

## **VISUAL ARTS DEPARTMENT**

## **CERAMICS I: COURSE #821**

### **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.

## **CERAMICS I: COURSE #821**

Course Frequency: Semester course, five times per week

**Credits Offered:** Two and a half

**Prerequisites:** None

### **Background to the Curriculum**

Originally pottery was combined with sculpture to form a full-year course. In 1992 the course became a semester course, titled “Pottery,” and had a theme focus; in 1996, the focus was changed from a theme to a topic/skills orientation. The current course, now entitled “Ceramics,” concentrates on design concepts and handbuilding techniques. The course meets the Massachusetts Frameworks Visual Arts 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**

The curriculum of the Ceramics course concentrates on design concepts and handbuilding techniques. Student work includes functional and non-functional forms and emphasizes use of the Elements and Principles of Design. Students learn to handbuild using pinch, coil, slab, and drape techniques, and they are introduced to working on the electric wheel. In addition to developing forms, surface design is integral to the course and includes the understanding and application of under glazes and glazes.

### **Course-End Learning Objectives**

<b><u>Learning objectives</u></b>	<b><u>Corresponding state standards, where applicable</u></b>
1] Look at and discuss ceramic exemplars from a range of cultures and time periods, ancient through contemporary. (Maria Martinez, Lucy Louise, Peter Vouks, John Glick, Makota Yabe)	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] Develop a personal symbol system to be used on pieces.</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 artwork that demonstrates a purposeful use of elements and principles.</p>
<p>3] Demonstrate an 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 artwork that demonstrates a purposeful use of elements and principles.</p>
<p>4] Demonstrate an understanding of and skill in using the four major techniques of handbuilding: pinch, coil, slab and drape.</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.  1.14 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, work of professionals.
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**Assessment**

Each piece is individually evaluated in writing by each student. The evaluation form includes questions pertaining to specific aspects of the area studied and allows the students to evaluate themselves on effort, attitude and their artwork.

**Technology Learning Objectives Addressed in This Course**

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

<b><u>Course activity: skills and/or topics taught</u></b>	<b><u>Standard(s) addressed through this activity</u></b>

**Materials and Resources**

A variety of books, slides, videos, and actual works of art are used as resources to introduce topics and skills.

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