

El Monte Union High School District

Course Outline

District: EMUHSD

High School: Rosemead High School

Course Title: Ceramics 2

Textbook(s): _____

Copyright date/Edition: _____

Transitional* _____ (Eng. Dept. Only)

Sheltered (SDAIE)* _____ Bilingual* _____

AP** _____ Honors** _____

Department: VAPA

CTE*** :

Industry Sector: _____

Pathway: _____

Check One

Introductory: _____

Concentrator: _____

Capstone: _____

Grade Level (s): 9- 12

Semester _____ Year X

Year of State Framework Adoption _____

This course meets graduation requirements:

- English
- Fine Arts
- Foreign Language
- Health & Safety
- Math
- Physical Education
- Science
- Social Science
- Elective

This course meets a-g requirements:

- "a" – Social Studies
- "b" – ELA
- "c" – Math
- "d" – Lab Science
- "e" – Language (not English)
- "f" – Vis/Perf Arts
- "g" – College prep elective

Department/Cluster Approval Date

Department/Cluster Approval	Date
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Is this course an adaptation from another source?

- No
- Yes

If yes, please indicate the source of the original course:

*Instructional materials appropriate for English Language Learners are required.

For AP/Honors course **attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

***For CTE, **attach the CTE course outline** created in the online template (<http://ctecourse.scoe.net/>).

1. Prerequisite(s): Ceramics 1 with grade of “B” or better and no less than a 2 in citizenship

2. Short description of course which may also be used in the registration manual:

Ceramics 2 is an advanced class for students who have passed Ceramics 1 with a “B” or better. Objects are fashioned out of clay, decorated and glazed. The techniques used are pinch pot, slab, coil, and throwing on the potter’s wheel. The goals in this course are to develop mental qualities through activities in the ceramics class observation (awareness of form, symmetry, balance, etc.), perseverance (carrying out a task to completion and as near perfection as possible), concentration (exclusive attention to the task at hand) and evaluation (critical judgment of the results). The improvement of coordination is hoped for. The student should be progressing in the quality of his/ her work with each successive project. The size of the projects will vary as the different techniques are used. Advanced students are expected to exhibit more creativity and better quality in their projects from previous semesters. They should be self-motivated and be able to work independently.

- **Objectives of course**

- To improve

- o pinch pot techniques

- o slab construction

- o coil construction

- o applied decoration

- o incised decoration

- o sculpting techniques

- o throwing on the potter’s wheel

- o To create a combination of techniques

- o To express creativity and improve various crafts techniques

- o To organize and maintain a Ceramics notebook which includes all handouts, drawings, worksheets, and quizzes given in class

- o To be able to work independently as well as to be able to assist the Ceramics 1 students

- o To be able to work from a photo or drawing and create a scene or sculpture three dimensionally

- **3-5 sentences explaining overall course content**

- **Indicate references to state framework(s)/standards (If state standard is not applicable then national standards should be used)**

Nine Through Twelve Proficient

Visual and Performing Arts: Visual Arts Content Standards

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
- 1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.

Analyze Art Elements and Principles of Design

- 1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.
- 1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

Impact of Media Choice

- 1.5 Analyze the material used by a given artist and describe how its use influences the meaning of the work.
- 1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

- 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
- 2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.
- 2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).
- 2.4 Review and refine observational drawing skills.

Communication and Expression Through Original Works of Art

- 2.5 Create an expressive composition, focusing on dominance and subordination.
- 2.6 Create a two or three-dimensional work of art that addresses a social issue.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

- 3.1 Identify similarities and differences in the purposes of art created in selected cultures.
- 3.2 Identify and describe the role and influence of new technologies on contemporary works of art.

Diversity of the Visual Arts

- 3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.
- 3.4 Discuss the purposes of art in selected contemporary cultures.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

- 4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.
- 4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.

Make Informed Judgments

- 4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.
- 4.4 Articulate the process and rationale for refining and reworking one of their own works of art.
- 4.5 Employ the conventions of art criticism in writing and speaking about works of art.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

- 5.1 Design an advertising campaign for a theatre or dance production held at a school, creating images that represent characters and major events in the production.
- 5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

Visual Literacy

- 5.3 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition.

Careers and Career-Related Skills

- 5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art

gallery owner, and philosopher of art (aesthetician)

▪ **Student performance standards**

- Finish assigned projects
- Assume clean- up responsibilities
- Manage time productively
- Engage in systematic analysis which includes thinking and writing skills
- Write exams

Students will be expected to have mastered the basic technique of clay work and so focus more on the creativity and excellence of their work. Students will have learned to critique and so should be able to discover and articulate the finer points of artwork progressively.

▪ **Evaluation/assessment/rubrics**

- Successful completion of a project through the glaze firing stages will be awarded an “A” as long as the student demonstrates a further developmental stage on the basis of the last effort.

Project points constitute 50% of the total grade.

- Students will discuss and write critiques. Scores will be entered along with projects – 10% of the total grade.

- Students will write assigned exit exams. Scores will be entered along with projects – 10% of the total grade.

- Students will score one another on a rotating basis on the quality of clean- up and the necessary social skills for maintaining a practical and safe work environment. This constitutes 10% of the total grade.

- Teacher keeps a running account of student daily production and activities as time management skills. This constitutes 20% of the total grade.

▪ **Include minimal attainment for student to pass course**

Students will earn 60% of points assigned to:

- Projects
- Clean-up responsibilities
- Time management skills
- Written critiques of work
- Exit Exams

3. Course content:

Number of units (minimum of 6): 6

Unit Title: Tile- 3 Layer Scenery

Content:

1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.5, 3.1, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.2

Sample Assignment:

This assignment coincides with their choice of “scenery” of a photo picture project, utilizing the rule of thirds, texture, line, composition and color. Students are asked to consider scenery they can actually resemble, like a place with a landmark.

Culminating Project:

A tile of landscape created by utilizing 3 layers of sculpted slabs

Unit Title: Underglazing

Content:

1.2, 1.3, 1.5, 2.1, 2.2, 2.4, 2.5, 3.3, 3.4, 4.4, 5.4

Sample Assignment:

Show students images of both historical Majolica wares and contemporary ceramic art using the Majolica process. Have students loosely sketch their desired symmetrical designs, and a mythical animal of their choice for the center of their tiles. They may create their own imaginary creature by combining two different animals together.

Culminating Project:

Majolica plate

Unit Title: Water Etching

Content:

1.1, 1.2, 1.5, 2.1, 2.2, 2.4, 2.5, 3.1, 3.4, 4.1, 4.3, 4.4

Sample Assignment:

Start with unfired bone-dry ware. Paint or stamp a design using shellac, gel medium, or wax. Let the resist material dry thoroughly, preferably overnight. Once completely dry, use a wet sponge to erode the bare clay. Remove any residue from the resist with a damp sponge before glazing.

Culminating Project:

Patterned personal bowl

Unit Title: Dwelling

Content:

1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.5, 2.6, 3.1, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.4

Sample Assignment:

Have students draw a setting where their house exists. The setting can be the city, sky, beach, outer space or even the inside of the house. Encourage students to think with humor and beyond traditional ideas. Remind them to continue the image all the way around the house.

Culminating Project:

Ceramic house

Unit Title: Abstract Organic Sculpture

Content:

1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.5, 2.6, 3.1, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.4

Sample Assignment:

The student will compare the artistic elements of Kandinsky's work in relation to musical elements. Vocabulary for both music and art will be discussed and compared. The students will sketch ten variations of compositions into mini musical sketches, which utilize non-objective forms. The students will transpose one of the mini musicals into a three-dimensional form using clay as the medium.

Culminating Project:

A vessel utilizing the concept of non-objective art incorporating design elements as investigated in the work of Wassily Kandinsky.

Unit Title: Realistic Sculpture

Content:

1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.5, 2.6, 3.1, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.4

Sample Assignment:

Look at fruits and vegetables, both local and imported: surface texture, color, stems, etc. Draw shape of chosen fruit or vegetable, break down into basic forms.

Culminating Project:

Real size realistic ceramic sculpture

Unit Title: Mask

Content:

1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.5, 2.6, 3.1, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.4

Sample Assignment:

Present a variety of mask images including contemporary masks- briefly discuss meaning of mask. Then, instruct students to select a culture to inspire their mask creation.

Culminating Project:

Ceramic mask with a message

Unit Title: Self Portrait

Content:

1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.5, 2.6, 3.1, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.4

Sample Assignment:

Shape the torso by adding slabs or coils and coaxing the walls while supporting with the other hand. “Darts” or cutouts may be created to achieve deeper indentation. To create the shoulder and neck, construct internal structures to help support the weight through construction and firing. Added slab supports should be the same consistency as the rest of the sculpture to avoid stress cracks.

Culminating Project:

Ceramic self- portrait sculpture as famous artist

4. Describe how this course integrates the schools SLO (former ESLRs- Expected School-wide Learning Results):

Written critiques demonstrate critical thinking, writing, and vocabulary skills. Interaction in a working environment requires students to develop effective communication and living skills. Some assignments are group projects, which develop collaboration skills. Study of historic and culturally diverse ceramics as well as building projects in the style of other cultures develop understanding and sensitivity to diversity. Students will develop hobbies and leisure time activities as well as find a vehicle of lifetime learning.

5. Describe the Integrated ELD teaching techniques to be used to meet the needs of English Language Learners:

Teacher will use the CLAD and/or SDAIE techniques to address English Language Learners.

6. Describe the interdepartmental articulation process for this course:

When the biology and general science teachers assign model making projects, students are encouraged and advised to create clay models that are credited in both art and science departments. For example, a student built a model heart and artery system. The same is true for classes in history and other social sciences where, for example, a student built a model Parthenon.

7. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:

Various videos describe the career possibilities in the field of ceramics. The classroom ceramics library contains books on the subject as well as two periodicals, one specifically titled, “Studio Potter.” “Art in Focus” devotes a unit section on careers in art that includes the ceramic field. One of the research assignments focuses on possible career paths in ceramics.