their piece, the skills and techniques being used and their level of ability to create a personal piece. These assessments will serve predominately as a beginning benchmark for students to later observe personal and artistic growth in the field of ceramics.

#### **Unit 2: Qualities**

*(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. 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. Students will study artwork examples and identify the Elements of Art and Principles of Design within those pieces with a focus on line and contrast. Students will begin to think about conveying a message with their artwork.
- B. Students will create a piece based on an animal from mythology. They will research and

sketch the creature in order to plan. When they create their creature, they will need to incorporate textures for the fur, scales, feathers, etc. They will practice glazing and texturing in order to create a piece that looks realistic and like the mythological creature. Upon completion students will be graded using a rubric and a class critique of their pieces.

Unit 3: **Development of Texture and Decorative Techniques**

*(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 focus on furthering their texturing and glazing techniques while learning more advanced texturing and firing skills such as sgraffito, bisque firing, slip trailing and raku. Students will study artwork examples and identify the skills and how they can be utilized in ceramic pieces.
- B. Students will experiment with a variety of carving tools to create a piece with multiple depths. They will glaze these pieces and practice using the art elements of color to create contrast and emphasis. They will need to utilize 3 new techniques one of them must be related to how the piece is fired. Upon completion of the project students will do a written evaluation of their own process and then participate in a verbal class critique of their work and that of their peers. A rubric will be used for assessing craftsmanship and technique proficiency.

Unit 4: **Form & Function**

*(3 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 piece that mimics nature in some way. They will create a piece that is functional and artistic which emulates nature. The piece must have depth, a solid form, an identifiable function and incorporate throwing. Students will first sketch and research their pieces before beginning. Upon completion of the project students be graded using a

rubric which assesses the artistry, the stability and construction, the strength of the function of their work and undergo a self-reflective written artistic critique of their piece.

Unit 5: **Thematic Styles**

(3 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 be working on advancing their throwing skills and abilities by creating narrower piece which incorporate height. Students will work to maintain structural stability as they narrow the opening aperture and increase the height of the pieces they construct. They will create different textures and colors using different techniques and glazes.
- B. To demonstrate advanced throwing skills students will create a vase. Students will use color to emphasis shape of their thrown objects. Students will advance their throwing skills by adding height (the piece must be at least 14" - 18" tall) and maintain structural integrity while hallow. Students will learn techniques necessary maintaining stability when firing and while throwing. Upon completion of the project students will do a written evaluation of their own process and then participate in a verbal class critique of their work and that of their peers. A rubric will be used for assessing craftsmanship and technique proficiency of each project.

Unit 6: **Cultural Influences**

(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 cultural influences on the art of ceramics and sculpture and how culture affects structure and style along with technique and purpose. Students will need to do extensive research into a culture different from their own in order to challenge themselves to develop pieces which capture a cultures significance in the art which they produce.
- B. Students will create a ceramic day of the dead skull which represents them and their family, but which incorporates cultural elements and stylings from a culture other than their own. Students will integrate icons, textures, colors and symbols from their studied culture to maintain the purpose and look of the day of the dead skull while also incorporating personal meaning. Upon completion of the project students will do a

written evaluation of their own process and then participate in a verbal class critique of their work and that of their peers. A rubric will be used for assessing craftsmanship and technique proficiency of each project.

## **Second Semester-Course Content**

### **Unit 7: Sculpture**

*(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 further their techniques in combining coil, pinch and slab hand building skills to create an upright 3-dimensional sculpture. This unit focuses on how to include movement and balance to make a large scale and stable piece. Students will incorporate real life textures and artist examples to make a piece which looks realistic. Students will watch demos, participate in skill practice, research and study artist examples.
  
- B. Students will create a sculpture piece of inspired by a social political issue or a cultural icon. These pieces will not only demonstrate the skills students are still mastering, but they will also have a message/meaning which they are attempting to convey. They will also need to incorporate some form of life texturing in order to convey a sense of realism. Upon completion of the project students will do a written evaluation of their own process and then participate in a verbal class critique of their work and that of their peers. A rubric will be used for assessing craftsmanship and technique proficiency of each project.

### **Unit 8: Personal Narrative**

*(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 visit online art galleries and research various cultures and how ceramics influenced the development of these cultures. The idea of "form and function" will be explored so that students can gain an understanding of the utilitarian function of pottery in specific cultures. Students may choose contemporary or art historical references for their inspiration, some examples would include Quichua, Hopi or Ming Dynasty. They will use this knowledge as inspiration for a cultural artwork - referencing technique, form, method of creation and/or decoration in their work.

- B. Cultural Vessel -- After researching and sketching, students will use their knowledge as inspiration to create a unique vessel that has a functional purpose. Students will be encouraged to utilize at least one method of working which is found in their chosen culture for the production of their piece. Surface decoration techniques and designs will also be used. Students will develop a presentation and then teach the class about the culture they researched and used for inspiration. They will facilitate a critique and discussion about their piece, the culture and how their work connects to them and their learning/development of skills in ceramics.

Unit 9: **Culminating Project – Combination of Skills**

*(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 utilize all their acquired skills in order to create a heavily researched piece of work. They will need to show mastery of academic language, technical skills and construction methods. They will need to create work which is cohesive in meaning and interpretation. And they will need to convey in writing their intentions and purpose.
- B. Students will create a body of work on the theme of their choice. They must research their theme, create an artist statement and incorporate skills and techniques from their past two years of Ceramics and Sculpture. Students will submit project idea sketches for approval before starting. Works should display mastery of ceramic techniques, including finishing/glazing, textures and communication of their theme and research. Students will be graded using a rubric for each part of the assignment (one for the artist statement and one for the created piece) for cumulative assessment score.

Unit 10: **Portfolio**

*(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 1-2 level class. They will develop more dramatic means to showcase their pieces in their photography and they will revise and deepen their written statement/biography. We will use a light box, natural lighting, backdrops and editing to create these images. Students will study the portfolios of artist online to better understanding of what is used in the industry. Students will study the difference in a breadth or concentration-based portfolios.

- B. Students will develop their digital portfolio and statement so that they can be used to enter contests, internships, apply for scholarship and colleges. At this point student work will demonstrate a breadth of knowledge and development in the medium of ceramics. They will be including a cover letter and resume in their constructed pieces for their portfolio. Students will critique their portfolios and reflect on the growth that they have achieved in the medium this year. This portfolio is a work in progress and will be added to if they choose to continue in the pathway.

## Honors Final Project

### Unit 11: Career Education

(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, A5.0, A5.3, A7.4, A8.2

- A. Students will work collaboratively to research career pathways related to 3-dimensional art and ceramics. They will learn about the different aspects of running a professional studio, gallery showings, how to organize and create home and public studios, and other career opportunities available in the industry. They will interview a working professional and learn first-hand what it takes to work in the industry.
- B. Project Contents:
  - a. Students will work in groups of 2 or 3. Each student will be responsible for learning about the career they choose and gathering research information about their selected career:
    - 1. Industry training/education
      - a. What are next steps for those interested in the career?
      - b. What level of education is necessary?
      - c. What certifications if any are needed?
      - d. What are the top colleges, universities, training programs available for this career.
      - e. What is the average duration of training/education (1 year, 2 year, 4 year, etc.)
      - f. What is the estimated cost for attending this/these institutions?
      - g. Based off their research, which college, university or training program would they be interested in pursuing and why?

2. Industry demand
  - a. Estimation of how many people are currently employed in this industry in this state.
  - b. What is the general demand for this industry?
  - c. How much per year does this industry/career yield the average worker?
3. Job duties
  - a. What are all the necessary duties for this career?
  - b. What skills should one in this field poses?
4. Salary
  - a. What is the average salary for this job?
  - b. What is the highest end of the pay scale?
  - c. What is the lowest end of the pay scale?
  - d. Which areas in the country offer the best/most competitive salary for this position?
5. Promotion opportunities
  - a. What if any promotion opportunities are available from this position?
  - b. Is this job considered a promotion from a previous job? If so, what and what is the estimated amount of time in the previous career before moving up to this promotion?
6. Interview with a current industry artist
  - a. The artist's name
  - b. Background on the artist
  - c. Style of art
  - d. Career title
  - e. Educational background
  - f. How would they define/describe their creative process?
  - g. Daily tasks and how they run their studio/work space
  - h. Recommendations for someone interested in this career
  - i. Words of advice
  - j. Something you wish a mentor or teacher had told you
7. How to organize and curate a show
  - a. Students will visit a museum, gallery or studio tour to learn about how to coordination and curate a show. They will need to explain what they thought was the theme of the show and what they could identify in relation to the process of curating and design.



- i. What is necessary when curating a show?
    - ii. How must it be organized?
    - iii. What should someone know about displaying others art?
    - iv. Curation process
  - b. Students will organize their information in three ways:
    - a. They will all present parts of an oral presentation. They will share their findings about:
      1. The career they selected
      2. The educational needs and opportunities
      3. They salary
      4. The duties
      5. The artist interview
    - b. They will prepare a visually dynamic Slide presentation which will accompany their oral presentation.
    - c. They will each create a 3-dimensional sculpture or ceramic piece which mimics the style of the artist they interviewed and use what they learned from their research about curating to present their work in a thematic curated manner that their classmates will do a gallery walk through at the culmination of this final project.
  - c. Students will receive a grade form the instructor, their group members and the class based off of grading rubrics. The total points of all parts will create their final score.

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

