

Art 260 Ceramics I

Fort Hays State University
College of Arts, Humanities and Social Sciences
School of Visual and Performing Arts
Department of Art and Design
Linda Ganstrom

1. COURSE INFORMATION

- 1.1. 3 Credit Hours
- 1.2. Spring 2026
- 1.3. No Course Prerequisites
- 1.4. Art and Design 115
- 1.5. 260A 10:30 am to 12:20 am, Monday, Wednesday, Friday
260B 8:30 am to 10:20 am, Monday, Wednesday, Friday

2. INSTRUCTOR INFORMATION

2.1. Instructor Contact Information

785-342-3584 (cell)

lmganstrom@fhsu.edu

2.2. Contact Procedure and Policy

Please make an appointment 24 hours in advance

Office Hours 8:30 am - 1:30 pm Tuesday and Thursday

2.3. About the Instructor

Linda Ganstrom is a Professor in the Department of Art and Design

Rylie Hazelton, Paige Hyatt are Graduate Teaching Assistants

2.4. Department Secretary Contact Information

Lauren Sargent 785-628-4247

3. TEXTBOOK AND COURSE MATERIALS

3.1. No Required Textbooks.

Hands in Clay by Charlotte Speight and John Toki and other textbooks are available in the studio.

3.2. Handout Booklet and PowerPoints on Blackboard

3.3. Technology Requirement.

All students enrolled at Fort Hays State University are expected to have a computer* for use in a variety of university learning experiences. ****On-campus students are expected to have a laptop to ensure mobility.***

TigerTech helps with accessing and using FHSU hosted systems and University-owned equipment. FHSU does not sell computers and does not provide computer repair for student devices.

- **Hardware:** To meet basic security, networking, and upgrade requirements, your computer should be running Windows 7 (or newer) or Mac OS X (or newer). Ideally, your computer's warranty should be supported by the manufacturer throughout your college career. Chromebooks and iPads are not recommended for use as your primary device due to limited functionality. Ask your instructor or academic department to learn about any specific technology requirements that may apply for each course in which you are enrolled.
- **Software:** Enrolled students at FHSU can take advantage of a variety of options to get FREE and/or discounted software for use on personal devices at www.fhsu.edu/tigertech/software/.
- If you have any technical issues, contact FHSU TigerTech 785-628-3478, notify to the instructor.

3.4 Materials and Tools

Studio fee pays for clay, glaze and firing for assignments

Costs covered are:

Clay \$.75 - \$1.00 a pound for most clays. 150 lbs maximum

Glazes. Glazes range in price from \$20 - \$60 a pint

Sketchbook

Use of studio tools and equipment

Available for use during the semester

Ceramic Tool Kit (new kits range \$12 to \$20)

Sponge, needle tool, wood tools, loop tools, cut off wire, rib, sponge

Bats for throwing, \$30 each

Turntables \$30

1 yard of heavy canvas (new \$6 - \$10)

Paint brushes shared (\$3 - \$5 each)

Shared safety gear - face mask and shields, plastic and/or work gloves, protective coat/apron (\$5 to \$20)

Paddle, textures, old toothbrush, container for slip - old butter tub and lid

Plastic bags, textures, and bins of additional shared tools

5-gallon buckets

If tools and equipment are not returned, the student will be expected to pay for their replacement. Accepting the tools means the student is aware and in agreement.

4. COURSE DESCRIPTION

4.1. FHSU Catalog Description

Exploration of various techniques and methods of ceramics

4.2. Instructor Course Description

Art is for everyone, and everyone is an artist. In this beginning ceramics course, the student will be encouraged to **discover and develop their artistic** nature as an element of **balance and well-being**. Introduced to the nature and potential of clay as an art material for personal **self-care, self-expression, and communication**, we will consider the role of ceramics in daily life as **utilitarian and sculpture**.

Various techniques used in **forming, surfacing, and firing** ceramic objects will be explored at an introductory level. Students will develop an understanding of the **various stages** of the ceramic process. Students will be encouraged to **explore ceramic art history, contemporary ceramics** and **develop their own ideas** utilizing the technical information taught in class to bring their ideas into a three-dimensional reality. Students will design and manage a **final project** centered around ceramic production of their choice.

Project Management and Professional Skills.

Students will learn to **research, develop, design, and build** ceramic projects, develop a calendar, **manage their time, evaluate** their success and the quality of their work.

Students will build **communication skills through written, oral, and artistic** formats.

Students will **collaborate with classmates and community members**. Students will interact with our **communities** of learners and cultural players. Students will employ **technology** geared to developing skills needed by professional artists in communication. Through **focused conversations** student will discover ways to **develop and improve** their artworks.

5. COURSE OBJECTIVES

A. Concept Research and Development. Sketchbook. The student will learn to research and develop ideas for ceramic artworks by viewing professional ceramic art, reading current articles, viewing on-line sources and books dealing with ceramics and by building a personal idea file and sketching ideas to aid in creating unique and personal ceramic art.

B. Information. The student will become familiar with ceramic technology, terminology, design, equipment, and processes by actively working with the entire process of ceramics. Students need to organize their handouts, notes, and sketches. Students will be quizzed over information.

C. Safety. The student will be shown the proper use of ceramic equipment and taught a safe way to interact with materials and equipment used in ceramics.

D. Insight. Students will participate in conversations about their ideas and artwork to develop a deeper understanding of what they are creating and communicating through their work. Conversations will focus on ways to improve the technical and artistic value of the student's artwork and understand its communication.

E. Inspiration. Personal exploration and insight. Ceramic art history and contemporary ceramic art may provide inspiration and will teach students about the field. Examples of student and professional work will add to the student's visual vocabulary and develop the ability to see deeply as an artist sees. Looking to nature for inspiration, defining personal passions as the subject for art, art travel and attending workshops will be encouraged.

F. Writing. Student will utilize discussion and writing to reflect on their experiences, and as a method of communicating their thinking to an audience. Students will learn to write a project plan, entry data for publication, exhibition labeling and marketing writing. Technology will be utilized to document and present their achievements on media.

G. Professional Development. Students will develop skills needed for a lifetime of creative activity and the foundation of career in art. Students will be taught to build community and connect with audiences.

This course is designed to meet students at their level of artistic development. It will expose student to the broad range of possibilities for **self-care and self-expression** in Ceramics to create **purpose, balance and bring joy** to their lives. Art education majors should benefit from learning basic skills and studio techniques needed to **teach** ceramics. Art majors should be able to **transfer their personal style and creativity** to this exciting, versatile 3-D media and use ceramics to make art. The ability to **research, brainstorm, develop an idea, communicate, think critically, and improve** upon a work of art will benefit all students. Students should enjoy exploring their creativity in this rewarding, absorbing material and find a rewarding creative outlet. The ceramic major will receive a broad base of ceramic knowledge on which to build his or her personal style in ceramic art. **Project management and communication skills** will benefit a broad base of students.

6. TEACHING, LEARNING METHODS, & COURSE STRUCTURE

6.1. Delivery Method

Face to face active instruction with challenging hands-on activity supported by Blackboard, the Internet and e-mail offer a variety of experiences. Students are encouraged to use the lab to practice, interact with others on creative projects, build ceramic skills and work on projects. Community interaction opportunities are encouraged. The lab is open for work after classes.

6.2. Instructional Approach

Active learning is highly encouraged. The instructor will teach about ceramic materials and processes, outline projects and give demonstrations, then lead students through hands on projects that develop skills and encourage experimentation. Students will be instructed in project design and write a personal project that expands on the material understanding and processes in the course. **Collaboration** in developing projects, assessing project success and areas for improvement, firing kilns and studio management are integrated into the course. Students will design project plans and **write** about projects as if marketing or applying for a competition. Students will assemble their writing and images into a report and develop an on-line presence. Students and instructor will evaluate the success of projects. **Students are seen as active members of the studio and community.**

6.3. Course Structure

Artsmaking and class interaction dominates studio time, with testing of knowledge and communication through speaking and writing about art supporting the production phase. Time spent outside of class in **study, research, idea development, sketching, taking quizzes and preparation** leads to the most effective use of time in the lab. Students are encouraged to use the lab when classes are not in session. Student may want to create projects that go beyond the introductory level. As more involved projects require more time, students should plan additional time in the lab to complete more advanced project.

Goals. What do you want to learn?

Agency. How do you learn best?

Agency. What can you do to maximize your learning?

Communicate. What can I do to help you learn and grow?

7. COURSE SCHEDULE

Schedule and content might change depending on students' interest and progress.

ART 260 Ceramics I, 2026 SPRING

Introduction to Clay and Forming: Ceramics as Focused Mediation.

- January 21 Ceramics as Self-Care, Self-Expression. Tools. Spaces. **Pinch Forms.**
- January 23 **Clay and Clay Bodies Lecture.** Coil Mediation Forms.
- January 26 *Clay Worksheet due.* Slab Mediation. Stamping. Molds.

Introduction to Clay and Forming: Throwing. Be Present.

- January 28 Throw Meditation Forms/ Bowls.
- January 30 Trim. Decorate and complete Mediation Forms. Dry. **Firing Lecture**

Introduction to Clay and Forming Sculpture: Modeling and Deep Focus.

- February 2 *Firing Worksheet due.* Load bisque. **Fool the Eye Fantasy Lecture.**
- February 4 **Glaze Lecture.** Begin Fool the Eye. Glaze and fire Mediation Forms.
- February 6 *Glaze Worksheet due.* Photograph, write Mediations. Fool the Eye.

Expression: Illustrative Expressive Plates. Tell a Story.

- February 9 Throw plate. Fool the Eye. **Forms, quizzes, sketchbook, report due.**
- February 11 Trim and decorate plates. Fool the Eye. Underglaze Sgraffito.
- February 13 Progress Conversations. Adjust. Load Bisque Plates and Fool the Eye.
- February 16 Bisque Plates, Fool the Eye. **Ceramic Artist Introduction Lecture.**
- February 18 Glaze Plates, majolica, sgraffito. Fire Plates, Fool the Eye.
- February 20 Photograph, write: Plates, Fool the Eye. **Lecture Masks.**

Self-Expression: Modeling: Faces, Heads, Masks. Create Characters.

- February 23 Form Faces, Heads, Masks. **Fool the Eye and Plates due.**
- February 25 Faces, Heads, Masks.
- February 27 Faces, Heads, Masks form. Features.

- March 2 Faces, Heads, Masks form. **Lecture Human/Animal Full Forms.**

- March 4 Adjust, bisque Faces, Heads, Masks. Work on Human/Animal.
- March 6 Modeling Human/Animal. Glaze Faces, Heads, Masks

- March 9 Photograph, write: Masks. Human/Animal hollow, modeling.

- March 11 Detail Human/Animal Hybrids. **Faces, Heads, Masks due.**
- March 13 Midterm Grades. Work on Modeling Human/Animal Hybrids.

Self-Expression Coil and Slab Forms. Go BIG!

March 23 Conversations Human/Animals, Bisque. **Lecture Expressive Hollow**

March 25 Expressive Hollow Form. Soft Slabs or Coil, pinch, scrape.

March 27 Glaze Human/Animal. Glaze Fire. Work on Expressive Hollow Form

March 30 Photograph, write Human/Animal. Surface Expressive Hollow Form

April 1 Bisque Hollow form. **Lecture Slab Sculpture. Human/Animal due.**

April 3 Slab Sculpture. **Final Introduction and Planning.**

April 6 Slab Sculpture. Final Project. Glaze Expressive Narrative Hollow.

April 8 Slab Sculpture. Final Project.

April 10 Slab Sculpture. Final Project. Photo, write, Hollow Form.

Final Project. Make ART!

April 13 Slab Sculpture. Final Project. Report on Ceramic artist progress.

April 15 Bisque Slab Sculpture. Final Project. Expressive **Hollow Form due.**

April 17 Bisque Slab Sculpture. Final Project.

April 20 Glaze and fire Slab Sculpture. Final Project.

April 22 Photo, write, Slab Sculpture. Final Project. Conversations.

April 24 Bisque Final Project. **Last day for Wet Clay.**

April 27 Glaze Final Project. Research Ceramic Artist.

April 29 Photograph, Write Final Project. Research on Ceramic Artist.

May 1 **Final Project and Slab Sculpture due.** Research Artist.

May 4 Ceramic Artist Presentations.

May 6 **Turn in Cumulative Report.** Clean and return tools.

May 8 Clean Studio. Visiting Artist

Final

May 13 Final Conversation. All work presented. Clean. Pack.
Collect Sketchbook and Notebook.

8. ASSESSMENT METHODS AND GRADING SCALE

Assessment Methods. Planning, Reflection, Writing	Unit Points	Percentage
Intro/Mediative Forms: Pinch, Coil, Slab, Thrown	10	10%
Modeling: Fool the Eye	10	10%
Illustrated Plates: Thrown (Majolica, Sgraffito)	10	10%
Modeling Heads, Faces, Masks (Raku option)	10	10%
Human/Animal Modeling	10	10%
Expressive Hollow Form	10	10%
Slab Sculpture	10	10%
Final Personal Project	10	10%
Presentation Ceramic Artist	10	10%
Final Report, Attendance	10	10%
<i>Total Points</i>	100	100%

Grading Scale

8 - 10 = A

7 = B

6 = C

0 - 5 = U

Evaluation Criteria

1 Sketchbook

4 Forming/Craft

4 Glazing/Surface

1 Timely Report

Course Grading Scale

80 – 100 = A

70 – 79 = B

60 – 70 = C

0 – 59 = U

Cleanup. Each person is responsible for cleaning up all areas they used, including their workspace, floor, sinks, glaze room, and kiln room to learn to develop good studio citizen habits. If you use something, please return it to its spot. Any artwork or other items such as tools remaining in the lab after class will become the property of FHSU and will be disposed of after the final class meeting.

9. STUDENT HELP RESOURCES

Students have access to academic services, technical support, and student services at Fort Hays State University. You can find the resources online at

<http://www.fhsu.edu/ctelt/services/Student-Help-Resources/>

10. COURSE POLICIES

10.1. Class Attendance

Class attendance is **required and vital for success**. If a student must be absent, please inform the instructor and if excused make an appointment during office hours to make up the time and activity missed. School related absences should be discussed in advance. Appointments should not be made during class-time. Illness should be documented with Student Affairs or a doctor's note. Three absences may result in one grade lowered. Attendance will be taken in the first 5 minutes of class. Three tardies may be counted as one absence. If counted absent at the beginning of class, it is the student's responsibility to inform the instructor of their attendance at the end of the class.

10.2. Class Participation

Do your work to the best of your ability. You get out of your education what you invest in it. No amount of talent can replace hard work. It takes time to make art. Attend class. Prepare for projects by doing personal research and sketching. Prioritize your goals and time. Come in and work in the lab when necessary to create excellent high-quality art. Be persistent.

10.3. Assignment Due Dates are outlined on the calendar.

Points are assigned on Blackboard with due dates. Grades are recorded at midterm and the end of the semester.

10.4. Procedures for Assignment Submission.

Actual artwork is submitted for conversations/critique/discussion at the leather-hard, bisque, and glazed stages. Completed ceramic art and a report is submitted for self and teacher consideration and evaluation in the assignment of points at the end of each project. 1 point is deducted if not on time. **Photographs** document the completed or glazed ceramic art and are used in the assessment, communication and reporting phases.

Print reports are due at grading sessions and electronic complied reports are due near the end of the semester to judge growth and progress.

10.5. Test and Make-ups

Artwork is subjected to the test of firing. Quizzes are ungraded and intended to measure knowledge and understanding needed to function in the studio. All quizzes are individual, not collaborative.

11. UNIVERSITY POLICIES

11.1. Academic Honesty Policy

Membership in the FHSU learning community imposes upon the student a variety of commitments, obligations, and responsibilities. It is the policy of FHSU to impose sanctions on students who misrepresent their academic work. These sanctions will be selected by appropriate classroom instructors or other designated persons consistent with the seriousness of the violation and related considerations. Students participating in any violation of this policy must accept the consequences of their actions. Classroom instructors and/or university review/appeals committees and administrators will assess the sanctions for violation of this policy. The seriousness of the violation will dictate the severity of the sanction imposed. More information can be found at http://www.fhsu.edu/academic/provost/handbook/ch_2_academic_honesty/

Instructor's Art Academic Honesty Policy.

In an art class, academic honesty means your art should not be copied from another artist. If you have subject matter interests, then research and develop those interests, they will lead to unique solutions and content. If you continue to develop a large set of skills, try to find your special way of combining those skills to develop your way with clay. If you use other's clay or glaze recipes, work to create new and unexpected combinations that will help your art become more personal and original. The process of research and development of subject matter, materials and processes research and working within a series is designed to assist you in developing your unique art.

11.2. Statement of Accessibility and Services for Students with Disabilities

<http://www.fhsu.edu/disability/get-access/>

11.3 Title IX

<https://www.fhsu.edu/president/Compliance-Office/Title-IX-Policy/>

11. UNIVERSITY POLICIES

11.4. Use of Computing Resources

http://www.fhsu.edu/academic/provost/handbook/ch_1_computing_resources/

11.5 Withdrawal Policy

(<http://www.fhsu.edu/registrar/academic-policies-and-information/>)