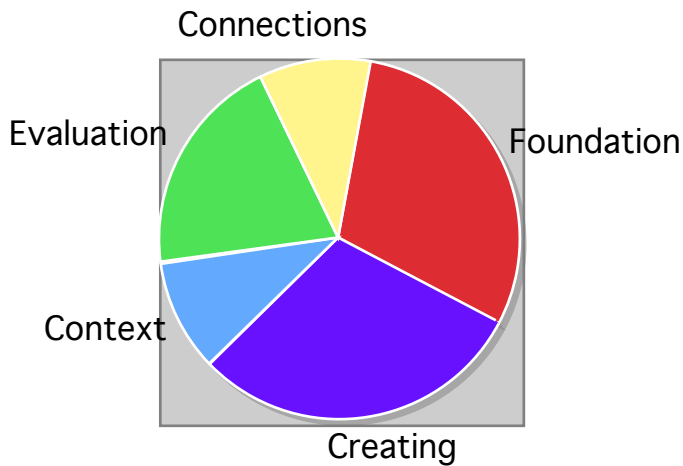


# Ceramics A/B Middle School



- Foundation
- Creating
- Context
- Evaluation
- Connections

<b>Course Title</b>	<b>Ceramics Middle School A/B</b>
<b>Course Abbreviation</b>	<b>CERAMICS MS A/B</b>
<b>Course Code Number</b>	<b>200201/200202</b>
<b>Special Notes</b>	
<b>Course Description</b>	The purpose of this course is to provide a balanced visual arts program, which guides students to achieve the standards in the visual arts. In Ceramics, students learn about the historical background, aesthetic traditions, and artistic properties of ceramics through a variety of studio experiences. The student will acquire knowledge of form, volume, and space relationships by construction hand-built and wheel-thrown forms of clay. Experimentation with the embellishment of a clay surface will extend knowledge of line, texture, pattern, theme and variation.
<b>Instructional Topics</b>	Historical Foundation of Ceramics Aesthetic Criteria for Judging Ceramic Design Physical Properties of Clay Hand-building Techniques Wheel-thrown Forms

	<p>Surface Enrichment  Modeling and Armatures  Glazes, their Applications and Chemical Properties  Kiln Operation  Careers in the Visual Arts</p> <p>*Topics should be presented in an integrated manner where possible; time spent on each topic is to be based upon the needs of the student, the instructional program, and the scheduling needs of the school.</p>
<p><b>California Visual Arts Content Standards</b></p>	<p><b>Content knowledge and skills gained during this course will support student achievement of grade level Student Learning Standards in the Visual Arts.</b></p> <p><i>Upon graduation from the LAUSD, students will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Process, analyze, and respond to sensory information through the language and skills unique to the visual arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations. <b>Artistic Perception</b></li> <li>2. Create, perform, and participate in the visual arts. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. <b>Creative Expression</b></li> <li>3. Understand the historical contributions and cultural dimensions of the visual arts. 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 the visual arts and artists. <b>Historical and Cultural Context</b></li> <li>4. Respond to, analyze, and make judgments about works in the visual arts. Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities. <b>Aesthetic Valuing</b></li> <li>5. Connect and apply what is learned in the visual arts to other art forms and subject areas and to careers. Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts. <b>Connections, Relationships, Applications</b></li> </ol>
<p><b>Representative Objectives</b></p>	<p><i>Student will be able to:</i></p> <ul style="list-style-type: none"> <li>• Create and exhibit original decorative and functional ceramic art works that demonstrate increased technique and skills.</li> <li>• Explore a variety of clays, constructive techniques, and processes for surface enrichment and choose what to apply in his or her work.</li> <li>• Engage in ceramic art experiences, gaining personal insight and appreciation of his or her accomplishment and the accomplishments of other ceramic artists.</li> <li>• Compare, contrast and analyze styles of ceramics from a variety of time, places, and cultures.</li> <li>• Recognize, describe, analyze, discuss, and write about the visual characteristic of ceramic artworks, objects in nature, events, and the environment.</li> </ul>

	<ul style="list-style-type: none"> <li>• Continue to expand and use art vocabulary in relationship to his or her own work in ceramics and to the work of others.</li> <li>• Develop specific criteria to assess the qualities and merits of works of art created of clay.</li> <li>• Discuss and describe various purposes for creating ceramic works of art, past and present.</li> <li>• Apply what he or she learns in ceramics to learning in other subject areas.</li> <li>• Learn about careers in ceramics as wells as arts-related careers.</li> </ul>
<b>Representative Performance Skills</b>	<p><i>In accordance with their individual capacity, students will grow in the ability to:</i></p> <ul style="list-style-type: none"> <li>• Create and exhibit original, decorative and or functional, artworks of increased technical skill using clay.</li> <li>• Create ceramic objects that include personal symbols and or reflect an ideas, emotion, or point of view.</li> <li>• Examine the works of other ceramic artists, past and present, to understand how art functioned in communicates in those places and times.</li> <li>• Locate, examine and discuss ceramic artwork created for social and or ceremonial purposes.</li> <li>• Expand and demonstrate his or her understanding of the elements of art and principles of design, focusing on a specific element or principle.</li> <li>• Identify and discuss the properties of various clays and glazes and their specific and unique uses.</li> <li>• Compare and contrast the elements of shape and form as they relate to three-dimensional form.</li> <li>• Identify skills use in making judgments about works of ceramic art and identify differences between a preference and a judgment.</li> <li>• Construct and use sets of criteria for making judgments about ceramic art, for their own and the work of others.</li> <li>• Reflect on how knowledge and skills learned in ceramics apply to their future.</li> <li>• Carry out a leadership role in the ceramics class.</li> </ul>
<b>Samples of Classroom Activities for Historical/Cultural Strand</b>	<p>Understand the historical contributions and cultural dimensions of the visual arts. 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 the visual arts and artists</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• View the work of ethnically diverse contemporary ceramicist (e.g. through electronic media, visiting a museum or gallery)</li> <li>• Sketch interesting features of the artworks</li> <li>• Write a letter and questions to the artist(s).</li> </ul>
<b>Resources</b>	<p><i>Visual Arts 6-8: Glencoe/McGraw-Hill</i></p> <p><i>Experience Clay: Mackey, Davis Publications</i></p>

**Credentials required to teach this course**

One of the following:

General Secondary

Special Secondary Art

Standard Secondary with major/minor Art

Single Subject Art

Subject Matter Authorization Art

Supplementary Authorization Art

Subject Matter Authorization 3 – Dimensional Art