

Global Citizen Scholar Program Elective Course Template

Course Title: Ceramics I

Grade Level: 10-12

Keeping in mind Asia Society's framework for Global Competence, please fill in the sections below to illuminate and clearly communicate why this course qualifies as an elective for our Global Citizen Scholar Program. This information will be included on the GCS webpage and will allow scholars to read about each elective's approach to global citizenship education.

- **Investigate the World:** Students can initiate investigations of the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions about global issues.
- **Recognize Perspectives:** Students can recognize, articulate, and apply an understanding of different perspectives (including their own).
- **Communicate Ideas:** Students can select and apply appropriate tools and strategies to communicate and collaborate effectively, meeting the needs and expectations of diverse individuals and groups.
- **Take Action:** Students can translate their ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions.

Course Content:

Throughout the progression of this course, students will learn about a variety of different cultures and their impact on the ceramic artform. We will be both acknowledging differences and making links to commonalities.

Course Objectives Relevant to Global Citizenship:

-Deepen our appreciation for this artform in its many forms found throughout the world.
-Create an online art auction to raise funds for the Women of Hope Shelter through the sale of our handcrafted artwork. While we create these pieces we will be engaging in conversations that will help deepen our understanding of poverty and homelessness while also instilling in all of us greater empathy.

Texts/Sources/Materials Used to Promote Deepen Cultural Competencies:

Articles such as

https://docs.google.com/document/d/1wcP5kdVbe8fRbDaeJWKBID9ZDtzewf_RSs5VYLZuh8k/edit#heading=h.ywh0qlvpt20r which help us deepen our understanding of the differences between cultural appropriation and appreciation.

I have also created numerous slideshows of artworks from many different cultures such as Mexican Folk Art, Ghannain Textiles (El Anatsui), Hamsas (Iraq) Tinga Tinga Art (Kenya), and the Ming Dynasty Period (traditional blue and white china) to name a few.

Lessons/Projects/Activities That Will Produce the Above-Stated Learning Outcomes (minimum of four):

- Facebook Auction of our handcrafted holiday wares to raise money for Women of Hope while participating in conversations that deepen our connections to other women in our community as well as the purposes of many of the goods we are creating in class (tableware)
- A project a quarter that focuses on a different cultural artform. For example: we might make platters with handles in the style of Tinga Tinga Art after learning about what this would entail and checking out samples of this type of art or we might wheel throw bowls but then glaze them in the style of glazing used during the Ming Dynasty period.
- Oral presentations on various ceramic artists of which I pay attention to sharing a wide range of artists from all around the world.