

**Subject:** GCSE Art      **Year** 10      **Ability** Mixed

Term / Date(s)	Half term 4	Half term 5	Half term 6
<b>Topic Ceramics – mini project</b>	Design process and trial	Making – assessment piece	Presentation of work – evidence of making
Topic overview  <b>Pupils will learn...</b>	Students will develop knowledge of a wide variety of ceramic hand building techniques, demonstrating practical skills within this area: 1. They will select one of 3 starting points as a theme, develop a series of designs 2. Exploring how the works of artists and craftspeople can be used to communicate their own ideas 3. Explore different building methods and select the ones most appropriate to their design plan. 4. How to work safely with tools within the working environment.	Students will have 10 hours to create a final, refined piece, through this student will: 1. Use their findings and create a personal response to the chosen starting point – showcasing their acquired new building knowledge. 2. How to manage time, working to an allocated time scale.	Students will present photographic evidence of making stages as creative document sheets, showing their journey of making. 1. Use photographic and computer-based skills to create a bank of photographic evidence images of their stages of making. 2. How to present evidence-based images in an informative yet creative manner.
<b>Components</b>	Students will; <ul style="list-style-type: none"> <li>Build confidence and independence through the application of new skills and different ways of creating through craft.</li> <li>To select a starting point to research appropriate artists to inspire students own work, linked to chosen ceramic theme.</li> <li>independently collect, select and develop a range of observations connected in order to inspire the development of a ceramic piece design</li> <li>Produce a range of 2d working designs which can be transformed into a 3d piece.</li> <li>Develop drawings, models and ideas.</li> <li>Be able to improve, develop, and refine ideas and experimentations to create a personalised response(s).</li> <li>Experiment with idea development and the process of refining their work.</li> </ul>	Students will: <ul style="list-style-type: none"> <li>Work independently on a final outcome in order to resolve their own creative exploration of ceramic hand building techniques.</li> </ul>	Students will: <ul style="list-style-type: none"> <li>Be able to create a body of work and document final outcome(s) appropriate to the project journey to showcase the hand building skills and knowledge mastery that has been developed.</li> <li>Understand how to document evidence of making, showing their journey</li> </ul>

	<ul style="list-style-type: none"> <li>Investigate how the final outcome will be created through trialling ceramic techniques, and refining and reviewing ideas as they progress.</li> </ul>		
<b>What pupils should already know (prior learning components)</b>	<p>Specifically linked to this topic, they should know:</p> <ul style="list-style-type: none"> <li>Be able to find, research and select a variety of elements to record from (Nature and A-Z project)</li> <li>Basic slab knowledge and joining techniques (Year 8 African mask work.)</li> <li>Understand how to develop and refine ideas 2 dimensionally</li> </ul>	<p>Specifically linked to this topic, they should know:</p> <ul style="list-style-type: none"> <li>To be able to work on an independent level under assessment conditions.</li> <li>Working within an allotted time frame, being able to plan and use time effectively.</li> </ul>	<p>Specifically linked to this topic, they should know:</p> <ul style="list-style-type: none"> <li>How to use composition and layout to creatively present ideas and designs.</li> <li>How to present ideas in written format.</li> </ul>
<b>Transferrable knowledge (skills)</b>	<p>Evaluating the work of others, understanding why and how the work was created. Selecting techniques fit for purpose. Using the work of others to inspire own personal ideas</p>	Refining ideas, to bring the journey to a personal conclusion.	How to create a body of work with independence.
<b>Key vocabulary pupil will know and learn</b>	Ceramic, craft, coil building, slab building, pinch pot, kiln, slip, design, banding wheel, construct, ribbon tool, firing, bisque, leather hard, model, thermal shock, wedging.	Investigate, personal, research, respond, inspire	Evidence, photographic, analysis,
<b>Assessment activities</b>	Formative assessment through feedback of work as it progresses – both written and verbally in lesson.	Timed exam at the end of the preparatory period	Summative assessment – end of project
<b>Resources available</b>	GCSE bite size Department student handbook Knowledge pack – Ceramics techniques.	GCSE bite size Department student handbook Knowledge pack – Ceramics techniques.	GCSE bite size Department student handbook Knowledge pack – Ceramics techniques.
<b>Notes</b> <b>Why this topic is important...</b>	This topic covers a 3-dimensional element of the course. It allows students of all abilities to explore a craft-based element of art and design. It helps students to understand the craft of creation through 3d media.	It requires them to create a final outcome in order for them to resolve and culminate their project journey appropriately. They practice working within a specific timeframe – organising time in a productive manner.	This element allows students to create artworks over a prolonged period to showcase their ‘best’ skills – bringing their work to a conclusion. .