

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 III Description

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, Ceramics I, and Ceramics II 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
- Assist within the studio by helping with recycling clay, loading & unloading the kiln

Ceramics III 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) 16" Thrown Combo (2-3 separate pieces scored and slipped together)
 - b) Thrown 4 Matching Mugs
 - c) Thrown Canister with Lid
 - d) Thrown 8" Pitcher with Handle
 - e) Thrown 8" Bowl
 - f) Relief Pot (Subtractive & Additive Texture/Sculpture)
 - g) Fountain
 - h) Experimental Glaze
 - i) Thrown Raku
 - j) Required Thrown Skills : Lid, Spout, Trimmed Foot, Matching Set of 2
 - k) Required Handbuilt Skills : Handle, Subtractive & Additive Textures, Sculpted Element, Negative Cut Out, Sgraffito
- 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.