



**Beginning Ceramics Course Syllabus-V402111**  
**Instructor: Ms. Linn**  
**Highland Park Senior High School, Room 0159**  
**susan.linn@stpaul.k12.mn.us 651-744-3830**



**I. Course Summary:** Beginning ceramics. This course introduces the student to the skills, vocabulary, and techniques necessary to create pottery and clay sculpture. Students will learn basic clay techniques and processes including building by hand, using the potter's wheel, glazing, and firing. While students consider the different stages of development of their art, they will also apply the elements and principles of good design and craftwork to their creations. As students create functional and non-functional pieces, they will explore how ceramics can be expressive and meaningful. The International Baccalaureate (IB) learner profile will be followed throughout the year. Art students work both cooperatively and individually will have opportunities to research, identify and discuss issues; to provide insights, opinions, solutions and resolutions; and to reflect on, appreciate and evaluate artwork. The arts are a powerful medium for the exploration of the human condition, our society and our world. Examining our world through the arts will help students to become inquirers, knowledgeable, thinkers, communicators, principled, open minded, risk takers, balanced, caring and reflective.

**II. Units of Study:Units, Benchmarks, Activities, Assessments, Study, and Lessons may be resequenced to meet student or class needs. Time may not permit instruction for all units.**

- Unit 1 Pinch Pots : What is the purpose of art?
- Unit 2 Coil Pot: How is culture defined?
- Unit 3 Slab Box: How can I be expressive?
- Unit 4 Ceramic Relief: How can I show deep space?
- Unit 5 Visual Pun Sculpture: How do you understand language?

**III. Standards and MYP Aims**

| State Standards   | MYP Criteria   |
|---|--|
| <p><b>Create (investigate, plan, make, responsibly, refine)</b><br/>           5.9.2.2.1 Collectively or individually apply inquiry methods of observation and research to investigate an idea.<br/>           5.9.2.2.2 Explore and plan themes, ideas, concepts, or styles<br/>           5.9.2.3.1 Synthesize visual literacy strategies and conceptual intent to create artwork for a specific purpose<br/>           5.9.2.3.2 Balance freedom and ethical responsibility in the use of intent to create artwork for a specific purpose<br/>           5.9.2.4.1 Engage in constructive critique with peers, then reflect on , revise and refine works of art to improve one's original artistic intent.</p> | <p><b>Criteria A: Investigating</b><br/>           i. investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry<br/>           ii. critique an artwork or performance from the chosen movement or genre</p> |

|   |  |
|---|--|
| <p><b>Present (display, justify, impact)</b><br/>5.9.3.5.1 Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place, including an artist statement.</p> <p>5.9.3.6.1 Analyze, critique, and justify artwork in an artist statement for a collection or portfolio presentation</p> <p>5.9.3.6.2 Analyze relationships between artists, artwork, and audience for impact of presentation</p> | <p><b>Criteria B: Developing</b></p> <p>i. practically explore ideas to inform development of a final artwork or performance</p> <p>ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.</p> |
| <p><b>Respond (interpretations, influences, comparisons)</b><br/>5.9.4.7.1 Construct multiple interpretations of an artwork</p> <p>5.9.4.8.1 Evaluate the impact of an artwork to influence ideas, feelings, and behaviors of specific audiences.</p> <p>5.9.4.8.2 When encountering artwork(s), synthesize one's own evaluation of artwork(s) with a different evaluation of the same artwork(s)</p>                                 | <p><b>Criteria C: Creating</b></p> <p>i. create an artwork.</p>  |
| <p><b>Connect (life with art, impact of art)</b><br/>5.9.5.9.1 Synthesize knowledge of social, cultural, historical, and personal life with art making approaches to create meaningful works of art.</p> <p>5.9.5.10.1 Appraise the impact of art, and artist, or a group of artists on the beliefs, values, and behaviors of a society.</p>  | <p><b>Criteria D: Evaluating</b></p> <p>i. appraise their own artwork or performance</p> <p>ii. reflect on their development as an artist.</p>   |

IB MYP rubrics use an 8-point international scale, with 8 representing “excellent achievement” and 1 representing “limited achievement.” When these assessments will be counted toward students’ grades in the class, they will be converted to a standard A, B, C, D, N scale and the point value will appear on the rubric. Parents & guardians, please ask your student to share their rubrics with you.

\*Grading Scale, Make Up work and Late Work: Please refer to the “Highland Park Senior High School Grading Policy

## VI. Other Course Info

### Class Expectations:

Safe, Respectful, and Responsible

It is important that each student is on time and prepared for synchronous teaching at scheduled times.

During Distance Learning this is your chance to grow and learn to be more independent. This independence you learn will help you in your future whether be college or work. You should learn, work hard, participate, and advocate for yourselves when help is needed. Additionally, it is important to be organized, proactive, mature, and to have a good attitude. In order to have a comfortable learning environment, it is essential to be respectful to staff, students, ideas, and opinions.

### Materials Needed / Supply List:

I will have some material pickups for you where you will receive clay, slip, and a few tools. You may need to be inventive for clay tools while in distance learning. Many kitchen utensils are great substitutes for clay tools knives, forks and plates are great substitute clay tools. You may also want to use some dental floss to cut your clay.

### Extra Assistance:

I will have available office hours during distance learning times to be announced. I also will respond to emails as quickly as I can so please email me questions or concerns.

### Cheating, Plagiarizing, Stealing, Etc:

Cheating, assisting with cheating, plagiarizing (intentionally or unintentionally), stealing, and defacing property are not tolerated and will be dealt with as directed by school policy and teacher discretion (see student handbook). All work (ex: study guides, papers, projects, etc.) is to be done individually unless otherwise noted by the teacher.