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## Locally Developed Courses

# Ceramics

For the 2023-2024 School Year

# Introduction to the Ceramics Course Sequence

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*Subject: Fine Arts - Discipline: Art*

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Ceramics have existed in the world for thousands of years and they continue to be an important part of people's everyday lives—both for functional and aesthetic purposes. Ceramics 15-25-35 provides an opportunity for students to explore and experiment with tools, techniques and processes to create ceramics. In this course sequence, students express their thoughts and ideas through visual imagery, examine and apply historical and contemporary design elements and processes, and solve artistic and functional design problems. Through the creation and analysis of ceramic works, students have the opportunity to develop critical and creative thinking, problem solving and communication skills. In Ceramics 15-25-35, an emphasis is placed on demonstrating safe and respectful collaboration within a shared studio space.

## Student Need

Ceramics 15-25-35 provides students with an opportunity to develop the knowledge, skills and abilities for expressing thoughts, ideas and feelings through ceramics. Students will benefit from the opportunity to develop an appreciation of the art of ceramics and an awareness of the historical record of civilization ceramics represents. Through the requisite practise, persistence and focus, students in Ceramics 15-25-35 can enhance their artistic competencies and visual literacy. Ceramics 15-25-35 also enables students to create and develop a body of artwork and expand their skills as they apply to two-dimensional and three-dimensional ceramic works.

# Courses in the Ceramics Course Sequence

## Ceramics 15 (LDC1867)

In Ceramics 15, students are introduced to clay as a medium, with a focus on knowledge acquisition related to safe studio practices, identifying stages of clay, reclamation processes, as well as the wide variety of cultural influences on the medium. In this course, there is an emphasis on understanding the purpose of an object and describing the form and function of ceramic art in the context of the elements and principles of three-dimensional design. In Ceramics 15, students explore and practice foundational ceramics skills, processes, and techniques for creating and decorating simple two-part forms within the context of a shared studio space and workflow timelines.

### Facility

The facility should provide the physical resources to accommodate all the goals of the curriculum. These would include:

- safe and adequate art studio
- access to water
- kiln room with a ventilation system
- areas for viewing and discussing work
- storage space for general materials and student work

### Equipment

A range of equipment may be used to support the delivery of this course sequence. These would include:

- kiln with a fume hood and ventilation system
- sturdy tables covered with canvas
- spray bottles for water

### Health and Safety

There are several potential health and safety risks associated with this course sequence. These include:

- dust hazards
- air quality hazards
- heat hazards

### Management Strategy

The following are strategies to mitigate the potential hazards of a ceramics classroom:

- workspace is kept tidy and clean through the use of wet cleaning methods
- kiln has a fume hood and is vented and exhausted to the outdoors
- kiln is operated when the room is unoccupied

Prerequisites: None

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

Credit Level	First School Year	Last School Year
5	2023-2024	2026-2027

## Ceramics 25 (LDC2867)

In Ceramics 25, students extend and apply their ceramics knowledge to solve increasingly complex three-dimensional design problems as they work to produce ceramic art that meets specific requirements. Students participate in cooperative studio routines with increasing communication for safe results. In Ceramics 25, students engage in critical analysis to explain a ceramic artwork in terms of its form and function, and they apply the elements and principles of three-dimensional design to their artworks. Students extend their skills and explore their emerging personal style in their ceramic art through the use of selected techniques and processes. Investigation of the historical context of ceramic art and current career pathways possibilities is undertaken.

### Facility

The facility should provide the physical resources to accommodate all the goals of the curriculum. These would include:

- safe and adequate art studio
- access to water
- kiln room with a ventilation system
- areas for viewing and discussing work
- storage space for general materials and student work

### Equipment

A range of equipment may be used to support the delivery of this course sequence. These would include:

- kiln with a fume hood and ventilation system
- sturdy tables covered with canvas
- spray bottles for water

### Health and Safety

There are several potential health and safety risks associated with this course sequence. These include:

- dust hazards
- air quality hazards
- heat hazards

### Management Strategy

The following are strategies to mitigate the potential hazards of a ceramics classroom:

- workspace is kept tidy and clean through the use of wet cleaning methods
- kiln has a fume hood and is vented and exhausted to the outdoors
- kiln is operated when the room is unoccupied

Prerequisites:

- All of the following:
  - Ceramics 15 (LDC1867)

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

Credit Level	First School Year	Last School Year
5	2023-2024	2026-2027

## Ceramics 35 (LDC3867)

In Ceramics 35, students express their personal style through the creation of a self-directed body of ceramic artwork that demonstrates advanced combinations of skills, processes or techniques in multiple forms of specific dimensions. Students are responsible for assessing safe and cooperative studio routines and working to initiate and implement solutions to any studio workflow issues. In addition to demonstrating the clay reclamation process, Ceramics 35 students explain it to others and integrate the stages of clay into the art making process. Students engage in critique of their own ceramic artwork and justify their choices in terms of form and function and their use of the elements and principles of three-dimensional design. Research into local and contemporary ceramic artists as well as ceramics-related careers will be analyzed and evaluated in relation to skills and personal interest.

### Facility

The facility should provide the physical resources to accommodate all the goals of the curriculum. These would include:

- safe and adequate art studio
- access to water
- kiln room with a ventilation system
- areas for viewing and discussing work
- storage space for general materials and student work

### Equipment

A range of equipment may be used to support the delivery of this course sequence. These would include:

- kiln with a fume hood and ventilation system
- sturdy tables covered with canvas
- spray bottles for water

### Health and Safety

There are several potential health and safety risks associated with this course sequence. These include:

- dust hazards
- air quality hazards
- heat hazards

### Management Strategy

The following are strategies to mitigate the potential hazards of a ceramics classroom:

- workspace is kept tidy and clean through the use of wet cleaning methods
- kiln has a fume hood and is vented and exhausted to the outdoors
- kiln is operated when the room is unoccupied

Prerequisites:

- All of the following:
  - Ceramics 25 (LDC2867)

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

<b>Credit Level</b>	<b>First School Year</b>	<b>Last School Year</b>
5	2023-2024	2026-2027

# Curriculum Outline

Curriculum Elements		Ceramics 15-5	Ceramics 25-5	Ceramics 35-5
1	<b>Topic</b> Creative skill and expression is developed through the exploration and application of artistic elements, techniques and processes.	✓	✓	✓
1.1	<b>General Outcome</b> How can ceramic art be described in terms of form and function?	✓		
1.1.1	<b>Specific Outcome</b> describe ceramic art in terms of form and function.	✓		
1.2	<b>General Outcome</b> How can techniques and processes be used to create artworks?	✓		
1.2.1	<b>Specific Outcome</b> apply relevant terminology to describe ceramic materials, tools, techniques and processes.	✓		
1.2.2	<b>Specific Outcome</b> identify the stages of clay.	✓		
1.2.3	<b>Specific Outcome</b> choose appropriate forming, building and surface techniques to create ceramic art for a chosen purpose.	✓		
1.2.4	<b>Specific Outcome</b> describe and apply the elements and principles of design in ceramic art.	✓		
1.2.5	<b>Specific Outcome</b> create a ceramic work with at least two components.	✓		
1.3	<b>General Outcome</b> How can form and function be expressed in ceramic art?		✓	
1.3.1	<b>Specific Outcome</b> explain ceramic art in terms of form and function.		✓	
1.4	<b>General Outcome</b> How can techniques and processes be used to create artworks that meet specific requirements?		✓	
1.4.1	<b>Specific Outcome</b> apply relevant terminology to describe and analyze ceramic art and processes.		✓	
1.4.2	<b>Specific Outcome</b> apply strategies for working with clay in its various stages.		✓	

Curriculum Elements		Ceramics 15-5	Ceramics 25-5	Ceramics 35-5
1.4.3	<b>Specific Outcome</b> construct forms and combine techniques to meet specific requirements and begin to form a personal style.		✓	
1.4.4	<b>Specific Outcome</b> apply the elements and principles of design in ceramic art.		✓	
1.4.5	<b>Specific Outcome</b> manipulate or alter a component of a ceramic work to create a complex form.		✓	
1.5	<b>General Outcome</b> How can form and function be used to evaluate ceramic art?			✓
1.5.1	<b>Specific Outcome</b> justify their ceramic art in terms of form and function.			✓
1.6	<b>General Outcome</b> How can specific techniques and skills be used to create a personalized body of work?			✓
1.6.1	<b>Specific Outcome</b> apply relevant terminology to analyze and critique ceramic art and processes.			✓
1.6.2	<b>Specific Outcome</b> integrate the stages of clay to create ceramic art.			✓
1.6.3	<b>Specific Outcome</b> combine techniques to build multiple forms of specific dimensions to demonstrate personal style.			✓
1.6.4	<b>Specific Outcome</b> justify the use of the elements and principles of design in their ceramic art.			✓
1.6.5	<b>Specific Outcome</b> investigate an advanced ceramic technique to create a ceramic work.			✓
2	<b>Topic</b> Visual literacy is enhanced by applying analytical processes and considering historical and cultural contexts.	✓	✓	✓
2.1	<b>General Outcome</b> In what ways can cultural influences affect practice in art?	✓		
2.1.1	<b>Specific Outcome</b> describe a variety of cultural influences in ceramic art.	✓		
2.2	<b>General Outcome</b> How can a work of art be read and understood?	✓		



Curriculum Elements		Ceramics 15-5	Ceramics 25-5	Ceramics 35-5
2.2.1	<b>Specific Outcome</b> examine a variety of ceramic art in terms of the elements and principles of art and design.	✓		
2.3	<b>General Outcome</b> In what ways can historical influences affect practice in art?		✓	
2.3.1	<b>Specific Outcome</b> relate historical influences to the evolution of ceramic art.		✓	
2.4	<b>General Outcome</b> How does the reflection on and analysis of art influence design choices?		✓	
2.4.1	<b>Specific Outcome</b> analyze a variety of ceramic art using a method of critical analysis.		✓	
2.5	<b>General Outcome</b> How can the analysis of artwork impact artistic practices?			✓
2.5.1	<b>Specific Outcome</b> analyze a variety of local and contemporary ceramic art.			✓
2.6	<b>General Outcome</b> How can the critique of one's artwork lead to artistic growth?			✓
2.6.1	<b>Specific Outcome</b> critique their ceramic art using a method of critical analysis.			✓
3	<b>Topic</b> Creating artworks in a shared environment requires respectful cooperation and adherence to safe practices.	✓	✓	✓
3.1	<b>General Outcome</b> Why are studio practices necessary to ensure a safe and productive experience in a shared art studio?	✓		
3.1.1	<b>Specific Outcome</b> identify hazards and apply safe practices in a shared ceramics studio space.	✓		
3.1.2	<b>Specific Outcome</b> demonstrate proper care for the shared materials, tools and equipment used in a ceramics studio.	✓		
3.1.3	<b>Specific Outcome</b> apply steps necessary to meet shared drying and firing timelines for producing work in a ceramics studio.	✓		
3.1.4	<b>Specific Outcome</b> describe steps within a clay reclamation process.	✓		

Curriculum Elements		Ceramics 15-5	Ceramics 25-5	Ceramics 35-5
3.2	<b>General Outcome</b> How can studio practices establish safe and productive routines in a shared art studio?		✓	
3.2.1	<b>Specific Outcome</b> identify hazards in a shared ceramics studio space and communicate safe solutions.		✓	
3.2.2	<b>Specific Outcome</b> participate in cooperative routines and demonstrate proper care for the shared materials, tools and equipment used in a ceramics studio.		✓	
3.2.3	<b>Specific Outcome</b> apply and explain steps necessary to meet shared drying and firing timelines for producing work in a ceramics studio.		✓	
3.2.4	<b>Specific Outcome</b> demonstrate the steps of a clay reclamation process within a shared studio space.		✓	
3.3	<b>General Outcome</b> How can shared art studio space be managed for group success and personal growth?			✓
3.3.1	<b>Specific Outcome</b> assess hazards and implement safe solutions in a shared ceramics studio space.			✓
3.3.2	<b>Specific Outcome</b> initiate cooperative routines that ensure proper care for the shared materials, tools and equipment used in a ceramics studio.			✓
3.3.3	<b>Specific Outcome</b> plan and apply steps necessary to meet drying and firing timelines for producing independent work in a shared ceramics studio.			✓
3.3.4	<b>Specific Outcome</b> demonstrate and explain the steps of a clay reclamation process within a shared studio space.			✓
4	<b>Topic</b> Exploring transferable skills and career opportunities promotes personal growth and lifelong learning.	✓	✓	✓
4.1	<b>General Outcome</b> How can studying ceramics help to develop various transferable skills?	✓		
4.1.1	<b>Specific Outcome</b> describe transferable skills developed through creating and analyzing ceramics.	✓		
4.2	<b>General Outcome</b> How can studying ceramics enhance career opportunities?		✓	
4.2.1	<b>Specific Outcome</b> research a variety of ceramics-related careers.		✓	

Curriculum Elements		Ceramics 15-5	Ceramics 25-5	Ceramics 35-5
4.3	<b>General Outcome</b> How can skills that are developed when studying ceramics support professional pursuits?			✓
4.3.1	<b>Specific Outcome</b> evaluate ceramics-related careers, in relation to skills and interests.			✓

## Statement of Overlap with Existing Programs

Similar / Overlapping Courses	Description of Similarity / Overlap - Rationale
Art 10	Ceramics 15-25-35 and Art 10 address the elements and principles of design.
	The Art 10 curriculum does mention the elements and principles of design in the following statement: Component 1: "Students will extend their knowledge of and familiarity with the elements and principles of design through practice in composing two- and three-dimensional images." However, the learning outcome in Ceramics 15-25-35 asks students to apply the elements and principles specifically to ceramics.
Art 20	Ceramics 25 and Art 20 address the use of vocabulary and techniques to analyze artworks.
	In Ceramics 25, the focus is on the analysis of ceramics.
Art 30	Ceramics 35 and Art 30 address the use of vocabulary and techniques to critique artwork.
	In Ceramics 35, the focus is on the critique of ceramics.