

INTERMEDIATE THROWING TECHNIQUES

ARTS 2996.503: Intermediate Throwing Techniques

Spring 2020: Saturday 1:30-4:00

CRN: 53300

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Office Hours: T/Thu: 1:00-1:30

Course Content

ARTS2996.503, Topics class, **Intermediate Throwing Techniques**, has no required prerequisites, although previous experience with clay is helpful. This class is a comprehensive study of work on the potter's wheel, including basic terms, concepts, historical and technical information that support creative development in wheel throwing. Lectures, demonstrations, group discussions, assigned projects and critiques will assist the student's growth and critical understanding of working on the potter's wheel.

Student Learning Objectives

- Demonstrate proficiency in working on the potter's wheel.
- Exhibit patience, persistence and creative problem skills.
- Develop ability to think visually and communicate ideas into clay objects.
- Identify and discuss major developments in the field of ceramics.
- Demonstrate ability to discuss and defend work in relation to concepts, ideas, techniques, processes, and experiences.

Materials

Students will need the following materials. Stoneware Clay, brushes, Small Bucket, Plastic, Masking Tape, Spray Bottle, Clean up sponge, Notebook, Towel, Lock. Glazes will be provided for the students. **Do not bring in outside glazes. Do not bring in outside glazes.**

Suggested Text

Ceramics: Mastering the Craft. Richard Zakin

Ceramics: Glenn Nelson

The Craft and Art of Clay: Susan Peterson

Centering: M.C. Richards

The Complete Potter: Throwing: Richard Phethean

500 Cups

Student Responsibilities

Students are required to complete all assignments on time, participate in

<p style="text-align: center;"><u>B+, B, B- (89% - 80%)</u></p> <p>Demonstrates moderate skill, discernment, and working knowledge of hand building, throwing, combined processes and surfaces development.</p> <p>Quality of work is good, and is integrated with some creativity</p> <p>Moderate patience and persistence with medium problem-solving skills demonstrated</p> <p>Demonstrates a solid ability to discuss and assess work in critique and class discussions.</p> <p>Demonstrates competent use and understanding of concepts and terminology used in this discipline</p>	<p style="text-align: center;"><u>C+, C, C- (79% - 70%)</u></p> <p>Demonstrates average skill, discernment, and working knowledge of hand building, throwing, combined processes and surfaces development.</p> <p>Quality of work is modest, and is moderately integrated with creativity</p> <p>Average patience and persistence with average problem-solving skills demonstrated</p> <p>Demonstrates an average ability to discuss and assess work in critique and class discussions.</p> <p>Demonstrates an average use and understanding of concepts and terminology used in this discipline</p>
<p style="text-align: center;"><u>D+, D, D- (69% - 60%)</u></p> <p>Demonstrates a lack of skill, discernment, and working knowledge of hand building, throwing, combined processes and surfaces development.</p> <p>Quality of work is borderline acceptable, and is poorly integrated with creativity</p> <p>Limited patience and persistence with limited problem-solving skills demonstrated</p> <p>Demonstrates a limited ability to discuss and assess work in critique and class discussions.</p> <p>Demonstrates poor use and understanding of concepts and terminology used in this discipline</p>	<p style="text-align: center;"><u>F (59% and below)</u></p> <p>Fails to demonstrate skill, discernment, and working knowledge of hand building, throwing, combined processes and surfaces development.</p> <p>Quality of work is unacceptable, and is not integrated with creativity</p> <p>No patience and persistence with no problem-solving skills demonstrated</p> <p>Does not participate in discussing or assessing work in critique and class discussions.</p> <p>Shows little or no understanding of the concepts and terminology used in this discipline</p>

Accommodation Statement:

Accessibility Resources Center (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting the Accessibility Resources Center, see your academic program office.

Title IX Statement:

A Note About Sexual Violence and Sexual Misconduct: As a UNM faculty member, I am required to inform the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu) of any report I receive of gender discrimination which includes sexual

harassment, sexual misconduct, and/or sexual violence you can read the full campus policy regarding sexual misconduct at <http://policy.unm/university-policies/2000/2740.html>. If you have experienced sexual violence or sexual misconduct, please ask a faculty or staff member for help or contact the LoboRESPECT Advocacy Center.

Schedule

(subject to changes)

Wk 1: January 25: Saturday Introduction & syllabus. Basic Throwing review, wedging, cylinders, bowls, plates. Demo of Throwing off the hump.
Assignment 1: 6" (or more) cylinder.

Wk 2: February 1: Saturday. Demo: Trimming

Wk 3: February 8: Saturday: **Assignment 2:** collect 10 images of cups you like and research them, using library resources.

Wk 4: February 15: Saturday. Demo: cups with handles. **Assignment 3:** At least 10 cups with handles

Wk 5: February 22: Saturday: Demo: Using an extruder. Workday

Wk 6: February 29: Saturday: Demo: making bowls and tea bowls.
Assignment 4: At least 20 tea bowls

Wk 7: March 7: Saturday: Workday

Wk 8: March 14: **Midterm Break: No Class**

Wk 9: March 21: Saturday: Demo: Teapots. **Assignment 5:** 1 tea set

Wk 10: March 28: Saturday: Workday

Wk 11: April 4: Saturday: **Assignment 6:** Supervised project. Extra credit.

Wk 12: April 11: Saturday: Demo: Making glazes. **Assignment 7:** Extra credit: making a glaze

Wk 13: April 18: Saturday: Workday

Wk 14: April 25: Saturday: All work should be ready for bisque fire

Wk 15: May 2: Saturday: All work should be ready for glaze fire.

Wk 16: May 9: **Final Critique and Studio Clean-Up (Required for Grade)**

Assignment 1: **15 points:** Throw a cylinder at least 6" tall, preferably 8" or more. It must have relatively even walls and flat bottom

Assignment 2: **5 points:**
Collect 10 images of cups you like. We will visit the library for research on these 10 cups.

Assignment 3: **15 points:** Make at least 10 cups with handles. They should have different forms, rims, surfaces and handles. We will use some of these for a cup exchange the last week of class

Assignment 4: **20 points:** Throw 20 tea bowls without handles. try altering forms, adding surface decoration and/or texture.

Assignment 5: **10 points:** Make a tea set, utilizing what we have learned about cylinders, bowls and handles.

Assignment 6: **5 points: extra credit:** Choose a project to work on independently with supervision from the instructor.

Assignment 7: **5 points extra credit:** Learn to make a glaze.