**Ceramics Syllabus**

**Course Description:** In Ceramics 1, students will learn about simple hand building processes, the cultural, chemical, and geologic origins of clay, and simple glaze processes. In Ceramics 2, students will build on the skills developed in Ceramics 1 while exploring wheel throwing, contemporary ceramic practices, and independent projects.

**Objectives:** 1. Demonstrate the ability to perceive and describe formal qualities and expressive content in ceramic products.

2. Demonstrate technical skills needed to produce products with aesthetic qualities.

3. Demonstrate techniques of forming pottery.

4. Use vocabulary related to ceramics/pottery.

5. Use criteria for making judgments about ceramics/pottery.

6. Demonstrate an awareness of the history of pottery.

**Required Textbook:** Occasionally you may be assigned readings. Textbooks are to be checked out of the classroom and returned after assignments are completed. Additional resources are available if students should see a need to investigate more deeply in one area of study.

**Classroom Policies:** Because of the nature of this course, it is very important that students are following classroom procedures and policies. Ceramics can be a messy and hazardous art if rules and safety precautions are not followed correctly. It may seem silly to be considered about clay dust, but the accumulation of dust particles can be very damaging to our lungs. Because of this, I will be tracking clean up strictly. If you prove that you cannot clean up after yourself, then you will not be allowed to use clay for the remainder of the course. Alternative written assignments will be provided.

1. Clay is not to be thrown away, but recycled in the appropriate bin
2. Artwork is to be labeled and stored in the appropriate location
3. Tables, tools, and floors are to sponged or wiped with **wet** towels. This will ensure that clay dust is not being put into the breathable air unnecessarily.

**Materials:**

* You will also need a notebook/sketchbook for the class. This will be important for taking notes and planning projects.
* Folder for handouts
* If you want specialty clays and/or glazes those can be purchased throughout the semester

**Grades:**

1. At the beginning of each class, we will spend the first 5 minutes drawing or writing in your sketchbook/notebook. These “Sketchbook Starters” will be written as a prompt on the whiteboard. You will be given up to 3 points daily for full participation. If you are tardy or absent, you will be expected to make up assignments on the next Monday lunch in the art room.

**TARDY PROCEDURE:**

* 1. When you are late to class, you will need to fill out a tardy slip at located by the door before you sit down
  2. Once completed, give this slip to Mrs. Seiler and have a seat at your desk
  3. Before leaving class for the day, you should schedule a Lunch Make Up to earn back points missed on the Sketchbook Starter

1. Projects will be worth 100 points each. Students will conduct a peer review at the conclusion of each project and turn in a completed rubric with their finished work.
2. Quizzes: There will be occasional quizzes after lectures to ensure students are taking the content seriously.
3. Research Project: Each student will be required to write an outline on an assigned topic and present the information to the class. This will be towards the end of the first semester and count as your final for the course.

**Please tear off and return this form signed with your contact information:**

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|  | **DATE** | **Activities/ Assignments Due** |
| Week 1 | August 13-16 | 1. Introduction to Ceramics    1. Go over syllabus and classroom expectations    2. Assign shelves    3. Discuss clean up procedures 2. Introduction to Clay Powerpoint |
| Week 2 | August 19-23 | 1. Quiz over Introduction to Clay 2. Introduction to Abstract Coiled Vessel project (Powerpoint presentation) 3. Demo and begin work on Abstract Coil Vessel |
| Week 3 | August 26 -30 | Abstract Coiled Vessel project |
| Week 4 | September 3-6 | 1. Abstract Coil Vessel Project Due 2. Introduction to Ceramic Face Vessel project    1. Go over pinch pot techniques |
| Week 5 | September 9-13 | Face Vessel project |
| Week 6 | September 16-20 | Face Vessel project |
| Week 7 | September 23-27 | 1. Introduction to Box Project with Lid (powerpoint presentation) 2. Demo on Slab (Hard vs. Soft) |
| Week 8 | September 30- October 4 | Box Project |
| Week 9 | October 7- 11 | 1. Demo Sgraffitto Technique  2. Sgraffitto designs on Box Project |
| Week 10 | October 14- 17 | 1. Intoduction to Mask Project Introduction to Mask Making Project—Social Issue Masks  2. Assign Research- homework if necessary  3. Begin mask project |
| Week 11 | October 21- 25 | MASK project |
| Week 12 | October 28-  November 1 | Mask Project |
| Week 13 | November 4-8 | 1. Finish MASK 2. Mask Project In-Class Critique—informal… have students present ideas (5 minutes) and discuss as a group at the end    1. Students will turn in notes/drawings at the end of critique for a grade |
| Week 14 | November 12-15 | Set of Jars/slab dishes/mugs |
| Week 15 | November 18- 22 | Set of Jars/slab dishes/mugs |
| Week 16 | November 26 | Set of Jars/slab dishes/mugs |
| Week 17 | December 2-6 | Glaze Week/Catch-up Week |
| Week 18 | December 9-12 | 1. Research Project for day of Final (presentations) 2. Glaze/Catch-up on all assignments before weekend |
| Week 19 | December 16- 19 | Day of Final: Research Project Presentations |

My signature indicates that I have read and understand all of the expectations and policies set forth by this document.

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| **Student’s Name (print)** | **Signature** | **Date** |

My signature indicates that I have read and understand all of the expectations and policies set forth by this document. I understand and agree that my child will be expected to adhere to those expectations and policies.

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| **Parent’s Name (print)** | **Signature** | **Date** |