

# Ceramics I

Yarmouth High School / Holly Houston

Ceramics I students develop hand building skills with clay. This class will teach the elements and principles of design as they relate to the making of 3D art, as well as vocabulary specific to ceramic arts. Students will learn to appreciate and assess the ceramic arts and craftsmanship of other peoples and cultures.



## Essential Questions:

How does knowing the contexts, histories, and traditions of ceramic art forms help us create works of art and design? Why do artists follow or break from established traditions?

## Learning Area Expectations:

The following describes what students should know or be able to do in Ceramics I by the end of the semester:

### Creating: Creative Problem-Solving

Generate and conceptualize artistic ideas and work; refine and complete artistic work.

Demonstrate understanding in the following areas:

- solving problems creatively - the ability to communicate an idea visually--clearly and effectively
- identifying and describing the purpose of different ceramic objects



### Producing/Presenting: Technical Skills

Develop and refine artistic techniques and work for presentation; convey meaning through the presentation of an artistic work; analyze, interpret and select artistic work for presentation.



Demonstrate understanding in the following areas:

- quality craftsmanship and attention to detail
- properties of clay and the need to recycle
- construction techniques of handbuilding with clay
- technical skills in decorating and glazing clay

### Responding / Art History

Perceive and analyze artistic work; interpret intent and meaning of artistic work; apply criteria to evaluate artistic work.

### Connecting / Reasoning/Thinking Skills

Synthesize and relate knowledge and personal experiences to make ceramic art; relate artistic ideas and works with

- Understand and develop an appreciation for well-known Ceramic cultures
- Create a ceramic piece which demonstrates the influence of another culture or work
- Identify strong characteristics, style or techniques from different cultures.



societal, cultural and historical context to deepen understanding.

- document and/or record evidence of growth and progress
- become proficient at discussing and explaining own work, using correct vocabulary in oral and written critiques and presentations



## Process Standards (Work Habits)

- ❖ **Be kind and respectful to yourself and everyone else in the room: saying hello when you enter is a great place to start!**
  - Please be mindful of your conversations. Be inclusive and respectful. Conversation is fine as long as class focus comes first
- ❖ Come to class on time, prepared, with necessary materials
- ❖ Use time wisely and productively; plan to work the entire class
- ❖ Show responsible care of classroom and materials and contribute to clean-up duties in the studio
- ❖ Communicate your needs and ask clarifying questions when needed
- ❖ No food - water bottle okay, but away from work area
- ❖ Take responsibility for missed classes or work and schedule make-up time
- ❖ Know the fire escape route and other emergency plans
- ❖ **Cell phones need to be off and away during class. If you need imagery from an online source please check with me.** Smart watches are to be used only for checking time.
- ❖ **Headphone / Earbud policy: In respect for our class community and in acknowledgement of learning through spontaneous class discussions, please avoid tuning in to your own music during class.**
- ❖ **Gaming is not allowed in the Ceramics studio. Ever.**

**Materials** - *You will need these tools with you everyday for class:*

- Pencils and any other favorite drawing pen - Bring to class on a daily basis (leave here?!)
- Sketchbook – this will be provided for you unless you have a favorite type of sketchbook you prefer to use. You are expected to have your sketchbook with you every class period.
- Laptop

## Grades / Evaluation

Everything we do in class contributes in some way to your overall grade. There are three ways in which I collect EVIDENCE OF STUDENT LEARNING over the course of the class:

- Observation - What I observe during class about each student's process of learning;
- Conversations with Students - What students observe and articulate about their learning and understanding;
- Student Work - How students demonstrate what they know and are able to do.

<p>All assignments/projects are based on meeting the standards or essential learning for the course and are graded on a 4 point scale. 4 is at the top , 1 is at the bottom. Specific criteria and rubrics are given to students for all major assignments, so they are clear how to be successful. When entered into the online grade book, the 4 point system is “translated” into this following 100 point scale:</p>	<p><b>Exceptional, Extraordinary Work (when merited)</b>  <b>4++=100</b>  <b>Exceeds the Standard 4=98</b>  3.5=95  <b>Meets the Standard 3=92</b>  2.5=87  <b>Approaching the Standard 2=83</b>  1.5=78  <b>Does Not Meet the Standard 1=70</b>  <i>(This translation scale is borrowed and adapted from Robert Marzano.)</i></p>
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**Each assignment will receive a Work Habits grade, based solely on the timeliness of project completion.**  
*Assignments passed in on time (at the beginning of class) will receive a check.*  
*Assignments passed in more than two days late and up to one week after the due date will receive a grade of 83.*  
*Assignments passed in more than one week late and up to two weeks after the due date will receive a grade of 70.*  
*Assignments passed in more than two weeks late will receive a grade of 50.*


Your final grade will reflect your demonstration and growth in meeting the Content Standards. Each area may be weighted differently.

**Tardiness:** Studio time is precious. Be on time and ready to create at the start of class. Three tardies equal a half-hour teacher detention.

**Make-up Policy:** **Communication with the teacher is essential.**

It is your responsibility to make arrangements with me concerning what you missed when you were not in school, but certainly look at our Landing Doc first. Under extraordinary circumstances, please contact me ASAP, so that together, we can make a plan to get caught up and turn in or modify missing work.

**Work Communication:** Classwork, homework, and due dates can be found on our class landing doc, and in Google Classroom. Messages will occasionally be sent through email and Google Classroom; it is your responsibility to read and respond accordingly.

<p><b>Visual Arts Opportunities:</b></p> <ul style="list-style-type: none"> <li>★ Visual Art electives</li> <li>★ YAWP: Yarmouth Art &amp; Writing Publication (Club)</li> <li>★ Art Club</li> <li>★ Clayton’s Annual YHS Spring Art Exhibit</li> <li>★ Contests and Competitions as available, including the Scholastic Art and Writing Awards Program</li> <li>★ Maine College of Art Classes for Teens</li> <li>★ Haystack Mountain School of Crafts Student Craft Weekend</li> <li>★ “Early College” programs at numerous art schools</li> <li>★ Advanced Art classes Spring trip to NYC</li> </ul>	
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