CERAMICS 1
50.0611001

Syllabus

Mr. J. Chase Campbell
Visual Art Instructor
Art Room GG 123
CERAMICS 1

Mr. J. Chase Campbell, instructor
Phone 770 521 7611 Ext 159
Email address campbellj@fultonschools.org
Parents are encouraged to contact the instructor.

Textbooks: Experience Clay by Maureen Mackey

Course Description

Ceramics 1 is an introductory course in ceramics covering the three basic methods of hand building. Students will produce ceramic art work using pinch, slab, and coil techniques. Students will learn the basic vocabulary of ceramics as well as methods of surface treatment, firing, and other related aspects. Art history, aesthetics and art criticism will be incorporated throughout the course. The duration of the course is from MM I August 11 – October 10, 2014.

Students must maintain a visual/verbal sketchbook that shows the experimentation and thinking process in which the student engaged to create artwork and projects.

Required Materials list for Class

• Student academic portfolio One three ring binder with notebook paper
• One sketchbook
• Ink pen
• Roll of paper towels
• Smock (old button up shirt

The Suggested Pacing Chart

FALL 2014

Course Outline (50.0411001-1) and Instructional Pacing

<table>
<thead>
<tr>
<th>Unit</th>
<th>Method</th>
<th>Duration</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2-D Pinch Method</td>
<td>13 days</td>
<td>Aug 11 – Aug 27, 2014</td>
</tr>
<tr>
<td>2</td>
<td>Coil Method</td>
<td>13 days</td>
<td>Aug 28 – Sept 19, 2014</td>
</tr>
<tr>
<td>3</td>
<td>Slab Method</td>
<td>13 days</td>
<td>Sept 17 – Oct 3, 2014</td>
</tr>
<tr>
<td></td>
<td>Final Exam &amp; Studio Project</td>
<td>05 days</td>
<td>Oct 6 – Oct 10, 2014</td>
</tr>
<tr>
<td></td>
<td>Total duration of course</td>
<td>~ 44 days</td>
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Our Art Education Philosophy

Art Education in Fulton County Schools integrates the study of art history, art criticism, aesthetics, and art production through the 5 disciplines of the Visual Art Georgia Performance Standards. As a subject in our schools, art education is based on the belief that looking at, talking about, and making art are processes essential to the well-educated student.

The well-educated person is conversant with a breadth of ideas about:

• functions and styles of art in a wide range of cultures and societies

• influences, impact, and relationships of art to events and the human condition throughout history

• purposes, functions, and theories of art and artists in society

• knowledge, application and use of a variety of art media, skills, techniques, and processes.

The study of art provides major opportunities to nourish high level thinking. When well taught, skills associated with artistic thinking include the ability to see clearly, analyze, reflect, make judgments, forge connections among ideas and information, and generate new ideas from diverse sources.

Key Standards and Objectives
Georgia Performance Standards (GPS)
Meaning and Creative Thinking (MC)
Contextual Understanding (CU)
Production (P)
Assessment and Reflection (AR)
Connections (C)
Report to class on time to avoid punishment.

Late Offense # 1
Students who fail to present a tardy pass will suffer the following consequences:
- tardy.

Students are allowed 5 tardies per class. Students will be withdrawn from class on the 4th tardy.

Students who report to class late must have a late pass from the office.

Unexcused Tardy Policy
Students are allowed 3 absences per class.

Absence Policy
Students are allowed 3 absences per class. Students will be withdrawn from class on the 4th absence.

Unexcused Tardy Policy
Be present.

Students who report to class late must have a late pass from the office.

Vandalism of artwork will be dealt with as destruction of school property. In such situation the consequences of Fulton County Board of Education policy will apply.

Academic Dishonesty Policy
You are required and are to remain in good standings with the Fulton County Code of Conduct and no copying and cheating will be tolerated under any circumstances.

Make Up and Recovery Guidelines
Student will be given adequate time to complete your assignments. Make up work given by teacher must be completed outside of the scheduled class time. Work will not be accepted after 5 days past the due date which excludes time past the course grading period deadline. If incompletion is due to absence, the above policy officiates ONLY with a written excuse.

Make up work should be turned in at the beginning of class. Teacher will sign in using the class log notebook. Student will sign in using the class log notebook and report to class on time to avoid punishment.

Grading Criteria Chart
Grading Scale
25% Participation/ warm up, clean up/workmanship/Journal
30% Class work /Studio Projects and assignments
10% Academic Portfolio/ Homework/ sketches, written assessments
05% Visual Verbal Journal/Sketchbook
10% Test/ Quizzes/Quest
20% Final Assessment written final exam and project
100%

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- Late Offense # 1 call home
- Late Offense # 2 report to administrator
- Report to class on time to avoid punishment.

Student Academic Portfolio Requirement
You must have a 3 ring notebook that includes 7 tab dividers labeled:

1. Syllabus and Pacing Chart
2. Units of Study
3. Writing across the curriculum
4. Vocabulary
5. Student Analysis
6. Reflection/Assessments/Test

Technology Integration:
Students are expected to use technology to stay on track in class. Students are encourage to contact teacher at hellocampbell@gmail.com to communicate questions or concerns...

Students will need to use the websites, Edmodo.com and/or netTrekker, as some lessons and tests will have to be done online. Web based research is required. periodically See assignment list for details.

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Classroom Conduct Guidelines:
Independence High School desires students to practice self discipline.

Learning can not happen in a disruptive environment. Any behavior that creates interference of instruction or learning will not be tolerated.

Disrespectful behavior directed toward the teacher, other students and their artwork will not be tolerated. If the behavior is not oriented toward graduation it is a waste of valuable time. The conduct guidelines are the same as those established school wide. Refer to Independence High School student handbook.

Vandalism of artwork will be dealt with as destruction of school property. In such situation the consequences of Fulton County Board of Education policy will apply.

Academic Expectations.
Student will:
- maintain an academic portfolio binder for this class.
- not be given passes during the first and last 15 minutes of class.
- not interfere with quality (bell to bell) instruction especially by talking while instructor is instructing class.
- contribute to maintaining a clean academic environment.
- be punctual and attend class regularly.
- dress in compliance with the school’s dress code.
- will not bring food or drink (other than water) into the classroom or hallways.
- keep electronic devices (ipods, cell phones, etc) out of sight and in the off position. Devices (including headphones) used during class (from bell to bell) will be taken by the instructor and returned at the end of class. Refusal to comply with procedure will result of student getting an administrative office referral. Use of device only permitted with teacher approval for instructional purposes. Ex: photographing artwork and emailing homework.
- demonstrate appropriate student conduct by...
- maintaining respectful tone and behavior with instructor and others in class.
- not engage in or use inappropriate conversation and language.
- report to class on time to avoid punishment.

Requirements for Teacher:
- Teacher will enforce his/her right to teach.
- Teacher will demonstrate respectful tone with students and keep them informed of their progress.
- Parents are encouraged to contact the instructor.

I agree to the terms of this syllabus and will work to fulfill the expectations within.

Student name_________________________________ # ______

Parent signature ________________________  Date __________

Teacher ________________________________  Date __________
MEANING AND CREATIVE THINKING

The student engages in the creative process, finds and solves problems, and pursues open-ended inquiry through the production of three-dimensional artworks. The student develops aesthetic understanding through the examination of his/her art and the artwork of others (National Standards 1 & 2).

**Description:** The student develops creativity, critical-thinking, and problem solving skills. The student engages in aesthetic dialogue, making effort toward constructing meaning as he or she encounters and produces works of art based on sculpture approaches.

VAHSCRMC.1 Engages in the creative process, imagines new ideas by using mental and visual imagery, and conceptualizes these ideas by using artistic language and contextual understandings and processes.
1. Develops a personal artistic voice that gives unique form to these concepts.
2. Identifies artistic voice in a range of contemporary and past ceramic artists.
3. Reflects on emerging personal artistic preferences.
4. Recognizes personal motivations and interests.
5. Expresses personal viewpoint in written and visual form.
7. Identifies themes and interests using the slab construction.
8. Explores preferred clays and ceramic construction methods.

VAHSCRMC.2 Finds and solves problems through open-ended inquiry, the consideration of multiple options, weighing consequences, and assessing results.
1. Uses a sketchbook journal to research, explore, and invent artistic conventions to connect and express visual ideas in wheel or handbuilt ceramics.
2. Generates multiple solutions to a single artistic problem and assesses merits of each.
3. Analyzes, in both written and oral form, the implications of artistic decisions by the artist and personal reactions to ceramics.
4. Solves artistic problems through discussion and interaction with peers.
5. Supports peers though informal, on-going critique of idea development and work in-progress.
6. Recognizes art making as a risk-taking process that incorporates existing knowledge, brainstorming, planning, discovery of unexpected connections and recognition of serendipity, and develops personal skills in these areas.

VAHSCRMC.3 Cultivates critical thinking and logical argumentation in aesthetics.
Interprets historical perceptions of artistic value as demonstrated through ceramic works.
1. Identifies the ideas and values that inform how past and present cultures define and use ceramics.
2. Explores ideas and values reflected in the way the student’s current culture(s) define and use ceramics.
3. Reflects upon personal answers to aesthetic questions, such as: What is ceramics? What are the roles of ceramics in today’s world? Does the aesthetic value change when discussing functional ceramics versus decorative ceramics?
4. Formulates and supports a position regarding the aesthetic value of a specific artwork and changes or defends that position after considering the views of others and/or additional research.

VAHSCRMC.4 Analyzes the origins of one’s own ideas in relation to community, culture, and the world.
1. Compares and contrasts the influences on the bodies of works of a wide range of contemporary and past ceramic artists.
2. Identifies values and practices in his or her community culture and world that inform his or her own art making.
3. Reflects on how personal experience in community, culture, and world informs an artist’s work.
4. Identifies the values and contributions of diverse peers, cultures and communities.
PRODUCTION
The student creates artworks by applying media, techniques, and processes to formulate and express his or her ideas and conceptual understandings (National Standard 1).

Description: Experiencing the role of the artist, the student applies media, techniques, and processes with sufficient skill, confidence, and sensitivity to carry out personal intentions in clay. Through experience in a range of three-dimensional processes, use of a variety of clay materials, and development of a repertoire of techniques, the student understands the relationship of process, material, and technique to communication of ideas. Techniques should include, but are not limited to, pinch, coil, and slab.

VAHSCRPR.1 Incorporates elements and principles of design to solve specific three-dimensional art problems, to create unified compositions, and to communicate meaning, culminating in a finished work of art.
1. Uses sketches and visual/verbal notes in order to make aesthetic choices in material, composition, and surface in preparation for a final artwork.
2. Discusses and applies principles of design to organize elements to communicate meaning and unify composition, includes concepts, such as interaction of positive and negative space, actual and implied weight, paths of movement, non-centered focal point, dominance and subordination of design elements, variety within repetition, closed and open form, and impact of mass on meaning.
3. Plans ceramic works for both functional and decorative purposes and demonstrates an understanding of interaction between the function and the ceramic work.
4. Applies compositional principles to create successful representational and non-objective ceramic work.

VAHSCRPR.2 Engages in an array of ceramic processes, techniques, and aesthetic stances.
1. Creates ceramic works to serve a specific function, such as expressive, utilitarian, and social.
2. Applies aesthetic approaches, such as formalism, emotionalism, and realism, to the creation of ceramic work.
3. Creates ceramics from clay bodies using and demonstrating knowledge of ceramic techniques such as wedging, pinching, molding, scoring, and joining.
4. Incorporates a variety of techniques in surface quality and texture to evoke specific effect, mood, or concept.
5. Creates ceramic works in relief and in the round to make a variety of spatial effects from flat and shallow to deep space.
6. Manipulates a variety of observation tools to including proportion, scale, volume, weight, and physics in the development of a ceramic sculpture.
7. Uses the different drying stages of clay (slip, plastic, short, leather hard, bone dry) to create desired effects.

VAHSCRPR.3 Develops complex ceramic artworks using a variety of surface treatments and technology.
1. Develops beginning level mastery of traditional ceramic construction techniques, including but not limited to pinch, coil, soft and hard slabs, molding and/or wheel.
2. Demonstrates a basic understanding of glaze chemistry.
3. Manipulates surface treatments by exploring different firing techniques like bisque, glaze, raku, wood, pit, gas, electric, oxidation, and/or reduction.
4. Recognizes and uses selected surface decoration techniques like carving low relief subtractive areas, carving for high and low relief, impressing with found objects, majolica glazing, millefiori, mishima, glaze, paddled textures, painted slip designs, painted underglaze designs/painting, paper cut-outs with slips and stains, sgraffito, stain painting, stamping, and wax resist.
5. Explores traditional and mixed-media surface treatments used by contemporary ceramic artists.
6. Practices studio safety and correct care in the operation of ceramic tools and equipment.
7. Adds preparatory drawings and digital images of ceramic studies developed in this course to portfolio begun in level one art.
8. VAHSCRPR.4 Keeps a visual/verbal sketchbook journal, consistently throughout the course, to collect, develop, and preserve ideas in order to produce works of art around themes of personal meaning.
1. Self assesses and writes reflections on work, aesthetic ideas, idea generation, and skills progress.
2. Analyzes and critiques works of art – personal, peers, and professional.
4. Practices direct observation and reactions in words, images, or symbols.
5. Records artistic research of ceramic methods.
6. Collects, develops, and preserves personal ideas and thoughts.
7. Records inspirational images, words, thoughts, and ideas.
8. Maintains notes and class information.
10. Identifies emerging personal, artistic voice.

VAHSCRPR.5 Plans and presents appropriate exhibit of own artwork.
1. Exhibits artwork with a written supporting statement that communicates purpose and/or intent.
2. Prepares own artwork to be exhibited in the classroom and school community.
ASSESSMENT AND REFLECTION

The student critiques ceramic works, reflecting upon and assessing the characteristics and merits of his or her work and the artwork of others (National Standard 5).

Description: The student describes and assesses the materials, techniques, and processes used to complete a finished ceramics work. He or she demonstrates the ability to reflect upon and interpret his or her work and the work of others, expressing personal viewpoint, and constructive criticism.

VAHSCRAR1 Produces written and oral critiques of own ceramic artwork.
1. Reflects on the artistic process (through journal-keeping and dialogic thought).
2. Self evaluates personal work from multiple positions – high standards of craftsmanship and skill mastery, achievement of intent of the work, communication of meaning, technical aspects, personal response to the artistic problem, and personal best in work process.
3. Reviews portfolio to identify growth over time, mastery of skills and techniques, strongest works and what makes them strong, areas needing improvement, effective communication of thought and idea, generation of new ideas from existing body of work, evidence of risk-taking, problem-solving, and emergence of artistic voice.

VAHSCRAR.2 Critiques clay works of others individually and in group settings.
1. Provides respectful and constructive criticism to peers in formal class critiques.
2. Provides informal feedback to peers on work in process as part of a community of learners.
3. Analyzes specific strengths and weaknesses of art works based on the ways technique and composition are used to convey meaning.

VAHSCRAR.3 Develops multiple strategies for responding to and reflecting on artworks.
1. Employs specific art vocabulary, accurately and routinely, to critique ceramics in discussion and writing.
2. Identifies and employs diverse criteria for evaluating artistic merit.
3. Discusses the connection between the creator’s intent and viewer’s interpretation and how active participation by the viewer creates a personal connection with the artwork.
4. Interprets and evaluates artworks through thoughtful discussion and speculation about the mood, theme, processes, and intentions of those who created the works.
5. Uses a range of art criticism approaches, such as Visual Thinking Skills and Feldman’s Art Criticism process, to understand and make a personal connection to sculptural works of art.
6. Uses a variety of approaches, in his or her visual journal, to explore and find personal connections to artworks.
CONNECTIONS

Students make connections to other disciplines and the world around them through the study of ceramics (National Standard 6).

Description: The student makes connections from the world of art to other areas of learning and personal endeavor. He or she derives inspiration from varied areas of knowledge and life experiences. Through the study and production of ceramic work, the student develops visual and verbal literacy and life/work skills including appropriate use and development of technology.

VAHSCRC.1 Applies information from other disciplines to enhance the understanding and production of ceramic art forms.
1. Uses inspiration from other disciplines to influence idea development in ceramic constructions.
2. Identifies specific knowledge and skills from other disciplines that inform the planning and execution of clay work (chemistry, geology, and history).
3. Understands how knowledge of the artifacts of ceramics enriches and enhances the study of history.
4. Makes interdisciplinary connections, applying art skills, knowledge, and habits of mind to improve understanding in other disciplines.
5. Develops the ability to integrate visual and verbal skills to communicate clearly and eloquently.

VAHSCRC.2 Develops 21st century life and work skills and habits of mind for success through the study and production of art.
1. Manages goals and time.
2. Directs own learning.
3. Guides and leads others.
4. Works in diverse teams.
5. Adapts to change.
6. Uses current technology as a tool.
7. Recognizes that ceramics uses a problem-solving process that translates to real-life skills: idea generation, elaborating and refining idea, execution of idea, interim evaluation, refining product until goal is reached, and evaluation of final solution.

VAHSCRC.3 Utilizes a variety of resources to see how artistic learning extends beyond the walls of the classroom.
1. Accesses resources, such as museums, Internet, visiting artists, galleries, community arts organizations, and visual culture to research art in the world.
2. Identifies various art related careers and post-secondary options.
3. Draws inspiration for artwork from the world and resources outside the traditional classroom.
CONTEXTUAL UNDERSTANDING

The student understands the sculpture in relation to history and culture (National Standard 4).

Description: The student recognizes the impact of art on history and different cultures and how history and culture have influenced form and function of sculpture. The student plans for and participates in a variety of activities that promote personal engagement in the study of art history and culture.

VAHSCRCU.1 Articulates ideas and universal themes from diverse cultures of the past and present.
1. Traces major periods of art through ceramics and identifies how artists of each period were influenced by society.
2. Identifies universal themes that appear in ceramics throughout time and discusses how those themes connect to the human condition.
3. Identifies how the issues of time, place, and culture are reflected in ceramic art works.
4. Analyzes the relationship of decorative and functional qualities in ceramic art from diverse cultures.
5. Discusses and experiences the way in which knowledge of the original context of ceramics affects one’s appreciation and personal connection with the work.
6. Expresses in written or oral form the role as a visual record keeper (primary source) of cultural, political, scientific, and religious history with ceramic art.

VAHSCRCU.2 Demonstrates an understanding of how art history impacts the creative process of art making.
1. Recognizes, compares, and contrasts ceramic handbuilt and/or wheel art, artists, and styles from varied cultures and eras.
2. Demonstrates an understanding of art history and investigates how it shapes contemporary life.
3. Creates ceramic handbuilt and/or wheel art work that explores ideas, issues, and events from current and past cultures.
4. Relates own ceramic work to works by master artists.