STUDENT LEARNING GOALS for ART

The Student Will:

- Demonstrate a general understanding of the use and manipulation of clay.
- Demonstrate the ability to construct specific forms utilizing basic hand-building methods and wheel-throwing techniques.
- Exhibit and understanding and use of terminology specific to the ceramic studio.
  - Develop an understanding of surface decoration and glazes.
  - Present digital portfolio as a component of course assessment.

The Ceramics I & II curriculum will introduce students to studio experiences, art history & cultural connections, art vocabulary, aesthetics and the process of art criticism.

Essentials of the Curriculum

Art SOL Connections (Based on ART I & II)

Visual Communication and Production

[ ] Maintain a sketchbook/visual journal (II.1)
[ ] Maintain a portfolio (II.2)
[ ] Understand and use Elements and Principles of Design (II.3)
[ ] Use historical subject matter and symbols as inspiration to produce works of art. (II.6)
[ ] Employ visual problem-solving process in the production of original works of art. (II.7)
[ ] Use ethical procedures and adhere to copyright laws (II.8)
[ ] Prepare both 2-d & 3-d works of art for display. (II.9)
[ ] Demonstrate understanding of an art career through oral or written communication. (II.12)
[ ] Use a variety of research tools and resources.

Cultural Context and Art History

[ ] Identify works of art & artistic developments that relate to historical time periods (II.13)
[ ] Describe and discuss art related careers (II.14)
[ ] Identify, discuss, and describe connections between art from different cultures and periods in history (II.12, 1.14)
[ ] Use appropriate vocabulary to discuss works of art (II.13)
[ ] Discuss works of art in terms of (1.15, 1.17):
  - meaning
  - subject matter
  - media and formal choices
  - cultural connections
  - function/purpose
  - perceived meaning
  - symbolism (II.18)
[ ] Describe mass media influence on (1.16):
  - preference
  - perception
  - communication
[ ] Identify & analyze the function and meaning of a work of art or an artifact in its original context. (II.19)

Judgment and Criticism

[ ] Employ critical evaluation skills, orally and in writing (1.19):
  - expanded art vocabulary when evaluating and interpreting art
  - reference elements and principles of design (1.20)
  - differentiate between personal preference and informed judgment (1.22)
  - include concept, composition, technical skills, realization of perceived intentions (1.24)
[ ] Describe, respond, analyze, interpret, judge, and evaluate original works of art (1.21)
[ ] Participate in student and teacher led critiques (1.25)
[ ] Classify art works as representative, abstract, nonobjective, illustrative, and conceptual (1.25)

Aesthetics

[ ] Discuss how aesthetics are:
  - reflected in everyday life (1.26)
  - different from judgments (1.27)
  - reflections of intentions and choices of an artist (1.31)
[ ] Support personal aesthetic judgments in writing (1.28)
[ ] Discuss current issues and interests in the art world (1.29)
[ ] Study and describe ideas about the aesthetic properties found in art (1.30)
[ ] Formulate and defend definitions of "art" and "aesthetics" (1.33)
[ ] Demonstrate the ability to reflect on and analyze personal responses to works of art and artifacts. (II.28)

Art Across the Curriculum: The following are examples of how art will connect knowledge within and across the disciplines.

- Foreign Language — Global artists, cultural awareness, vocabulary/ pronunciation.
- Language Arts — Written/oral communication, sketchbook/journal, research, literature, verbal critiques.
- Math — Use of measuring tools, proportion/ratio, geometric shapes/forms, tessellations, architectural forms.
- Performing Arts — Music, drama, dance, film.
- Science — Color theory, anatomy (people, plants, animals), chemistry.
- Social Studies — Correlation between art and history, political art.

Ethical Procedures

Augusta County Public School art students are expected to perform honestly through the production of their own work and adhere to the ACPS Code of Conduct. All artwork should be original. Use images from the internet with caution. Ideally, work from life or use personal photographs. Carefully read the use requirements on any web site. Pictures from the Internet should be fully cited.

Permission from the website owner/administrator to use a picture may be necessary. Copying images is plagiarism and instructors will determine if it is beyond duplication.
Techniques & Methods

Pinch - form ball, insert thumb & pinch up walls.
Slab - rolling flat pieces of clay & joining together.
Coil - long rolled clay joined into circle and spiraled.
Modeling - manipulating clay to desired form.
Wheel Throwing - vessels, plates, etc. created on a wheel.

TIP: SCORE & SLIP EVERYTHING!!!!!