



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 III

Transcript Course Code(s)/Number(s): 6036S1 & 6036S2 Cabinet/BOE Approval Date: May 9, 2017

Section 1: Course Content

1. Course Title: Ceramics 3

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: 6036

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: -- -- 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: Advanced Wheel Production

Unit Summary: Introduction to the cultural and historical significance of the Tea Pot. They will be shown ancient teapots to modern day teapots (including the book, "500 Tea Pots"). We will critique the artwork. (Art strand 1, Artistic Perception, 1.2, 1.4, Art strand 4 Aesthetic valuing, 4.2) They will consider the spectrum from functional teapots to modern (where the tea pot is an expressive piece of art). Students will then be shown how to throw the teapot (3 parts). Additionally, they will be shown the method of throwing on the hump to create a set of matching cups quickly.

Major assignment: After a short study on the teapot and class demonstrations, students will design & create a wheel thrown teapot with 8-10 matching cups.

Unit 2: Creating a Group Sculpture or Installation Piece

This unit focuses on the practice of collaborative work on an art piece. Modern day art in museums and galleries includes group art or art installations. The practice of creating work to fit into a specific space or displayed in a very specific way will be discussed including modern work by contemporary artists. (Art strand 4, Aesthetic Valuing 4.1,4.2, 4.3) Past examples of class group sculptures will be shown. Students will design and create a group sculpture or installation. (Art strand 2, Creative Expression 2.1, 2.2, 2.3)

Major Assignment: Students will be given an introduction to group art and art installations. Group discussion and critique will follow. Students will then decide to either work in small groups and design and create a group sculpture, or work as a class to design and create a group installation.

Unit 3: Building a Portfolio

Students will continue to develop and build their portfolio. With their creative style now fully developed, they will look to see what parts of their portfolio needs strengthening. They will propose a series or 3-4 assignments to complete in a technique or process that they have found a significant interest or are a personal strength. (Art strand 2, Creative Expression, 2.1, 2.2, 2.4, Art strand 5, Connections, relationships, applications, and 5.3). Upon teacher approval, they will proceed with completing these assignments.

Major Assignment: Students will continue to build their portfolio. Apply the Elements of Art and the Principles of Design to create a series or 3-4 projects that embodies your personal style/ artistic voice. They will propose 3-4 assignments to complete in a technique or process that interests them. Upon teacher approval, they will proceed.

Unit 4: Throwing Large Forms

An introduction will be given on the history of plates and vases. Students will view a wide range of plates and vases from a variety of time periods and cultures. We will discuss the relevance of the imagery to various cultures and the symbolism associated with it.(Art Strand 1, Artistic Perception 1.4 Students will be given demonstrations on a variety of surface treatments used in storytelling (sgraffito, pan sets). They will make a series of two large platters (14" or larger) or 2 vases (12" or higher). The pieces will be used as blank canvases to tell a story. Sculptural additions, sgraffito, or painted imagery will be used help convey the story or message. (Art Strand 2, Creative Expression 2.1, 2.4) Refined craftsmanship, even thickness on walls, a nicely trimmed foot, and good construction techniques are required on each project.

Major assignment: Students will be given a demonstration on how to throw a large platter or vase. They

will use the Elements of Art and Principles of Design to create either 2 large platters or vases. The art pieces will act like canvases to tell a story or convey a message. Sculptural additions or illustration will be used to further enhance the artwork.

Unit 5: Reflection

Throughout the school year, students will show growth as an artist by being involved in regular class and individual critiques. After we finish each assignment, we will set up an exhibit of the work in the art gallery. We will critique the work collectively as a group. Students will also be given the opportunity to individually critique their own work. (Art strand 1, Artistic Perception, 1.2, 1.3, 1.6, This will be done both verbally and in written form. Visual Arts vocabulary will be provided (at beginning of the year) and will be used so that students feel more at ease with the process.

Major Assignment: Students will be given participation grades for their involvement in critiques when we do so as a class in the art gallery. Individually, students will critique their work in written form after each assignment. A critique form will be given which gives the student's specific guidelines to use when critiquing their own work.

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

Ceramics 3 is for students who have completed Ceramics 1 and Ceramics 2 with a grade of "C" or higher. Ceramics 3 students will use the foundational skills acquired in Ceramics 1 and the creative and technical skills learned in Ceramics 2 as they further develop their artwork. Students will utilize the methods of hand building, wheel throwing, and sculpture to produce artwork which allows them to move away from traditional forms in clay. Students will look at work by artists to begin to understand how they used their technical skills, and began to change their artwork by thinking through the creative process differently. Students will learn advanced methods in hand building, wheel throwing, advanced glaze and firing techniques as they further develop their portfolio. They will work on developing their own creative style/voice and increased level of craftsmanship.

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 | -- |