

Brunswick School Department

Visual and Performing Arts

Grades 9-12 Ceramics I

Approved: 2018

Course Overview

This intermediate art class will build upon the knowledge and understandings of ceramics and sculpture terminology and techniques acquired in 3-Foundations. Both hand building and wheel thrown ceramics will be taught. Students will be investigating functional vessels, abstract and representational forms. There are three strands to this course: Aesthetics and Criticism, Connections, and the Creative Process.

Essential Understandings

- Art is a form of visual communication and a channel through which artists make meaning.
- Looking at and discussing artwork can help us understand artists' ideas and responses to the world and promotes growth within the discipline.
- Art and artists both reflect and shape their time period and culture.
- Sculpture can help us understand and interpret our world and provide connections to other disciplines.
- Making art provides us with a creative outlet, means of renewal and helps us practice important habits of mind that are valuable throughout our life.
- Creative thinking and problem solving are essential in the creation of a ceramic form or sculpture.
- Artists work from a variety of sources – the observed world, their imagination, and other influences such as media, other artists' work and other disciplines.

Priority Standards and Performance Indicators

(based on the Maine Learning Results)

Priority Standards

(based on Maine Learning Results)

P.S. VPA-1 Disciplinary Literacy: show literacy in the arts discipline by understanding and demonstrating concepts, skills, terminology, and processes.

Art –

- a. Experiment with and compare effects of media, tools, techniques and processes in order to consider expressive possibilities.

Brunswick School Department

Visual and Performing Arts

Grades 9-12 Ceramics I

- b. Demonstrate an understanding of compositional strategies, art elements and design principles.
- c. Demonstrate proficiency using art terminology and processes when discussing and/ or creating artwork.

P.S. VPA-2 Creation, Performance, and Expression: Create, or perform, and express ideas through the arts discipline.

Art -

- a. Select and apply media and processes with technical and expressive intent in order to create a variety of original artworks
- b. Create art work with effective composition
- c. Create works that express an idea, a feeling or personal meaning
- d. Maintain portfolio of works and select and prepare artwork for exhibition.

P.S. VPA -3 Creative Problem-Solving: Approach artistic problem solving using multiple solutions and the creative process.

Art –

- a. Apply creative and/or critical thinking skills as related to the process of making and reflecting upon works of art.
- b. Demonstrate the ability to generate multiple and original solutions to a creative visual challenge.

P.S. VPA-4 Aesthetics and Criticism: Describe analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

Art –

- a. Describe, analyze, interpret and evaluate artwork based on and informed judgment as it relates to content and composition.
- b. Reflect on the creative process and evaluate portfolio art work.

P.S. VPA-5 Visual and Performing Arts Connections: Understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

Art –

- a. Explain the characteristics and function of a work of art in an historical and/or cultural context.
- b. Describe how artists are often inspired by and influence their time and culture.

Brunswick School Department

Visual and Performing Arts

Grades 9-12 Ceramics I

- c. Understand the holistic connection between arts and other disciplines.
- d. Demonstrate planning and sequencing of art media and processes in order to meet learning targets.

Examples of Formative / Summative Assessments

- Conversations and critique
- Observations
- Products: portfolio art work, sketchbook, preliminary studies, documentation of brainstorming and planning from concept to art creation, art work in the style of an artist, art style or genre
- Written artist self-reflection statement
- Written art critique and analysis of an art work
- Summative digital portfolio of student work

Sample Texts and Materials/Resources

- *The Annotated Mona Lisa* by Carol Strickland
- Art Department Resource library books:
Lark Books 500 Series: Animals in Clay, Figures in Clay, 500 Tiles, The Best of 500 Ceramics, 500 Teapots
- *Big Book of Ceramics* by Joachim Chavarria
- *Sculpting the Figure in Clay* by Peter Rubino
- *Modelling the Figure in Clay* by Betty Blandino
- *Image Transfer on Clay* by Paul Wandless
- *The Sculptures of Picasso*
- Scholastic Art magazines
- Online resources: YouTube videos; Pinterest, American Craft Museum websites, artist websites
- *DVDs: Basics of Wheel Throwing* by Robin Hopper
- *Art21 Series* DVD
- *Why Man Creates, Art from Ancient Times* DVDs