

Whiteaker Middle School
Advanced Ceramics – 7th/8th Grade
Sweeney



SYLLABUS:

General Course Description:

Advanced Ceramics is provided to seventh and eighth grade students that wish to advance their experiences in clay projects. In this course, students will be working on hand-building projects/techniques. Furthermore, they will have the opportunity to throw a clay vessel on the pottery wheel. The focus of this class will be on art production; however, art history and art appreciation will also be included.

Goals:

1. Students will develop advanced skills in hand building with clay.
2. Students will develop basic skills when working on the pottery wheel
3. Students will create a variety of containers and sculptures using slab construction, coil construction, pinch, and other techniques.
4. Students will study significant artists and cultures that greatly influenced ceramics/pottery.
5. Students will be able to analyze and describe their ceramic works in writing.

Ceramic Projects:

1. Wheel Throwing
2. Animal Back Scratchier
3. Bird House
4. Human Head
5. Mosaic Flower Pot
6. Creature Sculpture
7. Luminary
8. Ugly Face Jug
9. Bug
10. Tile Design
11. Animal Sculpture
12. Marionette
13. Mardi Gras Mask
14. Food Sculpture
15. Abstract Sculpture
16. Independent Project

Expectations:

Students are expected to bring *writing paper and a pencil* and to be prepared to work during the allotted studio time as part of your grade will be based on participation and craftsmanship of the piece of artwork.

Late Work:

Late work will be accepted one day late at a reduction of 10%. Students with excused absences and illnesses will be allowed to make-up work as many days as they have been ill.

Tag Consideration:

In Exploratory Art students will be pre-assessed on the knowledge and skills that will be learned in the subject/course. The purpose of this pre-assessment is to find out what students already know and are able to do to avoid repetition and to give the student access to advanced and/or accelerated content.

Formal or informal pre-assessment may include tests, student input and self-evaluation, placement test, specific teacher observational data, lab demonstration or test, work samples, fist of five, thumbs up/thumbs down, or other forms of pre-assessment.

I _____ have read and I understand my responsibilities and expectations as an art student. I have also shared this information with my parents/guardians.

Student

Date

Parent

Date

Parent/Guardian e-mail _____