

Glendale Unified School District

Middle School

June 4, 2019

Department: Visual and Performing Arts

Course Title: Middle School Ceramics

Course Code: 2114G2

Grade Level: 7 or 8

School(s)
Course Offered: Rosemont Middle School

UC/CSU Approved
(Y/N, Subject): N/A

Course Credits: 5

Recommended
Prerequisite: None

Recommended
Textbook: None

Course Overview: This course will introduce the student to the basic hand-building methods of clay construction, while incorporating self-expression, design, and craftsmanship. Introductory course to the Arts, Arts Media and Entertainment, Fine Arts Sculpture pathway

Goals:

A. To express artistic ideas, thoughts, and reactions visually through the physical forming of the medium of clay.

B. To introduce drawing and design skills, in both 2D and 3D expression, through the use of the Art Elements and Design Principles.

C. To introduce ceramic tools, safety procedures, and methods used to explore the physical making of ceramic art sculptures.

D. To acquire knowledge of ceramic art history, including information on the artists/sculptors relevant to ceramic art and ceramic innovation.

E. To cultivate an intellectual basis for making and justifying aesthetic judgment of ceramic art individually, or in a group.

First Semester-Course Content

Unit 1: Drawing Fundamentals

(2 weeks)

Basic drawing skills. Form/Value/ Space (dimensional drawing)

STANDARDS

Visual and Performing Arts

Anchor Standards 7.VA:Cr1.1, 8.VA:Cr1.1; 7.VA: Cr2.2, 8.VA:Cr2.2

- A. Drawing is a powerful tool used in the conceptualization of ideas. This unit focuses on introducing the basics of drawing for illustrating concepts that are applicable for sculptural forms. Form, value, and space are used in drawing a three dimensional object on a two dimensional surface.
- B. Students will create drawings using a step-by-step approach to develop eye-hand coordination. Emphasis will be placed on how line transforms to communicate shape. A rubric will be used for assessing craftsmanship and conceptual clarity, while verbal critique will offer collaborative analysis and discussion.

Unit 2: Ceramic Fundamentals

(3 weeks)

Ceramic specific vocabulary, safety procedures

STANDARDS

Visual and Performing Arts

Anchor Standards 7.VA:Cr2.2, 8.VA:Cr2.2

- A. Understanding the specifics of a medium is essential to having success creating with that medium. This unit focuses on introducing the basics of ceramics: ceramic procedures, vocabulary, and the safety information needed for proper handling of clay, clay tools and equipment.
- B. Students will acquire knowledge of ceramic terminology (vocabulary), gaining an understanding of the definitions as well as the proper use of the terms. Students will

learn about the safety practices regarding the use and handling of ceramics. A rubric will be used to assess proficiency.

Unit 3: **History of Ceramics**

(2 weeks)

Historical and Cultural aspects of Ceramics

STANDARDS

Visual and Performing Arts

Anchor Standards 7.VA:Cr2.3, 8.VA:Cr2.3

- A. This unit provides students with an overview of the history of ceramics, as well as an understanding of both historical and contemporary ceramic art. Students will investigate the historical aspects and master sculptors of ceramics. Emphasis will be placed on understanding the historical timeline of ceramic innovation.
- B. Students will explore aspects of ceramic history and master artists/sculptors in order to gain an understanding of the chronology of ceramics. Students will investigate and write a research report on a famous ceramic artist/sculptor or ceramic innovation. Organizational skills and the showing of evidence in their writing will be emphasized. A rubric and student presentation will be used to assess proficiency.

Unit 4: **Properties of Clay and Glazing**

(2 weeks)

Understanding the properties of clay and glaze

STANDARDS

Visual and Performing Arts

Anchor Standards 7.VA:Cr2.2, 8.VA:Cr2.2

- A. This unit provides students with a basic understanding of chemistry involved in the production of clay and glazes. Students will learn about clay properties and proper preparation. They will also explore the principles of glaze composition, firing methodology and kiln construction.
- B. Students will acquire knowledge about proper handling of clay. They will also learn and practice the procedure of wedging clay to prepare it for use. Regarding the understanding and use of glazes, students will investigate the kiln room, glazing supplies and glaze composition. They will then gain insight through the practicing of glaze application on a pre-made ceramic tile. A rubric will be used to clarify criteria and assess mastery.

Unit 5: **Handbuilding technique #1**

(3 weeks)

The PINCH technique of working with clay

STANDARDS

Visual and Performing Arts

Anchor Standards 7.VA:Cr1.2, 8.VA:Cr 1.2; 7.VA: Cr3, 8.VA:Cr3

- A. This unit focuses on students gaining an understanding of shaping clay using the handbuilding method of pinch to create sculptural forms. Students will develop skills in the use of the pinch method by practice, combining forms, and practical application in creating a sculptural work of art.
- B. The method of shaping a pinch pot will first be demonstrated. After much practice, students will design and create a hand maraca by connecting two pinch pots together and then manipulating the shape to fit their design. Emphasis will be placed on transforming the shape without adding more clay to the form. An artist statement and peer verbal critique will be used to assess the final work of art.

Unit 6: **Handbuilding technique #2**

(2 weeks)

The SLAB technique of working with clay

STANDARDS

Visual and Performing Arts

Anchor Standards 7.VA:Cr1.2, 8.VA:Cr 1.2; 7.VA: Pr4, 8.VA:Pr4

- A. This unit focuses on students gaining an understanding of shaping clay using the handbuilding method of slab to create a sculptural form. Students will develop skills in the use of the slab method by practice, combining forms, and practical application in creating a sculptural work of art.
- B. The method of shaping a slab using a slab roller will first be demonstrated. The concept of using newspaper to fill or prop up clay will also be introduced. Students will draw their idea for a mask design. Emphasis will be placed on transforming the shape of the flat slab into a 3D form. A compare and contrast writing done between 2 students will be used to assess the final works of art.

Unit 7: **Handbuilding technique #3**

(3 weeks)

The COIL technique of working with clay

STANDARDS

Visual and Performing Arts

Anchor Standards 7.VA:Cr1.2, 8.VA:Cr 1.2; 7.VA: Cr3, 8.VA:Cr3

- A. This unit focuses on students gaining an understanding of shaping clay using the handbuilding method of coil to create sculptural forms. Students will develop skills in the use of the coil method by practice, combining forms, and practical application in creating a sculptural work of art.
- B. The proper method of shaping coils to be used for building clay forms will first be demonstrated. After much practice, students will design and create a vessel by connecting coils together to fit their vessel design. Emphasis will be placed on maintaining a consistent coil shape and form while building their vessel. A written critique and rubric sighting specific criteria will be used to assess the final work of art.

Unit 8: **Combining handbuilding technique**

(3 weeks)

Using all three handbuilding techniques to create a sculpture.

STANDARDS

Visual and Performing Arts

Anchor Standards 7.VA:Cr1.2, 8.VA:Cr 1.2; 7.VA: Cr3, 8.VA:Cr3

- A. This unit focuses on students gaining an understanding of how to combine the three hand-building techniques to create a sculptural form. Students will apply their acquired skills of the three handbuilding methods to combine and create a sculptural work of art.
- B. The techniques used to combine the three handbuilding methods will first be demonstrated. Students will draw out their sculpture design and then write out extensive step-by-step instructions on how they plan on building their sculpture. As this is their final project, emphasis will be placed on solid seams, refinement of shape and good craftsmanship. An artist statement and instructor critique will be used to assess the final work of art.