



ART-151: CERAMIC ARTS

Effective Term

Fall 2025

BOT Approval Date

11/14/2024

Discipline

ART - Art

Course Number

151

Course Title

Ceramic Arts

Short Title

Ceramic Arts

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Activity Units**

3.00

Total Units

3.00

Hours**Activity Contact Hours**

96-108

Out of Class Hours Activity

48-54

Total Contact Hours

96 - 108

Total Out of Class Hours

48 - 54

Total Student Learning Hours

144 - 162

Distance Education

No

Catalog Description

This course is designed to familiarize students with the skills, methods and aesthetics of Fine Art Ceramics. This course facilitates the student's examination of basic ceramic processes, including hand building, wheel throwing and surface decoration. This course facilitates the critical evaluation of the creative work in the context of historical, traditional and contemporary ceramic arts.

Codes**TOP Code (CB 03)**

1002.30 - Ceramics

CIP Code

50.0711 - Ceramic Arts and Ceramics.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives**Learning Objectives****Learning Objective**

1. Examine and utilize ceramic arts terminology effectively and correctly in evaluating class work.
2. Distinguish between various ceramic techniques.
3. Create ceramic projects that demonstrate a basis knowledge and understanding of the principles of design.
4. Demonstrate technical skill and safe use of materials and equipment.
5. Explain and practice instructed processes for glazing and surface decoration.
6. Distinguish between different historical styles and cultural traditions of Ceramic Arts.
7. Distinguish the properties of clay at all the various stages from wet clay to glazeware.
8. Demonstrate skill and knowledge in hand-building and wheel-throwing techniques.
9. Evaluate class projects and individual progress for those skills specific to ceramic arts.
10. Emphasize diversity, equity and inclusion. Including historical forms and contemporary artists of color, gender identity, sexual orientation and cultural differences.

Learning Outcome Information**Course Learning Outcomes****Learning Outcome**

1. Students will apply Ceramic Arts Terminology (essay, verbal presentation, quiz and final exam)
2. Students will demonstrate skill in hand-building techniques (assigned projects)
3. Students will create ceramic projects that demonstrate principles of design (assigned projects)

Program Learning Outcomes**Learning Outcome**

Students will demonstrate a general awareness of artistic cultures and styles.

Students will demonstrate problem solving skills in the process of producing art.

Students will demonstrate the use of appropriate terminology in evaluating art and design.

Students will develop a progression of works that demonstrate their creative style, technical skill, and personal approach to subject and media.

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Scientific Awareness: The student will apply the scientific method of inquiry to assess potential solutions for real-life challenges by employing science-based knowledge and methodologies in daily life.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Activity Content

1. INTRODUCTION, WORK OPPORTUNITIES, AND MATERIALS

- a. Historical overview of ceramics
 - i. Paleolithic to the present
 - ii. Western traditions
 - ii. Non-Western traditions such as (Japanese, Mexican, and Native American Ceramics)
- b. Commercial opportunities
 - i. Self employment
 - ii. Gallery representation
 - iii. Artists working today
 - iv. Developing an aesthetic
- c. Materials
 - i. Types of clay
 - ii. Types of glazes
 - iii. Types of tools

2. HISTORICAL FORMS AND TYPES OF BUILDING

- a. Pinch pot
- b. Coil build
- c. Slab build
- d. Wheel throwing

3. HANDS ON CERAMICS

- a. Preparing tools for wheel throwing
- b. Body position
- c. Coning and centering
- d. Opening the pot
- e. Pulling the walls up
- f. Finishing technique
 - i. Removing from wheel
 - ii. Trimming the foot
- g. glaze

4. PRINCIPLES OF CRITIQUE

- a. Visual analysis of techniques, concepts, and content

5. DEI AND SOCIALLY RELEVANT CERAMICISTS

- a. Focus on artist of color and how they are communicating ideas of representation, inclusion and social issues in their work. Such as.
 - i. Roberto Lugo
 - ii. Theaster Gates
 - iii. Jun Kaneko
 - iv. Grayson Perry
 - v. Paul S. Briggs
 - vi. Sana Masasama

Methods of Instruction

Method

Activity

Integration

Classroom exercise focused on wheel throwing techniques to reinforce instruction. The exercise will use examples of contemporary artists of color and how they are using classical forms of ceramics to discuss representation, equity and inclusion.

Method

Critique

Integration

Evaluating student work for strengths and weaknesses that reflect assignment goals. For example a student should be able to throw a pot on the wheel to meet basic criteria. Basic criteria examples are a four inch pot with consistent wall thickness and a base thick enough to be trim-able. The foot should be trimmed properly to a professional standard. A student should also be able to pull an handle to meet the functional and formal requirements of a functional mug.

Method

Lecture

Integration

Presentation illustrating cultural traditions in ceramic arts to reinforce instructed techniques. These presentations will present a broad range of voices concentrating on non European ceramics.

Methods of Evaluation

Method

Class Participation

Integration

Evaluation of class participation based on the student's development of technical ceramic arts skills and visual expression. Students are encouraged to engage with making ceramic artworks that support a DEI focused education.

Method

Class Work

Integration

Weekly assessment in technical and expressive skill through instructor's observation of classwork. For example, a student should be proficient in the four main types of ceramic building including pinch pot, slab building, coil building, and wheel throwing. With further examples being proper building technique concentrating on work flow, moisture levels in the clay, and successful joining of two pieces of clay.

Method

Exams/Tests

Integration

Written exams to assess the student's comprehension of ceramic techniques, terminology and distinction of style. Students will be presented a wide array of examples of artists of various backgrounds, genders and identities.

Method

Homework

Integration

Demonstrated ability of instructed techniques creating ceramic forms. Students must demonstrate a comprehension of a variety of styles and voices with a focus on diversity, equity and inclusion.

Assignments**Assignment Type**

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Coil Assignment Challenge: Create a sculptural object using hand-rolled coils. Include asymmetrical composition where one side of the form does not mirror the other side. Incorporate branching and/or joining to separate or merge individual elements. Consider original solutions for rim design such as: flared, decorated, enclosed, or shaped. Objective: Utilize tool dragging as a bonding technique and as surface design Asymmetrical composition Rim design Craftsmanship Wheel Thrown Vessel Challenge: Create a straight-walled cylinder vessel with an attached handle. Develop even wall thickness. Use the instructed steps of wheel throwing. Use the score and slip process to attach a handle. Objectives: Develop skill in throwing technique Utilize the design principle of proportion in planning, constructing and attaching a handle Resolution Create surface decoration while in the leather-hard stage Trim the foot by hand or on the wheel Review the project for stress cracks or burrs.

A historical and cultural art history presentation will be given discussing coil build ceramics of antiquity providing a multicultural global context for the medium. The art history that will be covered is precolonial African ceramics and precolonial Native American ceramics of the Southwest.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Artist Presentation:

Research and create a presentation on an artist. Find at least three sources on a ceramic artist. Write a short essay and prepare a presentation based on the essay. There will be an in class presentation on an artist. Consider how the artist uses historical forms of ceramics including pinch pot, wheel thrown, slab building, or coils. Consider how representation and how diversity, equity and inclusion themes are represented in the artists work. The paper and presentation require at least five examples of the artist's work. A wide selection of artists will be presented to choose from concentrating on artists of color, non European artists, and artists who identify as LGBTQI.

Assignment Type

Other



In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Dia De Los Muertos:

Create four artworks that use the cultural forms and themes of the holiday Dia De Los Muertos, these include calavera or Mexican sugar skulls, and alibrije which are not historically part of the offrenda but have become an integral part of Mexican folk art tradition. These works will be glazed and used in as part of a class alter in honor of the holiday. This assignment is designed to engage with Mexican tradition and culture as well as utilize good sculpting techniques including handbuilding, score and slip, and proper glaze technique.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Artist Reading:

Read an art historical or contemporary art text. Take notes on the text and come prepared for an in-class discussion. Consider how how diversity, equity and inclusion themes are represented in the artists work or art historical movement. The reading will concentrate on artists of color, non European artists, and artists who identify as LGBTQI. Artist and movements include, The Terra Cotta Warriors, Hopi Ceramics, Roberto Lugo, Jun Kaneko.

One of the required readings for this assignment is The Introduction to Vitamin C: Clay and Ceramic in Contemporary Art, Phaidon, 2017

Course Materials**Textbooks**

Singleton, K (2016). Ceramics Contemporary Artists Working in Clay Chronicle Books . ISBN: 1452148090

Other Resources

"Ceramics Monthly." Ceramics Monthly 07-08-1905.

Class Size Information**Class Size**

30

Class Size Category

F - Individualized, skills#based instruction/field practice 30

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Ceramics as an historical practice has been prominently lead by artists from a very diverse background. This course will emphasize non-dominant groups of artists who use the ceramics as their forum as a public forum for progressive discourse. Students will be encouraged to research and incorporate their own cultural heritage in their proposed designs as well as work with other students doing the same from other cultural backgrounds

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Assignments, Instruction and Content will all be delivered using Universal Design as the main concept. This will entail providing each student with multiple platforms and paths to the information needed to reach the Learning Objectives. This course will use the CMS, printed material, direct instruction and supplemental instruction to ensure all strategies for learning are addressed. Evaluations will use explicit rubrics which are distributed at the time the work is assigned and where applicable, alternate forms of evaluations such as oral presentation, written presentation and conference will be applied.

Interactions**Explain how the course will incorporate student-to-student interaction.**

Student to Student contact will be incorporated in each class session as this course uses a great deal of community openness to provide feedback and a positive learning environment. This will include peer discussion and presentation as well as peer demonstrations in which students teach their unique skill sets relevant to ceramic artwork planning and construction to each other.

Explain how the course will incorporate instructor-to-student interaction.

Instructor to Student interactions will be varied. Lecture presentations on historical and contemporary ceramics, one on one instruction working on ceramic planning and execution, skill demonstrations and guided discussions are the primary form of instructor to student interaction.

Explain how the course will incorporate student-to-content interaction.

Student to Content interactions will occur daily in this course as the content is embedded in all activity. The students will be provided explicit instructions and content to incorporate into all projects and assignments. The students will interpret the conceptual content and create ceramic artworks and finished artworks that are evaluated on their appropriate connection to ideas discussed.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Student to Self interactions will occur within each assignment. Each project and assignment will require the submission of a self analysis based on the project rubric. The student will evaluate their own performance based on rubric metrics as well as other factors not included in the rubric. They will then create a plan for responding to this self evaluation in future assignments and art projects.