

CHINO VALLEY UNIFIED SCHOOL DISTRICT

INSTRUCTIONAL GUIDE

CERAMICS II

Course Number	5757
Department	Visual and Performing Arts
Length of Course	One (1) year
Grade Level	10-12
Prerequisite	Ceramics I
Credit	10 units/Fine Arts credit
Repeatable	Yes, up to 10 units
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. Advanced techniques, firing methods, and glaze calculation will be emphasized. 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 choose a fruit and hand build (coil, slab, and pinch) a replica of it. Students will see examples of Sevres and Meisen porcelain.

- B. Students will be blindfolded and participate in a throwing contest with other students. Using only their sense of touch they will learn how all their senses are integrated.
- 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 make a coil pot and fire it in an Anastazi style pit fire.
- 1.1.3 Performance Indicator: Students recognizes, describes, analyzes, discusses and writes about the visual characteristics of Ceramic Art, objects in nature and the environment.
 - A. Students create ceramic objects that show their understanding of the elements and principles of art.
 - B. Students will create ceramic objects that suggest movement or sound such as a whistle or drum.
- 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 use the three basic forms (cone, circle, and square) to create an organic form found in nature.

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 make a four piece dinnerware place setting. They will show an understanding of integrating form and function.
 - B. Students will demonstrate increased skill and control of craftsmanship when making ceramic art.
 - 2.1.2 Performance Indicator: Performance Indicator: Students will be able to identify different styles of artwork through the use of slides, videos, and books.
 - A. Students will go to the Japanese Pavilion at the Los Angeles County Museum of Art and explore the traditional Tea Ceremony.

- B. Students will do research and write a report on the impact of the Industrial Revolution on Ceramic Art.
- 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 develop their own glaze. Students will do a color line blend to learn how metallic oxides react with each other.
- 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 several ideological and aesthetic viewpoints of Ceramic Art. They will see how their art can connect to other art forms, social issues, pop culture, and world cultures.

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 explore the Trompe l' Oeil style used by David Furman and compare it to the French figurines of the 18th Century.
 - B. Students will see the direct influence the Chinese porcelains of the Ming Dynasty have on Michael Frinkess' descriptive cobalt blue vases.
 - 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 write a report on a non-western culture, which reflect the cultural beliefs and values. An example would be a Double Spouted Wedding Vessel of the Mesoamericans.
 - B. Students will examine the contemporary vessels of Adrian Saxe and compare them to Sevres porcelain.

- 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 research the life of George Ohr. The Mad Potter of Biloxi. How did he influence the traditional Southern style in 1875?
- 3.1.4 Performance Indicator: Students will compare and contrast themes, visual and stylistic elements of various cultures.
 - A. Students will compare the ceramic art of three cultures during the 18th Century.
 - B. Students will research Joman pottery and find similar themes throughout history.

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 develop chains or reasoning for their judgements about ceramic art that link the art elements, design, principles, and construction methods to the interpretation of meaning.
 - B. Students will compare their work to that of another high school student through a “pen pal” exchange. What accounts for the differences or similarities?
 - 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 be able to identify four different artists’ work by slides. They will be able to make connections to the identifying factors of an individual artist’s work.
 - B. Students will visit two museums and explore two dimensional art.

- C. Students will explain how successful the artists were in using elements and principles of design in creating artwork.
- 4.1.3 Performance Indicator: Students will be able to identify types of clay being used, firing range, and decorative techniques.
 - A. Students will bring in earth samples from home and will fire them in a kiln to determine chemical analysis.
 - B. Students will do research on how prevalent ceramic materials are in our daily life. Examples: cosmetics, medicine, toothpaste.
- 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 examine a favorite ceramic artist's work and discuss ways in which these works are successful.
- 4.1.5 Performance Indicator: Students will make distinctions in form, shape, and color when describing objects.
 - A. Students will compare plates by Peter Voulkos, Henry Varnum Poor and John Glick. For example: "Plates are used to hold something". Then why are there gashes in the Voulkos plate?

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 be able to use their knowledge of basic chemistry in the development of glazes.
 - B. Students will find references in Literature to Greek vases such as Keats Ode to Grecian Urn. In examining vase illustrations, they will note their observations on ancient Greek customs and beliefs.
 - 5.1.2 Performance Indicator: Students learn skills in art that translate to careers.

- A. Students will participate in a pottery demonstration/sale at school. Students will be responsible for advertisements, flyers, and setting up the sale.
- B. Students plan and execute an art show in local public space, keeping a journal of the job skills they use and develop.

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

- A. Students will learn about art careers through shared class reports. They will be able to name ten areas in which art careers are possible and be familiar with some of the responsibilities with these careers.
- B. Students will visit a college art department, talk to students and teachers. Students will research what type of degrees are offered and costs involved.

Appendix Ceramics II

Core Textbooks: The Craft and Art of Clay

Author: Susan Petersen

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