

**URBANDALE COMMUNITY SCHOOL DISTRICT  
CURRICULUM FRAMEWORK OUTLINE**

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**SUBJECT:** Art  
**COURSE TITLE:** Ceramics  
**GRADE LEVEL:** \*11-12  
**PREREQUISITES:** Art Explorations, 3D Art, B or higher with instructor approval  
**Aligns with DMACC ART 173, 3 credit hours**

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**COURSE DESCRIPTION:**

This introductory Ceramics course is designed to provide students an opportunity to explore the medium of clay. Learning objectives build upon the knowledge of the art basics and expand to include a challenging arena for visual thinking, problem solving, visual communication, and appreciation for Ceramics in our global society. Student produced work can be used to enhance a portfolio and encourage further student exploration into the medium of clay. Additionally, the production of artwork (ceramic vessels) is relevant to the student in terms of understanding the purposes of art-communication, self-expression and aesthetic awareness. Projects will include the creation of functional vessels as well as sculptural pieces and tile work. Tasks will range from simple hand-building techniques such as coil and pinch pots to more advanced techniques such as slab building, extruding pieces, and wheel thrown pieces. In addition to working with and learning the properties of clay, students will get experience using underglazes and glazes to visually enhance their work. This course aligns with DMACC Art 173 course competencies.

**CONTENT STANDARDS AND COURSE BENCHMARKS:**

**In order that our students may achieve the maximum benefit from their talents and abilities, the students of Urbandale Community School District's Ceramics should be able to . . .**

**Content Standard I. Understand and apply media, techniques, and processes.**  
**Benchmarks:** Apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.  
Conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

**Content Standard II. Use knowledge of structures and functions.**  
**Benchmarks:** Demonstrate the ability to form and defend judgments.  
about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.  
Evaluate the effectiveness of artworks in terms of organizational structures and functions.  
Create artworks that use organizational principles and functions to solve specific visual arts problems.



**Content Standard III. Choose and evaluate a range of subject matter, symbols, and ideas.**  
**Benchmarks:**

Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

**Content Standard IV. Understand the visual arts in relation to history and cultures.**  
**Benchmarks:**

Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.

Describe the function and explore the meaning of specific art objects within varied cultures, times, and places.

Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

**Content Standard V. Reflect upon and assess the characteristics and merits of their work and the work of others.**  
**Benchmarks:**

Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

Reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

**Content Standard VI. Make connections between visual arts and other disciplines.**  
**Benchmarks:**

Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

**Content Standard VII. Understand and apply current digital technology.**  
**Benchmarks:**

Utilize technology as a creative tool to create an artwork.

Utilize technology in order to conduct visual research.



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**CONTENT STANDARDS AND COURSE BENCHMARKS WITH INDICATORS:**

**Standard I: Understanding and applying media, techniques, and processes. The students of Urbandale Community School District’s Ceramics should be able to . . .**

**Benchmark: Apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.**

**Indicators:** Identify various stages of wet and dry clay.  
Know the difference between various decorative surface techniques.

**Assessments:** Quizzes such as the basic properties of clay, vocabulary  
Tile based project including bas relief and use of underglaze surface decoration

**Benchmark: Conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.**

**Indicators:** Problem solve to determine the best building techniques and approach to creating original vessels.  
Participate in set up, clean up, clay recycling, and maintaining a productive ceramic studio.

**Assessments:** Project based tasks such as Stamp project, Coil project, Pinch Pot  
Project based task working with Slabs: cylinder or box with incorporated surface designs

**Standard II: Using knowledge of structures and functions. The students of Urbandale Community School District’s Ceramics should be able to . . .**

**Benchmark: Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.**



Indicators: Identify the differences between nonfunctional and functional ceramic pieces.

Assessments: Project based nonfunctional ceramic task such as Small scale sculpture project

**Benchmark: Evaluate the effectiveness of artworks in terms of organizational structures and functions.**

Indicators: Make decisions regarding organizational structures of their work based on design principles and art elements.

Assessments: Slab box project; creating a work that communicate ideas about a person, place or idea

**Benchmark: Create artworks that use organizational principles and functions to solve specific visual arts problems.**

Indicators: Communicate ideas through the creation of functional and nonfunctional pottery.

Assessments: Artist Statements or reflection statements on working process and intentions

**Standard III: Choosing and evaluating a range of subject matter, symbols, and ideas. The students of Urbandale Community School District's Ceramics should be able to . . .**

**Benchmark: Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.**

Indicators: Explore and identify benefits of wheel thrown pottery.

Assessments: Project based wheel-thrown pieces such as bowls and cylinders

**Benchmark: Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.**

Indicators: Create and incorporate personal symbols into their work through glazing and underglazing techniques.

Assessments: Under glazed and glazed pieces: adapting painted images to clay through application and technique

**Standard IV: Understanding the visual arts in relation to history and cultures. The students of Urbandale Community School District's Ceramics should be able to . . .**

**Benchmark: Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.**



Indicators: Identify a variety of cultures that have contributed to ceramic history.

Assessments: Research project/presentation: cross cultural traditions explored

**Benchmark: Describe the function and explore the meaning of specific art objects within varied cultures, times, and places.**

Indicators: Identify artists who have contributed to the history of ceramics in the fine arts tradition.

Assessments: Research project/presentation: identifying artists who contributed to a particular trend in ceramic history

**Benchmark: Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.**

Indicators: Identify cross-cultural connections in terms of various techniques that different cultures and groups of people have incorporated into their ceramic traditions.

Assessments: Oral critique: students will participate in class discussion and critique of their pieces

**Standard V: Reflecting upon and assessing the characteristics and merits of their work and the work of others. The students of Urbandale Community School District's Ceramics should be able to . . .**

**Benchmark: Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.**

Indicators: Identify the many uses of clay throughout history and various cultures.

Assessments: Quizzes such as the history of clay, uses, cultural contributions

**Benchmark: Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.**

Indicators: Research a ceramic artist and explore their working process and create a piece in response to their findings.

Assessments: Project based task, Artist influence piece: responding to an artists' work and method

**Benchmark: Reflect analytically on various interpretations as a means for**



**understanding and evaluating works of visual art.**

Indicators: Create a variety of nonfunctional and functional pottery and reflect on their merits.

Assessments: Oral critique: students will participate in class discussion and critique of their pieces

**Standard VI: Making Connections between Visual Arts and Other Disciplines. The students of Urbandale Community School District's Ceramics should be able to . . .**

**Benchmark: Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.**

Indicators: Identify properties of clay through scientific exploration of the medium.

Assessments: Quizzes such as clay bodies and their properties

**Benchmark: Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.**

Indicators: Compare and contrast clay pieces with historical sculptures of varying materials.

Assessments: Surface design: visual/organizational choices, implementation of surface design techniques

**Standard VII. Understand and apply current digital technology. The students of Urbandale Community School District's Ceramics should be able to . . .**

**Benchmark: Utilize technology as a creative tool to create an artwork.**

Indicators: Utilize online course materials for instruction and assignment, assessment, and lessons for this course.

Assessments: Online course, based projects, reflections, proposals

**Benchmark: Utilize technology in order to conduct visual research.**

Indicators: Show proficiency in image searches, academic database searches, and navigating the Internet efficiently.

Assessments: Online projects



No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.

