

Orange Unified School District

**CERAMICS II**

Year Course

**GRADE LEVEL:** 11-12

**PREREQUISITES:** One full year of Ceramics I with a grade of C or better.

**INTRODUCTION TO THE SUBJECT:**

Ceramics II is an advanced level course that is a continuation and expansion of Ceramics I. Further study of hand building and wheel thrown techniques with an emphasis on larger and more complex forms. Students will research contemporary and historical ceramic forms. Students will develop an advanced portfolio for assessment, college entrance and scholarship, and exhibition.

**COURSE CONTEXT**

Ceramics II is an advanced level course. It is a core visual arts course. Ceramics II has been articulated with Rancho Santiago College District. Ceramics II students may opt out of the beginning level ceramics course at the community college with high school teacher recommendation and a grade of B or better.

**HISTORY OF COURSE DEVELOPMENT**

Ceramics II was developed by an OUSD ceramics instructor who teaches Ceramics II. UC personnel were consulted about the format and requirements for the “F” requirement approval.

**COURSE GOALS AND/OR STUDENT OUTCOMES**

Students will gain experience by:

Exploring new materials and artistic techniques as they apply knowledge of the elements of art and principles of design to original works of art that focus on distortion and scale.

Solving complex hand building and wheel thrown problems that reflect his/her feelings and points of view.

Developing a personal style and advanced proficiency in communicating an idea, theme or emotion.

Demonstrating a high degree of craftsmanship when creating original ceramic artwork.

Assembling artwork for a public exhibition.

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Researching contemporary ceramics and ceramics artists.

Investigating and discussing universal concepts expressed in ceramic art work from diverse cultures.

Developing written criteria for the selection of a body of work from his/her portfolio that represents significant learning achievements.

### **COURSE OBJECTIVES:**

#### **BY THE END OF THE COURSE THE STUDENT WILL BE ABLE TO:**

Ceramics II will meet the following Visual Arts Standards, Grades 9-12 Advanced from the Visual and Performing Arts Content Standards for California Schools, Kindergarten Through Grade Twelve:

#### ARTISTIC PERCEPTION

*Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts* (Standard 1.0, Grades 9-12 Advanced). *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.*

Students will analyze, discuss, and apply complex ideas such as distortion and scale to original artwork.

Students will describe his/her art work in terms of mood.

#### CREATIVE EXPRESSION

*Creating, Performing, and Participating in the Visual Arts* (Standard 2.0, Grades 9-12 Advanced). *Students apply artistic processes and skill, using a variety of media to communicate meaning and intent in original works of art.*

Students will create original works of art of increasing complexity and skill in a variety of clays that reflect feelings and points of view.

Students will demonstrate in their ceramics art work a personal style and advanced proficiency in communicating an idea, theme or emotion.

Students will use a variety of glazing and firing techniques that require advanced skill and knowledge.

Students will assemble and display his/her art work as part of a public exhibition.

#### HISTORICAL AND CULTURAL CONTEXT

*Understanding the Visual Arts in Relation to History and Culture* (Standard 3.0, Grades 9-12 Advanced). *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 visual arts and artists.*

Students will research contemporary ceramics and ceramics artists and apply that research to their own works of art and write about the influences they used.

Students will identify contemporary ceramic artists who have achieved regional, national and international recognition and discuss ways in which their work reflects present day cultures and research them on the Internet.

Students will investigate, discuss and report upon a universal concepts such as community, family or nature and base a work of art on the ideas.

Students will study the methods of research art historians use to determine the time, place, context and value of a work of art.

Students will visit museums, galleries, colleges and studios that feature ceramic art works and interview ceramic artists in their studios and write about their observations.

#### AESTHETIC VALUING

*Responding to Analyzing, and Making Judgments About Works in the Visual Arts* (Standard 4.0, Grades 9-12 Advanced). *Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, principles of design, and aesthetic qualities.*

Students will describe the relationship involving the art maker, the making, the art work and the viewer using the vocabulary of the visual arts.

Students will construct a rationale for the validity of their own works.

#### CONNECTIONS, RELATIONSHIPS, AND APPLICATIONS

*Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers* (Standard 5.0, Grades 9-12 Advanced). *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 careers in and related to the visual arts.*

Students will develop written criteria for preparation of portfolios of his/her own original works of art for the purposes of assessment, review for post secondary application, exhibition, job application and personal collection.

Students will investigate the uses of technology in the field of ceramics and how original works

of art, for the purposes of assessment, review for post secondary application, exhibition, job application and personal collection.

Students will investigate the uses of technology in the field of ceramics and how it may be changing the way artists work.

Students will learn about careers in the ceramics arts using interview, field study trips, the Internet, books, magazines and studio visits.

### **COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:**

<b><u>FIRST SEMESTER</u></b>	<b><u>WEEKS</u></b>
I. Create Complex Sculptural Forms that Reflect Distortion and Attention to Scale A. Continue to develop skills in wheel throwing and hand building	8
II. Create Original Works of Art Using a Variety of Clays A. Incorporate feelings and a point of view into an art work	4
III. Create Original Works of Art that Demonstrate a Personal Style A. Communicate an idea, theme, or emotion	Ongoing
IV. Use a Variety of Glazing and Firing Techniques that Require Advanced Skill and Knowledge A. Create glazes using raw materials B. Use glazes that require special firing, such as luster, raku, underglazes, crackle glazes, and low-fire glazes C. Fire in unique ways, such as sawdust, sagger and smoke D. Apply safe use of materials and firing procedures	Ongoing
V. Research a Contemporary Ceramics Artist A. Write about his/her work B. Design a project based upon the artist's style and/or materials C. Describe the influences that the artist had upon their own work	4
VI. Develop a Portfolio of Works for the Purposes of Assessment A. Develop a written criteria/rubric for assessing their own portfolios	Ongoing
VII. Plan an Exhibit of Three-Dimensional Art Work to be Displayed in Public Exhibitions	2
<b><u>SECOND SEMESTER</u></b>	<b><u>WEEKS</u></b>

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| I.   | Develop a Series of Related Works of Art  | 8       |
| A.   | Design a “set”  |         |
| B.   | Design works of art that reflect size variations from small to large  |         |
| II.  | Analyze and Discuss His/Her Own Art Work Using the Vocabulary of the Visual Arts and Ceramics to Express Their Observations | Ongoing |
| III. | Investigate a Universal Concept Such as Community, Family, or Nature and Base a Work of Art on the Ideas                    | 4       |
| IV.  | Visit a Museum, Gallery, College and/or Studio and Write About Their Observations   | Ongoing |
| A.   | Interview an artist   |         |
| B.   | Observe a visiting artist   |         |
| V.   | Study Methods of Research Art Historians Use  | 2       |
| VI.  | Apply Written Criteria to Portfolios of His/Her Own Works of Art Assembled  | Ongoing |
| A.   | For assessment  |         |
| B.   | Post secondary applications   |         |
| C.   | Exhibition  |         |
| D.   | Job application   |         |
| E.   | Personal collection   |         |
| VII. | Design a Culminating Project That Incorporates the Learning of Ceramics I and Ceramics II                                   | 6       |
| A.   | Develop a storyboard of sketches  |         |
| B.   | Describe the construction processes to be used  |         |
| C.   | Describe the surface enhancements   |         |
| D.   | Describe the firing techniques  |         |
| E.   | Analyze, discuss and record the outcomes  |         |

### **TEXTS AND SUPPLEMENTAL MATERIALS**

Textbooks are adopted on a seven year cycle that is scheduled for all subjects, including the visual and performing arts. All textbooks are reviewed by all of the Ceramics I/II teachers at all of the high schools and they serve as a committee to make the final selection. Each Ceramics II instructor may purchase supplemental materials such as overhead transparencies, videos, posters, prints and teacher textbooks and materials may also be purchased by individual schools and instructors.

Subscriptions to *Ceramics Monthly*, *Scholastic-Art* magazine and other periodicals appropriate to

Ceramics II curriculum are encouraged. *Smithsonian*, *National Geographic* and *Architectural Digest* are available in the media centers and are used as appropriate.

Students are encouraged to use the Internet for research and reading on assigned and enrichment projects and research.

The media centers have a rich resource of books that address ceramics, art, history, the elements of art and principles of design, philosophy of art, artist's biographies, cultural arts and arts of the world.

### **INSTRUCTIONAL METHODS AND STRATEGIES**

Instructional methods include lecture, demonstration, discussion, reading and writing, group work, student presentations, interviewing, observation, field study trips, guest presentations, gallery and exhibition visits, videos, films, the Internet and other technologies such as digital cameras and Power Point presentations. Student outcomes include project-based learning, written responses, written reports, sketchbooks, exhibition and a portfolio of artworks.

### **ASSESSMENT METHODS AND/OR TOOLS**

Assessment methods include ongoing student evaluation of his/her own art work based upon written rubrics. Students learn to assess, analyze and evaluate his/her own art work and art work of their peers and major ceramic artists using the vocabulary of the visual arts. Homework includes the continuing development of personal sketchbooks, reading (textbook/periodical assignments) and writing, student reports and presentations. Final assessments are student-centered portfolio evaluations of written, oral and production works. Written tests are administered to all 10<sup>th</sup> grade visual arts students district wide annually.

### **ASSESSMENT CRITERIA**

Rubric criteria for evaluation is established by the instructor with student input. Students are familiar with the rubric and those aspects of the lesson that will be measured at the beginning of the lesson. Standards for academic performance are based upon the content standards in the Visual and Performing Arts Standards for California Public Schools, Kindergarten Through Grade Twelve, Grades Nine-Twelve Advanced. Student portfolios for assessment are used to measure student growth/learning over time (one/two semesters and a year).

**DATE OF CONTENT REVISION:**            March 7, 2001

**DATE OF BOARD APPROVAL:**           April 12, 2001



