

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

**Course Outline
Ceramics 4**

Date: October 2004

Subject Area: Visual & Performing Arts

Proposed Grade Level(s): 12

Course Length: 1 Year

Grading: A-F

Number of Credits: 5/Semester

Prerequisites: Completion of Ceramics 1, 2, & 3, with a grade of B or higher

BRIEF COURSE DESCRIPTION:

Ceramics 4 covers special problems in wheel throwing and hand building techniques, with an emphasis on independent study and self-motivation. Students will continue to work developing glazes, and will be introduced to kiln firing. Students will also continue to gain the ability to analyze and respond to various ceramic pieces including their own. Students will be introduced to numerous cultural and historical styles and motifs. They will make decisions as to areas of preference, and explore areas leading to originality and workmanship in their work. Students will compile enough work to demonstrate their abilities through the use of a portfolio, which can be used for college entrance or employment in a visual art field.

GENERAL GOALS AND PURPOSES:

- Goal 1: Study qualities and constraints of working in clay, and developing techniques for successfully working in the media, to produce sculptural, functional, and decorative 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 the 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, history, and society.

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)
15. Identify the intentions of artists creating contemporary artworks, and explore the implications of those intentions. (Standard 4.2)
16. Analyze and articulate how society influences the interpretation and message of artwork. (Standard 4.3)
17. Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements. (Standard 4.6)
18. Prepare portfolios of their original artwork for a variety of purposes (e.g., review for postsecondary application, exhibition, job application, and personal collection). (Standard 5.5)

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:

- Reintroduction to the Lab
 - Tools
 - Safety procedures
 - Clean up
- Advanced hand building techniques
 - Pinch
 - Coil construction
 - Slab construction
- Working on a larger scale
- Mixed Media
- Historical and cultural Context
 - Compare and contrast styles from a variety of times and places
 - Use of similar shapes, icons, and symbols
 - Motifs for cultural celebrations
 - Antiquity vs. Contemporary
 - Glazing Techniques
- Oxides
- Engobes
- Lusters
- Slip trailing
 - Spraying
 - Preparation of glazes
 - Testing Glazes
 - Advanced Wheel Throwing techniques
- Throwing process
- Altering wheel pieces
- Bottles
- Wheel Thrown Plates
 - Review trimming thrown pottery
 - Foot
 - Lids
 - Bottles
 - Use of Chucks
 - Sculpture techniques
 - Abstract
 - Geometric
 - Freeform
 - Wheel thrown
 - Extruder
 - Advanced surface decoration techniques
- Scraffito
- Texture
- Attached clay
- Sanding
 - Combining techniques
- Wheel
- Slab

- Pinch
- Coil
- Extruder
 - Introduction to Kiln Firing
- Loading/unloading Bisque Kiln
- Loading/unloading High Fire Kiln
- Firing Processes

Key Activities/Assignments:

The Ceramics 4 student will work on a one-on-one basis with the teacher, developing his/her individual creative expression and style. Ceramics 4 will enable the student to demonstrate his/her artistic strengths using clay as a medium. The student will use all techniques learned in Ceramics 1-3, and will work independently on projects of his/her choice once cleared by teacher. The firing process will be a large part of the student's education over the course of the year.

Also students must:

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.

Texts and Supplemental Instructional Materials:

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

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

Assessment Criteria:

O - An “O” is given if there is no effort to meet the project requirements.

1 - 59% - An “F” with points is given to a project that does make some effort, but the project results do not demonstrate an understanding of the requirements.

60 - 69% - A “D” is given if the project addresses the requirements very superficially, or completely fails to address some of the requirements while meeting the other requirements.

70 - 79% - A “C” is given if the project addresses all of the requirements, but at a minimal level. The project is solid, but is less sophisticated in content and style.

80 - 89% - A “B” is given if the project demonstrates a clear understanding of the requirements, and the finished result is strong but thinner version of an “A” project. It is still impressive and interesting.

90 - 100% - An “A” is given to the project that is clearly superior and technically correct.

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND / OR THE FCUSD EXIT EXAM:

Reading and Writing

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

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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)
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Assessment Methods and/or Tools

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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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