

LOCALLY DEVELOPED COURSE OUTLINE

Ceramics (Advanced Techniques)

15-5

Submitted By:
Chinook's Edge School Division No. 73

Submitted On:
Jun. 23, 2015

Board Motion

Motion Conclusion

Motion Date

Motion Number

Motions

Course Basic Information

Course Name	Ceramics (Advanced Techniques) 15
Credit Number	5
Hours of Instruction	125.00 hrs
Implementation Dates	9/1/2015 - 8/31/2019
Proposal Type	Reauthorization
Development Type	Acquired
Designed Grade Level	Grade 10 Grade 11 Grade 12
Acknowledgment	
Course Description	<p>Ceramics (Advanced Techniques) 15-25-35 provides students with opportunities to develop their knowledge, skill and ability in the expression of ideas, thoughts and feelings through ceramics. Students develop an awareness of and appreciation for the art of ceramics and the historical record of civilization ceramics represents. It also provides students with opportunities to use a variety of techniques to resolve design challenges in two dimensional and three dimensional works, and to understand the operational maintenance of a ceramics studio.</p> <p>Teachers who wish to view a version of Ceramics 15-25-35 that displays specific outcomes in a sequence can download it from LDCOMS. This 'teacher-friendly' version is located in the "Assessment" section of LDCOMS for this course.</p>

Course Prerequisite	<p>Ceramics (Advanced Techniques) 15 has no prerequisite</p> <p>Ceramics (Advanced Techniques) 15 is the recommended prerequisite for Ceramics (Advanced Techniques) 25</p> <p>Ceramics (Advanced Techniques) 25 is the recommended prerequisite for Ceramics (Advanced Techniques) 35</p>
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Philosophy

The Ministerial Order on Student Learning (#001/2013) states that “the fundamental goal of education in Alberta is to inspire all students to achieve success and fulfilment, and reach their full potential by developing the competencies of Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit, who contribute to a strong and prosperous economy and society”. The Ceramics (Advanced Techniques) 15-25-35 course series supports many elements of this ministerial order through the establishment of outcomes that foster critical and creative thinking, discovery through inquiry, reflection, exploration and experimentation. A student in Ceramics (Advanced Techniques) 15-25-35 will also use technologies and tools to learn, innovate, collaborate and communicate to achieve the course outcomes.

Ceramics (Advanced Techniques) 15-25-35 is designed as a means through which students may express thoughts and ideas through visual imagery, understand and apply historical and contemporary design, design elements and design processes, and solve artistic and functional design problems. This course series will assist students in becoming familiar with a variety of ceramic processes and techniques.

Rationale

Ceramics (Advanced Techniques) 15-25-35 is intended to provide students with opportunities to develop knowledge, skills and abilities in the expression of thoughts, ideas and feelings through ceramics. This course series provides students with opportunities to develop an awareness and appreciation of the art of ceramics and the historical record of civilization ceramics can represent.

Ceramics (Advanced Techniques) 15-25-35 enables students to become knowledgeable of an art form through practice, persistence and focus. The emphasis of Ceramics (Advanced Techniques) 15-25-35 is on extending artistic competencies and developing visual literacy. This course series also allows students to create and develop a body of art work and extend their skills as they apply to two dimensional and three dimensional ceramic works.

This course series supports Edmonton Public Schools District Priorities 1 and 2:

- Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
- Provide welcoming, high quality learning and working environments.

Learner Outcomes

The aim of the Ceramics (Advanced Techniques) 15-25-35 course series is articulated through four general outcomes. These four general outcomes serve as the foundation of the Ceramics (Advanced Techniques) 15-25-35 course series and identify what students are expected to know and be able to do upon completion of the course series. The general outcomes are interrelated and interdependent.

Each general outcome is elaborated with a set of specific outcomes. Achievement of the specific outcomes enables students to develop and demonstrate the four general outcomes. Each specific outcome is to be addressed.

Specific outcomes are developmentally appropriate, building upon and making connections to prior learning throughout the Ceramics (Advanced Techniques) 15-25-35 course series. Depending on the learning context and developmental needs of students, specific outcomes may be delivered individually, in an integrated manner, or as groups of outcomes.

General Outcomes

- 1 Students will use a variety of techniques to resolve design challenges in 2-dimensional and 3-dimensional works.**
- 2 Students will understand the operational maintenance of a ceramics studio.**
- 3 Students will understand how form and function are shaped by culture, nature and technology over time.**
- 4 Students will analyze and critique their work and the work of others.**

Specific Learner Outcomes

1 Students will use a variety of techniques to resolve design challenges in 2-dimensional and 3-dimensional works.	15-5 25-5 35-5
1.1 identify a variety of stages of clay	X
1.2 implement appropriate strategies using clay in its variety of stages	X
1.3 integrate the stages of clay to create a self-directed body of work based upon a selected forming and building techniques	X
1.4 use a variety of forming and building techniques	X
1.5 combine techniques to develop a variety of forms and begin to formulate their own style	X
1.6 select a technique and produce a body of work using their own style	X
1.7 throw and trim a simple form	X
1.8 throw and trim forms following specific dimensions	X
1.9 throw and trim multiple forms of similar, specific dimensions	X
1.10 investigate the components of a vessel to create objects with at least two parts	X
1.11 manipulate or alter a component of a vessel to create a focal point or function	X
1.12 manipulate or alter components to demonstrate a personal style	X
1.13 design and construct a simple slump or hump mold	X
1.14 design and construct a variety of molds to create a complex composition	X
1.15 investigate an advanced ceramic technique	X
1.16 apply surface techniques to a vessel	X
1.17 apply surface techniques to unify a theme for a piece of work	X

1.18 employ one or more surface techniques to multiple forms in a body of work	X
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2 Students will understand the operational maintenance of a ceramics studio.	15-5 25-5 35-5
2.1 use a proper timeline for drying, bisquing, glazing work	X
2.2 organize a timeline and procedures for drying, bisquing and glazing a variety of work	X
2.3 manage the organization, timeline and procedures of the studio	X
2.4 use studio materials and equipment following safety guidelines	X
2.5 use studio materials and equipment following safety guidelines	X
2.6 use studio materials and equipment following safety guidelines	X
2.7 identify the steps to properly load and unload kiln	X
2.8 load and unload the kiln	X
2.9 manage the loading, firing, and unloading of the kiln	X
2.10 maintain proper cleaning and storage of materials and tools	X
2.11 maintain proper cleaning and storage of materials and tools	X
2.12 maintain proper cleaning and storage of materials and tools	X
2.13 demonstrate respect for the materials, processes and products of the studio	X
2.14 demonstrate respect for the materials, processes and products of the studio	X
2.15 demonstrate respect for the materials, processes and products of the studio	X

3 Students will understand how form and function are shaped by culture, nature and technology over time.	15-5 25-5 35-5
3.1 identify historical and cultural influences in ceramic design	X

3.2 analyze the interrelationships and tensions between form and function in ceramic work	X
3.3 examine a variety of local and contemporary ceramic works	X
3.4 identify the purposes of ceramic craft	X
3.5 investigate a ceramic work or craft and the techniques and technologies used to create it	X
3.6 investigate issues surrounding art and craft	X

4 Students will analyze and critique their work and the work of others.	15-5 25-5 35-5
4.1 identify and apply basic terminology to describe simple ceramic art and processes	X
4.2 apply terminology to a variety of ceramic art and processes	X
4.3 integrate the vocabulary of art and ceramics as it applies to an advanced ceramic technique	X
4.4 discuss student work and other ceramic work using a method of critical analysis	X
4.5 describe, analyze and evaluate ceramic work using a method of critical analysis	X
4.6 describe, analyze and evaluate a body of ceramic work using a method of critical analysis	X

Facilities or Equipment

Facility

A standard art classroom is a suitable area for implementing this course.

Equipment

The special equipment that is recommended for optimal implementation of this course includes:

- tables / work stations with stools
- clay mixers
- pottery wheels
- kilns
- sculpting tools and molds
- shelving / cabinets

Learning Resources

A wide range of resources may be used to meet the outcomes of this course series ; should align with criteria outlined in GI.AR - Teaching and Learning Resources and I Safe, Caring and Respectful Learning Environments.

Others

Identification of Controversial or Sensitive Course Content

It is expected that all issues and texts that may be controversial or sensitive be discussed with the school administration prior to their coverage in class.

Identification of Safety Components

All Chinook's Edge School Division No. 73 procedures will be followed if students are taken off campus (re: planning, parental permission, risk assessment, etc.)

Chinook's Edge School Division No. 73 **Administrative Procedure 2-09 Field Trips & Excursions**

Significant Overlap with Provincial Curriculum

There is no overlap between this course and existing provincial curricula.

Assessment

The primary purpose of assessment is to improve student learning and provide valid and reliable information to students and parents/guardians about student progress related to Alberta programs of study and locally developed courses of study. Student achievement and growth related to all locally developed courses is to be assessed, evaluated and reported in accordance with the following provincial and District requirements:

- School Act
- Guide to Education
- Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta (Ministerial Order #016/97)
- GK.BP Student Assessment, Achievement and Growth, and
- GKB.AR Standards for Evaluation

This locally developed course must be delivered and assessed by a teacher possessing a valid Alberta Teaching Certificate.

Course Evaluation and Monitoring

The Associate Superintendent, Learning Services, in collaboration with the school Principal, will evaluate and monitor the course(s) to ensure that all requirements (by Alberta Education, by the developing school board, and by Chinook's Edge School Division No. 73) are met. The school Principal will supervise the course implementation at the school level.

Course pre-requisites, copyright privileges, and conditions listed by the developing board will be adhered to.

Appendix I

1 Ceramics (Adv Tech) 15-25-35 Apr23_2015 (2).docx

Appendix II

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