

National Unit Specification: General Information

UNIT Ceramics: Introduction to Hand-Building (Intermediate 2)

NUMBER D944 11

COURSE

SUMMARY

This unit is designed to introduce the candidate to hand-built pottery processes. It is one of a range of introductory ceramics units which familiarise the candidate with the working practices, materials and processes used in the ceramics studio.

This unit will provide a good basis for anyone wishing to progress to more advanced ceramic units, as well as anyone with a general interest in the subject area.

OUTCOMES

- 1 Prepare and handle ceramic materials.
- 2 Produce a pinch pot.
- 3 Produce a coil pot.
- 4 Produce a slab pot.
- 5 Create a pot which explores the potential of the material.
- 6 Apply decoration and glaze to pots.
- 7 Demonstrate a knowledge of the firing process.

RECOMMENDED ENTRY

No formal qualifications required, however good artistic and practical skills would be an advantage.

CREDIT VALUE

1 Credit at Intermediate 2.

Administrative Information

Superclass: JR

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CORE SKILLS

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

The achievement of this unit may contribute to the development of core skills, but the assessment arrangement of the unit do not guarantee that the candidate will produce sufficient evidence of core skill achievement. This means that there is no automatic certification of core skills for this unit.

National unit specification: statement of standards

UNIT Ceramics: Introduction to Hand-Building (Intermediate 2)

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 the Scottish Qualifications Authority.

OUTCOME 1

Prepare and handle ceramic materials.

Performance Criteria

- a) Clay should be wedged to a homogeneous air-free consistency.
- b) Clay should be stored correctly to keep it in good condition.
- c) Unfinished work should be stored properly to maintain its workability.
- d) Materials used in the ceramic process should be handled safely in accordance with health and safety regulations relating to spillage and hygiene.
- e) Glaze should be stirred thoroughly and should be the correct consistency for application.
- f) Knowledge of the hazardous nature of materials used in the ceramics process is correct.

Note on range for the outcome

Hazardous ingredients: silica; lead; other metallic compounds; sources of dust generation and its prevention; toxicity by ingestion; use of improperly fired work.

Evidence Requirements

The candidate must show evidence of safe workshop practice in the preparation of clay and glazes. The assessor should be satisfied that the candidate has fulfilled the requirements of the relevant Performance Criteria which should be recorded on a devised checklist.

Written or oral evidence is required to show the candidate's knowledge of the hazardous nature of ceramics materials. The assessor will set a series of short answer questions/or question and answer checklists.

Candidate knowledge should cover the areas listed in the range.

National unit specification: statement of standards (cont)

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OUTCOME 2

Produce a pinch pot.

Performance Criteria

- a) The pinch pot should be evenly pinched and have walls of a thickness appropriate to the size and shape of the pot.
- b) The pinch pot should be well formed.

Note on range for the outcome

The range is fully expressed within the performance criteria.

Evidence Requirements

Candidates should complete a practical exercise which demonstrates his/her ability to produce a pinch pot to a specification agreed between the assessor and the candidate. The pot should be of a size as to sufficiently demonstrate the skill of forming a pinch pot.

OUTCOME 3

Produce a coil pot.

Performance Criteria

- a) The coil pot should be circular, symmetrical and well formed.
- b) The coil pot should have walls of an even thickness, with no cracks, and should be neatly finished.
- c) The coil pot produced shows an appreciation of shape, proportion, texture and function.

Note on range for the outcome

The range is fully expressed within the performance criteria.

Evidence Requirements

Candidates should complete a practical exercise which demonstrates his/her ability to produce a coil pot to a specification agreed between the assessor and candidate. The pot should be of a size as to sufficiently demonstrate the skill of forming a coil pot.

National unit specification: statement of standards (cont)

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OUTCOME 4

Produce a slab pot.

Performance Criteria

- a) The walls of the slab pot should be of an even thickness.
- b) The joints should be correctly slipped and luted to avoid cracking during firing.
- c) The slab produced should be neatly finished and well formed.

Note on range for the outcome

The range is fully expressed within the performance criteria.

Evidence Requirements

Candidates should complete a practical exercise which demonstrates his/her ability to produce a slab pot to a specification agreed between the assessor and candidate. The pot should be of a size as to sufficiently demonstrate the skill of forming a slab pot.

OUTCOME 5

Create a pot which explores the potential of the material.

Performance Criteria

- a) The design of the pot based on investigation and research, should be effective.
- b) The choice of forming method(s) should be appropriate to the design.
- c) The construction of the pot should be strong and stable.

Note on range for the outcome

The range is fully expressed within the performance criteria.

Evidence Requirements

Candidates should complete a practical exercise which demonstrates his/her ability to produce a pot in which the basic techniques required to produce pinch, coil and slab pots are elaborated, either by developing a single technique or combining several techniques in one pot. The candidate will work to a brief agreed with the assessor.

National unit specification: statement of standards (cont)

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OUTCOME 6

Apply decoration and glaze to pots.

Performance Criteria

- a) The decoration should be appropriate to the form and function of the pot.
- b) The most appropriate glaze for the pot should be chosen.
- c) The glaze is prepared for application.
- d) The most appropriate glaze should be applied to the pot.
- e) The glazed pot should be prepared for firing.

Note on range for the outcome

Appropriate glaze for: type of clay; colour; function.

Preparation of glaze: evenly mixed; correct consistency.

Application of glaze: even; appropriate thickness for type of glaze.

Firing: cleans surplus glaze from base of pot; checks for pinholing and cracks on surface of raw glaze.

Evidence Requirements

Candidates should complete a practical exercise which demonstrates his/her ability to decorate and glaze a finished pot. The candidate will work to a brief agreed with the assessor.

OUTCOME 7

Demonstrate a knowledge of the firing process.

Performance Criteria

- a) A knowledge of bisque firing is demonstrated.
- b) A knowledge of glaze firing is demonstrated.
- c) Appropriate terminology relating to firing processes and equipment should be used.
- d) A knowledge of safety procedures and regulations relating to the firing process is demonstrated.

Note on range for the outcome

Bisque and glaze firing: preparation of ware; kiln loading; firing cycle; physical change to clay; terminology; safety procedures and regulations.

Evidence Requirements

Candidates should demonstrate written or oral evidence of his/her knowledge of the firing process. The assessor may set a series of short answer questions/or question and answer checklists which will cover all aspects of the firing process, including safe working practices. For instance: a set of ten written or oral questions.

National unit specification: support notes

UNIT Ceramics: Introduction to hand-Building (Intermediate 2)

This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

GUIDANCE ON CONTENT AND CONTEXT

This unit may be delivered as a standalone unit or in combination with other art and design units at Intermediate 2 level. The details of content given earlier provide information on the delivery and assessment of this unit within the context of a coherent course.

No formal qualifications are required for the achievement of this unit, but it would be an advantage for the candidate to possess good practical skills used in the handling of ceramics materials: clay; decoration; slip; glazes etc. It would also be useful for the candidate to possess a reasonable artistic ability to enable the production of preliminary sketches for outcome 5.

This unit relates to other Art and Design units available at Access, Intermediate 1, Higher and Advanced Higher levels. The level of detail expected at this level is outlined below. The following areas corresponding to outcomes 1-7 should be covered:

Outcome 1

Preparation of clay: grog, wedging, kneading, pugging, storage of clay in plastic state, care of pots in the making.

Preparation of glaze: stirring, sieving, correct consistency.

Storage of dry materials; storage of wet glaze.

Health hazards: dust, toxic materials.

Outcome 2

Identifying suitable clay and consistency; control in manipulating clay with fingers; consideration of shape, proportion, texture, function; appreciation of the properties of clay.

Outcome 3

As for outcome 2, plus coil forming by hand and by extruder, use of whirler, serrated scraper, smooth scraper.

Outcome 4

Identifying suitable clay and consistency, use of slab making equipment: slab roller, rolling pin, harp; constructing and joining techniques; finishing techniques; scraping and smoothing; appreciation of shape, proportion, texture, function.

Outcome 5

Designing: carries out investigation and research on which to base design: drawing on paper, constructing in card, maquettes, or any combination of the three methods; hand-building techniques which interpret the design: appreciation of shape, proportion, texture, function.

National unit specification: support notes (cont)

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Outcome 6

Decoration and function, balance, proportion.

Decorative techniques such as stamped, incised, inlaid, agate-ware, coloured slip, underglaze, inglaze, onglaze.

Use of oxides, glaze stains, wax resist.

Preparation and application of glazes, dipping, double dipping, pouring.

Glaze defects: running, pinholing, cracking.

Preparation for firing.

Outcome 7

Kiln: basic construction and types.

Kiln furniture: biscuit firing; glaze firing; kiln stacking.

Firing cycle: greenware, soaking time, maximum firing temperature, cooling time; firing flaws and their remedies.

Temperature controls: colour, cones, pyrometers.

The physical change that has taken place in the clay, ie. shrinkage, sintering, irreversibility.

Safety precautions: ventilation, safety locks and devices, fire hazards.

Note: The word 'pot' may be interpreted as a shape/form if the assessor considers this appropriate.

GUIDANCE ON TEACHING AND LEARNING APPROACHES

The candidate could be given comprehensive teaching notes which may include details of basic ceramics equipment and materials, building methods, storage, glazing, firing etc. The assessor may demonstrate preparation of materials, glazing and firing procedures.

Safety regulations and safe working practices and procedures should be observed at all times.

The assessor could arrange to visit galleries, exhibitions and museums and/or show slides/illustrations of pots, in order to make the candidate aware of the wide range of styles and techniques used in the production of ceramics. The assessor could discuss techniques and processes, styles, functions, aesthetics etc.

Learning approaches could be activity-based with the assessor demonstrating methods at each stage, thereafter working individually with the candidates and encouraging self-evaluation at every stage. The candidate's activity could be mainly practically based with written/oral assessment in outcomes 1 and 7.

Design brief(s) should be negotiated between the candidate and assessor and should define specific tasks to be met.

For outcome 5 the candidate could be encouraged to explore and develop ideas from a variety of source materials, and given the opportunity to express his/her individual interests and preferences.

National unit specification: support notes (cont)

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For outcome 6, it is recommended that the candidate could decorate and glaze his/her own previously produced pot(s). However, if this is not possible the candidate may achieve this outcome using another pot(s).

While the distribution of time between the outcomes will vary, candidates may be expected to complete each outcome within the following timescale:

Outcome 1	5 hours
Outcome 2	5 hours
Outcome 3	5 hours
Outcome 4	5 hours
Outcome 5	10 hours
Outcome 6	5 hours
Outcome 7	5 hours

If this unit is delivered as part of a course (or programme of units) then the course documentation will provide further information on learning and teaching in a course context. This documentation will identify a number of ‘themes’ to facilitate holistic learning and teaching across the course.

GUIDANCE ON APPROACHES TO ASSESSMENT

Candidates should be aware of assessment criteria and instruments. Centres may use the Instruments of Assessment which are considered to be the most appropriate. Continuous assessment may be used to assist candidates in their work. Examples of Instruments of Assessment which could be used are as follows:

Outcome 1

Short-response written/oral questions on knowledge of hazardous nature of ceramics materials.

Outcome 2

Practical exercise of candidate’s ability to produce a pinch pot.

Outcome 3

Practical exercise of candidate’s ability to produce a coil pot.

Outcome 4

Practical exercise of candidate’s ability to produce a slab pot.

National unit specification: support notes (cont)

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Outcome 5

Practical exercise of candidate's ability to produce a pot which explores and elaborates the basic techniques learned in outcomes 1-4.

Outcome 6

Practical exercise of candidate's ability to decorate a pot.

Outcome 7

Short-response written/oral questions on knowledge of the firing process.

During the work of this unit, candidates will have several opportunities to develop their practical skills and should be assessed at appropriate points. Terminology should be presented in context throughout the unit. Where the candidate is unsuccessful in achieving an outcome, provision should be made for remediation and re-assessment.

While it is recognised that there will be correlations between items of evidence, the nature and purposes of different outcomes should be recognised and promoted.

Evidence should be identified with the outcome in relation to which it has been generated. Where appropriate, arrangements should be made to ensure that there will be no artificial barriers to learning and assessment. The nature of a candidate's special needs should be taken into consideration when planning learning experiences and selecting assessment instruments.

Written evidence may take various forms including hand-writing and word processed text or other forms of written communication that are more suited to candidates with physical disabilities. Candidates should not be required to produce a specific form of written text (such as word processed text) unless this is stipulated within the unit specification or instrument of assessment.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements* (SQA, 1998).