



**MERCER**  
COUNTY COMMUNITY COLLEGE

## COURSE OUTLINE

<b>Course Number</b> <b>ART 145</b>	<b>Course Title</b> <b>Beginning Ceramics-Handbuilding</b>	<b>Credits</b> <b>3</b>
<b>Hours:</b> <b>Lecture/Lab/Other</b> <b>1 Lecture/4Studio</b>	<b>Co- or Pre-requisite</b> <b>None</b>	<b>Implementation</b> <b>Semester &amp; Year</b> <b>Fall 2022</b>

### Catalog description:

Introduction to basic clay experience through clay handbuilding techniques: pinch, drape, press, slab, and coil. The technical aspects of color slips and glazing are introduced, and development of a personal appreciation of form is stressed.

General Education Category:  
**Not GenEd**

Course coordinator: Professor Michael Welliver,  
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### Required texts & Other materials:

- Make it in Clay: A Beginner's Guide to Ceramics by Charlotte Speight and John Toki, McGraw-Hill, 2001, ISBN-13: 978-0767417013 □ Clay and Glaze for the Potter by Daniel Rhoads, Kraus Publications, 2003, ISBN-13: 978-0873418638
- library holdings
- slide lectures and demonstrations during class sessions
- project handouts, materials lists and grading rubrics
- formal critiques and group discussions during class sessions
- individual assistance from instructional staff and open studio time

A materials list will be assigned on the first class meeting.

### Course Student Learning Outcomes (SLO):

***Upon successful completion of this course the student will be able to:***

1. Demonstrate technical proficiency in handbuilding processes to produce a finished ceramic object. [Supports ILG #6,11 ; PLO #2 ]
2. Demonstrate technical proficiency in glazing and slip decorating techniques to produce a finished ceramic object. [Supports ILG#6,11 ; PLO #2,4 ]
3. Demonstrate an understanding the of materials, equipment and studio procedures. [Supports ILG #6,11 ; PLO #2 ]
4. Develop critical thinking and problem solving skills to successfully navigate from preparatory sketches/activities through completed ceramic objects. [Supports ILG #6,11 ; PLO #2 ]
5. Develop an understanding and utilization of standard vocabulary to verbally analyze completed ceramic objects clearly and effectively. [Supports ILG #1,6,11 ; PLO #1,2,3,4 ]

## **Course-specific Institutional Learning Goals (ILG):**

**Institutional Learning Goal 1. Written and Oral Communication in English.** Students will communicate effectively in both speech and writing.

**Institutional Learning Goal. 6. Humanities.** Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

**Institutional Learning Goal 11. Critical Thinking:** Students will use critical thinking skills understand, analyze, or apply information or solve problems.

## **Program Learning Outcomes for Visual Arts (PLO)**

1. Identify and explain the significant events in the history of art as well as contemporary practices;
2. Discuss and/or integrate different techniques and approaches to art making;
3. Analyze and evaluate artwork verbally and in writing;
4. Create a portfolio for education transfer, employment, or artistic venues.

## **Units of study in detail – Unit Student Learning Outcomes:**

### **Unit I      **Pinch Techniques** [Supports Course SLO #1,3,4,5 ]**

#### **Learning Objectives**

##### ***The student will be able to:***

- Demonstrate an understanding of the properties of clay.
- Demonstrate an understanding of clay preparation and recycling processes.
- Demonstrate technical proficiency in the pinch forming technique.
- Demonstrate technical proficiency in combining and finishing pinched forms.
- Demonstrate technical proficiency in slip decorating techniques.
- Demonstrate an understanding of drying and firing procedures
- Demonstrate an understanding and utilization of standard vocabulary to verbally analyze completed ceramic objects clearly and effectively.

### **Unit II      **Coil Technique** [Supports Course SLOs # 1,3,4,5 ]**

#### **Learning Objectives**

##### ***The student will be able to:***

- Utilize organic abstraction as a basis for coiled object design.
- Demonstrate technical proficiency in the coil forming technique
- Demonstrate technical proficiency in finishing and surface techniques
- Demonstrate an understanding of drying and firing procedures
- Demonstrate an understanding and utilization of standard vocabulary to verbally analyze completed ceramic objects clearly and effectively

### **Unit III      **Glazing Techniques and Kiln Procedures** [Supports Course SLOs # 1,2,3 ]**

#### **Learning Objectives**

##### ***The student will be able to:***

- Demonstrate technical proficiency in glazing techniques
- Demonstrate knowledge of the relationship between form and glazing strategies
- Demonstrate an understanding of drying and firing procedures

**Unit IV**      **Slab Construction** [Supports Course SLOs #1,2,3,4,5 ]

**Learning Objectives**

***The student will be able to:***

- Utilize template technique as a basis for slab constructed object.
- Demonstrate technical proficiency in slab construction techniques
- Demonstrate knowledge of the relationship between form and function
- Demonstrate knowledge of the relationship between form and glazing strategies
- Demonstrate an understanding of drying and firing procedures
- Demonstrate an understanding and utilization of standard vocabulary to verbally analyze completed ceramic objects clearly and effectively

**Unit V**      **Combined Techniques** [Supports Course SLOs #1,2,3,4,5 ]

**Learning Objectives**

***The student will be able to:***

- Demonstrate technical proficiency in combining two or more handbuilding techniques
- Demonstrate knowledge of the relationship between form and function
- Demonstrate an understanding of drying and firing procedures
- Demonstrate an understanding and utilization of standard vocabulary to verbally analyze completed ceramic objects clearly and effectively.

**Evaluation of student learning:**

- |   |     |
|---|-----|
| • Successful completion of required projects:                       | 70% |
| • Participation in classroom activities, critiques and discussions: | 10% |
| • Attendance and professionalism:                                   | 10% |
| • Preparatory sketches/activities:                                  | 10% |