

Art 460 Problems: Ceramics III
Fort Hays State University
College of Arts, Humanities and Social Sciences
Department of Art and Design
Linda Ganstrom

1. COURSE INFORMATION

- 1.1. 3 Credit Hours
- 1.2. Fall 2021
- 1.3. Art 460, Art 665
- 1.4. Art and Design 115
- 1.5. 1:30 am to 3:20 pm Monday, Wednesday, Friday

2. INSTRUCTOR INFORMATION

- 2.1. Instructor Contact Information
785-628-4273 or 785-342-3584 (cell)
imganstrom@fhsu.edu
- 2.2. Contact Procedure and Policy
Please make an appointment 24 hours in advance
- 2.3. About the Instructor
Linda Ganstrom is a Professor in the Department of Art and Design.
- 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 is recommended.
- 3.2. Supplementary Handout Booklet and PowerPoints on Blackboard
ArtStor
- 3.3. Technology Requirement.
Devices that allow access to Blackboard and the Internet are necessary. A digital camera is needed to document artwork. Personal headsets for listening to music and programs recommended. Equipment can be borrowed from the Library.

3.4 Materials and Tools

Materials

\$120 Studio fee pays for clay and glaze for assignments, firing, tools, and equipment use.

Basic Ceramic Tool Kit (new \$12 to \$20)

Sponge, needle tool, wood tool, loop tool, cut off wire, rib, knife

1 yard of heavy canvas (new \$3 - \$6)

Sketchbook (\$3 - \$20)

Paint brushes (\$3 - \$5, limited supply provided)

Safety gear - goggles, face mask, plastic and /or work gloves, work shirt (\$5 to \$20, limited supply provided)

Padlock (\$2 - \$10)

Turntables (\$12 - \$25, but can be checked out)

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

Plastic bags, newspaper, textures, throwing bowls, 5 gallon bucket

If loaned tools and equipment are not returned, the student will be charged for their replacement value. Accepting the loan means the student is aware and in agreement with this policy.

Students may want to buy additional clay or glazes, tools or equipment.

4. COURSE DESCRIPTION

4.1. FHSU Catalogue Description

Research and experimentation in Ceramics as a major or minor concentration.

4.2. Instructor Course Description

The most advanced of the ceramic courses, this course is designed to be taken as many times as necessary to develop a body of work involving ceramics and the professional skills needed by a creative entrepreneur. This course focuses on artistic production, research, communication, audience engagement and communication.

At the heart of an artistic career is art production. The student should be expanding and developing his or her personal voice in clay by setting up, researching, and solving problems in concept, form, surface, iconography, glaze, firing and self-expression. Experimentation, research, and extensive ceramic production are vital to artistic growth. Students are required to develop a body of work worthy of exhibition that reflects personal style and content. Students should be increasingly aware of the historical and contemporary ceramic scene and how it relates to their creative practice. The course is tailored to meet the needs of individual advanced students. Community and participation are emphasized.

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 learn to ask questions, seek help, offer help, and manage areas of the studio they engage as a community of artists and learners.

Students will **collaborate** with classmates and community members.

Students will interact with **communities** of learners and cultural players.

Students will employ **technology** geared to developing skills needed by professional artists such as knowledge of contemporary art, art history, skill-based demonstrations, and dissemination of their art.

5. COURSE OBJECTIVES

5.1. Course Objectives

A. Concept Research and Development. The student will learn to research and develop ideas for ceramic artworks by viewing professional ceramic art, reading current articles, viewing web sites and books dealing with ceramics and by discussing their personal ideas.

B. Information and Knowledge. The student will become familiar with ceramic technology, terminology, design, equipment and processes by actively working with the entire process of ceramics. Students will organize handouts, notes and sketches. Students will expand their knowledge of ceramic art history, contemporary ceramics while discovering ceramic art they connect with. Students are expected to integrate this knowledge into their art practice.

C. Safety. The student will be shown the proper use of ceramic equipment and taught safe ways of interacting with materials and equipment used in ceramics. The student is expected to use common sense when dealing with heat, dust and electricity. The student is expected to use and clean up materials and equipment in ways that do not harm others.

D. Insight. Students will participate in research, reflection and discussions about their ideas and artwork in order to develop a deeper understanding of what they are creating and communicating through their work. Critiques will focus on evaluating art production, identifying the strengths and motivations of the artist,

imagining ways of improving the technical and artistic value of the student's artwork and discussing future projects.

E. Inspiration. Ceramic art history and contemporary ceramic art provides inspiration and offer options for solving design and aesthetic problems. 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, express oneself and to connect with others through art. Looking to nature for inspiration, defining personal passions as the subject for art, art travel and attending workshops and conferences will be encouraged.

F. Writing. Student will utilize writing about their experiences, research, critiques and reflections as a method of communicating and capturing their thinking. Students will learn to concisely write lessons or project plans, entry data for publication and exhibition labeling. Technology will be utilized.

G. Professional Development. Students will develop skills needed for a career in art and a lifetime of creative activity. Students will be taught to build community and connect with audiences through written, oral and technological communication. Students will be introduced to the business of art and practice business skills in personal and class opportunities.

5.2. Art 260: Ceramics I is a pre-requisite. Art 360: Ceramics II is advised, but not required.

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-expression in ceramics. Students should enjoy exploring their creativity in this rewarding, absorbing material thus finding a rewarding outlet for self-expression and their passion. The ceramic major will receive a broad base of knowledge on which to build his or her personal style in clay and prepare for a career centered around ceramic production. Art education majors should benefit from 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. Project management skills will benefit a broad base of students. The ability to research, brainstorm, develop an idea, communicate, think critically, and improve upon a work of art will benefit all students.

6. TEACHING, LEARNING METHODS, & COURSE STRUCTURE

6.1. Delivery Method

Face to face active instruction with challenging hands-on activity supported by Blackboard, ArtStor, the Internet and e-mail offer a variety of experiences. Students will learn to present their art, lectures, and themselves in a professional format. Students are encouraged to use the lab to practice, build artistic and communication skills and work on individual and group projects while building a creative community.

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 personal projects that expand on the material understanding and processes in the unit. Collaboration in developing projects, assessing project success and areas for improvement, firing kilns and studio management is integrated into the course. Students will communicate about art as if presenting, 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. Community is essential as sharing a laboratory requires each person to be responsible and co-operate while, working, glazing, loading, or cleaning. Communication skills are practiced.

6.3. Course Structure

Art making dominates, with assessment of knowledge and communication through speaking and writing about art supporting the production phase. Work outside of class is required to complete personal series and participate in community events. Workshop attendance and art travel is encouraged.

7. COURSE SCHEDULE

This schedule is tentative and might change during the semester depending on weather and how the course evolves. The content is subject to change depending on students' interest and progress. Students will be notified of the changes through announcements either in the class or at the Blackboard course site

| Module # & Range of Dates for Module | Topics | Assessment | Due Date |
|--------------------------------------|---------------------------------------|--------------------------------------|-------------|
| Unit 1 | PS1 Research and Development | Plan and Idea file | August 30 |
| | Indigenous America Ceramics | PowerPoint Presentation & Art | October 6 |
| | Pit Fired, Raku, Majolica Objects PS1 | Rubric and Critique | October 15 |
| Unit 2 | PS2 R and D | Plan and Idea file | October 18 |
| | African Ceramics Masks, Pots | PowerPoint Presentation & Art Rubric | November 19 |
| | African pots, masks. Line Blends. PS2 | Rubric | Dec. 3 |
| Unit 3 | Community. Professionalism | Plan and Idea file | Sept.10 |
| | Pricing. Selling. Packing. | Community Event | December 4 |
| | M and P. Line Blends | Test samplers rubric | Dec. 8 |
| Communication Community Event | Reflection Report | Rubric | Dec. 8 |

8. ASSESSMENT METHODS AND GRADING SCALE

There are 1000 points for this course. The grade you earn for this course depends on the total number of points you earn throughout the semester. The assessment methods and grading scale are as follows:

| Assessment Methods | Unit Points | Percentage |
|---|-------------|------------|
| Unit 1 Personal Art | 200 | 20 |
| Art History: Indigenous American Presentation & Art. Bottle, Vase, Tile, Bowl. Material and Process: Alternative Firing, Pit, raku, wood | 200 | 20 |
| Unit 2 Personal Art | 200 | 20 |
| Art History: African Presentation & Art. Pots, Masks Material and Process: Line Blend | 200 | 20 |
| Professionalism: Price Sell. Packing | 100 | 10 |
| Communication. Community Event | 100 | 10 |

Grading Scale

- 90 - 100 = A
- 80 - 89 = B
- 70 - 79 = C
- 60 - 69 = D
- 0 - 59 = U

600 points Unit for Personal Series – 3 series per 3 hour class. This is the best work you can make with your current skill set. Photographic images and written critical evaluation of the work is required.

1. **Planning Phase.** Write a goal statement, develop a working calendar of daily goals, and list the rubric for evaluation. Submit and explain project plan for critique and approval before beginning the project.
2. **Research and Development.**
 - Create and share at least **10 sketches and 10 collected images** as research for each series. Include in the written report and social media. Use ArtStor.
 - **Explore and investigate materials and processes** needed to accomplish your artistic goals. If you have a great deal to research before implementation and application, begin that research early in the semester and do the actual art later in the unit/semester.
3. **Implementation Phase.**
 - **Create art** with high quality form and surface, design, and style.

- **Presentation** should engage actual and virtual audiences.
 - Class Critique. Evaluate using the rubric. Refine. Re-Evaluate
4. **Document** the project and post progress on blog and the class Facebook Group. Complete series and document in professional manner. Share on Facebook and in your class paper. Bring a hard copy paper to the midterm and final meetings.

200 points Art History - Indigenous American and African Ceramic Art and You. Study the PowerPoints to learn about Indigenous American and African Ceramics. The textbook, booklet and ArtStor can further your research. Develop a class presentation and artwork connected to your research. Research and relate the specifics of Indigenous American and African ceramics to the broad field of international contemporary ceramics and your personal series art. Post images of your work and write about your connections. Imagine your place in the historical and contemporary art communities.

200 points Technical Research and Experimentation. Expand. Learn something new. Document your ability to form and surface pieces for alternative firings such as a pit, raku or wood firings. Share your line blend research in a class presentation.

100 points Professional Development. Learn more about pricing, selling, and packing your art. Travel, attend workshops, conferences, exhibitions, and critiques. Seek out and engage the outside opinions of experts in informal conversations or juried competitions. Seek out sales opportunities. Develop a teaching opportunity.

100 points Communication and Community. Submit a written self-evaluation and website or blog documenting and promoting your art and creative activities. Build a sense of community by asking questions, offering help or advice, sharing in glaze mixing, kiln loading and unloading and general studio maintenance. Share your exhibition works and research in oral critiques and written reflection. Make extensive use of social media in the private group and on your own site. Use e-mail for communication. Develop, update, and submit an electronic and print resume and portfolio. Attend all class meetings and be prompt and prepared to present and critique.

Cleanup. Students are responsible for cleaning up all areas they used, including their workspace, floor, sinks, clay and glaze rooms, kiln room. If you use something, please return it to its spot. If you break something, please repair, or report it broken. Do not adopt studio objects for personal use. 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. If a student must be absent, it is their responsibility to inform the instructor and if excused make an appointment 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 will 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. Set up a studio and work at home. Be persistent.

This course makes the transition into personally designed and self-motivated art production. While every effort is made to tailor the course to meet students' needs, their goals may vary greatly, so students will be learning to research materials and skills, as well as finding content for their art together. We will do a few class projects in materials and processes, but most group activity will revolve around critical thinking and learning to speak about art.

10.3. Assignment Due Dates are outlined on the calendar.
Grades are recorded at midterm and the end of the semester.

10.4. Procedures for Assignment Submission.

Actual artwork is submitted for discussion and critique at the leather-hard, bisque, and glazed stages. Artwork is due and graded at midterm and final meetings.

A written illustrated midterm and final report includes the project outlines, evaluation rubrics filled out, research and sketchbook pages, images of completed artwork, caption and text for marketing and reflection. This report is used in the assessment, communication, and reporting phases. Reports are due to the instructor for grading before mid-term and finals.

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/

Linda Ganstrom'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 subject matter. 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. Make your own art. If you collaborate, you need to acknowledge the role of your collaborator. Try to assist others with advice or modeling, without doing their work for them.

11.2. Statement of Accessibility and Services for Students with Disabilities

If you have a disability that may have an impact on your ability to carry out assigned course work and if you wish to seek any accommodations for this course, you must contact Services for Students with Disabilities (SSD). SSD is located in the Kelly Center, Picken Hall, Room 111, 785-628-4401. SSD will review your documentation and determine, with you, what academic accommodations are necessary and appropriate for you that can be accommodated in this course. All information and documentation of your disability is confidential and will not be released by SSD without your written permission. Students can find more information at <http://www.fhsu.edu/disability/get-access/> Instructors who need help to create instructional materials for students with special needs can seek help from Learning Technologies (LT), 785-628-4194.

11.3 Title IX

FHSU is committed to fostering a safe and productive learning environment. Title IX makes it clear that violence and harassment based on sex, gender, and gender identity are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. This includes all types of gender and relationship violence, sexual harassment, sexual misconduct, domestic and dating violence, and stalking. If you wish to report an incident or have questions about school policies and procedures regarding Title IX issues, please contact Amy Schaffer, University Compliance Officer and the FHSU Title IX Coordinator, at alschaffer@fhsu.edu or (785) 628-4175. The Compliance Officer can help connect you to campus and outside resources, discuss all of your reporting options, and assist with any concerns you may have.

11. UNIVERSITY POLICIES

11.4. Use of Computing Resources

Fort Hays State University (FHSU) provides computing resources and worldwide network access to its faculty, staff, and students for legitimate administrative, educational, and research efforts. As a member of the FHSU electronic community it is your responsibility to use computing resources ethically and responsibly. Members of the FHSU electronic community are expected to use computing resources ethically, and to exercise reasonable care in utilization of FHSU information systems or their components. More information related to privacy, responsibilities, things forbidden to do and use of email can be found at http://www.fhsu.edu/academic/provost/handbook/ch_1_computing_resources/

11.5 Withdrawal Policy

Students may withdraw full-semester courses through 11:59:59PM CT on the 35th day of the semester (Learning Technologies (LT) will work with the Registrar's Office and Technologies Services (TS) to make the specific date for each semester available at the syllabus site). Students withdrawing during this time period will not receive any notation on their transcript. Students who withdraw after this period and thru 11:59:59PM CT on the 70th day of the semester will receive a notation on the transcript of withdrawal (W). No withdrawals after the 70th (LT will work with the Registrar's Office and TS to make the specific date for each semester available at the syllabus site) day of the semester. Students who withdraw completely will receive a notation on their transcript of the date withdrawn. Students receiving financial aid have additional responsibility and should contact the Office of Student Financial Assistance, 785-628-4408. (<http://www.fhsu.edu/registrar/academic-policies-and-information/>)

Art 460. Fall 2021. 1:30 – 4:20 Monday, Wednesday, Friday

- Aug. 23 Mexican Folk Ceramics. Syllabus. Safety. Space. Clay Orders.
Develop PS1 Personal Project Plan. Make pyrax clay.
 25 Indigenous American Ceramics. Sign up for lecture topics. Bottles.
 27 Trim Bottles, decorate. Sig. Burnish
 30 Share PS1 Plan and Idea Files. Build Saggar. Bisque.
- Sept. 1 Work on Personal Series 1. Fire Saggar. Make Raku Vases.
 3 Work on Personal Series 1. Trim and Incise Vases.
 8 Work on Personal Series 1. Carve Raku Vases.
 10 Work on PS1. Bisque Vases. Plan Community Project.
 13 Raku glaze Vases. **C3 Event. 6-8 pm.**
 15 Raku fire Vases.
 17 Complete PS1.
 18 Fall into Art Day in Colby, Prairie Museum of Art and History
 20 Make tiles and bowls for Majolica
 22 Tiles and bowls for majolica.
 24 Bisque majolica.
 27 Glaze majolica. C3 Marshall Maude "Wood Assignment"
 29 Visiting artists? John Hamilton and Delvin Goode.PS1
- Oct. 1 Work day. Oktoberfest.
 4 African Art lecture. Begin Masks and coil pots
 6 Indigenous Ceramics Presentations. Work on Masks/ Pots.
 8 Bisque masks and pots. Bisque PS1.
 11 Glaze masks/pots, PS1.
 13 Fire PS1, Masks and pots. Work on Midterm reflection paper.
 15 **Midterm Self Evaluation due.** Critique PS1, Pit, raku, majolica fired.
individual Midterm Evaluations scheduled throughout the week.
 18 PS2 proposal. African Ceramics.
 20 Work on Personal Series 2. Wood fire work.
 22 Work on Personal Series 2. Line Blends tiles.
 25 Work on Personal Series 2. Work on African art, Line Blends
 27 Work on Personal Series 2. Work on African art. Wood fire.
 29 Work on Personal Series 2. Work on African art.
- Nov. 1 Work on Personal Series 2. Work on African art. Line Blends
 3 Work on Personal Series 2. Work on African art. Wood fire.
 5 Work on Personal Series 2. Work on African art. Line Blends
 8 Work on Personal Series 2. Work on African art. Wood fire.
 10 Work on Personal Series 2. Work on African art. Wood fire.
 12 Work on Personal Series 2. Work on African art. Wood fire.
 15 Work on Personal Series 2. Work on African art. Wood fire.
 17 Bisque
 19 African Presentations. Last bisque.
 29 Glaze
- Dec. 1 Glaze, fire. Pricing, selling.
 3 **Critique Personal Series 2 and African Inspired. Line Blends**
Take slides.
 Discuss Self-Evaluation, resume, 20 image portfolio (Graduate Application),
 website updated with images and resume.
 6 Turn in Final Self-Evaluation with resume. Clean. Glaze Wood fire.
 8 Final critique. Grade. Paper returned. Glaze wood fired work.
 9 - 11 Marshall Maude Workshop. Load wood fired kiln. Lecture.
 15 **Final 460 . Unload and clean up wood fire kiln.**

Name:
Art 460
2021 Fall
3 Hours Credit

600 Personal Work – A project/series for each credit hour. Design a “problem” and solve it in your most creative way. Written critical evaluation of the work. Discuss its degree of success in concept, craftsmanship in forming and glazing, three-dimensional design, artistic content or function and degree of difficulty.

/200 PS1.

/200 PS2.

Class Assignments

/200 Indigenous American Ceramic Art History

Lecture Topic

Art Project: Pit, raku, majolica firings

/200 African Ceramic Art History

Lecture Topic

Art Project: Masks and pots.

Wood firing

Line Blends

/100 Professional Development: Website, Resume, Exhibitions, etc.

Pricing. Selling. Packing. Pottery Sale. Teaching.

/100 Communication and Community. Attendance at midterm and final critiques.

Written reflection and self-evaluations. Critiques and Discussion in class and on

Facebook. Studio participation and communication. Community Event

Standard grading. 90 -100=A, 80 – 89 =B, 70-79 =C, 60-69 = D, 0 – 60 = U