

Ceramics

Images by artist
Luba Lukova:
Social Justice 2008



Sammamish H.S.

Instructor: Lisa Crubaugh

\$30 supply lab fee /paid to accountant. Submit receipt to teacher & then file in written work.
(Please let me know if this cost is a problem, as there are funds to support these costs)

Students in this class will:

- Learn clay building techniques and the use of ceramic tools.
- Research and be inspired by historical, cultural, and contemporary examples of ceramic art.
- Describe/Compare/Contrast art using art vocabulary.
- Effectively use critique skills to evaluate art based on the elements and principles of design.
- Plan cooperative works of art to enhance Sammamish High School

Student grades will be based on:

1/3 grade / Written Portfolio: Worksheets, research, group work, and self-assessments.

2/3 grade / Student Artist: All art assignments include clear rubrics for expectations. The “weight” of assignments will increase as student skills increase during the semester. (last assignments will count more than first assignments.)

Parents/Guardians are welcome guests anytime. Please sign in at the office.

- Yes, images of my student’s work may be used for a web Gallery of student art.
- Yes, student’s full name may be used in publications of their art work.
- My student has no health/physical issues that would limit art making (if your student has anything that I should be aware of, such as asthma, please let me know in the notes below. Please e-mail me more details, if necessary.)

Student Signature _____ date _____

Parent/Guardian Signature _____ date _____

e-mail address (optional): _____

Dear Parent/Guardian,

This is my 3rd year teaching art at SHS. For 14 years I was the Art Curriculum Developer and Technology Coach for the District, working with all the art teachers K-12. In that job I also had opportunities to teach in many schools K-12 in the district, so your child may recognize me from their elementary art experience! I am delighted to be part of the Sammamish community.

One thing we will be doing in ALL art classes is planning for collaborative art pieces for our new building. So it is very exciting to get involved with students planning for the possibilities of student art.

At the high school level, the content of art includes art history/contemporary art and may depict nudity or violence relative to the time period and culture studied. In order to be responsive to your student, please let me know if you have any concerns about art resources that may be displayed and discussed.

I welcome parent visitors to share their own art skills, art careers, or examples of art with the class: artwork you have made, artwork that has a special significance to your family, artwork that you have purchased either locally or from somewhere around the world. Please let me know if you would like to share anything with the class.

Ensuring the health and safety of your student is my top priority, so teaching safety is part of my curriculum. We will use a variety of materials and equipment in this art class and some can be hazardous if used improperly. **Please let me know if there are any health issues, physical limitations, or allergies that I should be aware of for your student.** The most reliable way to reach me is through e-mail, but you can also leave a message on my phone.

I have asked permission to post pictures of student art work on the district website with student names. I will never display anything a student objects to. Your student will see great examples of art work created by other students thanks to the Bellevue School District Student Art Gallery. The gallery is a collaborative effort of all the art teachers and is accessible from the district website on the high school curriculum page. There has been a problem getting artwork posted the past year, but there is a new person working on it this year, so we hope to have more galleries up soon.

I am looking forward to a great Spring at Sammamish High School!

Art Inspires,



☎ 425.456.7628 | 📠 425.456.7630 | ✉ crubaughl@bsd405.org

Man will begin to recover the moment he takes art as seriously as physics, chemistry or money. ~Ernst Levy

Name: _____

Period: _____

Personal Culture Resource Inventory / *Visual Art*

What defines your individual culture? What helps define SHS's culture?

	<p>For inspiration to start designs or projects in art class.</p> <p>Add to this list anytime during the semester with:</p> <ul style="list-style-type: none"> • Images from books, magazines, or the Internet, • Sketches from visits to museums or galleries, • Notes from “inspirational moments” 	
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Country(s) of my ancestors:	Astrological Sign:	I was born in the year of the:

Language(s) Spoken	Three favorite foods:		
	1)	2)	3)

Words that have special meaning for me (or a phrase):	I like art from (Period/Style/Country)

Favorite Internet Activity:	Favorite Movie or TV show:

Art your family has at home:	Hobbies/Sports/Other Interests

A “cause” I feel deeply about:

Write a question here to help tell anything you feel is important about yourself:
(Question)

(Answer)

Previous art experience in high school?

Did you take Visual Art I in middle school? Where?

Other art at middle school?

Technology Skills:

Do you know how to use pick up and drop box?

Cell phone with: Internet? Camera? Video?

-PowerPoint? (Huh?/Competent/Teacher)

-PhotoShop

-Corel

-Illustrator

-Other?

Have you been to the Seattle Art Museum?

Downtown? Volunteer Park?

Have you been to the Bellevue Arts Museum?

Have you been to other museums (in other cities or countries)

Where else have you seen (visual art) that you like?

Do you know an artist (including family members) or someone with an art career that might be willing to visit our classroom?

What would you like to create in this class?

Something in common with the entire class:
(attending Sammamish H.S. doesn't count)

Something in common with half the class:
(male or female doesn't count)

What can the teacher do to help you be successful?

Something unique about me:



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Sculpture Planning Worksheet

Please choose something you would like to have a sculpture of. NO COPYRIGHTED COPIES! (cartoons or gaming characters) Animals are suggested. . .or something else that interests you.



Narrow choices to **ONE SUBJECT**. Paste 4 photos into this document that will inform your sculpture:

Use the Websites on the “Art Image Websites” resource in the pick up box

SAVE AS “Period_Table Letter_Your last name_Animal” to your documents and drag/drop a copy in “1 7 Crubaugh Ceramics Drop Box”



These are examples.
Delete the pictures on this page
Replace with images you find on the Internet



Realistic Resource
Indicate Website / Required!

Resource from Ceramic Resources
Indicate Website / Required



Resource from Art Website
Indicate website / Required!

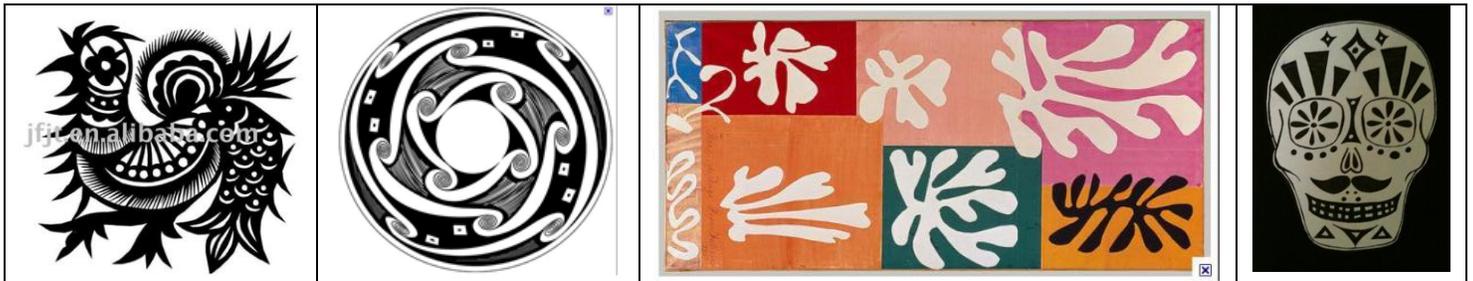


Another resource from *any* website
Indicate website / Required!

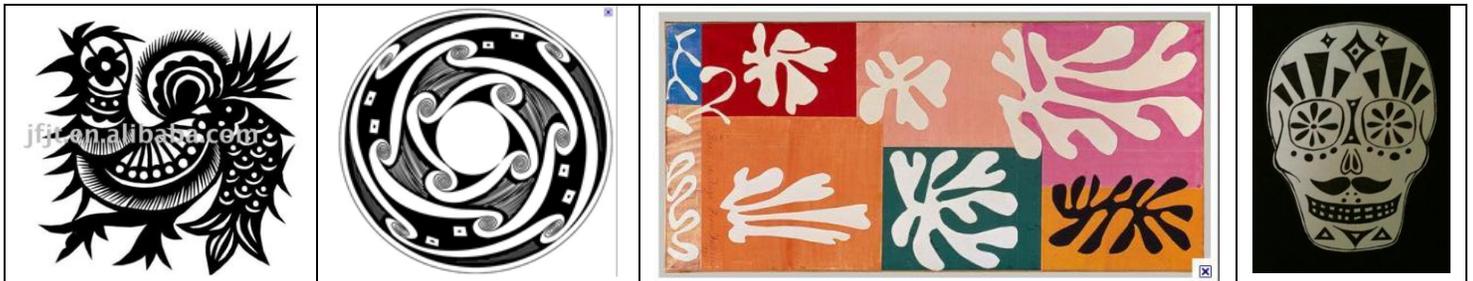
What personal meaning does this subject (animal) have for you?

When finished, SAVE AS to your documents (Name: Period#_Table Letter_Last Name_Animal), then drag a copy from your documents into the CRUBAUGH_Ceramics DROP BOX in Drop Box folder on the Desktop.

**This worksheet can be used for ANY assignment, including advanced students.
The attributes of several works can be combined for a new unique work of art.
It encourages students to find resources for ALL assignments including FINAL**



In a word document, collect 3 images to inspire a **Positive/Negative** design for your sushi plate. Remember, you will need to cut out the design in newsprint (using scissors or an exacto knife). Size your favorite image to fit the square (6"x6") rectangular (8"x4") or other shape of your slab plate. Print the image BEFORE you leave the library AND drop a copy in Ms. Crubaugh's Drop Box. Think of how to incorporate both the "masking technique" and the "sgraffito technique" as part of your design. The image will need to be transferred to newsprint to work effectively as a slip mask on the leather hard clay. Use the window to trace image or the light boxes in the Art & Design room to transfer the image to newsprint.



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Group Critique Worksheet: One Sheet for each piece of student work

YOU must comment on **at least 3 pieces** of art work not at your table.

YOU must do at least 5 comments total: 3 positive comments & 2 constructive comments.

When done, EVERYONE should have 3 positive & 2 constructive comments on their work.

Direct comments toward: IDEA/CONCEPT or MEDIA SKILL or COMPOSITION/Use of Space
You cannot repeat or reword a comment already made. LOOK CAREFULLY, THINK, REFLECT, REACT

Positive Comments	Person making comment
1)	
2)	
3)	
Constructive Comments	
1)	
2)	

Vocabulary: (use a term and then be specific about why that term applies to the work)

Elements: Color Line Shape Texture Form/Mass Value Space

Thinking:

Quality Verve Effective Intensity Successful Risk Taking Subtle Confident Imagination Complex Sensitive Technique Engagement Informed Purposeful Inventive Decision Making Vision Evocative Serious Range Flexible Ambitious

Principles: Composition Unity Rhythm Movement Balance Emphasis Focal Point Harmony Variety Repetition Proportion

Artist's Name: _____

Title of Work: _____