

**MASCONOMET REGIONAL SCHOOL DISTRICT  
COURSE SYLLABUS**

**Course Name:** Ceramics I  
**Course Number:** 7951  
**Length of Course:** 6PPC for One Semester

**Department:** Art  
**Grade Level(s):** 10-12  
**Credits:** 2.5

**Course Description:**

Ceramics I is an elective course for students in grades 10-12. The course includes all levels, from beginners to advanced. Units covered include: slab building, coil building, pinch pots, wheel throwing and glazing. Projects are also assigned with both form (aesthetic appeal) and function (the piece's purpose) in mind. Integral to the program is an emphasis on the "Masconomet Elements of Art and Principles of Design." (See Attachment 1). Art history and art appreciation will be woven into the fabric of each unit. Ceramics students will be asked to observe carefully, think creatively and technically, and make decisions thoughtfully and reflectively.

**Central Objectives:**

The students will:

- consider the "Masconomet Elements of Art and Principles of Design" (See Attachment 1) when creating their ceramic pieces and be able to articulate what they have created using appropriate art terms.
- develop a series of unique 3-D solutions to a variety of structured visual problems.
- learn a variety of clay building techniques and their suitability for the solution of given projects.
- identify and apply different types of glazes and learn their appropriate uses.
- formulate a 3-D portfolio of resolved, original artwork at the conclusion of this course.
- provide constructive criticism to their peers regarding the work that has been created in class, during formal critique sessions.
- continually reflect to effectively solve visual problems.
- develop the ability to become more informed about how arts and crafts were created and their place in our history and culture.

**Major Activities:**

Each student will create a body of 3-D work, which addresses the specific guidelines within the Massachusetts Visual Art Curriculum Frameworks and the "Masconomet Elements of Art and Principles of Design". Some projects will address singular objectives, while others will tackle combinations of objectives. Major units in the following areas will be explored:

***Slab Building:***

The students will:

- use both the slab roller and rolling pins and guides to create slabs.
- identify the benefits of using slabs to build ceramic pieces and decide when it is appropriate to use them.
- learn how to join multiple slabs together by scoring and slipping to create 3-D objects.
- learn use, care and clean up of all tools and materials associated with slab technique.

*Vocabulary: slab, slab roller, wedging, rolling pin, slab guides, scoring, slipping, additive elements, reductive elements, pulled handle, cylinder, trimming tool, modeling tool, needle tool, elephant ear sponge, kiln, fire, leather hard, bone-dry, bisque, underglaze, gloss glaze, greenware*

***Coil Building:***

The students will:

- learn the coil building process.
- learn how to score and slip coils together to create a 3-D object.
- identify the benefits of using coils to build ceramic pieces and decide when it is appropriate to use them.
- learn use, care and clean up of all tools and materials associated with the coil technique.

*Vocabulary: wedging, coil, pinch pot, scoring, slipping, needle tool, trimming tool, modeling tool, elephant ear sponge, kidney tool, additive elements, reductive elements, kiln, fire, leather hard, bone-dry, bisque, underglaze, gloss glaze, greenware*

***Pinch Pot:***

The students will:

- learn how to make a pinch pot.
- identify the benefits of using a pinch pot to build ceramic pieces and decide when it is appropriate to use one.

- learn use, care and clean up of all tools and materials associated with the pinch pot technique.
- Vocabulary: *wedging, pinch pot, scoring, slipping, needle tool, trimming tool, modeling tool, elephant ear sponge, kidney tool, additive elements, reductive elements, kiln, fire, leather hard, bone-dry, bisque, underglaze, gloss glaze, greenware*

### ***Wheel Throwing:***

The students will:

- learn how to make basic functional pieces (bowls, plates, etc.) using the potter's wheel.
- learn use, care and clean up of all tools and materials associated with wheel-throwing.

Vocabulary: *wedging, wheel, centering, elephant ear sponge, pulling, needle tool, trimming tool, wire cutters, pot lifters, kiln, fire, leather hard, bone-dry, bisque, underglaze, gloss glaze, greenware*

### ***Glazing:***

The students will:

- Identify different types of glazes such as: gloss glaze, underglaze, crystal glaze, pottery glaze.
- Learn how to apply glaze to pottery pieces to enhance the design and functionality.

Vocabulary: *underglaze, gloss glaze, crystal glaze, pottery glaze, dinnerware safe, engobe, dry brush, sponging, dipping, fire, kiln*

### **Behavioral Expectations:**

The students will:

- be on time to class.
- be expected to put forth their best effort.
- respect that the art room is a shared, cooperative space. You will be expected to show an ability to use, control, and clean up all tools and materials properly and safely.
- assume responsibility to make up work due to absence.
- come to class prepared to work.
- receive a conduct grade that is reflective of their level of cooperation, behavior, attentiveness, alertness, interest and level of consistent participation in all classroom activities.

### **Student Evaluation:**

Teachers will use the aforementioned criteria in combination with rubrics and/or performance checklists to arrive at a letter grade for each student – pluses and minuses will also be awarded. Grades in Ceramics are as follows:

- A** The student mastered all the course objectives with an outstanding level of proficiency.
- B** The student mastered all of the course objectives with a commendable level of proficiency.
- C** The student mastered a sufficient number of the course objectives with a reasonable level of proficiency.
- D** The student mastered the minimum number of course objectives.
- F** The student failed to accomplish the minimum required course objectives.

### **Text and Materials:**

Relevant handouts will be provided as appropriate.

### **Methodology:**

- **Investigations:** Students will be exposed to a variety of methods, materials and processes that will be used to uniquely solve visual problems.
- **Lectures and Demonstrations:** Lectures and demonstrations will be used to safely introduce new methods, materials and approaches. Introduction to specific ceramic artists and ceramics styles/techniques will also be presented in this format
- **Discussions:** Individual and small group discussions, (critiques) of work in progress will be held on a regular basis. Students will be expected to take part in these discussions and to use proper art vocabulary terms. You will also be expected to reflect upon your work and make adjustments to it as needed.
- **Visual aides:** Charts, samples, books, photos, websites, slides etc., will be used to motivate students and to strengthen their understanding of art elements, techniques, concepts, etc.

## Masconomet Regional School District Art Department

### Elements of Art:

**Line:** The path of a moving point (“a dot going for a walk”).

**Color:** Color is the light reflected from a surface.

Color has three distinct qualities:

- Hue/Color—the identity of the color
- Value—lightness to darkness of a color
- Intensity—brightness to dullness of a color

**Value/Tone:** The lightness or darkness of a color.

**Texture:** The actual or implied surface of an object.

**Shape:** A two-dimensional area enclosed by an outline.

**Form:** A three-dimensional shape containing height, width, and depth.

**Space:** Organizes elements in a composition while also referring to the distance or area between, around, or within a shape or form.

### Principles of Design:

**Unity:** This refers to the sense of wholeness, harmony and order in a work of art.

**Variety:** The differences among and between the elements in a composition.

**Balance:** The weighted relationship between elements in a composition.

**Emphasis:** Emphasis can be applied to one or more of the elements to create dominance.

**Rhythm:** The repeated use of an element to achieve visual movement in a composition.

**Repetition:** The use of an element or elements more than once in a composition.

**Proportion:** The size relationship of all parts, to each other and to the whole, in a composition.