



# Advanced Ceramics

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>Review of the application of design elements and principles to ceramic examples.</p>        <p>Aesthetic response to ceramic visuals.</p> <p>Examine the sculpting styles of Picasso and Umberto Bucciioni.</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 with each project constructed.

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 ceramic pieces from 6500 BC to the present.

Construct a replica of a chosen piece, using the coil method of construction.

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 duplicate textures, decorations and forms of chosen piece.

Discuss and demonstrate use of the potters wheel, and the tools needed to complete a thrown pot.

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

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.



**2. IDENTIFY DESIGN ELEMENTS AND PRINCIPLES**

- Identify and demonstrate use of design elements together to illustrate the design principles.

Participate in oral and written discussions and create clay forms using the design elements of line, shape and form, value, texture, space, and color; and the design principles of: balance, repetition, rhythm, proportion, variety, unity, and emphasis.

Attention to the design elements and principles.

**3. APPLY DESIGN ELEMENTS AND PRINCIPLES**

- Demonstrate ability to design, using elements and principles of design to solve environmental and commercial problems in creative ways.

Compare and discuss functional and nonfunctional theories.

Recognition of ceramic techniques.

Application of design elements and principles in creating a ceramic product.



<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> <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>Create a nonfunctional wall hanging, using modeling, additive and subtractive methods of construction.</p> <p>Identify sculpted panels of Angelo Biancini, Panos Valsomakis, and Athanase Papavgeris.</p> <p>Create a functional ceramic piece, using a variety of tools and textures.</p> <p>Discussion of the elements and principles of design that are within the design.</p> <p>Discuss and demonstrate the techniques of making a mold of a ceramic piece.</p> <p>Examine and be able to list the steps in making a mould</p> <p>Pour slip into the mould and make a molded project.</p>	<p>Understanding of 3-dimensional qualities and use of tools to model shapes.</p> <p>Recognition of artists.</p> <p>Creation of a wall hanging using the elements and principles of design.</p> <p>Identification, analization, and modification of a design problem.</p>	
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**6. UTILIZE ENVIRONMENTAL DESIGN**

- Produce an environmental design using elements and principles of design to illustrate new ways to organize space.

Identify biomorphic shape from nature.

Create a ceramic sculpture using a biomorphic shape to be represented in the form and the decoration.

Discuss the design principles repetition and unity.

Ability to create an environmental design through the exploration of organizing space.

**7. RECOGNIZE CAREER OPPORTUNITIES**

- Identify and investigate the range of visual arts careers.

Listen and respond to guest speakers in ceramic art.

Exploration and recognition of career opportunities in ceramic art.



## COMPONENT THREE - VISUAL ARTS HERITAGE - HISTORICAL AND CUL- TURAL

## 1. RECOGNIZE VARYING CULTURAL THEMES

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

Explore the history and techniques of Japanese Raku ware.

Compare the Raku finish and utilitarian capabilities.

Complete a Raku piece.

The ability to describe Raku Ware, and the process in production of a Raku piece.

## 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.

Review and define terms in the color theory.

Discuss the properties of a glaze.

Discover the process of measuring and mixing components to make colored glazes.

Create a colored glaze, and use it on a project of choice.

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>Identify local artists and discuss their roles in the community.</p> <p>Identify the varied styles of North America, Central America and South America.</p> <p>Create a ceramic piece that will incorporate a style, method of construction, and decoration that represents a piece chosen from the post classic period.</p>	<p>Response to the role of artists in the community.</p> <p>Exchange ideas through group discussion.</p> <p>Awareness of historical influences and styles in different cultural contexts.</p>	
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<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> <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>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>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>Design and create a sculptural form that is also a functional piece.</p>	<p>Verbalization 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> <p>Identification and justification of ceramic art forms in business.</p>	
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## **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.

## **COMPONENT FOUR - AESTHETIC VALUING - ANALYSIS, INTERPRETATION, AND JUDGMENT**

### **1. ANALYZE DESIGN ELEMENTS.**

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

Identify symbols on ceramic pieces from various cultures.

Use a cultural symbol to decorate a ceramic piece.

Examine ceramic cultural pieces from various parts of the world and from various time periods.

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

Research ceramic art reproductions and analyze them through their use of \_\_\_\_, line, texture, shape and form, value and space.

Comprehension of design elements through discussion.



<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><b>3. RECOGNIZE ART MEDIA AND PROCESSES</b></p> <ul style="list-style-type: none"> <li>• Discuss a process related to a medium, such as watercolor, clay, or weaving, and how it is used in producing a work of art.</li> </ul> <p><b>4. RECOGNIZE ARTISTIC MOOD</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Select two ceramic artists such as Yaichi Kusube (Japan) and Margaret Tafoya (Santa Clara, New Mexico) who have similar styles and concentrate on one design element, show the differences and similarities in a short summary.</p> <p>Review the slab and coil methods of construction.</p> <p>Create a project using each distinct method; incorporate these methods into the decoration, so it is visible and creating a texture.</p> <p>Review the expressionistic styles of Earl Hooks and Jerry Rothman.</p> <p>Create a work using an expressionistic mood.</p>	<p>Comparison of a design element used in two ceramic pieces by different artists.</p> <p>Awareness of steps of construction and skill with tools to achieve the end result.</p> <p>Observation of artistic mood through design elements and principles.</p>	
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**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.

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

Complete cooperative learning activities analyzing and critiquing the styles of Dirk Hubers and Hans DeJong.

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.

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 to the class to talk about a career in ceramics.

Research ceramic art careers.

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.