

CERAMICS

Grades 10, 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Introduction to Art

Course Overview:

Ceramics is designed to introduce clay methods and techniques to students through the use of hand-building and wheel-throwing. Students produce a variety of ceramic pieces. Students receive an historical and cultural overview of ceramics.

Units of Study:

- Clays
- 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 can use 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 can work well with others in the ceramics studio environment. (S,R)
- 5) I can develop a body of completed works made of clay. (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 use the elements and principals of art and design in my ceramic pieces. (K,R,S)
- 2) I can plan my ceramics artworks. (K,S,R)
- 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 express myself and communicate meaning to others through different clays, glazes and combinations of techniques. *(S,R,P)*
- 2) I can use form and surface together to create a work 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 express my ideas and opinions about the work of others. *(S,R)*
- 2) I can see what makes a ceramics art piece successful. *(S,R)*
- 3) I can see 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 can use the elements of design in my ceramics. *(K,S,R,P)*
- 2) I can use the principles of design in my ceramics. *(K,S,R,P)*
- 3) I can make choices to plan my work based on certain challenges. *(S,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 make connections between styles of ceramics. *(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 and ideas in my ceramics pieces. *(S,P)*
- 2) I can use different ideas to create ceramics pieces. *(S,P)*

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 see 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 see why others create a particular artwork. (K,R)
- 2) I can think through why I create my own artwork. (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 see how an artwork was created. (K,R)
- 2) I can see 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 describe how others respond to my artwork. (S,R)
- 2) I can describe how others 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 see connections between important parts of creating ceramic artworks and creating other types of art. (K,R)
- 2) I can see connections between analyzing drawings and analyzing 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 see the application of ceramics in future career opportunities. (K,R)