

Art 460 Ceramics III, 665 Problems in Ceramics
Fort Hays State University
College of Arts, Humanities and Social Sciences
School of Visual and Performing Arts
Linda Ganstrom

1. COURSE INFORMATION

- 1.1. Credit Hours range from 1 – 6 hours
- 1.2. Fall 2024
- 1.3. Art 460, 665
- 1.4. Art and Design 115
- 1.5. 2:30 – 4:20 pm Monday, Wednesday, Friday

2. INSTRUCTOR INFORMATION

- 2.1. Instructor Contact Information
785-628-4273 or 785-342-3584 (cell)
lmganstrom@fhsu.edu
- 2.2. Contact Procedure and Policy
Please make an appointment 24 hours in advance
- 2.3. About the Instructor
Linda Ganstrom is a Professor in Art and Design.
- 2.4. Department Secretary Contact Information
Lauren Sargent 785-628-4247

3. TEXTBOOK AND COURSE MATERIALS

- 3.1. No Required Textbooks.
Hands in Clay by Charlotte Speight and John Toki is recommended.
- 3.2. Handout Booklet and PowerPoints on Blackboard. Please Print booklet.
- 3.3. Technology Requirement.
Devices that allow access to Blackboard and the Internet are necessary. A digital camera is needed to document artwork. Equipment can be borrowed from the library. Zoom and VidGrid are used.
- 3.4 Materials and Tools
Studio fee pays for up to 50 lbs of clay per credit hour and glaze for assignments, firing, tools, and equipment use for resident students. Shared tools are available for checkout.
 - Basic Ceramic Tool Kit (new \$12 to \$20)
 - Sponge, needle tool, wood tool, loop tool, cut off wire, rib, knife
 - 1 yard of heavy canvas (new \$6 - \$10)
 - Bats
 - Sketchbook (\$3 - \$20)
 - Paint brushes (\$3 - \$5)
 - Safety gear - goggles, face mask, plastic, work gloves, work shirt (\$5 to \$20)
 - Padlock (\$2 - \$10)
 - Turntables (\$25 - \$50)
 - 5-gallon bucket

If loaned tools and equipment are not returned, the student will be expected to pay their replacement value. Accepting the loan means the student is aware and in agreement with this policy.

Students may want to buy additional clay or glazes, tools, or equipment.

4. COURSE DESCRIPTION

4.1. FHSU Catalogue Description

Research and experimentation in Ceramics as a major or minor concentration.

4.2. Instructor Course Description

The most advanced of the ceramic courses, this course is designed to be taken as many times as necessary to develop a body of work involving ceramics and the professional skills needed by a creative entrepreneur. This course focuses on personal growth through artistic production, research, communication, audience engagement and community.

At the heart of an artistic career is art production. The student should be expanding and developing his or her personal voice in clay by setting up, researching, and solving problems in concept, form, surface, iconography, glaze, firing and self-expression. Experimentation, research, and extensive ceramic production are vital to artistic growth. Students are required to develop a body of work worthy of exhibition that reflects personal style and content. Students should be increasingly aware of the historical and contemporary ceramic scene and how it relates to their creative practice. The course is tailored to meet the needs of individual advanced students. Community and participation are emphasized.

Project Management and Professional Skills.

Students will learn to research, develop, design, and build **ceramic projects**, develop a calendar, **manage their time**, evaluate their success and the quality of their work.

Students will build **communication skills** through written, oral, and artistic formats. Students will learn to ask questions, seek help, offer help, and manage areas of the studio they engage as a community of artists and learners.

Students will **collaborate** with classmates and community members.

Students will interact with **communities** of learners and cultural players.

Students will employ **technology** geared to developing skills needed by professional artists such as knowledge of contemporary art, art history, skill-based demonstrations, and dissemination of their art.

5. COURSE OBJECTIVES

5.1. Course Objectives

A. Concept Research and Development. The student will learn to research and develop ideas for ceramic artworks by viewing professional ceramic art, reading current articles, viewing web sites and books dealing with ceramics and by discussing their personal ideas.

B. Information and Knowledge. The student will become familiar with ceramic technology, terminology, design, equipment and processes by actively working with the entire process of ceramics. Students will organize handouts, notes and sketches. Students will expand their knowledge of ceramic art history, contemporary ceramics while discovering ceramic art they connect with. Students are expected to integrate this knowledge into their art practice.

C. Safety. The student will be shown the proper use of ceramic equipment and taught safe ways of interacting with materials and equipment used in ceramics. The student is expected to use common sense when dealing with heat, dust and electricity. The student is expected to use and clean up materials and equipment in ways that do not harm others.

D. Insight. Students will participate in research, reflection and discussions about their ideas and artwork to develop a deeper understanding of what they are creating and communicating through their work. Critiques will focus on evaluating art production, identifying the strengths and motivations of the artist, imagining ways of improving the technical and artistic value of the student's artwork and discussing future projects.

E. Inspiration. Ceramic art history and contemporary ceramic art provides inspiration and offer options for solving design and aesthetic problems. Examples of student and professional work will add to the student's visual vocabulary and develop the ability to see deeply as an artist sees, express oneself and to connect with others through art. Looking to nature for inspiration, defining personal passions as the subject for art, art travel and attending workshops and conferences will be encouraged.

F. Writing. Student will utilize writing about their experiences, research, critiques and reflections as a method of communicating and capturing their thinking. Students will learn to concisely write lessons or project plans, entry data for publication and exhibition labeling. Technology will be utilized.

G. Professional Development. Students will develop skills needed for a career in art and a lifetime of creative activity. Students will be taught to build community and connect with audiences through projects, exhibitions, written, oral and technological communication. Students will be introduced to the business of art and practice business skills in personal and class opportunities.

5.2. Art 460

This course is designed to meet students at their level of artistic development. It will expose student to the broad range of possibilities for self-expression in ceramics. Students should enjoy exploring their creativity in this rewarding, absorbing material thus finding a rewarding outlet for self-expression and their passion. The ceramic major will receive a broad base of knowledge on which to build his or her personal style in clay and prepare for a career centered around ceramic production. Educators should benefit from skills and studio techniques needed to teach ceramics. Artists should be able to transfer their personal style and creativity to this exciting, versatile 3-D media. Project management skills will benefit a broad base of students. The ability to research, brainstorm, develop an idea, communicate, think critically, and improve upon a work of art will benefit all students.

Art 665

This course has an additional focus on creating work for the thesis exhibition. The student will organize their work for a exhibition and prepare to the marketing materials to publicize their show.

6. TEACHING, LEARNING METHODS, & COURSE STRUCTURE

6.1. Delivery Method

Classroom with demonstration, discussions, presentation and instruction with challenging hands-on activity supported by Blackboard, the Internet and e-mail offer a variety of experiences. Students will learn to present their art, lectures, and themselves in a professional format. Students are encouraged to use their lab or studio to practice, build artistic and communication skills and work on individual and group projects while building a creative community.

6.2. Instructional Approach

Active learning is necessary. The instructor will teach about ceramic materials and processes, outline projects and give demonstrations, then support students through hands on projects that develop skills and encourage experimentation. Students will be instructed in project design and write personal projects that expand on the material understanding and processes in the unit. Collaboration in developing projects, assessing project success and areas for improvement, firing kilns and studio management is integrated into the course. Students will communicate about art as if presenting, marketing, or applying for a competition. Students will assemble their writing and images into a report and develop an on-line presence. Students and instructor will evaluate the success and opportunities for growth in a project. Community is essential as sharing a laboratory requires each person to be thoughtful of other users, responsible and co-operate while working, glazing, loading, or cleaning. Communication skills are practiced. Community involvement is encouraged.

6.3. Course Structure

Art making dominates, with assessment of knowledge and communication through speaking and writing about art supporting the production phase. Work outside of class is required to complete personal series and participate in community events. Workshop attendance and art travel is encouraged. Competitions and exhibitions are encouraged. Presentations and discussion integrated into units.

7. COURSE SCHEDULE

This schedule is tentative and might change during the semester depending on how the course evolves. The content is subject to change depending on students' interest and progress. Students will be notified of the changes through announcements either in the class or at the Blackboard course site.

Module # & Range of Dates for Module	Topics	Assessment	Due Date
Semester Plan Unit 1	Theme for PS1,2,3 Research and Development	Plan and Idea file	August 21
	Indigenous Mexican Ceramics (3 lectures)	PowerPoint Presentation & Art	Sept.4
	M and P. Line Blends	Test samplers	Oct. 7
	PS2 Plan and Research		Sept. 16
	MaP. Alternative firing. Raku PS1 complete Ps2 formed	Rubric and Critique	October 7 Midterm
Unit 2	PS3 Plan and Research	Plan and Idea file	October 14
	African Ceramics (1) Student Lectures	PowerPoint Presentation & Art	November 18
	PS2 Complete PS3 Formed	Rubric	Nov. 4
Unit 3	Community. Professionalism	Plan and Idea file	Sept.10 plan Dec. 6
	Pricing. Selling. Packing.	Community Event	December 2
	PS3 Complete		Dec. 2, 9
	MaP Wood firing		Dec. 5 - 8
Communication Community Event	Reflection Report	Rubric	Dec. 3,6

8. ASSESSMENT METHODS AND GRADING SCALE

There are points for this course. It varies by the number of hours taken. The grade you earn for this course depends on the total number of points you earn throughout the semester. The assessment methods and grading scale are as follows:

Assessment Methods	Unit Points	Percentage
Personal Series 1	200	20
Art History: Indigenous Mexican or African Ceramics Presentations & Art Application.	100	10
Personal Series 2	200	20
MaP. Material and Process: Alternative Firing, Pit, Raku, Wood Material and Process: Line Blend	100	20
Professionalism: Price Sell. Packing	100	10
Personal Series 3	200	20
Communication. Community Event	100	10

Grading Scale

90 - 100 = A. 80 - 89 = B 70 - 79 = C. 60 - 69 = D 0 - 59 = U

600 points Unit for Personal Series – 3 series per 3-hour class, 3 pieces in a series. This is the best work you can make with your current skill set. Photographic images and written critical evaluation of the work is required.

1. **Planning Phase. Develop a theme for the semester. Create a unit** with research, lessons, and evaluation criteria. Write a goal statement, develop a working calendar of daily goals, and list the rubric for evaluation. Submit and explain project plan for critique and approval before beginning the project.
2. **Research and Development.**
 - Create and share at least **10 sketches and 10 collected images** as research for each series. Include in the written report and social media.
 - **Explore and investigate materials and processes** needed to accomplish your artistic goals. If you have a great deal to research before implementation and application, begin that research early in the semester and do the actual art later in the unit/semester.
3. **Implementation Phase.**
 - **Create art** with high quality form and surface, design, and style.
 - **Presentation** should engage actual and virtual audiences.
 - **Class Critique.** Evaluate using the rubric. Refine. Re-Evaluate
4. **Document** the project and post progress on social media or the class Facebook Group. Complete series and document in professional manner in reflection Report. Bring a hard copy to the final meeting. Send electronic copy by e-mail.

100 points Art History – Pre-Columbian MesoAmerican and African Ceramic Art and You.

PowerPoints and videos teach about Indigenous Mexican and African Ceramics. The textbook, booklet and JStor can further your research. Develop a class presentation and artwork connected to your research. Research and relate the specifics of Indigenous Mexican and African ceramics to the broad field of international contemporary ceramics and your personal series art. Post images of your work and write about your connections. Imagine your place in the historical and contemporary art communities.

100 points Technical Research and Experimentation. Expand. Learn something new. Document your ability to form and surface pieces for alternative firings such as a pit, raku, soda or wood firings. Share your line blend research in a class presentation.

100 points Professional Development. Learn more about pricing, selling, and packing your art. Travel, attend workshops, conferences, exhibitions, and critiques. Seek out and engage the outside opinions of experts in informal conversations or juried competitions. Seek out sales opportunities. Develop a community opportunity.

100 points Communication and Community. Submit a written self-evaluation and website documenting and promoting your art and creative activities. Build a sense of community by asking questions, offering help or advice, sharing in glaze mixing, kiln loading and unloading and general studio maintenance. Share your exhibition works and research in oral critiques and written reflection. Make extensive use of social media in the private group and on your own site. Use e-mail for communication. Develop, update, and submit an electronic and print resume and portfolio. Attend all class meetings and be prompt and prepared to present and critique. Create an event.

Cleanup. Students are responsible for cleaning up all areas they used, including their workspace, floor, sinks, clay and glaze rooms, kiln room. Clay should be recycled and returned to plastic bags in the barrel if not used. If you use something, please return it to its spot. If you break something, please repair, or report it broken. Do not adopt studio objects or glaze for personal use. Any artwork or other items such as tools remaining in the lab after class will become the property of FHSU and will be disposed of after the final class meeting.

9. STUDENT HELP RESOURCES

Students have access to academic services, technical support and student services at Fort Hays State University. You can find the resources online at <http://www.fhsu.edu/ctelt/services/Student-Help-Resources/>

10. COURSE POLICIES

10.1. Class Attendance

Class attendance and active participation is expected. If a student must be absent, it is their responsibility to inform the instructor and if excused make an appointment to make up the time and activity missed. School related absences should be discussed in advance. Appointments should not be made during class-time. Illness should be documented with Student Affairs or a doctor's note.

10.2. Class Participation

Do your work to the best of your ability. You get out of your education what you invest in it. No amount of talent can replace hard work. It takes time to make art. Prepare for projects by doing personal research and sketching. Prioritize your goals and time. Make time to work in the lab when necessary to create excellent art. Be persistent.

This course requires personally designed and self-motivated art production. While every effort is made to tailor the course to meet students' needs, goals may vary greatly, so students will be learning to research materials and skills, as well as finding content for their art. Most group activity will revolve around critical thinking and learning to speak about art.

10.3. Assignment Due Dates are outlined on the calendar.

Grades are recorded at midterm and the end of the semester.

10.4. Procedures for Assignment Submission.

Artwork is submitted for discussion and critique at the leather-hard, bisque, and glazed stages. Artwork and a report are due at the end of each project and graded. Grades are submitted at midterm and finals.

A written illustrated midterm and final report includes the project outlines, evaluation rubrics filled out, research and sketchbook pages, images of completed artwork, caption and text for marketing and reflection. This ongoing report is used in the planning, assessment, communication, and reporting phases. PowerPoint presentations are a good way to share this work. A summary Word.docx report is due to the instructor for grading before mid-term and finals.

11. UNIVERSITY POLICIES

11.1. Academic Honesty Policy

Membership in the FHSU learning community imposes upon the student a variety of commitments, obligations, and responsibilities. It is the policy of FHSU to impose sanctions on students who misrepresent their academic work. These sanctions will be selected by appropriate classroom instructors or other designated persons consistent with the seriousness of the violation and related considerations. Students participating in any violation of this policy must accept the consequences of their actions. Classroom instructors and/or university review/appeals committees and administrators will assess the sanctions for violation of this policy. The seriousness of the violation will dictate the severity of the sanction imposed. More information can be found at

http://www.fhsu.edu/academic/provost/handbook/ch_2_academic_honesty/

Linda Ganstrom's Art Academic Honesty Policy.

In an art class, academic honesty means your art should not be copied from another artist. If you have subject matter interests, then research and develop those interests, they will lead to unique subject matter. If you continue to develop a large set of skills, try to find your special way of combining those skills to develop your way with clay. If you use other's clay or glaze recipes, work to create new and unexpected combinations that will help your art become more personal and original. The process of research and development of subject matter, materials and processes research and working within a series is designed to assist you in developing your unique art. Make your own art. If you collaborate, you need to acknowledge the role of your collaborator. Try to assist others with advice or modeling, without doing their work for them.

11.2. Statement of Accessibility and Services for Students with Disabilities

<http://www.fhsu.edu/disability/get-access/>

11.3 Title IX

<https://www.fhsu.edu/president/Compliance-Office/Title-IX-Policy/>

11. UNIVERSITY POLICIES

11.4. Use of Computing Resources

http://www.fhsu.edu/academic/provost/handbook/ch_1_computing_resources/

11.5 Withdrawal Policy

(<http://www.fhsu.edu/registrar/academic-policies-and-information/>)

Course Calendar. Subject to change. Changes announced on Blackboard.

Art 460/665. Fall 2024. 2:30 – 4:20pm Monday, Wednesday, Friday

Art 460/665. Unit 1 Focus on PS1, Pre-Columbian Art and Ceramics, Raku
 Aug. 19 Syllabus. Safety. Space. **Develop Semester Theme. Olmec lecture.**
 21 **Highland Mexican Ceramics. Teotihuacan and Aztec.** Share PS1 Plan and Research.
 23 Fall Gallery Walk. Work on Personal Series 1.
 26 Share PS1 Plan and Idea Files. Raku Exploration.
 28 **Maya lecture.** Work PS1.
 30 Work on Personal Series 1. Sign up for lecture topics.
 Sept. 2 No class. Labor day.
 4 Work on Personal Series 1
 6 Work on Personal Series 1
 9 Work PS1. Plan Community Project.
 11 **Critique WET PS1.**
 13 **Bisque PS1.**

Unit 2 Focus on PS2, Line Blends, Stearns Raku Workshop

16 Present PS2 ideas, research MaP.
 18 Glaze PS1. Line blends.
 20 Work on PS2.
 23 Work on PS2.
 25 **Critique complete PS1.** Work on PS2.
 27 Work on PS2.
 30 Work on PS2.
 Oct. 2 Work on PS2. "Wood Assignment"
 4 Work on PS2.
 7 **Critique WET PS2. Midterm Reports due.**
 9 **Eric Stearns Workshop.**
 11 Midterm. **Eric Stearns Workshop.**

Unit 3 Focus on PS3, African Ceramics, Wood Fire work, Line Blends, Hilton Workshop

14 **African Art lecture.** Bisque PS2. PS3 Ideas, research, MaP
 16 Work on PS3.
 18 Work on PS3.
 21 Work on PS3. Glaze PS2.
 23 Work on PS3. Fire PS2. Line Blends.
 25 Work on PS3.
 29 **Steve Hilton Installation.** Work on PS3. Wood fire.
 31 **Steve Hilton Installation.** Work on PS3. Line Blends.
 Nov. 1 **Steve Hilton Installation. Reception.**
 4 **Critique Complete PS2.** Work on PS3. Wood fire.
 6 Work on PS3. Wood fire.
 8 Work on PS3.

Unit 4 Focus on Firing, Presentations, Reporting, Wood Firing

11 **Critique WET PS3.** Wood fire.
 13 Wood fire. Student Presentations.
 15 Steve Hilton Installation Take down.
 18 Bisque PS3, Wood fire work. Student Presentations.
 20 Glaze PS3. Discuss Self-Evaluation, resume website updated.
 21 **Complete PS3 Critique.**
 Dec. 2 Pricing, selling. **Report due.**
 4 Glaze wood fired work. Load Wood fired Kiln. Begin firing.
 6 Fire Wood Kiln
 Dec. 9 All Work due. Turn in Final Self-Evaluation with Resume.

10 - 12 **Unload and clean up wood fire kiln on Tuesday or Thursday.**