

VISUAL ARTS DEPARTMENT

CERAMICS II: COURSE #828

Department Contact Information

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The Department's Educational Philosophy

Art is essential in education. Students engage in art production, art history, art criticism and discussion of aesthetics to broaden their understanding of self and community, to place the arts in an historical and cultural context, and to experience the arts as a universal form of human expression and communication.

Guiding Principles

The art curriculum does the following:

- Emphasizes development of students' skills and understanding of creating and responding.
- Teaches the language inherent in the four disciplines: art production, art history, art criticism, aesthetics.
- Enables students to apply both imagination and rational thinking to the making of art.
- Enables students to invent and explore multiple solutions to a problem.
- Enables students to understand the value of reflection and critical judgment in creative work.
- Promotes knowledge and understanding of the historical and cultural context of the arts – how world cultures have been influenced and shaped by the arts.
- Facilitates positive peer interaction, including receiving and using feedback.
- Encourages self-motivation to create and problem solve.
- Uses artistic literacy as a natural enhancement to learning in other content areas.
- Fosters positive attitudes toward art and opinions of other artists.
- Uses a variety of assessment methods to evaluate what students know and are able to do.
- Introduces career possibilities.

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Course Frequency: Semester course, five times per week.

Credits Offered: Two and a half

Prerequisites: Ceramics or Pottery

Background to the Curriculum

Ceramics II, which will be offered for the first time in 2007-2008 to meet current demand from students who have already taken Ceramics I (previously named Pottery), is the first advanced three-dimensional Visual Art offering at ABRHS. The class curriculum is designed to build upon concepts and skills learned in Ceramics and to meet Massachusetts Visual Arts Curriculum Frameworks Standards: 1 (Methods, Materials and Techniques), 2 (Elements and Principles of Design), 3 (Observation, Abstraction, Invention, and Expression), 4 (Drafting, Revising, and Exhibiting), 5 (Critical Response), 6 (Purposes of the Arts), 8 (Concepts of Style, Stylistic Influence, and Stylistic Change).

Core Topics/Questions/Concepts/Skills

Ceramics II builds on skills and concepts developed in Ceramics I. New constructions include wheel throwing, high relief, mixed media, and assemblage. Sculpture and vessel making focus on form, surface design, and color theory. Exposure to historical and contemporary ceramics is included in the curriculum.

Course-End Learning Objectives

<u>Learning objectives</u>	<u>Corresponding state standards, where applicable</u>
1] Become aware of contemporary and art historical ceramic artists and traditions. (Makoto Yabe, Paul Soldner, John Glick, Peter Voukos, Leslie Sills, Maria Martinez)	5.8 Demonstrate the ability to compare and contrast two or more works of art. 8.7 Identify works, genres, or styles that show the influence of two or more cultural traditions. 8.8 Identify the stylistic features of a given work and explain how they relate to aesthetic tradition. 8.9 Identify examples of innovation and tradition in the arts, and explain the works. 8.10 Identify variants within the style of a particular time period.

<p>2] Demonstrate an understanding of and ability to solve problems with a variety of solutions and to develop personal imagination.</p>	<p>1.9 Demonstrate the ability to create 2D and 3D works. 2.13 Use color, line, texture, shape and form in 2D and 3D works of art. 2.16 Create art work that demonstrates a purposeful use of elements and principles.</p>
<p>3] Demonstrate an advanced understanding of the importance of the relationship between surface design and the underlying form.</p>	<p>1.9 Demonstrate the ability to create 2D and 3D works. 2.13 Use color, line, texture, shape and form in 2D and 3D works of art. 2.16 Create art work that demonstrates a purposeful use of elements and principles.</p>
<p>4] Demonstrate an understanding of and skill in using handbuilding and wheel throwing, as well as combining techniques.</p>	<p>1.13 Make reasonable choices of 2D and 3D media, materials, tools, techniques. 1.14 Demonstrate mastery of tools and techniques in one medium. 3.9 Create 2D and 3D works that explore the abstraction of ideas. 4.10 Demonstrate the ability to develop an idea through multiple stages.</p>
<p>5] Demonstrate proper care and use of tools, materials, and safety equipment.</p>	<p>1.12 Describe and apply procedures to ensure safety and proper maintenance. 1.13 Demonstrate mastery of tools and techniques in one medium.</p>
<p>6] Learn how to research and compare artists, periods, functions and techniques.</p>	<p>5.8 Demonstrate the ability to compare and contrast two or more works of art. 6.5 Interpret the meanings of artistic works based on evidence from artists' interviews. 6.6 Describe and analyze examples of art form that integrate practical function with aesthetic concerns.</p>

7] Learn how to critique and evaluate personal works and those of others.	5.10 Critique their own work, work of peers, works of professionals
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Assessment

- Written self-assessments
- Rubrics
- Peer critiques
- Review of completed work

Technology Learning Objectives Addressed in this Course

(This section for faculty and administrative reference; students and parents may disregard.)

<u>Course activity: Skills &/or topics taught</u>	<u>Technology standard(s) addressed through this activity</u>
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Materials and Resources

A variety of books, digital images, DVDs, and actual works of art are used as resources to introduce topics and skills.

Three different clay bodies are explored, and both underglazes and glazes are used.