



## Board/Authority Authorized Course Application

<b>School District/Independent School Authority Name:</b> School District #35 (Langley)	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> 
<b>Developed by:</b> Kayla Preston, Jill Steacy, Julia Bennet	<b>Date Developed:</b> February 19, 2018
<b>School Name:</b> Langley Fine Arts School	<b>Principal's Name:</b> Jon Bonnar
<b>Superintendent Approval Date (for School Districts only):</b> 	<b>Superintendent Signature (for School Districts only):</b> 
<b>Board/Authority Approval Date:</b> 	<b>Board/Authority Chair Signature:</b> 
<b>Course Name:</b> Visual Art Studio Explorations: Ceramics	<b>Grade Level of Course:</b> Grade 10
<b>Number of Course Credits:</b> 2-credit	<b>Number of Hours of Instruction:</b> Semester course; 3-hours per week

**Board/Authority Prerequisite(s):**

N/A

**Special Training, Facilities or Equipment Required:**

Teacher must be a practicing visual artist and educator.

Students must have access to an art studio space equipped with sinks, tables, a kiln, appropriate tools and electrical outlets.

**Course Synopsis:**

Students explore the textural world of clay as they sculpt and construct vessels, as well as other architectural forms, using basic hand-building methods of slab and coil. Students will also receive instruction of throwing on the potter's wheel – a challenging and exciting process! The course will include glazing (and other methods of finishing clay), kiln use, tool manipulation and preparation for display. The course has been designed to offer an exploration of ceramics materials, processes and techniques that go beyond those covered within the Visual Art Major.

**Goals and Rationale:**

Ceramics is an ancient art form. A student will not learn the art of clay work without gaining knowledge of ancient peoples and civilizations. Ceramics has a social history linked to domesticity, and these connections are discussed through individual projects.

Ceramics marries form and function. Students will gain an understanding of form as it relates to function and, through the intricate process of clay work, be given opportunities for creating utilitarian and sculptural work.

Ceramics is a kinesthetic experience. To create in clay and plaster a student must commit to the physical process of playing with materials and equipment. To produce the desired effect may require the creation of homemade tools.

Ceramics is about time management. From product design through to the final firing, ceramics takes time to create. Students work on the same project for a long period and learn how to maintain focus on one piece, and also how to continue to push the process forward towards completion.

Ceramics is the art of letting go. Expect the unexpected and be prepared to be surprised. There is a chemical component to working with glazes and firing (whether using an electric or gas kiln) that must be considered but is not always predictable.

The course is designed to develop technical skills through the creative process and exploration of clay and plaster. Through exposure to these materials, process and technology of glazing, the students will be better equipped to make aesthetic decisions, create a personal body of work, and reflect upon the historical and contemporary aspects of ceramics.

**Goals:**

- Introduction to the technique of ceramics
- Relevance to a contemporary art practice
- Safety in the studio
- Comprehend the art of ceramics in relation to history, cultures and society
- Recognize that the creative process is flexible and requires resilience
- Development of their own artistic voice and gain satisfaction with final products through a commitment to process
- Honor the history of ceramics
- Develop skills that can be transferred to other artistic disciplines

**Aboriginal Worldviews and Perspectives:**

- The development of artistic skills supports the connection between self and others.
- Learning the discipline requires an awareness of its ancient history and potential legacy.
- The creative process involves personal reflection and the ability to develop their own unique personal voice.
- Repurposing the story through the creation of visuals in an attempt to recreate the narrative for a contemporary audience.
- Students experience learning through contact with the materials, processes and techniques.

### BIG IDEAS

Growth as a visual artist requires patience, time, reflection and exposure to a multitude of mediums.

Exposure to a wide variety of materials and processes offers unique ways of exploring ones identity and sense of belonging

The learning and refinement of skills is imperative to the development of an artist.

To create and display a body of work requires personal decision-making and ownership.

The introduction to a wide variety of techniques provides opportunities and increases future options.

### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Exploring and Creating:</b></p> <ul style="list-style-type: none"> <li>• Create artistic work collaboratively and individually using imagination, observation and inquiry</li> <li>• Experiment with artistic possibilities with a wide range of materials, processes and technologies</li> <li>• Express meaning, intent, emotions and feeling through the creating of visuals</li> <li>• Combine materials, processes and technologies in a variety of ways</li> <li>• Investigate and identify ways that creating visual art allows artists to reflect on, or respond to, social and environmental issues.</li> <li>• Demonstrate active and disciplined engagement in creating works of art and resolving creative challenges</li> <li>• Demonstrate development of skill and mastery of specific techniques relevant to each artistic discipline</li> </ul> <p><b>Reasoning and Reflecting:</b></p> <ul style="list-style-type: none"> <li>• Evaluate and critique design choices in 3-D works</li> <li>• Apply critical, creative, and reflective thinking skills in the exploration, design, creation and refinement of visual art pieces</li> <li>• Recognize knowledge and skills from other areas of learning in the planning, creating, interpreting and analyzing of artistic creations</li> <li>• Develop personal answers to aesthetic questions</li> </ul> <p><b>Communicating and Documenting:</b></p>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• visual art elements, principles of design, and image development strategies, including but not limited to:                         <ul style="list-style-type: none"> <li>○ elements: line, shape, texture, colour, tone, values, form, space</li> <li>○ principles of design: balance, contrast, emphasis, harmony, movement, pattern, repetition, rhythm, unity</li> <li>○ image development strategies: abstraction, compression, minification, magnification, simplification, juxtaposition, fragmentation, elaboration, distortion, metamorphosis, thumbnail sketching</li> </ul> </li> <li>• concepts related to the creation of art with clay and plaster</li> <li>• the historical content and its relevance and impact on the discipline</li> <li>• the significance of the practice on a global scale</li> <li>• the usage of the specific discipline in a contemporary art practice</li> <li>• the safe, responsible, and careful use of tools</li> <li>• the process of aesthetic decision making</li> <li>• the meaning of cultural appropriation and plagiarism and its affect on society</li> <li>• the personal and social responsibility that comes with being an artist and producing visually based works</li> </ul>

- Share, research, document and appreciate a variety of artistic methods in a variety of ways and contexts
- Create works of art with an audience in mind
- Communicate ideas and express emotions through the creation of visual art works
- Demonstrate respect for self, others and place through the use of materials
- Reflect on their own choices in regards to finding and displaying their personal voice

**Connecting and Expanding:**

- Create personally meaningful artistic works that demonstrate an understanding of, and appreciation for, personal, social, cultural, environmental, and historical contexts
- Explore Aboriginal perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through the creation of 3D artwork
- Adapt learned artistic skills or processes for use in new contexts
- Demonstrate safe use, care and maintenance of tools, equipment, materials and work space

- the physical and/or chemical properties of the materials and the process of working with them safely
- ways of utilizing and/or recognizing the discipline within media

**Recommended Instructional Components:**

- Direct instruction
- Demonstrations
- Modeling
- Experiential learning
- In-class critiques
- Reflective writing
- Sketch-book work
- Research and presentation

**Recommended Assessment Components:**

- Assessment of the sketchbook
- Feedback and assessment of research; idea-development; and final product
- Self-assessment of process and final product
- Peer-assessment
- Rubric-based assessment of individual projects: criteria and rubrics to determine the standards met and the level of performance attained.
- Teacher assessment of the collection of student work looking for a demonstration of strengths, areas of growth, and areas for further development

**Learning Resources:**

For teachers: access to subscriptions to 'Ceramic Review' and/or 'Ceramic Monthly' for up-to-date knowledge on working with kilns and glazes.