CERAMICS 1
Grades 10, 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Introduction to Art

Course Overview:
Ceramics is designed to introduce clay methods and techniques to students through the use of hand-building, wheel-throwing and surface treatment. Students produce a variety of ceramic pieces. Students receive an historical, cultural and contemporary overview of ceramics.

Units of Study:
- Clays
- Hand-building
- Wheel-throwing
- Glazing
- Sculpture
- Alternative Surface Treatment

Vocabulary:
Clay, Ceramics, Vitrification, Leather Hard, Bone Dry, Cone Value, Line, Value, Texture, Space, Color, Hue, Intensity, Depth, Shape, Form, Critique, Elements of Art, Principles of Design, Aesthetics, Glaze

Creating:
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- **Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.
- **Essential Question(s):** What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

VA:Cr1.1.IIa- Individually or collaboratively formulate new creative problems based on student's existing artwork.
    - I can collaborate with others in the creative process.
    - I can make a visual product.

- **Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.

- **Essential Question(s):** How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

VA:Cr1.2IIa-Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

- I can use different techniques to create utilitarian and sculptural works out of clay.
- I can use glaze techniques that function with the finished clay piece.
- I can demonstrate the ability to conceive, plan and complete an artwork.
- I can demonstrate an understanding of the elements of art and the principles of design related to ceramics.
- I can use form and surface together to create a ceramic work of art.

Anchor Standard 2: Organize and develop artistic ideas and work.

- **Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- **Essential Question:** How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cr2.1.IIa - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

- I can demonstrate the ability to conceive, plan and complete an artwork.
- I can work within the traditions of ceramics in order to produce a body of work

- **Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- **Essential Question:** How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

VA:Cr2.2.IIa -Demonstrate awareness of ethical implications of making and distributing creative work.

- I can work responsibly within a studio environment ensuring the safety of myself and others.

- **Enduring Understanding:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- **Essential Question:** How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning or designing objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

VA:Cr2.3.IIa -Redesign an object, system, place, or design in response to contemporary issues.

- I can make real world connections related to ceramics.

Anchor Standard 3: Refine and complete artistic work

- **Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- **Essential Question:** What role does persistence play in revising, refining, and developing work? How do artist grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

VA:Cr3.1.IIa-Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision. .

- I can use aesthetics to describe ceramics and product.
- I can demonstrate the ability to conceive, plan and complete an artwork.

PERFORMING:

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- **Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- **Essential Question:** How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

VA:Pr4.1.IIa - Analyze, select, and critique personal artwork for a collection or portfolio presentation.

- I can prepare, exhibit and identify quality in presentation related to ceramics.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- **Enduring Understanding:** Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- **Essential Question:** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

VA:Pr5.1.IIa -Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place

- I can prepare, exhibit and identify quality in presentation related to ceramics.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **Enduring Understanding:** Objects, artifacts and artworks collected, preserved, or presented either by artists, museums or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
- **Essential Question:** What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?

VA:Pr6.1.IIa - Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

- I can identify and analyze exemplary historic and contemporary ceramic works through a critical and aesthetic inquiry process.

RESPONDING:

Anchor Standard 7: Perceive and analyze artistic work

- **Enduring Understanding:** Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, other, the natural world, and constructed environments.
- **Essential Question:** How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

VA:Re.7.1.IIa -Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

- I can make real world connections related to ceramics.

- **Enduring Understanding:** Visual imagery influences understanding of and responses to the world.
- **Essential Question:** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

VA:Re.7.2.IIa-Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences

- I can make real world connections related to ceramics.
- I can make an image that makes a social statement.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- **Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.
- **Essential Question:** What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

VA:Re8.1.IIa Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

- I can use constructive criticism in order to articulate my aesthetic sensibilities.

Anchor standard 9: Apply criteria to evaluate artistic work

- **Enduring Understanding:** People evaluate art based on various criteria.
- **Essential Question:** How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

VA:Re9.1.IIa -Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

- I can identify and analyze exemplary historic and contemporary ceramic works through a critical and aesthetic inquiry process.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- **Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- **Essential Question:** How does engaging in creating art enrich people's lives? How does making art attune people to their surrounding? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

VA:Cn10.1.IIa -Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.

- I can demonstrate the ability to analyze how ceramics communicates meaning through a process of multiple problem-solving, involving intellectual, emotional, conceptual, symbolic, expressive, and personal decisions.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- **Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- **Essential Question:** How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

VA:Cn11.1.IIa-Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

- I can identify various societal, cultural, and historical references at work in my ceramics.
- I can demonstrate an awareness of careers in ceramics and other visual arts.