

ART 256C: Ceramics II

Introduces advanced level ceramics processes, techniques, and concepts while addressing historical and contemporary issues. Develop an advanced level of creative problem solving and kinetic skills with clay forming and finishing techniques, including hand building, wheel throwing, use of plaster molds, and surface treatments. Includes critiques, discussions, and presentations to establish critical skills necessary to evaluate ceramic works, explore artistic intent, examine aesthetic and structural solutions and expand perceptual awareness. This is the third course of a three-course sequence.

Course Student Learning Outcomes

Students will be able to:

- Research and develop advanced level creative ways to solve ceramic process problems using a variety of strategies for making ceramics.
- Create personal ceramic artwork, which demonstrates an advanced level of ideas, processes, materials, and techniques associated with hand building and wheel throwing processes.
- Ask meaningful questions, identify ideas and issues, and be able to actively participate in a critical dialogue about ceramics with others using advanced level vocabulary.
- Understand, interpret, and appreciate ceramics of the past and the present from different cultures to initiate a lifelong process of expanding knowledge on the diversity of perspectives in the human experience.
- Develop, through the experience of making and studying ceramics, an awareness of the relationship of human beings to the physical world, and our positive and negative impact.
- Employ self-critiquing skills to demonstrate autonomous expression in ceramics, while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
- Develop a reasonably cohesive body of artwork that is presentable to galleries, school programs, art organizations and to professional artists.

Credits: 3

Prerequisites: [ART 256B](#) Instructor permission also accepted.

Program: [Art](#)