

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Ceramics 4

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 3	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 4 advances students' learning experiences in 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 to build compositions that reflect students experiences and personal aesthetics acquired throughout the course. Students will deepen their understanding of decoration, design, form, glaze, and related technical inquiries. Students conduct research to generate new ideas to inform their 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 Adv.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 wall thickness on a given form *Creating usable volume in a set of forms, such as sets of mugs, tea set, bowls *Design a large wall-hung slab constructed composition	*Compose a hanging mobile using slabs, and or small sculpture *Apply the shrink rate of a clay body to predict the size of the final outcome of a project *Apply advanced relief skills on a slab
Unit 2 Essential Standards Adv.VA:Cr1.1 Adv.VA:Re9			
3. Clay, Glaze, Underglaze 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	*Formulate underglazes from scratch using mason stains *Compose 2 clays and create marble layers *Test glaze combinations that work with combined clay and test underglazes	*Conduct glaze and underglaze experiments and record the data *Present results to level 3 students *Display results for classroom reference *Compose a set of works that utilize effective use of experimental clay, underglaze, and glaze.

	artistic investigations?		
Unit 3 Essential Standards Adv.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 the sequence of their ideas from start to finish *Students compile ideas in a vision board based on the elements of art and principles of design *Research professional artists for reference using supplementary print and digital materials	*Produce works of art based on the thorough development of ideas *Research a specific ceramics artist and analyze their technique *Employ personal style from their previous exploration in a set of works.
Unit 4 Essential Standards Adv.VA:Cr2.1 Adv.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	*Portraits *Bust Sculpture *Individual body sculpture *Creature/animal sculpture *Abstract sculpture *Large scale slab built sculptures
Unit 5 Essential Standards Adv.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	*Use calipers to execute dinnerware set *Choice of set of two or four

	How does collaboratively reflecting on a work help us experience it more completely?		
Unit 6 Essential Standards Adv.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
	<i>N/A</i>			