

SHORT COURSE



Traditional Ceramic Craft Skills and the Digital Sketch Book

Specification for Junior Cycle

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Art and Design Pedagogy 3

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Introduction to junior cycle

Junior cycle education places students at the centre of the educational experience, enabling them to actively participate in their communities and in society and to be resourceful and confident learners in all aspects and stages of their lives. Junior cycle is inclusive of all students and contributes to equality of opportunity, participation and outcome for all.

The junior cycle allows students make a greater connection with learning by focusing on the quality of learning that takes place and by offering experiences that are engaging and enjoyable for them, and relevant to their lives. These experiences are of a high quality, contribute directly to the physical, mental and social wellbeing of learners, and where possible, provide opportunities for them to develop their abilities and talents in the areas of creativity, innovation and enterprise. The learner's junior cycle programme builds on their learning to date and actively supports their progress in learning and in addition, supports them in developing the learning skills that will assist them in meeting the challenges of life beyond school.

Rationale

Clay in relation to pottery is seen as a throwers discipline. In relation to craft, it assumes a more traditional method of making, and in relation to ceramics, clay is viewed as a method of creating modern art. Making in clay and the processes utilised can enable separate identities amongst makers. This short course will enlighten students to the different layers and identities of ceramic artists.

This short course will explore the traditional method of making in a contemporary class room environment. It will explore how new age digital technologies can creatively support student learning and engagement by utilising available technologies to creatively engage with digital media to document and edit the making of this traditional craft. Group work will be established at intersections in order to encourage peer learning and support for documenting students' work. This short course offers the student's the opportunity to develop their self-awareness through real time documentation, and aid in developing their reflective practice.

This short course aims to develop the students comprehension of the methods of making and discipline required to create a realistic bust. Considering today's fast pace culture and society, the methodical time and concentration required to document and develop, through creative digital means, a precious captured moment of a human form, will aid in enriching students understanding and appreciation for time – and time worthy exercises. To distinguish and discriminate between quality and quantity, mass production and one of designs.

Aim

The short course in *Traditional Ceramics and the Digital Sketchbook* aims to:

This short course aims to assist students in slowing down and developing appreciation for not only the end product but also for the creative process in both traditional methods of making and utilising contemporary digital media for artistic expression. It aims to encourage students to engage in considered design and decision making techniques, learning from their digital sketchbook and reflective documentation. This short course aims to extend students' ability to use digital technology as a means of artistic expression in and of its self, as well as a support in documenting and communicating, critically and safely, on digital media outlets - in support of their artistic development. Group work is promoted in the aim of developing peer learning and support – enabling students to engage with their prior strengths and leaning in relation to the use of technology, marring that with this newly learned traditional craft. It aims to promote and equip students with the necessary tools to confidently design and create their 3D form using clay as their medium for their Junior Certificate.

Links

Statements of learning

Statement	Examples of relevant learning in the course
4. Create and present artistic works and appreciate the processes –both digital and hand rendered skills involved	This short course will enable the time and patience required for the necessary drying time and stages required to build a large sculpture based on their preliminary work sheets. Students will engage with reading and discussing relevant text material. They will gain an understanding of the techniques and time required for the development and progression of this form of making while forming opinions and documenting these ideas and opinions through their digital-reflective diaries.
16. Describe, illustrate, interpret, predict and explain patterns and relationships	This short course will encourage students to use discipline specific terminology and methods of making to illustrate and explain both visually, physically and verbally their process of design through discussion and test tiles. Students will be introduced to 'Roman portraiture' as an inspirational start point as it stands as the most significant period in the development of [bust] portrait art form. Roman portraiture is characterised by unusual realism. This short course will enable a comparing and contrasting of the relationship between the traditional self-portraits and self-portraits of today.
23. The student brings an idea from conception to realisation.	Students will be introduced and guided through a slow meticulous process of design. They will collectively begin with a given brief that will enable the self-portrait of the student to be realised. Students will gain new skills directly relating to the key skills of the Junior Cycle as documented by the NCCA, and adapt these skills to developing and documenting their processes of design, to completion of their self-portrait bust.
24. Use technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner	Digital diary/ digital sketchbook. Chronicling and sharing media has become an increasingly important feature in how young people communicate and engage with each other and the outside world. Utilising the student's prior knowledge of digital media and comprehension of creating digital art – through their daily creative documentation of activities on social media, this short course will introduce a reflective digital diary that will enable documentation from conception to realisation. The do's, don'ts and every other experience in the making will be catalogued and captured on the students i-pads. Issues, problems and successes will be captured in real time and edited as a 'how to' upon reflection and creation of the bust.

a) Literacy and numeracy skills

Rational

Literacy includes the ability to use and understand spoken language, print, writing and digital media. Numeracy relates to the ability to use mathematics to solve problems and meet the demands of day-to-day living. This short course will enable students to develop their numeracy, oral and written literacy skills through a process of techniques and strategies set out throughout the course.

This short course will enable students to develop their literacy skills through:

Numeracy

Estimation and scaling techniques. Investigate the shape, form, position and negative relationships, composition and scale.

Students will engage in problem solving through digital and verbal exercises of documentation.

This short course will require student to use logic and algorithmic thinking to the best of their ability when searching for information and research material on the internet.

Time management skills will be developed as it is a crucial requirement in handling and making in clay.

Oral literacy

Group discussions and presentations. Presentations will enable the students to demonstrate their ability to use subject specific terminology through causal and devised discussions. Listening skills will also be developed as students will be prompted to ask questions and engage in group discussions.

Written literacy

Prep sheets, word clouds and story boards will be utilised to develop written literacy. Students will engage in personal note taking throughout and in a formal written expression at a later stage – a written essay.

Digital literacy

Students will engage with digital technology in order to record, photographically and verbally, techniques and relevant information relating to their projects. They will verbally record their progression and ideas through digital means to complement their drawings and notes in their sketch books – this will also aid in developing oral literacy.

a) Other key skills

Key Skill	Key skill element	Student learning activity
Being Creative	<ul style="list-style-type: none"> -Leaning creatively -Stimulating creativity using digital technology -Exploring options and Alternatives 	<ul style="list-style-type: none"> -Students will learn through creative texts and group discussion – utilising subject specific terminology thereby developing their oral and written literacy though creative and digital means. -ICT/digital media will be utilised by setting research tasks from online sources. Students will utilise available digital technology to document their work in real time. -Every artistic design problem is met with an alternative solution. Students will creatively problem solve options and alternatives in creating their bust.
Communicating	<ul style="list-style-type: none"> -Listening and expressing oneself 	<ul style="list-style-type: none"> -Oral presentations will be utilised to encourage literacy and self-esteem/confidence in relation to public speaking and expressing their ideas. -Students will record thoughts and ideas, or possible alternative design decisions for future projects, through digital means – this will later be edited as a voice tread or screen cast in order to create a digital account [or a reflection piece] about their project – mirroring that of an online learning diary.
Managing information and thinking	<ul style="list-style-type: none"> -Being curious -Gathering, recording, Organising and evaluating information and data 	<ul style="list-style-type: none"> -Classroom based questioning and discussions will enable students to think about and consider ideas, opinions and assumptions of their peers. -Students will research assigned topics to enrich their understanding of the given topic. This will also enable peer teaching.
Managing myself	<ul style="list-style-type: none"> -Making considered Decisions -Being able to reflect on my own learning -Setting and achieving personal goals 	<ul style="list-style-type: none"> -Students will discriminate between reference material, equipment and tools relevant for their creation. -Students will partake in presentations to reflect on their understanding and work to date and discuss their creative plans going forward. -Students will design in 2D – through digital photography and drawing, before they make in clay, they will be guided in creating to their ability to enable a sense of personal achievement.

Staying well

- Being social
- Being confident
- Being positive about Learning

-Students will be encouraged to offer [helpful/constructive] advice and ideas to their fellow students following peer presentations.
-Students will be given ownership and responsibility towards their individual pieces thereby enabling a sense of pride and confidence in their own work/ability.
-Students will be encouraged to contribute to group discussions to 'Attend' and well as be present.

Working with others

- Co-operating
- Learning with others

-Group work and peer teaching will be encouraged. A buddy system will be devised if required. Students will be advised that certain marks will be assigned to class room contribution.

Course Overview

Rational

Strands

1. Drawing
2. Digital Media – Digital Sketchbook
3. Ceramics

A more traditional way of copying your photo would be to divide it up into squares or rectangles and just scaling it up from there. Viewing each block as a separate sketch makes the task much easier to complete.



These strands are presented in chronological order to demonstrate the extent by which a sequence of events will be engaged in this short course. However, relevant critical and contextual studies are recommended as an ongoing strategy.

The learning outcomes in this short course are clear statements of what it is expected each student will have achieved as a result of the learning associated with each strand. The learning outcomes are aligned with the Level 3 indicators on The National Framework for Qualifications.

Strands

Strand 1 – Drawing – Self-portraits

Strand 2 – Digital Media – Digital sketchbook

Strand 3 – Ceramics

Drawing

- Observational drawing
- Life drawing
- Draw through gridded digital photography

This strand is designed to engage students in catalyst research of the human form. They will partake in observational drawings of a life model to gauge, in quick time, the general positioning of the eyes in relation to the nose and ears.

Students will focus these research drawings, looking at the shoulders up – as this will be the area of interest for making the ceramic bust.

Students will then engage in self-portrait photography to capture their image [on i-pads of cameras available]. From these images students will grid their self-portraits and draw from these photographic images to begin a more focused study of the captured human form.

Digital Media

- Photographing their self-portrait and gridding
- Recording and documenting work as it happens
- Editing and digitally rendering a process orientated digital sketchbook

This strand will utilise students' prior knowledge of digital technology with newly taught skills. Students will begin by engaging in group work to take self-portraits. These self-portraits will then be digitally gridded or handed rendered depending of available technologies.

Students will engage with digital technology in order to record, photographically and verbally, techniques and relevant information relating to their projects. They will verbally record their progression and ideas through digital means, thereby developing a digital sketchbook.

This strand will enable students to utilise their prior knowledge of chronically sharing daily activities on social media, and marry that with subject specific documentation and reflection.

Ceramics

- Engaging in subject specific history and critical studies
- Create a collaborative human form
- Hand build a bust

This strand is at the core of this short course "Traditional ceramic craft skills and the digital sketchbook". Students will be introduced to relevant artists and artistic historical content [as detailed at a later stage]. Through these introductions students will develop an appreciation for the "why's" [why one made and should make in this fashion] which will influence their "How to" documentation.

For their first engagement with clay in this short course, students will all create one tile each which will be placed [molded] around an armature that the teacher will make as a demonstration piece. These tiles will come together to develop the shape of a human bust. This collaborative piece does not require facial details just the basic shape/form. This will enable students to engage with hand building and blending clay slabs together. This will allow for a size relevant example and demonstrate how it can be done. This strand will engage students to work as part of a group. Ultimately each student will take ownership over hand building a human self-portrait bust.

Strands
Students learn.....

Outcomes
Students should be able to.....

Strand 1.

Drawing

Observational
Drawing

- 1.1 Provide practical evidence of their ability to capture the human form in time sensitive drawing tasks.
- 1.2 Engage with soft media to enable fast captured lines, developing to lead pencils to capture a more considered interpretation of the human head.
- 1.3 Comprehend and appreciate numerical proportions and realistic drawings of the human head [bust form].

Life drawing

- 1.4 Draw from a realistic source and develop an awareness of layout, form and proportions in relation to the human form.
- 1.5 Provide evidence of their ability to capture the human face – how contours and shapes marry to create the human structure.

Draw through gridded
digital technology

- 1.6 Develop numeracy skills in constructing grids.
- 1.7 Participate in [gridding] enlarging and structuring drawings to create technical, realistic transfers of a given photographic image to drawing.

Strand 2.

Digital Media- the digital sketchbook

Recording and
documenting work as
it happens

- 2.1 Describe how digital technologies can be used as methods of communication in their everyday lives and outline the opportunities and risks presented by young people's use of social networks.
- 2.2 Digitally record and document activities in real time and engage in self-directed reflection.
- 2.3 Develop an awareness of self-directed reflection.

Photographing their
self-portrait and
gridding

- 2.4 Develop photographic awareness in relation to composition and placement in setting up and photographing fellow students' self-portraits.
- 2.5 Engage in artistic numeracy as an aid in developing work.

Editing and digitally
rendering a process
orientated digital
sketchbook

- 2.6 Utilise editing software to digitally render a sketch book accompanied with a voice over.
- 2.7 Reflect and discriminate between recorded footage in order to create a 'how to' look at the processes involved in making a traditional ceramic bust. This will aid in peer teaching – for future students partaking in this short course.

Strand 3.***Ceramics***

Engaging in subject specific history and critical studies

3.1 Engage in and develop an appreciation of subject specific contextual and critical appreciation of ceramic art.

3.2 Develop self-esteem through group discussions.

Create a collaborative human form

3.3 Engage in peer teaching.

3.4 Learn the advantages of group work by pooling resources to create a collaborative piece of art.

Hand build a bust

3.5 Develop and create a 3D structure from 2D research.

3.6 Confidently design and create a hand built ceramic piece utilising traditional methods of making.

6. Expectations for learners

In the case of short courses in new areas of learning, such as *“Traditional ceramic craft skills and the digital sketchbook”*, some indicative examples of student work will be generated to guide teachers and students during the introductory years of the course.

With the publication of the specification, online examples of student work will be used to illustrate the expectations for learners in the short course. These examples will be related directly to a learning outcome or groups of learning outcomes. They will be annotated, indicating whether the work is in line with, ahead of, or behind expectations for learners using the features of quality to make these judgements.

7. Assessment and certification

Rational

Assessment

The short course in 'Traditional ceramic craft skills and the digital sketch book' supports a wide variety of approaches to assessment. It is envisaged that students will provide evidence of their learning in a variety of summative and formative ways, such as drawing techniques and development of a digital sketchbook – comprised of audio, scanned images and written pieces and of course in their making and completion of a ceramic bust. Strand one looks at 'Drawing' and sub categories to aid in assessing desired learning outcomes of this short course. Active participation and a productive/ positive attitude in relation to working to the best of their ability - through digital documentation and discussion with peers, is an essential component of learning in this course.

In this short course students are provided with many opportunities to reflect on their Learning. In the second strand 'Digital Media- the digital sketchbook' students are assessed on Recording and documenting work as it happens, photographing their self-portrait and gridding, and editing and digitally rendering a process orientated digital sketchbook. Students are encouraged to set clear goals and targets based on the teacher's feedback and self-directed reflection and assessment – stemming from their digital documentation. This form of ongoing assessment will assist the students in monitoring their learning progress and planning next steps in learning. The third strand looks at 'Ceramics' and the traditional method of hand building a ceramic bust.

Students will be assessed through summative and formative methods of evaluation. Formative methods will inform students through ongoing assessment and enable a deeper comprehension of the summative requirements.

The areas of assessment are:

Strand 1. <i>Drawing</i>	20%
Strand 2. <i>Digital Media- the digital sketchbook</i>	40%
Strand 3. <i>Ceramic</i>	40%

Drawing will carry a weighting of 20%

The 'Drawing' strand will be the opening sequence to this short course module. It is significant in setting the visual comprehension of the human form – focusing on the head. Commitment and effort in attempting their life drawings – both gridded and observational, will lead to practical evidence which will then be assessed. This strand, although significant in setting up the development of this project, will be conducted for a shorter time period hence weighing lower than its other two counter parts.

Digital Media – the digital sketchbook will carry a weighting of 40%

Students will engage with digital technology in order to record, photographically and verbally, techniques and relevant information relating to the progression of their project. This is a core activity that will run parallel in importance to the ceramic assessment. They will create a digital timeline or sketch book that will allow them to record their process of design and opinions from beginning to end. This summative digital sketchbook will demonstrate the students comprehension development of tasks required. It will be conducted throughout the short course and therefore carry a heavy weighting of 40% to account for the time and work involved in documenting and editing their digital sketchbook.

Ceramic will carry a weighting of 40%

10% will be assigned to a written task. Students will take part in subject specific lessons relating to contextual and critical appreciation of ceramic art. They will be required to write a written piece in response to a contemporary question "Who in today's contemporary culture would be captured in a realistic bust form?" – responding to the early introduction of the foundation of the ceramic bust, the why a bust was made and the privilege it held.

5% will be assigned to evidence of group work and peer teaching in relation to their hand building – observed in their digital sketch book.

25% will be assigned to the completed ceramic bust. Students will be assessed on their ability to design and create a hand built ceramic piece utilising traditional methods of making.

The main learning outcomes to be assessed

Assessment draws on learning outcomes from across the course as well as literacy, numeracy and other key skills. Students will have opportunities to demonstrate their learning through assessment tasks based on the learning outcomes in each strand. The tasks require students to provide evidence of the knowledge, understanding and skills that they have gained in the strands. The outcomes presented in the table below are particularly significant in the context of the Stands and assessment accreditation requirement:

Drawing	Digital Media – Digital Sketch book	Ceramic
20%	40%	40%
1.1, 1.4, 1.5, 1.7	2.2, 2.4, 2.6, 2.7	3.1, 3.5, 3.6

Features of quality

Features of quality relate to the three strands of this short course and thus to the work undertaken by students in relation to Drawing, Digital Media – Digital sketchbook and Ceramic hand building techniques. In general terms, these can be used by students and by teachers to support their discussions about and judgements of work generated in response to the assessment task. More specifically, the features of quality will be used by teachers in marking student work and at moderation meetings towards the end of the course.

Drawing [20%]

Distinction

Through observational drawings students will demonstrate an excellent comprehension and ability to capture the human form in time sensitive drawing tasks and more considered mark making drawings. Students will draw detailed realistic self-portraits from a 2d source at an excellent standard of quality. They will demonstrate an acute and innate awareness of layout, form and proportions in relation to the human head [bust]- considering how contours and shapes marry to create the human structure.

Higher Merit

Through observational drawings students will demonstrate a high level of comprehension and ability to capture the human form in time sensitive drawing tasks and more considered mark making drawings. Students will draw detailed realistic self-portraits from a 2D source at a high standard of quality. They will demonstrate an acute and comprehensible awareness of layout, form and proportions in relation to the human head [bust] - considering how contours and shapes marry to create the human structure.

Merit

Through observational drawings students will demonstrate a very good understanding and ability to capture the human form in time sensitive drawing tasks and more considered mark making drawings. Students will draw detailed realistic self-portraits from a 2D source at a very good standard of quality. They will demonstrate an awareness of layout, form and proportions in relation to the human head [bust] - considering how contours and shapes marry to create the human structure.

Achieved

Through observational drawings students will demonstrate an adequate understanding and ability to capture the human form in time sensitive drawing tasks and more considered mark making drawings. Students will draw detailed realistic self-portraits from a 2D source at a good standard of quality. They will demonstrate considered awareness of layout, form and proportions in relation to the human head [bust] - considering how contours and shapes marry to create the human structure.

Digital Media – Digital Sketch book [40%]

Distinction

The digital sketch book demonstrates an excellent understanding of the digital format used and displays a high level of creativity in its presentation/publication - digitally rendering an excellent digital sketchbook and accompanying voice over. Students will show a high ability of comprehending the assessment task set out by discriminating between recorded footage in order to create a 'how to' look at the processes involved in making a traditional ceramic bust.

The digital sketch book demonstrates at a comprehensive and highly detailed level how technology can support collaboration, learning and productivity.

High Merit

The digital sketch book demonstrates a very high understanding of the digital format used and displays a high level of creativity in its presentation/publication - digitally rendering very well executed digital sketchbook and accompanying voice over. Students will show a high capability of comprehension of the assessment task set out by discriminating between recorded footage in order to create a 'how to' look at the processes involved in making a traditional ceramic bust.

The digital sketch book demonstrates at a very good understanding of how technology can support collaboration, learning and productivity.

Merit

The digital sketch book demonstrates a high level of comprehension of the digital format used and displays a good level of creativity in its presentation/publication - digitally rendering a very well executed digital sketchbook and accompanying voice over. Students will show a good capability of comprehension of the assessment task set out by discriminating between recorded footage in order to create a 'how to' look at the processes involved in making a traditional ceramic bust. The digital sketch book demonstrates at a good understanding of how technology can support collaboration, learning and productivity.

Achieved

The digital sketch book demonstrates a good level of comprehension of the digital format used and displays a good level of creativity in its presentation/publication - digitally rendering a good digital sketchbook and accompanying voice over. Students will show a basic comprehension of the assessment task set out by discriminating between recorded footage in order to create a 'how to' look at the processes involved in making a traditional ceramic bust. The digital sketch book demonstrates at a basic understanding of how technology can support collaboration.

Ceramic [40%]

Distinction

Students demonstrate an ability to critique artistic experiences with a convincing in-depth analysis of context and an excellent interpretation of what is being communicated through history and contextual studies. This will be monitored through their written assignment at the earlier stages of the short course. Students will develop and create an excellent translation of a 2D drawing of a self-portrait into a 3D ceramic bust. Students will confidently design and create a hand built ceramic piece to an excellent standard, utilising traditional methods of making.

High Merit

Students demonstrate an ability to critique artistic experiences to a high standard and interpret what is being communicated through history and contextual studies – demonstrating a high standard of comprehension. This will be monitored through their written assignment at the earlier stages of the short course. Students will develop and translate a 2D drawing of a self-portrait into a very detailed and considered 3D ceramic bust. Students will confidently design and create a hand built ceramic piece to a high standard, utilising traditional methods of making.

Merit

Students demonstrate a good ability to critique artistic experience and interpret what is being communicated through history and contextual studies – demonstrating a good standard of comprehension of the given assignment. This will be monitored through their written assignment at the earlier stages of the short course. Students will develop and translate a 2D drawing of a self-portrait into a well-constructed 3D ceramic bust. Students will confidently design and create a hand built ceramic piece to a good standard, utilising traditional methods of making.

Achieved

Students demonstrate an adequate ability to critique artistic experience and interpret what is being communicated through history and contextual studies – demonstrating a basic comprehension of the given assignment. This will be monitored through their written assignment at the earlier stages of the short course. Students will develop and translate a 2D drawing of a self-portrait into a basic hand built 3D ceramic bust. Students will confidently design and create a hand built ceramic piece to a basic standard, utilising traditional methods of making.

Appendix 1.

Formative Assessment

When incorporated into classroom practice, the formative assessment process provides information needed to adjust teaching and learning while they are still happening. The process serves as practice for the student and a check for understanding during the learning process. The formative assessment process guides teachers in making decisions about future instruction.

Strand one

- Engagement in group discussion and taking on board feedback issued. Partaking in questioning in order to expand student learning.
- Engage in group discussion - comparing and contrasting the development of their drawings.

Strand two

- Engage in group discussions – developing literacy and subject specific terminology. Describe how digital technologies can be used as methods of communication in their everyday lives and outline the opportunities and risks presented by young people’s use of social networks.
- Develop an awareness of self-directed reflection. Engagement in reflective practice. Reflect and discriminate between recorded footage in order to aid in creating a ‘how to’ look at the processes involved in making a traditional ceramic bust.

Strand three

- Engage in peer teaching. Develop self-esteem through positive participation.
- Learn the advantages of group work by pooling resources to create a collaborative piece of art

Appendix 2.

Summative Assessment

Summative assessments are cumulative evaluations used to measure student growth after instruction and are generally given at the end of a course in order to determine whether long term learning goals have been met. Summative assessments are not like formative assessments, which are designed to provide the immediate, explicit feedback useful for helping teacher and student during the learning process. High quality summative information can shape how teachers organize their curricula or what courses schools offer their students.

Strand one

- Provide practical evidence of their ability to capture the human form in time sensitive drawing tasks.
- Provide evidence of their ability to capture the human face – how contours and shapes marry to create the human structure. Draw from a realistic source and develop an awareness of layout, form and proportions in relation to the human form.

Strand two

- Digitally record and document activities in real time and engage in self- directed reflection.
- Utilise editing software to digitally render a sketch book accompanied with a voice over.
- Discriminate between recorded footage in order to create a 'how to' look at the processes involved in making a traditional ceramic bust.

Strand three

- Develop and create a 3D structure from 2D research.
- Design and create a hand built ceramic piece utilising traditional methods of making

Appendix 3.

Resources



http://www.metmuseum.org/toah/hd/ropo2/hd_ropo2.htm



http://www.ancient.eu/Roman_Sculpture/



<http://www.getty.edu/art/exhibitions/commodus/>



<http://www.craftaustralia.org.au/library/>