

## Ceramics Curriculum 2022-23

	Term 1	Term 2	Term 3
<b>CERAMICS YEAR 10</b>	<p><b>Organic Forms</b></p> <p>This project will span the whole year. Students will learn a range of different techniques working with Clay, taking inspiration from the theme of Organic Forms.</p> <p>Students will learn the following:</p> <ul style="list-style-type: none"> <li>· to develop ideas through purposeful investigations.</li> <li>· to demonstrate critical understanding of sources.</li> <li>· to refine ideas.</li> <li>· to select and experiment with appropriate media, materials, techniques and processes.</li> <li>· to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</li> <li>· to present a personal and meaningful response and realise intentions.</li> <li>· to demonstrate understanding of visual language.</li> </ul>	<p><b>Organic Forms</b></p>	<p><b>Organic Forms</b></p>

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<p><b>CERAMIC S YEAR 11</b></p>	<p><b>Organic Forms</b> This project was started at the beginning of Year 10, due to disruptions in learning caused by lockdowns we have extended this project up until Christmas.</p> <p>Students will learn a range of different techniques working with Clay, taking inspiration from the theme of Organic Forms.</p> <p>Students will learn the following:</p> <ul style="list-style-type: none"> <li>· to develop ideas through purposeful investigations.</li> <li>· to demonstrate critical understanding of sources.</li> <li>· to refine ideas.</li> <li>· to select and experiment with appropriate media, materials, techniques and processes.</li> <li>· to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</li> </ul>	<p><b>Externally set assignment (ESA) papers</b> are available to students and teachers from 2 January. A preparatory period is followed by 10 hours of supervised, unaided work in which students are required to realise their intentions.</p> <p>Students select one from seven possible starting points on the paper. Teachers introduce and discuss all of the starting points with the students. Students choose the starting point they wish to develop.</p> <p>Make students aware that:</p> <ul style="list-style-type: none"> <li>· they can use their own sources as well as those suggested in their starting point</li> <li>· they need to evidence their creative journey in the preparatory work, which should show the development, refinement and recording of ideas</li> <li>· preparatory work can be presented in any suitable format</li> <li>· there is no restriction on the scale of work, media or materials used</li> <li>· students need to demonstrate their ability to work independently, under supervised conditions, as they progress their ideas to the realisation of intentions</li> </ul>	<p><b>Externally set assignment (ESA)</b> papers are available to students and teachers from 2 January. A preparatory period is followed by 10 hours of supervised, unaided work in which students are required to realise their intentions.</p> <p>10 hours of supervised time to complete final pieces.</p>
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