

CBE

Competency-Based Education

COURSE OUTLINE

COURSE NO.: 20-02-75

REVISED: July/1996

TITLE: CERAMICS

DEPARTMENT: Adult Academic Instruction (Art)

CREDITS: 5

HOURS: 60

APPORTIONMENT NO.: 02.024.112

COURSE DESCRIPTION:

This competency-based course contains ceramic techniques for the design, construction, and decoration of clay forms. Included are: building, throwing, casting, modeling, decorating clays, mixing and applying glazes, loading and drawing the kiln. Emphasis is on the functional use and quality of design.

PREREQUISITES:

None

Not recommended for concurrently enrolled students.

After a student has completed this course, he/she may not be allowed to re-enroll in the course.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Adult and Career Education
Instructional and Counseling Services Unit
Adult Curriculum Office
www.lausd.k12.ca.us/lausd/offices/dace

A MESSAGE to COMPETENCY-BASED COURSE OUTLINE USERS

This competency-based course outline is for use by students, teachers, counselors and school administrators, advisory committees, and all others having interest in the course.

Before enrolling, students can read the course competencies listed to help them decide whether or not the course will meet their needs. After enrolling, a copy of the competencies can help a student track his/her progress through the course.

Teachers can use competency-based areas and statements to gain an overview of the course. The competencies can be used to develop lesson plans and teaching strategies. The Instructional Materials and Other Resources page provides teachers with instructional support in the form of textbook titles, media and technology options, as well as the names of advisory personnel. Many course outlines provide sample lesson plans written by experienced teachers of the course.

Counselors can use the course outline to explain course purpose, goals and content to students. Sharing competency lists with students will make them aware of the minimal skills and knowledge they need to demonstrate after taking the course. This process can identify potential candidates for a course.

Principals can scan the competency-areas and statements to decide if the content of a course should be offered at their school in order to meet the needs of the community which it serves.

Competencies can be used to generate relevant questions and items for tests. The writing of individualized instructional contracts also needs to reflect the competency-based course outline components.

Clearly defined competency-based areas, statements, and minimal competencies are the points upon which curriculum, instruction, and assessment focus.

THE DEVELOPMENT of a COMPETENCY-BASED COURSE OUTLINE

Every approved CBE course outline is written by Los Angeles Unified School teachers who teach the course. All teacher/writers have been inserviced and certified by the Adult Curriculum Office to learn about competency-based education and the outline format.

New courses and course revisions are initiated by school and/or central office subject area departments. The schools and the subject area departments share the responsibility for approving the subject content, hours, credits, etc. Teacher/writers submit their first draft to the appropriate central office subject area supervisor, specialist, consultant or adviser.

Course outline draft copies are next submitted to the curriculum office. There all information required by the District and the State is verified. The outlines are edited and entered into the course outline computer data base. One formatted copy of an outline, with every page stamped "Draft Copy Only", is either approved by the curriculum office or returned for clarification or improvement.

Once signed off by the curriculum office an outline is routed back to the department that submitted it. When approved there, it is routed to the office of the Director of Instructional Services and finally to the Division's Assistant Superintendent for approval. The curriculum office then requests the required approvals by the LAUSD Board of Education.

The curriculum office sends master file copies of every approved CBE outline to principals of all Community Adult Schools and Employment Preparation Centers. These masters are used to produce copies for counselors and teachers. Students, community members, and other interested parties may also request copies. The curriculum office maintains a limited inventory of all outlines for additional distribution.

Changing needs are reflected in the constant development and revision of course outlines. It is an ongoing process designed to support the various demands of students, teachers, and the communities we serve.

TOM CALDERON
Adult Curriculum Office
Instructional and Counseling Services

CBE
COMPETENCY-BASED EDUCATION

Course Outline Competency-Based Component Definitions

Course descriptions state the major emphasis and content of the course.

Competency areas are units of instruction based on related competencies.

Competency statements are competency area goals that together define the framework and purpose of the course.

Competencies fall on a continuum between goals and performance objectives and denote outcome of instruction.

Competency-Based Philosophy Overview

Competency-based instruction tells a student before instruction what skills, or knowledge he/she will demonstrate after instruction.

A competency is stated as a minimum. This is the least a student has to demonstrate or know to be judged as competent. Stating competencies as minimums does not mean minimum instruction. Activities and opportunities should be provided for students to achieve maximum potential.

Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

CBE instruction provides immediate and continual repetition and remediation. A student repeats tasks until achieving competence.

In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies.

Curriculum, instruction and assessment in CBE are: explicit, known, agreed upon, integrated, performance-oriented, and adaptive.

ACKNOWLEDGMENTS

Appreciation is expressed to SHARON SPENCER for the development of the course outline.

Special thanks to FRED ALVARADO for his revision.

Thanks also to PORTIA LEE and CARLYNN HUDDLESTON for editing and preparing this outline as competency based.

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Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Ceramics Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES
<p>A. INTRODUCTION TO CERAMICS</p> <p>Know history and characteristics of pottery.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Discuss brief history of pottery. 2. Know chemical and physical properties of clay. 3. Identify types of clay and clay bodies. 4. Differentiate among clays from the United States, Mexico, and Japan.
<p>B. TOOLS AND EQUIPMENT</p> <p>Know how to use and care for the tools and equipment used in the construction of ceramic articles.</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> 5. List materials and tools. 6. Identify kilns and six types of firing.
<p>C. CLAY PREPARATION</p> <p>Know clay preparation methods.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 7. Demonstrate mixing clay. 8. Describe wedging. 9. Describe proper storing of clay.
<p>D. CERAMIC HANDBUILDING</p> <p>Know different ceramic construction methods.</p> <p>(16 hours)</p>	<ol style="list-style-type: none"> 10. Demonstrate how to slab. 11. Demonstrate how to pinch. 12. Demonstrate how to coil. 13. Demonstrate how to drape. 14. Describe slip. 15. Describe greenware. 16. Describe bisque. 17. Describe footing. 18. Describe glaze. 19. Describe Raku. 20. Describe firing. 21. Select and/or develop a handbuilding project. 22. Demonstrate correct preparation of clay. 23. Demonstrate proper handbuilding techniques.

<p>E. WHEEL THROWING</p> <p>Develop skills and dexterity in wheel usage.</p> <p>(8 hours)</p>	<p>28. Describe types of wheels.</p> <p>29. Demonstrate centering on a wheel.</p> <p>30. Demonstrate forming a cone.</p> <p>31. Demonstrate opening.</p> <p>32. Demonstrate raising the walls.</p> <p>33. Demonstrate shaping.</p> <p>34. Demonstrate trimming.</p>
<p>F. SLIP CASTING TECHNOLOGY</p> <p>Know slip casting techniques.</p> <p>(4 hours)</p>	<p>35. Describe types of molds.</p> <p>36. Describe casting slips.</p> <p>37. Demonstrate preparation of mold.</p> <p>38. Demonstrate proper slip casting techniques.</p> <p>39. Demonstrate mold popping.</p> <p>40. Demonstrate proper removal of greenware from mold.</p>
<p>G. KILN TECHNOLOGY</p> <p>Know kiln technology.</p> <p>(4 hours)</p>	<p>41. Describe types of kilns.</p> <p>42. Discuss firing ranges.</p> <p>43. Describe the use of cones.</p> <p>44. Describe stacking for bisque firing.</p> <p>45. Describe bisque firing.</p> <p>46. Discuss kiln furniture.</p>
<p>H. FINISHING TECHNIQUES</p> <p>Demonstrate proper finishing techniques.</p> <p>(6 hours)</p>	<p>47. Demonstrate pre-glaze decorating techniques, such as: sprigging, stamping, stenciling, sgraffito, and slip trailing.</p> <p>48. Describe using slip as a decorative element.</p>
<p>I. GLAZING TECHNOLOGY</p> <p>Know glazing technology.</p> <p>(8 hours)</p>	<p>49. Discuss glaze function and composition.</p> <p>50. Describe application of commercially prepared glaze.</p> <p>51. Discuss glaze formulas</p> <p>52. Demonstrate glaze preparation and application.</p> <p>53. Describe underglazes, overglazes, and E-Z strokes.</p> <p>54. Describe safe glazing techniques.</p> <p>55. Analyze glaze defects.</p> <p>56. Discuss metallic gold and silver.</p>
<p>J. ACRYLIC, DRYBRUSH, AND ANTIQUING</p> <p>Know proper techniques for all three methods.</p> <p>(6 hours)</p>	<p>57. Demonstrate the use of acrylic stains.</p> <p>58. Demonstrate drybrushing techniques</p> <p>59. Demonstrate antiquing techniques.</p>

<p>J. RECONSTRUCTION AND RESTORATION</p> <p>Know techniques of reconstruction of bisque and greenware, and methods of restoration.</p>	<p>60. Demonstrate broken greenware reconstruction. 61. Demonstrate broken bisque reconstruction. 62. Demonstrate broken glazed project reconstruction and refiring. 63. Demonstrate proper technique for restoration of antique pottery, figures, etc.</p>
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(2 hours)

SUGGESTED INSTRUCTIONAL MATERIALS AND OTHER RESOURCES

TEXTBOOKS

Rawson, P. Ceramics. PA: University for Pennsylvania Press, 1983.

Zakin, R. Electric Kiln Ceramics: A Potter's Guide to Clay & Glazes. Radnor, PA: Chilton Book Co., 1981.

Paak, Carl E. The Decorative Touch: How to Decorate, Glaze, & Fire Your Pots. Englewood Cliffs, NJ: Prentice-Hall, 1981.

Cooper, E. The Potter's Book of Glaze Recipes. London, England: (UCLA Art Library #TT 922 C67).

Nigrosh, L. Claywork: Form and Idea in Ceramic Design, 2nd edition. Worcester, MA: Davis Publications, 1980.

Birks, T. The Complete Potter's Companion. Boston, MA: Bulfinch Press Book, Little Brown and Co., 1995.

Hofsted, J. Step-by-Step Ceramics. Racine, WI: Golden Press, 1995.

MULTIMEDIA

Refer to the Catalog of Films, Videocassettes, and Videodiscs for Secondary and Adult Levels, 1991. Los Angeles Unified School District, Publication No.: SC-967-1991.

RESOURCE PERSON

Subject area supervisor

TEACHING STRATEGIES AND EVALUATION

METHODS AND PROCEDURES

- A. Multi-sensory presentations
 - 1. filmstrip
 - 2. cassette presentations
 - 3. video tapes
 - 4. slides
 - 5. guest artists
 - a. class demonstrations
 - b. performances
- B. Field trips
 - 1. museums
 - 2. galleries
 - 3. pottery festivals
 - 4. libraries
- C. Lecture, discussion, and demonstration
- D. Class participation and projects

EVALUATION

- A. Group or individual projects
- B. Critiques of students' work
- C. Teacher evaluation

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or handicap.
