

El Monte Union High School District

Course Outline

District: EMUHSD

High School: Rosemead High School

Course Title: Ceramics 2

Textbook(s):

Copyright date/Edition:

***For CTE, **attach the CTE course outline** created in the online template (<http://ctecourse.scoe.net/>).

1. Prerequisite(s): Ceramics 1 with grade of “B” or better and no less than a 2 in citizenship
2. Short description of course which may also be used in the registration manual:

Diversity of the Visual Arts

4.0 AESTHETIC VALUING

! **Student performance standards**

Finish assigned projects

Assume clean- up responsibilities

Manage time productively

Engage in systematic analysis which includes thinking and writing skills

Write exams

Students will be expected to have mastered the basic technique of clay work and so focus more on the creativity and excellence of their work. Students will have learned to critique and so should be able to discover and articulate the finer points of artwork progressively.

! **Evaluation/assessment/rubrics**

Successful completion of a project through the glaze firing stages will be awarded an “A” as long as the student demonstrates a further developmental stage on the basis of the last effort.

Project points constitute 50% of the total grade.

Students will discuss and write critiques. Scores will be entered along with projects – 10% of the total grade.

Students will write assigned exit exams. Scores will be entered along with projects – 10% of the total grade.

Students will score one another on a rotating basis on the quality of clean- up and the necessary social skills for maintaining a practical and safe work environment. This constitutes 10% of the total grade.

Culminating Project:

A tile of landscape created by utilizing 3 layers of sculpted slabs

Unit Title: Underglazing

Content:

1.2, 1.3, 1.5, 2.1, 2.2, 2.4, 2.5, 3.3, 3.4, 4.4, 5.4

Sample Assignment:

Show students images of both historical Majolica wares and contemporary ceramic art using the Majolica process. Have students loosely sketch their desired symmetrical designs, and a mythical animal of their choice for the center of their tiles. They may create their own imaginary creature by combining two different animals together.

Culminating Project:

Majolica plate

Unit Title: Water Etching

Content:

1.1, 1.2, 1.5, 2.1, 2.2, 2.4, 2.5, 3.1, 3.4, 4.1, 4.3, 4.4

Sample Assignment:

Start with unfired bone-dry ware. Paint or stamp a design using shellac, gel medium, or wax. Let the resist material dry thoroughly, preferably overnight. Once completely dry, use a wet sponge to erode the bare clay. Remove any residue from the resist with a damp sponge before glazing.

Culminating Project:

Patterned personal bowl

Unit Title: Dwelling

Content:

1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.5, 2.6, 3.1, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.4

Sample Assignment:

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Unit Title: Abstract Organic Sculpture

Content:

1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.5, 2.6, 3.1, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.4

Sample Assignment:

The student will compare the artistic elements of Kandinsky's work in relation to musical elements. Vocabulary for both music and art will be discussed and compared. The students will sketch ten variations

Sample Assignment:

Shape the torso by adding slabs or coils and coaxing the walls while supporting with the other hand. “Darts” or cutouts may be created to achieve deeper indentation. To create the shoulder and neck, construct internal structures to help support the weight through construction and firing. Added slab supports should be the same consistency as the rest of the sculpture to avoid stress cracks.

Culminating Project:

Ceramic self- portrait sculpture as famous artist

4. Describe how this course integrates the schools SLO (former ESLRs- Expected School-wide Learning Results):

Written critiques demonstrate critical thinking, writing, and vocabulary skills. Interaction in a working environment requires students to develop effective communication and living skills. Some assignments are group projects, which develop collaboration skills. Study of historic and culturally diverse ceramics as well as building projects in the style of other cultures develop understanding and sensitivity to diversity. Students will develop hobbies and leisure time activities as well as find a vehicle of lifetime learning.

5. Describe the Integrated ELD teaching techniques to be used to meet the needs of English Language Learners:

Teacher will use the CLAD and/or SDAIE techniques to address English Language Learners.

6. Describe the interdepartmental articulation process for this course:

When the biology and general science teachers assign model making projects, students are encouraged and advised to create clay models that are credited in both art and science departments. For example, a student built a model heart and artery system. The same is true for classes in history and other social sciences where, for example, a student built a model Parthenon.

7. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:

Various videos describe the career possibilities in the field of ceramics. The classroom ceramics library contains books on the subject as well as two periodicals, one specifically titled, “Studio Potter.” “Art in Focus” devotes a unit section on careers in art that includes the ceramic field. One of the research assignments focuses on possible career paths in ceramics.