FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Ceramics 2

CAC Approval Date: April 29, 2026 **Board Approval Date: May 21, 2026**	**Course Length: 2 Semesters**
Grading: A-F	**Credits: 5 Credits per Semester**
Proposed Grade Level(s): 10, 11, 12	**Subject Area: VAPA** **Elective Area (if applicable):** **Fine Arts**
Prerequisite(s): **Ceramics 1**	**Corequisite(s):** **N/A**
CTE Sector/Pathway:	
Intent to Pursue 'A-G' College Prep Status: Yes	
A-G Course Identifier: (f) Visual and Performing Arts	
Graduation Requirement: Yes	
Course Intent: District Course **Program (if applicable):**	

Folsom Cordova Unified School District
2024-2025 Nondiscrimination Statement

The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact:

Jim Huber, Ed.D., Assistant Superintendent, Educational Services
Compliance Officer, Section 504 Coordinator, ADA Coordinator (students)
jhuber@fcusd.org
916-294-9000 x 104580

Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415

1965 Birkmont Drive
Rancho Cordova, CA 95742

The Folsom Cordova Unified School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the Folsom Cordova Unified School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The District Title IX Coordinator is:

Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415
1965 Birkmont Drive
Rancho Cordova, CA 95742

The District nondiscrimination policy can be located at:
https://www.fcusd.org/district/about-us/nondiscrimination-statementpolicy

The District's nondiscrimination complaint procedures can be located at:
Students: https://www.fcusd.org/departments/compliance/complaints/uniform-complaints
Staff: https://www.fcusd.org/departments/compliance/complaints/nondiscrimination-in-employment

To report information about conduct that may constitute sex discrimination or sex-based harassment, or make a complaint of sex discrimination or sex-based harassment under Title IX, please refer to:
Students: https://www.fcusd.org/district/about-us/title-ix-notificationsexual-harassment
Staff: https://www.fcusd.org/departments/compliance/complaints/sexual-harrassment-title-ix

COURSE DESCRIPTION:

Ceramics 2 continues students' exploration of hand building, pottery wheel throwing, various tools, glazing, kiln firing. Students explore ceramics 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, glaze, and related technical inquiries. Students generate new ideas and make creative decisions. Students will also gain the ability to analyze and respond to various ceramic works including their own. Students will continue to explore numerous cultural and historical styles and motifs.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Review Introductory Techniques: Necessary tools, Firing practices, Glazing strategies	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?	*Tool poster/research task *Safety procedures *Stages of clay from raw to finished ware *Basic firing types and kiln types *Differentiate clay types and bisqueware *Differentiate between cone temperatures	*Analyze best practice for stages of clay with each summative task *Continuous application of knowledge through course
Unit 1 Essential Standards Prof.VA:Cr2.2			
2. Advanced Hand Building: Coil, Pinch, Slab	Why do artists make artwork? 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?	*Reducing width and even all thickness in Japanese Tea Bowl *Creating usable volume in *Ramen bowl *Designing Sushi Platter	*Large to extra large sized coil pots *8-12" Vase
Unit 2 Essential Standards Prof.VA:Cr2.1 Prof.VA:Re7.1			
3. Glaze Testing	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	*Create 8 small art works that will be used on glaze test *Plan glazes to be used on each test pot	*Perform glaze test on 8 pieces using 16 glazes *Document results by capturing a picture of each pot and make notes of results *Display results for classroom reference

	artistic investigations?		
Unit 3 Essential Standards Prof.VA:Cr1.2			
4. Process Journal and Portfolio Development	How do artists and designers determine goals for designing or redesigning objects, places, or systems? 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?	*Students sketch ideas of 3d forms to map out their ideas *Students compile ideas in a vision board based on the elements of art and principles of design *Research professional artists for reference	*Students produce works of art based on the thorough development of their ideas
Unit 4 Essential Standards Prof.VA:Cr2.1 Prof.VA:Cr2.2			
5. Advanced Sculpture/Modeling Techniques	What methods, processes and criteria are considered when preparing artwork for presentation, preservation, portfolio, or collection? How does assessing choices for presentation affect its meaning to the viewer?	*Building solid forms *Hollowing out solid forms *Constructing over a hump form *Constructing on an armature *Applying texture to create surface variety *Using hand tools to create depth on surfaces *Slip and scoring additional forms *Modeling or moving clay from one area to another *Hand eye coordination *Image reference blueprint	*Bust Sculpture *Individual body sculpture *Creature/animal sculpture *Abstract sculpture
Unit 5 Essential Standards Prof.VA:Pr5			
6. Advanced Wheel-Throwing	What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms?	*Ramen Bowl *Cup *6 “ Cylinder *Matching Bowls *Cylinder with a handle *Enclosed form with lid	*Tea Set

	How does collaboratively reflecting on a work help us experience it more completely?		
Unit 6 Essential Standards Prof.VA:Cr3			
7. Critique: Recurring critique, Recurring Self reflection, Recurring response to art criticism	What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as a text? How does knowing and using visual arts vocabularies help us understand and interpret works of art? How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How does art help us understand the lives of people of different times, places, and cultures? How does art preserve aspects of life?	*Analyze, describe, interpret and judge artwork *Regular formal art critique during units *Regular self reflection during units using formal art critique	*Class critique at the end of summative tasks using verbal critique comments and written comments *Self reflection based on skills and techniques learned
Unit 7 Essential Standards Prof.VA:Re8 Prof.VA:Cn10 Prof.VA:Cn11			

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):
Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.
https://www.arteducators.org/wp-content/uploads/2025/06/National-Visual-Arts-Standards-Custom-Handbook.pdf

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.
https://www.cde.ca.gov/ci/vp/cf/documents/caartsfwchapter7.pdf

Link to Subject Area Content Standards (if applicable):
Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.
https://www.cde.ca.gov/be/st/ss/documents/caartsstandards.pdf

Link to Program Content Area Standards (if applicable):
Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Textbook Title ISBN #	Author(s)	Publisher	Edition
	N/A			