

Tab 1

Ceramics One Syllabus

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📍 A001 - Room A001, M-F 9:10-9:50



Course Overview

Ceramics One is a year-long fine arts elective open to all students in grades 9-12. This class is designed for students interested in learning about clay through hand-building, wheel-throwing, and sculptural work, utilizing various techniques. Well-thought-out themes, forms, designs, functionality, and craftsmanship are emphasized. Ceramics One provides students with beginning clay experiences, concepts in ceramic cultural information, art vocabulary, and a history of ceramic arts. Ceramics One is designed to meet all levels of artistic ability.

Course Requirements & Supplies

SUPPLIES \$12 fee/ paid through <https://osp.osmsinc.com/HenricoVA/>

Pay Obligation

- Once in OSP, navigate to Pay Obligation to find the required fees for your student. You must log in to find your student's required fees.
- Folder for handouts
- Glue stick
- Scissors
- Colored pencils

Classroom Supplies & Student Responsibilities Policy

1. No Need to Bring Supplies (But Welcome to!)

- Students aren't required to bring personal art supplies—but are encouraged to bring items they love or are comfortable using.

2. Assigned Supply Space

- Each student will be assigned a dedicated spot to store their personal supplies during class.

3. Student Responsibility for Personal Supplies

- **Care & Replacement:** Students are responsible for maintaining their individual supply bags and replacing any items that are lost, misused, or destroyed.
- **Dues Required:** Personal supply bags will be distributed once applicable class dues have been paid. (Please see teacher if there is an issue with paying student fees)

4. Shared Classroom Supplies

- The classroom is stocked with general, shared supplies available to all students.
- It is essential for everyone to handle these communal materials and the studio environment with respect—this includes during both set-up and clean-up processes.

5. Supporting Our Creative Studio Environment

- A respectful and collaborative attitude in handling shared tools and space helps ensure a safe, welcoming, and enjoyable studio experience for all.

Classroom Requirements & Expectations

- **Punctuality & Engagement:** Students are expected to arrive on time, actively participate in discussions and critiques, and use class time efficiently.
- **Assignment Guidelines:** Complete all assignments, preliminary sketches, and required brainstorming or research ahead of major projects.
- **Responsibility & Conduct:** Students must adhere to the **Class Rules** and the **Safety** standards outlined in this syllabus.
- **Daily Tidy-Up:** Clean your workspace daily, return all materials to their original locations, and assist with any designated cleaning tasks.

Studio Safety Protocol

- **Use Tools Appropriately:** Tools must be used only for their intended purpose and on suitable surfaces.
- **Return Materials Promptly:** All materials should be returned to their designated storage by the end of each class.
- **Handling Sharp Tools Safely:** Any sharp items—such as X-Acto knives or cutters—must be signed out and signed back in personally. Sharing is prohibited.
- **No Throwing:** Discard all trash properly. No tossing, flicking, shooting, or hitting behavior in the studio.
- **Report or Clean Up Accidents:** If a spill or accident occurs, clean it immediately or inform the instructor to prevent slips and ensure safety.

Cleaning & End-of-Class Procedures

- **Routine Maintenance:** You are expected to clean your personal work area and sanitize any tools you used at the end of each class.

- **Hands-On Help:** When the clean-up signal is given (typically 5–15 minutes before class ends), begin returning all tools and materials to their proper spots.
- **Final Inspection:** The instructor will conduct a final sweep of the classroom before the dismissal. Students whose workstations are not fully cleaned will be required to finish cleaning before leaving.

Why This Matters

- **Organization & Respect:** Maintaining neat and orderly workspaces respects everyone's time, space, and creative process.
- **Safety First:** Following proper procedures reduces risks of injury and promotes a secure environment for all.
- **Efficient Studio Flow:** A clean, well-managed classroom allows projects to proceed smoothly and prevents disruptions.

School-Specific Focus and Goals

Mills E. Godwin High School	
CORE VALUES	We build experiences for all students structured in inquiry and innovation while
Excellence	
Perseverance	★ empowering all students to become critical thinkers, collaborators, communicators, creators, people with quality character and global citizens
Integrity	
Compassion	★ fostering a safe environment that promotes community wellness
	★ ensuring equitable opportunities for all students
	★ expecting personal responsibility from all students and
	★ engaging all students and their families



100% of Godwin students will earn credit for at least one:

- Advanced Placement course
- career and technical education/job readiness completion and/or
- career and technical education certification

before they graduate from Godwin High School.

Class Expectations, Norms, and Academic Integrity

All students in this course are expected to follow Henrico County's Student Code of Conduct.

- Attend class regularly and arrive on time.
- Be prepared with the necessary materials and assignments.
- Participate actively and respectfully in discussions and activities.
- Follow all school policies, including academic integrity and technology use.
- Communicate with the instructor about any concerns or challenges.
- Respect yourself and others.
- Listen actively and contribute thoughtfully.
- Use technology responsibly.
- Seek help when needed.
- Embrace challenges and maintain a growth mindset.

Henrico County Public Schools Secondary Device Policy

To ensure a learning environment free from unnecessary disruptions, cell phones and unauthorized electronic devices are required to be out of visible sight, and silenced, or in airplane mode during the school day, and during instruction-related after-school activities (tutoring, homework help, make-up work, etc.), unless being used for instructional purposes with the teacher's permission. Unauthorized electronic devices include, but are not limited to, cell phones and smart devices with cellular service or Wi-Fi connectivity.

Statement on Controversial/Explicit Content if that applies to this course.

English Example: This course includes a variety of literary works, some of which may contain mature themes, historical perspectives, or challenging ideas. The purpose of these readings is to foster critical thinking, empathy, and discussion. Alternative assignments may be provided upon request if a student or guardian expresses concerns about specific materials.

Social Studies Example: The age-appropriate curriculum for this course is prescribed by College Board (Advanced Placement), International Baccalaureate (IBDP, IBCP), the Virginia Community College System (Dual Enrollment), the Virginia Department of Education Standards

of Learning (SOLs), or is developed in alignment with best practices for the specialized elective course content. Instruction designed and delivered for this course is done so in alignment with standards developed by those organizations and institutions. As such, HCPS may not substitute, alter, or omit prescribed course content including that which relate(s) to human sexuality. In accordance with P7-05-008, a detailed list of assigned instructional material that contains sexually explicit content that must be taught during this course is available for parental review in advance of course enrollment. As this is an elective course and the materials may not be altered, parents wishing to request alternative materials for their student may wish to enroll their student in a different course.

Coursework

[Henrico Learner Profile Handout UPDATED 7.4.24.pdf](#)

Critical Thinking, Creative Thinking, Character, Citizenship, Communication, Collaboration

- Artistic Expression, Curiosity, Imagining and Questioning, Risk-Taking, Flexible Solutions, Integrity, Accountability, Inquiry, Problem-Solving

[Visual Arts Standards of Learning for Virginia Public Schools](#)

Q1	Q2	Q3	Q4
Foundations & Creative Process <ul style="list-style-type: none"> • Creative Process (AI.1–AI.2) • Safe use of materials (AI.5) • Building observational skills (AI.14) • Elements and principles (AI.12) Key Lessons/Units <ul style="list-style-type: none"> • Portfolio creation • Elements and Principles • Slab techniques • Coil techniques • Pinch Pot techniques • Working with glazes 	Media Exploration, Technical Exploration & Historical/Cultural Connection <ul style="list-style-type: none"> • Exploring media & personal style (AI.1–AI.2, AI.15–AI.16) • History & culture (AI.6) • Ethical use of imagery (AI.8) Key Lessons/Units <ul style="list-style-type: none"> • Value • Color Theory 	Perspective, Cross disciplinary, & Analysis <ul style="list-style-type: none"> • Critical analysis (AI.3) • Cross-disciplinary art (AI.9–AI.11) • Space, depth & perspective (AI.13) Key Lessons/Units <ul style="list-style-type: none"> • Perspective • Sculpture 	Community, Portfolio, & Exhibition <ul style="list-style-type: none"> • exhibition prep (AI.12) • Community engagement (AI.7) Key Lessons/Units <ul style="list-style-type: none"> • Mixed media • Portraits • Art Contests

This schedule of content, assignments, and assessments may vary depending on student progress.

Grading Policy

Grades will be assigned according to the school's grading scale

Quarter grades will be based on the following categories:

- **Classwork:** Creating (Classwork, Mini-Projects, Progress Grades) **30%**
- **Projects and Tests:** Producing/Presenting (Final Projects, Assessments, Research) **50%**
- **Participation/ Studio Practices:** Responding/Connecting (Participation, Classroom Procedures, Quizzes, Reflections, Writing Assignments) **20%**

The final exam will count as **8%** Final Exam/EOC Assessment of the semester two average.

Grading is based upon multiple factors in class. However, NONE of these include artistic ability. Grading is based upon effort, participation, using technical skills, meeting project objectives/goals, craftsmanship, cleanliness, thinking and planning, and creativity. Each project will have similar grading qualities; however there will be at least "project specific" criteria that must be met for each assignment that will differentiate it from the others.

Attendance and Make-up Work

It is the responsibility of the student to meet with the teacher upon return from an absence to arrange make-up work.

Late work will be accepted for partial credit at least up until the unit test/project/assessment. After that, accepting late work is at the teacher's discretion.

Teachers will explicitly state the due date for all late work, which should match the unit test date.

Teachers may choose not to give credit for work when students skip their classes.

Students will need to make up tests in the next class period that they see you or during common study on that day.

Senior and AP Exam Exemption Policy

Support to Succeed Policy

The School Board of Henrico County is committed to ensuring the success of all students in grades PK-12. The Board recognizes that circumstances may arise that prohibit students from functioning at their highest level. Therefore, Support to Succeed has been created to help students understand the impact of failure and how to correct mistakes.

1. Retest for Success

- a. Any student in grades 2-12-who earns a D or an F on a test can remediate with the teacher and opt to be reassessed one time per test. The reassessment can be done in a multitude of developmentally appropriate ways as determined by the teacher. Reassessment methods may include, but are not limited to, taking a different test,

submitting a project/alternative assignment or a writing sample, conducting a formalized test correction procedure, etc. This re-test procedure does not apply to diagnostic assessments (which are not counted as part of a student grade), semester and/or final exams.

- b. Teachers of students in grades 2-9 are responsible for making students and parents/legal guardians aware of reassessment options following a D or an F on an eligible test. The student shall be reassessed unless the parent/ legal guardian declines the opportunity and opts to keep the original test grade
- c. In grades 10-12, students are responsible for requesting and following through on any reassessment opportunities following a D or an F on an eligible test.
- d. For all high school credit-bearing courses (in either middle or high school), teachers are responsible for making students and parents/legal guardians aware of the policy at the beginning of the grading period in their course syllabus.
- e. Henrico County Public Schools Principals will provide an annual notice to students and parents/legal guardians regarding this policy.
- f. Teachers are expected to offer remediation and a retest within two weeks of the request for a retest. Students requesting a reassessment must do so within one week of receiving the grade. For any student, the highest grade attainable to replace the original test grade is 70%. The test grade used will be the higher of the two scores, not to exceed 70%.
- g. Teachers have the ability to work with students in other ways to assess and help students to demonstrate mastery of the content.

2. Marking Period Success: Middle and High School

In an effort to keep students from becoming discouraged and succumbing to failure, students who approach the end of the marking period with an overall grade of less than 65% will have the option to raise their marking period grade based on the remediation plan that is established by the teacher. Students transferring within and into HCPS schools and programs mid-course are eligible for this opportunity.

Henrico County Public Schools secondary Principals will provide an annual notice to students and parents/legal guardians regarding this policy. For all high school credit-bearing courses (in either middle or high school), teachers are responsible for making students and parents/legal guardians aware of the policy at the beginning of the grading period in their course syllabus.

For all 6-9th grade students, teachers are responsible for making students and parents/legal guardians aware that a student may be eligible to complete a remediation plan and raise their marking period grade as the end of the marking period approaches. In grades 10-12, students are responsible for requesting and following through on potential marking period remediation and adjustments.

Once the student has successfully completed the approved remediation plan, the student will then be eligible to receive a marking period grade which will not be lower than 65%.




There are limits on how many marking periods students may avail themselves of this option, which are as follows:

- a. In high school credit-bearing courses in middle or high schools, students successfully completing remediation requirements may raise their course grade to 65% in one marking period per course.

b. In non-high school credit-bearing courses in middle school, students successfully completing remediation requirements may raise their course grade to 65% in up to two marking periods per course.

AI Use on Academic Work

AI can help you learn, but turning in AI-generated work as your own goes against the Honesty and Integrity rules in the Code of Student Conduct. Each teacher decides how much AI you can use, so follow the *When Can I Use AI?* guide to understand what's allowed, how to give credit, and the skills you're using when AI supports your learning.

When Can I - Use AI?				
Level	AI Use Level	What it Means	Giving AI Credit	Skills
The default level for all schoolwork is AI 0: No AI Use Allowed.				
AI 0 	No AI Use Allowed	You cannot use AI tools for this work.	Not needed because AI is not used.	Being a responsible digital citizen.
AI 1 	Teacher-Assigned AI Use Allowed	You can use a specific AI tool chosen by your teacher for a specific task.	Share how you used AI and cite as directed by the teacher.	Learning how to use technology responsibly.
AI 2 	Teacher-Approved AI Use Allowed	You can choose any approved AI tool from the HDRM list with your teacher's permission.	Share what approved AI you used, how you used it, and cite as directed by the teacher.	Becoming an independent learner.

Approved AI Tools:

Students should only use AI tools listed on the [Henrico Digital Resources Menu \(HDRM\)](#). Using unapproved AI tools is against the Student Acceptable Use Policy in the Code of Student Conduct.

Citing AI Use:

When your teacher allows you to use approved AI tools, you must cite AI-generated content in your academic work. AI sources should be recorded using [NoodleTools](#) and formatted as directed by your teacher.

Required Assessments

Art IDs: Art IDs are regular homework assignments given to the students to research assigned ceramicists. Students may use a level one AI assistance to find information, but citing work is required

Acknowledgment Statement:

I have read and understand the expectations outlined in this syllabus. I agree to follow the policies and procedures described.

Student Name (Printed): _____

Student Signature: _____

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____

Date: _____