

Elements of Design

Form
Line
Shape
Value
Texture
Color
Space

Principals of Design

Balance
Contrast
Emphasis
Movement
Pattern or Repetition
Rhythm
Unity

Sculpture & Pottery



Revised 8-8-14

Objectives

Course will emphasize the use and function of the Elements and Principles of Design.

Students will demonstrate use of artistic vocabulary in class critiques.

Students will be able to identify relevant artist's work and historical periods.

Students will reflect and evaluate their own and others work in class critiques and written reflections.

Students will learn to appreciate and identify material covered in everyday life and other disciplines.

Students will develop and expand their ability to express themselves and communicate through visual art.

Evaluation

Student projects will be graded using a point system based on the following three criteria:

Meeting basic assignment objectives. 50 points
objectives will be broken into smaller chunks relative to each assignment.

Presentation. 25 points

Creative Effort. 25 points

Semester Tests

100 points

Covering terms, artists, art history and demonstrated techniques.

Quizzes

20-50 Points

Short Reflections

20-25 Points

Class Participation:

180 Points

Students will automatically receive 10 points per week for being prepared, on task, and productive. Contrary behaviors will result in a reduction of participation points.

*Note points on late work will be reduced by 2points for each weekday the work is late.

Late work due to excused absences will be granted an extension of 2 days per school day missed, but work must be completed out side of class time.

Rules, Regulations and Procedures

Students will remain in assigned seats with the exception of project preparation and clean up.

Students will clean up after themselves and put materials back where they belong. If this becomes a problem the class may become a research driven class for some.

Quiet talking will be permitted as long as it is appropriate and does not impede on class productivity

Most materials will be provided to students. Supplies will be checked out, and then returned at an appointed time. Students will be responsible for lost or material damaged beyond normal wear.

A positive and relaxed environment is essential for creativity. Mean, bullying, inappropriate, and dishonest behavior will not be tolerated.

Throwing of any material in the Art Room will not be tolerated students will be warned once, if the behavior continues the student will be assigned a 5 page research paper in lieu of the current assignment.

Clay stays in Room 112 if a student is found taking clay out of the room for anything other than an assignment they will receive a zero on the current project.

Should a student fail to follow the rules the following procedure will be used

1. warning
2. office referral
3. student will be sent to the office

For major infractions a student may be sent directly to the office

Fire, Lock Down, and Tornado procedures

In the event of a fire proceed out of the room through the north double doors. Turn right and exit the school thorough the main entrance. Stay together, roll will be taken once outside.

In the event of a lock down students will mass in the Northeast corner of the 2-D studio. Sit down and be absolutely quiet until the all clear is given.

In the event of a tornado we will exit the room via the East single door in the 2-D studio and enter the Nova Net room to the right immediately next to the art room, sit down and protect your head.

Supplies Required

Number 2 Pencil

Notebook

White vinyl eraser

Various found objects and tools

Protective clothing as needed (stored in your lockers)

Each student will be supplied with approximately 50 lb. of clay, additional boxes of clay can be purchased from Dakota Potter's Supply for \$14 (Brownstone w/ grog)

Students are also allowed to purchase their own glaze as long as it contains no heavy metals (including lead).

Outside of class work

Often before a new assignment is presented students will be asked to come up with ideas for project subject matter. This is an excellent opportunity for students to express themselves and discover their own personal style. Unfortunately if students fail to complete outside work they will be assigned subject matter and lose participation points and 10 points off the objective portion of the assignment.

Preliminary sketches will be part of the project grade, each assignment will include at least one drawing. Drawings will demonstrate the principals introduced in Art I and will be graded accordingly (perspective, depth, five aspects of light and shadow etc.....) All drawing will be done outside of class.

Also if students are getting behind on projects they may be completed outside of class, to avoid a point reduction for late work. Students may come in and work before or after school, or during study halls. If Mr. Nelson is teaching another class when you come in to work please be respectful, quiet, and out of the way. Students may also take work home on a limited basis in extreme circumstances such as an illness. Otherwise work must be made up ahead of time for sports and other school activities.

Nelson's availability:

M-F 7:20-7:55 or earlier by appointment.

During the school day you may come in and work periods 1-8, teacher availability may be limited.

1st period planning.

M & F 3:10-3:45 or later by appointment.

Questions outside of class time? chad.nelson@k12.sd.us

In Class Work Flow

This is a second tier art class and is taught from the perspective students have a passion for, and an interest in art. Each student will be responsible for their use of time. At midterm and end of the quarter students will be responsible for turning in a predetermined number of finished works (usually 4-6).

Because of the difficulty of working on clay projects at home is it incredibly important student use class time wisely and are putting as much effort as possible into their work. Should a student decide to waste time they will be reassigned to mop the floor or pug clay.

There will be a rotating schedule assigned to the potter's wheels and the pug mill. Students need to keep track of where they are supposed to be each day and manage their time on other assignments accordingly.

Class Project Overview

Prehistoric Pottery/
Clay Composition/
Pinch Pot

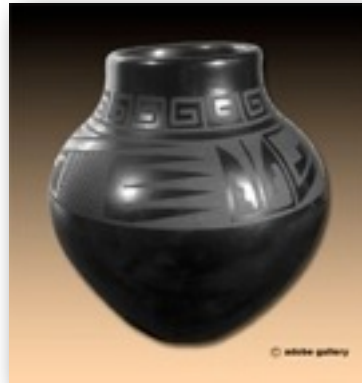


Identification of materials and
states of clay
Stone Age ceramic forms

Terms Quiz
Class Critique

CS I
CS II a
CS III a & b
CS IV

Coil Construction
Native American &
Ancient Greek Pottery



Drawing and Planning Skills
Divergent Thinking Skills
Coil Construction Technique
Form, Space, Texture, balance,
& Unity

Native American Pottery &
Ancient Greek Pottery
Short research paper 50 points
Class Critique

CS I a & b
CS II a, b, & c
CS III a, b, & c
CS IV a & c

Simple Slab Construction



Identification of materials and
states of clay
Stone Age ceramic forms

Class Critique

CS I
CS II a
CS III a & b
CS IV

Complex Slab Construction Bird House



Drawing and Planning Skills
Divergent Thinking Skills
Slab Construction Technique
Form, Space, Texture, Line,
Balance, & Unity
Class Critique
CS I a & b
CS II a, b, & c
CS III
CS IV a & c

Form vs. Function Tea Pot



Drawing, Planning and
Divergent Thinking Skills
Form, Texture, Contrast, and
Unity
Richard Notkin and Clark
Sorenson the power of protest
art.

Class Critique
Short Research Paper
"Revolution through Art" 50
points

CS I a, b, & c
CS II a, b, & c
CS III a, b, & c
CS IV a, b, & c



Basics of Wheel Thrown Forms



- Spiral wedging
- centering the clay
- 6 inch cylinder
- small bowl
- 2 matching cups
- 10 inch vase

Class Critique

New Skills in Throwing



- Lidded Forms
- 6 matching cups thrown from the hump
- 10 inch amphora

Class Critique

Advanced Throwing



- Teapot including handle, spout, and lid
- Bottle or Lekythos
- Altered Thrown Form (Soldner)

Class Critique

Hollowed Form and Hidden Lid



Drawing and Planning Skills
Divergent Thinking Skills
Hollowed Form
Construction Technique
Form, Space, Texture, Line,
Balance, & Unity
Class Critique
CS I a & b
CS II a, b, & c
CS III
CS IV a & c

Figurative Sculpture



Divergent thinking skills
Drawing and planning skills
Plastic Construction technique
Form, Space, Texture, & Unity
Giacometti and Moore
Class Critique
CS I a, b, & c
CS II a, b, & c
CS III a, b, & c
CS IV a, b, & c

Carved Relief Form



Drawing Skills
Divergent Thinking Skills
Design Skills
Pattern
Texture
Repetition
Space
Form
Class Critique
CS I a, b, and c
CS II a, b, and c
CS III b
CS IV a, b, and c

Three Dimensional Drawing



Drawing Skills

Line, Space, and Form

Alexander Calder

Class Critique

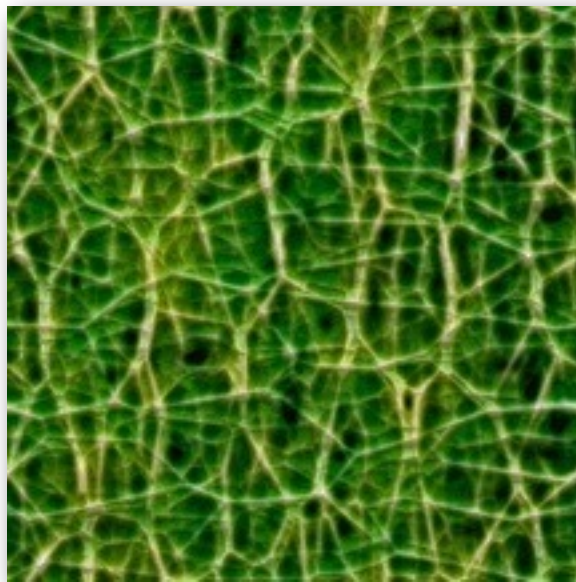
CS I a, b, & c

CS II a, b, & c

CS III c

CS IV a, b, & c

Glazing



Planning and Divergent Thinking skills

Color, Contrast, Value, Texture, & Unity

Glaze Chemistry

Class Critique

CS I

CS II a, b, & c

CS III

CS IV b

Kinetic Art



Divergent Thinking skills

Drawing and Planning skills

Movement, Shape, Space, Color, Pattern, and Unity

Alexander Calder

Class Critique

CS I a, b, & c

CS II a, b, & c

CS III a & c

CS IV a, b, & c