Ceramics

Instructional Goals:

- Develop artistic and cultural awareness, imagination, perception and skill.
- Foster creativity, self-expression, confidence, and discipline.
- Improve craftsmanship and problem solving abilities.
- Maintain a sketchbook and a portfolio.
- Utilize a strong work ethic and proper safety procedures.
- This introductory course focuses on a variety of handbuilding techniques, processes and cultural influences. Assignments are generally teacher driven but individual and unique responses to all work is encouraged and expected.
- The class is designed to accommodate students of all experience levels.

Classroom Environment

It is imperative for students to possess the ability to work independently in terms of your ability to conduct research, your knowledge of materials and equipment and your ability to take initiative during the production phase of projects. You should also help teach one another. There are always students who know more about using certain materials or equipment than you do—seek the advice of your peers, and pass along your own expertise whenever you can.

Regular attendance is mandatory. I expect wise use of class time and a commitment of out of class time as necessary. Attention to lectures, directions, and demonstration is important. Proper safe use of materials and equipment is critical. Cleanup duties and proper storage of work is the responsibility of each artist, and the neglect of these will result in the loss of studio privileges and/or deductions of points from project grades. All students are expected to actively participate in specific classroom
maintenance tasks for the good of the studio environment. Students must respect others, their work and the materials and supplies for use in the art room. **Do not touch anyone else’s artwork!!!**

Safety is a primary focus. Use tools and materials properly and safely. Students must not remove art supplies and materials from the room. No food or drink allowed in the art room. If water is necessary, it must be consumed away from art materials.

It is expected that you are working from the minute you walk in the door each class period. Expect to spend some time outside of class on your projects. The studio will be open most mornings by 7:10 for additional work time and after school by appointment.

**Critiques**

Critiques are an integral part of all classes. Students will be brought together for group critiques for some of our major projects. During this time, each student will show her work and briefly discuss her intent. The class is then expected to provide positive feedback and offer suggestions for improvement. All students participate. This is an opportunity to practice using accurate art vocabulary and to address the project criteria as a part of critique discussion. Participation in critical discussions and in critiques should always be conducted with sensitivity, respect and candor.

**Artist of the Week**

Each week, a new work of art will be introduced for each of my classes. The selected works of art are related in some way to the projects taught in class or to opportunities to see the work of artists here in the Richmond area. Some weeks we will all be looking at the same artist. Some weeks there will be different works for the various classes. Some weeks there will be additional activities assigned. Students are responsible for keeping the following in their sketchbooks:

- A drawing of the image
- Credit line information including the name of the artist, the title of the work, the date it was created, the materials used, and the size of the work
- Three important facts about the work or the artist...this may take some research on your part
- A short written reaction to the work

In addition to the Artist of the Week, students are encouraged to look at lots and lots of other artists and collect either digital copies of work that you find interesting or make prints and put them in a file. Record the names of the artists as you collect them. An excellent way to do this is to subscribe to ArtDaily.org. This is a daily e-mail newsletter highlighting art and events in the art world. Look at their list of museums and visit those sites—see what exhibitions they’re featuring this year. Look at their list of artists. Go to the website of ArtBabble.org and Art21.org/artists and watch video clips with and about a wide variety of artists and their work. Make it a goal of looking at several of these each week.
Exhibition Opportunities

Saint Gertrude routinely sponsors the display of artwork in the school and throughout the community, and you will be expected to contribute to these efforts. In addition, it is expected that you will create digital galleries of your work for display through ArtInsight, Ms. Hoen’s web page and possibly personal blog sites.

Copyright Issues

Any work that makes use of (appropriates) photographs, published images and/or other artists’ work must show substantial and significant development beyond duplication. This is demonstrated through manipulation of the formal qualities, design and/or concept of the source. The student’s individual “voice” should be clearly evident. It is unethical, constitutes plagiarism, and often violates copyright law simply to copy a sculpture or image (even in another medium) that was made by someone else and represent it as one’s own.

Assessment

I am concerned not only with your final product, but with your learning process and your ability to move your work further with each project you undertake. I will expect to see evidence of your developmental work in you sketchbook—thumbnails, media experiments, notes, lists of ideas, etc. Grades are based on total points earned for projects, written assignments, artist research, critiques, and participation in enrichment activities.

A guide will be posted with each project or assignment so that you will know what I will be looking for when I grade the work. I will send you an electronic copy of all completed rubrics related to your work. Check the rubrics when grades are posted for comments, critiques, suggestions, requests for conferences, etc. This will be one of our main forms of communication and you will be responsible for checking your project rubrics. It would be smart to print these rubrics and put them in your sketchbook or a class folder following each project. A sample rubric and a description of how work is evaluated are included below.

Late Work Penalties:

All work is due on the assigned date. No student should assume that work will be accepted after the due date. Students are responsible for regularly checking the class web site for information about scheduling and due dates. There are a limited number of reasons for which I will extend a deadline—please come talk to me about this before the deadline, not the day something is due. Late penalties will be negotiated at that time and written into an agreement. Ceramic projects go through multiple stages of building, drying, firing, glazing, etc. Plan accordingly for this. The kiln does not fire every day. If a project needs to be redone because it has been broken or exploded in the kiln, a new due date will be negotiated.
Work Missed Due to Absence:

Students are responsible for finding out about work missed using the class website. All missed work must be made up. It is the student’s responsibility to talk with the teacher the first day they are back in school to discuss when missed work will be due. Students may need to make up missed studio time to complete make up work by the due date.

Field Trips or other Special Events: Students are required to inform the teacher at least three days prior to the event. Any assignments due the day of the field trip must be submitted prior to the field trip or they will be counted late.

Sample Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Poor</th>
<th>Moderate</th>
<th>Good</th>
<th>Strong</th>
<th>Excellent</th>
<th>Student Percentage score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows obvious evidence of thinking / intention.</td>
<td></td>
<td></td>
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<tr>
<td>Demonstrates informed decision-making based on an understanding of composition, concept and materials. This exploration of thought is documented in sketchbook and/or preparatory work.</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>12</td>
<td>15</td>
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<tr>
<td>Demonstrates a personal vision/voice through a sense of confidence, and of freshness or innovation. May be notable for sensitivity and/or subtlety. Understands the limits established for use of digital or photographic references and the appropriation of visual sources in order to maintain the student's original voice in their work.</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>9</td>
<td>12</td>
<td></td>
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<td>Addresses complex visual and/or conceptual ideas.</td>
<td></td>
<td></td>
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<tr>
<td>Shows successful engagement with experimentation and/or risk-taking.</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>9</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows purposeful composition. Shows an imaginative, inventive, and confident use of the elements and principles of design that is evocative and engages the viewer.</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>12</td>
<td>15</td>
<td></td>
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</tr>
<tr>
<td>Uses materials effectively, technical skill is excellent. Project is presented well for evaluation.</td>
<td>10</td>
<td>20</td>
<td>50</td>
<td>100</td>
<td>150</td>
<td></td>
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What Does It Take to Make an A in Ceramics?

A (100-90) Project demonstrates clear understanding of concepts, exhibits fine design qualities, develops innovative ideas, utilizes excellent craftsmanship with evidence of utmost effort.

B (89-80) Project indicates a better than average grasp of concepts, masters design techniques, applies good craftsmanship, shows inventiveness and persistent effort.

C (79-70) Project completes the assignment, addresses the design problem, derives solutions related to resources, and employs acceptable craftsmanship and some effort.

D (69-60) Project is not completed in the allotted time, project does not address assignment criteria, reveals deficiencies in design and/or craftsmanship, is not original, displays negligible time investment.
Are You Thinking About Going to Art School?

If you are thinking about applying to an art school and need to develop a portfolio for your application, I’ll be happy to help you with this. You should start early! Find out what your school is looking for and incorporate that into your work this year. Plan to spend some extra time photographing your work and developing a presentation specific to the requirements of the schools you are applying to.

Classroom Media Resources

Art Insight – our class web page:  http://hoenartinsight.com/
Saint Gertrude Web Site:  https://www.saintgertrude.org

Project Supplies

Your tuition pays for most of the supplies you use here in the classroom. There may be occasions when I will ask you to bring in a selection of objects that can be found without cost for special projects.
Students are advised to wear protective clothing to avoid permanent stains to their clothing. I recommend a full torso apron or a short sleeved button up the front shirt that is a couple of sizes too big so that it will easily fit over your uniform. You will be responsible for taking this home and laundering it on a regular basis to keep dry clay dust from spreading in the room.

Contacting Ms. Hoen

Parents and students may contact me regarding questions or concerns at any time. You may leave a phone message with the office; however, I recommend e-mail correspondence as an easy way to get in touch. My school e-mail address is: lhoen@saintgertrude.org. Please be sure to include your name in the correspondence, especially if your e-mail address does not include your name.

Arts Award Program

At the end of the academic season, awards are giving in recognition of performance and participation in the Fine Arts Department and related community involvement. Some awards are based on points earned for arts related activities. A list is attached. It is the responsibility of each student to maintain and submit a record of each activity that might garner points during each marking period. Records must be submitted at the end of each marking period for points to be recorded towards an award. Forms will be available from the Art Department to assist in recording award points.
Please Sign and Return this page.
Please keep the other pages for your records.

I have read the class policies and understand what is expected in this class.

Student Name: _______________________________ Class: ______________________________

Student Signature: _______________________________ Date: _______________

For Parents/Guardians:
During the school year/summer, student artwork may be displayed in a variety of locations outside both within our school environment and outside of the school building (including but not limited to: other school settings, businesses, malls, contests, and the Internet). Artwork may be identified with the student’s name, school, and grade level. Should the displayed artwork be lost, stolen, or damaged, Saint Gertrude cannot be held liable.

_______ I have read the statement above and give permission for my child’s artwork to be displayed.

_______ I have read the statement above and do not give permission for my child’s artwork to be displayed.

_______ I have reviewed the class expectations and learning goals set out for my child in art class.

Parent/Guardian Signature: _______________________________ Date: _______________