

# GCSE Art and Design - Ceramics

## Curriculum Intent 2022-2023

Ceramics is such a versatile and receptive material, having the ability to create beautiful objects that are both sculptural and functional is exciting and rewarding. The pupils will explore the power of 3D design as we create inspirational sculptures that are both imaginative and intriguing. We want our students at Brine Leas to work creatively with three-dimensional form along with experimenting with surface pattern, texture and detail. Being able to design and create in 3D is challenging but also very rewarding. Ceramics is one of the world's oldest crafts and been used for centuries to help document cultures and artwork throughout history. The definition of art could be considered “the expression or application of human creative skill and imagination, typically in a visual form such as painting or sculpture, producing works to be appreciated primarily for their beauty or emotional power.” From birth, we begin to identify objects by recognising shape, as a toddler, we make marks on paper in sand and as adults, we communicate with a visual language of colour, shape, 3D forms and texture. Studying the subject art is truly part of life-long learning; it is a never-ending journey of discovery. Our students are welcomed into a supportive yet challenging subject area where they will study Three-Dimensional Design, Ceramics in breadth and depth. Our pupils achieve by experiencing a broad and balanced learning journey that is exciting and motivating.

<https://www.tate.org.uk/art/talking-point/why-study-art>

Brine Leas students are inspired by a variety of challenging opportunities to respond theoretically and practically to a variety of artists, craftspeople and designers. The learning opportunities in each stage provide future preparation for the next steps in learning. As such, the students develop their proficiency in art making, confidence in expressing themselves and communicating as they move through each year. The curriculum follows a spiral-learning path; students recall ‘old’ knowledge and grapple with challenging opportunities to acquire new knowledge and skill. There is an expectation of future preparation and progression as the students revisit different media: ceramics, drawing, painting, printmaking and sculpting. Each of these medias are supported with a breadth of contextual knowledge; engaging the students to make their own personal statements about different cultures, religions and social issues.

There is an expectation for students to become proficient at communicating using all the Formal Elements; exploiting the Visual Language to create engaging and stimulating artwork responding to the world around them. The visual language can be read by all ages and abilities. Our students are encouraged to express themselves visually and to become reflective thinkers, making their own creative responses to the world around them. Community involvement and student exhibitions allow the students to share their creative messages, taking pride in their work around school and in the local area.

Visits to galleries allow students to experience real life artwork, observing and connecting with the artists’ messages and thoughts. Students are taught how to analyse, research and give opinion independently, reading the work using their visual language.

The Key Stage 3 curriculum delivers a solid foundation of creative and critical thinking, personal development and technical ability. The knowledge and skills delivered at KS3 prepare our students for success at GCSE, A Level and life-long learning. The order in which these elements will be delivered will be flexible across the department to allow for efficient use of resources.

GCSE Three-dimensional design (Ceramics) is a vehicle to develop creative thinking, reflective practice and build skill into a deeper more personal level. Students are guided to experience a variety of techniques and will learn about artists' work. We aim to encourage students to be experimental, to work from observation and imagination and to develop a journey of ideas from the beginning to the end. Students will learn to have ownership over their art building independence and maturity in their creative studies. The AQA specification allows students to develop the skills to explore, create and communicate their own ideas.

### **Trips and visits**

Gallery visits (independent and with school). Residential trips may be part of the course.

### **Assessment**

Two units of work assessed across four assessment objectives:

Assessment objective 1 - Develop ideas through investigations, demonstrating critical understanding of sources.

Assessment objective 2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

Assessment objective 3 - Record ideas, observations and insights relevant to intentions as work progresses.

Assessment objective 4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Component 1: 60%

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

Component 2 exam: 40%

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives

Please see website for internal assessment record.

### **Homework**

Independent development outside of the lesson is essential: students are expected to complete one hour of homework for each lesson. The student will develop their own ideas with guidance from their teacher.

### **Clubs and/or intervention**

Lunchtime sessions (to be confirmed in September) - please see the department timetable.  
After school (to be confirmed in September) every week - please see the department timetable.

### **Parental/Carer support**

Coursework is continuous across the two years of study; you will find your child frequently working on Art at home. Students often enjoy sharing their progress at home, please have a look in their sketchbooks. Gallery visits local or national are helpful. Students may wish to have their own materials to help with their studies at home; we have a recommended kit list on Wisepay. If you wish to do so you can order online for quality products at a catalogue price.

### **Helpful sources of information**

Course information:

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/three-dimensional-design>

High quality exemplars of GCSE Artwork:

<https://www.studentartguide.com/>

Websites for Art:

<https://www.royalacademy.org.uk/>

<https://www.tate.org.uk/art>

<https://www.art2day.co.uk/>

<https://www.thisiscolossal.com/>

<https://www.npg.org.uk/>

<https://www.saatchiart.com/>

<https://www.contemporaryceramics.uk/>

<http://ruthincraftcentre.org.uk/>

<https://bluecoatdisplaycentre.com/>

### **Future careers and pathways**

Careers:

- Creative industries. For example: animation, architect, commercial art gallery, art therapist, community arts worker, exhibition designer/curator, fine artist, graphic designer, automotive design, prop/set designer, tile designer, crockery designer, illustrator, marketing, stylist and teacher.

Future learning:

- GCSE provides a strong foundation for further study at AS and A-level in a variety of endorsements (Art, craft and design, fine art, graphics, photography, textiles and 3D design). Art historian and conservator.

- BTEC NVQ/SVQ linked to an interest art, such as: graphics design, fashion styling, art and design, printmaking, media, performing art, photography, fine art, beauty therapy, hairdressing and professional cookery.
- Apprenticeships: theatre lighting technician, trainee technical graphic design assistant, florist, garden designer, beauty therapist and chef.

## Year 10 Overview

Term	Knowledge	Assessment	Connections to learning
Autumn 1	<p style="text-align: center;"><b>Mini project (foundation skills building prior to component 1 project in January)</b></p> <p>Assessment objective 3 Record ideas, observations and insights relevant to intentions as work progresses. Assessment objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>GCSE Ceramics at Brine Leas aims to send our students out into the world as confident and critically aware designers, artists and makers. Teaching is delivered in relation to professional models of practice. Through teacher led and self-initiated projects, you will learn to question, articulate and present your ideas independently. Ceramics GCSE embraces and challenges the versatility of clay as both a creative and functional material. On this course, teaching focuses on design through making and haptic engagement with the material. You will apply clay to a diverse range of contexts and design opportunities. We define design as the methodology and strategy through which we teach – a productive enquiry founded in a curiosity for the application of clay in a range of creative and challenging contexts realised through a breadth of sculptural responses and a wide range of possible creative outcomes.</p> <p>Rationale: Students will study a range of Ceramicists/Designers linked to their theme. These will cover a range of cultures, subject matters and time periods. Students are encouraged to be explorative in their research.</p>		
	<ul style="list-style-type: none"> <li>➤ How to draw from observation and how to draw basic 3D forms.</li> <li>➤ The 6 stages of clay; Slip, greenware, leather hard, bone dry, bisqueware, glazeware.</li> <li>➤ Knowledge and experience of creating form-Pinch pot, Slab, press mould, coiling, hand building, low relief.</li> <li>➤ Knowledge and experience of decorative processes impressing/embossing, caving, hand modelling, sgraffito.</li> <li>➤ Understanding of basic subject specific language: - Plastic clay, leather hard, green ware, bone dry, bisque, slip, firing, glazing and oxidizing.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Assessment is led by the exam board Assessment Objectives</li> <li>➤ When assessing the teacher will celebrate success with two 'W' Went well comments and challenge student with 'T' Target. These sheets are to be stored in each students Art handbook. These are kept at school in their portfolios</li> <li>➤ Task scores are tracked on a pupil tracker sheet; this in the front of</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knowledge and skills will be revisited several times over the GCSE. There should be a journey of development throughout the GCSE: of ideas and skill.</li> <li>➤ Externally set assignment will rely upon key skills taught during the portfolio unit.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Knowledge and experience of the various tools used when working with clay; Sponges, kidney, (serrated, smooth and rubber) wires and wire ended tools, needle tool, wire loop and ribbon tools, wood knife, clay knife, banding wheels, guide sticks, rolling pins, fabric mats for rolling on, brushes for glazing and oxidizing, stampers for impressing detail, cutters various shapes.</li> <li>➤ Explore visual and tactile elements of proportion, decoration, form, scale, pattern, texture and line.</li> <li>➤ SMSC; in collaboration with their teacher, students will become more involved in the direction of their own project; beginning to make decisions like subject matter, materials/media, scale, techniques and contextual references.</li> </ul>	<p>their Art Handbook; this gives students an indication of how they are achieving holistically across the AO's.</p> <ul style="list-style-type: none"> <li>➤ Sketchbooks are marked with stapled in slips. A marking code allows for speedy feedback.</li> <li>➤ Dialogue is constant in classes; sharing good practice from students and helping individuals on specific areas for improvement e.g., 1:1 Demonstrations</li> <li>➤ Successful work/ elements of student's work will be showcased to the rest of the class/ department/school.</li> <li>➤ Group critiques will develop students' ownership of project and confidence in using subject specific vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Skills feed into A Level, foundation courses and degree.</li> <li>➤ 1 personal development; time management, planning work and organisation of equipment.</li> </ul>
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<b>Autumn 2</b>	<p style="text-align: center;"><b>Unit one Portfolio 60% Mini project (foundation skill building prior to major coursework project in January)</b></p> <p>The Foundation skills building unit focuses on basic skills; it is process-rich and built on the acquisition of a multitude of core skills that act as a toolkit for future practice.</p> <p>This includes modelling, press moulding, hand building slab, pinch pot and coil, joining techniques, decoration, glazing, drawing from observation and 3D forms, printing and firing. The theme of this foundation skills building unit is 'Coastal' students explore and investigate multiple artists and ceramicists such as Courtney Mattison. Diane Lubinski and Yellena James. Students then focus upon one artist per skills for example for slab building we will focus on the work of Courtney Mattison.</p> <p>Rationale: Students will study a range of Ceramicists/Designers linked to their theme. These will cover a range of cultures, subject matters and time periods. Students are encouraged to be explorative in their research.</p>
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- Students learn how to research effectively using primary and secondary sources. Importance put on sourcing primary imagery.
- Students become familiar with recommended research sources.
- Students learn how to describe, analyse and formulate own opinions about artists work, techniques and own work.
- Students will learn how to appropriately record/evaluate techniques taught.
- Students will learn how to select artists or appropriate images that are relevant to their studies.
- Students will understand the importance of artist/ cultural influence on their own work.
- Students gain knowledge and experience of forming building techniques- using press moulds, drop moulds and formers.
- Students gain knowledge and experience of applying decorative glaze techniques – sgraffito, slip trail, under glazing, extruding.
- Students will learn about firing temperatures used for both a bisque firing and glaze firing.
- Students become risk takers, understanding that progress comes from experimenting and refinement and modifying.
- Students develop the ability to critically annotate their work. They will learn how to communicate their ideas practically and theoretically.
- Students learn how to creatively respond to their theme or artist. At this stage, their teacher may lead them.
- Students learn how they can personalise the development of their artwork.
- Learn how to work on a sustained project.
- Understanding of advanced subject specific language: - Decals, moulds, formers, slip trails, embossing, stencilling, extruders, calving.

- Assessment is led by the exam board Assessment Objectives
- When assessing the teacher will celebrate success with two 'W' Went well comments and challenge student with 'T' Target. These sheets are to be stored in each students Art handbook. These are kept at school in their portfolios.
- Task scores are tracked on a pupil tracker sheet; this in the front of their Art Handbook; this gives students an indication of how they are achieving holistically across the AO's.
- Sketchbooks are marked with stapled in slips. A marking code allows for speedy feedback.
- Dialogue is constant in classes; sharing good practice from students and helping individuals on specific areas for improvement e.g., 1:1 Demonstrations
- Successful work/ elements of student's work will be showcased to the rest of the class/ department/school.
- Group critiques will develop students' ownership of project and confidence in using subject specific vocabulary.

- Knowledge and skills will be revisited several times over the GCSE. There should be a journey of development throughout the GCSE: of ideas and skill.
- Externally set assignment will rely upon key skills taught during the portfolio unit.
- Skills feed into A Level, foundation courses and degree.
- 1 Personal development; time management, planning work and organisation of equipment.
- 6 Cultural Development; contextual references

	<ul style="list-style-type: none"> <li>➤ Explore the relationship between form and surface embellishment, constructional considerations and imaginative interpretation.</li> <li>➤ SMSC: with teacher guidance, students will begin to independently select their own ceramicist or designers for research. Students will analyse the artists' work and unpick how they communicate visually using the formal elements. The context in which the work is made is also of importance.</li> </ul>		
<b>Spring 1</b>	<p style="text-align: center;"><b>Unit one Portfolio 60%</b></p> <p>Archaeologists have uncovered human made Ceramics that date back to at least 24,000BC. Since those ancient times the access to modern technology has steadily increased, we often take for granted the major role that Ceramics have played in humankind. On the course, the classroom culture is important. The Art and Technology department at Brine Leas work to foster a vibrant designer-maker-community. You will benefit from excellent specialist facilities; students will learn both traditional hand building skills alongside contemporary practices. This includes modelling, press moulding, hand building, decoration, glazing, drawing, printing and firing. As well as hands-on techniques, the course will also provide you with knowledge and understanding of historical and cultural context of ceramics. Most traditional ceramic products were made from clay, shaped and subjected to heat and tableware and decorative ceramics are still produced in this way. You will examine the potential of ceramics to progress into other visual languages and the wide range of professional opportunities available.</p> <p>Students explore their practice through hands-on engagement with skills and processes used within the subject of ceramics. In component one students will start with a collection of ceramicists/designers, themes or cultures either chosen individually or teacher led.</p> <p>Rationale: Students will study a range of Ceramicists/Designers linked to their theme. These will cover a range of cultures, subject matters and time periods. Students are encouraged to be explorative in their research.</p>		
<ul style="list-style-type: none"> <li>➤ Students learn how to creatively respond to their theme and artists, designers and ceramicists. At this stage, their teacher may lead them.</li> <li>➤ Students learn how they can personalise the development of their ceramic work.</li> <li>➤ Learn how to work on a sustained project.</li> <li>➤ Students study cultures relevant to their chosen theme.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Assessment is led by the exam board Assessment Objectives</li> <li>➤ When assessing the teacher will celebrate success with two 'W' Went well comments and challenge student with 'T' Target. These sheets are to be stored in each students Art handbook.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knowledge and skills will be revisited several times over the GCSE. There should be a journey of development throughout the GCSE: of ideas and skill.</li> </ul>	

		<p>These are kept at school in their portfolios.</p> <ul style="list-style-type: none"> <li>➤ Task scores are tracked on a pupil tracker sheet; this in the front of their Art Handbook; this gives students an indication of how they are achieving holistically across the AO's.</li> <li>➤ Sketchbooks are marked with stapled in slips. A marking code allows for speedy feedback.</li> <li>➤ Dialogue is constant in classes; sharing good practice from students and helping individuals on specific areas for improvement e.g., 1:1 Demonstrations</li> <li>➤ Successful work/ elements of student's work will be showcased to the rest of the class/ department/school.</li> <li>➤ Group critiques will develop students' ownership of project and confidence in using subject specific vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Externally set assignment will rely upon key skills taught during the portfolio unit.</li> <li>➤ Skills feed into A Level, foundation courses and degree.</li> <li>➤ 1 Personal development; time management, planning work and organisation of equipment.</li> <li>➤ 6 Cultural Development; contextual references.</li> </ul>
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<p><b>Spring 2</b></p>	<p><b>Unit one Portfolio 60%</b></p> <p>Students explore their practice through hands-on engagement with skills and processes used within the subject of ceramics. In Unit one portfolio, you will apply skills learnt in the foundation skills building project within broader contexts and conceptual framework. Over time students will start to combine multiple skills and techniques learnt into their work, this reflects a growing self-awareness and confidence in the students as future designers and makers. In component one students will start with a collection of ceramicists, designers, themes and cultures either chosen individually or teacher led. The course promotes student-centred experiential learning, enabling you to identify and expand on your own strengths, through active reflection and an immersive making process.</p>
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Rationale: Students will study a range of Ceramicists/Designers linked to their theme. These will cover a range of cultures, subject matters and time periods. Students are encouraged to be explorative in their research.

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| <ul style="list-style-type: none"><li>➤ Students develop their ideas on their sustained journey of ceramic making to the set or chosen theme. Lessons and tasks are personalised to suit the individual's projects/ strengths.</li><li>➤ Students study cultures relevant to their chosen theme.</li></ul> | <ul style="list-style-type: none"><li>➤ Assessment is led by the exam board Assessment Objectives</li><li>➤ When assessing the teacher will celebrate success with two 'W' Went well comments and challenge student with 'T' Target. These sheets are to be stored in each students Art handbook. These are kept at school in their portfolios.</li><li>➤ Task scores are tracked on a pupil tracker sheet; this in the front of their Art Handbook; this gives students an indication of how they are achieving holistically across the AO's.</li><li>➤ Sketchbooks are marked with stapled in slips. A marking code allows for speedy feedback.</li><li>➤ Dialogue is constant in classes; sharing good practice from students and helping individuals on specific areas for improvement e.g., 1:1 Demonstrations</li><li>➤ Successful work/ elements of student's work will be showcased to the rest of the class/ department/school.</li><li>➤ Group critiques will develop students' ownership of project and</li></ul> | <ul style="list-style-type: none"><li>➤ Knowledge and skills will be revisited several times over the GCSE. There should be a journey of development throughout the GCSE: of ideas and skill.</li><li>➤ Externally set assignment will rely upon key skills taught during the portfolio unit.</li><li>➤ Skills feed into A Level, foundation courses and degree.</li><li>➤ 1 Personal development; time management, planning work and organisation of equipment.</li><li>➤ 6 Cultural Development; contextual references.</li></ul> |
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		confidence in using subject specific vocabulary.	
Summer 1	<p style="text-align: center;"><b>Unit one Portfolio 60%</b></p> <p>During the summer term students will start to refine and modify their work as it progresses, exploring how to apply detail and decoration via surface embellishment, this will include the use of specialist Ceramic tools like extruders and wooden shaping and carving tools</p> <p>Students explore their practice through hands-on engagement with skills and processes used within the subject of ceramics. During your unit one portfolio, you will apply skills learnt during the foundation skills building project within broader contexts and a conceptual framework.</p> <p>Rationale: Students will study a range of Ceramicists/Designers linked to their theme. These will cover a range of cultures, subject matters and time periods. Students are encouraged to be explorative in their research.</p>		
	<ul style="list-style-type: none"> <li>➤ Students develop their ideas on their sustained journey of art making to the set theme. Lessons and tasks are personalised to suit the individual's projects/ strengths.</li> <li>➤ Students study cultures relevant to their chosen theme.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Assessment is led by the exam board Assessment Objectives</li> <li>➤ When assessing the teacher will celebrate success with two 'W' Went well comments and challenge student with 'T' Target. These sheets are to be stored in each students Art handbook. These are kept at school in their portfolios</li> <li>➤ Task scores are tracked on a pupil tracker sheet; this in the front of their Art Handbook; this gives students an indication of how they are achieving holistically across the AO's.</li> <li>➤ Sketchbooks are marked with stapled in slips. A marking code allows for speedy feedback.</li> <li>➤ Dialogue is constant in classes; sharing good practice from students and helping individuals on</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knowledge and skills will be revisited several times over the GCSE. There should be a journey of development throughout the GCSE: of ideas and skill.</li> <li>➤ Externally set assignment will rely upon key skills taught during the portfolio unit.</li> <li>➤ Skills feed into A Level, foundation courses and degree.</li> <li>➤ 1 Personal development; time management, planning work and organisation of equipment.</li> <li>➤ 6 Cultural Development; contextual references.</li> </ul>

		<p>specific areas for improvement e.g., 1:1 Demonstrations</p> <ul style="list-style-type: none"> <li>➤ Successful work/ elements of student's work will be showcased to the rest of the class/ department/school.</li> <li>➤ Group critiques will develop students' ownership of project and confidence in using subject specific vocabulary.</li> </ul>	
<p>Summer 2</p>	<p style="text-align: center;"><b>Unit one Portfolio 60%</b></p> <p>By the end of the summer term students focus will shift to the application of oxides and glazes. They will be introduced to under glazing, sgraffito, oxidizing and glazing either via dipping, sponging or the use of brush ons.</p> <p>Students explore their practice through hands-on engagement with skills and processes used within the subject of ceramics. During your unit one portfolio, you will apply skills learnt within broader contexts and conceptual framework. By Component 2, you will become a more confident and critical practitioner.</p> <p>Rationale: Students will study a range of Ceramicists/Designers linked to their theme. These will cover a range of cultures, subject matters and time periods. Students are encouraged to be explorative in their research.</p>		
	<ul style="list-style-type: none"> <li>➤ Students learn how to draw a unit of work to conclusion; combining knowledge, ideas and skills together to create a practical outcome supported with annotation.</li> <li>➤ Students study cultures relevant to their chosen theme.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Assessment is led by the exam board Assessment Objectives.</li> <li>➤ Tasks are planned, introduced and delivered using a department task sheet pro forma. This clearly communicates the tasks criteria, covers assessment objective information and exam board marking criteria.</li> <li>➤ When assessing the teacher will celebrate success with two 'W' Went well comments and challenge student with 'T' Target. These sheets are to be stored in</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knowledge and skills will be revisited several times over the GCSE. There should be a journey of development throughout the GCSE: of ideas and skill.</li> <li>➤ Externally set assignment will rely upon key skills taught during the portfolio unit.</li> <li>➤ Skills feed into A Level, foundation courses and degree.</li> </ul>

		<p>each students Art handbook. These are kept at school in their portfolios.</p> <ul style="list-style-type: none"> <li>➤ Task scores are tracked on a pupil tracking sheet; this in the front of their Art Handbook; this gives students an indication of how they are achieving holistically across the AO's.</li> <li>➤ Dialogue is constant in classes; students have at least one tutorial with a teacher each fortnight.</li> <li>➤ Sharing good practice from students and helping individuals on specific areas for improvement e.g. 1:1 demonstrations.</li> <li>➤ Successful work/ elements of students' work will be showcased to the rest of the class/ department/school.</li> <li>➤ Group critiques will develop students' ownership of project and confidence in using subject specific vocabulary</li> <li>➤ Successful work/ elements of students' work will be showcased to the rest of the class/ department/school.</li> <li>➤ Group critiques will develop students' ownership of project and confidence in using subject specific vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 1 Personal development; time management, planning work and organisation of equipment.</li> <li>6 Cultural Development; contextual references.</li> </ul>
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	<ul style="list-style-type: none"> <li>➤ Students will learn about the exam process (time, pace, space and resources required).</li> <li>➤ Students will complete a practice piece to guide the independent exam process.</li> <li>➤ Students study cultures relevant to their chosen theme.</li> </ul>	<p>Mock Exam: pupils will be expected to be independent and able to work for a sustained period of time</p>	
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## Year 11 Overview

Term	Knowledge	Assessment	Connections to learning
Autumn 1	<p style="text-align: center;"><b>Unit one Portfolio 60%</b></p> <p style="text-align: center;">Over time students will start to combine multiple skills and techniques learnt into the development of their ideas and ceramic outcomes, this reflects a growing self-awareness and confidence in the students as future designers and makers. The course promotes student-centred experiential learning, enabling you to identify and expand on your own strengths, through active reflection and an immersive making process.</p> <p style="text-align: center;">Rationale: Students will study a range of Ceramicists/Designers linked to their theme. These will cover a range of cultures, subject matters and time periods. Students are encouraged to be explorative in their research.</p>		
	<ul style="list-style-type: none"> <li>➤ Follow the same process of recording, investigating, develop and responding through Year 11.</li> <li>➤ However, students have a foundation of knowledge and can take more ownership of their work. Please see cycle used for Year 10; a second unit of coursework is entered for the portfolio that can supplement first unit for weaker students.</li> <li>➤ The second coursework unit is only one term long (ESA is released Jan 1<sup>st</sup>).</li> <li>➤ Students study cultures relevant to their chosen theme.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use of the department task pro forma. The pro forma is written to suit the task; it shares the criteria, Assessment objective information and previous years grade boundaries and deadline. Once task is complete teacher will celebrate success with two 'W' what went well comments and challenge student with 'T' Target. These sheets are to be stored in each students Art handbook (kept at school)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knowledge and skills will be revisited several times over the GCSE. There should be a journey of development throughout the GCSE: of ideas and skill.</li> <li>➤ Externally set assignment will rely upon key skills taught during the portfolio unit.</li> <li>➤ Skills feed into A Level, foundation courses and degree.</li> <li>➤ 1 Personal development; time management, planning work and organisation of equipment.</li> </ul>

		<ul style="list-style-type: none"> <li>➤ Sketchbooks are marked with stapled in slips. A marking code allows for speedy feedback.</li> <li>➤ Dialogue is constant in classes; sharing good practice from students and helping individuals on specific areas for improvement e.g., 1:1 Demonstrations</li> <li>➤ Successful work/ elements of student's work will be showcased to the rest of the class/ department/school.</li> <li>➤ Group critiques will develop students' ownership of project and confidence in using subject specific vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 6 Cultural Development; contextual references.</li> </ul>
<b>Autumn 2</b>	<p><b>Unit one Portfolio 60%</b></p> <p>Prior to Component 2, the externally set assignment, you will become a more confident and critical practitioner. Over time students will start to become confident with combining multiple skills and techniques learnt into their work, this reflects a growing self-awareness and confidence in the students as future designers and makers.</p> <p>The course promotes student-centred experiential learning, enabling students to identify and expand on your own strengths, through active reflection and an immersive making process.</p> <p>Rationale: Students will study a range of Ceramicists/Designers linked to their theme. These will cover a range of cultures, subject matters and time periods. Students are encouraged to be explorative in their research.</p>		
<ul style="list-style-type: none"> <li>➤ Follow the same process of recording, investigating, develop and responding through Year 11.</li> <li>➤ However, students have a foundation of knowledge and can take more ownership of their work. Please see cycle used for Year 10; a second unit of coursework is entered for the portfolio that can supplement first unit for weaker students.</li> <li>➤ The second coursework unit is only one term long (ESA is released Jan 1<sup>st</sup>).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Deadline for all coursework to be complete by Christmas.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knowledge and skills will be revisited several times over the GCSE. There should be a journey of development throughout the GCSE: of ideas and skill.</li> <li>➤ Externally set assignment will rely upon key skills taught during the portfolio unit.</li> <li>➤ Skills feed into A Level, foundation courses and degree.</li> </ul>	

	<ul style="list-style-type: none"> <li>➤ Students study cultures relevant to their chosen theme.</li> </ul>		<ul style="list-style-type: none"> <li>➤ 1 Personal development; time management, planning work and organisation of equipment.</li> <li>➤ 6 Cultural Development; contextual references.</li> </ul>
<p>Spring 1</p>	<p><b>Unit two Externally Set Assignment 40%</b></p> <p>Assessment objective 1 Develop ideas through investigations, demonstrating critical understanding of sources. Assessment objective 3 Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Introduction Component 2: Externally set assignment 10 hours practical examination 40% of final grade. Ceramic designers and makers must respond to set briefs and industrial questions. Starting points research trends and forecasts in the industry. Having understood historical, cultural and social contexts, development of media, techniques and processes. This determines design and final solution. Working as a designer in industry, creating samples, experiments and testing. Manipulating and refining designs until they have met customer or commission requirements. Researching trends and design forecasts to further impact work and development. Some designers work for organisations such as retailers, design agencies and manufacturers. There is a long history of ceramic art in almost all developed cultures, and often ceramic objects are the only remaining evidence left from vanished cultures.</p>		
	<ul style="list-style-type: none"> <li>➤ Students will prepare for their exam: They will complete an investigation into a theme they choose from the exam paper (choice from ten themes).</li> <li>➤ Students are to follow weekly tasks to ensure they're ready for the exam.</li> </ul> <p><b>STAGE ONE</b></p> <ul style="list-style-type: none"> <li>➤ <b>Week 1</b> three Pages of creative thinking responding to theme. <b>Week 2,3</b> three double pages investigating three artists/ cultures/ contextual ideas. Include some modelling- photographed. One double page per artist/culture/ contextual ideas. To include analysis and photographs of modelling (using the visual elements, your opinions and images)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Work cannot be assessed during this period: it is essential that dialogue between student and teacher is constructive.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knowledge and skills will be revisited several times over the GCSE. There should be a journey of development throughout the GCSE: of ideas and skill.</li> <li>➤ Externally set assignment will rely upon key skills taught during the portfolio unit.</li> <li>➤ Skills feed into A Level, foundation courses and degree.</li> <li>➤ 1 Personal development; time management, planning work and organisation of equipment.</li> <li>➤ 6 Cultural Development; contextual references.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ <b>Week 4</b> two Pages of photography (including contact sheet). Record primary sources linked to the development of theme and artist idea. Annotate what has been done and why.</li> <li><b>STAGE 2</b></li> <li>➤ <b>Week 5 and 6</b> 4 pages of primary source studies developing response in clay to the theme and your use of the visual elements. Use of a range of appropriate techniques. Annotation to support.</li> </ul>		
<p><b>Unit two Externally Set Assignment 40%</b></p> <p>Assessment objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>Assessment objective 2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Assessment objective 3 Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Assessment objective 4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Externally Set Assignment.</p>			
<p><b>Spring 2</b></p>	<ul style="list-style-type: none"> <li>➤ <b>STAGE 3</b></li> <li>➤ <b>Week 7</b> 3 pages to develop idea with primary sources and artist/ cultural/ contextual influence. Reflect on choice of techniques, subject and experimenting with techniques and processes. Annotation of all work. Students should now have begun to come to a conclusion.</li> <li>➤ <b>Week 9</b> Completion of practice elements of final piece. Begin to source materials required for the exam (specific clays, glazes, molds). Refinement of idea to the next step from practice piece.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Knowledge and skills will be revisited several times over the GCSE. There should be a journey of development throughout the GCSE: of ideas and skill.</li> <li>➤ Externally set assignment will rely upon key skills taught during the portfolio unit.</li> <li>➤ Skills feed into A Level, foundation courses and degree.</li> <li>➤ 1 Personal development; time management, planning work and organisation of equipment.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Make a timescale for the exam; reflect on success of mock. Written statement of intent in sketchbook.</li> <li>➤ <b>STAGE 4</b></li> <li>➤ <b>Week 10</b> Completion of final piece during the two-day exam. The final piece will be completed in exam conditions.</li> </ul>		<ul style="list-style-type: none"> <li>➤ 6 Cultural Development; contextual references.</li> </ul>
Summer 1	<b>Internal moderation and final mark across the four AO's</b>  Final tweaks to refine portfolio		
	Making A Difference (MAD Time) to coursework. Students to complete any outstanding refinement following teacher feedback (recorded on task sheets).	<ul style="list-style-type: none"> <li>➤ Portfolio unit is assessed for the final time; students have a very short period to refine their work before final moderation (Approx. two weeks)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knowledge and skills will be revisited several times over the GCSE. There should be a journey of development throughout the GCSE: of ideas and skill.</li> <li>➤ Externally set assignment will rely upon key skills taught during the portfolio unit.</li> <li>➤ Skills feed into A Level, foundation courses and degree.</li> </ul>
Summer 2	<b>External moderation</b> <b>Course complete</b>		