

# Beginning Ceramics I\*\*\*

## Course Design

### 1999-2000

#### Course Information

<b>Organization:</b>	Eastern Arizona College
<b>Division:</b>	Fine Arts
<b>Course Number:</b>	ART161
<b>Title:</b>	Beginning Ceramics I***
<b>Credits:</b>	3
<b>Developed by:</b>	Kevin DeKeuster
<b>Lecture/Lab Ratio:</b>	Six (6) lab hours
<b>Transfer Status:</b>	ASU-ART261, NAU-ART161, UofA-ART273
<b>Extended Registration Class:</b>	Yes
<b>CIP Code:</b>	20.0709
<b>Assessment Mode:</b>	Portfolio
<b>Awareness Course:</b>	No
<b>Intensive Writing Course:</b>	No
<b>Prerequisites:</b>	1. None
<b>Educational Value:</b>	<p>To General Education: This course helps one to understand methods and efforts in creating a unique piece of pottery. One can also learn the beauty and sensitivity of form and its use within a home. As an avocation, ceramics has provided a ready outlet for creative talents and a break from the pressures of everyday life.</p> <p>For vocational purposes: those majoring in art need to have this experience in another media of expression. Some pursue the field of pottery and set up their own shops. The recent increase in demand for hand-crafted items has created a profitable vocation for those in pottery</p>
<b>Description:</b>	Problems in hand-forming, wheel work, design, glazes, decorative processes, clays, and firing are covered.
<b>Textbooks:</b>	Kenny. <i>Complete Book of Pottery</i> . This textbook is not required.
<b>Supplies:</b>	Cone 06 clay as needed Clay working tools

## Competencies and Performance Standards

<b>1. Be sensitive to the nature of clay.</b>			
<i>Domain--Affective</i>	<i>Level--Receiving</i>	<i>Importance--Essential</i>	<i>Difficulty--Medium</i>
<b>Criteria--</b> Criteria - Performance will be satisfactory when: <input type="checkbox"/> learner shows sensitivity to the qualities of clay.	<b>Conditions--</b> Competence will be demonstrated: <input type="checkbox"/> vessel or other hand-formed object is capable of drying without cracking, withstanding handling, use and undergoing firing.	<b>Learning Objectives:</b> a. Develop a feeling for the plastic qualities of clay. b. Manipulate clay in a variety of ways. c. Respond to the nature of clay. d. Listen to a discussion of the characteristics and qualities of clay.	
<b>2. Form a hand-built vessel using the slab method..</b>			
<i>Domain--Affective</i>	<i>Level--Valuing</i>	<i>Importance--Essential</i>	<i>Difficulty--Medium</i>
<b>Criteria--</b> Criteria - Performance will be satisfactory when: <input type="checkbox"/> learner creates a hand built vessel using the slab method.	<b>Conditions--</b> Competence will be demonstrated: <input type="checkbox"/> When a specified number of satisfactory slab-formed vessels or objects have been made.	<b>Learning Objectives:</b> a. Make a vessel using the pinch method b. Make a vessel using the slab method	
<b>3. Form a vessel using the coil method.</b>			
<i>Domain--Affective</i>	<i>Level--Valuing</i>	<i>Importance--Essential</i>	<i>Difficulty--Medium</i>
<b>Criteria--</b> Criteria - Performance will be satisfactory when: <input type="checkbox"/> learner creates a vessel using the coil method.	<b>Conditions--</b> Competence will be demonstrated: <input type="checkbox"/> when a specified number of satisfactory coil-formed vessels or objects have been made and presented to instructor.	<b>Learning Objectives:</b> a. Create a vessel using the coil method.	
<b>4. Form a vessel on the wheel.</b>			
<i>Domain--Affective</i>	<i>Level--Valuing</i>	<i>Importance--Essential</i>	<i>Difficulty--High</i>
<b>Criteria--</b> Criteria - Performance will be satisfactory when: <input type="checkbox"/> learner creates a vessel using the potter's wheel.	<b>Conditions--</b> Competence will be demonstrated: <input type="checkbox"/> a specified number of satisfactory vessels made on the wheel have been completed and presented to instructor.	<b>Learning Objectives:</b> a. Center a ball of clay on the wheel. b. Raise a cylinder after centering. c. Shape a vessel on the wheel.	
<b>5. Judge problems in handling materials and make changes needed.</b>			
<i>Domain--Affective</i>	<i>Level--Internalizing</i>	<i>Importance--Essential</i>	<i>Difficulty--High</i>
<b>Criteria--</b> Criteria - Performance will be satisfactory when: <input type="checkbox"/> learner identifies problems in handling, construction or firing.	<b>Conditions--</b> Competence will be demonstrated: <input type="checkbox"/> a clay hand-formed or wheel-thrown object shows a weakness or fault that has been identified by student.	<b>Learning Objectives:</b> a. Adapt structural techniques that are compatible with the qualities of clay. b. Identify problems that arise during construction of a vessel.	

<b>6. Load kiln with greenware and fire.</b>		
<i>Domain--Affective</i>	<i>Level--Internalization</i>	<i>Importance--Essential</i> <i>Difficulty--Medium</i>
<b>Criteria--</b> Criteria - Performance will be satisfactory when: <input type="checkbox"/> learner loads kiln with greenware for bisque firing. <input type="checkbox"/> learner sets kiln temperature and time for bisque firing.	<b>Conditions--</b> Competence will be demonstrated: <input type="checkbox"/> kiln is correctly loaded and correct time and temperature have been set for bisque firing.	<b>Learning Objectives:</b> a. Listen and participate in a discussion of kiln characteristics, temperatures, times, and greenware firing. b. Load kiln with greenware. c. Set kiln temperature and time and fire greenware.
<b>7. Glaze pottery.</b>		
<i>Domain--Affective</i>	<i>Level--Internalization</i>	<i>Importance--Essential</i> <i>Difficulty--Medium</i>
<b>Criteria--</b> Criteria - Performance will be satisfactory when: <input type="checkbox"/> learner mixes glaze. <input type="checkbox"/> learner coats bisqueware with glazes	<b>Conditions--</b> Competence will be demonstrated: <input type="checkbox"/> when bisqueware has been successfully coated with glaze.	<b>Learning Objectives:</b> a. Listen to a discussion of glazes. b. Mix glazes. c. Dip or coat vessels with glaze.
<b>8. Load kiln for glaze firing and fire.</b>		
<i>Domain--Affective</i>	<i>Level--Internalization</i>	<i>Importance--Essential</i> <i>Difficulty--Medium</i>
<b>Criteria--</b> Criteria - Performance will be satisfactory when: <input type="checkbox"/> learner assists in loading kiln for glaze firing.	<b>Conditions--</b> Competence will be demonstrated: <input type="checkbox"/> kiln is correctly loaded for glaze firing.	<b>Learning Objectives:</b> a. Listen to a discussion of kilns, temperatures, loading and firing. b. Assemble glazed pieces in kiln. c. Set kiln temperature and time and fire.
<b>9. Participate in class discussions/critiques.</b>		
<i>Domain--Affective</i>	<i>Level--Valuing</i>	<i>Importance--Essential</i> <i>Difficulty--Medium</i>
<b>Criteria--</b> Criteria - Performance will be satisfactory when: <input type="checkbox"/> learner identifies problems or weaknesses in shaping, glazing, firing or in other procedures.	<b>Conditions--</b> Competence will be demonstrated: <input type="checkbox"/> when learner discusses aesthetic or technical problems in critique.	<b>Learning Objectives:</b> a. Appraise your own work and the work of others in class critiques. b. Analyze the faults in construction techniques of your work and others. c. Critique your own glazed and fired work and that of others.

## Types of Instruction

- Lecture and discussion
- Demonstration
- Group Discussion
- Individual one-to-one instruction

## Grading Policy

Evaluation Methods:

Grading Scale:

Grade	Requirement
A	100-90%
B	89-80%
C	79-70%
D	69-60%
F	59% and below

## Learning Plans

### Learning Plan 1-- Introduction to the Studio, Methods, Clay and Kiln

**Overview:** The purpose of this learning plan is to introduce good studio practices, clay and its qualities, and the kilns.

**Competency:** 1. **Be sensitive to the nature of clay.**

**Learning Activities:**

- \_\_\_\_\_ 1. LISTEN to a lecture on studio practices and clay.
- \_\_\_\_\_ 2. ASK/ANSWER questions about "what it is"
- \_\_\_\_\_ 3. THINK about the qualities of a good pot.

**Performance Assessment Activities:**

- \_\_\_\_\_ 1. Demonstrate a familiarity with the studio, methods, clay and kiln.
- \_\_\_\_\_ 2. Effectively use all of the apparatus in the studio.

### Learning Plan 2-- The Slab Method of Forming Pottery

**Overview:** In this learning plan the students will construct vessels using the slab technique.

**Competency:** 2. **Form a hand-built vessel using the slab method..**

**Learning Activities:**

- \_\_\_\_\_ 1. OBSERVE a demonstration of the slab method of making pottery.
- \_\_\_\_\_ 2. CREATE a vessel using the slab method.

**Performance Assessment Activities:**

- \_\_\_\_\_ 1. Submit final product to instructor.

### Learning Plan 3-- The Coil Method of Making Pottery

**Overview:** This lesson plan is devoted to the coil method of constructing pottery.

**Competency:** 3. **Form a vessel using the coil method.**

**Learning Activities:**

- \_\_\_\_\_1. OBSERVE a demonstration of the coil method.
- \_\_\_\_\_2. CREATE a vessel or object using the coil method.

**Performance****Assessment Activities:**

- \_\_\_\_\_1. Submit final product to instructor.

**Learning Plan 4-- Throwing on the Potter's Wheel****Overview:**

In this lesson plan the wheel throwing technique of forming pottery will be explored.

**Competency:**

- 4. **Form a vessel on the wheel.**

**Learning Activities:**

- \_\_\_\_\_1. OBSERVE a demonstration of throwing on the wheel.
- \_\_\_\_\_2. Center a ball of clay on the wheel.
- \_\_\_\_\_3. Raise a cylinder.
- \_\_\_\_\_4. Trim pot.

**Performance****Assessment Activities:**

- \_\_\_\_\_1. Present final product to instructor.

**Learning Plan 5-- Loading the Kiln and Firing****Overview:**

In this Learning Plan the students will practice loading and firing a kiln.

**Competency:**

- 6. **Load kiln with greenware and fire.**

**Learning Activities:**

- \_\_\_\_\_1. LISTEN to a discussion of kilns, temperatures, times, firing, and cooling down.
- \_\_\_\_\_2. Assemble greenware or bisqueware.
- \_\_\_\_\_3. Load kiln.
- \_\_\_\_\_4. Set temperature and time if electric kiln with sitter is used.
- \_\_\_\_\_5. Watch kiln during firing if cones are used.
- \_\_\_\_\_6. Cool down kiln.
- \_\_\_\_\_7. Unload kiln.

**Performance****Assessment Activities:**

- \_\_\_\_\_1. Present final product to instructor.

**Learning Plan 6-- Glazing**

**Overview:** This learning plan is devoted to glazing

**Competency:** 8. **Load kiln for glaze firing and fire.**

**Learning Activities:**

- \_\_\_ 1. LISTEN to a discussion of glazes and glazing.
- \_\_\_ 2. OBSERVE a demonstration of glazing.
- \_\_\_ 3. Mix glazes.
- \_\_\_ 4. Dip or otherwise coat bisqueware with glazes.

**Performance****Assessment Activities:**

- \_\_\_ 1. Submit final product to instructor.