

Secondary Art Department Philosophy Statement

We aspire for learners to be brave, independent, and driven by valuing relationships that nurture vulnerability and the potential for all humans to create.

Ceramics II Description

The students in Ceramics II must be able to successfully throw on the potter's wheels. Students will have the opportunity to go more in depth with the throwing process on the potter's wheel, develop and create more glazing and decorating techniques. **Art I, Art II, and Ceramics I are prerequisites for this course.**

Students will...

- Demonstrate an understanding of clay and glazes as a language for expression, meaning, communication and creativity in 3-D form
- Complete work and develop skills in various ceramic forms
- Help coach classmates on responsible attitude toward the care and safe use of media, tools and materials
- Accurately self evaluate and help evaluate art work of classmates as well
- More independently problem solve how to execute projects successfully

Ceramics II Units

- 1) **CONNECT :**
 - a) Reflect on their own personal story
 - b) History of wheel throwing
 - c) History of hand building
 - d) Develop Plans for projects: Creative/Personal Idea Generation and Elements of Art & Principles of Design
- 2) **CREATE :**
 - a) Thrown 6" Bowl with Cutouts
 - b) Thrown Matching Mugs
 - c) Thrown Teapot
 - d) Thrown 8" Cylinder
 - e) Thrown/Coiled Combo
 - f) 12" Slab
 - g) Slump/Free Choice
 - h) Thrown Raku
 - i) Thrown Skills : Lid, Spout, Trimmed Foot, Matching Set of 2
 - j) Handbuilt Skills : Handle, Subtractive & Additive Textures, Sculpted Element, Negative Cut Out
 - k) Glaze
- 3) **RESPOND** - Individual/Partner/Small Group/Large Group Critiques
- 4) **PRESENT** - Analyze, select and refine your work to make it worthy of presenting

Waukeee CSD 6-12 Guiding Principles

- Responsive instruction and ongoing assessment are necessary for all learners to grow and progress.
- A body of evidence is used to determine proficiency.
- Course grades accurately communicate only academic achievement of the standards.
- Equitable practices and opportunities exist across all classrooms.