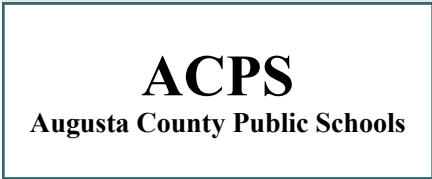


STUDENT LEARNING GOALS for ART



The Student Will:

- Demonstrate a general understanding of the use and manipulation of clay.
- Demonstrate the ability to construct specific forms utilizing basic hand-building methods and wheel-throwing techniques.
- Exhibit and understanding and use of terminology specific to the ceramic studio.
 - Develop an understanding of surface decoration and glazes.
 - Present digital portfolio as a component of course assessment.

The Ceramics I & II curriculum will introduce students to studio experiences, art history & cultural connections, art vocabulary, aesthetics and the process of art criticism.

Ceramics I and II



Essentials of the Curriculum

Art SOL Connections (Based on ART I & II)

Learning Skills in a 21st Century Art Class	Visual Communication and Production	Cultural Context and Art History	Judgment and Criticism	Aesthetics
Art students will utilize the following skills while incorporating the technological changes of the 21st century.	[] Maintain a sketchbook/visual journal (II.1) [] Maintain a portfolio (II.2)	[] Identify works of art & artistic developments that relate to historical time periods (II.13)	[] Employ critical evaluation skills, orally and in writing (1.19): *use expanded art vocabulary when evaluating and interpreting art	[] Discuss how aesthetics are: *reflected in everyday life (1.26)
KNOWLEDGE—(Remembers) Describes Discovers Identifies Recognizes Uses	[] Understand and use Elements and Principles of Design (II.3)	[] Describe and discuss art related careers (1.11)	*reference elements and principles of design (1.20)	*different from judgments (1.27)
COMPREHENSION - (Understands) Classifies Compares Contrasts Defines Describes Explains Responds	[] Use historical subject matter and symbols as inspiration to produce works of art. (II.6)	[] Identify, discuss, and describe connections between art from different cultures and periods in history (1.12, 1.14)	*differentiate between personal preference and informed judgment (1.22)	*reflections of intentions and choices of an artist (1.31)
APPLICATION—(Applies) Articulates Constructs Differentiates Demonstrates Discusses Engages Examines Explores	[] Employ visual problem-solving process in the production of original works of art. (II.7)	[] Use appropriate vocabulary to discuss works of art (1.13)	*include concept, composition, technical skills, realization of perceived intentions (1.24)	[] Support personal aesthetic judgments in writing (1.28)
ANALYSIS—(Analyzes) Distinguishes Gathers Plans Reflects Researches Revises Speculates	[] Use ethical procedures and adhere to copyright laws (II.8)	[] Discuss works of art in terms of (1.15, 1.17): *meaning *subject matter *media and formal choices *cultural connections *function/purpose *perceived meaning *symbolism (1.18)	[] Describe, respond, analyze, interpret, judge, and evaluate original works of art (1.21)	[] Discuss current issues and interests in the art world (1.29)
EVALUATION—(Evaluates) Critiques Justifies Judges Refines	[] Prepare both 2-d & 3-d works of art for display. (II.9)	[] Describe mass media influence on (1.16): *preference *perception *communication	[] Participate in student and teacher led critiques (1.23)	[] Study and describe ideas about the aesthetic properties found in art (1.30)
CREATION—(Creates) Arranges Assembles Designs Expresses Synthesizes	[] Demonstrate understanding of an art career through oral or written communication. (II.12)	[] Identify & analyze the function and meaning of a work of art or an artifact in its original context. (II.18)	[] Classify art works as representational, abstract, nonobjective, illustrative, and conceptual (1.25)	[] Formulate and defend definitions of “art” and “aesthetics” (1.33)
EVALUATION—(Evaluates) Critiques Justifies Judges Refines	[] Use a variety of research tools and resources.	[] Identify & analyze the function and meaning of a work of art or an artifact in its original context. (II.18)	[] Classify art works as representational, abstract, nonobjective, illustrative, and conceptual (1.25)	[] Demonstrate the ability to reflect on and analyze personal responses to works of art and artifacts. (II.28)
CREATION—(Creates) Arranges Assembles Designs Expresses Synthesizes	Art Across the Curriculum: The following are examples of how art will connect knowledge within and across the disciplines.		Ethical Procedures	
CREATION—(Creates) Arranges Assembles Designs Expresses Synthesizes	<ul style="list-style-type: none"> • Foreign Language— Global artists, cultural awareness, vocabulary/pronunciation. • Language Arts— Written/oral communication, sketchbook/journal, research, literature, verbal critiques. • Math— Use of measuring tools, proportion/ratio, geometric shapes/forms, tessellations, architectural forms. • Performing Arts— Music, drama, dance, film. • Science—Color theory, anatomy (people, plants, animals), chemistry. • Social Studies— Correlation between art and history, political art. 		Augusta County Public School art students are expected to perform honestly through the production of their own work and adhere to the ACPS Code of Conduct. All artwork should be original. Use images from the internet with caution. Ideally, work from life or use personal photographs. Carefully read the use requirements on any web site. Pictures from the Internet should be fully cited. Permission from the website owner/administrator to use a picture may be necessary. Copying images is plagiarism and instructors will determine if it is beyond duplication.	



Techniques & Methods

Pinch-form ball, insert thumb & pinch up walls.

Slab-rolling flat pieces of clay & joining together.

Coil-long rolled clay joined into circle and spiraled.

Modeling-manipulating clay to desired form.

Wheel Throwing-vessels, plates, etc. created on a wheel.

TIP: SCORE & SLIP EVERYTHING!!!!

ART CRITICISM:

The Process of discussing and evaluating visual art.

Description – *What do you see?* List everything. Be objective, give only the facts. Include size, media, title & artist's name.

Analysis – *How is the work organized?* Explain how the artist used the Principles of Design to organize the Elements of Art.

Interpretation – *What is the message?* Give your thoughts on what the artist is trying to say. What makes you think this way?

Judgment – *Is the work successful?* Use personal preference and aesthetic reasoning to make this determination.

Aesthetics - A branch of philosophy concerned with the nature and value of art.

Aesthetic theories: How will you judge the success of a work of art?

- **Imitationalism** – Focus on realistic presentation.
- **Formalism** – Focus on formal qualities; Elements and Principles of Design.
- **Expressionism** – Focus on emotional responses, feelings, or moods.
- **Contextualism** – Focus on the content in which the artwork was created, or in which it is displayed.

DESIGN

Elements	Principles
line	rhythm
shape	movement
form	contrast
space	balance
value	proportion
color	variety

10 Golden Rules of Ceramics

1. CLAY MUST BE COVERED W/PLASTIC BAG AT ALL TIMES.
2. CLAY DUST MUST BE CLEAR OF TABLES, ETC.
3. SCORE & SLIP TO JOIN TWO PIECES OF CLAY TOGETHER.
4. WEDGE CLAY TO REMOVE AIR BUBBLES & ACHIEVE UNIFORM CONSISTENCY.
5. TRAPPED AIR CAUSES EXPLOSIONS. HOLLOW OUT SCULPTURAL FORMS & PUT NEEDLE HOLES IN BOTTOM SO AIR CAN ESCAPE. SHOULDN'T BE THICKER THAN THUMB.
6. DON'T GLAZE BOTTOMS OF VESSELS.
7. HANDLE CLAY WORK WITH TWO HANDS.
8. ALWAYS CLEAN CLAY WORK OF DUST BEFORE GLAZING.
9. APPLY 3 COATS OF GLAZE FOR OPAQUE FINISH.
10. COILS SHOULD BE SIZE OF INDEX FINGER.

RESOURCES:

Campbell's Clays

Highwater Clays

Aamaco

VOCABULARY:

Clay -variety of earth minerals.

Slip- mixture of clay & water.

Plasticity-ability of clay to be manipulated.

Leatherhard-clay that has lost water but is NOT totally dry.

Greenware-pottery that has NOT been fired.

Scoring-making marks in clay—hatching/crosshatching.

Bisqueware-clay that has been fired once.

Glaze-earth minerals/water when fired produces a glossy/matt finish.

Kiln-furnace/oven for firing clay.

Terra Cotta-a type of clay; reddish in color.

Sgraffito-scratched decoration on the glazed surface of clay to reveal color below.