

Northwester School Corporation
Visual Art Curriculum
Course Outline

Ceramics 3

Activities including but not limited to:

A. Construction Techniques

1. Throwing
 - a. Bowls
 - b. Plates
 - c. Multi-part pieces
2. Pulling Handles
 - a. On table
 - b. On vessel
3. Combination
 - a. Wheel/Hand building
4. Independent Study/ Student Contract Pieces

B. Firing

1. Bisque
2. Glaze
3. Smoke Fire

C. Decorative Techniques

1. Slip Trail

D. Lessons learned in this class should involve the four essential parts of a discipline based art education.

1. History: Students engage in research and inquiry into the historical, social and cultural contexts of art. Through inquiry into art history, students investigate works of art to determine their origins, histories, and meaning, thus acquiring a sense of world civilizations.

2. Criticism: Students understand and engage in critical inquiry in order to determine meaning in their work and the works of others. Through critical inquiry students increase their understanding and appreciation of art and its role in society. They develop the visual sensitivity and critical judgment needed to participate in a visually dominant society and to objectively evaluate persuasive visual images.

3. Aesthetics: Students raise and discuss questions concerning the nature, meaning, and value of art. Through aesthetic inquiry students practice the intrapersonal skills of reflection, reasoning, and logic.

4. Production: Students respond to observations, feelings, ideas, and other experiences by creating works of art through skillful, thoughtful, and imaginative

application of media, tools, techniques, and processes. Through studio activities students discover, experiment, and use problem solving skills to express their values and feelings.

E. Integration of Related Areas

1. Careers & Community: Students identify methods for connecting artistic concepts, processes and skills to careers in art. Students learn to recognize the role of art in society and begin to identify their responsibility for supporting the artistic heritage of their community.

2. Integrated Studies: Students make connections between art and other disciplines. They create integrated works utilizing the symbol systems (or sign systems) of different disciplines, and thereby enhance communication. By studying a theme through multiple disciplines, students realize the impact of art upon other disciplines and how the sign systems of various disciplines provide a unique understanding of the world.