

ART 160 – Ceramics I –Fall, 2010

Tuesdays and Thursdays, Ceramics Studio, Room 6

Renzo Faggioli, Ceramist-in-Residence

Office Hours:

Before or after class by appointment

Ceramics lab phone: 610/861-1677 (NO email)

Art Office Phone: 610/861-1680 email: jciganick@moravian.edu

Art Office open daily until 4:30 pm – messages received after 4:30 will be delivered the following day

I. Course Description: This course introduces the fundamentals of ceramic art, including hand-built and wheel techniques, applied to tiles, objects, and vessels, and methods of glazing. Outdoor raku firing will be introduced. The history and use of ceramics will be discussed. The basics of operating a ceramics classroom are included: loading, unloading, firing and maintaining electric kilns, including low-fire and high-fire; purchasing clay, glazes and other supplies; health and safety concerns.

II. Goals: Students will learn:

- how to create ceramics using hand-building with slab and coil technique, and use of the wheel.
- how to mix and apply glazes.
- all aspects of operating and maintaining an electric kiln.
- how to manage a ceramics classroom.
- how ceramics activities can support and challenge the artistic, social and cognitive development of children and adolescents..
- how assignments are designed to transfer into the classroom or can be used for one's own studio practice.
- How to analyze art and its intention and to critically evaluate works of art using vocabulary germane to the discipline.

III. Materials and Texts:

Make it in Clay: A Beginner's Guide to Ceramics by Speight and Toki.

See calendar for assigned readings. Readings are designed to introduce students to the foundations and history of the ceramics medium, various ceramics building techniques, glazing, firing, and specific information about certain assignments.

- Additional readings available in books and magazines in the Ceramics Lab.
- Copies of the short and long versions of lesson plans will be provided by the Art Educator, who will attend a class and explain lesson plans in more detail.
- Handouts will be available in the studio. Included will be articles concerning art education strategies in the Ceramics classroom, and about working with English language learners and special education students.
- All clay, glazes, etc. will be provided.

IV. Requirements:

Students complete minimum of 11 assignments for grading. The total of the assignments represents 75 per cent of the final grade. See project descriptions and percentages below. Readings are assigned to correspond with assignments.

Students must keep a journal describing the learning experiences in the course.

Detailed notes should be made about the ceramics lab and equipment, hand-building and wheel-throwing, firing, glazing, supplies and maintenance, and other information as noted by the instructor. The journal will be reviewed at mid-term and finals. Students will use their journal notes as part of their research for their final paper.

- Students must use and define academic terminology/vocabulary related to ceramics, art history, and art production, through each writing assignment.

Art education students will submit two lesson plans during the semester, one prior to mid-term and one prior to the end of the semester. Both lesson plans will be reviewed by the instructor as well as by the Art Educator; they will be returned to the student, who will submit a revised version for grading. (Non-art education students will make an additional project of their choice instead of submitting lesson plans.)

- Students must use and define academic terminology/vocabulary related to ceramics, art history, and art production, throughout each lesson plan.
- Art Education students must also use and define common terms associated with English Language learner and students with disabilities (articles will be discussed with the Art Educator).

Students will participate in two group critiques, one at midterm and one at end of semester. An individual critique is held at the end of the semester. At that time, the final paper and the field trip paper will also be submitted.

- V. Attendance:** Attendance in class is mandatory. Please see departmental attendance policy. Missing more than 2 classes without written valid excuse from the Dean or Student Services, or verified with a doctor's note, will result in grade being reduced by one full letter. Documentation is required for sports. Coach should email a note to instructor confirming matches, meets, departure time for away games, or anything that would require absence from class. Practice is not an excused absence. Students over 15 minutes late without a valid excuse, or failing to return from break, will be considered absent. After the third unexcused absence, student will receive a failing grade. Students are expected to fulfill class time requirements as arranged with the instructor.

- VI. Grading:** Grading for a course in studio art is determined by objective and subjective assessment. Throughout the semester, the instructor will be available at any time to discuss grades. Competency and understanding of the methods and materials of ceramics are directly observed. Creativity is more subjective. Students are encouraged to develop their own individual vision in addition to the required basic skills. The instructor reserves the right to apply qualitative judgment in determining a grade based on creativity (concept) and craftsmanship (form). Effort, time and progress is a factor in determining grades.

Assignments receive a grade that is based on technical accomplishment and concept. The final grade for each assignment will be based on an average of the two. Skill developing exercises will receive a Pass/Fail rather than a numerical grade.

Mid-Term (Group Critique): There will be a group critique just prior to mid-term. Work completed to that point will be reviewed and graded. Warnings will be issued at mid-term, if needed. Grades can be discussed.

Final Critique: There will be a group critique the last day of class. Students will have an opportunity outside of class to revise their work prior to the individual critique. A final individual critique will be scheduled during exam week. Each student will set up a display of their work for the instructor to evaluate. The field trip paper and the final paper will be due at this time.

Final Grade: A grade of A can be earned by accomplishing the following:

- Consistent, on-time attendance and productive use of class time
- All work submitted on time and according to assignment specifications
- Use of the journal to record thorough notes on experiences in ceramics
- Class participation, particularly in critiques
- Technical expertise – knowing how to use the kiln and ceramic media covered in class
- Clean, well crafted, professional final presentation
- Thorough, complete, and well-written final paper
- Submission of two lesson plans, for art education students, or additional project of student's choice, for non-art education students

Value of assigned letter grades:

A	Exceptional
B	Above Average
C	Satisfactory: All assignments and portfolios meet basic requirements
D	Below Average
F	Failure

VII. Disability Statement:

Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the Office of Learning Services.

VIII. Academic Honesty Policy:

Please see the write-up in the Student Handbook. Appropriation of another student's creative work or ideas, or that of another artist, will not be tolerated. Written material must be in your own words, not copied from a book or extrapolated from a website. Plagiarism in any form is cheating and will result in the project or paper receiving a failing grade.

IX. Assignments:

Hand-Built Assignments - total 30 %

- 1) First class: Introduction: Pinch pots (demonstration – not graded)
- 2) Form vessels - 2 (1 inspired from bottle shape, enclosed; 1 open form) 5%
- 3) Slab and coil constructions – 2 (based on architectural forms) 5%
- 4) Two-piece hand-built form. 10%
(Two pieces, each on the same theme. Each piece is built on a different scale. The two pieces must interact in an aesthetically complementary manner, implying negative and positive space.)
- 5) Cultural piece – 10%
work based on an example from a civilization from Asia, Pre-Columbian South America, Africa, Cycladic Greek, Egyptian, Ancient Near East, or any culture BCE (Before Common Era). Students should provide a brief written cultural context for the work.

Wheel-thrown assignments – total 45 %

- 6) Coffee cups thrown on wheel (2 - 3) 5%
- 7) Vessels with small openings (2) 5%
- 8) Pitcher with handle (1 to 2) 10%
- 9) Covered jar 10%
- 10) Bowls (2) 5%
- 11) Teapots (1-2) 10% (handout)

Critiques: Mid-Term Group Critique, Final Group Critique, Individual Final Critique – not graded, but active participation is expected.

Written Material:

- 1) For Art Education Students: Lesson Plans. Write two lesson plans, one on a hand-built project and one on a wheel-thrown project. Sample lesson plans will be provided by the Art Educator, who will meet with the class prior to the writing of lesson plans. One is due two weeks before mid-term; one is due two weeks before the end of the semester. Both will be reviewed by the Ceramics Instructor as well as the Art Educator. The lesson plans will be returned with corrections and comments; reworked lesson plans will be submitted at mid-term and the end of the semester. Lesson plans – 5% each (10% total).

(note – non-art education students will complete an additional project of their choice rather than lesson plans, which will count for 10%.)

- 2) Final paper: See complete description under XII, page 6.

Note: a hand-built (H) and a wheel-thrown (W) project are being worked on simultaneously to best utilize the classroom space.

In class work

1)	(H) Pinch pots (hand-built) (2) Read: Chapter 1, Ceramics Studio	1 st class	
2)	(H) Hand-built form vessel Read: Chapter 2, About Clay	Week 1 2 nd class; Week 2	Third week
6)	(W) Coffee cups thrown on wheel (2 - 3) Read: Chapter 7, Wheel Throwing, pp.95-115	Week 1 2 nd class; Week 2	Third week
7)	(H) Slab and coil construction Read: Slab and Coil Construction, pp. 41-54	Week 3-4	Week 4 (end)
5)	(W) Vessel with small opening Read: Glazing, pp.144-153, and Chapter 9, Firing, 159-180	Week 3-4	Week 4 (end)

4)	(H) Two-piece hand-built form. Read pp. 31-35	Week 5-6	Week 7
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<i>Journals Due</i>	<i>Week 7</i>
<i>Group Mid-Term Critique</i>	<i>Week 7</i>

7)	(W) 2 vessels with small openings	Week 8-9	Week 9 (end)
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11)	(W) Teapot (2)	Week 10-11	Week 12
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5)	(H) Cultural Piece Read: History, pp. 60-62	Week 12-14	end of semester
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10)	(W) Bowls (2) Read pp. 116-118	Week 12-14	end of semester
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$$\frac{\text{final day of class} - \text{all assignments since mid-term}}{\text{final day of class}}$$

to be scheduled during exam week
Includes all pieces from entire semester
in addition to written material.

X. Journal, Readings and Notes:

During the semester, students will keep a journal listing information learned in the course, including firing, glazing, and differences in clays, safety and maintenance issues, and equipment required on Ceramics studios, with proper terms. There will be assigned readings from the textbook. You should also take notes in the journal when you experience loading and unloading kilns and to assist you in understanding the various temperatures.

At the end of the semester, students will submit their journal for final review. They will use the journal to assist in writing the final paper.

Art education students will use this journal as an “Idea Book” as well. Ideas for future lessons in the K-12 art room should be included.

Students must use and define academic terminology/vocabulary related to ceramics, art history, and art production, throughout each writing assignment.

XI. Field Trip:

A field trip may be scheduled later in the semester to a craft show or gallery exhibit. More information will be distributed prior to the trip. Students will write a paper describing the exhibit they viewed and analyzing in detail one of the ceramic works seen at the exhibit. They will describe the building process used, glazes, firing techniques, cultural influences, and relate the ceramic work to the works they are creating in class.

XII. Final Paper: These topics will be covered in class. Notes about this material will be kept in the journal. At the end of the semester, students will have to answer these questions on a written paper to be submitted at the individual final critique.

1. The different kinds of commercial clays available.....what cone they fire at and what the kinds of clay are are used for
2. How to use the different kinds of commercial glazes and underglazes available....what cone they fire at and what they are used for.
3. What a cone is and what constitutes high fire and low fire for clay and glazes.
4. How to load and fire an electric kiln, both manual and computerized. Students will be required to load and fire a kiln in class as well as write about it in the paper.
5. How to take care of/maintain the kiln. (heating and cooling times)
6. How to create hand-built and wheel-thrown forms.
7. The tools needed to work with clay in a public school setting.
8. Health and safety precautions. (safety equipment – masks for glazing, goggles, gloves, etc.)

9. For art education students only:
- Identify activities that support and challenge the artistic, cognitive, and social development of children and adolescents:
 - Kindergarten: Students explore form and get the feel of the material.
 - Grades K-2 usually work with simple forms such as pinch pots and clay coils to explore texture making with the clay.
 - Grades 3-5 work with slabs and simple handbuilding. Relief tiles, simple lidded boxes. rolled slab pots and wind chimes work for lessons. Simple mosaics are also fine.
 - Grades 6-12 can elaborate on any of the previous info and wheel work can be introduced. More elaborate slab forms and detailed modeling are possible.
 - High School: wheel work is to be encouraged as well as making casting molds and press molds. Reliefs and mosaics (make your own tiles) are good since the students are now physically strong and independent. Students can do a lot with underglaze embellishment at this level.