



# Ceramics I & II

Deer Valley Unified School District #97

# 9-12

Outcomes for Concepts	Suggested Activities	Suggested Methods For Assessment	Suggested Areas For Integration
<p><b>COMPONENT ONE - AESTHETIC PERCEPTION - VISUAL AND TACTILE</b></p> <p><b>1. RECOGNIZE DESIGN ELEMENTS</b></p> <ul style="list-style-type: none"><li>Demonstrate ability to make refined and subtle discriminations when analyzing the interrelationships of the elements and principles of design.</li></ul> <p><b>2. ANALYZE AESTHETIC PERCEPTION</b></p> <ul style="list-style-type: none"><li>Analyze the unique characteristics of aesthetic perception as compared to those of general perception as they reflect upon the quality of every day life.</li></ul>	<p>Verbal response to ceramic visuals.</p> <p>Group discussion of design elements and principles as applied to ceramics examples.</p> <p>Aesthetic response to ceramic visuals.</p> <p>Examine work of Bernard Leach and/or Lucie Rie.</p>	<p>Attention to the design elements and principles.</p> <p>Ability to describe or discriminate between the design elements.</p> <p>Awareness of aesthetic perception.</p> <p>Utilization of aesthetic perception through the elements of design.</p>	

### 3. DISCRIMINATE VISUAL CHARACTERISTICS

- Predict effects on visual impressions that result from changes in such conditions as light, distance, atmosphere, position, recurring motion, and new technologies (e.g., lasers and holograms.).

Differentiate between natural and man-made ceramic materials found in the environment.

Identify the elements and principles of design through the construction of a "Fantasy House" or "Food Plate".

Verbal response demonstrating knowledge and use of design elements and principles.

Demonstration of awareness of man-made and natural objects.

### 4. RECOGNIZE VARIETY IN VISUAL CHARACTERISTICS

- Describe imaginative ways to perceive aesthetically, such as taking multiple or many-faceted views of objects, inventing new positions for objects, speculating on how works of art, nature, and objects in the total environment could look.

Examine history of ceramics and ceramic artists (e.g., Michaelangelo, Picasso).

Complete a slab construction using Picasso's abstract style.

Recognition of variety in visual characteristics.

Completion of a construction with emphasis on form, variety and rhythm.

**5. RESPOND AESTHETICALLY TO VISUAL AND TACTILE CHARACTERISTICS.**

- Use descriptors, similes, and metaphors to describe unique visual and tactile characteristics observed in work of art, nature, and objects within the total environment.

**COMPONENT TWO - CREATIVE EXPRESSION, ARTISTIC KNOWLEDGE AND EXPRESSION**

**1. DEMONSTRATE A DIVERSE NUMBER OF ART TOOLS AND MEDIA.**

- Demonstrate ability to design objects used in every day living, such as fabrics, wrapping paper, tools, furniture and mechanical devices, using design elements and such principles as repetition balance, and variations on a theme.
- Identify and demonstrate attention to craftsmanship in all media.

Describe and create textures by discovering surface variations using clay.

Discuss and demonstrate usage of various tools, materials, and equipment before each activity.

Discuss and demonstrate qualities of good craftsmanship as it pertains to the use of clay.

Appropriate ways to describe and create textures.

Awareness of ways to hold, clean, and store materials.

Utilization of diverse media, tools, and equipment.

Evidence of good craftsmanship.

<p><b>2. IDENTIFY DESIGN ELEMENTS AND PRINCIPLES</b></p> <ul style="list-style-type: none"> <li>Identify and demonstrate use of design elements together to illustrate the design principles.</li> </ul> <p><b>3. APPLY DESIGN ELEMENTS AND PRINCIPLES</b></p> <ul style="list-style-type: none"> <li>Demonstrate ability to design, using elements and principles of design to solve environmental and commercial problems in creative ways.</li> </ul> <p><b>4. EXPRESS THREE-DIMENSIONAL QUALITIES</b></p> <ul style="list-style-type: none"> <li>Demonstrate ability to model shapes into representational and abstract objects, to construct by joining a variety of forms to make objects and simple sculptures, and to carve by using hand tools to directly cut away materials using three-dimensional media.</li> </ul>	<p>Participate in oral and written discussions and create clay forms using the design principles of: balance, repetition, rhythm, proportion, variety, unity, and emphasis.</p> <p>View, compare, and discuss ceramic decoration techniques used by calder.</p> <p>Create a ceramic wind chime using a variety of tools and textures.</p> <p>Construct a 3-dimensional mask using additive and subtractive techniques.</p>	<p>Attention to the design elements and principles.</p> <p>Recognition of ceramic techniques.</p> <p>Application of design elements and principles in creating a ceramic product.</p> <p>Understanding of 3-dimensional qualities and use of tools to model shapes.</p>	
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<ul style="list-style-type: none"> <li>• Demonstrate ability to produce a craft object using the knowledge of elements and principles of design the characteristics of the medium, the requirements for functional use, and the technical skills involved in good craftsmanship.</li> </ul> <p><b>5. APPLY THE USE OF MEDIA SKILLS IN A PROBLEM-SOLVING CONTEXT</b></p> <ul style="list-style-type: none"> <li>• Demonstrate ability to identify, analyze and modify a design problem such as weaving, collage, and line drawings.</li> </ul> <p><b>6. UTILIZE ENVIRONMENTAL DESIGN</b></p> <ul style="list-style-type: none"> <li>• Produce an environmental design using elements and principles of design to illustrate new ways to organize space.</li> </ul>	<p>Identify styles of 3-dimensional artists: Michaelangelo, and Moore.</p> <p>Utilize elements and principles of design when producing preliminary drawings for a ceramic piece.</p> <p>Define and demonstrate decoration techniques of mishima, sgraffito, slip trial and wax resist.</p> <p>Examine and be able to identify examples of each technique.</p> <p>Identify the artists Jeff Mincham, Janet DeBoos, Peter Travis, and Robert Eckes.</p> <p>Identify shapes and forms in the environment.</p> <p>Create a ceramic sculpture using positive and negative space within an environmental design.</p>	<p>Recognition of 3-dimensional artists.</p> <p>Creation of a 3-dimensional ceramic piece using elements and principles of design.</p> <p>Identification, analization, and modification of a design problem.</p> <p>Ability to create an environmental design through the exploration of organizing space.</p>	
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## **7. RECOGNIZE CAREER OPPORTUNITIES**

- Identify and investigate the range of visual arts careers.

## **COMPONENT THREE - VISUAL ARTS HERITAGE - HISTORICAL AND CULTURAL**

### **1. RECOGNIZE VARYING CULTURAL THEMES**

- Compare themes and symbols in the art of different cultures and discuss similarities and differences in both.

### **2. ANALYZE THE CREATIVE PROCESS**

- Recognize that artists, such as painters, sculptors, architects, designers, and crafts people, often make art by conceiving an idea, elaborating and refining it, and finally giving form to the idea with art media.

Listen and respond to guest speakers in ceramic art.

Examine work of Northern Arizona Indian pottery.

Compare tribal cultural themes & symbols.

Create a replica of Santa Clara pottery.

Identify and define terms in color theory.

Demonstrate the use of glaze techniques and their different characteristics as applied to Indian pottery.

Exploration and recognition of career opportunities in ceramic art.

Symbolic content in tribal decorations.

Verbalization of subject content.

Recognition of a variety of styles and techniques among ceramic artists.

Awareness of diverse creative processes among ceramic artists.

<p><b>3. RECOGNIZE THE ARTIST’S ROLE</b></p> <ul style="list-style-type: none"> <li>• Recognize the role of artists in the community.</li> </ul> <p><b>4. RECOGNIZE VARYING CULTURAL STYLES</b></p> <ul style="list-style-type: none"> <li>• Recognize that works of art have a general cultural style that reflects the people’s values, beliefs, particular ways of perceiving the world and levels of technology.</li> </ul> <p><b>5. RECOGNIZE STYLES IN DIVERSE CULTURES</b></p> <ul style="list-style-type: none"> <li>• Identify works of art selected from various American ethnic backgrounds which illustrate variation in style.</li> <li>• Discuss contemporary style trends in American art as reflection of diverse developments in our culture.</li> </ul>	<p>Identify local ceramic artists and discuss their roles in the community.</p> <p>Identify works of Teresita Naranjo, Virginia Ebelacker, and Joseph Lonewolf.</p> <p>Complete the coil construction of a Santa Clara production.</p> <p>Identify Korean and Japanese ceramic decoration techniques.</p> <p>Create a trivet using personal symbolic designs.</p> <p>Study and research the following areas in reference to ceramics:</p> <ul style="list-style-type: none"> <li>- Black history month (Feb.)</li> <li>- Hispanic history month (Sept.)</li> <li>- Asian history month (May)</li> <li>- Native American Month (Nov.)</li> <li>- Miscellaneous contemporary artists</li> </ul>	<p>Response to the role of artists in the community.</p> <p>Awareness of historical influences and styles in different cultural contexts.</p> <p>Identification of ceramics and its role within various American ethnic cultures.</p>	
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<p><b>6. RECOGNIZE THE FUNCTION OF VISUAL ARTS IN A COMMUNITY.</b></p> <ul style="list-style-type: none"> <li>• Describe ways that people are involved in the visual arts within a community, including artists, patrons, curators, and gallery owners; list all pieces of public art in the community.</li> <li>• Identify the variety of art forms used in business and industry and the vocational and professional fields used to communicate these forms.</li> </ul> <p><b>7. RECOGNIZE VISUAL ARTS FROM WORLD CULTURES</b></p> <ul style="list-style-type: none"> <li>• Distinguish among art from major cultural areas of the world including Europe, Africa, Latin America, and from different periods in time.</li> </ul>	<p>Participate in a field trip within a community focusing on a museum or gallery.</p> <p>Respond to guest speakers during youth art month (March).</p> <p>Study art designs wall plaques and decorative tiles.</p> <p>Design and create a personalized ceramic tile or wall plaque.</p> <p>Identify symbols on ceramic pieces from various cultures.</p>	<p>An awareness of the function of galleries, studios, and museums.</p> <p>Ability to describe or respond to works of ceramic art.</p> <p>Identification and justification of ceramic art forms in business.</p> <p>Awareness of cultural symbols and styles from major areas of the world.</p>	
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<ul style="list-style-type: none"> <li>• Analyze differences in media used by various cultures and relate these findings to visual arts achievements.</li> <li>• Demonstrate awareness of symbolic content.</li> </ul> <p><b>COMPONENT FOUR - AESTHETIC VALUING - ANALYSIS, INTERPRETATION, AND JUDGMENT</b></p> <p><b>1. ANALYZE DESIGN ELEMENTS.</b></p> <ul style="list-style-type: none"> <li>• Make distinctions among design elements when describing works of art, nature, and objects within the total environment.</li> </ul> <p><b>2. RECOGNIZE USE OF DESIGN ELEMENTS</b></p> <ul style="list-style-type: none"> <li>• Select art works that are similar or different in the way design elements are organized.</li> </ul>	<p>Use a cultural symbol to decorate a ceramic piece.</p> <p>'Examine ceramic cultural pieces from various parts of the world and from various time periods.</p> <p>Study ceramic art reproductions and analyze them through their use of color, line, texture, shape and form, value and space.</p> <p>Select two ceramic artists such as Heihachiro Hayashi and Sabine Naske who have similar styles and concentrating on one design element, show the differences and similarities in a short summary.</p>	<p>Comprehension of design elements through discussion.</p> <p>Comparison of a design element used in two ceramic pieces by different artists.</p>	
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### **3. RECOGNIZE ART MEDIA AND PROCESSES**

- Discuss a process related to a medium, such as watercolor, clay, or weaving, and how it is used in producing a work of art.

Study the slab method of construction and construct a sling plate.

Steps followed to achieve the end result.

### **4. RECOGNIZE ARTISTIC MOOD**

- Describe the meaning of works of art in terms of mood sense of tension, conflict, and relaxation expressed through the formal organization of the design elements and the expression of selected ideas, such as courage, power, and wisdom.

Study the expressionistic works of Rodin.

Create a sculpture that expresses a mood.

Observation of artistic mood through design elements and principles.

### **5. DESCRIBE AESTHETIC CHARACTERISTICS**

- Use descriptors, similes, and metaphors to describe visual characteristics observed in works of art, nature, and objects in the total environment.

Complete terminology exercises such as word searches and crossword puzzles to build vocabulary words and understanding.

Critique a student art piece using descriptors, similes and metaphors.

Recognition of aesthetic characteristics.

**6. DISCRIMINATE ARTISTIC STYLES**

- Compare two or more artworks of different media, artists, and style and analyze those qualities which make those artworks different or similar.

Complete cooperative learning activities analyzing and critiquing Rodin and Moore's styles.

Correct categorization of artwork.

**7. IDENTIFY FORM AND FUNCTION OF ART AND ARTIST.**

- Explore reasons why people create art such as communicating an idea, exploring concepts for understanding, utilizing the formal qualities of art to create aesthetic effects within environments, or performing a utilitarian function.
- Develop an awareness of artists' roles in history.

Utilize examples to compare reasons why people create art.

List student perceptions of reasons (cultural and personal) why people create.

Invite a local artist or craftsperson to talk about his/her career.

Create a model of a gallery exhibit, studio, or museum.

Completion of a list of reasons why people create art.

Completion of a oral or written report.

Inclusion of the qualities of a gallery, studio, or museum.