



National Unit Specification: general information

Unit title: Art and Design: Ceramics: Introduction to the Wheel (SCQF level 5)

Unit code F9VM 11

Superclass: JR

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Summary

In this Unit candidates will develop skills and techniques required to use a potter's wheel. It is an introductory ceramics Unit which introduces candidates to the working practices, materials and processes of a ceramic studio.

This Unit is suitable for candidates who:

- ◆ wish to develop a basic knowledge of the skills involved in ceramics
- ◆ are undertaking a general programme of Art and Design Units

Outcomes

- 1 Produce and turn wheel thrown forms.
- 2 Apply ceramic decoration and glazing.
- 3 Describe the firing process.

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.

National Unit Specification: general information (cont)

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Credit points and level

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.*

Core Skills

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

Opportunities to develop aspects of Core Skills 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

Produce and turn wheel thrown forms.

Performance Criteria

- (a) Prepare and handle ceramic materials for use.
- (b) Use equipment, tools and materials effectively to produce and turn wheel thrown bowls and cylinders.
- (c) Use materials in accordance with current health and safety guidelines.

Outcome 2

Apply ceramic decoration and glazing.

Performance Criteria

- (a) Identify a variety of methods used in ceramic decoration and glazing.
- (b) Use and prepare selected media, materials and techniques effectively.
- (c) Prepare glazes for application.
- (d) Prepare ceramics for glazing.
- (e) Use materials in accordance with current health and safety regulations.

Outcome 3

Describe the firing process.

Performance Criteria

- (a) Describe common examples of the firing process used in ceramics.
- (b) Describe the firing process using correct terminology.
- (c) Demonstrate understanding of safety procedures relating to the firing process.

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 evidence and product evidence must be produced to demonstrate that the candidate has achieved all of the Outcomes and Performance Criteria.

Candidates will produce a folio that includes examples of:

- ◆ wheel turned forms and shapes that are produced in accordance with current health and safety regulations
- ◆ practical work that shows understanding of effective clay handling and preparation e.g. air free consistency, storage, safety hazards etc
- ◆ effective control of the throwing process (even thickness free of distortion, cracks and level bases etc)
- ◆ decorated and glazed ceramic forms which use appropriate glazing (thickness, evenness of application etc)
- ◆ accurate knowledge of common firing processes and related health and safety issues, preparation of materials, kiln loading and the firing cycle

The evidence for this Unit will be produced under open book conditions throughout delivery of the Unit, with progress monitored by the teacher/lecturer on an ongoing basis.

The folio of work may be presented in a sketchbook, workbook or display board format and all assessment evidence must be retained.

National Unit Specification: support notes

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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 at SCQF level 6. It can also be taken as a free standing Unit.

The purpose of the Unit is to introduce candidates to the process of throwing, decorating, and glazing ceramic forms. It is expected that candidates learn the stages involved in throwing from initial preparation of the ceramic materials through to how to finish and decorate their thrown work. They will also research and describe the process of firing and the effects that can be achieved in doing this. Candidates will be expected to follow current health and safety procedures at all times.

Guidance on learning and teaching approaches for this Unit

This Unit introduces candidates to the methods and processes used by ceramicists in the production of thrown and decorated forms.

The following information gives further clarification regarding the context in which the Outcomes and Performance Criteria are to be achieved.

Outcome 1

Candidates should be set an assignment which introduces them to techniques and methods involved in preparing ceramic material within health and safety guidelines. Demonstrations and discussion should include:

- ◆ the correct preparation of clay (eg grog, wedging, kneading, pugging)
- ◆ the storage of clay in plastic state
- ◆ the care of pots in the making
- ◆ preparation of glaze (stirring, sieving, correct consistency)
- ◆ the storage of dry materials and of wet glaze

Health hazards including dust, toxic materials should also be discussed.

Practical demonstrations should be made to demonstrate the various techniques involved in the throwing of ceramic pots and forms including control of wheel speed, tools used, centering, opening up, making bowl shapes, making cylinder shapes, removal from wheel re-centering, use of turning tools for different reasons and effects. Candidates should be given the opportunity to experiment and produce their own thrown forms.

National Unit Specification: support notes (cont)

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Outcome 2

It is recommended that candidates decorate and glaze their own previously produced pots/forms however if this is not possible candidates may achieve this using other pots/forms. Consideration should be given to decoration in relation to function, balance, and proportion. Decorative techniques such as stamped, incised, inlaid, agate-ware, coloured slip, under glaze, inglaze, onglaze, oxides, glaze stains, wax resist could be included in this process. Candidates should learn about the preparation and application of glazes (dipping, double dipping, pouring) and also glaze defects: running, pin holing, cracking and preparation for firing. Samples produced should be retained and/or photographed for the folio of work.

Outcome 3

Through teacher/lecturer led discussion candidates should be given instruction in the kiln firing process, kiln furniture, bisque firing, glaze firing, and kiln stacking. Candidates should be made aware of the firing cycle (greenware, soaking time, maximum firing temperature, cooling time, firing flaws and their remedies). Information should be made available on the temperature controls, colour, cones, pyrometers, as well as any physical change that has taken place in the clay, ie shrinkage, sintering, irreversibility. Health and safety should be discussed throughout the firing process. All research should be in sketchbook/notebook format with descriptive commentary in either written or oral form. The candidates should be given a list of prepared questions/prompts that guide them the assessment process.

Opportunities for developing Core Skills

Candidates may have opportunities to develop aspects of the Core Skill of *Communication* through teacher/lecturer led group discussions and through commentary when researching ceramic processes, techniques and materials.

Candidates may have opportunities to develop aspects of the Core Skill of *Problem Solving* during the investigation and production of the ceramic forms.

Guidance on approaches to assessment for this Unit

A suitable instrument of assessment for this Unit would be a practical exercise. The Outcomes may be assessed on an individual basis or a combined staged assessment can be used to cover all three Outcomes.

The given assignment should clearly indicate the scope of the activity, give guidelines to candidates on working to realistic timescales for completion of the key activities and should be constructed to provide candidates with some flexibility of choice and personalisation of the topic.

Teachers/lecturer must be satisfied that the evidence submitted is the work of the 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 Communication 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)*.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date

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