

# 03\_Ceramic Terminology

Content Area: **Art**  
Course(s):  
Time Period: **Full Year**  
Length: **Type Length of Unit**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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The Ceramics 3 course is a full year course designed to offer students the opportunity to create a personal agenda based on their knowledge and ability to create using advanced hand-building and throwing techniques. Students will continue their exploration of ceramic art by practicing these advanced hand-building techniques such as coil and slab. The design and creation of utilitarian pieces is emphasized; students learn balance and proportion, wall thickness correction, and surface decoration techniques. Students will have the choice of making creative pieces, but also learn how to make 'functional art', such as vases, cups and bowls. Advanced aesthetic, technical and conceptual problems are also covered. With guidance, students assist in the bisque and glaze firing of their own work. This course offers students the opportunity to create, present, respond, and connect with their work.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Objective(s):

- Become fluent in the language of ceramics.

Essential Questions:

- What methods and processes are considered when preparing artwork for presentation or preservation?
- How does refining artwork affect its meaning to the viewer?
- What criteria are considered when selecting work for presentation, a portfolio, or a collection?
- What is an art museum?
- How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?
- How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?
- What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text?
- How does knowing and using visual art vocabulary help us understand and interpret works of art?

Enduring Understandings:

- Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

- Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- People gain insights into meanings of artworks by engaging in the process of art criticism.

## **CONTENT AREA STANDARDS**

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Anchor Standard 6: Conveying meaning through art.

HS Advanced 1.5.12adv.Pr6

a. Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural and/or political experiences.

Anchor Standard 8: Interpreting intent and meaning.

HS Advanced 1.5.12adv.Re8

a. Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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TECH.8.1.12.A.1

Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- Knowledge of Art Vocabulary is essential for people to be able to talk about and interpret artwork at a deeper level.

- Knowing and using visual art vocabulary help us understand and interpret works of art.
- When choosing tools and talking about techniques, the vocabulary we use is important.
- If we want them to think and work like artists, we should be using the correct terms.

## **Procedural Knowledge**

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Students will be able to:

- Use a specific vocabulary for discussing artwork giving them a common ground for communicating.
- Learn this language in order to participate in the greater art world, as well as classroom discussions.
- Use that language to better identify aspects of their own work that are successful or problematic, helping students grow as artists.

## **EVIDENCE OF LEARNING**

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### **Alternate Assessments**

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- Teacher/Student Conferences
- Projects
- Self-Evaluations
- Modified Rubrics

### **Formative Assessments**

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Sketchbook

Reflection

Final Project

Portfolio

Art Show

## **Summative Assessments**

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Sketchbook

Reflection

Final Project

Portfolio

Art Show

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Instructional demonstration

Handouts

Google slide presentation

Google Classroom

Class Website

Individual proficiency scales

Rubrics

## **INTERDISCIPLINARY CONNECTIONS**

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Students will be able to use ceramic terminology effectively during the creation of a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.

