

Ceramics Syllabus

Spaulding High School

Syllabus 2020-2021

Course Title:

Ceramics

Department:

Unified Arts | Visual Arts

Teacher Contact Information:

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Department Chair Contact Information:

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Course Description:

This quarter-long course is designed to help you become proficient in the creation of Ceramic artworks. To achieve this goal you will be expected to create work in a variety of genres and styles, balancing the technical limitations of the medium with your artistic intent.

Topics/Areas of Study/Units of Study:

Form, function, clay, ceramic modeling tools, potter's wheel and glazes.

Materials/Text(s):

Ceramic toolkit, Clay, Glazes

Replacement cost(s):

\$40

Practice:

Students will be given the opportunity to attain proficiency by creating a variety of ceramic projects.. To achieve proficiency it will be necessary to create a collection of high quality artwork.

Assessment/Reassessment:

Student work will be assessed in class critiques and during conferences with the teacher. Students will have the opportunity to remake and resubmit work with the goal of reaching proficiency.

Due to the limitations of the ceramic process (clay needs to dry before it can be fired) reassessment cannot be completed at the last minute.

Safety protocols (these may change over the course of the year):

- Covid-19 Handbook [LINK](#)
- Specifically for in-classroom:
 - Wear your mask over your nose and mouth at all times
 - Wipe down your desk/chair/materials before leaving
 - No food/drink other than water in the classroom
 - Don't leave any possessions in classrooms
- Ceramic dust can be harmful if it becomes airborne (sub micron crystalline silica); wet cleanup processes will be taught and enforced.

Expectations:

Cell phones should be off and in a bag or purse during class time unless otherwise directed. Cell phones may be used as a camera, calculator, assignment book or for reference only if permission is requested and granted. Cell phones may be used during individual work for music only, following explicit permission from the teacher.

Remote Expectations:

- Student Expectations [LINK](#)
- Students will be expected to maintain a studio workspace at home for remote learning; a garage, porch or other room are ideal. I'm happy to help you brainstorm ways to work on non-physical (in person) learning days.

School Appropriate Subject Matter:

I am not generally a fan of censorship. However, a public school is obligated to create an appropriate educational environment for all students. This means that certain subject matter and imagery is not appropriate for the classroom. Art is viewable by others and is frequently shared and discussed.

Student artwork that contains crude, sexually suggestive content, alcohol or drug endorsing messages, or Art that is harassing or derogatory to groups or individuals, does not belong in art class. If you are unsure if something will be offensive, ask. We can discuss the reasons why (or why not). As a general rule If it wouldn't be allowed on a T-shirt at school, it shouldn't be part of your work here.

During the course of the quarter students may be exposed (via books or similar resources) to mature content.

List of Assessed Course Standards:

See table below

| Standard 1 - Creating | |
|---|---|
| Indicators | Assessment |
| Indicator 1a: I can think of a variety of original ideas | Reflection on the creative development process |
| Indicator 1b: I can develop, refine, and finish artistic works | Periodic feedback will be given via Google Meet and in-class time. Assessed at time of critique & through presentation of final portfolio |
| Indicator 1c: Studio Citizenship: I can (and do) consistently use the room and everything in it safely and considerately | Observation: student and group clean-up, tool and equipment use, |
| Standard 2 - Presenting | |
| Indicators | Assessment |
| Indicator 2a: I can analyze, choose and curate a collection of my works for presentation | Art portfolio Art Show – At least 2 finished, properly displayed and labelled pieces. Original art + statement of artistic reasons for choice of displayed art Critiques and/or written reflections |
| Indicator 2b: I can select, apply, and evaluate the best methods to enhance the quality of my work for display and presentation | Digital Portfolio: Finished works prepared and ready for display and well-photographed |
| Standard 3 - Responding | |
| Indicators | Assessment |
| Indicator 3a: I can analyze and interpret an artwork or collection of works, supported by relevant evidence in the work and its contexts. | Verbal and/or written Critiques |
| Standard 4 - Connecting | |
| Indicator 4a: I can combine knowledge and personal experience into a coherent expression through art | Reflection on Artwork; Conference with Teacher |