

**TAMALPAIS UNION HIGH SCHOOL DISTRICT**  
**Larkspur, California**

**Course of Study and Unit Plans**

**HONORS CERAMICS 4-5**

**I. INTRODUCTION**

Honors Ceramics Intermediate is a year-long course (two consecutive semesters) of in-depth focus in the art of Ceramics and related materials. This course is offered at all of the District's schools as part of a four year sequential program in Ceramics, beginning with Art Explorations/Ceramics 1, Ceramics 2-3, 4-5, and continuing on to 6-7 or A.P.3D. This course is intended for Ceramics students who want a challenge above the expectations of Ceramics 4-5 and want a good preparation for the option to take A.P.3D the following year. The outcomes of this honors course follow the expectations of Ceramics 4-5 with additional projects and more in-depth work aligned with the A.P.3D program. The overall goal of this course is for the student to think about him/herself as an artist with his/her own voice.

**This course addresses the following Tam 21<sup>st</sup> Century goals:**

Acquire, manage and use knowledge and skills  
Think critically and creatively  
Practice self-directed learning, decision making and problem solving  
Pursue individual goals and aspirations  
Develop skills needed for effective teamwork

**This course addresses the following Student Learning Outcomes:**

- #1 Communicate articulately, effectively, and persuasively when speaking and writing
- #3 Use technology as a tool to access information, analyze and solve problems, and communicate ideas.
- #11 Interpret, experience, create, and/or perform artistic work

**This course is designed to help students attain the state subject Content Standards**

- 1.0 ARTISTIC PERCEPTION: Students respond to examples of ceramic art from contemporary and historical clay artists and sculptors expressing their own observations and perceptions using the vocabulary of the visual arts.
- 2.0 CREATIVE EXPRESSION: Students prepare original 3D ceramic (and related materials) art which reflects refined craftsmanship, technical skills and conceptual expression.

- 3.0 HISTORICAL AND CULTURAL CONTEXT: Students examine the anthropological and cultural context of the ceramic arts through the history of civilizations, from styles and uses of pottery and sculpture, to its use as a sculptural medium and its use in architecture as tiling material.
- 4.0 AESTHETIC VALUING: Students look at collections of artwork from selected ceramic artists and analyze and derive meaning from these works according to the elements of art, the principles of design, aesthetic qualities, and conceptual content.
- 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS: Students apply their experience, discipline and skills in making art, creative expression, articulating thoughts, ideas, concepts, or narratives from a tangible sculptural form into other forms of expression such as writing, painting and commercial design.

## **II. STUDENT LEARNING OUTCOMES AND STATE STANDARDS**

- A. Students may select projects from the following options:
  - 1. Demonstrate technical mastery with increasing complexity in completion of forms using the following techniques: pinch, coil, slab, hump mold, drop mold, trimmed wheel and sculpting. Increasing complexity can include: combining multiple forms; increasing the scale of work to over 12” tall or 12” wide; integration of complex surface decoration techniques.
  - 2. Keep an active sketchbook which records observations of art, museum visit sketches and analysis, collections (sketches) of images and sources of inspiration, assimilation of artwork styles and sources of inspiration, reflection, notes on technical information and methods and artists.
  - 3. Make a one piece mold and complete a piece using pressings from the mold.
  - 4. Use and/or make a two piece mold to complete a complex piece made of multiple parts.
  - 5. Make a teapot and tea cup set which is expressive and unique.
  - 6. Sculpt a face or bust
  - 7. Sculpt a figure
  - 8. Create work that uses image as metaphor to express an idea.
  - 9. Use and demonstrate mastery of technique in application of some or all of the following finishing and embellishment techniques: sgraffito, slip trailing, slip inlay, slip feathering, carving, incising, pierced decoration, underglazes, transfer prints, majolica glaze decoration, high or medium fire glazes.
  - 10. Research a professional living artist’s work including forming style and surface design style and techniques. Students make their own

interpretation of the artist's style in the form of an original piece. Present a PowerPoint of the artist's work and a hands on demonstration lesson to the class teaching a technique used by the artist.

11. Orally present or write an analysis of a clay work using the elements and principles of 3D design-form, line, texture, color, balance, contrast, and positive and negative space, and idea content/concept.
12. Mastery of use of one or some alternative sculpting materials and techniques which may include: paper clay, metal/wire, glass, fiber, reed, found objects/materials, cement, plaster.
13. Properly use and care for ceramic tools and materials. Take a leadership position of responsibility in the organization and maintenance of the studio, its equipment and materials.
14. Follow established studio procedures. Take a leadership position in glaze mixing, kiln loading and unloading, clay recycling, glaze testing and formulating.
15. Apply the considerations of three dimensional design: line, form/volume, texture, movement, balance, unity, and negative/positive space by creating wheel thrown and hand built objects from clay and related materials. Critique your own work 1:1 with the instructor using the rubric from the A.P. 3D College Board course.
16. Create and execute a series of art works which are related by an idea, theme or common elements and exhibit this collection as a solo art show for the community to see.
17. Demonstrate an understanding of, and appreciation for the cultural heritage of different ethnic clay traditions. Complete a replica or inspirational piece from historical source and present it to the class or write a biography of the piece explaining the meaning and origins of its surface decoration, form and finish.
18. Gain an understanding of ceramics as a profession by interacting with visiting artists and visiting working studios or other examples of applied ceramics. Investigate and gain an understanding of living artists and their contemporary and innovative uses of clay as an art medium through a gallery visit (can be online) or contemporary ceramics literature. Integrate an influence from a contemporary artist into your own work.

### **III. UNITS OF INSTRUCTION**

#### **A. Major Units of Instruction**

This outline repeats in general form for the second semester using different artists, techniques, projects, materials, sources of inspiration in response to student interest.

1. Sources of Inspiration

- a. Look at a contemporary ceramic artist
  - 1) Analysis of artist's statement
  - 2) Techniques used for expression
- b. Identification of a source of inspiration
  - 1) Look at 2D non-ceramic media
  - 2) Analyze and translate into 3D
- c. Tea Pot project
- 2. Multiple Approaches to Forming
  - a. Wheel forms: Throwing and altering and combining  
Advanced forms, unmatched sets as opposed to matched sets.
  - b. Hand building: Forming techniques
    - 1) Armatures
    - 2) Paper clay techniques
  - c. Combined Thrown and Hand Built Sculptural Forms
    - 1) Mixed media, found art, use of armatures, concrete sculpture
    - 2) Mosaics
- 3. Surface Techniques  
Experiment with contemporary surface design techniques including, but not limited to: silk screen, airbrush, glaze layering, multiple firings, crystal glazes, agateware, laquer resist, millifiore, lusters, glaze formulations for textural effects.
- 4. Contemporary Artists Inspiration: Narrative with elements expressing emotion, personality or autobiographical reference/or satire of a known personality
  - a. Sculpting the head
  - b. Sculpting the figure
  - c. Integration of paper clay
  - d. Integration of surface techniques in overall design
- 5. Historical Styles
  - a. Analysis of form and surfaces
  - b. Historical piece interpreted
  - c. Alternative firings: raku, pit, saggar, soda
- 6. Using Molds
  - a. Using one part and two part molds: pressing and slip casting
  - b. Making one part molds
  - c. Making two part molds
    - 1) Surface Techniques
    - 2) Paper Clay techniques
- 7. Art Show in the community
  - a. Planning: publicity, artist's statement
  - b. Implementation: installation and take down
  - c. Review of show

8. Portfolio Preparation
  - a. Photograph work and assemble digital portfolio
  - b. Post work and artist's statement on the web
9. Community Service  
Leadership or active role in a public art project

B. Enduring Understandings and Essential Questions

Essential Questions:

1. What inspires an artist to create art?
2. Why do we look at art?
3. Why is some art "better" than other art?
4. How does an artist use image and symbol to develop and communicate his/her own unique "voice"?

Enduring Understandings:

1. Forming and surface design and techniques must have a degree of mastery in order for the artist to express his intent.
2. The creative process can be preplanned and/or it can be in response to the development of the artwork as it progresses.
3. Inspiration for creating art can come from many sources.
4. The creative process involves constant problem making and problem solving, thus flexibility, acceptance of change, and ability to assess and analyze work in process.
5. Artwork has meaning when viewed in the context of other artwork, reference to content meaning, historical relationships, personality and identity of the artist, our associations with images and materials.
6. Artwork can be purely "formal."
7. Form and function are interrelated in good design.

C. Knowledge and Skills

1. Students will master forming skills so that the forms they create are intended and part of a design plan.
2. Students will master surface design skills so that the 2D effects that they create are purposeful and ultimately work to enhance the success of their 3D form.
3. Students will look at artwork and analyze and derive meaning from these works according to the elements of art, the principles of design, aesthetic qualities, and conceptual content.
4. Students will recognize how inspiration influences art making and how to find and use sources of inspiration.
5. Students will use classroom and internet resources to explore and teach themselves new techniques.

6. Students will gain confidence peer teaching.

#### D. Student Assessments

Students will be given the grading criteria and course expectations in writing at the beginning of the course.

1. Participation in creative activities and verbal and written critiques
2. Completion of assignments as assessed by the instructor referencing the rubric used by the College Board for A.P.3D Art.
3. Completion of a sketch journal
4. Respectful use of the studio environment as assessed by the instructor
5. Prompt and regular class attendance

### IV. METHODS, MATERIALS, AND RESOURCES

#### A. Methods

The specific format for this course will vary in order to utilize the unique talents of teachers and the community to respond to the diverse range of students who elect this course. However each class will provide the following:

1. Direct experiences hand building, sculpting and on the pottery wheel involving the use of clay and sculptural materials.
2. Lecture, demonstrations, and critiques by the instructor
3. Lecture and demonstrations by students
4. Student journal assignments including sketches of ideas and artwork observed, written critiques, reviews of art shows, notes and sketches for inspiration, reflection on own work, research notes on technical skills and methods.
5. Visual resources such as video, DVD's, slides, books, magazines, the internet
6. Visits to museums, galleries and art shows.
7. Opportunities for recognition through participation in class, school, and community exhibitions.

#### B. Materials

This is a hands-on course. Students will work with clay and related materials. There is no textbook but students will have access to a variety of reference materials such as: resource books, magazines, journals, DVD's, equipment and tools related to clay and 3D art making.

C. Technology

Computer, image and presentation software, internet, digital camera, DVD's, videos

D. School to Career Goals

1. Guest artists visiting the classroom, virtual studio visits to artist's websites, visiting artist's studios and galleries
2. Setting up student exhibitions for the community to view

E. Suggested Instructional Time Allocation

Art teachers in the District frequently teach multiple level classes which vary from teacher to teacher and site to site. Allocation of instructional time is, therefore, up to each teacher in relation to the other levels and subjects being taught during the same period. In general, each teacher must find a balance of time between lecture/demonstration, student studio working time, and reflection/analysis/critique time.

**V. ANCHORS OF STUDENT WORK**

Anchors of student work will be the completed projects, verbal critiques, student journal/sketchbook, and the final art exhibit.

**VI. TROUBLE-SHOOTING GUIDE**

Writing about art may cause some resistance from students so this requirement must be emphasized at the beginning as part of the Honors Ceramics program.

Students will need lessons on how to teach a class lesson in order to be successful so the rest of the students in the class can benefit from the content of the lesson.

**VII. COURSE ASSESSMENT**

This course will be assessed through direct observation by teachers and administrators and responses to student and staff surveys.

## VIII. GENERAL INFORMATION

Honors Ceramics 4-5 is a ten credit course (two semester sequence: five credits each) open to students who have completed the prerequisites. This course carries a weighted grade.

### A. Prerequisites

Course prerequisites are: Art Explorations/Ceramics 1, Ceramics 2-3 or equivalent if student has prior training outside of the District; consent of instructor; a “B” or higher final grade in Ceramics 3.

### B. Requirements Met

This course may be used as elective credit towards graduation but does not meet any specific graduation requirement.

This course is not yet accepted towards either the “f” or “g” requirement for UC admissions. *UC/CSU approval pending submission.*