

**Intermediate Ceramics 3-4 Syllabus  
2019-2020**

Franklin High School, S - 224

Teacher: Mr. Anderson

**Class Material Free:** Intermediate Ceramics 3-4 has a material fee of **\$50.00. This fee is vital in keeping this class alive.** Whenever possible, materials are sources from the lowest cost vendors and utilized in the most cost effective manner. Ceramic students create a large body of work, consuming an array of materials including glazes, clay, tools and other items. Other lab fees in similar classes can range to \$75.00 or more. **Our class fee is lower in comparison because of student fund raising last year.** Please contribute or offset the costs of the amazing program at Franklin High School!

**Course Description:** This course is designed for students who have previous ceramic experience, or have taken Beginning Ceramics 1-2. Students are expected to demonstrate proficiency in the following areas; clay manipulation, clay storage, surface treatment, tool usage, clay firing, and glaze techniques. Students will learn and practice through repetition the role of the elements and principles of art and their role affecting structure and the artistic form. This class will build upon previous skills in wheel throwing, hand-building, surface treatment, firing and glazing. Students will be expected to keep personal glazing and firing data and compare results with other students. Students will evaluate personal and peer works through written and verbal assessments.

**Goals and student outcomes:**

- Understand the properties of clay and how this knowledge affects creating objects out of clay.
- Learn and utilize a variety of hand-building techniques to create functional and non-functional ceramics.
- Learn and utilize wheel techniques to create functional and non-functional ceramics.
- Develop a deeper understanding of glazing properties and techniques.
- Learn and use academic vocabulary as it relates to ceramics.
- Constructively critique personal and peer ceramic works of art.
- To recognize historically notable and culturally significant works of art

disciplines are used in an integrated work of art and identify their impact on that work.

**Create, Present, and Perform**

**AR.08.CP.02** Describe the creative process used and the effects of the choices made, when combining ideas, techniques, and problem solving to produce one's work.

**AR.08.CP.03** Create, present and/or perform a work of art by controlling essential elements and organizational principles to express an intended idea, mood or feeling.

**Historical and Cultural Perspectives**

**AR.08.HC.01** Distinguish the influence of events and conditions on works of art.

**AR.08.HC.02** Identify and relate works of art from different societies, time periods and cultures, emphasizing their common and unique characteristics.

**AR.08.HC.03** Explain how works of art from around the world reflect the artist's environment, society and culture.

**AR.08.HC.04** Explain how the arts serve a variety of purposes, needs and values in different communities and cultures.

**AR.08.HC.05** Explain the influence of the arts on individuals, communities and cultures in various time period

**National Art Standards**

**Aesthetics and Criticism**

**AR.08.AC.01** Use knowledge of essential elements, organizational principles and aesthetic criteria to describe works of art and identifies how the elements and principles contribute to the aesthetic effect.

**AR.08.AC.02** Describe personal preferences for works of art using aesthetic criteria and identify how essential elements and organizational principles contribute to the aesthetic effect.

**AR.08.AC.03** Explain the distinctive ways that essential elements and organizational principles from various arts

**Reference Texts and Instructional Materials:**

The Workshop Guide to Ceramics; Duncan Hooson & Anthony Quinn. 2012 Quarto Inc.

Ceramics Projects; Select projects for the classroom, home and studio; 1963 CM Handbook.

New Ceramic Surface Design; Molly Hatch. 2015 Quarry Books

**Methods:** Students will receive credit for the following types of work:

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| • Lecture and text notes      | • Presentations and Critiques | • Internet research |
| • Project reports or research | • Group discussions           | • Tests and quizzes |

## Materials:

1 smock or apron (for personal use). Closed toed shoes to change into. **Ceramic Material Donation of \$50.00**

There is **no required text** for this class. Instead of a textbook, students will be required to use a **Sketchbook** and make regular entries such as lecture notes, vocabulary words, glaze and firing logs, and written assignments.

**\*Tech @ Franklin High:** Intermediate Ceramics is an analog class, use of digital devices will fall on the discretion of the teacher. Use of personal tech is prohibited! ***Airborne dust in ceramics lab may disrupt and or damage electrical devises.***

## Class Rules:

1. Respect for self, others, and teacher.
2. Help others in the class to succeed
3. Help keep the studio clean.
4. Store backpacks, purses, and coats in approved zones.
5. **No food or drink** in the classroom.
6. No tech unless specified otherwise...**OFF, AWAY, AND OUT OF SIGHT!**

*The ceramics lab contains airborne toxins that **maybe ingested through the consumption of food or beverage.** Consumption of food or beverage is considered neglect behavior and poor hygienic practice. OSHA requires all public or private science or art labs to comply with the following regulation; which prohibits the consumption of food and drink in work areas; in which potentially hazardous material, or chemicals, are known to exist. The prohibition against eating and drinking in work areas are consistent with Federal and State Industrial hygienic Standards.*

**Assessment/Grading:** Tests, quizzes, homework, classwork and projects will be assigned points based on the length and difficulty of the assignment. By Semester, grades are averaged as per the following equation:

**50% Clay Project/Self-assessments:** To receive a project grade, a self-assessment sheet will be completed. Before the sheet is completed, a teacher check-in is performed, and points are added up and recorded.

**25% Tests/Quizzes-** Students will take a combination of quizzes, tests, and final exam. An approved note card can be used on the final semester exam.

**15% Daily Clean-up Points-** Students will choose a clean-up task from clean-up clip board. This task will be performed in the last 10 minutes of class. Teacher will visually inspect duty and assign clean-up points. Students are also encouraged to check-in with teacher after task is performed to ensure points are accurately recorded.

**10% Daily Progress Points-** Students actively engaged in the daily class activity and demonstrate tangible and measureable progress will receive progress points. Students who miss more than 20% of the daily class activity will not earn daily progress points.

**Evidence of course competence:** Students demonstrate their learning in the following three ways:

**Achievement-** Students are expected to show proficiency and growth. Progress reports posted via **Synergy** at midterms and at semester Finals.

**Effort-** Students are expected to complete their work on time, thoughtfully, and in a manner that demonstrates vigorous respect for their learning. I often accept resubmissions for partial or even full credit.

**Involvement-** Students are expected to engage in classroom discussions, small group work, and daily assignments. Meaningful participation is a graded component of this class.

**Late Work/Make-up Work:** Projects are due on the assigned date. All work must be turned in prior to the week closing the semester. Excused absences are treated as a "day-for-day" policy. It is a student's responsibility to check for missing work on **Synergy**. Students missing clean-up points can make them up during tutorial or after school 3:15p-3:45p.

**Assistance/Communication:** I am available during office hours to assist students. Grades are posted on **Synergy** regularly. In order to insure the privacy of each student, I will not discuss grades or assignments during class. Please find me outside of class.

**Office Hours:** Mon-Fri 3:15-3:30p

**Tutorial Hours:** A day / B day tutorial 2:23 – 3:15

**Regarding email:** Email is typically the most efficient way to communicate with me. Emails received after 5:00 p.m. will be addressed the following day(s). In most cases, you can expect a response from me within 1-2 days.

**Rules and expectation of the classroom:** Come prepared, be respectful, and leave the classroom better than you found it. - Preparation, respect, clean-up.

**Class Rules:**

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| <ol style="list-style-type: none"> <li>1. Respect for self, others, and teacher.</li> <li>2. Help others in the class to succeed.</li> <li>3. Help keep the studio clean.</li> <li>4. Backpacks, purses and coats are not allowed in work areas. Observe appropriate storage areas.</li> </ol> | <ol style="list-style-type: none"> <li>5. <b>No food or drink</b> in the classroom. Consume food before entering the classroom.</li> <li>6. Observe clean zones and designated work areas</li> </ol> |
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**Guiding Class Expectations:** We all deserve a *safe* and *respectful* environment in order to feel comfortable, self-assured and in which learning can flourish.

**Behavioral expectations:**

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| <ol style="list-style-type: none"> <li>1. Attend class on time, with proper materials, and be ready to work and receive instruction.</li> <li>2. They are to listen and participate.</li> <li>3. Behave in an appropriate manner.</li> </ol> | <ol style="list-style-type: none"> <li>4. <b>No Food or Drinks</b> during class time.</li> <li>5. Clean up after yourself.</li> <li>6. <b>No cell phones or texting during class.</b></li> <li>7. Students are to help out if asked.</li> </ol> |
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**Weekly Course Outline**

<b>Week One</b> - 8/28-8/30	Parent letter. Intro to the Clay Studio: Classroom expectations, clean-up duties, Pre-test.
<b>Week Two</b> - 9/3-9/6	<b>Introduction to clay Presentations. Project: 1. Maker's Mark, Maker's Mark Packet.</b>
<b>Week Three</b> - 9/9-9/13	Preparing clay and storing clay, wedging. Ceramic Vocabulary List
<b>Week Four</b> - 9/16-9/20	Mishima Tile
<b>Week Five</b> - 9/23-9/27	Sgraffito Inlay Tile
<b>Week Six</b> - 9/30-10/4	Stamping Tile
<b>Week Seven</b> - 10/6-10/10	Under Glaze Tile
<b>Week Eight</b> 10/14-10/18	<b>Project: Slip Casting</b>
<b>Week Nine</b> 10/21-10/25	Final Bisque Fire and Final Glaze fire
<b>Week Ten</b> 10/28-11/1	Review, Written Mid-term Test
<b>Week Eleven</b> 11/4-11/8	Throwing Review: Centering/Opening/Raising the walls. <b>Project: Three Cylinders</b>
<b>Week Twelve</b> 11/12-11/15	Throwing Review: Rims and Lips/Feet and Foot rings/Trimming
<b>Week Thirteen</b> 11/18-11/22	Shallow Pots/Bowls/Platters. <b>Project: Shallow Bowl</b>
<b>Week Fourteen</b> 11/25-11/29	Trimming and trim styles
<b>Week Fifteen</b> 12/2-12/6	<b>Project: Shallow Platter</b>
<b>Week Sixteen</b> 12/9-12/13	Attributes of a bowl
<b>Week Seventeen</b> 12/16-12/20	– WINTER BREAK
<b>Week Eighteen</b> 12/25-12/29	– WINTER BREAK
<b>Week Nineteen</b> 12/30-1/3	<b>Project: Double-Wall Pot</b>
<b>Week Twenty</b> 1/6-1/10	<i>*Last Clay week</i>
<b>Week Twenty One</b> 1/13-1/17	<i>*Last glaze week</i>
<b>Week Twenty Two</b> 1/20-1/24	<b>Assessment:</b> Class Critique on all Quarter 2 work. Cumulative written exam.
<b>Week Twenty Three</b> 1/27 - 1/31	<b>Project: Low Bowl</b>
<b>Week twenty Four</b> 2/3 - 2/7	Attributes of a bowl

<b>Week twenty Five</b> 2/10 - 2/14	<b>Project: Tall Jar or Vase</b>
<b>Week twenty Six</b> 2/17 - 2/21	Throwing tall forms
<b>Week twenty Seven</b> 2/24 - 2/28	<b>Project: Tooth Brush Holder</b>
<b>Week twenty Eight</b> 3/2-3/6	Throwing closed forms
<b>Week twenty Nine</b> 3/9-3/13	<b>Project: Butter Dish</b>
Week Thirty 3/16-20	Throwing lids, lid styles, trimming lids, attaching handles, handle styles.
<b>Week Thirty One</b> 3/23-3/27	– SPRING BREAK
<b>Week Thirty Two</b> 3/30-4/3	<b>Project: Bottle Form</b>
<b>Week Thirty Three</b> 4/6-4/10	Throwing bottle forms, attributes of a bottle form.
<b>Week Thirty Four</b> 4/13-4/17	<b>Project: Double-Wall Pot</b>
<b>Week Thirty Five</b> 4/20-4/24	Throwing double walled forms on the potter's wheel.
<b>Week Thirty Six</b> 4/27-5/1	<b>Project: Goblet</b>
<b>Week Thirty Seven</b> 5/4-5/8	Throwing goblet forms, trimming goblets
<b>Week Thirty Eight</b> 5/11-5/15	Finalize all projects, Art Folder check, and turn-in glaze logs.
<b>Week Thirty Nine</b> 5/18-5/22	Last clay day/Last Bisque Fire
<b>Week Forty</b> 5/25-5/29	Glaze only
<b>Week Forty One</b> 6/1-6/5	Review/Written Test