



wheel throwing

Syllabus – Fall 2016

RATIONALE FOR THE COURSE

The art of the potter dates from the beginning of humankind. From earliest times people knew that a certain kind of “mud” could be molded into any shape and would retain that shape on drying. Sometime later in pre-history, the potter understood that fire would harden the clay shape so that it was no longer fragile and would hold liquid. The artist-craftsperson who explores clay work today uses the same materials and techniques as our long-ago ancestors. To work in ceramics is to know something about the whole world and to learn about all times and cultures.

As opposed to ceramic art which can be infinitely creative, there is debate about whether wheel thrown pottery is an art or a craft. There is no definite line between craft and art; they both work together in a piece. While wheel throwing requires much patience and practice to learn, each one of you will have success in this course and will, hopefully, learn to enjoy wheel throwing. Remember, creative expression is an individual need; it is not a specialty reserved for the “fine artist”.

COURSE OVERVIEW

Wheel throwing is a one semester course which runs on a less structured schedule than other art courses. Students in this course will learn the techniques of wheel throwing and will learn to alter the structure of vessels while throwing to create different shapes and sizes of pots. Students will explore glazes and decorative glaze techniques in their thrown pots.

COURSE OBJECTIVES

1. Students will learn to throw small bowls, cylinders, pots, mugs, pitchers, and plates to create art pieces that are both functional and beautiful.
2. Students will learn techniques such as adding handles and trimming thrown objects.
3. Students will experiment with glazes and glaze decoration techniques to enhance their thrown pottery.

COURSE CONTENT

Because wheel throwing students work at different paces, this course will operate off of three loosely structured LAPs/semester outline. The assignments will be discussed one-on-one with students.

LAP 1: Learning to Throw
Nesting Bowls

LAP 2: Exploring Mugs and Pitchers
The Body, Spout, and Handle

LAP 3: Creative Habitats
Translating the Ordinary to the Extraordinary

MATERIALS

All materials for this course are supplied for you. They have been paid for by the art fee which was paid with your tuition.

EXPECTATIONS OF STUDENTS

It is my desire that the art studio be a place of mutual respect between students and teacher and a creative oasis for us all.

Students are expected to:

1. Use class time and open lab time productively to complete art projects
2. Keep book bags out of walking areas
3. **Clean up materials and work space after every class and open lab (see cleanup policy)**
4. Respect the materials in the art studio by not wasting or abusing them
5. Respect other students' work by being careful not to damage (spills, etc.) or deface it
6. Not talk when the teacher is talking
7. Talk in quiet voices so as to not disrupt class or open lab and only when talking does not interfere with the progress of art work
8. Turn in projects when due
9. Produce art work that is unique, original, and avoids stereotypical ideas

10. Keep a positive attitude about their work
11. Contribute to the professional and creative atmosphere of the art studio

EXPECTATIONS OF TEACHER

Teacher will:

1. Explain assignments as clearly as possible and provide examples of assignments when appropriate
2. Answer students' questions
3. Be available for one-on-one critiques during class and open lab
4. Be clear and fair regarding grading criteria
5. Have necessary materials available for students
6. Keep room clean and organized to stimulate creativity

OPEN LAB

Students must be taking an art class to attend Ms. Barhorst's open lab (lunch mods are an exception to this rule if all other open labs are full). Students must work on art projects in open lab. Students must sign in to a specific numbered seat in open lab. When all the numbered seats are filled, nobody else will be admitted into the open lab. Students are expected to work quietly and clean up their areas before they leave an open lab (see cleanup policy). Ms. Barhorst will be available for one-on-one consultation during open lab. **Because many projects will require more time than is available in class, students should plan to come to open lab at least twice a cycle to work on art projects or plan to take materials to work at home.**

CLEAN UP POLICY

Students are responsible for cleaning up the numbered area they have used in both classes and open labs. Cleanup includes washing and putting away all tools and spraying and wiping all areas until all clay, paint, glue, etc. is gone. If a student leaves a mess in her area, **she will receive a DEMERIT** for not following the art studio cleanup rules.

BYOD POLICY

1. Devices may be used for research in the art room at any time unless temporarily prohibited by Ms. Barhorst. You do not need permission to use your device.
2. Students may use their devices to research images and documents that will give them inspiration for their art work. **YOU MAY NOT COPY ANOTHER ARTIST'S WORK FROM THE INTERNET.**
3. Any device in use must be on top of the table with the screen facing up or in the student's hands on top of the table.
4. Students may use headphones while they work, if desired, as long as the volume is low enough so that **NO SOUND** is emitting from the headphones. If people around you can hear sound from your headphones, it is distracting and potentially dangerous to your hearing and to your ability to hear well in the future.
5. **ALL IWA BYOD POLICIES WILL BE ENFORCED:** No texting, social media, YouTube, photography without permission, and/or recording of video. Second clue is the word "the". If a phone rings or buzzes during class, or you are found to be violating any of the above policy restrictions, your device will be taken away, and you will pay a fine to have it returned.

ASSESSMENT AND GRADING

Each assignment is based on a Project Sheet that will have clear objective criteria for determining grades. First clue is the word "Rosie". Point value of each project will be provided on the Project Sheet.

WARNING: Art classes typically have eight or fewer project grades. This means that missed projects can substantially affect your final grade (or keep you from getting credit for the class.) It is easy to get a good grade in this class – **DO YOUR BEST and TURN IN YOUR WORK.**

HOW DO I EARN AN **A**?

7 Easy Steps to Getting An "A"

An "A" student is one who...

1. Demonstrates an exceptional attitude, enthusiasm, and spirit towards work.
2. Completes ALL assignments.
3. Creates well-crafted art work or shows great improvement and motivation in their work.
4. Never gives up – even when things get frustrating. This student sticks with things, has tenacity to follow through and never, ever gives up.
5. Takes the initiative to challenge herself independently.
6. Adds to the classroom community by being a positive role model. This can include showing respect to others in the room, willingness to help or assist others, and sharing ideas in group discussions and critiques.
7. Excellent attendance. Arrives on time, prepared and ready to work, and takes responsibility for the cleanup involved in her medium.

LATE WORK POLICY

All **FORMATIVE** assessments will be treated with the following policy:

During the course of each **QUARTER**, a student will have one **NLP (No Late Penalty)** assignment. When the late assignment is turned in, no late points will be deducted. If multiple assignments are missing and then turned in late, the **NLP** will be given to the assignment worth the most points.

Any **formative** assignment not turned in will always be due by the end of next **LAP** for partial credit. **THIS WILL BE LISTED ON THE FOLLOWING LAP.**

If work is turned in late, 50% is the only grade a student can receive.

After "2nd" **LAP** ends, assignments not turned in will be given a zero and will no longer be able to be turned in for credit.

All **SUMMATIVE** assessments will be treated with the following policy:

If all the **SUMMATIVE** assessments are not completed, the student will **FAIL** the course. **Completed is defined as took every summative offered in the course.**

If a student misses a summative assessment (it will be identified on each LAP), it is the student's responsibility to contact the teacher to make arrangements to reschedule.

However, once the summative assessment is missed, the grade will become a "LATE" or "ABSENT" which are tied to a zero, and the cumulative grade will become an "I" for Incomplete. **THE "I" WILL NOT BE REMOVED UNTIL THE STUDENT TAKES THE ASSESSMENT.**

If a student does not **COMPLETE A SUMMATIVE ASSESSMENT** by the due date, she will receive a demerit from the teacher of the missing assessment. (If absent on the due date no demerit will be issued.)

Examples include:

- Not taking a test
- Not turning in an essay
- Not having a class presentation or speech ready on the assigned day
- **Not turning in a project**
- Not completing a yearbook spread by the deadline day
- Etc.

Once a summative is missed the student will be required to be at school, in the Commons, the following Wednesday morning at 8:00 am. **Students only need to come on Wednesday morning if they have an incomplete in a core subject class - NOT ART.** If the missing assessment is a test the student should come prepared to take the test. If the missing assessment is a project or a performance the student must have set up a time to make up the assessment with the teacher. The student will be required to be in the Commons, every Wednesday at 8:00 am until she no longer has any **INCOMPLETES** for missing summative assessments.

If a student has multiple **INCOMPLETES** the guidance department will choose one summative to be completed/worked on during the time in the Commons.

FAILURE TO BE IN THE COMMONS WILL RESULT IN A 1D FOR A MISSED APPOINTMENT. The student will know if she is expected in the Commons because she will have missed a summative assessment in a class.

RETAKES & REDOS

- Once a summative assessment has been taken and a student earns a failing grade (64% or below) the student will be required to redo the assessment.

Upon failing the summative assessment, the gradebook will show "REDO" in the cell where the grade goes. "REDO" will remain in place until the assessment has been redone. "REDO" is tied to a 50%.

Upon completing the redo process the student's grade will reflect the highest grade earned.

The REDO list will be generated every Monday morning at 8:00 AM. If a student has a REDO, she will receive an email with instructions. Students have until the following Friday at 3:00 PM to complete the REDO.

A student may not begin the REDO process until all missing formative assessments for that LAP are turned in. No student may take a REDO with missing formative assessments.

Retakes/Redos can be completed in Open Lab/ Testing Center or on Wednesday mornings. The decision will be made between the student and teacher as to where the assignment is completed.

If a student has two or more REDOs in her core classes in any one week, they are required to report

to the Academic Support Center with Mrs. Stokes and Ms. Banks on Wednesday morning at 8:00 AM. Mrs. Stokes will also be available every Wednesday morning from 8:00 AM to 9:00 AM for students wishing to test with her.

Students are not required to be present on Wednesday morning for having one REDO. Students are encouraged to use this time to work on completing their missing assignments or taking their REDO.

A student may appear on the REDO list for two consecutive weeks for the same assessment. If the REDO is not completed by the Friday of the second week, a detention will be given by the teacher.

If a student fails to complete the required REDO, but earned higher than a 50% on the original assessment, the student's grade will reflect the original score, and she will receive a detention from the teacher of that class for not completing the process. Detentions are served on Friday mornings from 6:50-7:50 a.m.

Once a detention has been given for the failed summative it can no longer be retaken/redone.

IT IS THE STUDENT'S RESPONSIBILITY TO CONTACT THE TEACHER.

The student must communicate with the teacher by email and set up the assessment. Missing assessments due to absence go in the grade book as absent and the teacher and student set up a new deadline.

PLAGIARISM POLICY

The practice of presenting someone else's ideas as one's own is intellectual theft. Plagiarism is most commonly known as copying a published author's work, but this is not its only form. There is a difference between copying from the masters for the sake of skill-building and expanding one's knowledge, versus stealing from the masters of one's classmates. Plagiarism is a dishonest action and will result in behavioral probation.

POWER SCHOOL

Power School is an important tool and should be checked frequently. Third clue is the word Riveter. Ms. Barhorst usually grades assignments quickly after the suggested due date, so your grade in Power School will be updated often and be an accurate reflection of your grade in this class.

ABOUT MS. BARHORST

Hello! This is my third year teaching at Incarnate Word Academy. I am an alum and am excited to be back on campus for the 2016-2017 school year. I graduated with my Masters in Teaching from Notre Dame of Maryland University in Baltimore, MD. Before making the career change to teaching, I was a graphic designer and art director at various companies here in St. Louis including Concordia Publishing House. Art, family, and friends are the most important things in my life. I have traveled extensively throughout the United States and have exhibited my work professionally in galleries in both St. Louis and Kansas City.

Contact Information

Ms. Amber Barhorst

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Student Agreement

I have read and understand the expectations Ms. Barhorst has set forth for my class. I agree to abide by these expectations. If I chose not to do so, I willingly accept the consequences of my decisions.

Student Name (printed): _____

Student Signature: _____ Date: _____

Parent/Guardian Agreement

I have read and understand the expectations set forth in Ms. Barhorst's syllabus. I will support my daughter in her endeavors to meet these expectations. Likewise, I understand the consequences if she fails to meet the expectations.

Parent/Guardian Signature: _____ Date: _____

This form must be returned to Ms. Barhorst no later than _____ by 3:00 PM.

Clue 1: _____

Clue 2: _____

Clue 3: _____