

Glendale Unified School District

High School

January 14, 2020

Department: Career Technical Education / Visual and Performing Arts

Course Title: Introduction to Ceramics and Sculpture 1-2

Course Code: 2237V/2238V

Grade Level(s): 9-12

School(s)
Course Offered: Hoover High School

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

Course Credits: 5 or 10

Recommended
Prerequisite: None

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

Course Overview: Introduction to Ceramics and Sculpture 1-2 is the introductory course for the Arts, Media and Entertainment industry Sector, Visual/Commercial Pathway. Students will learn the elements of Art through the medium of ceramics and 3D Sculpture. Students will learn the various skills in order to create both functional and abstract works. Construction techniques include: pinch, slab, coil and throwing on the pottery wheel. Students will develop a variety of decorating techniques to finish their work including: mid-range glaze, underglaze and stains. Students will maintain a notebook throughout the year for idea generation, note-taking and project planning. Students demonstrate what they have learned by making successful ceramic sculpture pieces and critiquing them in written and oral format. Students will write descriptive artist statements that critique their process and plan for future success. Students will finish the year with an understanding of the fundamentals of the ceramic making, firing, finishing process and historical context. Each unit will require students to go through a planning and research phase, the construction and

implementation phase and the reflections and critiquing phase.

Course Content-First Semester

Unit 1: Unit 1: Introduction to Clay and Hand building Fundamentals

(5 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 learn about clay as an artistic medium; the ceramic process including stages of clay, glazing and firing; and an introduction to the Elements of Art and Principles of Design and how those relate to the ceramic medium will be analyzed and demonstrated. Students will study industry related artwork examples and identify the Elements of Art and Principles of Design within those pieces. Studio and safety procedures will be modeled, practiced and tested. Wedging, pinch, slab, coil and joining hand building techniques will be taught and practiced repeatedly prior to a product being created and taken through the entire finishing process.
- B. Utilizing the pinch pot method, students will produce a small-scale Day of the Dead piece. Emphasis will be placed on manipulation of clay material by demonstrating good craftsmanship, through the development of an enclosed form. Students will join pieces of clay together by scoring and slipping. Students will create a pinch pot in order to experiment with and understand the physical qualities of clay and its plasticity. Students will gain experience with the clay building process and with the rate of drying in clay. Students will glaze these pieces and practice using the art element of color. 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 2: Coiling

(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 learn: how to create a coil and how that can be used to create a structure. They will learn various techniques and uses for the coiling skill and how they can combine these with the pinching skills from the previous unit. Students will research works that use coiling as a foundation and gain an understanding of how to identify the various means of creating a piece.

- B. Utilizing coiling and the pinch pot method, students will produce a functional cereal bowl. Emphasis will be placed on manipulation of clay material by demonstrating good craftsmanship, through the development of an enclosed form. Students will join pieces of clay together by adding coils by scoring and slipping. Students will gain experience with the clay building process and with the rate of drying in clay. Students will glaze these pieces and practice using the art element of color. 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 3: **Slab rolling and carving**

(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 learn about: how to create a slab; subtractive and additive methods of building with clay; the use of color and contrast to create an emphasis; as well as, how to store work so that it does not crack or warp and how to use a variety of carving tools to create different types of line. 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. Utilizing the slab method students will produce a tile that is carved to convey a message. Students will experiment with a variety of carving tools to create a piece with multiple depths. They will gain experience with the clay building process and with the rate of drying in clay. They will glaze these pieces and practice using the art element of color to create contrast and emphasis. 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: **Throwing on the pottery wheel**

(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 introduced to procedures and techniques of working on the potter's wheel. They will learn how to center the clay; opening the well and pulling up the wall. Students will gain the necessary skills of centering and throwing a cylinder. Students will watch demos, participate in skill practice, research and study artist examples.

- B. To demonstrate basic throwing skills students will create a bowl. Students will use color to emphasis shape of their thrown objects. 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 5: **Throwing and adding slab and coil handles**

(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 pieces. They will continue working on centering the clay; opening the well and pulling up the wall. After students have mastered these skills they will learn how to make a taller object and then how to trim it. As students gain the skills necessary to center and throw a cylinder, they will be shown more complex form by adding a handle pulling. Students will watch demos, participate in skill practice, research and study artist examples.
- B. To demonstrate basic throwing skills students will create a handled cup. Students will use color to emphasis shape of their thrown objects. Students will advance their throwing skills by adding a coiled or slabbed handle to form a cup/mug. Students will learn techniques necessary for attaching pieces and maintaining functionality. 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: **Throwing & adding height and aperture variation**

(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 complete their training in throwing by learning how to increase the height on their thrown pieces while maintaining aesthetic value and functionality. Having mastered centering students will now learn how to work with more clay, increase the height of their pieces and still maintain structural integrity. Students will watch demos, participate in skill practice, research and study artist examples.
- B. To demonstrate more 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 clay, height, durability and structural integrity. 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.

Course Content-Second Semester

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 learn how to combine coil, pinch and slab hand building skills to create a upright 3 dimensional sculpture. This unit will focus on how to include movement and balance to make a large scale and stable piece. Students will research real life textures and artist examples to make their to make a piece look 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 cultural food, an animal or a social political issue. 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: Advanced Slab

(4 weeks)

STANDARDS

California Art Standards for the Visual Arts: 1.1, 1.2, 2.1, 2.2, 2.3, 3, 4, 5, 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 further their development of skills and begin using more complex underglaze and color mixing techniques. They will research different styles and attempt to create pieces which mimic the styling of their research.
- B. Students will create a functional lantern. They will need to utilize various skills and techniques and incorporate the new underglazing or color mixing style that they researched. The lanterns will have some sort of social purpose which the student will find

Unit 9: **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 will be asked to visit online art galleries to research various cultures and the integral role of ceramic ware throughout history. 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 present a PowerPoint about their culture and discuss how they have created a connection with their work.

Unit 10: **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 skills acquired from the previous units and work towards a personal statement through creation of a series of pieces. They will need to use textures, glazes, coiling, pinch, carving, slab, etc. in order to convey information, a story, or background about a topic which they research.
- B. Students will choose a series of objects to create either from personal interest. With the basic forms selected by the student, they will research artists and potters for inspiration. The students will write an explanatory essay about the artist with a focus on their artistic choices and "voice". Students will submit project idea sketches for approval before starting. Students may use hand building, wheel thrown, or combination of techniques to create a series of three related works. Works should display mastery of ceramic techniques, including finishing/glazing

Unit 11: **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, A8.2

- A. Students will learn how to photograph their 3-dimensional artwork and write an 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 portfolio.

- B. Students will create a digital portfolio and statement that can be used to enter contests, apply for scholarship and college. At this point student work will demonstrate a breadth of knowledge and development in the medium of ceramics. 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.

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