

**EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services**

COURSE OF STUDY/CONTENT STANDARDS INFORMATION PAGE

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| Course Title: CERAMICS (#612) | |
| Rationale: | |
| Course Description: An advanced three dimensional design class. Various hand building and potter's wheel techniques are explored along with staining and glazng of finished ceramic projects. | |
| Length of Course: | Year |
| Grade Level: | 10 - 12 |
| Credit: 5 units per semester <input checked="" type="checkbox"/> Meets graduation requirements <input type="checkbox"/> Request for UC "a-f" requirements <input type="checkbox"/> College Prep <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Vocational | |
| Prerequisites: | Grade of "C" or better in Three Dimensional Design or consent of instructor |
| Department(s): | Visual and Performing Arts |
| District Sites: | EDHS, PHS |
| Board of Trustees Adoption Date: | April 10, 2001 |
| Textbook Title: | Miscellaneous Supplementary Materials |
| Date Adopted by the Board of Trustees: | May 23, 2000 |

**EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services**

**Alignment of the EDUHSD Courses of Study
with State/National Content Standards**

Department: Visual and Performing Arts

Grade Level: 10 - 12

Course: **Visual Arts** - Ceramics

“Big Idea” (Theme)

Students refine knowledge of ceramic skills in a variety of ceramic media and ceramic processes made by students and other artists.

State/National Standards

ARTISTIC PERCEPTION -

Standard 1: The student will demonstrate an understanding of works in the visual arts by analyzing and interpreting what the artist presents in visual form.

Give examples of student work that demonstrates mastery of this standard

1. Students produce a work of ceramics using the elements and principles of ceramic design understanding the limits of the medium.

Identify best practices used to teach standard

All visual arts classes incorporate the teaching practices of: lecture, demonstration, modeling, examples, guided practice, monitoring, redirection, assessment, critique, encouragement.

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“Big Idea” (Theme)

Students demonstrate an appropriate level of control and craftsmanship in the ceramic medium.

State/National Standards

CREATIVE EXPRESSION -

Standard 2: The student will demonstrate an understanding of the forms, elements, and principles of visual arts.

Give examples of student work that demonstrates mastery of this standard

1. Students demonstrate mastery of the three basic ceramic construction techniques: pinch, coil, and slab.

Identify best practices used to teach standard

(Disclaimer)

Students construct a pinch pot using appropriate techniques for smooth, uniform walls and interesting texture.

Students construct a slab box using the proper techniques for slipping and scoring and the handling of ceramic walls to avoid warping.

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“Big Idea” (Theme)

Students explore the role of ceramics in human history and culture.

State/National Standards

HISTORICAL AND CULTURAL CONTEXT -

Standard 3A: The student will demonstrate an understanding of major visual arts traditions, styles and media in a variety of times and places.

Give examples of student work that demonstrates mastery of this standard

Students construct a ceramic vessel in the manner of the Jomon culture (prehistoric Japan).

Identify best practices used to teach standard

(Disclaimer)

Students review examples of traditional Jomon pots and student interpretations of the Jomon vessel. Students must include traditional coil decoration, handles, etc.

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“Big Idea” (Theme)

Student will demonstrate a knowledge of ceramics and ceramic processes that influence an artist and a culture’s utilization of ceramic media.

State/National Standards

HISTORICAL AND CULTURAL CONTEXT -

Standard 3B: The student will demonstrate an understanding that the visual arts and artists reflect, play a role in, and influence culture.

Give examples of student work that demonstrates mastery of this standard

1. Students choose a culture’s use of clay to research. Examples might include the Native Americans of the southwest, the Japanese.

Identify best practices used to teach standard

(Disclaimer)

Students access information about a culture using library resources, such as videotapes and books.

Students construct a vessel in the manner of the culture being aware of the utilitarian and aesthetic properties of their selection.

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Course: **Visual Arts** - Ceramics

“Big Idea” (Theme)

Students analyze, interpret, and derive meaning from works of ceramics. They make critical judgments about and determine the quality of ceramic works in their own work and the work of professional artists.

State/National Standards

AESTHETIC VALUING -

Standard 4A: The student will demonstrate an understanding that specific criteria can be developed and used to assess the qualities and merits of works of art.

Give examples of student work that demonstrates mastery of this standard

1. Students are able to discuss their own work and reflect upon the process of ceramic creation.

Identify best practices used to teach standard

(Disclaimer)

Each student selects a group of their own ceramics pieces to discuss in a classroom setting emphasizing both the positive and negative aspects of the creative process.

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“Big Idea” (Theme)

Students analyze, interpret, and derive meaning from works of ceramics. They make critical judgments about and determine the quality of ceramics and ceramic experiences based on learned elements and principles of arts.

State/National Standards

AESTHETIC VALUING -

Standard 4B: The student will demonstrate an understanding of form and meaning in the visual arts.

Give examples of student work that demonstrates mastery of this standard

1. Students select one work from a professional ceramicist and describe and reflect on how the work shows growth in that artist’s career and the ways in which the art work is successful.

Identify best practices used to teach standard

(Disclaimer)

Instructor models the critique process for students and acts as facilitator for students.

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“Big Idea” (Theme)

Visual Arts Descriptor - Students apply what they learn in visual arts to learning across disciplines. They develop competencies in problem solving, communications, skills, and management of time and resources, all of which contribute to lifelong learning and career skills.

State/National Standards

CONNECTIONS, RELATIONS, APPLICATIONS -

Standard 5: The student will make connections and apply what is learned in each art form (Ceramics) to learning in other art forms, subject areas, and careers.

Give examples of student work that demonstrates mastery of this standard

1. The student integrates what he/she has learned in Ceramics to learning in art and in other subjects.
2. The student learns skills in Ceramics that can translate to a career.
3. The student explores the different areas of Ceramics to see what is marketable.
4. The student learns diverse techniques in Ceramics to add to his/her creative communication itinerary.

Identify best practices used to teach standard

1. Students draw a design on paper to put on a relief which depicts a historical event.
2. Students research various categories of possible livelihoods involving ceramics (pottery, sculpture, public art, teaching, marketing).
3. Students maintain works, organize a systematic portfolio and describe the process used to create at least 3 ceramic works.

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