

# COMMUNITY UNIT SCHOOL DISTRICT 200

## Ceramics 1, 2 High School – Grades: 9,10,11, 12 Intermediate Level – One Semester Elective

**1. Subject Expectation (State Goal 25)      The student will know the language of the arts.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Understand the sensory elements, organizational principles and expressive qualities of the arts</b>
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- Critical Content      25.A.4      a. analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/ performance in dance, drama, music and visual arts
- elements
    - line
      - recognize the use of line as surface decoration. examples such as, but not limited to: incising, scraffito, slip trail, stain or underglaze
    - shape/form
      - recognize the difference between a functional and non-functional form
      - recognize how the function of a piece of ceramics affects the size, shape and form
    - space
      - understand the difference between two dimensional and three dimensional
      - recognize that a three dimensional form has multiple points of view
    - value
      - understand the effect of light on a three dimensional form and the values it produces
      - understand the values of a piece are altered by the application of surface decoration including relief sculpture, stamping, and glaze application
    - texture
      - utilize texture as a decorative element
    - color
      - recognize how a clay body’s color complements or interacts with the glazes applied
      - recognize the expressive qualities of the color through the application of stains, engobes, underglazes, and glazes

- principles
  - balance
    - recognize equal or unequal distribution or arrangement of the elements within the work, such as radial, symmetrical and asymmetrical balance
  - repetition/pattern/rhythm
    - recognize that the regular repetition of elements can produce rhythm and pattern in a work of art
  - contrast/variety
    - understand ways to produce contrast, such as through the use of contrasting value, texture and color
    - recognize similarities and differences in a work of art
  - movement
    - recognize elements and principles that guide the eye across a three dimensional space
  - emphasis/dominance/focal point
    - recognize the point or points of emphasis on a work of art
  - unity/harmony
    - analyze the effective use of the elements and principles to produce a unified, harmonious work of art

**2. Subject Expectation  
(State Goal 26)**

**Through creating and performing, the student will understand how works of art are produced.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Understand processes, traditional tools and modern technologies used in the arts</b>
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Critical Content	26.A.4e	a. analyze and evaluate how tools/technologies and processes combine to convey meaning <ul style="list-style-type: none"> <li>• evaluate construction techniques such as pinching, coiling, slab building, wheel throwing, and sculpting</li> <li>• evaluate use of traditional ceramics tools</li> <li>• evaluate finishing techniques such as staining, underglazing and glazing</li> </ul>
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<b>Essential Learning 2 (Learning Standard B)</b>	<b>Apply skills and knowledge necessary to create and perform in one or more of the arts</b>
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Critical Content	26.B.4d	a. demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research and problem solving <ul style="list-style-type: none"> <li>• stress the importance and use of preliminary drawings in producing a ceramic form</li> <li>• apply knowledge of hand building construction techniques such as pinching, coiling and slab building to create functional and/or non-functional pieces</li> </ul>
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- apply knowledge of proper clay consistency and handling for specific successful outcomes during construction and drying
- apply knowledge of wheel throwing techniques to create pieces such as vases, bowls and plates
- apply knowledge of proper sculpting techniques to produce sculptural works of art

**3. Subject Expectation  
(State Goal 27)**

**The student will understand the role of the arts in civilizations, past and present.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Analyze how the arts function in history, society and everyday life</b>
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| Critical Content | 27.A.4a | a. evaluate how consumer trends in the arts affect the types and styles of art products <ul style="list-style-type: none"> <li>• understand how ceramics served functional and decorative purposes throughout history</li> </ul> |
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<b>Essential Learning 2 (Learning Standard B)</b>	<b>Understand how the arts shape and reflect history, society and everyday life</b>
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| Critical Content | 27.B.4a | a. analyze and classify the distinguishing characteristics of historical and contemporary art works by style, period an culture <ul style="list-style-type: none"> <li>• recognize the differing characteristics of various cultural styles</li> </ul> |
|                  | 27.B.4b | b. understand how the arts change in response to changes in society <ul style="list-style-type: none"> <li>• recognize the evolution of functional and decorative ceramics throughout history</li> </ul>   |

**4. School District 200  
Learning Objective**

**The student will reflect and assess one’s work and the work of others.**

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| Critical Content | a. | identify the quality and aesthetic value of a student artwork through individual and group critiques |
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