

CHINO VALLEY UNIFIED SCHOOL DISTRICT

INSTRUCTIONAL GUIDE

CERAMICS I

| | |
|------------------|---|
| Course Number | 5756 |
| Department | Visual and Performing Arts |
| Length of Course | One (1) year |
| Grade Level | 10-12 - 9th grade with teacher approval |
| Prerequisite | None |
| Credit | 10 units/Fine Arts credit |
| Repeatable | No |
| Board Approved | December 7, 2000 |

Description of Course - This course provides a broad overview of the three-dimensional art of Ceramics. Students will gain practical experience and learn the technical and historical information essential to master the art of ceramic construction. Basic information and techniques will be stressed and skills will be applied in a variety of ways. The course will develop self-discipline in the development of physical skills and intellectual understanding of critical judgements in the Fine Arts.

This course incorporates the State of California Visual and Performing Arts standards.

Rationale for Course- The visual arts have been a part of human expression since prehistoric times. The visual arts have been used in all cultures and civilizations to communicate ideas, customs, traditions, and beliefs. The value of instruction and exposure to the visual arts is immeasurable in the humanizing process.

Standard 1 - Artistic Perception: Processing, analyzing, and responding to sensory information through the language and skills unique to a given art.

- 1.1 Objective: Students learn how to perceive the world in an artistic way by refining their sensory perceptions of works of art, objects in nature, events, and their environment. They identify visual elements and principles of design using the language of the visual arts.
 - 1.1.1 Performance Indicator: Students will use their senses to create works of art that demonstrate their observations and perceptions of the visual characteristics of the world.
 - A. Students will close their eyes and be asked to use their sense of touch to describe a ceramic mug. What is important? The curve of the handle, the way the rim feels on the mouth, how heavy would it be if filled with liquid?

- 1.1.2 Performance Indicator: Students will learn and use terminology in order to understand the technical and visual language of ceramics.
 - A. Student will research and write about the style of a specific artist such as Beatrice Wood or Paul Soldner.
- 1.1.3 Performance Indicator: Students recognize, describe, analyze, discuss and write about the visual characteristics of Ceramic Art, objects in nature and the environment.
 - A. Given the works of two or more artists such as Judy Chicago and Wayne Higby, students will be able to compare and contrast them using the vocabulary of Ceramic Art.
- 1.1.4 Performance Indicator: Students will identify, record, and use art elements as they explore, analyze, and talk about what they see in the physical world and in what they create.
 - A. Students will select two of their ceramic forms. They will write about what their intention was, how they used the materials and what techniques were used.

Standard 2 - Creative Expression: Creating, performing, and participating in a given art.

- 2.1 Objective: Students will increase their knowledge of artistic skills in Ceramic Arts. They apply the knowledge and skills and demonstrate the processes in creating original art works.
 - 2.1.1 Performance Indicator: Students will create original works of art in clay, using the elements and principles of design.
 - A. Students will select two teapots. Both have the requisite handle, spout and lid. Using the two vessels students will explore the design and form, then make a non-traditional teapot.
 - 2.1.2 Performance Indicator: Students will be able to identify different styles of artwork through the use of slides, videos, and books.
 - A. Students will do research and write a paper comparing a Peter Voulkos thrown and altered plate to a John Glick dinner plate.
 - 2.1.3 Performance Indicator: Students will develop and expand artistic skills and craftsmanship necessary for expressions and communication in the arts.

- A. Students will demonstrate increased skill and control of the medium when using the potters wheel.
- 2.1.4 Performance Indicator: Students will be able to develop manipulative skills to enable them to create artwork based on their personal style and proficiency in communicating an idea or emotion.
 - A. Students will be exposed to interpretive ceramics such as Peter Voulkos=s plates of Joyce Kozloff=s subway tile mural. Students will make a figurative vessel expressing an emotion.

Standard 3 - Historical and Cultural Context: Understanding historical contributions and cultural dimensions of a given art.

- 3.1 Objective: Students explore the role of Ceramic Arts in human history and culture. They investigate universal themes and concepts in historical and contemporary periods and styles in cultures throughout the world.
 - 3.1.1 Performance Indicator: Students will identify some trends of contemporary Ceramic Art and discuss the diverse cultural developments reflected in the artworks they have examined.
 - A. Students will compare, contrast, and analyze styles of Ceramic Art from a variety of times, places, and cultures.
 - 3.1.2 Performance Indicator: Students will recognize that works of Ceramic Art have a style that reflects the cultures values and beliefs.
 - A. Students will research the Mochica culture of South America. The narrative nature of their pottery recorded historical and mythological events. Students will make a vessel recording an important event in their life.
 - 3.1.3 Performance Indicator: Students will identify well known Ceramic Artists, and recognize ways that their work reflects, plays a role in, and influences culture.
 - A. Students will become familiar with the work of Robert Ameson. They will read the news accounts of his controversial sculpture of Mayor Moscone in San Francisco.
 - 3.1.4 Performance Indicator: Students will compare and contrast themes, visual and stylistic elements of various cultures.
 - A. Students will be able identify the allegorical style of Greek pottery and then design a vessel using contemporary themes.

Standard 4 - Aesthetic Valuing: Responding to, analyzing, and making critical assessments about works in a given art form.

- 4.1 Objective: Students analyze, interpret, and derive meaning from works of visual arts. They make critical judgements about and determine the quality of visual artworks and art experiences in accord with learned elements and principles of art.
 - 4.1.1 Performance Indicator: Students will be able to analyze and interpret how Ceramic artists as well as themselves express personal style through clay.
 - A. Students will write a critique about two ceramic artists/work. They will examine how the elements of art were used to express emotion. For example: compare the sculpture of Viola Frey to Alexander Calder.
 - 4.1.2 Performance Indicator: Students will develop the skill of aesthetic judgement by making informed responses to works of art. They will clarify their own aesthetic values and learn how to appreciate differences in the aesthetic values of others.
 - A. Students will identify ceramic work of non-western cultures and discuss their symbolic and utilitarian purpose.
 - 4.1.3 Performance Indicator: Students will be able to identify types of clay being used, firing range, and decorative techniques.
 - A. Students will experience alternative firing methods by building a raku kiln and then fire pots in it.
 - 4.1.4 Performance Indicator: Students will respond to Ceramic artworks by writing about their own work, ideas, attitudes, and interactions with artworks.
 - A. Students will select three of their ceramic pieces from the semester. Students will reflect and write about how the work shows growth over a period time.
 - 4.1.5 Performance Indicator: Students will make distinctions in form, shape, and color when describing objects.
 - A. Students will compare and contrast a Maria Martinez burnished coil pot to a terra sigillata Greek amphora.

Standard 5 - Connections, Relations, Applications: Connecting and applying what is learned in a given art form to learning in other art forms, subject areas, and careers.

5.1 Objective: Students apply what they learn in visual arts to learning across disciplines. They develop competencies in problem solving, communication skills, and time management, all of which contribute to lifelong learning and career skills.

5.1.1 Performance Indicator: Students will integrate what they learn in Art to learning in other subject areas.

A. Students will discuss how Ceramic Art began 30,000 years ago and has been a direct influence on civilization.

5.1.2 Performance Indicator: Students learn skills in art that translate to careers.

A. Students will maintain a portfolio of their work. They will learn to take slides of their work. Students will organize their work in a systematic way and be able to describe the process used to create their work.

5.1.3 Performance Indicator: Students will explore careers in the visual arts.

A. Students will demonstrate an understanding of the varied functions of an artist, art critic, art historian, and art collector.

Appendix Ceramics I

Core Textbooks: The Craft and Art of Clay

Author: Susan Petersen