

# CERAMICS 2

## Grades 10, 11, 12

**Unit of Credit:** One Semester (Elective)

**Prerequisite:** Ceramics

### **Course Overview:**

Ceramics 2 is designed to continue students' exploration of clay methods and techniques at advanced levels. Through the use of hand-building, slabs, and wheel-throwing, students produce a variety of ceramic ware. Students receive an historical overview of ceramics.

### **Units of Study:**

- Clays
- Glazes
- Historical and Cultural Background of ceramics
- Hand-building
- Wheel-throwing

*NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").*

### **NATIONAL STANDARD 1: Students understand and apply media, techniques, and processes.**

**Benchmark 1:** Students apply media, techniques, and processes: analyze with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.

#### **Learning Targets (Type):**

- 1) I will continue my development of different techniques to create useful works and sculptural works out of clay. (S,P)
- 2) I can use glaze techniques that function with the finished clay piece. (K,S,P)
- 3) I can use the materials safely. (S,K)
- 4) I will develop a body of completed works and present them in a professional manner. (K,S,P)

**Benchmark 2:** Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

#### **Learning Targets (Type):**

- 1) I can work independently to plan and create ceramics artworks. (K,S,R,P)
- 2) I can apply the elements and principals of art and design in my ceramic pieces. (K,R,S)
- 3) I can express myself and communicate meaning to others with different clays, glazes and combinations of techniques. (S,R,P)
- 4) I can use form and surface together to create a ceramic work of art. (S,R,P)

## **NATIONAL STANDARD 2: Students use knowledge of structures and functions.**

**Benchmark 1:** Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.

**Learning Targets (Type):**

- 1) I can use my knowledge of structures and functions to judge and apply the use of different clays, glazes and combinations of techniques. *(S,K,R,P)*
- 2) I can create a combination of form and surface to make more complicated works of art. *(S,R,P)*

**Benchmark 2:** Students evaluate the effectiveness of artworks in terms of organizational structures and functions.

**Learning Targets (Type):**

- 1) I can articulate my ideas and opinions about the work of others. *(S,R)*
- 2) I can identify what makes a ceramics art piece successful. *(S,R)*
- 3) I can evaluate what makes my own work successful. *(S,R,P)*

**Benchmark 3:** Students create artworks that use organizational principles and functions to solve specific visual arts problems.

**Learning Targets (Type):**

- 1) I will implement the elements of design in my ceramics. *(K,S,R,P)*
- 2) I will implement the principles of design in my ceramics. *(K,S,R,P)*
- 3) I can plan and create more complex pieces based on advanced challenges. *(S,R,P)*

## **NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.**

**Benchmark 1:** Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

**Learning Targets (Type):**

- 1) I can compare and contrast different styles of ceramics seen throughout history and in various cultures. *(K,R)*

**Benchmark 2:** Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

**Learning Targets (Type):**

- 1) I can use symbols to identify ideas through my ceramics pieces that demonstrate my knowledge of contemporary cultures. *(S,P)*
- 2) I can use different ideas to create ceramics pieces. *(S,P)*
- 3) I can transfer my artist knowledge to solve problems. *(K,R)*

## **NATIONAL STANDARD 4: Students understand the Visual Arts in relation to history and cultures, including Montana American Indian history and cultures.**

**Benchmark 1:** Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art, including Montana American Indian works of art.

**Learning Targets (Type):**

- 1) I can identify ceramics from different times in history. *(K,R)*
- 2) I can identify ceramics from different cultures. *(K,R)*
- 3) I can see how a ceramics piece is connected to its time, culture and purpose. *(K,R)*

**Benchmark 2:** Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places, including Montana American Indian art objects.

**Learning Targets (Type):**

- 1) I can compare ceramics from different cultures, times and places. *(K,R,S)*
- 2) I can explore why an art object was created in a particular culture, time and place. *(K,S,R)*

**Benchmark 3:** Students analyze relationships of works of art, including Montana American Indian works of art, to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

**Learning Targets (Type):**

- 1) I can understand the connection between a time, place or culture and a ceramic art object. *(K,R)*
- 2) I can create objects of art related to my own time, place, and culture. *(S,P)*

**NATIONAL STANDARD 5: Students reflect upon and assess the characteristics of merits of their work and the work of others.**

**Benchmark 1:** Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

**Learning Targets (Type):**

- 1) I can understand why others create a particular artwork. *(K,R)*
- 2) I can think through why I create my own artwork, independently. *(K,R)*

**Benchmark 2:** Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

**Learning Targets (Type):**

- 1) I can evaluate **how an artwork was created**. *(K,R)*
- 2) I can understand how an artwork connects to a time in history or to a culture. *(K,R)*

**Benchmark 3:** Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

**Learning Targets (Type):**

- 1) I can analyze how others respond to my artwork. *(S,R)*
- 2) I can analyze how people respond to the artwork of others. *(S,R)*

**NATIONAL STANDARD 6: Students make connections between Visual Arts and other disciplines.**

**Benchmark 1:** Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

**Learning Targets (Type):**

- 1) I can understand connections between important parts of creating ceramic artworks and creating other types of art. *(K,R)*
- 2) I can make connections between ceramics and other types of art. *(K,R)*

**Benchmark 2:** Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

**Learning Targets (*Type*):**

1) I can compare ceramic artworks from a certain time in history to other disciplines .  
(*K,R*)

2) I can understand the application of ceramics in future career opportunities. (*K,R*)