

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



SYLLABUS:

General Course Description:

This course will introduce the students to basic hand-building techniques when working with clay. This class will also emphasize painting, glazing, and firing of their clay pieces. 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 basic skills in hand building with clay.
2. Students will create a variety of containers and sculptures using slab construction, coil construction, and other techniques.
3. Students will study significant artists and cultures that greatly influenced ceramics/pottery.
4. Students will become familiar with design concepts and terminology.
5. Students will be able to describe their work in writing.

Ceramic Projects:

1. Name Tag
2. Letter Design
3. Pinch Pot
4. Coil Pot/Maria Martinez
5. Under Glazes, Over Glazes, Painting Techniques
6. Masks
7. Box and Lid
8. Tile Design
9. Tea Pot
10. Rattles
11. Sculptures
12. Mug
13. Fish Paintings
14. Super Hero Project
15. Mirrors
16. Wall Hanging
17. Independent Projects

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 _____