

CRAFTS 1

Course Outline

Course # 811
Level CP-B 1.06
Credits: 5
Revised June 2008

Prerequisite:

None. This is the first course in the Crafts sequence of three years. The program taught as a full year course offers the student with an interest fine Crafts an opportunity to explore a wide variety of materials. The program emphasis is an introduction to hand building with clay, sculpting and potter's wheel techniques. The course also introduces polymer clay techniques, fiber construction, metal jewelry making and copper foil tooling.

Course Description:

Lectures, demonstrations, audio-visual aids and work completed by previous students as well as professionals are utilized to help students continue to strive for originality and complete assignments successfully.

Completion of these assignments will be the basis for the student grade. Sufficient time during class for project work will eliminate the need for homework unless the student is excessively absent. Students are required to make up incomplete or missed work on their own time.

High Point Regional High School's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socio-economical status.

CCCS Addressed:

Throughout the course of all unit studies, all five Visual Art CCCS are addressed with standards 1.1 through 1.4 being utilized in every unit.

Course Outline:

Unit 1 – Clay

Students will learn to make slip into workable clay, demonstrate basic hand building and drying techniques, and learn to use tools and glaze application techniques for variation. Students will also learn to use specific terms and vocabulary associated with clay, and demonstrate the critiquing process of his/her own and others' work.

Unit 2 – Polymer Clay

Students will understand and demonstrate kneading polymer clay to a workable material using their hands and specific tools associated with polymer clay, and create patterned beads, slabs and millefiore canes based on the Venetian glass-blowing techniques.

Unit 3 – 3 Rotation Projects:

Hand-built Clay

Students will combine methods learned previously in Unit 1 to create finished projects, and learn and demonstrate the knowledge of how to "pull" a handle.

Potter's Wheel

Students will wedge clay in preparation for throwing on the potter's wheel, practice forming methods according to a set format for beginners, create several pieces to apply and test his/her abilities and knowledge of clay, and finish works using appropriate tools and methods learned.

Repousse

Students will acquire knowledge of the history of repousse and its likeness to copper tooling, experience sketching and tracing to work up a design, understand the technique of forming flat metal into a 3-D form, its possibilities and limitations and produce a finished piece of tooled cooper, for either functional or display purposes.

Unit 4 – Pottery of Other Cultures

Students will acquire knowledge of pottery traditions of other cultures and their function in the respective societies, experience the construction and decorative techniques similar to a culture's traditional pottery.

Unit 5 – 4 Rotation Projects:

Fibers Exploration

Students will practice and produce several macrame knots, create a fiber sculpture using techniques and experiences learned above and understand specific terms and vocabulary associated with macrame.

Jewelry

Students will demonstrate the proper use of the jeweler's tools, understand the technique of forming flat metal into a 3-D form, experience sketching and tracing methods in order to work up a design and produce articles of jewelry.

Potter's Wheel

Students will combine prior and advanced knowledge and experience of the potter's wheel to create more involved projects.

Hand-built Clay

Students will demonstrate more advanced hand-building methods to solve a more challenging problem, understand the proper way of creating slabs, and utilizing slow-drying techniques and create a piece for a functional purpose.

Other Requirements:

CCCS for Fine Arts:

1. All students will acquire knowledge and skills that increase aesthetic awareness in visual arts.
2. All students will refine perceptual, intellectual, physical and technical skills through creating visual art.
3. All students will utilize arts elements and arts media to produce artistic products.
4. All students will demonstrate knowledge of the process of critique.
5. All students will identify the various historical, social, and cultural influences/traditions which have generated artistic accomplishments throughout the ages and which continue to shape contemporary arts.

Materials and Methods to Be used:

1. Lecture/demonstrations/handouts
2. Computer lab research and activities
3. Power point presentations
4. Slide presentations appropriate to each unit
5. Resources of the Media Center and Art Department

Texts- Low Fire by Leon Nigrosh; Decorating Pottery by F.C. Ball; Creative Clay Jewelry by Leslie Dierks
The New Clay by Nan Roche; The Beginner & the Wheel by C. Tart; Art Forms In Nature by E. Hackle
Fiber Expressions by S. Rainey; Jewelry by C. Evans; Art Forms in Nature by E. Hackle

Video- Daughters of the Anasizi

Web research of Egyptian art: http://www.hpregonal.org/departments/fine_arts/crafts1.htm

Evaluation:

The following are the items included in the evaluations of student achievement with approximate percentage constituted by each in the computation of the grade received by the student.

1.	Teacher Assigned Projects*	70%
2.	Effort and Participation	20%
3.	Time Management	10%

*Grading Policy for Projects:

1.	Project Completion	50%
2.	Presentation	10%
3.	Creativity	20%
4.	Problem Solved	20%

In addition, there will be a midterm exam project and a final exam project to assess student learning. Midterm and final exams have been revised in 2008.

Safety Education:

A lecture, demonstration, discussion and handout will be held in each class at the beginning of the school year. We will also require a contract with both the student and the parent to make them aware of the hazards in each class. Before the use of certain tools or materials, students will again be verbally informed of the hazards and appropriate safety hazard precautions.

Students who roughhouse, destroy supplies or equipment and do not abide by safety rules and procedures will be asked to leave and will receive a minimum punishment of a 5:30 detention.