

**Advanced Ceramics 5-6 Syllabus
2019-2020**

Franklin High School, S - 224

Teacher: Mr. Anderson

Course Description: This course is designed for students who have previous ceramic experience, and have taken a combination of the following courses; intro to Hand-Building or Intro to Wheel Throwing, and Foundations of Ceramics, Ceramics 1-2, and Ceramics 3-4. This course extends the concepts of Intermediate ceramics to include topics such as surface treatment, technical wheel throwing, progressive glazing, and advanced hand building techniques. After successful completion of this course, students will have developed an extensive project portfolio, a foundation of hand-building and wheel throwing skills, and familiarity with a variety of glazing and surface treatment techniques. At the end of this class, students will have a body of work to be used in an Art college admission portfolio.

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

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 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

Texts and Instructional Materials:

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 | • Tests and quizzes |
| • Video note-taking | • Group discussions | • Document analysis | |
| | | • reports or research | |

Materials: Students are encouraged to begin assembling their own clay tools. *Students are welcome to continue using class sets if desired. However, classroom tools endure heavy use and are not in optimal condition. Please refer to the below list. Kits can be purchased at many art or ceramic stores in town.

Ceramic Material Donation of \$35.00

1 smock or apron (for personal use).

Closed toed shoes to change into.

Metal needle probe

Fettling knife

A wire cutter

Small sponge

Metal kidney rib

Wire cutter

Wooden modelling tool

Wooden potters rib

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

Tech @ Franklin High: Advanced Ceramics is an analog class, use of digital devices will fall on the discretion of the teacher. **Phones are to generally be off, away, and out of sight at all times.**

*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.

Class Rules:

1. Respect for self, others, and teacher.
2. Help others in the class to succeed.
3. Help keep the studio clean.
4. Backpacks, purses and coats are not allowed in work areas. Observe appropriate storage areas.
5. **No food or drink** in the classroom. Consume food before entering the classroom.
6. Observe clean zones and designated work areas

Guiding Class Expectations: We all deserve a *safe* and *respectful* environment in order to feel comfortable, self-assured and in which learning can flourish.

Weekly Course Outline

Week One - 8/28-8/30	Parent letter. Refresh to the Clay Studio: Classroom expectations, clean-up duties, Pre-test.
Week Two - 9/3-9/6	Project 1: Mayson Stain Inquiry. Ceramic Vocabulary List.
Week Three - 9/9-9/13	Mayson stain mixing tile. Intro to clay molds and slip casting. Cast on object from class archive.
Week Four - 9/16-9/20	Project 2: Three molded forms. Choose mold form, create mold.
Week Five - 9/23-9/27	Final Bisque Fire and Final Glaze fire
Week Six - 9/30-10/4	check-in, begin projects
Week Seven - 10/6-10/10	Concept drawings and prototypes due
Week Eight 10/14-10/18	Peer review
Week Nine 10/21-10/25	Final Bisque Fire and Final Glaze fire
Week Ten 10/28-11/1	Review, Written Mid-term Test
Week Eleven 11/4-11/8	Project 3: Personal Project Proposal; Research; Project Research Statement/citations, <i>Dorothy Day Scale Technique</i> .
Week Twelve 11/12-11/15	check-in, begin projects
Week Thirteen 11/18-11/22	Concept drawings and prototypes due
Week Fourteen 11/25-11/29	Continue progress
Week Fifteen 12/2-12/6	Peer review
Week Sixteen 12/9-12/13	Final Bisque Fire
Week Seventeen 12/16-12/20	Final Glaze fire
Week Eighteen 12/25-12/29	– WINTER BREAK
Week Nineteen 12/30-1/3	– WINTER BREAK
Week Twenty 1/6-1/10	Finalize projects <i>*Last Clay week</i>
Week Twenty One 1/13-1/17	<i>*Last glaze week</i>
Week Twenty Two 1/20-1/24	Assessment: Class Critique on all Quarter 2 work. Cumulative written exam.
Week Twenty Three 1/27 - 1/31	Creating/using/trimming with a chuck Project 5: Bottle Forms
Week twenty Four 2/3 - 2/7	Concept drawings and prototypes due
Week twenty Five 2/10 - 2/14	Peer review
Week twenty Six 2/17 - 2/21	Final Bisque Fire and Final Glaze fire
Week twenty Seven 2/24 - 2/28	Personal Project 6: Potter's choice, to be approved by teacher in advanced.
Week twenty Eight 3/2-3/6	Concept drawings and prototypes due
Week twenty Nine 3/9-3/13	Continue progress
Week Thirty 3/16-20	– SPRING BREAK
Week Thirty One 3/23-3/27	Peer review
Week Thirty Two 3/30-4/3	Continue progress
Week Thirty Three 4/6-4/10	Final Bisque Fire and Final Glaze fire
Week Thirty Four 4/13-4/17	Final Project: Potter's Choice-to be approved by teacher.
Week Thirty Five 4/20-4/24	check-in, begin projects
Week Thirty Six 4/27-5/1	Concept drawings and prototypes due
Week Thirty Seven 5/4-5/8	Continue progress
Week Thirty Eight 5/11-5/15	Peer review
Week Thirty Nine 5/18-5/22	Last clay day/Last Bisque Fire, Finalize all projects, Art Folder check, and turn-in glaze logs.
Week Forty 5/25-5/29	Glaze only
Week Forty One 6/1-6/5	Review/Written Final Test/Final Portfolio