

**East Penn School District**  
**Secondary Curriculum**

**A Planned Course Statement  
for  
Ceramics III**

**Course #713**

**Grade(s)** 12

**Department: Art**

**Length of Period (mins.)** 40      **Total Clock Hours**      120

**Periods per Week** 6      **Length of Course (yrs.)** 1

**Type of Offering:**        required      √  elective

**CREDIT** 1

**Adopted** 4/23/07

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## **Description of Course #713**

### **Course Title: Ceramics III**

**Description:** Students taking Ceramics III will solve visual arts problems using a variety of clay bodies and techniques. Experiences will include drawing, computer design, wheel throwing, hand building, sculpting, surface decoration, and glazing. Each student will elect to specialize in one hand building technique as well as wheel throwing. The study of historical and cultural examples continues, focusing on art from 1850 to the present. Students electing this course shall have taken Ceramics II and earned a B or better.

### **Goals: Students will**

- conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.
- communicate ideas regularly at a high level of effectiveness in two techniques, one being hand building, the other wheel throwing.
- create artworks that use organizational principles and functions to solve specific visual arts problems.
- demonstrate the ability to compare two or more perspectives about the use of organizational principles and functions in artwork and to defend personal evaluations of the perspectives.
- integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks.
- use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks.
- analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.
- reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.
- compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

### **Requirements: Students will**

- develop and refine a portfolio of their work.
- exhibit mature work habits.
- continue to maintain a sketchbook.
- utilize technology as both a tool and an art medium.
- participate in individual and class critiques.
- engage in research.
- create high quality original artworks, both wheel thrown and hand built, and will develop a personal approach to surface decoration.
- display finished works in an Art Show.
- read textual materials.

### **Text:**

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***Key to Levels of Achievement (listed with each learning objective)***

- Awareness (A)      Students are introduced to concepts, forms, and patterns.
- Learning (L)        Students are involved in a sequence of steps and practice activities which involve further development and allow for evaluation of
- Understanding (U)   Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
- Reinforcement (R)   Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standards
<b>I. Drawing</b>	1	Students will have proficient skills in observing and designing by maintaining a sketchbook.	R	<ul style="list-style-type: none"> <li>● Drawings of humans, animals, objects in nature, imagined forms, geometric forms, etc. provide plans for art pieces</li> </ul>	Teacher evaluation of sketchbook Teacher rubric	9.1.12A,B,D,E
	2	Students will reflect critically on qualities of proposed and finished ceramic art works.	U	<ul style="list-style-type: none"> <li>● Use sketchbook drawings as a critical record of designs for planned pieces as well as finished pieces</li> <li>● Written analysis</li> </ul>	Teacher evaluation of sketchbook Teacher evaluation of written analysis	9.3.12A,B,C,G
<b>II. Clay</b>	3	Students will select appropriate clay bodies for use in solving design problems.	R	<ul style="list-style-type: none"> <li>● Make pieces from a variety of clay bodies which have the best qualities for the building technique selected</li> </ul>	Teacher evaluation Student evaluation form	9.1.12A,B,C,D G,H,I,J
<b>III. Design</b>	4	Students will integrate organizational principles and functions with content to communicate intended meaning in their artwork.	R	<ul style="list-style-type: none"> <li>● Design forms with unity of content and structure</li> <li>● Individual critique</li> </ul>	Class critique Teacher rubric Student evaluation form	9.1.12A,B,C,D 9.3.12A
	5	Students will use subjects, themes, and symbols as a means of communicating intended meaning in their work.	R	<ul style="list-style-type: none"> <li>● Lectures, slides, video tapes</li> <li>● Ceramic magazines</li> <li>● Research</li> <li>● Design with reference to specific themes, subjects, and symbols</li> <li>● Teacher supplied criteria</li> </ul>	Class critique Teacher rubric Student evaluation form Mid-term/final project	9.1.12A,C,D,E 9.2.12C,D 9.3.12B 9.4.12B
<b>IV. Construction</b>	6	Students will review all hand building techniques and sculptural methods.	R	<ul style="list-style-type: none"> <li>● Create simple forms which make a coherent series while incorporating all hand building techniques</li> </ul>	Teacher rubric Student evaluation form	9.1.12A,B,C,D J,K
	7	Students will select and work with one hand building technique at a high level of effectiveness.	R	<ul style="list-style-type: none"> <li>● Lecture, slides</li> <li>● Ceramic Monthly</li> <li>● Create art pieces which communicate ideas effectively</li> <li>● Read textual materials</li> </ul>	Teacher rubric Written evaluation Critique Presentation	9.1.12A,B,C,D G,H,I,J,K 9.2A 9.3A,B,F
	8	Students will use the potter's wheel at a high level of effectiveness.	R	<ul style="list-style-type: none"> <li>● Throw forms which are well designed, well crafted, and well finished</li> </ul>	Teacher rubric Critiques	9.1.12A,B,C,G J,K 9.2D 9.3D 9.4B

<b>Unit</b>	<b>Num</b>	<b>Objective</b>	<b>Level</b>	<b>Content</b>	<b>Evaluation</b>	<b>Standards</b>
<b>V. Decoration</b>	9	Students will integrate surface treatments with content to communicate intended meaning in artwork.	R	<ul style="list-style-type: none"> <li>● Apply textures, patterns, slips, underglazes, glazes, paints, etc.</li> </ul>	Critiques Teacher evaluation Student evaluation form	9.1.12A,B,C,G 9.3.12A,B,C
<b>VI. Firing</b>	10	Students will demonstrate the ability to fire ceramic pieces.	R	<ul style="list-style-type: none"> <li>● Load and fire kilns</li> </ul>	Teacher observation Firing success	9.1.12G,H,J
<b>VII. History</b>	11	Students will analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.	R	<ul style="list-style-type: none"> <li>● Apply conclusions to design and creation of ceramic pieces</li> <li>● Class discussions</li> <li>● Field Trips</li> </ul>	Teacher observation Written response	9.2.12A,B,D,E H,J,K,L
<b>VIII. Critiques</b>	12	Students will reflect analytically on interpretations as a means for understanding and evaluating works of art.	R	<ul style="list-style-type: none"> <li>● Interpret art works, compare interpretations, examples, potters</li> <li>● Participate in class discussions by presenting, listening, and questioning</li> </ul>	Research Teacher rubric	9.3.12A,B,C,E.
<b>IX. Technology</b>	13	Students will use computer technology in the designing of ceramic art.	R	<ul style="list-style-type: none"> <li>● Use appropriate software to design forms, plan surface decoration, explore historical references, etc.</li> <li>● Read textual materials</li> <li>● Use internet as a research tool</li> </ul>	Teacher evaluation Tests	9.1J,K
<b>X. Careers</b>	14	Students will identify career choices in ceramics.	R	<ul style="list-style-type: none"> <li>● Explore colleges</li> <li>● Develop portfolio</li> <li>● Field trips</li> </ul>	Teacher observation	9.1F
<b>XI. Citizenship</b>	15	Students will be responsible for the work area.	U	<ul style="list-style-type: none"> <li>● Maintain a clean, safe classroom by exhibiting responsible attitudes and behaviors</li> </ul>	Citizenship rubric	9.1H
<b>XII. Display</b>	16	Students will be able to create a gallery type arrangement using their own art works.	U	<ul style="list-style-type: none"> <li>● Displays are created using individual's artwork or whole class' artwork</li> </ul>	Teacher evaluation	