

## **Arts and Languages Faculty Learning Overview**

<b>Term 1</b>		<b>Ceramics and 3D Art</b>
<b>Weeks</b>	<b>Topic</b>	<b>Content / Activity / Tasks</b>
1 - 2	<p>Unit outline, class rules and expectations (rights, responsibilities, privileges)</p> <p>Workplace health and safety</p> <p>Course Introduction</p> <p>Ceramic stamp</p> <p>Ceramic cup or tile</p> <p>Visual diary content</p> <p>Ceramic Stamp</p>	<p>Assessment of prior knowledge</p> <p>Workplace health and safety</p> <p>Elements and principles of Art in Ceramics</p> <p>Introduction to Ceramics - materials, tools and practises</p> <p>Design and make signature stamp based on personal motifs, abstraction, nature etc.</p> <p>Introduction information and beginning of planning.</p> <p>Recording construction information, developing designs and observation drawing exercises.</p>
3 - 5	<p>Continue ceramic tile or cup</p> <p>Visual Diary</p>	<p>Design cup/tile options in visual diary using research.</p> <p>Model ceramic tile using slab technique, and surface design techniques.</p> <p>Apply knowledge to create a cup or tile.</p> <p>Apply knowledge to analysis of key artworks and their influences.</p> <p>Observation Drawing exercises</p>
6 - 9	<p>Complete cup or tile</p> <p>Visual Diary</p>	<p>Refine and finish, and glazes</p> <p>Apply knowledge to analysis of key artworks and their influences.</p> <p>Observation Drawing exercises</p>

10	Introduction to Major Sculpture task	<ul style="list-style-type: none"> <li>Students will research elements from the brainstorm, this might be art styles and artists, images, photographs, found objects, global events, materials, etc.</li> </ul>

## **Arts and Languages Faculty Learning Overview**

<b>Term 2</b>		<b>Ceramics and 3D Art</b>
<b>Weeks</b>	<b>Topic</b>	<b>Content / Activity / Tasks</b>
1 - 2	<p>Sculpture</p> <p>Written assignment on ceramic artist of choice.</p>	<p>Students research images online and collect at least 8 to consider what kind of artwork they would like to create, thinking about artworks and inspiration from different cultures, time, and places that interest them. As well as any connections to viewpoints they wish to explore.</p> <p>Students create four designs for their sculpture in their visual diary and choose the best option to refine and draw a detailed design as reference for their clay modelling.</p>
3 - 7	Modelling of sculpture in clay	<p>Students will need to use their planning to begin to create their sculpture. They will need to document their process and decisions in photographs as well as their visual diary.</p> <p>Glazing.</p> <p>Firing.</p>
8 - 10	<p>Evaluation of ceramic sculpture in visual diary</p> <p>Visual diary content</p>	<p>Students reflect on their ceramic art-making process, critically analyse the strengths and weaknesses of the outcome and reinforce learnings.</p> <p>Students complete visual diary content commitments, including researched images for design ideas, refining design drawings, practice drawing skills with observation drawings, artist research.</p>