

High School Visual Arts

Clay Arts

Clay Arts is a full year course offered to sophomores through seniors and is designed to introduce students to a wide array of forming and finishing techniques. Students are expected to fabricate both utilitarian and sculptural forms as well as learn to use a basic vocabulary pertaining to clay as an art making material. Students are expected to focus on craftsmanship, and encouraged to stretch the creative possibilities inherent in the production of their work. Experimentation with non- traditional surface treatments is introduced as a way of finishing their sculptures. This course is for the self motivated open minded student who enjoys 3-D artistic problem solving.

Learning Opportunities

Introduction and course expectations, full class demonstrations, exemplars of high quality student work; practice time for skill development; extended and culminating projects; handouts; books and posters; Internet research for images and ideas

Standards

Vital Results: Communication

Expression

- 1.16 Artistic dimensions: Students use a variety of forms, such as dance, music, theater, **visual arts**, to create projects that are appropriate in terms of the following dimensions:
- *Skill development* (Projects exhibit elements and techniques of the art form, including expression, that are appropriate to the intent of the product or performance.)
 - *Reflection and critique* (Students improve upon products through self-reflection and outside critique, using detailed comments that employ the technical vocabulary of the art form.
 - *Making connections* (Students relate various types of arts

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- knowledge and skills within and across the disciplines.
- *Approach to work* (Students safely approach their media, solve technical problems as they arise, and creatively generate ideas)

(National Standards: *Art as Language*)

Fields of Knowledge: Arts, Language, Literature

Artistic Process

- 5.22 Intent: Students convey artistic intent from creator to viewer or listener
(National Standards: *Aesthetics and Art Appreciation*)
- 5.23 Critique: Students critique their own and others' works in progress, both individually and in groups, to improve upon intent. (National Standards: *Aesthetics and Art Appreciation*)
- 5.24 Artistic Problem Solving: Students solve visual, spatial, kinesthetic, aural, and other problems in the arts. (National Standards: *Aesthetics and Art Appreciation*)
- 5.25 Exemplary Works: Students demonstrate knowledge of exemplary works in the arts from a variety of cultures and historical periods. (National Standards: *Aesthetics and Art Appreciation; Multicultural Perspectives*)
- 5.27 Perspectives: Students combine perspectives to develop and present basic analysis of works in the arts, and they convey the ability to evaluate work in the various arts disciplines (National Standards: *Art as language; Multicultural perspectives*)

Elements, Forms, Techniques in the Arts

- 5.28 Artistic proficiency: Students use art forms to communicate, showing the ability to define and solve artistic problems with insight, reason, and technical proficiency (National Standards: *Concepts and Skills; Art as Language*)
- 5.29 Visual Arts: Students use the elements and principles of two-and three-dimensional design in the visual arts, including line, color, shape, and texture, in creating, viewing and critiquing. (National Standards: *Elements and Principles*)

Content Knowledge and Skills

- Clay preparation
- Hand-building techniques
- Proper tool use
- Utilitarian objects
- Sculptural forms
- Glazing techniques
- Non- traditional surface treatments
- Kiln use
- Studio maintenance

Assessment criteria

Concepts and Skills:

Students are able to:

- *demonstrate the use of a wide range of forming techniques;*
- *explore both traditional and non-traditional surface treatments and finishes;*
- *create with craftsmanship;*
- *demonstrate proper studio conduct, and respect for materials, tools, and the work of others.*

Elements and Principles:

Students are able to:

- *use the elements and principles of design to create interesting, unique, and creative solutions to their clay projects*

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Art as Language:

Students are able to:

- *use an artistic vocabulary unique to clay arts;*
- *view art as a means of communication;*
- *express personal ideas through their clay projects,*

Aesthetics and Art Appreciation:

Students are able to:

- *express an informed artistic opinion;*
- *accept many points of view;*
- *improve work through self-reflection and group critiques.*

Multicultural Perspectives:

Students are able to:

- *view the production of clay objects as a global art form with deep historical roots.*

Resources