



# Ceramics III & IV

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.

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.

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>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> <p>Recognition of 3-dimensional artists.</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><b>7. RECOGNIZE CAREER OPPORTUNITIES</b></p> <ul style="list-style-type: none"> <li>• Identify and investigate the range of visual arts careers.</li> </ul>		<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> <p>Exploration and recognition of career opportunities in ceramic art.</p>	
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**COMPONENT THREE - VISUAL ARTS  
HERITAGE - HISTORICAL AND CUL-  
TURAL**

**1. RECOGNIZE VARYING CUL-  
TURAL THEMES**

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

**2. ANALYZE THE CREATIVE PRO-  
CESS**

- 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.

**3. RECOGNIZE THE ARTIST'S ROLE**

- Recognize the role of artists in the community.

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.

Response to the role of  
artists in the commu-  
nity.

<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><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> </ul>		<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> <p>An awareness of the function of galleries, studios, and museums.</p> <p>Ability to describe or respond to works of ceramic art.</p>	
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- Identify the variety of art forms used in business and industry and the vocational and professional fields used to communicate these forms.

## **7. RECOGNIZE VISUAL ARTS FROM WORLD CULTURES**

- Distinguish among art from major cultural areas of the world including Europe, Africa, Latin America, and from different periods in time.
- Analyze differences in media used by various cultures and relate these findings to visual arts achievements.
- Demonstrate awareness of symbolic content.

Identification and justification of ceramic art forms in business.

Awareness of cultural symbols and styles from major areas of the world.



**COMPONENT FOUR - AESTHETIC  
VALUING - ANALYSIS, INTERPRETA-  
TION, AND JUDGMENT**

**1. ANALYZE DESIGN ELEMENTS.**

- Make distinctions among design elements when describing works of art, nature, and objects within the total environment.

**2. RECOGNIZE USE OF DESIGN ELEMENTS**

- Select art works that are similar or different in the way design elements are organized.

**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.

Comprehension of design elements through discussion.

Comparison of a design element used in two ceramic pieces by different artists.

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.

#### **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.

#### **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.

Observation of artistic mood through design elements and principles.

Recognition of aesthetic characteristics.

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.

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.