

Orange Unified School District

CERAMICS I

Year Course

GRADE LEVEL: 10-12

PREREQUISITES: None

INTRODUCTION TO SUBJECT:

Ceramics I is a yearlong lecture and lab course in which the student will explore clay as a creative material. Students will explore the medium of clay and the art of ceramics as they create original works of art. Students will apply their knowledge of the elements of art and the principles of design to their own works of art and the works of others. Students will study the historical and cultural aspects of ceramics through research and analysis. Students will study the impact of technology upon the visual arts, particularly ceramics, make connections to the other arts and subjects and learn about careers in the visual arts. Students will develop portfolios for evaluation, assessment, exhibition, Ceramics II enrollment, AP Studio Art 3-D, Special Studies Visual Art, scholarships, college entrance, and employment.

COURSE CONTEXT:

Ceramics I is a beginning level core visual arts course. Students may enroll in Ceramics II upon satisfactory completion of one year of Ceramics I with a grade of C or better. A third year of study may be accomplished by enrolling in AP Studio Art 3-D or Special Studies Visual Art (both classes require presentation of a portfolio and instructor permission for enrollment).

HISTORY OF COURSE DEVELOPMENT:

Ceramics I was developed by a committee of visual arts instructors representing the district high schools. UC personnel were consulted about the format and requirements for the “F” requirement approval. This course has been developed for all of the OUSD high schools.

COURSE GOALS AND/OR STUDENT OUTCOMES:

Students will gain experience by:

Exploring clay and the art of ceramics as they gain knowledge of the elements of art and principles of design in nature and our man-made world.

Demonstrating the skills and processes of creating original artworks, using the medium of clay in a variety of ways.

Researching the historical and cultural contributions that ceramics have made throughout history.

Analyzing and making aesthetic judgments about his/her own artworks, the artworks of his/her peers, and the world around them.

Applying what they learn about clay and ceramics to exhibition, other subject areas, careers in the field of ceramics, safe use of materials, and equipment in the lab.

COURSE OBJECTIVES:

BY THE END OF THE COURSE THE STUDENT WILL BE ABLE TO:

Ceramics I will meet the following Visual Arts Standards, Grades 9-12 Proficient from the Visual and Performing Arts Content Standards for California Schools, Kindergarten Through Grade Twelve:

ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts (Standard 1.0, Grades 9-12 Proficient). Students perceive and respond to works of art, objects in nature, events and the environment. They use the vocabulary of the visual arts to express their observations.

Students will identify and use the principles of design as they discuss, analyze, and write about their own original works of art as well as the works of others.

Students will observe visual aspects of their environment and use those observations in their ceramic artworks.

Students will learn about a variety of clay bodies, glazing materials, and firing techniques as they master the art of ceramics.

Students will develop an appropriate vocabulary of ceramic terms.

Students will research and analyze the ceramic artworks of major clay artists and write about the distinctive aspects of their styles in terms of the elements of art and principles of design.

CREATIVE EXPRESSION

Creating, Performing and Participating in the Visual Arts (Standard 2.0, Grades 9-12 Proficient). Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original artworks.

Students will apply the elements of art and principles of design to solve visual art problems and create a series of original artworks of increasing complexity and skill.

Students will refine technical skills and master craftsmanship while learning hand building and wheel throwing construction methods for creating original works of art using a variety of clay bodies, glazing techniques, and firing methods.

Students will create original works of art that reflects a culture other than their own.

Students will demonstrate knowledge of digital imagery (either still/CD or video).

Students will develop a portfolio that includes analysis of materials, methods and skill development, and mastery of basic observational drawing skills.

HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts (Standard 3.0, Grades 9-12 Proficient). *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.*

Students will research his/her own cultural background and use that knowledge to create works of art that reflect his/her own heritage.

Students will study historical and contemporary ceramics to increase his/her understanding of a variety of times, places, and cultures and use that knowledge to develop a series of original artworks.

Students will identify similarities and differences in the purposes of art created in selected cultures.

Students will visit local galleries, museums, and colleges that feature ceramic exhibitions, learn from visiting artists and from visiting artist's studios, and write about and discuss the contemporary artworks that they observe there.

AESTHETIC PERCEPTION

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts (Standard 4.0, Grades 9-12 Proficient). *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.*

Students will analyze his/her own artworks according to the elements of art, the principles of design, and the aesthetic qualities, and write about them.

Students will articulate the process and rationale for refining and reworking one of their own works of art.

Students will discuss the aesthetic aspects of the ceramics they observe in the classroom and in the world around them and make critical judgments.

CONNECTIONS, RELATIONSHIPS, AND APPLICATIONS

Connecting and Applying What is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers (Standard 5.0, Grades 9-12 Proficient). *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.*

Students will create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

Students will apply his/her knowledge of clay and ceramics to other subjects and areas of the visual arts.

Students will organize and maintain a portfolio of his/her works of art.

Students will exhibit his/her works of art when opportunities are available.

Students will research careers related to the field of ceramics.

Students will practice safe use of materials and equipment in the ceramics lab.

COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:

FIRST SEMESTER

WEEKS

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| I. | Create original works of art that utilize a variety of hand building techniques including pinching, coiling, slab construction, modeling, and fabrication. | 9 |
| II. | Research the history of ceramics according to his/her own cultural heritage, report on that research, and design an artwork based upon the research. | 4 |
| III. | Organize and maintain a specified portfolio of artworks including preliminary designs and sketches, research reports, video notes, vocabulary lists, field study trip reports, evaluation forms, and other pertinent materials. | Ongoing |
| IV. | Visit museums, galleries, and colleges to view ceramics exhibitions. | Ongoing |
| V. | Introduce wheel throwing techniques. | 5 |
| VI. | Introduce glazing and firing techniques. | Ongoing |
| VII. | Demonstrate an understanding of the elements of art and the principles of design, as they apply to ceramics. | Ongoing |
| VIII. | Discuss and write about the aesthetics of ceramic art. | |

SECOND SEMESTER

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| I. | Create works of art that utilize the hand building techniques mastered in the first semester, with an emphasis on craftsmanship and originality. | 6 |
| II. | Create constructions using wheel thrown forms. | 3 |
| III. | Explore a variety of firing techniques: raku/sawdust/reduction/oxidation | Ongoing |
| IV. | Use a variety of glazes and explore application variations. | Ongoing |

	<u>WEEKS</u>
V. Design and create artworks based on an idea, theme or emotion: self-portrait, animal, a place, architecture, an historical time period, a man-made item, something found in nature, a poem, literature, mathematics, a dream.	3
VI. Design and create a series of artworks that are non-utilitarian and demonstrate the development of a personal style.	3
VII. Design and create a series of artworks that are utilitarian using any method of construction that he/she has mastered during the course.	3
VIII. Continue to maintain an organized specified portfolio.	Ongoing
IX. Research careers in the field of ceramics: Internet, library, and interview.	Ongoing
X. Exhibit his/her artworks on campus and in exhibitions when the opportunity becomes available.	Ongoing

TEXTS AND SUPPLEMENTAL MATERIALS

Textbooks are adopted on a seven-year cycle that is scheduled for all subjects, including the visual and performing arts. A committee of visual arts Ceramics I instructors review all textbooks and they serve as a committee to make the final selection. Each Ceramics I instructor may purchase supplemental textbooks and materials through the high school media center. Supplemental materials such as overhead transparencies, videos, posters, prints, and instructor textbooks and materials may also be purchased by individual schools and instructors with site-based funds.

Subscriptions to *Scholastic Art* and *Ceramics Monthly* magazines and other periodicals appropriate to Ceramics I curriculum are encouraged. *Smithsonian*, *National Geographic*, and *Architectural Digest* are available in the media centers and are used as appropriate.

Students are encouraged to use the Internet for research and reading on assigned topics and enrichment projects.

The media centers have a rich resource of books that addresses the elements of art and principles of design, artist's biographies, cultural arts and art history, and the philosophy of art, as well as information about the ceramics of many of the world cultures, and ceramics and clay. The district media center has a large library of visual arts videos and CD's that are appropriate to Ceramics I.

INSTRUCTIONAL METHODS AND STRATEGIES

Instructional methods include lecture, demonstration, discussion, reading and writing, group work, student presentations, interviewing, field study trips, guest presentations, videos, films, the Internet, and other technology such as digital cameras and PowerPoint presentations. Student outcomes include project-based learning, written responses, written reports, sketches and/or sketchbooks, exhibition, and a portfolio of art works.

ASSESSMENT METHODS AND/OR TOOLS

Assessment methods include ongoing student evaluation of his/her own artwork based upon rubrics designed especially for each project. Students learn to assess, analyze and evaluate his/her own artwork and the artwork of their peers and major artists using the vocabulary of the visual arts. Tests and quizzes are based upon specific student learning and information provided by the instructor. Homework includes research and reports, reading, sketchbooks and/or sketches. Final assessments are student-centered portfolio evaluations of both production and written works.

ASSESSMENT CRITERIA

Rubric criteria for evaluation is established by the instructor with student input. Standards for academic performances are based upon the content standards in the Visual and Performing Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve, Grades 9-12 Proficient. Student portfolios for assessment are used to measure student growth and learning over time.

DATE OF CONTENT REVISION: July 2003 (Rewrite for format)

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