**Solon High School Visual Arts Department**

**Advanced Ceramics Syllabus**

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**Course Objectives:**

1. Students will build upon knowledge and understanding of basic hand-building and throwing techniques gained in Ceramics 1 with attention paid to formalist aesthetics.
2. Students will demonstrate different techniques to achieve desired appearance as well as to express their creativity.
3. Students will cultivate their own aesthetic sensibilities through the execution of open-ended projects.
4. Students will gain a greater understanding of contextualist aesthetics and creative stylization.
5. Students will deepen their knowledge and understanding of Art history through daily discussions of Artists throughout history from various cultural backgrounds.
6. Students will cultivate their sense of Art appreciation through periodic class discussions and critiques of their work and the work of their classmates.
7. Students will explore multiple methodologies and strategies by keeping a sketchbook journal of their creative processes.
8. Students will refine their understanding of art criticism by participating in the weekly class blog.
9. Students will develop communication skills in regards to Art and Art making by learning the correct vocabulary/language.

**Student Responsibilities / Instructor Expectations:**

1. Respect your classmates, yourself, and your instructor.
2. Treat the equipment and tools in the classroom with respect.
3. Daily participation in discussions and critiques using the correct art vocabulary.
4. Daily journal entries and notes on discussions and presentations (these will be your study material for the final exam!!).
5. Help mix the clay and load/unload the kiln.
6. Maintain a course sketchbook/journal.
7. Keep your work and storage area clean **every day.**
8. Put forth your best effort on each project. The projects are designed to be challenging, and success is achieved through continuous practice and **hard work.**

**Classroom Rules:**

1. Please keep your cell phone on silent or vibrate during class. Only use your cell phone when appropriate (reminders, notices, etc)
2. Clean up begins 10 minutes before the end of class. The class is not dismissed until the room is clean and all materials are put away.
3. Please, no food or drinks in the art room. Water is O.K. with a secure lid.
4. Music is O.K. on the radio. You may bring your iPod, but only during work time and **not** during discussions, demonstrations or critiques.
5. Laptop computers are to be kept a safe distance from any and all wet media AT ALL TIMES.
6. Work from other classes is not allowed in the art classroom. Art class is for art, not for math homework.
7. If you need to leave the room, tell the instructor first.
8. Have fun, and explore your creativity!

**Absenteeism:**

People get sick. I understand. However, if you miss a class for any reason (excused or unexcused), you are responsible for making up the work that you missed (daily journal entry, discussion, critique, class work, etc.). You are expected to approach the instructor to inquire when you can make up the work. The art room will generally be open before school, after school, during seminars and during the instructor’s prep period. Missed class work should be made up within one week of the absence.

**Deadlines:**

The Advanced Ceramics Calendar will reflect a much more open-ended schedule than beginning-level courses. Because advanced students will be expected to be largely self-directed, there will be no absolute deadlines for ceramics artifacts other than the end of the quarter. Students will receive a midterm review that will gauge their progress and present feedback. Students are expected to manage their own studio time effectively. Projects such as the course sketchbook and art history presentation will continue to have clearly communicated checkpoints or due dates. If not turned in on the assigned due date, these projects will receive a “zero” or “missing” entry in the Gradebook until it is submitted. Once the project has been submitted will be no penalties for late submissions.

**Grading:**

Your grade in this course will be based off of your performance on a number of different learning targets that fall under the 4 ***power standards*** of the Solon High School Visual Art Department. These power standards align with the new National Core Arts Standards released in June of 2014. All learning targets are identified and specifically defined both on course rubrics and in Powerschool. Rubrics may be found on the project pages on the Solon High School Visual Arts website. Certain learning targets may be weighted to reflect their importance to the course curriculum. Learning targets will be assessed along a common 4-point scale used by the Solon Community School District in grades 5-12. The grading scale is listed below. Traditional letter grades will be reported out at the end of the quarter based on student understanding of the defined power standards and learning targets. The letter grade percentage scale is also listed below.

*\*\*For this course, all student projects (not including the art history presentation, Gallery Forum weekly blog, course binder, and tutorials & quizzes) will be assessed using a master project rubric.*

Some important new characteristics of assessment and grading policies in Art courses under the new Standards-Based Grading system that you should be aware of:

1. Out-of-class work will be appearing in the Gradebook.  Online portfolio entries and course binders, sketchbooks or google docs will be recorded and tracked over the course of the quarter.  They will receive a score according to the new grading scale posted below.  These individual scores will be used to inform the final grade, and will be used to keep you and your student informed of his/her performance in the course. The online portfolio entries and course binders be assessed as bodies of work at the end of the quarter and will emphasize the quality of work and level of understanding at the time of the final summative assessment.
2. Courses will continue to give final exams.  Students will not be allowed to reassess on these exams.  Exams will cover both knowledge of techniques, skills and processes, understanding of the elements and principles of design, and ability to critically evaluate the work of artists throughout history.
3. Students are allowed to resubmit any assignment, project, quiz or exam (with the exception of the final exam) for reassessment.  Students must approach the instructor and set up an appointment for reassessment.  An availability schedule is posted on the Visual Arts website.
4. Project artifacts will be assessed on one common master rubric that has been streamlined and shortened to focus more clearly on ***the new National Core Arts Standards***.  These standards will be a hallmark of this new assessment process and will serve to identify desired learning targets and educational outcomes.
5. The new ***standards*** that will be the foundation of the Visual Art program here at Solon High School are as follows:
	1. **Creating: Conceiving and developing new artistic ideas and work.**
	2. **Presenting: Interpreting and sharing artistic work.**
	3. **Responding: Understanding and evaluating how the arts convey meaning.**
	4. **Connecting: Relating artistic ideas and work with personal meaning and external content.**
6. The gradebook will now contain a series of **standards** assessed using a more consistent system of ***performance indicators***.   The new performance indicators are listed below as well as how they correlate to a percentage-based grade.

**4 (100%):** Student demonstrates a thorough level of knowledge and understanding of the desired learning target(s).

**3.5 (87.5%):** Student demonstrates knowledge and understanding of the desired learning target(s).  Few or no errors and/or inconsistencies exist.

**3 (75%):** Student demonstrates a developing knowledge and understanding of the desired learning target(s).  However, some errors and inconsistencies exist.

**2.5 (62.5%):** Student demonstrates fluctuating level knowledge and understanding of the desired learning target(s).  Work contains noticeable errors and inconsistencies.

**2 (50%):** Student demonstrates partial knowledge and understanding of the desired learning target(s).  Work contains significant errors, inconsistencies, and/or omissions.

**1 (25%):**Student demonstrates minimal knowledge and understanding of the desired learning target(s).  Work is incomplete and contains widespread errors, inconsistencies and omissions.

**0 (0%):**Student does not demonstrate knowledge and understanding of the desired learning target.  No data and/or artifacts have been submitted.

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| **A** | 93% - 100% |
| **A-** | 90% - 92.9% |
| **B+** | 87% - 89.9% |
| **B** | 83% - 86.9% |
| **B-** | 80% - 82.9% |
| **C+** | 77% - 79.9% |
| **C** | 73% - 76.9% |
| **C-** | 70% - 72.9% |
| **D+** | 67% - 69.9% |
| **D** | 63% - 66.9% |
| **D-** | 60% - 62.9% |
| **F** | 0% - 59.9% |

**Final Grade Composition:**

As mentioned, a student’s final grade will be composed of a series of learning targets that fall under the 4 different visual arts standards listed above and the final written & manipulative exams. The make-up or composition of a final grade is as follows:

Creating: 30% of the final grade

Presenting: 25% of the final grade

Responding: 20% of the final grade

Connecting: 10% of the final grade

Final Summative Exam: 15% of the final grade

**Course Projects / Assignments:**

The following is a list of projects, assignments and exams that will be assessed in this course. Detailed descriptions of these projects can be found on the course website. Projects may be added or deleted Depending on time.

1. **Additive Ceramic Mask**
2. **Teapot/Pitcher With Lid and Handle**
3. **Wheel Thrown Vessel**
4. **Raku Fired Ceramic (if possible)**
5. **Self-Directed Final Project**
6. **Gallery Forum Weekly Blog Postings**
7. **Art History Presentation**
8. **Course Journal / Sketchbook**
9. **Final Exam**