

Murrieta Valley Unified School District
Course Outline
June 2011

Department: Visual and Performing Arts

Course Title: Ceramics 3

Course Number: 6075

Grade Level: 11-12

Length of Course: Year

Prerequisite: Completion of Ceramics 2 with a grade of A or B or instructor's approval with a grade of C.

UC/CSU (A-G) Requirement: F

Brief Course Description: Advanced Ceramics uses the prior two years of ceramics courses as a foundation for students to build upon. While students are introduced to a variety of new processes and techniques, there is a focus on creative expression and aesthetic valuing at a more advanced level than in Ceramics 1 and 2.

I. Goals

See "Course of Study" matrix below

II. Outline of Content for Major Areas of Study

Semester I

A. REVIEW OF SYLLABUS AND COURSE EXPECTATIONS 1 day

B. REVIEW OF CLAY TERMINOLOGY, VOCABULARY, TOOLS, PROCESSES/REVIEW 3-5 days

- 1.1. Clay terminology
- 1.2. Vocabulary of the arts
- 1.3. Ceramic tools
- 1.4. Ceramic processes

C. CLAY CONSTRUCTION: Combination Building Techniques 7-9 weeks

- 1.5. Design using a combination of techniques
- 1.6. Construction using a combination of techniques

D. CLAY CONSTRUCTION: Functional Forms 7-9 weeks

- 1.7. Defining functional forms
- 1.8. Design in functional forms
- 1.9. Construction of functional forms

Semester I

A. ADVANCED DECORATION TECHNIQUES 7-9 weeks

- 1.10. Decorating Greenware
- 1.11. Decorating Bisqueware
- 1.12. Decorating Glazeware

B.SPECIAL FIRING TECHNIQUE 7-9 weeks

- 1.13. Identification of various special firing techniques
- 1.14. Exploration in special firing techniques

C. STUDIO PRACTICES 1 week

- 1.15. Production ceramic practices
- 1.16. Occupations related to the Ceramic Arts

D. STUDY OF CLAY IN VARIOUS CULTURES 1-2 weeks

- 1.17. Utilitarian ceramic practices
- 1.18. Aesthetic and cultural practices

E. PRESENTATION AND EVALUATION Throughout the curriculum

- 1.19. Presentation of work
- 1.20. Validation of work
- 1.21. Display of work

III. Accountability Determinants

A. Key Assignments: See “Course of Study” matrix below

B. Assessment Methods

1. Reflective sketch notebooks
2. Written formal critiques
3. Ceramic project assessment
4. Exams

IV. Instructional Materials and Methodologies

A. Required Text

Nigrosh, Leao I. *Claywork: Form and Idea in Ceramic Design, 3rd Edition*,
Worcester, Massachusetts: Davis Publishing, Inc., 1995.

B. Supplemental Materials

1. Sapiro, Maurice. Clay Handbuilding. New York, New York: Sterling Publishing, 1979.
2. Slides, prints, computer images and the internet
3. Instructional videos
4. Other texts and library resources

C. Instructional Methodologies: See “Course of Study” matrix below

VISUAL AND PERFORMING ARTS COURSE OF STUDY

CERAMICS 3

STATE STANDARDS	SUGGESTED CORE CONNECTIONS	SUGGESTED HONORS EXTENSION	SUGGESTED RESOURCES – TECHNOLOGY LINKS	SUGGESTED ASSESSMENT
<p>1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts.</p> <p><i>Students perceive and respond to works of art, objects in nature, events, and the environment. They use the vocabulary of the visual arts to express their observations.</i></p> <p>1.1 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.</p> <p>1.2 Discuss a series of their original works, using appropriate vocabulary of art.</p> <p>1.3 Analyze their works as to personal direction and style.</p>	<p>2.2 Students will use the vocabulary of the arts, as defined in the State Framework, to discuss artwork presented to them as well as to critique their personal work.</p> <p>3.1 4.2 5.1, 5.2, 5.3*</p> <p>Students will recognize a variety of ways that demonstrate expression of conceptual ideas in several types of artwork.</p> <p>9.1 Students will present their works in class critiques.</p> <p>9.2 Students will validate their work in class critiques using the vocabulary of the arts.</p> <p>9.3 Students will display their work in shows, galleries, or competitions.</p>		<p>Students may perform Internet research using selected educational sites to learn about particular artists, time periods, cultures, and to view actual artwork.</p> <p>Students may read and refer to subject area periodicals in addition to the web sites listed. Most public museums provide virtual museums where surfers can move through a guided tour.</p> <p>Students may listen to guest artists.</p> <p>Students may observe guest artists during the creative process.</p> <p>www.getty.edu/art/collections/ http://www.metmuseum.org/ www.artglass-pottery.com www.ceramicart.com</p>	<p>Verbal or written student reflections</p> <p>Teacher and peer critique of individual student work</p> <p>Teacher evaluation of tests and quizzes</p> <p>Teacher evaluation of student portfolios</p> <p>Peer and self-critique</p>
<p><i>Analyze Art Elements and Principles of Design</i></p> <p>1.4 Research two periods of painting, sculpture, film or other media and</p>	<p>3.1 4.1 5.1, 5.2, 5.3 6.1 Students will compare and contrast art from specific periods.</p>		<p>Students may perform Internet research using selected educational sites to learn about particular artists, time periods, cultures, and to view actual artwork.</p>	<p>Student written and/or oral presentations</p>

* Numbers correspond to Course Units/Topics

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<p>discuss their similarities and differences, using the language of the arts.</p> <p>1.5 Compare how distortion is used in photography or video with how the artist uses distortion in painting or sculpture.</p> <p>1.6 Describe the use of the elements of art to express mood in one or more of their works of art.</p>	<p>8.1, 8.2</p> <p>Students will present examples of art which exemplify specific elements and principles of design.</p> <p>Students will describe how conceptual art projects a particular feeling or message.</p>		<p>Students may visit Virtual Galleries on the Internet.</p> <p>Slide presentation, computer slide shows, and video</p> <p>www.ceramicarts.net</p>	
<p><i>Impact of Media Choice</i></p> <p>1.7 Select three works of art from their art portfolio and discuss the intent of the work and the use of art media.</p> <p>1.8 Analyze the works of a well-known artist as to the art media selected and the effects of that selection on the artist's style.</p>	<p>3.1</p> <p>4.1, 4.2</p> <p>5.1, 5.2, 5.3</p> <p>6.1</p> <p>9.1, 9.2</p> <p>Students will discuss individual artist's intent and how it was conveyed to the viewer through style, medium, and other artistic decisions.</p> <p>Students will analyze how existing artwork has influenced their own works.</p> <p>7.1</p> <p>9.1, 9.2</p> <p>Students will examine contemporary art and it's influence on our society.</p>		<p>Students may conduct Internet research.</p> <p>Students may visit Virtual Galleries on the Internet.</p> <p>Students may create PowerPoint presentations.</p>	<p>Student presentation and/or oral self-critique</p> <p>Student presentation of written and/or oral self-critique</p>
<p>2.0 Creating, Performing, and Participating in the Visual Arts.</p>	<p>3.1 Students will understand the complexities of making well-designed forms utilizing a combination of ceramic construction</p>		<p>Students may conduct Internet research.</p>	<p>Student self- critique forms or rubrics to assess artwork</p>

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<p><i>Students apply artistic processes and skills using a variety of media to communicate meaning and intent in original artworks</i></p> <p>2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and point of view.</p> <p>2.2 Plan and create artworks that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.</p> <p>2.3 Assemble and display objects or artworks as part of a public exhibition.</p>	<p>technique and the principles of design.</p> <p>3.2 Students will create smaller forms utilizing two or more construction techniques.</p> <p>Students will create large forms in excess of 18 inches in any direction.</p> <p>4.3 Students will create a form that embodies specific functional considerations.</p> <p>Students will demonstrate the ability to relate function to forms with multiple design needs.</p> <p>Students will create a series of functional forms.</p> <p>5.1, 5.2, 5.3 Students will create forms that utilize specific decoration consistent with an existing form.</p> <p>9.3 Students will publicly display original artwork through a variety of means including: gallery display, street faire, regional and state fairs, district exhibitions.</p>		<p>Students may visit Virtual Galleries on the Internet.</p> <p>Students may use digital cameras as well as 35mm cameras to record work for personal portfolios.</p> <p>www.ceramicarts.net</p>	<p>Student demonstration of technical ability</p> <p>Student portfolios evaluated by teacher</p> <p>Student oral and/or written support of artwork</p>

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<p><i>Communication and Expression Through Original Artwork</i></p> <p>2.4 Demonstrate in their visual artworks a personal style and an advanced proficiency in communicating an idea, theme, or emotion.</p> <p>2.5 Use innovative visual metaphors in creating artworks.</p> <p>2.6 Present a universal concept in a multimedia artwork that demonstrates knowledge of technology skills.</p>	<p>3.1, 3.2 4.2, 4.3 5.1, 5.2, 5.3 6.2 Students will create art that evokes a particular feeling or message.</p> <p>Students will create a series of artworks that exemplify a personal style or common theme.</p> <p>9.1, 9.2 Students will validate their work in class critiques using the vocabulary of the arts.</p>		<p>www.absolutearts.com</p>	<p>Student presentation of their artwork in a class critiques</p> <p>Written self -critique</p> <p>Multi-media to presentation of personal artwork</p>
<p>3.0 Understanding the Visual Arts in Relation to History and Culture</p> <p><i>Students analyze the role and development of the visual arts in past and present cultures throughout the work, noting human diversity as it relates to visual arts and artists.</i></p> <p>3.1 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the artworks examined.</p> <p>3.2 Identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a</p>	<p>2.1 Students will review how technology has impacted ceramic processes.</p> <p>8.1 Students will compare and contrast clay use in various cultures.</p> <p>8.2 Students will compare and contrast decoration and cultural value of ceramics in various cultures.</p> <p>3.2 4.3 6.2 5.1, 5.2, 5.3 Students will identify how artworks are used to express a social issue or</p>		<p>Students may conduct Internet research.</p> <p>Students may tour virtual museums.</p> <p>www.louvre.fr/louvrea.htm</p> <p>www.Visitseoul.net</p> <p>www.artglass-pottery.com</p> <p>Students are presented with a variety of art images through slide presentation, video, and other media.</p>	<p>Teacher generated tests, portfolio or written and/or oral validation</p>

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<p>role in, and influences present-day culture.</p> <p><i>Diversity of the Visual Arts</i></p> <p>3.3 Investigate and discuss universal concepts expressed in artwork from diverse cultures.</p> <p>3.4 Research the methods art historians use to determine the time, place, context, value and culture that produced a given work of art.</p>	<p>event.</p> <p>8.1, 8.3 Students will compare and contrast decoration and cultural value of ceramics in various cultures.</p> <p>Students will explain how historians identify and place value on historical artwork.</p>			<p>Teacher generated tests, writing, class discussion, and/or portfolio</p>
<p>4.0 Responding to, Analyzing, and Making Judgements About Works in the Visual Arts.</p> <p><i>Derive Meaning</i></p> <p>4.1 Describe the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer.</p> <p>4.2 Identify the intentions of artists creating contemporary artworks and explore the implications of those intentions.</p> <p>4.3 Analyze and articulate how society influences the interpretation and message of artwork.</p>	<p>7.1 Students will describe studio ceramic procedure and its role in ceramics.</p> <p>7.2 Students will identify occupations related to the ceramic arts.</p> <p>3.1 4.1, 4.2 5.1, 5.2, 5.3 6.1 9.1, 9.2 Students will analyze individual artist's intent and how it was conveyed to the viewer through style, medium, and other artistic decisions.</p>		<p>Students may conduct Internet research.</p> <p>Students may create a PowerPoint presentation.</p> <p>See 3.1</p> <p>www.ceramicsculpture.com</p> <p>www.baltimoreclayworks.org</p> <p>www.ceramicarts.net</p> <p>www.ceramicart.com</p>	<p>Teacher generated tests, writing, class discussion and/or portfolio</p> <p>Student presentation and/or written self- critiques</p>

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	<p>Students will present self-critiques, using existing artworks as examples of influence in their own works.</p> <p>Students will describe contemporary art and it's influence on our society.</p>			
<p><i>Make Informed Judgments</i></p> <p>4.4 Apply various theoretical perspectives to their own work and the work of others in classroom critiques.</p> <p>4.5 Construct a rationale for the validity of a specific work of art- one that falls outside their conceptions of art.</p> <p>4.6 Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.</p>	<p>7.2</p> <p>8.2</p> <p>9.2</p> <p>Students will contrast and compare critical reviews of artworks to determine the criteria most often used to validate pieces of art.</p>			Vocabulary tests, written and oral tests and/or oral critiques
<p>5.0 Connecting and Applying What is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers</p> <p><i>Students apply what they learned in visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources, which contribute to lifelong learning and career skills. They learn about</i></p>	<p>2.4 Students will review how technological progress has impacted the ceramic process.</p> <p>3.1 Students will understand the complexities of making well-designed forms utilizing combinations of ceramic construction technique and the principles of design.</p> <p>4.3</p> <p>5.1 Students will recognize the variety of methods artists use to express</p>		<p>Students may conduct Internet research.</p> <p>http://art.sdsu.edu/</p> <p>www.fireearthdesigns.com</p> <p>www.artglass-pottery.com</p>	<p>Teacher generated tests, oral and/or written reports</p> <p>Student reflections</p>

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<i>careers in and related to the visual arts.</i> 5.1 Speculate on how advances in technology might change the definition and function of visual art.	conceptual ideas. 6.1 Students will explore various specialized firing techniques and understand the effect specific aesthetics can have in relationship to artistic expression and content expressed to the viewer. 7.1 Students will describe studio ceramic procedures and their role in ceramics. 7.2 Students will identify occupations related to the ceramic arts. 9.1 Students will use a digital camera to create a portfolio of images of their 3-dimensional projects.			
<i>Visual Literacy</i> 5.2 Compare and contrast artwork, probing beyond the obvious and identifying psychological content found in the symbols and images.	3.1 4.1, 4.2 5.1, 5.2, 5.3 6.1 9.1, 9.2 Students will discuss individual artist's intent and how it was conveyed to the viewer through style, medium, and other artistic decisions. 8.2 Students will investigate the development of particular motifs and design elements as they relate to the customs and beliefs of the artist.		Students may conduct Internet research.	Teacher generated tests, oral and/or written reports Student reflections

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<p><i>Career and Career-Related Skills</i></p> <p>5.3 Prepare portfolios of their original artworks for a variety of purposes (e.g., review for postsecondary application, exhibition, job application and personal collection).</p> <p>5.4 Investigate and report of the essential features of modern or emerging technologies that currently affect or will affect visual artists and the definition of the visual arts.</p>	<p>9.3 Students will publicly display original artwork through a variety of means including: gallery display, street faire, regional and state fairs, and district exhibitions.</p>		<p>Students may use digital cameras as well as 35mm cameras to record work for personal portfolios.</p> <p>Students will use a P.C. to organize and display digital images of their work.</p> <p>www.absolutearts.com</p> <p>www.ceramicsculpture.com</p>	