

NEWPORT-MESA UNIFIED SCHOOL DISTRICT
Course Description

Ceramics 1AB
(Elective)

Content covered in this course is described in the Course of Study. Based upon student needs, teachers select appropriate materials from the Instructional Materials List. Classroom presentations of course content are determined by the instructor and described under Teacher Activities. A more detailed outline of this course can be obtained from the instructor.

OVERVIEW:

Ceramics 1AB is a fine art course focusing on an understanding of the fundamental elements of art, principles of design and how they apply to creating, critiquing, and exhibiting handbuilt, wheelthrown, and sculpted works of ceramic art. This course covers basic hand construction pottery techniques, as well as an introduction to using the potter's wheel (use of the potter's wheels is not introduced until the 2nd semester). Sculpting or otherwise creating works of art in clay as a means of developing ones abilities in artistic perception, creative expression, understanding historical and cultural context, and aesthetic valuing will be emphasized. Student research and intellectual study will also contribute to these objectives. The student will be encouraged to connect and apply experiences in this course to learning in other art forms, subject areas, and careers. The student will be required to describe, analyze, interpret, and make judgments about their art and other art through written and oral critiques. They will do reflective writing about their studio projects as well. The importance of ceramic art in man's history, as a record of human existence, as a fine art medium, and a general overview of ceramic art vocabulary, materials, techniques, kilns and firing will be covered. The student will be exposed to the work of contemporary ceramic artists as well as a variety of ceramic art from other cultures and historical time periods. **All students will be required to exhibit their work as well as create a digital portfolio of their work.** This course is open to all students in grades 10 through 12 as a visual art elective. It serves a broad and diverse cross section of the student population.

This course is aligned to DBAE, the California State Framework and Challenge Standards in the Visual and Performing Arts, Federal Goals 2000 Standards in the Visual Arts, the California Standards for the Teaching Profession, and Newport Harbor High School ESLR's (Expected Schoolwide Learning Results).

COURSE OF STUDY OBJECTIVES:

1.0 Students will demonstrate an introductory understanding of the elements of art, basic composition, craftsmanship, and hand tile fabrication. Students will demonstrate knowledge of positive and negative space, incised carving, excised carving, and sgraffitto. Students will be exposed to some of the principles of design (emphasis, movement, variety, rhythm) as well as the concept of sculpting in relief.

1.1 SUGGESTED STUDENT ACTIVITIES:

- The student will draw in pencil (on 8.5 by 11" paper) 5 scale design proposals of the same floral image, each emphasizing a different art element. Students will make five 6" X 6" tiles based on their design proposals. Each tile will have a relief sculpture carved in it to illustrate a different element of art. (Line, shape, value, space, and texture). After bisque firing, tiles will be glazed with art glazes to highlight relief carving.
- The student, teacher aide, and/or teacher will take digital photographs of completed student work for digital portfolios. Students will conduct critique of finished work using group discussion and/or written format using the description, analysis, interpret, and evaluate method.

1.2 INSTRUCTIONAL MATERIALS USED:

- Clay, paper, pencils, ceramic carving tools, rulers, templates, kiln, paint brushes, miscellaneous translucent art glazes
- Digital, slide, photographic, or video images. Hands on examples, personal computers, kiln, slide projector and digital camera

1.3 SUGGESTED TEACHER ACTIVITIES:

- Conduct lectures/discussions to connect with past learning, other disciplines, and the components of the state framework; artistic perception, creative expression, historical and cultural context, and aesthetic valuing.
- Facilitate individual and collaborative learning activities.
- Facilitate student completion of research, studio art projects, critiques, portfolio development, exhibitions, and other related learning activities; (i.e.: showing and discussing examples, demonstrations of technique, field trips, understanding and applying the elements of art, principles of design, and related visual and technical vocabulary).
- Assess student work.
- Explain requirements of assignments, projects, tests, presentations, portfolio development, and assessment methods. Assign use of research methods and materials.
- Inspire a sense of inquiry; elicit and assist discovery of abstract connections and links to past and present.

2.0 The student will demonstrate understanding of the following: pinched pottery construction open forms, closed forms, asymmetrical form, symmetrical form, positive and negative space, excised carving, incised carving, sgraffito, impressed decoration, texture, principles of design (rhythm, movement, balance), elements of art (line, shape, form, texture, space), scoring and slipping, and use of a variety of ceramic tools.**2.1 SUGGESTED STUDENT ACTIVITIES:**

- The student will create 8 different pinched pottery vessels (3 symmetrical open forms, 2 asymmetrical open forms, 1 closed form, 1 combined form, one free choice form) and illustrate the various elements of art and some principles of design by creating surface decoration on the moist or leather hard clay.
- The student, teacher aide, and/or teacher will take digital photographs of completed student work for digital portfolios. The student will conduct critique of finished work using group discussion and/or written format using the description, analysis, interpret, and evaluate method.

2.2 INSTRUCTIONAL MATERIALS USED:

- Clay, high temperature stains and glazes, paint brushes, sponges, ceramic modeling tools, paper and pencils.
- Digital, slide, photographic, or video images. Hands on examples, personal computers, kiln, slide projector, digital camera. LCD projector.

2.3 SUGGESTED TEACHER ACTIVITIES:

- Conduct lectures/discussions to connect with past learning, other disciplines, and the components of the state framework; artistic perception, creative expression, historical and cultural context, and aesthetic valuing.
- Facilitate individual and collaborative learning activities.
- Facilitate student completion of research, studio art projects, critiques, portfolio development, exhibitions, and other related learning activities; (i.e.: showing and discussing examples, demonstrations of technique, field trips, understanding and applying the elements of art, principles of design, and related visual and technical vocabulary).
- Assess student work.
- Explain requirements of assignments, projects, tests, presentations, portfolio development, assessment methods. Assign use of research methods and materials.
- Inspire a sense of inquiry; elicit and assist discovery of abstract connections and links to past and present.

3.0 Students will demonstrate knowledge and understanding of the following: elements of art, principles of design, multicultural pattern, stylized sculptural form, combined pinched forms to create hollow sculptural form, glaze application, venting hollow clay forms, scoring and slipping, clay add-ons. Students will be exposed to stylized sculptural and 2D design and use of multicultural pattern on sculptural form.

3.1 SUGGESTED STUDENT ACTIVITIES:

- The student will research stylized sculptural form and image. The student will research pattern in multicultural design. The student will sculpt a stylized animal sculpture. The student will demonstrate knowledge and understanding of the following: elements of art, principles of design, multicultural pattern, stylized sculptural form, combined pinched forms to create hollow sculptural form, glaze application, venting hollow clay forms, scoring and slipping, clay add-ons. The student will be exposed to stylized sculptural and 2D design and use of multicultural pattern on sculptural form.
- The student, teacher aide, and/or teacher will take digital photographs of completed student work for digital portfolios. The student will conduct critique of finished work using group discussion and/or written format using the description, analysis, interpret, and evaluate method.

3.2 INSTRUCTIONAL MATERIALS USED:

- Clay, stable, non-flowing glazes, paint brushes, ceramic modeling tools, paper and pencils
- Digital, slide, photographic, or video images. Hands on examples, personal computers, kiln, slide projector and digital camera

3.3 SUGGESTED TEACHER ACTIVITIES:

- Conduct lectures/discussions to connect with past learning, other disciplines, and the components of the state framework: artistic perception, creative expression, historical and cultural context, and aesthetic valuing.
- Facilitate individual and collaborative learning activities
- Facilitate student completion of research, studio art projects, critiques, portfolio development, exhibitions, and other related learning activities; (i.e.: showing and discussing examples, demonstrations of technique, field trips, understanding and applying the elements of art, principles of design, and related visual and technical vocabulary).
- Assess student work.
- Explain requirements of assignments, projects, tests, presentations, portfolio development, assessment methods. Assign use of research methods and materials.
- Inspire a sense of inquiry; elicit and assist discovery of abstract connections and links to past and present.

4.0 The student will demonstrate knowledge of the elements of art (space, asymmetrical organic form, texture, line, shape), principles of design (balance, asymmetrical balance, unity, variety), hollow out method, design elements in nature, scoring and slipping, impressed decoration, craftsmanship.**4.1 SUGGESTED STUDENT ACTIVITIES:**

- The student will create a box that looks like an interesting rock formation. The box will have a lid and will appear to be a non-objective rock-like form. The box will be functional, even in wall thickness, be asymmetrically balanced, and have a variety of surface line and texture.
- The student, teacher aide, and /or teacher will take digital photographs of completed student work for digital portfolios. The student will conduct critique of finished work using group discussion and/or written format using the description, analysis, interpret, and evaluate method. The student will use ceramic oxides and stains to antique the clay surface in order to give it a rock like color, surface, and texture.

4.2 INSTRUCTIONAL MATERIALS USED:

- Stoneware clay, sponges, ceramic oxides or stains, ceramic modeling and impressing tools. Digital, slide, photographic, or video images. Hands on examples, personal computers, kiln, slide projector and digital camera.

4.3 SUGGESTED TEACHER ACTIVITIES:

- Conduct lectures/discussions to connect with past learning, other disciplines, and the components of the state framework: artistic perception, creative expression, historical and cultural context, and aesthetic valuing.
- Facilitate individual and collaborative learning activities.
- Facilitate student completion of research, studio art projects, critiques, portfolio development, exhibitions, and other related learning activities; (i.e.: showing and discussing examples, demonstrations of technique, field trips, understanding and applying the elements of art, principles of design, and related visual and technical vocabulary).

- Assess student work
- Explain requirements of assignments, projects, tests, presentations, portfolio development, assessment methods. Assign use of research methods and materials.
- Inspire a sense of inquiry; elicit and assist discovery of abstract connections and links to past and present.

5.0 The student will demonstrate understanding of symmetrical pottery vessel form, stylized 2D image, symbolic motifs, elements of art (line shape, form, texture, color; monochromatic, space, value), principles of design (rhythm, movement, emphasis, balance, unity). The student will demonstrate an understanding of the history, culture, and artistic expression of a non-European people. The student will demonstrate ability to create pottery form using the coil method, burnished surface, application of slip.

5.1 SUGGESTED STUDENT ACTIVITIES:

- The student will research (library books, magazines, and Internet) Native American pottery designs, historical and cultural connections.
- The student will draw a design proposal of a Native American style vase. The student will design original stylized and symbolic motifs. He/she will show placement of image on their completed design proposal drawings. The student will create a vase using the Native American style of pottery construction (coil, slip decorated, and burnished). Using original stylized image, the student will paint his/her motifs on the leather hard vases adhering to good design principles and in the style of exemplary examples of Native American pottery. The student will burnish leather hard clay surface prior to drying out and firing form.
- The student, teacher aide, and/or teacher will take digital photographs of completed student work for digital portfolios. The student will conduct critique of finished work using group discussion and/or written format using the description, analysis, interpret, and evaluate method.

5.2 INSTRUCTIONAL MATERIALS USED:

- Clay, smooth-grained clay slip, paint brushes, ceramics tools, sponges, burnishing object (smooth stone or spoon)
- Digital, slide, photographic, or video images. Hands on examples, personal computers, kiln, slide projector and digital camera.

5.3 SUGGESTED TEACHER ACTIVITIES:

- Conduct lectures/discussions to connect with past learning, other disciplines, and the components of the state framework: artistic perception, creative expression, historical and cultural context, and aesthetic valuing.
- Facilitate individual and collaborative learning activities.
- Facilitate student completion of research, studio art projects, critiques, portfolio development, exhibitions, and other related learning activities; (i.e.: showing and discussing examples, demonstrations of technique, field trips, understanding and applying the elements of art, principles of design, and related visual and technical vocabulary).
- Assess student work.
- Explain requirements of assignments, projects, tests, presentations, portfolio development, assessment methods. Assign use of research methods and materials.
- Inspire a sense of inquiry; elicit and assist discovery of abstract connections and links to past and present.

6.0 The student will demonstrate understanding of form versus function, balance in functional pottery design by completing a functional ceramic mug. The student will demonstrate knowledge of elements of art (form, shape, space, color, line, texture), principles of design (asymmetrical balance, emphasis, unity), basic slab construction, 3D sculptural composition in pottery form, glaze application, use of recognizable image in sculpture, personal relationships in creating art forms. The student will demonstrate writing ability with thought, style, and expression while reflecting upon their work.

6.1 SUGGESTED STUDENT ACTIVITIES:

- The student will draw their design proposal in pencil. The student will create, using the slab method, an asymmetrically balanced functional mug (must have a separate added-on slab base and handle.) The handle must be a realistic image of a recognizable object (which has something to do with the artist's personal life.) The student will write a one page reflective dialog about making their personal mug and why they chose the handle image they did. The student will demonstrate writing ability with thought, style, and expression while reflecting upon their work.
- The student, teacher aide, and/or teacher will take digital photographs of completed student work for digital portfolios. The student will conduct critique of finished work using group discussion and/or written format using the description, analysis, interpret, and evaluate method.

6.2 INSTRUCTIONAL MATERIALS USED:

- Clay, appropriate food safe glazes, paint brushes, ceramics tools, sponges, pencils and paper
- Digital, slide, photographic, or video images. Hands on examples, personal computers, kiln, slide projector and digital camera

6.3 SUGGESTED TEACHER ACTIVITIES:

- Conduct lectures/discussions to connect with past learning, other disciplines, and the components of the state framework: artistic perception, creative expression, historical and cultural context, and aesthetic valuing.
- Facilitate individual and collaborative learning activities
- Facilitate student completion of research, studio art projects, critiques, portfolio development, exhibitions, and other related learning activities; (i.e: Showing and discussing examples, demonstrations of technique, field trips, understanding and applying the elements of art, principles of design, and related visual and technical vocabulary).
- Assess student work
- Explain requirements of assignments, projects, tests, presentations, portfolio development, assessment methods. Assign use of research methods and materials.
- Inspire a sense of inquiry; elicit and assist discovery of abstract connections and links to past and present.

7.0 The student will demonstrate an understanding of the elements of art (line, shape, form, texture, color, space), principles of design (balance, emphasis, unity, movement), form versus function. The student will demonstrate use of clay techniques (pinch, coil, slab, glazing, scoring and slipping) and understanding of creating a non-functional sculptural ceramic piece based upon a functional pottery form. The student will demonstrate originality, humor, conceptual and abstract thinking, and creativity in their sculptures.

7.1 SUGGESTED STUDENT ACTIVITIES:

- The student will draw their design proposal of the project. The student will create in clay a sculptural non-functional cup. The student will use a variety of media to decorate the surface of the cup: (low temperature glazes, stains, oxides, lusters, etc.)
- The student, teacher aide, and/or teacher will take digital photographs of completed student work for digital portfolios. The student will conduct critique of finished work using group discussion and/or written format using the description, analysis, interpret, and evaluate method.

7.2 INSTRUCTIONAL MATERIALS USED:

- Clay, smooth-grained clay slip, paint brushes, ceramics tools, sponges and burnishing object (smooth stone or spoon)
- Digital, slide, photographic, or video images. Hands on examples, personal computers, kiln, slide projector and digital camera

7.3 SUGGESTED TEACHER ACTIVITIES:

- Conduct lectures/discussions to connect with past learning, other disciplines, and the components of the state framework: artistic perception, creative expression, historical and cultural context, and aesthetic valuing.
- Facilitate individual and collaborative learning activities.

- Facilitate student completion of research, studio art projects, critiques, portfolio development, exhibitions, and other related learning activities; (i.e.: showing and discussing examples, demonstrations of technique, field trips, understanding and applying the elements of art, principles of design, and related visual and technical vocabulary).
- Assess student work.
- Explain requirements of assignments, projects, tests, presentations, portfolio development, assessment methods. Assign use of research methods and materials.
- Inspire a sense of inquiry; elicit and assist discovery of abstract connections and links to past and present.

8.0 The student will demonstrate knowledge of basic wheel throwing. The student will demonstrate ability to center the clay and throw four six-inch tall cylinders on the potter's wheel. The student will explore simple ceramic functional form by throwing a small bowl form with a flat bottom. The student will demonstrate ability to trim the bowl and understand the elements of art (line, form, texture) and principles of design (symmetrical balance, unity, movement) relative to this assignment. The student will learn the basics of using the potter's wheel as a tool to throw cylinder and bowl shapes. The student will demonstrate knowledge of glazing by glazing their bowl using the dipping method.

8.1 SUGGESTED STUDENT ACTIVITIES:

- The student will practice centering clay and throwing cylinders. They will save their best 4 cylinders for the critique. After somewhat mastering centering and making an even walled cylinder, each student will make a simple bowl form and trim the bottom during a subsequent studio class session. After bisque firing, students will glaze the bowl form using at least two different high temperature-dipping glazes.
- The student, teacher aide, and/or teacher will take digital photographs of completed student work for digital portfolios. The student will conduct critique of finished work using group discussion and/or written format using the description, analysis, interpret, and evaluate method.

8.2 INSTRUCTIONAL MATERIALS USED:

- Stoneware throwing clay, potters tools, high fire dipping glaze and wax resist.
- Digital, slide, photographic, or video images. Hands on examples, personal computers, kiln, slide projector and digital camera

8.3 SUGGESTED TEACHER ACTIVITIES:

- Conduct lectures/discussions to connect with past learning, other disciplines, and the components of the state framework: artistic perception, creative expression, historical and cultural context, and aesthetic valuing.
- Facilitate individual and collaborative learning activities
- Facilitate student completion of research, studio art projects, critiques, portfolio development, exhibitions, and other related learning activities; (i.e.: showing and discussing examples, demonstrations of technique, field trips, understanding and applying the elements of art, principles of design, and related visual and technical vocabulary).
- Assess student work.
- Explain requirements of assignments, projects, tests, presentations, portfolio development, assessment methods. Assign use of research methods and materials.
- Inspire a sense of inquiry; elicit and assist discovery of abstract connections and links to past and present.

9.0 The student will demonstrate an understanding of historical Catalina Tile Designs by creating their own Catalina style tiles. The student will demonstrate ability in using technology (personal computer, design software, scanner, digital camera) as a design tool in creating works of ceramic art (line, shape, color, texture, space) and the principles of design (rhythm, movement, emphasis, variety, dominance, balance). The student will develop a better understanding of color relationships, composition, and the "stained glass" approach to designing with solid color shapes to create pattern or painted recognizable image on tile. The student will connect to his or her own cultural heritage in California through research in Catalina tile history.

9.1 SUGGESTED STUDENT ACTIVITIES:

- The student will research (library and Internet) Catalina Tiles. The student will design original Catalina Tile proposed designs using paper and colored pencils. The student will scan (into a paint program on the computer) the line art for their tile design. The student will then use the paint bucket option to design 3 different color schemes for their tile design and print them out. Each student will fabricate a 6" X 6" ceramic tile with a smooth surface. After the tiles are bisque fired the student will transfer the line art to their tile and create a glazed Catalina style tile based upon their best color scheme design. A group critique of the color design proposals will determine each student's selection of final design to be executed on their fired blank tile.
- The student, teacher aide, and/or teacher will take digital photographs of completed student work for digital portfolios. The student will conduct critique of finished work using group discussion and/or written format using the description, analysis, interpret, and evaluate method.

9.2 INSTRUCTIONAL MATERIALS USED:

- Clay, lowfire art glazes, paint brushes, ceramics tools, sponges, black wax resist, paper and colored pencils.
- Digital, slide, photographic, or video images. Hands on examples, slide projector, personal computers, flat bed color scanner, color printer, kiln and digital camera.

9.3 SUGGESTED TEACHER ACTIVITIES:

- Conduct lectures/discussions to connect with past learning, other disciplines, and the components of the state framework: artistic perception, creative expression, historical and cultural context, and aesthetic valuing.
- Facilitate individual and collaborative learning activities.
- Facilitate student completion of research, studio art projects, critiques, portfolio development, exhibitions, and other related learning activities; (i.e.: showing and discussing examples, demonstrations of technique, field trips, understanding and applying the elements of art, principles of design, and related visual and technical vocabulary).
- Assess student work.
- Explain requirements of assignments, projects, tests, presentations, portfolio development, assessment methods. Assign use of research methods and materials.
- Inspire a sense of inquiry; elicit and assist discovery of abstract connections and links to past and present.

10.0 The student will demonstrate knowledge of product design as well as creating unique imaginative 3D sculptures in oil-based clay. The student will demonstrate imagination and creative writing ability by writing an adventure episode for a fantasy television series of their own creation. The student will sculpt an original fantasy vehicle with modeling clay or a creature to drive it. The vehicle or creature will be from their creative writing. The student will first develop finished design sketches of their sculptures prior to sculpting them. The student will demonstrate knowledge of using computer technology (digital camera and gif animation software) by creating a simple gif animation using their car or creature sculpture. The student will demonstrate knowledge of the elements of art, principles of design, critical thinking skills, creative thinking skills, imagination, sculpting ability, creative writing ability, and use of technology.

10.1 SUGGESTED STUDENT ACTIVITIES:

- The student will do research (library and Internet) on claymation, 3D product modeling design, fantasy and animated television series. The student will create finished design proposal sketch of their creature or vehicle. The student will write a simple script for a 10-minute television episode for a fantasy adventure series. The student will create a modeling clay sculpture of the vehicle or creature in their script. The student will take digital photos of their vehicle or creature in different movements. The student will create an animated gif using the digital images of their sculpture.
- The student, teacher aide, and/or teacher will take digital photographs of completed student work for digital portfolios. The student will conduct critique of finished work using group discussion and/or written format using the description, analysis, interpret, and evaluate method.

10.2 INSTRUCTIONAL MATERIALS USED:

- Oil based modeling clay, clay-modeling tools, paper.
- Digital, slide, photographic, or video images. Hands on examples, personal computers, kiln, slide projector and digital camera.

10.3 SUGGESTED TEACHER ACTIVITIES:

- Conduct lectures/discussions to connect with past learning, other disciplines, and the components of the state framework: artistic perception, creative expression, historical and cultural context, and aesthetic valuing.
- Facilitate individual and collaborative learning activities.
- Facilitate student completion of research, studio art projects, critiques, portfolio development, exhibitions, and other related learning activities; (i.e.: Showing and discussing examples, demonstrations of technique, field trips, understanding and applying the elements of art, principles of design, and related visual and technical vocabulary).
- Assess student work.
- Explain requirements of assignments, projects, tests, presentations, portfolio development, assessment methods. Assign use of research methods and materials.
- Inspire a sense of inquiry; elicit and assist discovery of abstract connections and links to past and present.

INSTRUCTIONAL MATERIALS:

TEXTBOOK

Approved textbook

AUDIO-VISUAL MATERIALS

Approved videocassettes

Art slides and transparencies

School-based materials that have been approved as outlined by the district's evaluation process.

December 12, 2000

Submitted by Jim Goodhue, Newport Harbor High School