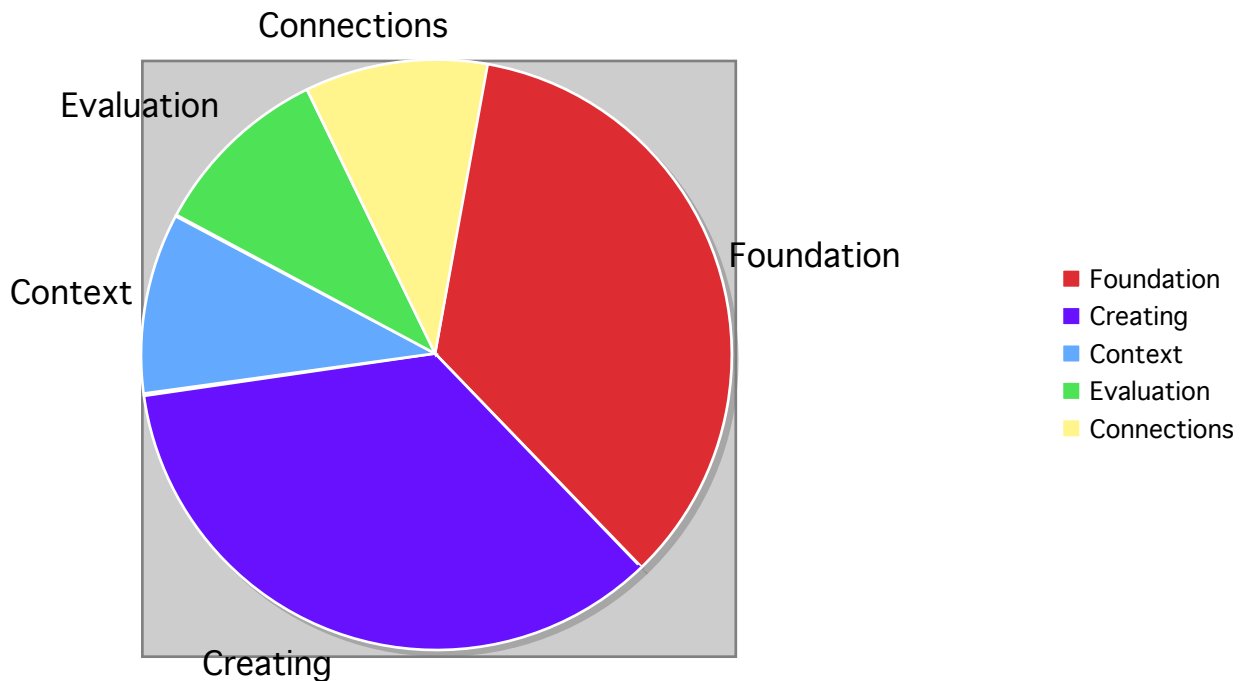


CERAMICS 1AB

High School



Course Title	CERAMICS HIGH SCHOOL 1 A/B
Course Abbreviation	CERAMICS 1 A/B
Course Code Number	200203/200204
Special Notes	
Course Description	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 1AB, students are introduced to 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 constructing 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. Career opportunities in the arts and arts-related fields will be explored.
Instructional Topics	Historical Foundation of Ceramics Aesthetic Criteria for Judging Ceramic Design

	<p>Physical Properties of Clay Hand Construction Techniques Wheel-Thrown Forms Surface Enrichment Clay Sculpture Glazes: Their Applications and Chemical Properties Kiln Operation Documentation and Portfolio Development 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>California Visual Arts Content Standards High School Proficient</p>	<p>Content knowledge and skills gained during this course will support student achievement of grade level Student Learning Standards in the Visual Arts.</p> <p><i>Upon graduation from the LAUSD, students will be able to:</i></p> <ol style="list-style-type: none"> 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. Artistic Perception 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. Creative Expression 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. Historical and Cultural Context 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. Aesthetic Valuing 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. Connections, Relationships, Applications
<p>Representative Objectives</p>	<p><i>Student will be able to:</i></p> <ul style="list-style-type: none"> • Create and exhibit original decorative and functional ceramic art works of increasing complexity and with increased skill. • Explore a variety of clays, forming and constructive techniques, and processes for surface enrichment, making choices as to what to apply in his or her work. • Engage in ceramic art experiences, gaining personal insight and appreciation of his or her accomplishments and the accomplishments of others. • Compare, contrast, and analyze styles of ceramics from

	<p>a variety of times, places, and cultures.</p> <ul style="list-style-type: none"> • Recognize, describe, analyze, discuss, and write about the visual characteristics of ceramic artworks, objects in nature, events, and the environment. • Expand and use art vocabulary to describe and analyze decorative and functional ceramic artworks. • Make informed judgments by applying the four steps of art criticism to his or her artwork and the work of others. • Respond to a variety of ceramic artworks and talk about his or her interpretations of the artists' intentions. • Integrate what he or she learns in ceramics to learning in other subject areas. • Explore careers in the visual arts.
<p>Representative Performance Skills</p>	<p><i>In accordance with their individual capacity, students will grow in the ability to:</i></p> <ul style="list-style-type: none"> • Produce a three-dimensional work of art in ceramics effectively using the elements and principles of design. • Demonstrate the ability to synthesize different subjects, themes, images, and visual metaphors in creating ceramic artworks of increased complexity and technical skill. • Identify some trends of contemporary styles in ceramic art in America and discuss the diverse cultural developments reflected in the artworks she or he has examined. • Discuss (compare and contrast) the purposes of ceramic art from major time periods and cultures. • Describe the use of the elements of art and principles of design as they relate to specific styles, and periods of ceramic art. • Discuss complex issues, such as distortion of shapes/form, space, simplified and actual texture, scale, balance, and expressive content as they appear in ceramic objects. • Discuss and make choices about ceramic materials (clays and glazes) as they relate to function. • Make sound critical judgments about the quality and success of artworks of clay based on his or her experiences in and perceptions about visual art forms. • Use criteria for making judgments about ceramic objects and identify the difference between preference and judgment. • Demonstrate an understanding of the varied functions of an artist, art critic, art historian, art collector, and art philosopher (aesthete). • Research art and arts-related careers.
<p>Samples of Classroom Activities for Connections/Relationships/Applications Strand</p>	<p>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.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Maintain a portfolio of their ceramic artwork, including

	<p>initial sketches, historical references, and photographs of completed work, organizing it in a systematic way.</p> <ul style="list-style-type: none"> • Write a report, which describes the influences and process used to create at least three of the works
Resources	<p><i>Experience Clay</i>: Mackey, Davis Publications <i>Hands in Clay</i>, 5th Edition: Speight, Toki, Glencoe/McGraw Hill</p>

<p>Credentials required to teach this course One of the following:</p> <p>General Secondary Special Secondary Art Standard Secondary with major/minor Art Single Subject Art Subject Matter Authorization 3 –Dimensional Art</p>
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