



Task Number	2	Task Name	Practical Submission/diary and Artist Case Study
Course	Yr 11 CERAMICS	Faculty	CAPA
Teacher	Ms Simpson	Head Teacher	Ms Hook
Issue date	Friday 17.5.24 Week 3A	Due date	(New date) Friday 28.6.24 Week 9A
Focus (Topic)	Module 7 Surface Treatment	Task Weighting	30% Making 20% C&H 10%

Outcomes

M1: generates a characteristic style that is increasingly self-reflective in their ceramic practice
M2: explores concepts of artist/ceramist/sculptor/designer/maker, interpretations of the world and of audience response in their making of ceramic works
M3: investigates different points of view in the making of ceramic works
M4: explores ways of generating ideas as representations in the making of ceramic works
M5: engages in the development of different techniques suited to artistic intentions in the making of ceramic works
M6: takes into account issues of Work Health and Safety in their practice
CH1: generates in their critical and historical investigations ways to interpret and explain ceramic works and practices
CH2: investigates the roles and relationships of the concepts of work, world, artist/ceramist/sculptor/designer/maker and audience in critical and historical investigations
CH4: explores ways in which histories, narratives and other accounts can be built to explain practices and interests in ceramics
CH5: recognises how ceramic works are used in various fields of cultural production

Task Description: Surface Treatment- 3 PARTS

PART 1

Prac/Making (20%):

You will produce a ceramic work that is decorated with at least one of the following techniques:

Mishima, slip tailing, sgraffito, embossing/stamping or water etching.

The amount of work produced should reflect six weeks of sustained making.

PART 2

Your Ceramics Process Diary will be marked. It must include:

- All WH&S handouts
- Planning/sketches of your designs/pieces
- Reflections for each piece submitted
- Notes from class

PART 3

Theory/Critical and Historical (10%)- Artist Case Study

MUST BE SUBMITTED THROUGH GOOGLE CLASSROOM

I am an artist Case Study- see scaffold below

- Reflection on your own process and piece/s you made
- Your process- what you did to make your piece
- Inspiration- artist research- images, bio info, process

Grammar Features to Use

Complex noun groups For example: *The large oval-shaped shield, decorated with detailed patterns, captivates with its immersive design.*

Causal conjunctions/adverbials *establish causal sequences (e.g. so, due to/consequently)*

Evaluative language, including adjectives and adverbs (e.g. *worthwhile/trivial, successfully/disappointingly*)

Marking Guidelines- MAKING & Diary

<ul style="list-style-type: none"> ● Ceramic pieces exemplify an outstanding level of technical proficiency, as evidenced by the seamless integration of intricate surface decoration techniques, showing an extensive understanding of one or more surface techniques. ● Ceramic pieces are refined, and surfaces are finished to a high standard ● The process diary thoroughly investigates the student's ceramic practice through extensive drawings, class notes, research and evaluation of processes and making. 	Outstanding 22 -25
<ul style="list-style-type: none"> ● Ceramic pieces demonstrate exceptional technical skill by employing sophisticated surface decoration techniques, indicating a comprehensive understanding of the chosen surface technique. ● The process diary shows a high-level investigation of ceramic practice through drawings, class notes, research and evaluation of processes and pieces. ● Ceramic pieces show developing refinement in finishes, some more than others 	High 18 - 21
<ul style="list-style-type: none"> ● Ceramic pieces exhibit competent technical skill in incorporating various surface decoration methods, indicating a solid understanding of the chosen surface technique. ● Developing skills in refining and presentation of pieces some more refined than others. ● The process diary includes class notes, research, and reflections that investigate the student's ceramic practice. 	Sound 13 - 17
<ul style="list-style-type: none"> ● Ceramic pieces show some attempt at surface decoration techniques, though execution may lack refinement or complexity, showing a basic level of technical ability. ● The process diary shows basic reflection on the student's ceramic practice, with little development of ideas or research. Some class notes are missing. ● Refinement and presentation of pieces is basic, unglazed or unfired. 	Basic 8-12
<ul style="list-style-type: none"> ● Ceramic pieces display minimal surface decoration, reflecting a limited application of technical skills in the creation process. ● Process diary not submitted or limited reflection and class notes included ● Refinement and presentation of pieces is limited, unglazed or unfired. 	Limited 0-7

Mark: /25

Feedback:

Marking Guidelines- I am an Artist Case Study	
<ul style="list-style-type: none"> Provides highly insightful reflections, demonstrating a deep understanding of personal artistic identity, influences, creative processes, and the connection between their work and broader contexts. Uses detailed, relevant examples to illustrate reflections, showing a clear connection between concepts and techniques. Uses complex noun groups, causal conjunctions, and evaluative language effectively and accurately to enhance the clarity and depth of reflections 	Outstanding 22 -25
<p>The submission demonstrates the following:</p> <ul style="list-style-type: none"> Offers clear and detailed reflections, showing a strong understanding of personal artistic identity, influences, creative processes, and the connection between their work and broader contexts. Uses relevant examples to support reflections, showing a good connection between concepts, techniques, and outcomes. Grammar and Language: Uses noun groups, causal conjunctions, and evaluative language effectively, with few errors, to enhance reflections. 	High 18 - 21
<ul style="list-style-type: none"> Provides general reflections that demonstrate an understanding of personal artistic identity, influences, creative processes, and the connection between their work and broader contexts. Uses some examples to support reflections, showing a basic connection between concepts, techniques, and outcomes. Uses noun groups, causal conjunctions, and evaluative language with occasional errors, contributing to the overall clarity of reflections. 	Sound 13 - 17
<ul style="list-style-type: none"> Provides basic reflections that show a limited understanding of personal artistic identity, influences, creative processes, and the connection between their work and broader contexts. Uses minimal examples to support reflections, showing a limited connection between concepts, techniques, and outcomes. Uses noun groups, causal conjunctions, and evaluative language with frequent errors, which may hinder the clarity of reflections. 	Basic 8-12
<ul style="list-style-type: none"> Provides superficial or unclear reflections that show little to no understanding of personal artistic identity, influences, creative processes, and the connection between their work and broader contexts. Uses few or no examples to support reflections, showing limited engagement with the task 	Limited 0-7

MARK /25

FEEDBACK:

TOTAL /50

Artwork name & year made: Techniques used:	Artwork name & year made: Techniques used:

Artwork

Understanding the Nature and Significance of the Artwork

- 1. Concept and Theme: What main concepts or themes do your ceramics pieces explore? How did you develop these ideas?**

- 2. Material and Technique: Discuss the materials and techniques you used in your ceramics work. How do they contribute to the overall meaning and impact of your pieces?**

World

Considering the Connection Between Art and the World

- 1. Cultural Context:** How does your ceramics work reflect or respond to the cultural context you are part of? What cultural references or symbols are present in your pieces?

Audience

Exploring the Interaction Between Art and Its Audience

- 1. Intended Audience:** Who is the intended audience for your ceramics work? How do you want them to interact with or interpret your pieces?

Reflection Summary

- 1. Future Aspirations:** Based on your reflections, what new goals or directions do you have for your future work in ceramics?

