Ceramics I

Course Overview:

In Ceramics students will be introduced to the limitless possibilities of the visual arts. Ceramics fosters an awareness of form and space through working with clay. Basic handbuilding clay techniques will be taught, as well as glazing and surface techniques. Students will also have the opportunity to explore basic forms on the pottery wheel. The students will make functional as well as whimsical pieces as they think through the potential of clay, learn to trust intuition and tell meaningful stories sculpturally. Students will be asked to work independently, imaginatively and to take creative risks. There will be a focus on innovation, experimentation and craftsmanship. Basic practices in the maintenance of a safe and functional workplace will be emphasized.

As students delve into their creative process, students will become proficient in presenting, and responding to art through formal and informal critiques and reflections, and by exhibiting work in their community. As students explore the multiple meanings, possibilities and dimensions of ceramics, they will connect their ideas and discoveries with those of artists—locally and globally, from the past and contemporary.

Units and Activities: What will we be learning about and doing in this course?

Throughout this course we will engage with content to build our knowledge and skills. Below is an outline of the units for this course. Be aware that my curriculum is flexible and these units may change depending on the strengths and challenges of our class; and on the opportunities and directions that present themselves as we embark on our learning journey.

What are the properties and possibilities of clay?
Learning objectives: clay properties, tools, basic practices/maintenance of studio and clay, introduction to creative process, pinching technique, introduction to glazing and the basics of glaze chemistry

How can clay be an avenue for personal expression?
Learning objectives: Combining and exploring multiple handbuilding techniques-- pinch, slab and coil

How can clay be functional?
Learning objectives: Introduce pottery wheel techniques, explore forms of utilitarian ceramics
How can Ceramic pieces be forms of communication?
Learning objectives: Considering the audience, message and influence of sculpture, explore contemporary and historical ceramic pieces

Standards: What knowledge and skills will I gain by the end of this course?

Anchor Standards:

Anchor Standards: This course will assess the knowledge and skills students build in key Anchor Standards. A student will have multiple opportunities to show their proficiency in each Anchor Standard. Below, each Anchor Standard for this course is named and described.

Create: Use the artistic process to conceive and develop new artistic ideas and work.
Present: Demonstrate the ability to effectively interpret and share artistic work.
Respond: Understand and evaluate how specific arts convey meaning.
Connect: Connect artistic ideas and works of art with personal and external meaning.

Course Standards: This course builds student knowledge and skill using the Visual arts standards. The course standards for Ceramics are:

1. Create: Envision: Use multiple approaches to begin creating a work such as planning, exploration and thumbnails
2. Create: Refinement: Make a work that is resolved and shows evidence of revisions and refinement. I revise, refine, discuss choices in response to feedback.
4. Create: Stretch and Explore: Challenge myself to explore new ideas or try out new media. I demonstrate a willingness to innovate and experiment.
5. Create: Engage and Persist: Actively and mindfully engage in class activities. I develop the focus conducive to working and persevering at art tasks.
6. Create: Express: Artwork communicates an idea, feeling or personal meaning. I consider other viewers.
7. Present: I demonstrate craftsmanship with my exhibition. I consider the most appropriate way to exhibit the work based on context.
8. Respond: Describe: I can describe a piece of art without resorting to opinion and my description provides a clear picture of the work.
9. Respond: Observe: I attend to visual contexts more closely than ordinary looking requires, and thereby see things that otherwise might not be seen.
10. Connect: Connect artistic ideas and works of art with personal and external meaning

Assessment of Learning:
For information about assessment types, scoring, and overall grade calculation: click here.

Communication:
How Do I Access Work from Home, and What Should I Expect?
- All work will be posted in Google Classroom.
- The work will be explained during our in-person meetings and/or by video posted to Google Classroom.
- The work will also be explained in our Class Planner posted to Google Classroom.
- If you have any questions, email your teacher.

How Do I Know What My Grades Are?
- On Summative Assessments, teachers will provide both a 4-point grade and a letter grade.
- You can monitor your progress in the following ways:
  - By reading feedback and scoring returned to students on summative assessments.
  - By monitoring the scores and Overall Course Mastery Grade in the Parent/Student portal on JumpRope. Reminders to check grades will be sent from the school.
  - Communicating with your teacher if you are unclear.

Where Can I Find This Syllabus during the School Year?
- This syllabus will be available on the school website in each subject’s department tab once the school year is up and running. It will also be available in our Google Classroom.

How Do I See What’s Due?
- Assignment and summative assessment due dates with handouts are posted in Google Classroom, with connection to Google Calendar, for student access.

How Do I See What’s Past Due?
- If a student is missing a grade on an assessment, it will be listed in the red “Missing Assessment” section of the JumpRope Parent/Student Portal along with any attachments. Please contact your teacher if you have any questions.

Materials:
You should bring a #2 pencil to class, and wear clothing you don’t mind getting dirty. We will use sketchbooks in class, but occasionally these will come home for assignments. Because of our hybrid learning environment this year--you will occasionally be bringing clay tools and clay home (both kiln fired and air dry). You will have a contract with an attached materials list to help you remember what you have and to hold you accountable for borrowed supplies.

Schoolwide Procedures:
Please see the Student Handbook for Procedures and Policies related to: Due dates and deadlines, extra credit, retaking assessments, and turnaround time for grade entry.

Personal Mobile Devices: This class will follow the procedures outlined in the student handbook.

Classroom Expectations:
Responsibilities: Students should be in class, on time, ready to work. It is your responsibility to make up missed work, and to check the google classroom site regularly. Communication is key this year, please stay in touch. I expect you to be accountable for your work, your materials, to be fully engaged in your creative process, to be prepared to push yourself and to view failures as opportunities.

Be aware of your pace of work. Students work at very different rates. If you’re working too fast—you may want to develop some strategies for slowing down and revising work—or trying different versions of the same assignment. If you’re a slow, careful, methodical worker, you might want to be aware that you may need to find extra time to work on an assignment. All students will be working outside of class each week.

Participation: True participation in class falls into several different categories: Attention to directions and feedback from the instructor, asking for clarification for your own benefit and for the benefit of the class. Listening to and being aware of other student’s contributions to discussion and classwork. Being aware of the importance of your own contributions to discussion and classwork. Being truly present in the class…side conversations kept to a minimum, no texting or use of electronic devices during class. (unless with permission of the instructor). Allowing others full opportunity to work undistracted and undisturbed in a focused, respectful environment. Mindful, and consistent participation in home & remote learning.

Care of materials, spaces, and artwork. In a shared space which is used by multiple classes and teachers, it is essential that everyone be truly cooperative in cleaning and organizing spaces, keeping track of work, and helping to keep the room running smoothly. More than ever this year you will need to be mindful and responsible for your own supplies. You will be signing a contract with a materials list, art materials are expensive and you will be held accountable for what you take home.