

Asian Ceramics

China

Japan

Korea

Ceramics

**Professionalism
Exhibitions**

Spring 2024

**Materials and
Processes:
Solid Modeling
Press Molds
Pouring Vessels**

**Communication
and Community**

Art 460 Ceramics III
Art 665: Problems: Ceramics
Fort Hays State University
College of Arts, Humanities and Social Sciences
School of Visual and Performing Art
Linda Ganstrom

1. COURSE INFORMATION

- 1.1. 1 – 3 - 6 Credit Hours according to sections
- 1.2. Spring 2024
- 1.3. Art 460, 665
- 1.4. 115 Schmidt Family Foundation Center for Art and Design or Zoom
- 1.5. 1:30 am to 3:20 pm Monday, Wednesday, Friday (460) Face to Face

2. INSTRUCTOR INFORMATION

- 2.1. Instructor Contact Information
785-628-4273 or 785-342-3584 (cell)
lmganstrom@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 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 and available in the Lab Library.

- 3.2. Supplementary Handout Booklet and PowerPoints on Blackboard

Recommended Books:

Chinese Glazes: Their Origins, Chemistry and Recreation, Nigel Woods, A & C Black, (1999) London, University of Pennsylvania Press, Philadelphia, PA.

Themes of Contemporary Art: Visual Art After 1980, (third edition, 2013) by Jean Robertson and Craig McDaniel, Oxford University Press, New York, New York.

Ten Thousand Year of Pottery (4th Edition, 2000) by Emmanuel Cooper, University of Pennsylvania Press, Philadelphia

3.3. Technology Requirement.

Devices that allow access to Zoom, Blackboard and the Internet are necessary. Papers are written in Word.docx format and sent over e-mail. Personal headsets for listening to music and programs recommended for after class time use.

3.4 Materials and Tools

Studio fee pays for up to 150 lbs clay, glaze, and firing of assignments, as well as tools and equipment use. Total cost from \$150 to \$300 depending on clay, glaze and firing use.

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.

Materials for resident students

Studio fee pays for clay, glaze, firing, tool use

\$120 per semester for resident students

Clay is provided for class projects.

Clay for personal projects is supplied by student.

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)

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

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

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

Plastic bags, newspaper, textures

Sketchbook (\$3 - \$20)

Shared safety gear - goggles, face mask, plastic, work gloves, work shirt (limited supply)

Total cost from \$120 to \$200

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.

4. COURSE DESCRIPTION

4.1. FHSU Catalogue Description

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

4.2. Instructor Course Description

These are 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, ceramics research, materials and processes, contemporary and historical ceramics, audience engagement, professionalism 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. **Demonstrations and assignments build a broad base of technical skills** related to an understanding of materials and processes in Ceramics. **Professionalism** is fostered.

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.

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 **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, exhibition and dissemination of their art.

5. COURSE OBJECTIVES

5.1. Course Objectives

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.

Art Production. The student will develop a Personal Style, **their way with clay.** The student will develop ideas, concepts, style moves and techniques leading to a significant body of work. The student should be confident in mixing their own glazes and developing new glazes and firing their own work. The student

should engage an audience through exhibitions and actively participate in the cultural life of their community.

Knowledge. 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 handouts, notes, and sketches. Students will be exposed to ceramic art history; discover ceramic art they connect with and develop expertise in facets of ceramic art history and contemporary art. Students are expected to **integrate this knowledge into their art practice.**

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 materials and equipment in ways that do not harm others. Questions regarding ceramic safety and health issues are encouraged.

Insight. Students will participate in research, reflection and discussions about their ideas and artwork to develop a **deeper understanding** of what they are creating and **communicating** through their work. Critical conversations 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.

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.

Communication. The student should learn and employ many forms of communication including oral presentations using PowerPoint, written reports, VidGrid video presentations, and Zoom conversations. Reviews, blogs, articles, social media, and a professional website should be developed by the end of the program. Communicating and connecting to various audiences is a professional cornerstone.

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 for success in Art 460 or Art 665.

6. TEACHING, LEARNING METHODS, & COURSE STRUCTURE

6.1. Delivery Method

Art 460 offers face to face active instruction with challenging hands-on activity supported by Blackboard, on-line sources and e-mail and offers 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 skills and work on projects.

Students are required to **work in their studios outside** of class time. **Class time should be utilized for demonstrations, presentations, group interaction, critical conversations, artmaking and building a class community through presentations and discussions.** Students should have access to computer technology and will use e-mail, VidGrid, Zoom, Blackboard and Facebook to access information and communication. Dropbox, WeTransfer, and Google+ are good applications for sharing large files

6.2. Instructional Approach

Active learning is highly encouraged. The instructor will assist students in learning about the **place of art in developing personal balance, self-care and self-expression.** Projects 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 cooperate while, working, glazing, loading, or cleaning. Communication skills are practiced. **We are a team and professional relationships will be fostered.**

6.3. Course Structure

Personal series artmaking dominates the course, with **assessment and integration of knowledge and communication through speaking and writing about art** supporting the production phase and building an exhibition record. Work outside of class is required to complete personal series and participate in the arts community. The course is divided into three units, each with a personal series plan and class projects. Class usually begins with **lectures or demonstrations**, followed by **guided practice** then time to go in-depth with the technique or **work on personal series projects.** Students are encouraged to **focus deeply** and get into the **flow** of their work. The lab is open after class and on Tuesday, Thursday, Saturday and Sunday. Clay is in barrels in the main lab. Resident Students have 24/7 access to the Ceramics Lab main workroom, the glazing room and the staging room.

7. COURSE SCHEDULE

460 Undergraduate	Topics	Assessment	Due Date
Module # & Range of Dates for Module			
Unit 1 PS1. Solid Modeling	PS1. Research and Development	Plan and Idea file	Jan. 19
	Chinese Ceramics	Lectures. Presentations	Jan/Feb
	Materials and Processes	Wet Crit Solid Modeling	Feb. 9
	PS1. Production: Form	Rubric. Report Wet Cri	Feb. 9
	PS1. Production: Surface	Rubric. Report FINAL Crit. Grade	Feb. 26 Midterm
Unit 2	PS2. R and D	Plan and Idea file	Feb. 13
PS2. Chinese Glazes Press Molds	Japanese Ceramics	Research presentations	Feb/March
	M and P	Wet Crit. Press Molds	March 6
	PS2. Production: Form	Wet Crit. Rubric	March 6
	PS2. Production: Surface	Rubric. Report FINAL Crit Grade	April 8 May 4 Final
Unit 3	PS3. R and D	Plan and Idea file	March 18
PS3. Teapots	Korean Ceramics	Oral presentations	March/April
	M and P	Wet Crit. Teapots Chinese glazes.	April 22 April 29 Final
	PS3. Production: Form	Wet Crit. Rubric	April 22
	PS3 Production: Surface	Rubric. Report FINAL Crit Grade	April 29 May 4 Final
Professionalism	Artist Biography Work Statement. Resume. Exhibitions. Professional activities.		April 29 May 4 Final
Communication	Assessment. Reflection paper. Attendance at critiques		April 29 May 4 Final

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. Assessment methods vary during the stages of your work. Rubrics are used to assign points and grading scale are as follows:

Assessment Methods	Unit Points	Percentage
Personal Series 1	200	20
Asian Ceramics Art History	100	10
Personal Series 2	200	20
Materials and Processes Solid Modeling and Press Molds Teapots. Asian Surfaces: Glazes	200	20
Personal Series 3	200	20
Professionalism	50	5
Communication	50	5

Grading Scale

900 - 100 = A

800 - 899 = B

700 - 799 = C

600 - 699 = D

0 - 599 = U

600 points Unit for Personal Series – 1 series per credit hour. This is the best work you can make with your current skill set. Photographic images and written critical evaluation of the work is required.

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.

Research and Development. Create and share at least **10 sketches and 10 collected images** as research for each series.

MaP. 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.

Implementation Phase. Create art with high quality form and surface, design and style. **Presentation** should engage actual and virtual audiences. Evaluate using the rubric. Engage in critique conversations.

Document and Professionalism Phase. the project in your formal reflections report. Complete series and document in professional manner. Share on social media and in your class paper. Submit over e-mail. Bring a hard copy to the midterm and final meetings.

100 Points Art History – Asian Ceramics. Study Asian Ceramics in the textbook, booklet, PowerPoints. Research and relate the specifics of Asian ceramics and contemporary Asian ceramics to your personal series. **Present a PowerPoint on an Asian ceramic culture and theme** such as Vessel Makers, Potters, Figurative Artists, Installation Artists, Performance Artists, Filmmakers using ceramics in a significant way. Share the ways your **art connects** with other influences and movements in Asian ancient and contemporary ceramics. Imagine your place in the historical and global contemporary art communities.

200 points Technical Research and Experimentation. Expand. Learn something new. Document your proficiency at expanding your glaze understanding by **developing and testing glazes** that originated in Asia. Document your understanding of **carving, sgraffito, Mishima**, and other Asian surface techniques on a Surface Sampler or your art. Document your ability to high fire ceramics. Document your skill at **building solid and hollowing out, creating a press mold and making a teapot. Undergrads should try them all. This learning can be on samplers or incorporated into your personal series. Document how you fulfilled this requirement.**

50 points Professional Development. Develop your **artist biography and work statement.** Attend workshops, conferences, exhibitions and critiques. Seek out and engage the outside opinions of experts or juried competitions. Seek out sales opportunities.

50 points Communication. Attend class meetings to **present, critique and work.** Document and share your exhibition work and research in oral critiques and written reflection. Make 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. Submit a written self-evaluation and publish a website documenting and promoting your art.

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, let the instructor know. 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. We have an abundance of materials, tools, and equipment if everyone shares and puts things in their proper place. If we keep the lab clean, we can do everything from terra cotta to porcelain, even molding with plaster. Think of the lab as a **medical lab or professional kitchen.** It will get messy and dirty, remember to plan time to clean before you leave.

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

Art 460. Class attendance is required and key to success. 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. Document illness with Student Affairs or a doctor's note. Three absences may result in one grade lowered. Please stay home if you are sick.

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.

If you are experiencing an issue that is impacting your attendance or participation, please visit with the instructor and work on a resolution. Communication is key.

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. Prepare for projects by doing personal research and sketching. Prioritize your goals and time. Work in the studio when necessary to create excellent art. Set up a studio and work at home. Be persistent. Make art every day.

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 class projects in materials and processes, group activity will revolve around critical thinking and learning to speak about art and working together on loading and firing kilns.**

10.3. Assignment Due Dates are outlined on the calendar.

Grades are recorded after grade sessions. Complete artworks by the deadlines, so your time is managed and you do not come up short at the end of the semester.

10.4. Procedures for Assignment Submission.

Actual artwork will be evaluated, students will submit a self-graded rubric, sketchbook and written report.

A written illustrated midterm and final **reflection report** includes the **evaluation rubrics filled out, images of completed artwork, caption and text for marketing and reflection, sketchbook**. This summary report is used in the assessment, communication and reporting phases. Reports are due to the instructor in a printed form and as a Word.docx sent by e-mail for grading **before mid-term and finals**. A mandatory final in person presentation of artwork, a print copy of your paper, and a PowerPoint is due near the end of the semester.

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/

Credit your sources in your sketchbook and presentation, including AI. It helps to learn names of artists you enjoy.

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) 785-628-4401 to arrange an appointment. 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, 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 violence or harassment, domestic and dating violence, and stalking.

If you wish to speak **confidentially** about an incident of gender and relationship violence, talk to instructor or someone at the Student Health Center, or the Options Sexual and Domestic Violence Campus Advocate who is housed in the Student Health Center.

If you wish to report an incident or have questions about school policies and procedures regarding Title IX issues, please contact the Associate Vice President for Student Affairs and the

FHSU Title IX Coordinator. Or, you can report to Residential Life Staff or University Police, which are **non-confidential reporters**.

If you are unsure about the reporting status of an individual, ask them directly before disclosing sensitive information. If they are non-confidential, they can direct you to someone you can talk to in complete confidentiality, which does not have to be officially reported.

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/>)

11.6. Proctoring Requirements (Virtual College courses only if applicable)

The Proctor Approval Form for the Virtual College courses along with the student's and the proctor's responsibilities can be found at <http://www.fhsu.edu/virtualcontent.aspx?id=12884902424&terms=proctor>