



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 II
Transcript Course Code(s)/Number(s): 6035S1 & 6035S2 Cabinet/BOE Approval Date: May 9, 2017

Section 1: Course Content

1. Course Title: Ceramics 2

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: 6035

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: -- 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: Creative Expression in Clay

Unit summary: 3-5 contemporary Ceramic Artist's work will be introduced, discussed, and critiqued individually and as a class. (Visual Arts Strand 4, Aesthetic Valuing 4.1,4.2. & Strand 1 Artistic Perception, 1.1, 1.2.) Students will be introduced to new methods of surface development through applications of texture, use of underglazes, and sgraffito. Using the Elements of Art and Principles of Design, students will create a series of projects, which utilizes the use of surface treatment through textures, or illustration through glazes to tell a story or convey a message. (Artistic Strand 2, Creative Expression 2.4)

Major Assignment: Students will learn advanced techniques about surface development through textural or glaze illustration. Students will complete 2-4 assignments that use these techniques to creatively express themselves through their artwork.

Unit 2: Wheel Production

Unit summary: Students will learn about the role of pottery by contemporary artists and the historical & cultural role pottery played in past cultures. (Visual Arts Strand 3, Historical and Cultural Context 3.1, 3.2.) Students will learn to use measurement tools- calipers, lid master, & rulers to create a series of matching sets of pottery which also incorporates the Elements of Art and Principles of Design. (Artistic Strand 2, Creative Expression, 2.1, 2.4.). Students will participate in individual and group critiques after each assignment is completed. (Art Strand 1, Artistic Perception 1.6)

Major Assignment: Students will complete a series of wheel thrown projects, which teaches them the refined skill of creating unique sets of matching pottery. Students will complete 2 matching cups and saucers. Students will complete 2 matching Chinese bowls with placement consideration given to holding the chopsticks when not in use. The Elements of Art and Principles of Design are expected to be utilized when creating these matching sets.

Unit 3: Figure Sculpture

Unit summary: Students will be introduced to famous sculptures from Renaissance artists to contemporary ones. (Art Strand 1, Artistic Perception 1.4) Students will sketch out either a sculpture of a bust (head, neck, shoulders) or a complete figure. Students are taught how to create a sculpture additively or by the subtractive method. Students will learn the proper techniques to carefully assemble or hollow out the piece at the proper moisture level, maintain an even thickness, and provide proper ventilation in the design for firing the sculpture. Students will learn proper figure proportion and utilize this in their sculptures. Students will complete a sculpture of the human figure either the complete figure or a bust. (Art Strand 2, Creative Expression 2.1) The sculpture can be combined into a more elaborate art piece or stand by itself. Students will curate and set up a sculpture exhibition of their work in the art gallery, which will also include labels, and titles of each piece. (Art Strand 2, Creative Expression 2.3)

Major Assignment: Students will learn about additive and subtractive sculpture by studying famous sculptures. This will be followed by demonstrations by the teacher. Students will sketch out their ideas for the sculptures. Students will create a sculpture in the form of a bust or entire figure utilizing proper scale and proportion. They will then curate an exhibition using work from the unit.

Unit 4: The Art Form in Clay: Study of Raku

Unit summary: The shapes and forms both in pottery and architecture will be studied. (Art Strand 1, Artistic Perception, 1.1, 1.4, 1.6. The Elements of Art and Principles of Design will be closely examined and considered as they design a series of vases that are wheel thrown and some that combine hand building and the wheel thrown forms. (Art Strand 2. Creative Expression, 2.1,2,2) A study of Raku will begin at how the firing process began and how it evolved over time. Students will be encouraged to create strong designs by how they utilize both positive and negative space when selecting glazes and deciding where to apply the glazes.

A secondary focus of this unit will be to set aside a vase or two to be heated as Raku (but without glaze). These two pieces will be taken out at 1650 degrees and the students will have a 4-minute window to decorate these using horsehair. The carbon lines burned into the clay (by the horsehair) will need to be carefully placed as they create a piece full of a variety of lines and textures to create both balance and unity.

Major assignment: Students will review the Elements of Art and Principles of Design. They will learn about Raku, vases, design, and architecture. They will design and create a series of vases and combination hand built and wheel thrown pieces to be used for the Raku unit and horsehair application. They will then set up an exhibition in the art gallery.

Unit 5: Development of Portfolio and Participation in Local Art Shows and Art Exhibitions. During the year, the students will work on creating a body of work that can be used for entrance to Universities and Art Schools. They will work to create a diverse body of work. (Art Strand 2, Creative Expression, 2.2 Throughout the year, they will be expected to participate in a minimum of 3 local art shows or exhibitions. (Art Strand 5, Connections, Relations, Applications, 5.3)

Major Assignment: Throughout the year, students will work to build a diverse portfolio of artwork.

Students will be required to participate in 3 local art shows during the school year. One of those 3 can be in our art gallery.

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

Ceramics 2 is a one year course which builds on the foundational skills acquired in Ceramics 1 which focused on creating artwork through both hand building and wheel thrown techniques. Students utilize the Elements of Art and Principles of Design introduced in Ceramics 1 while expanding and refining the studio techniques necessary for self-expression in the medium of ceramics. While developing their own creative style, they will also create work that illustrates refined craftsmanship and technical skills. Students will work on a larger scale in both sculptural forms and wheel thrown art pieces. A variety of glazing and surface decorating processes are explored such as: sgraffito, textural application, bas relief, use of underglaze, and Raku. Students will create a portfolio and become comfortable with utilizing art vocabulary when studying, evaluating and interpreting artwork. Specific assignments will be given and some time will be allocated for students to propose individual assignments if they have found a particular media or technique they would like to have time to develop further (upon teacher approval).

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? No

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: _____

Exact Course Title: _____

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 (Advanced)

“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 | -- |