

**FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT**

**Course Outline  
Ceramics 2**

**Date: October 2004**

**Subject Area: Visual & Performing Arts**

**Proposed Grade Level (s): 10 – 12**

**Course Length: 1 Year**

**Grading: A-F**

**Number of Credits: 5 / Semester**

**Prerequisites: Completion of Ceramics 1 with a grade of C or higher**

**BRIEF COURSE DESCRIPTION:**

Ceramics 2 emphasizes the use of the potter's wheel both as a tool for functional pottery and sculptural forms. Advanced hand building techniques are also emphasized. Students will explore areas of decoration, design, form, glazing, and related technical problems. Students work more independently and make decisions of an artistic nature. Students will also gain the ability to analyze and respond to various ceramic pieces including their own. Students will continue to be introduced to numerous cultural and historical styles and motifs..

**GENERAL GOALS / PURPOSES:**

- Goal 1: Study qualities and constraints of working in clay, and developing techniques for successfully working in the media to produce sculptural and functional objects.
- Goal 2: Acquire advanced skills to create, represent, and interpret ideas and feelings, through the medium of ceramics.
- Goal 3: Display an advanced understanding of the elements of art and principles of design, and incorporate those concepts into their ceramic pieces.
- Goal 4: Display ability to aesthetically value and appreciate works of art through written opinions and class discussions.
- Goal 5: Develop an understanding of the role of ceramics in art, culture, and history.

**STUDENT READING COMPONENT:**

- Claywork Third Edition Leon I. Nigrosh
- Sculpting Clay Leon I. Nigrosh
- Articles selected by the instructor.
- Slides and images of Art downloaded from the Internet.
- Instructor and student created project samples.
- Reproductions of artworks.

**STUDENT WRITING COMPONENT:**

Students will:

- Describe, analyze, critique, and write about the visual characteristics of ceramic art (description, observation, analysis, persuasive)
- Use writing to reflect on the creative process, and the problem-solving techniques used in ceramics production (reflective)
- Compare and contrast, as well as analyze artists and the styles of art, from a variety of times, places, and cultures (informative)

## **STUDENT ORAL COMPONENT:**

Students will:

- Provide oral presentations, and participate in discussions about their own work, as well as the work of others
- Orally respond to a variety of works of art, and talk about their interpretation of the artist's intention, using vocabulary and terms appropriate to discussions about art

## **DETAILED UNITS OF INSTRUCTION:**

- Introduction to new clay bodies
  - Porcelain
  - Sculpting clay
- Reintroduction to the Lab
  - Tools
  - Safety procedures
  - Clean up
- Advanced hand building techniques
  - Pinch
  - Coil construction
  - Slab construction
- Contemporary Pottery
  - Various potters
- Glazing Techniques
  - Oxides
  - Engobes
  - Lusters
  - Introduction to preparation of glazes
- Advanced Wheel Throwing techniques
  - Throwing process
  - Altering wheel pieces
- Review trimming thrown pottery
  - Foot
  - Lids
- Sculpture techniques
  - Abstract
  - Geometric
  - Freeform
  - Wheel thrown
- Advanced hand building techniques
  - Working on a larger scale
- Exploration of teapot forms
- Advanced surface decoration techniques
  - Scraffito
  - Texture
  - Attached clay
  - Sanding

- Combining techniques
  - Wheel
  - Slab
  - Pinch
  - Coil

**Key Activities/Assignments:**

Fall Semester

1. Wheel thrown pot 7 inches tall with pulled handle
2. Coil pot 14 inches tall (extruded coils)
3. Set of 4 wheel thrown mugs with pulled handles
4. Four Potter's Choices
5. Form piece (emphasis on geometric or freeform)
6. Wheel throwing test
7. Slab theme piece
8. Geometric Sculpture
9. Combination piece 3 or more techniques
10. Wheel pot with lid and pulled handle
11. Sixteen hours of wheel time
12. Eight pieces of glaze ware
13. Written Exam

End of Semester

Spring Semester

1. Realism piece
2. Object over 12 inches tall (slab, wheel, pinch, or coil)
3. Abstract Sculpture
4. Altered Wheel pot
5. Rain Stick
6. Four Potter's Choices
7. Wheel Thrown Teapot with pulled handles
8. Surrealistic Sculpture
9. Set of Three or more bowls (varied sizes)
10. Decorated wheel plate
11. Sixteen hours wheel time
12. Eight pieces glaze ware
13. Research Paper MLA Documentation

End of Year

**Additional Responsibilities:**

1. Maintain a notebook with project instructions, visual written and vocabulary definitions, sketches, and project grading sheets.
2. Maintain a clean working environment.
3. Turn all work in on time.
4. Demonstrate a quality work ethic.
5. Endeavor to display a high level of artistic discipline in a consistent manner.

**THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR THE FCUSD EXAMS IN:**

Reading and Writing

## **SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

Students will:

1. Analyze and discuss complex ideas such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art. (Standard 1.1)
2. Discuss a series of their original works using appropriate vocabulary of art. (Standard 1.2)
3. Analyze their works as to personal direction and style. (Standard 1.3)
4. Research two periods of painting, sculpture, film, or other media, and discuss their similarities and differences, using the language of the arts. (Standard 1.4)
5. Compare how distortion is used in photography or video with how the artist uses distortion in painting or sculpture. (Standard 1.5)
6. Describe the use of the elements of art to express mood in one or more of their works of art. (Standard 1.7)
7. Analyze the works of a well-known artist as to the art media selected, and the effect of that selection on the artist's style. (Standard 1.8)
8. Plan and create artworks that reflect complex ideas such as, distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual. (Standard 2.2)
9. Assemble and display objects or artworks as part of a public exhibition. (Standard 2.3)
10. Demonstrate in their visual artworks a personal style and an advanced proficiency in communicating an idea, theme, or emotion. (Standard 2.4)
11. Identify contemporary artists worldwide who have achieved regional, national, or international recognition, and discuss ways in which their work reflects, plays a role in, and influences present-day culture. (Standard 3.2)
12. Investigate and discuss universal concepts expressed in artwork from diverse cultures. (Standard 3.3)
13. Research the methods art historians use to determine the time, place, context, value, and culture, that produced a given work of art. (Standard 3.4)
14. Describe the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer. (Standard 4.1)

### **Instructional Methods and Strategies:**

1. Demonstrations and lectures
2. Project based learning
3. Library/internet research
4. Videos and reproductions
5. Peer tutoring

### **Assessment Methods and/or Tools**

1. Completion of projects and exercises as assigned by instructor.
2. Group discussions and critiques.
3. Written reflections of completed projects.
4. Participation/attendance
5. Written final
6. Research Paper

## **DISTRICT ESLRs TO BE ADDRESSED:**

Students will be:

- **Effective communicators** through oral critiques, written assignments, and artistic expression in a variety of media

- **Self-directed learners** by completing a sketchbook and notebook each quarter with considerable independent work
- **Quality producers** by completing approximately four projects, 20 sketchbook drawings, and a notebook of 8-10 assignments each quarter
- **Constructive thinkers** through ongoing discussion and analyzing to determine artistic solutions to problems presented to the class
- **Collaborative workers** through sharing and support given to other students in group critiques; through clean-up responsibilities, and cooperative learning readings/assignments/projects.

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