



Palm Springs Unified School District Secondary Course Description

Please read: Sections 1 and 2 must be completed and submitted to the Director of Secondary Curriculum and Instruction for all courses seeking PSUSD Cabinet and Board approval. Sections 3 and/or 5 must be completed if the course will be submitted to the University of California (UC) for placement on your school's a-g list and/or Career and technical educational (CTE).

District Office Use Only

Transcript Title(s)/Abbreviation: Ceramics I

Transcript Course Code(s)/Number(s): 6030S1 & 6030S2 Cabinet/BOE Approval Date: May 9, 2017

Section 1: Course Content

1. Course Title: Ceramics 1

Date this course was first submitted to the Curriculum Advisory: April 28, 2017

2. Is this a re-write of an existing course? Yes If "Yes," what is the District Course Code: 6030

3. CALPADS Code : 2800

4. PSUSD graduation requirement subject area: Fine Art

5. Unit Value for complete course: 10 PSUSD credits (one year/two semesters) 6. Grade Level: 9 10 11 12

Course can be repeated for Credit?

Note: Grade level pertains to which grades the course has been designed.

7. PSUSD Department: Visual and Performing Arts

8. PSUSD weighted GPA? No 9. Is this an "online" learning course? No

If "Yes," list the online provider: _____

Note: If "Yes," an additional course code will be created by ETIS with a virtual designation.

10. Will this course be offered only through the Alternative Education Program? No

11. Career Pathway Relationship

Note: Refer to the list of Industries and their associated Pathways in Section 5, Item #38

Is this course an Industry and Career Pathway-related Course? No

If "Yes," which Industry? --

Which Pathway? _____

What sequence level? --

12. Is this course an Academy-related Course? No If "Yes," which Academy? _____

13. Course Content:

For each unit of the course, provide:

1. A brief description (5-10 sentences) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.
2. A brief summary (2-4 sentences) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.

Unit 1: Ceramic Box

Unit Summary: Students will review the Elements of Art: line, shape, space, texture, color, value, and form. Students will be introduced to the Principles of design: balance, emphasis, rhythm, movement, pattern, contrast, and unity. These art elements and principles will be discussed as we view works of art by various historical and contemporary artists. Properties of clay, joining techniques, and finishing techniques will be taught and learned as they design and create a ceramic box. Students will use the conventions of art criticism in writing and speaking about works of art. (Art Strand 1, Artistic Perception 1.1; Art Strand 2, Creative Expression: 2.1 , Art Strand 4, Aesthetic Valuing: 4.5.

Major Assignment: Students will design boxes using 3-4 finishing techniques that will be used later in the semester. Box designs will emphasize the Elements of Art and Principles of Design. Students will critique their work using proper art terminology.

Unit 2: Coffee Cup

Unit summary: Students will watch demonstrations on throwing on the potter's wheel, trimming a foot, and how to pull a handle. Using Elements of Art and Principles of Design, students will create a coffee cup with a trimmed foot & a pulled handle that emphasizes them (balance, rhythm, contrast, line, shape, texture, form). Glazing will be introduced (pouring, dipping, painting, spattering, airbrushing).

Group and individual critiques will follow. (Art Strand 1, Artistic Perception: 1.1, 1.2, Art Strand 2, Creative Expression: 2.1,)

Major Assignment: After demonstrations, students design and create a coffee cup with a trimmed foot and a pulled handle, which embodies good design, & craftsmanship. Individual and group critique will follow which will allow them to consider all the elements that make up a strong art piece.

Unit 3: Sgraffito Tile

Unit summary: Students will be shown traditional designs from Mexico, Panama, and Africa. They will be taught about the cultural relevance of the symbols and patterns found in their artwork. They will create a composition for an 8" x 8" sgraffito tile using imagery from one or more cultures. Emphasis will be on creating a strong design, which focuses on the negative and positive space balance ratio. Students will be taught the sgraffito process used to make this tile. Once their design is transferred, they will begin carving. After bisque firing, the tiles will be airbrushed with a transparent glaze. Group and individual critique will follow. (Art Strand 1, Artistic Perception 1.1, 1.2, 1.3, 1.4, Art Strand 2, Creative Expression: 2.1, 2.2, Art Strand 3, Historical and Cultural Context 3.3, Art Strand 5, Connections, Relationships, Applications: 5.2

Major Assignment: After studying designs from 3 different Countries, students will create a composition for a sgraffito tile using patterns from those Countries. After demonstrations and instructions, students will design and make a sgraffito tile. Group and individual critique will follow.

Unit 4: Bowl

Unit summary: A brief lesson on the history of the bowl will be given. After wheel demonstrations, students will work to improve their throwing abilities. New tools, such as the bowl rib, will be introduced. Emphasis will be on shape, even thickness of walls, proportion, and design as it relates to the foot and overall design including balance and shape. Textural patterns, surface design, and new glazing processes will be covered. Group and individual critiques will follow completion of the assignment. (Art Strand 2, Creative Expression: 2.1 , Art Strand 3, Historical

and Cultural Context:3.4, Art Strand 1, Artistic Perception : 1.2).

Major Assignment: Students will learn the history of the bowl. After a demonstration, they will work to throw an even-walled bowl with a nicely trimmed foot. Group and individual critiques will follow.

Unit 5: Inlaid Tile

Unit summary: Students will learn about the art term inlaid. They will learn how to create a sunken in area in the center in which to place the inlaid image. They will participate in a group activity of experimenting, using a huge tray of textural tools, to create a diverse range of patterns and imagery that results from embossing tools into clay. Students will design a 2”(thinly rolled out clay) image that will be inlaid into the center of a tile. They will decorate the frame of the tile with a variety of textural objects embossed into clay. The Elements of Art and Principles of Design will be the guiding focus as they design their tile. Group and individual critiques will follow completion of the assignment after glazing. (Art Strand 1, Artistic Perception: 1.2, 1.6, Art Strand 2, Creative Expression: 2.1, Art Strand 4, Aesthetic Valuing: 4.4

Major Assignment: Students will design an inlaid tile whose frame or borders focuses on textures embossed into clay. The Elements of Art and Principles of Design will be a strong focus in this art piece. Finishing techniques and refined craftsmanship will bring the project to completion. After glazing, a group critique will follow.

Unit 6: Lidded Jar

Unit Summary: Teacher will show examples of lidded jars made from different cultures and time periods and discuss the cultural relevance of the jars. Students will learn about measurement tools such as: calipers, lid-masters, & rulers. A demonstration will be given to show how the 2 parts of the jar are thrown and then later trimmed. Students will work to create a jar with a fitting lid. Once completed, they will glaze each section separately. Multicolor & overlapping patterns and glaze development are required. Group and individual critique will follow. (Art Strand 1, Artistic Perception: 1.2, 1.6, Art Strand 2, Creative Expression: 2.1, Art Strand 3, Historical and Cultural Context: 3.3).

Major Assignment: An introduction on jars (including historical & cultural) will be given. After a demonstration, students will use the proper measurement tools to throw a lidded jar on the potter's wheel. Attention will be given to keeping the piece centered and also designing the shape while throwing. Group critique will follow.

Unit 7: Art Exhibition

Unit Summary: Students will assist in the planning and executing an art exhibit. Students will help select artwork to put in the display. Students and their teacher will go over criteria for a display. Students will defend their positions on the best pieces to display. Students may help setting up the display. (Art Strand 4, Aesthetic Valuing: 4.3, Art Strand 5, Connections, Relationships, Applications: 5.3).

Major Assignment: Students help pick work for an art exhibit. Students defend their position on what works to display. Students may help setting up the display, learning how works are displayed and labeled in exhibits.

14. Course Overview [Provide a brief summary/snapshot (3-5 sentences) of the course's content]:

Ceramics 1 is a one-year course emphasizing studio production working with the medium of clay. Students will create works of art in clay by hand building techniques and by working on the potter's wheel. Drawing becomes a natural way for students to create designs and plan individual sections prior to construction of a hand built piece or sculpture. Students will learn the manipulative qualities of clay and how to properly glaze a project. This course is designed to develop higher-level thinking, and ceramic & art-related technology skills. The course includes art criticism, art history, and aesthetic awareness. Students will be introduced to the Elements of Art and The Principles of Design. Students will become acquainted with culturally diverse examples of ceramic art and view work by contemporary artists. They will have the opportunity to not only have their work displayed in the art gallery, but will regularly have the opportunity to be involved in class critiques. Proper art & ceramic terminology will be taught and then used as they learn to critique artwork.

15. Texts and Supplemental Instructional Materials (*all non-core instructional materials are the responsibility of individual schools to purchase.*)

Texts: Claywork: Form And Idea In Ceramic Design by Leon I. Nigrosh

Supplemental Materials: The Visual Experience by Jack A. Hobbs and Richard Salome

16. Will this course be submitted for approval by UC? Yes

Section 2: School and District Information

School Information

1. School Name: Cathedral City High School

School District: Palm Springs Unified School District

City and State: Palm Springs, California District Web Site: http://www.psusd.us

School Course List Contact Information (Name of AP of Curriculum or Principal)

2. Name: Karen Dimick

Position/Title: Assistant Principal Email: kdimick@psusd.us

Phone #: 760-770-0100 Ext: _____

Teacher Contact Information (Name of teacher/administrator who authored this course)

3. Name: Nan Burlingame

Position/Title: Ceramics Teacher Email: nburlingame@psusd.us

Phone #: 760-770-0100 Ext. _____



Palm Springs Unified School District Secondary Course Description

Section 3: Course Information

1. Was this course "Previously Approved" by UC? Yes

Note: if this course is to be submitted to UC and it was "Previously Approved," the exact same course title as the previously approved course must be used. Complete outlines are not needed for courses previously approved by UC. Courses that are defined as "previously approved" are courses from the following programs (Advanced Placement, International Baccalaureate, ROP courses, etc.), or courses from within the same district, or courses that have been removed within a three-year window are being reinstated, and/or courses from UC-approved online providers. Courses modeled after courses from outside the school district are also defined as "previously approved" but a complete course description will be required for submission to UC. Each section below represents an individual page on the UC electronic submission site.

If "No," proceed to the Course Description Section (Section 4).

If "Yes," indicate which category applies:

2. Is this course modeled after a UC-approved course from another high school outside of our district? Yes

Note: If "Yes," you will be required to submit a complete course description. UC will review the previous submission, if it is available, to assist them in their review process.

If "Yes," list which school: Dunsmuir High School

Exact Course Title: Ceramics 1

3. Is this course modeled after an identical course approved by UC for the current year at another high school in PSUSD? No

If "Yes," what school? _____

Exact Course Title: _____

4. Is this course being reinstated after removal within 3 years: No

If "Yes," what year was the course removed from the list? _____

Exact Course Title: _____

5. Has this course been provided program status, is not an online course, and is it listed below? No

If "Yes," select an option from the Program

Status list: --

6. If "Advanced Placement," has it been authorized by the College Board through the AP audit process? --

Note: UC will only allow Advanced Placement courses that have passed or are in the AP audit process. UC requires all AP courses on your list, including those approved in prior years, to be verified via the College Board AP audit process. UC will run quarterly reports based on AP Audit data. AP courses not listed on the AP audit list will be removed.

If "In Progress," date submitted to AP: _____
MM/DD/YYYY

Exact Program Course Title: --

7(a). Is this course provided by one of the UC-approved online curriculum providers listed in #8?

No

7(b). Have you signed the appropriate partnership agreement with the provider regarding methods of delivery and instruction?

No

Note: You must have signed an agreement with the appropriate provider and filed with UC in order to use their courses.

8. If the answer to either 7(a) or (b) is "No," UC will not approve this course. If "Yes" to both 7(a) and (b)., then select the appropriate option from the Online Provider List below:

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9. Seeking "Honors" Distinction

Note: To receive "Honors" distinction for both UC and PSUSD, the course content must satisfy certain requirements. For information about these requirements, refer to the a-g Guide: <http://www.ucop.edu/a-gGuide/ag/a-g/honors.html>. For "Previously Approved" courses (including AP and IB), the honors information will be pre-populated as applicable on your UC submission template.

No

*Note: "Other Honors" is defined by UC as a course specifically designed with distinctive features which set it apart from regular high school courses in the same discipline areas. The course should be seen as comparable in terms of workload and emphasis to AP, IB or introductory college courses in the subject. Honors courses must be designed for the 11th and 12th grade level to be UC approved and require a comprehensive, year-long written final exam. In addition to AP and IB higher level courses, **high schools may certify not more than one honors level course per grade level in each of the following subject areas only: history, English, advanced mathematics, each laboratory science course, each language other than English, and each of the four VPA disciplines.** If there are no AP or IB or higher level courses in a given subject area, the high school may certify up to, but not more than two honors level courses in that area.*

10. Subject Area and Category

"a" - History/Social Science

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"b" - English

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"c" - Mathematics

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"d" - Laboratory Science

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Note: Students electing to enroll in an integrated-science program (ISP) are strongly advised by UC to complete the entire three-year sequence. In most cases, the first year of an integrated science sequence fulfills only the "g" elective requirement: the second and third years of the sequence then fulfill the two-year "d" laboratory science requirement. Accordingly, if only ISP 1 and only one of ISP 2 or ISP 3 are completed, then one additional course from the categories of Biology, Chemistry, or Physics from the "d" subject area must be taken to fulfill the "d" requirement.

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Note: This category demonstrates that the course is cross-disciplinary and is often used for advanced science courses such as AP Environmental Science or Biochemistry

"e" - Language Other than English

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Language --

"f" - Visual and Performing Arts

Visual Arts (Intro)

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"g" - Elective

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Palm Springs Unified School District High School Course Description

Section 4: Course Attributes

1. Is this course classified as a Career Technical Education Course?

No

If no, skip item #2

2. If "Yes," select the name of the industry **and** Career Pathway:

- | | |
|---|----|
| <input type="checkbox"/> Agriculture and Natural Resources | -- |
| <input type="checkbox"/> Arts, Media, and Entertainment | -- |
| <input type="checkbox"/> Building and Construction Trades | -- |
| <input type="checkbox"/> Business and Finance | -- |
| <input type="checkbox"/> Education, Child Development and Family Services | -- |
| <input type="checkbox"/> Energy, Environment, and Utilities | -- |
| <input type="checkbox"/> Engineering and Architecture | -- |
| <input type="checkbox"/> Fashion and Interior Design | -- |
| <input type="checkbox"/> Finance and Business | -- |
| <input type="checkbox"/> Health Science and Medical Technology | -- |
| <input type="checkbox"/> Hospitality, Tourism, and Recreation | -- |
| <input type="checkbox"/> Information and Communication Technologies | -- |
| <input type="checkbox"/> Manufacturing and Product Development | -- |
| <input type="checkbox"/> Marketing, Sales, and Service | -- |
| <input type="checkbox"/> Public Services | -- |
| <input type="checkbox"/> Transportation | -- |