

# ART 45B: BEGINNING CERAMICS POTTER'S WHEEL

## Foothill College Course Outline of Record

Heading	Value
<b>Units:</b>	4
<b>Hours:</b>	3 lecture, 3 laboratory per week (72 total per quarter)
<b>Advisory:</b>	This course is included in the Ceramic Construction family of activity courses.
<b>Degree &amp; Credit Status:</b>	Degree-Applicable Credit Course
<b>Foothill GE:</b>	Area I: Humanities
<b>Transferable:</b>	CSU/UC
<b>Grade Type:</b>	Letter Grade (Request for Pass/No Pass)
<b>Repeatability:</b>	Not Repeatable

## Student Learning Outcomes

- The student will demonstrate technical competency in glazing assigned works by
- The student will be able to demonstrate technical competency in basic wheel throwing techniques including centering, opening, gathering, collaring, pulling, and shaping methods. Students will also demonstrate proper construction and joining techniques when applying handles, knobs, and sculptural additions to their wheel thrown projects.
- A successful student will be able to demonstrate increased visual awareness by presenting and discussing three-dimensional ceramic objects created in class. Students will use proper terminology and discuss details such as form, line quality, function, craftsmanship, and glaze application.

## Description

An introduction to throwing on the potter's wheel, and its historical and contemporary significance. This course will introduce the process of wedging clay, centering a pot, pulling a wall, shaping processes, and trimming techniques to complete well balanced forms on the potter's wheel. In addition to gaining expertise in wheel-throwing, students will examine, discuss, critique and write about the techniques, tools, ceramic terminology and processes of historical and contemporary thrown clay vessels. Students will use ceramic vocabulary in verbal and written class critiques.

## Course Objectives

The student will be able to:

- Demonstrate technical competency and understand the process in wheel throwing and trimming on the potter's wheel and clay materials
- Demonstrate competency and understand the process of glazing and various surface treatments
- Use a variety of pottery ceramic tools and equipment skillfully
- Skillfully demonstrate all of the steps and the process of pottery
- Integrate diverse cultural, historical, and contemporary styles and iconography effectively when applying carving, slip, and glaze decoration and patterns

- Integrate diverse cultural, historical and contemporary clay forms as ideas for ceramic projects
- Discuss and be exposed to contemporary guest ceramic artist from various diverse cultural backgrounds
- Communicate, discuss, identify, critically think about and write about the personal and cultural differences in a class critique
- Discuss and write about the tools, processes and content of "great works" from diverse cultures, historical, and contemporary ceramic pottery
- Write a one to two page paper about a ceramic pottery ceramic vessel from a gallery art or museum

## Course Content

- Demonstrate technical competency and understand the process of throwing on the potter's wheel, and trimming a foot
  - Wedging clay
  - Centering clay on the potter's wheel
  - Throwing basic forms
    - A cylinder
    - A vase
    - A bowl
  - Trimming a foot of a pot
  - Making knobs and handles
- Demonstrate competency and understand the process of glazing and various surface treatments
  - Pouring, spraying, dipping, brushing
  - Wax and latex resist
  - High and low firing
  - Raku and pit firing
  - Under-glazes and slip painting
  - Stain/oxide application
- Use a variety of pottery tools and equipment skillfully
  - The different kinds of clay
    - Stoneware clay
    - Porcelain clay
    - Raku and sculpture clays
  - Clay pottery tools
    - Loop and ribbon tools
    - Wooden angle tools
    - Metal, rubber, and wooden ribs
    - Rubber-tipped shaping tools
    - Needle tools
    - Wire tools
    - Sponges
  - Trimming equipment
    - Giffin grip
    - Chuck
    - Trimming loop tools
  - Spray booth
- Understand the limitations and challenge of the clay drying process
  - Wet clay
  - Leather hard
  - Bone dry or greenware
  - Bisque-fired
  - Glazed-fired
- Integrate diverse cultural, historical, and contemporary styles and iconography effectively when applying carving, slip, and glaze decoration and patterns
  - Greek or Roman decorative patterns
  - Asian or Eastern decorative patterns
  - African decorative patterns

4. Mesoamerican decorative patterns
5. Egyptian decorative patterns
6. Native American decorative patterns
7. American decorative patterns
8. European decorative patterns
9. Contemporary and abstract decorative patterns
10. Contemporary decorative patterns from our culture
- F. Integrate diverse cultural and historical clay forms as ideas for ceramic projects
  1. Greek or Roman vessel forms
  2. Asian or Eastern vessel forms
  3. Mesoamerican vessel forms
  4. Contemporary vessel forms from our culture
  5. Egyptian decorative patterns
  6. Native American decorative patterns
  7. American decorative patterns
  8. European decorative patterns
  - G. Discuss and be exposed to contemporary guest ceramic artist from various diverse cultural backgrounds
    1. Artist that use a variety of different slab construction
    2. Artist that use a variety of different coil construction
    3. Artist that use a variety of different surface treatments, slip painting and glaze applications
    4. Artist from diverse cultural and ethnic backgrounds
    5. Artist that make ceramics that is abstract or uses new trends in ceramics arts
  - H. Communicate, discuss, identify and write about the personal and cultural differences in a class critique
    1. Using ceramic terminology in the class critique
      - a. Leather hard
      - b. Bone-dry
      - c. Bisqueware
      - d. Stoneware
      - e. Glaze
      - f. Slip
      - g. High-fire
      - h. Kiln
      - i. Molds
    2. Discussing the cultural and personal difference of work present in a critique
    3. Critically discussing construction issues during the process of creating the ceramic piece
      - I. Discussing and writing about the tools, processes and content of "great works" from diverse cultures, historical, and contemporary pottery
        1. Lectures and discussions related to historical styles and techniques of classical ceramic vessels
        2. Lectures and discussions related to contemporary styles, trends and techniques in pottery and vessel
        3. Lecture and discussion showing a brief overview of the history to the present of great works of ceramics from various cultures
        4. Lecture and discussion about the human relevance of pottery to our early cultures. Slide lectures will look at early archeological artifacts
        5. Lecture and discussion about functional and non-functional pottery
      - J. Writing a one page paper about a ceramic sculpture or hand-build ceramic vessel from a gallery art or museum
        1. Writing and discussing the ceramic tools, stylized textured line applications, cultural decorations or applied patterns, surface treatment, glaze or slip treatment, ceramic form or shape, the cultural symbolism or content and the subject matter in the ceramic piece
        2. Writing and discussing the personal point of view from examining the ceramic piece
        3. Writing the "first impression" the student gets from viewing the piece

4. Writing about the content of the ceramic piece
  - a. Understanding the expressive meaning in a ceramic vessel
  - b. The hidden metaphors, symbols and meaning in a ceramic vessel
  - c. The artist intention in ceramic vessel
  - d. The cultural meaning or symbolism in a ceramic vessel

## Lab Content

- A. Ceramic projects that focus on centering a pot skillfully
- B. Ceramic projects that focus on making a cylinder on the potter's wheel
- C. Ceramic projects that focus on making a vase on the potter's wheel
- D. Ceramic projects that deal with learning various ways to attach clay
- E. Ceramic projects that deal with creating a personal approach to a project
- F. Ceramic projects focused on varied ways to use diverse cultural symbols, iconography and pattern
- G. Ceramic projects focused on varied ways to create visual or actual texture
- H. Ceramic projects that focus on using a variety of ways to apply slip and glaze with a brush, dipping and spraying
- I. Ceramic projects that focus on the forms and volumes influenced by looking at forms from different cultures
- J. Sketchbook notations, generating ideas and problem solving sketches, thumbnail sketches for ceramic shapes and vessel from diverse cultures, historical time periods, and contemporary ceramics
- K. Research historic and contemporary ceramic forms through in-class video and text library

## Special Facilities and/or Equipment

- A. Clay, potters wheel, ceramic extruder, slab roller, kilns, glaze materials, sculpting tools, banding wheels, spray booth.
- B. When taught via Foothill Global Access: ongoing access to computer with email software and capabilities; email address; JavaScript-enabled internet browsing software.

## Method(s) of Evaluation

- A. The instructor's direct evaluation of each completed project in relation to the stated goals of the assignment.
- B. Evaluation will be by critique of works in progress and finished pieces using criteria of design and technique presented in class. All assigned projects will be graded by the instructor.
- C. Craftsmanship, attention to detail, and problem solving ability.
- D. On-time completion of the projects.
- E. Participation in class activities, discussions and demonstrations.

## Method(s) of Instruction

- A. Lecture
- B. Discussion
- C. Laboratory
- D. Demonstration

## Representative Text(s) and Other Materials

Carter, Ben. [Mastering the Potter's Wheel: Techniques, Tips, and Tricks for Potters](#). 2016.

## **Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments**

A. Weekly reading assignments from the selected contemporary ceramic magazines

B. Weekly reading assignments from the ceramic historical and contemporary textbook

C. Writing a paper about a ceramic sculpture or hand-build ceramic vessel from an art gallery or museum

1. Writing and discussing the ceramic tools, stylized textured line applications, cultural decorations or applied patterns, surface treatment, glaze or slip treatment, ceramic form or shape, the cultural symbolism or content and the subject matter in the ceramic piece

2. Writing and discussing the personal point of view from examining the ceramic piece

3. Writing the "first impression" the student gets from viewing the piece

4. Writing about the content of the ceramic piece

a. Understanding the expressive meaning in a ceramic vessel

b. The hidden metaphors, symbols and meaning in a ceramic vessel

c. The artist intention in ceramic vessel

d. The cultural meaning or symbolism in a ceramic vessel

## **Discipline(s)**

Art