

Advanced Ceramics Course Syllabus-V402131

Instructor: Ms. Linn, Location: Highland Park Senior High School, Room 0159, Grades 9-12



I. Course Summary

Aims of this course are to enable students to:

- develop skills specific to the discipline
- engage in a process of exploration and self discovery
- make purposeful connections between investigation and practice
- respond to and reflect on art

In this advanced ceramics course students This course will give students the opportunity to gain an advanced level of understanding for the entire ceramic process. Students will apply the knowledge gained in beginning ceramics to create more advanced ceramics projects. The special qualities of the materials and processes used in ceramics and visual communication in the production of assigned projects exploring the MYP aims. 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 1 Wheel Cylinders: Why is practice and persistence important?

Unit 2 Sculptural: How do I apply what I already know to creating something new?

Unit 3 Functional Sculpture: How does design affect function?

Unit 4 Bowls with Feet: How can art be both functional and beautiful?

Unit 5 Mask: How can I affect change?

Unit 6 Slab Architectural Sculpture: How does the function of a building affects its form?

Unit 7 Choice Project:What is the purpose of art?

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

III. State Standards & MYP Criteria

MYP Levels: limited (1–2), adequate (3–4), substantial (5–6), excellent (7–8)

Letter Grades: limited (D), adequate (C), substantial (B), excellent (A)

State Standards	MYP Criteria
<p>Create (investigate, plan, make, responsibly, refine) 5.9.2.2.1 Collectively or individually apply inquiry methods of observation and research to investigate an idea.</p> <p>5.9.2.2.2 Explore and plan themes, ideas, concepts, or styles</p> <p>5.9.2.3.1 Synthesize visual literacy strategies and conceptual intent to create artwork for a specific purpose</p> <p>5.9.2.3.2 Balance freedom and ethical responsibility in the use of intent to create artwork for a specific purpose</p> <p>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>Criteria A: Investigating</p> <p>i. investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry</p> <p>ii. critique an artwork or performance from the chosen movement or genre</p>
<p>Present (display, justify, impact) 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>Criteria B: Developing</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>Respond (interpretations, influences, comparisons) 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>Criteria C: Creating</p> <p>i. create an artwork.</p>
<p>Connect (ilife with art, impact of art) 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>Criteria D: Evaluating</p> <p>i. appraise their own artwork or performance</p> <p>ii. reflect on their development as an artist.</p>

IV. Texts

Exploring Visual Design by Gatto, Porter, Selleck, *Ceramics A Potters Handbook* by Glenn Nelson and Richard Burkett , *Experience Clay* by Maureen Mackey and outside readings and primary resources, *Ceramics Monthly Magazine*, *Scholastic Arts Magazine*

V. Methods of Assessment

Students engage in one or more summative assessment (70% of quarterly grades) for each unit, which will show knowledge of the content studied. Students engage in formative assessments (30% of quarterly grades) for each unit, which will help students develop skills and knowledge, and indicate progress toward the summative assessments given.

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” For the status of assignment completion and class grades please see the parent portal at http://www.spps.org/parent_portal_2

VI. Other Course Information

Due to the subject requirements of the course, some of the works shown may involve content intended for a mature audience, but nothing that would not be seen walking through an art museum or on PBS broadcasts. Please contact me if you have any questions or concerns.

There is also a **\$10 materials fee requested** for this year-long course which helps support the use of high quality materials.

VI. Other Course Info

Class Expectations:

Safe, Respectful, and Responsible

It is important that each student comes to class on time each day prepared to learn, work hard, participate, help other students, and advocate for him/herself 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 classroom environment, it is essential to be respectful to staff, students, property, ideas, and opinions. School policies will be followed regarding electronic equipment, headwear, attire, inappropriate language, absences, and tardiness.

Homework Expectations and Frequency:

Homework is no more than an hour a week in Ceramics class since the class requires special materials and equipment. In general most work can be completed in class but as every student works at their own pace some students will need to complete class work on their own time. It is expected that students that are unable to complete assignments in class will check out materials with teacher and then take them home to complete their work and hand in on time.

Materials Needed / Supply List:

- Pencil and paper
- iPad charged and ready to be used
- \$10 lab fee
- Optional- Clay can be messy you may want to have your own apron, work shirt, or even an old pair of warm up pants or scrubs (for the wheel) to protect your clothing.

Extra Assistance:

I am available to help students most afternoons after school by appointment. Please let me know when you would like to meet for assistance or to make up work.

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. Please see Highland Park Senior Academic Honesty Policy