

LOCALLY DEVELOPED COURSE OUTLINE

Ceramics Advanced Techniques (20

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Submitted By:

Chinook's Edge School Division No. 73

Submitted On:

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Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-5	125.00	09/01/2019	08/31/2023	Acquired	Reauthorization	G10
25-5	125.00	09/01/2019	08/31/2023	Acquired	Reauthorization	G10
35-5	125.00	09/01/2019	08/31/2023	Acquired	Reauthorization	G10

Course Description

Ceramics (Advanced Techniques) 15-25-35 provides students with opportunities to develop knowledge, skills and abilities for expressing ideas, thoughts and feelings through ceramics. Students develop an appreciation for the art of ceramics as well as an awareness of the historical record of civilization that ceramics represents. The course further provides students with opportunities to use a variety of techniques to resolve design challenges in two-dimensional and three-dimensional works, and to understand the operational maintenance of a ceramics studio.

The facility should provide the physical resources to accommodate all the goals of the curriculum. These would include:

- safe and adequate art studio
- access to water
- kiln room with a ventilation system
- areas for viewing and discussing work
- storage space for general materials and student work

A range of equipment may be used to support the delivery of this course sequence. These would include:

- kiln with a fume hood and ventilation system
- sturdy tables covered with canvas
- spray bottles for water

There are several potential health and safety risks associated with this course sequence. These include:

- dust hazards
- air quality hazards
- heat hazards

Course Prerequisites

No prerequisites for Ceramics (Advanced Techniques) 15

Ceramics (Advanced Techniques) 25 prerequisite: Ceramics (Advanced Techniques) 15

Ceramics (Advanced Techniques) 35 prerequisite: Ceramics (Advanced Techniques) 25

Sequence Introduction (formerly: Philosophy)

Ceramics (Advanced Techniques) 15-25-35 is designed to familiarize students with a variety of ceramic processes and techniques. In this course sequence, students express thoughts and ideas through visual imagery, understand and apply historical and contemporary design elements and processes, and solve artistic and functional design problems. Ceramics (Advanced Techniques) 15-25-35 provides students with the opportunity to develop many of the competencies and qualities outlined in the *Ministerial Order on Student Learning (#001/2013)*. In particular, students develop critical and creative thinking, discovery through inquiry, reflection, exploration and experimentation through the creation of artwork.

Student Need (formerly: Rationale)

Ceramics (Advanced Techniques) 15-25-35 provides students with opportunities to develop knowledge, skills and abilities for expressing thoughts, ideas and feelings through ceramics. Students will benefit from opportunities to develop an appreciation of the art of ceramics and an awareness of the historical record of civilization ceramics can represent. Through the requisite practise, persistence and focus, Ceramics (Advanced Techniques) 15-25-35 enables students to extend artistic competencies and develop visual literacy. Ceramics (Advanced Techniques) 15-25-35 also allows students to create and develop a body of art work and expand their skills as they apply to two-dimensional and three-dimensional ceramic works.

Scope and Sequence (formerly: Learner Outcomes)

Ceramics 15

Essential Understanding 1: Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways.

(Guiding Questions 1, 2 and 3)

Essential Understanding 2: Artworks take form through the exploration and application of artistic elements and techniques to support expression. (Guiding Question 4)

Essential Understanding 3: Cooperating respectfully in a shared environment allows us to successfully produce works of art. (Guiding Question 5)

Ceramics 25

Essential Understanding 1: Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways.

(Guiding Questions 6, 7 and 8)

Essential Understanding 2: Artworks take form through the exploration and application of artistic elements and techniques to support expression. (Guiding Question 9)

Essential Understanding 3: Cooperating respectfully in a shared environment allows us to successfully produce works of art. (Guiding Question 10)

Ceramics 35

Essential Understanding 1: Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways.

(Guiding Questions 11, 12 and 13)

Essential Understanding 2: Artworks take form through the exploration and application of artistic elements and techniques to support expression. (Guiding Question 14)

Essential Understanding 3: Cooperating respectfully in a shared environment allows us to successfully produce works of art. (Guiding Question 15)

Guiding Questions (formerly: General Outcomes)

- 1 How are forms and functions of art related to purpose?**
- 2 How can historical and cultural influences affect terminology and practice in art?**
- 3 How can a work of art be read and understood?**
- 4 How can we use techniques and processes to create artworks?**
- 5 Why are studio practices necessary to ensure a safe and productive experience in a shared art studio?**
- 6 How can form, function and purpose be expressed in art?**
- 7 How can techniques and technologies be used to create art across time and culture?**
- 8 How does the reflection on and analysis of art influence design choices?**
- 9 How can we use techniques and processes to create artworks that meet specific requirements?**
- 10 How can studio practices establish safe and productive routines in a shared art studio?**
- 11 How can form, function and purpose be used to evaluate art?**
- 12 How can art play a role in contemporary society?**
- 13 How can artists critically evaluate their work and establish themselves as artists?**
- 14 How can specific techniques and skills be used to create a personalized body of work?**
- 15 How can shared art studio space be managed for group success and personal growth?**

Learning Outcomes (formerly: Specific Outcomes)

1 How are forms and functions of art related to purpose?	15-5 25-5 35-5
1.1 Students describe the purposes of ceramic art in terms of form and function.	X
2 How can historical and cultural influences affect terminology and practice in art?	15-5 25-5 35-5
2.1 Students describe historical and cultural influences in ceramic design.	X
2.2 Students describe simple ceramic art and processes.	X
3 How can a work of art be read and understood?	15-5 25-5 35-5
3.1 Students examine key aspects of ceramic work.	X
4 How can we use techniques and processes to create artworks?	15-5 25-5 35-5
4.1 Students identify a variety of stages of clay.	X
4.2 Students choose appropriate forming and building techniques to create ceramic art for a chosen purpose.	X
4.3 Students create objects with at least two components.	X
4.4 Students identify and apply the elements and principles of design in ceramic art.	X
5 Why are studio practices necessary to ensure a safe and productive experience in a shared art studio?	15-5 25-5 35-5
5.1 Students identify hazards and apply safe practices in a shared ceramics studio space.	X
5.2 Students demonstrate appropriate care for the shared materials, tools and processes used in a ceramics studio.	X

5.3 Students apply appropriate steps in order to meet shared drying and firing timelines for producing work in a ceramics studio.	X
5.4 Students describe steps within a clay reclamation process.	X

6 How can form, function and purpose be expressed in art?	15-5 25-5 35-5
6.1 Students explain the purposes of ceramic art in terms of form and function.	X

7 How can techniques and technologies be used to create art across time and culture?	15-5 25-5 35-5
7.1 Students relate a ceramic work or craft and the techniques and technologies used to create it.	X
7.2 Students apply terminology of techniques to a variety of ceramic art and processes.	X

8 How does the reflection on and analysis of art influence design choices?	15-5 25-5 35-5
8.1 Students analyze ceramic work using a method of critical analysis.	X

9 How can we use techniques and processes to create artworks that meet specific requirements?	15-5 25-5 35-5
9.1 Students implement appropriate strategies using clay in its various stages.	X
9.2 Students construct forms and combine techniques to meet specific requirements and begin to form a personal style.	X
9.3 Students manipulate or alter a component of a vessel to create a complex form, focal point or function.	X
9.4 Students apply the elements and principles of design in ceramic art.	X

10 How can studio practices establish safe and productive routines in a shared art studio?	15-5 25-5 35-5
10.1 Students identify hazards in a shared ceramics studio space and communicate safe solutions.	X
10.2 Students participate in cooperative routines and model proper care for the shared materials, tools and processes used in a ceramics studio.	X
10.3 Students apply and explain appropriate steps in order to meet shared drying and firing timelines for producing work in a ceramics studio.	X
10.4 Students demonstrate the steps of a clay reclamation process within a shared studio space.	X

11 How can form, function and purpose be used to evaluate art?	15-5 25-5 35-5
11.1 Students evaluate the purpose of ceramic art in terms of form and function.	X

12 How can art play a role in contemporary society?	15-5 25-5 35-5
12.1 Students analyze a variety of local and contemporary ceramic works.	X
12.2 Students analyze the role of ceramics in contemporary society.	X

13 How can artists critically evaluate their work and establish themselves as artists?	15-5 25-5 35-5
13.1 Students describe and evaluate a personal body of work using a method of critical analysis.	X

14 How can specific techniques and skills be used to create a personalized body of work?	15-5 25-5 35-5
14.1 Students integrate the stages of clay to create a self-directed body of work based upon a selected forming and building techniques.	X

14.2 Students build multiple forms of similar, specific dimensions and manipulate or alter components to demonstrate personal style.	X
14.3 Students investigate an advanced ceramic technique to create a ceramic work.	X
14.4 Students apply the elements and principles of design in ceramic art.	X

15 How can shared art studio space be managed for group success and personal growth?	15-5 25-5 35-5
15.1 Students assess hazards and implement safe solutions in a shared ceramics studio space.	X
15.2 Students initiate cooperative routines that ensure proper care for the shared materials, tools and processes used in a ceramics studio.	X
15.3 Students plan and apply appropriate steps in order to meet drying and firing timelines for producing independent work in a shared ceramics studio.	X
15.4 Students demonstrate and explain the steps of a clay reclamation process within a shared studio space.	X

Facilities or Equipment

Facility

The facility should provide the physical resources to accommodate all the goals of the curriculum. These would include:

- safe and adequate art studio
- access to water
- kiln room with a ventilation system
- areas for viewing and discussing work
- storage space for general materials and student work

Facilities:

Equipment

A range of equipment may be used to support the delivery of this course sequence. These would include:

- kiln with a fume hood and ventilation system
- sturdy tables covered with canvas
- spray bottles for water

Learning and Teaching Resources

A range of resources may be used to meet the outcomes of this course sequence. This would include the typical materials associated with ceramics.

Sensitive or Controversial Content

No sensitive or controversial content.

Issue Management Strategy

Health and Safety

There are several potential health and safety risks associated with this course sequence. These include:

- dust hazards
- air quality hazards
- heat hazards

Risk Management Strategy

Statement of Overlap with Existing Programs

Course Name: Art 10, Art 20 and Art 30

Identified Overlap:

Learning Outcome 4.4 of Ceramics (Advanced Techniques) 15-25-35 addresses the elements and principles of design, which is a requirement of any art course, including Art 10, Art 20 and Art 30.

Reasoning why LDC is necessary:

The Art 10 curriculum does mention the elements and principles of design in the following statement:

Component 1-“Students will extend their knowledge of and familiarity with the elements and principles of design through practice in composing two- and three-dimensional images.”

However, the learning outcome in Ceramics (Advanced Techniques) 15-25-35 asks students to apply the elements and principles specifically to ceramics.

Student Assessment

No identified student assessments.

Course Approval Implementation and Evaluation

