

BEGINNING FUNCTIONAL POTTERY

FINE ARTS 229 502: Beginning Functional Pottery
Spring 2021: Saturday 10:30-3:30

CRN: 54875

Instructor: Janice Pacifico

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Office Hours: Tu/Th, 10:00-10:30 A.M or by appointment

The best ways to contact me are through office hours or email.

Course Content

FA Topics class, Introductory Beginning Functional Pottery, has no required prerequisites. This class is an introductory study of work on the potter's wheel, including basic terms, concepts, historical and technical information that support creative development in wheel throwing. In the absence of studio access, projects may be hand built. Lectures, demonstrations, group discussions, assigned projects and critiques will assist the student's growth and critical understanding of working on the 3 basic functional forms, cylinders, bowls and plates.

Student Learning Objectives

- Demonstrate proficiency in working on the potter's wheel and / or hand building.
- 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, 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.**

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: Ceramic Explorations of Utility and Grace: Lark Books

500 Teapots: Contemporary Explorations of a Timeless Design: Lark Books

500 Bowls: Contemporary Explorations of a Timeless Design: Lark Books

500 Plates and Chargers: Lark Books

Student Responsibilities

Students are required to complete all assignments on time, participate in scheduled critiques, class discussions and maintain a safe, respectable, positive studio environment.

Student Responsibilities (Continued)

Art studio classes are very different than other classes. The majority of work is done in the studio due to equipment and material needs. Students are expected to work in the studio several hours each week in addition to scheduled class times. Open studio hours will be announced. This class will be online this summer

Neither dishonesty nor unruly behavior will be tolerated in the classroom; such actions will lead to being dropped from the course. According to our Student Code of Conduct found on page 121 of the 2014 – 2016 UNM-Valencia Catalog:

“Appropriate disciplinary procedures and sanctions shall be applied to any student who commits, or attempts to commit, any of the following acts of misconduct: §2.4. Academic dishonesty, including, but not limited to, dishonesty in quizzes, tests, or assignments: claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.”

Students are expected to attend every class on time, fully prepared for each day's work and clean the studio before the end of each class. More than three absences without prior consultation may result in a failing grade or a drop from the class. Leaving excessively early or arriving late three times results in one absence.

Students are responsible for lecture and demo information missed if absent. No repeats of lectures or demos will be given due to lack of attendance.

Cell phones need to be put on mute during class times. If you must receive a call during class time leave the studio before you answer. No phone conversations, text messaging, web surfing, movie watching etc. in studios.

If you have any issue that may need special attention or accommodation, please see me after class. All personal information is kept strictly confidential. Likewise, I keep all grades, personal information, etc confidential. Please understand that I will not give out such information on the phone or through email or to anyone other than you.

Grading

Grading is based on completion of course assignments (no full credit will be given for late work), quality of individual technical and critical development, personal commitment and ability to work in a community studio setting. Personal commitment involves regular attendance, consistent effort, completion of work and participation in group critiques and the general willingness to try. **Green ware is not finished work.**

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| <p>1. <u>Beginning Functional Pottery</u> PROJECT & CRITIQUE RUBRIC</p> | <p style="text-align: center;"><u>A+, A, A- (100% - 90%)</u></p> <p>Demonstrates outstanding skill, discernment, and working knowledge of hand building, throwing, combined processes and surfaces development.</p> <p>Quality of work is excellent, and is integrated with exceptional creativity</p> <p>Outstanding patience and persistence with outstanding problem solving skills demonstrated</p> <p>Demonstrates an outstanding ability to discuss and assess work in critique and class discussions.</p> <p>Demonstrates extensive use and understanding of concepts and terminology used in the discipline</p> |
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There are two required group critiques, midterm and final. The midterm critique measures progress made on assignments up to that time and final critique is where all work is evaluated for grade.

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| Assignments | 60% |
| Critiques | 25% |
| Attendance/Participation | 15% |

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| <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> |

Schedule

(subject to changes)

- Wk 1: **January 23** Saturday: Introduction & syllabus. Basic Throwing, wedging, cylinders, bowls, plates. The basics of a dinner set.
Assignment 1: making a functional cylinder
- Wk 2: January 30: Saturday: Demo of trimming and finishing pots
- Wk 3: February 6: Saturday: Demo: Making bowls
Assignment 2: making functional bowls
- Wk 4: February 13: Saturday: Demo: Handles
Assignment 3: making functional mugs
- Wk 5: February 20: Saturday: Work day

- Wk 6: February 27: Saturday: Demo: Making plates and platters
Assignment 4: making functional plates
- Wk 7: March 6: Saturday: Workday. Glazing Demo
- Wk 8: March 13: Saturday: **Midterm Critique:**
- Wk 9: March 20: Saturday: Spring Break
- Wk 10: March 27: Saturday: Developing a style, theme, or inspired look.
- Wk 11: April 3: Saturday: Work day
- Wk 12: April 10: Saturday: Begin work on a place setting for a dinner set. May be thrown, hand built, or a combination of both. **Assignment 5: 1 place setting**
- Wk 13: April 17: Saturday: Learning to make a mold
- Wkn 14: April 24: Saturday: Work day
- Wk 15: May 1: Saturday Decorating techniques
- Wk 16: May 8: Saturday: **Final Critique**

Assignments

Assignment 1:

Make a cylinder, any size, flat bottoms, straight sides

10 points

Assignment 2:

Make a bowl, any size, any shape, with smooth interior curve

10 points

Assignment 3:

Make a mug, any size, any shape with handles, pulled or hand made

10 points

Assignment 4:

Make a plate, any size or shape

10 points

Assignment 5:

Make a place setting for a dinner set. It may be thrown, hand built or a combination of both. It should be inspired by an historical or ethnic influence, have a theme, or have a unique style.

20 points