

Course Overview

Unit Title	Unit Summary
Introduction to the Ceramics Course	Combines the visual arts foundational element of form with an introduction to ceramic artwork to guide students in a successful understanding and exploration of creating ceramic artwork as well as the use, function and decorative aspects of ceramics through societies and cultures.
Understanding Three Dimension	Focuses on guiding the students to understand and apply the Element of Art, form, in relation to three dimensional artwork and sculpture relative to creating forms and understanding three dimension purpose and function throughout art.
Clay Bodies, Glaze and Firing	Focuses on understanding the use, function and technical skill of tools needed in the ceramic making process.
Overview of Handbuilding Techniques	Combines the foundations of form and three dimensions with an understanding of ceramics in the technical and creative process.
Exploring Functional and Decorative Ceramics	Focuses on an exploration of function and decorative ceramic use and expression while creating ceramic artwork.
Exploring and Expanding on Techniques	Explores and expands on the creative and technical art making process in ceramics through personal expression and original ideas.

Standards for Introduction to the Ceramics Course

Texas Essential Knowledge and Skills (TEKS)

- (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:
    - (A) identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international;
    - (B) evaluate the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately;
    - (C) evaluate the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately; and
- (2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:
    - (c)create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media;
- (4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
    - (c)investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art

Return to Course Overview

Standards for Understanding Three Dimension

Texas Essential Knowledge and Skills (TEKS)

- 1(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:
    - (A) identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international
    - (B)evaluate the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately;
- (2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:
    - (A) create original artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community;
    - (B) apply the art-making process to solve problems and generate design solutions;
    - (C) create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media;
- (3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:
    - (A) analyze ways in which global, contemporary, historical, and political issues have influenced art;
- (4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
    - (A) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression;
    - (B)analyze original artworks and portfolios using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
    - (C) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art;

Return to Course Overview

Standards for Clay Bodies, Glaze and Firing

Texas Essential Knowledge and Skills (TEKS)

- (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:
    - (a)identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international;
    - (b)evaluate the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately;
    - (C) evaluate the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately; and
- (2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:
    - (C)create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media;
- (4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
    - (c)investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art

Return to Course Overview

Standards for Overview of Handbuilding Techniques

Texas Essential Knowledge and Skills (TEKS)

- (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:
    - (a)identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international;
    - (B)evaluate the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately;
    - (C) evaluate the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately; and
- (2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:
    - (A)create original artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community;
    - (B)apply the art-making process to solve problems and generate design solutions;
    - (C)create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media;

Return to Course Overview

Standards for Exploring Functional and Decorative Ceramics

Texas Essential Knowledge and Skills (TEKS)

- (2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:
    - (A) create original artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community;
    - (B) apply the art-making process to solve problems and generate design solutions;
    - (C)create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media;
    - (D) use an understanding of copyright and public domain to appropriate imagery when working from sources rather than direct observation or imagination; and
    - (E) create experimental artworks using installation, performance, or collaboration.

Return to Course Overview

Standards for Exploring and Expanding on Techniques

Texas Essential Knowledge and Skills (TEKS)

- (3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:
    - (A)analyze ways in which global, contemporary, historical, and political issues have influenced art;
    - (B) analyze cultural ideas expressed in artworks relating to social, political, and environmental themes such as environment/nature, conflict and power, relationships to others, and reality/fantasy;
    - (C)evaluate the relationships that exist among a society's art, music, theatre, and dance; an
    - (D) compare and contrast career and avocational opportunities in art such as various design, museum, and fine arts fields.
- (4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
    - (A) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression;
    - (B) analyze original artworks and portfolios using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
    - (C) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art; and
    - (D) understand and demonstrate proper exhibition etiquette.

Return to Course Overview