

# Curriculum Outline



**Campbell High School**

Character – Courage – Respect – Responsibility

Course & Level: Ceramics (958)

Department: Art Department

Teacher: Kirk Romein

Grade level: 10-12

## Description of Course:

This course will introduce students to three-dimensional ceramic design. Students will develop skills in the hand building of clay including pinch, coil, and slab techniques. Students will have an introduction to “throwing” simple pots on the potters’ wheel. Glazing and decorative processes will also be taught.

## School – Wide Expectations:

### Academic

1. Read, write and speak effectively
2. Exhibit critical thinking and problem solving skills
3. Use resources to obtain information and facilitate learning

*The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course curriculum.*

### Civic/Social

1. Exhibit personal responsibility
2. Work cooperatively in an atmosphere of mutual respect

## Core Competencies aligned with State Standards:

### Creating

1. Students will choose and evaluate a range of subject matter, symbols, and ideas used in pottery.

NH Curriculum Standard 3

- a. reflect on how artworks differ visually, spatially, and functionally

2. Students will use knowledge of structures and functions.

Curriculum Standard 3: Select and apply a range of subject matter, symbols and ideas.

- b. Use subject matter, symbols, ideas, and themes that demonstrate knowledge of contexts, values, and aesthetics.

## Performing

3. Students will demonstrate and apply media techniques and processes with sufficient skill including pinch, slab, coil, and throwing.

Curriculum Standard 1

- a. Apply media, techniques, and processes with sufficient skill, confidence and sensitivity in ways that reflect their intentions
- b. Create works of visual art that demonstrate a connection between personal expression and the intentional use of art materials, techniques, and processes.
- c. Use complex art materials and tools in a safe and responsible manner.
- d. Communicate ideas regularly at a high level of effectiveness in at least one visual arts medium

## Responding

4. Students will examine and assess the characteristics and merits of their work and the work of others.

Curriculum Standard 5: Analyze, interpret, and evaluate their own and others' artwork.

- a. Defend personal interpretations to better understand specific works of art.
- b. Apply critical and aesthetic criteria in order to improve their own works of art.
- c. Reflect critically on various interpretations to better understand specific works of art.

## Suggested Texts and Media (Software, A/V, etc.):

Ceramics Monthly (Professional Journal)  
Potters Wheels

## Suggested Instructional Strategies:

1. **Lecture and Demonstration-** Use of demonstration to guide student inquiry. Students engage in classroom demonstrations of “how to” use and apply technical skills using clay in three dimensional works. Strategies in pinch, coil, slab, hand-building and throwing will be demonstrated.
2. **Active Learning-**Use of activity based learning experiences which include performing, creating and responding to visual arts.
3. **Class Work-** The program is designed for students with an interest in exploring clay. Students experience the art making process through kinesthetic modalities using the principles and elements of art. Students explore clay and glazing techniques, technical skills and processes in ceramics. Students instructional strategies and create objects of art in clay.

**Suggested Assessment Strategies:**

- 1. Performance Rubrics-** Students have specific rubrics that are designed with specific criteria. Daily formative and summative assessments are used with each Unit of Study.
- 2. Formal, Individual and Group Critique-** A variety of critique techniques are used to assess their work. Critiques are written and oral. Group critiques encourage peer learning, strengthens skills and techniques and promotes collaboration and community. Through the critique process students have the opportunity to speak effectively about their idea, use of material, construction, experience, technical processes, weaknesses and strengths of their work and the work of others. Each finished work of art must also accompany a written critique. Students must analyze their work using critical thinking skills and apply aesthetic theories with their intent of their art making process.