



National Unit Specification: general information

UNIT Art and Design: Introduction to Ceramic Sculpture (SCQF level 5)

CODE F5C0 11

SUMMARY

This Unit is designed to enable the candidate to develop skills in the applied use of a variety of ceramic sculpture techniques and processes. The candidate will learn to handle and prepare materials and media for ceramic sculpture and will then glaze and decorate a series of basic ceramic sculptural forms.

This Unit is suitable for candidates who:

- ♦ wish to develop introductory applied skills in 3D ceramic sculpture

OUTCOMES

- 1 Explore a range of ceramic sculpture techniques.
- 2 Develop a series of ideas and/or concepts for simple 3D ceramic sculptural form(s).
- 3 Produce simple 3D ceramic sculptural form(s) for firing.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would benefit from having previous experience of an art and design course or Units.

CREDIT VALUE

1 credit at SCQF level 5 (6 SCQF credit points at SCQF level 5*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Administrative Information

Superclass: JR

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National Unit Specification: general information (cont)

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CORE SKILLS

There is no automatic certification of Core Skills in this Unit.

The Unit provides opportunities for candidates to develop aspects of the following Core Skills:

- ♦ Problem Solving (SCQF level 5)
- ♦ Communication (SCQF level 4)

These opportunities are highlighted in the Support Notes of this Unit Specification.

National Unit Specification: statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME 1

Explore a range of ceramic sculpture techniques.

Performance Criteria

- (a) Demonstrate correct preparation of materials for ceramic sculpture.
- (b) Develop skill in a range of material handling, manipulation and construction techniques.
- (c) Use selected materials observing safe working practices at all times.

OUTCOME 2

Develop a series of ideas and/or concepts for simple 3D ceramic sculptural form(s).

Performance Criteria

- (a) Identify a thematic focus for the development of ideas and/or concepts for 3D ceramic sculpture.
- (b) Demonstrate the creative use and application of selected visual elements for simple 3D ceramic sculptural forms.
- (c) Use selected materials and construction techniques observing safe working practices at all times.

OUTCOME 3

Produce simple 3D ceramic sculptural form(s) for firing.

Performance Criteria

- (a) Identify suitable materials and construction techniques for the production of 3D ceramic sculptures.
- (b) Prepare and use materials effectively observing safe working practices at all times.
- (c) Use construction methods effectively to minimise the risk of cracking or explosion during the firing process.
- (d) Apply surface decoration effects and/or appropriate glazes or glazing effects to 3D ceramic sculptural forms.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Written and/or oral recorded evidence and product evidence should be produced to demonstrate that the candidate has achieved all of the Outcomes and Performance Criteria. The candidate will produce a folio of work in response to a structured assignment(s) which will include:

- ◆ initial exploration and use of a range of ceramic sculpture materials and construction techniques.
- ◆ the selection of a theme evidenced by the collation of visual source imagery and supporting annotated comment. The theme will be the focus for the development of ideas and/or concepts.
- ◆ development and experimentation in both 2D and 3D form produced in response to a structured assignment that shows the development of selected visual elements based on the thematic visuals. The developmental work should incorporate the effective use of two or more materials and two or more techniques.
- ◆ the production of 3D ceramic sculpture(s). The 3D work will demonstrate the candidates underpinning knowledge and applied use of selected materials and construction techniques and include the preparation of materials, effective material handling taking account of the ceramic firing process and the use of one or more surface decoration and/or glazing effects.

Assessment should be ongoing throughout the duration of the Unit with assessment evidence being produced under open-book conditions.

The teacher/lecturer should use an observational checklist to record the ongoing use of safe working practices and to record the applied use of techniques to minimise risk of damage during the firing process.

National Unit Specification: support notes

UNIT Art and Design: Introduction to Ceramic Sculpture (SCQF level 5)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is an optional Unit of the National Certificate in Art and Design, but can also be taken as a free-standing Unit.

If this Unit is being delivered as part of a programme of art and design based Units, then it is recommended that centres consider an integrated delivery approach with other Units in the award.

The purpose of the Unit is to progress and develop the candidate's 3D construction skills within the area of ceramic sculpture. The Unit is designed to introduce the candidate to a variety of ceramic sculptural techniques and starts with the practical development of skills in ceramic sculpture and the use of materials, tools, techniques and construction methods.

The candidate will develop applied skills through completion of structured assignments which involve an element of design awareness and will build upon and reinforce applied understanding and use of ceramic sculpture techniques and materials. This will include the identification of a theme or focus for the practical assignment and involve the creative experimentation and development of 2D and 3D skills using selected visual elements. This materials and media handling development activity will lead to the production of 3D ceramic sculpture(s) with applied glazing effects and/or surface decoration. The Unit will support the development of awareness of the visual elements, through the considered development of applied ceramic sculpture techniques.

A safe working studio is essential for this Unit. All current health and safety considerations relating to the working with clay, glazes and other materials used in ceramic sculpture should be discussed with candidates to minimise any danger or exposure to chemical or physical hazards.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In the delivery of this Unit the teacher/lecturer could begin by demonstrating the use of basic materials and techniques for ceramic sculpture. This could include experiential learning activities to help familiarise candidates with the feel of the media and allow for the progressive development of a range of hand skills and techniques. The resulting work may be retained for assessment purposes or could be digitally recorded as the focus for Outcome 1 is the development of applied skills and techniques that will be used in the later assignment. It would be useful to provide candidates with simple visual notes of selected techniques.

National Unit Specification: support notes (cont)

UNIT Art and Design: Introduction to Ceramic Sculpture (SCQF level 5)

The teacher/lecturer should produce structured assignments to assist with the development of an identified range of basic 3D skills in media handling and ceramic sculpture techniques (eg roughing up, sculpting off, textural effects and the simple use of modelling tools). The development of ideas and concepts should be developmental and experimental and the candidate should be encouraged to annotate any 2D drawings/studies to clarify the 3D design decision making process. This work should be produced in a working sketchbook or design sheet format and any development in 3D form presented as evidence and/or recorded in photographic form. The ideas should show evidence of experimentation and a growing awareness and consideration of the impact of materials, construction methods and scale and selected visual elements.

The candidates should work independently with ongoing guidance from the teacher/lecturer throughout the Unit. After the completion of each Outcome, the candidate could be encouraged to reflect on their learning either individually or through participation in class/group critiques.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Candidates may have opportunities to develop aspects of the Core Skill of *Problem Solving* in the planning, development and production of ideas and 3D ceramic sculpture(s). Critical Thinking skills may be developed through the use of annotated comment and through ongoing discussion and consideration of how to most effectively use selected visual elements in the production of simple 3D ceramic sculptural form.

Aspects of the Core Skill of *Communication* may be developed through participation in tutorial sessions and class critiques and may also be developed through the use of annotated reflective comment, description and analysis in the early research stage.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

A suitable instrument of assessment for this Unit would be a practical exercise(s). The Outcomes could be assessed individually or progressively using continuous assessment with teacher/lecturers ensuring, that candidates are aware of the ongoing assessment of their work. The collation of investigative practical work in Outcome 1 could be completed as a structured task.

Class/group critiques promoting reflective practice and self/peer assessment could also be ongoing throughout this Unit. A variety of appropriate approaches to continuous assessment could be used, for example:

- ◆ reviewing the candidate's use of media and techniques through regular review and feedback in Outcomes 1 and 2
- ◆ ensuring sustained visual awareness of the source material(s) through demonstration, review and evaluative feedback on the developing studies and drawings
- ◆ reviewing the production of drawings with reference to the assessment criteria

The teacher/lecturer must be satisfied that the evidence submitted is the work of individual candidates. Although group work may be used as a learning and teaching approach, any work that contributes to a candidate's assessment evidence must be carried out on an individual basis to ensure authenticity.

National Unit Specification: support notes (cont)

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Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).