

# What our current Year 10 students have said about their Ceramics lessons this year:

I liked doing the clay work

*Doing clay was fun and painting the clay was fun too*

**Getting to do clay work and making loads of pots and using different techniques**

*I think my favorite subject in ceramic's was the folding pots*

## **Experimenting with lots of different materials in clay**

Learning lots of new techniques in clay

*Presenting my sketchbook and creating my designs*

# GCSE ART AND DESIGN

(8201, 8202, 8203, 8204, 8205,  
8206)

---

## Specification

For teaching from September 2016 onwards  
For exams in June 2018 onwards

---

Version 1.0 23 October 2015

These specifications include the following titles:

- Art, craft and design
- Fine art
- Graphic communication
- Textile design
- Three-dimensional design
- Photography



# GCSE Art and Design - Three Dimensional Design

**Component 1: Portfolio** - 2-3 Themed projects set by your Ceramics teacher -  
60% of total mark.

The Portfolio (coursework) is made up from all the work you do until Christmas Yr11.

It will consist of at least one sustained project and a mock exam project. Each project will have a theme chosen by the ceramics teacher.

During this time you will have be taught the many different techniques and processes to develop your clay skills. Time will also be spent on learning how to draw, develop your ideas, ways to colour your work and looking at other artists work.

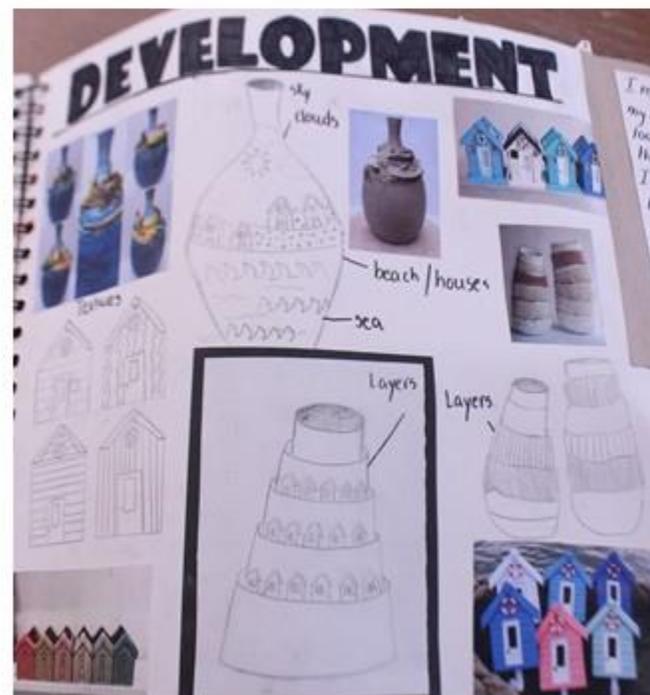
**Component 2: Externally set assignment** – project set by AQA –  
40% of total mark.  
10 hours of sustained focused study (exam).

The Externally set assignment is your ceramics exam, you will receive a paper in the January of Year 11. You will then be expected to select just one question and develop this theme in your sketchbook until the end of March, you will then complete your final piece for this project in 10 hours, this is usually broken into four sessions.



Morecambe Bay  
Academy

# Karolina F





Morecambe Bay  
Academy

# Jade I





# Jade I





Morecambe Bay  
Academy

# Jade I





Morecambe Bay  
Academy

# Matthew O





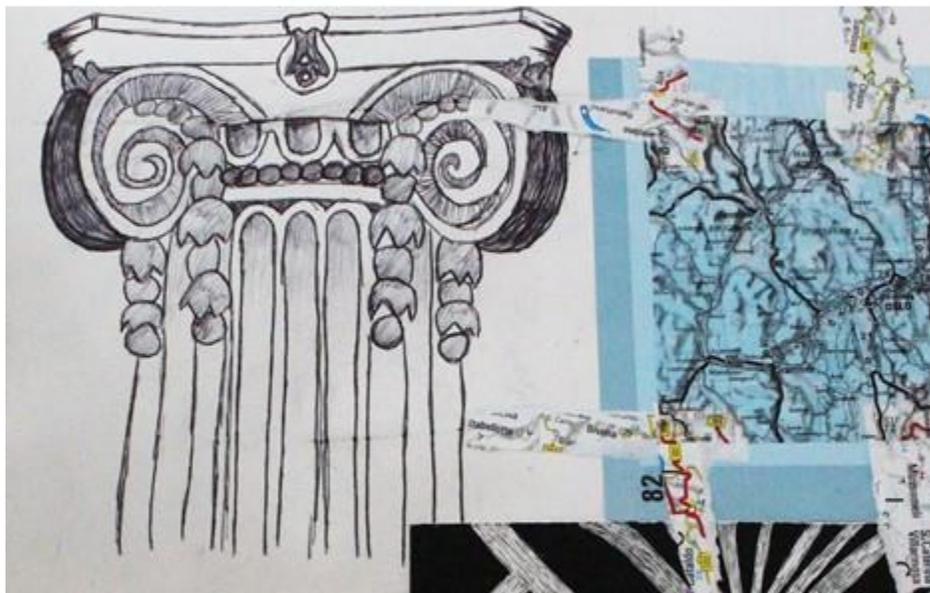
# Matthew O





Morecambe Bay  
Academy

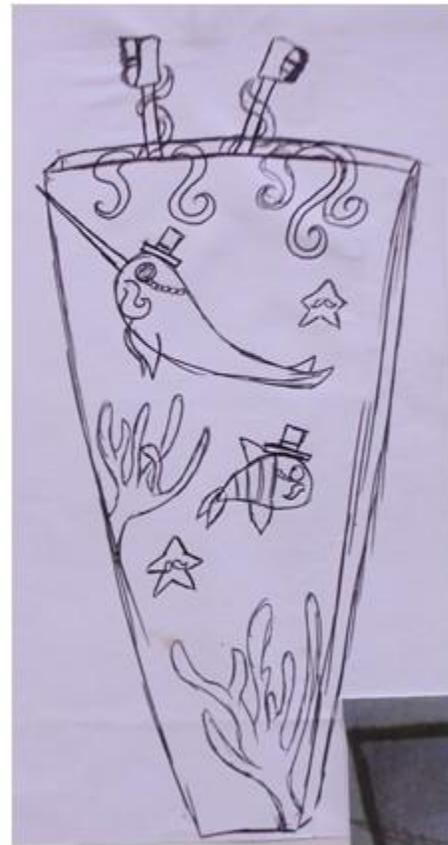
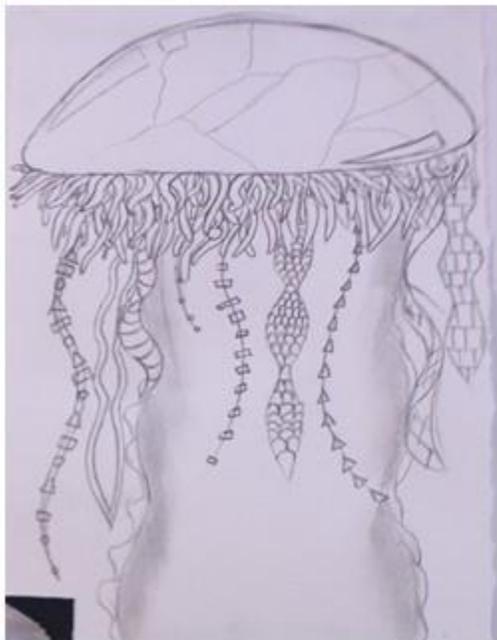
# Hannah S



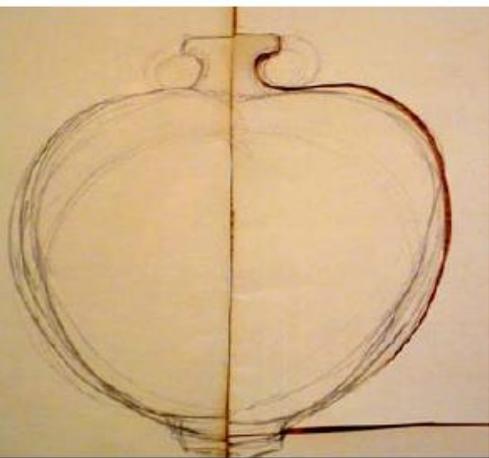


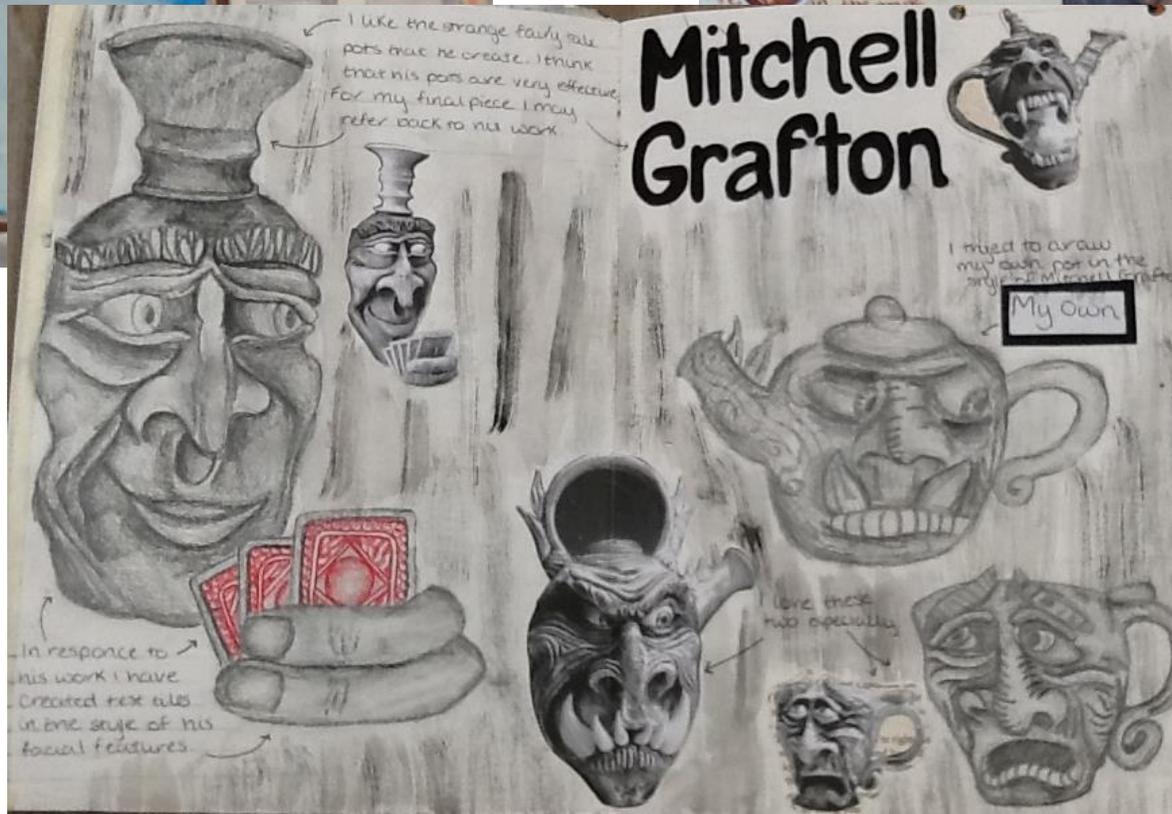
Morecambe Bay  
Academy

# Amie K



Ceramics is an Art & Design GCSE suitable for a wide variety of students. Its great for; those gifted and wish to pursue a career in creative industries, those wishing to balance academic and practical subjects and those who simply enjoy making and creating with their hands.



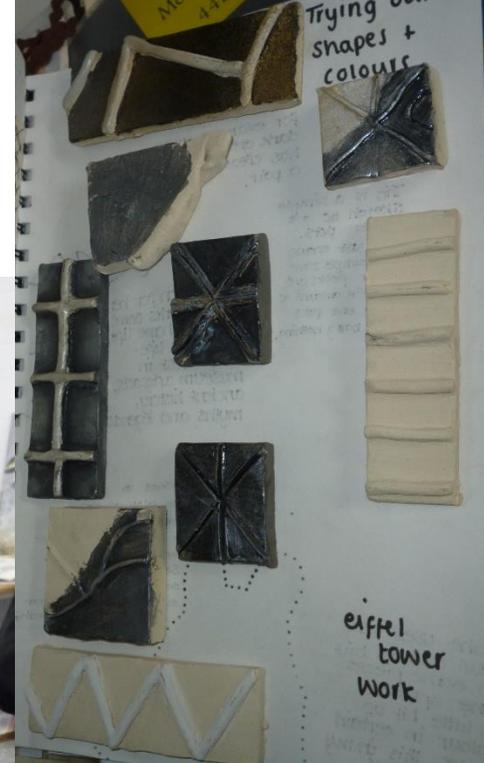


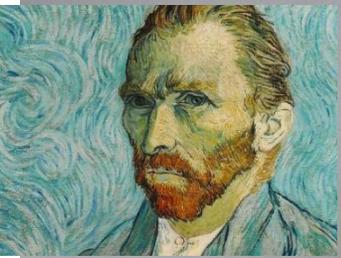
## Sketchbook to show

- Ideas
- Development
- Experimenting
- Drawing skills
- Understanding of other artists work through image and words
- Evaluating work

# GCSE Coursework – Final pieces based on Sea Life







Marieken Bischoff



Students  
come out  
with different  
final pieces



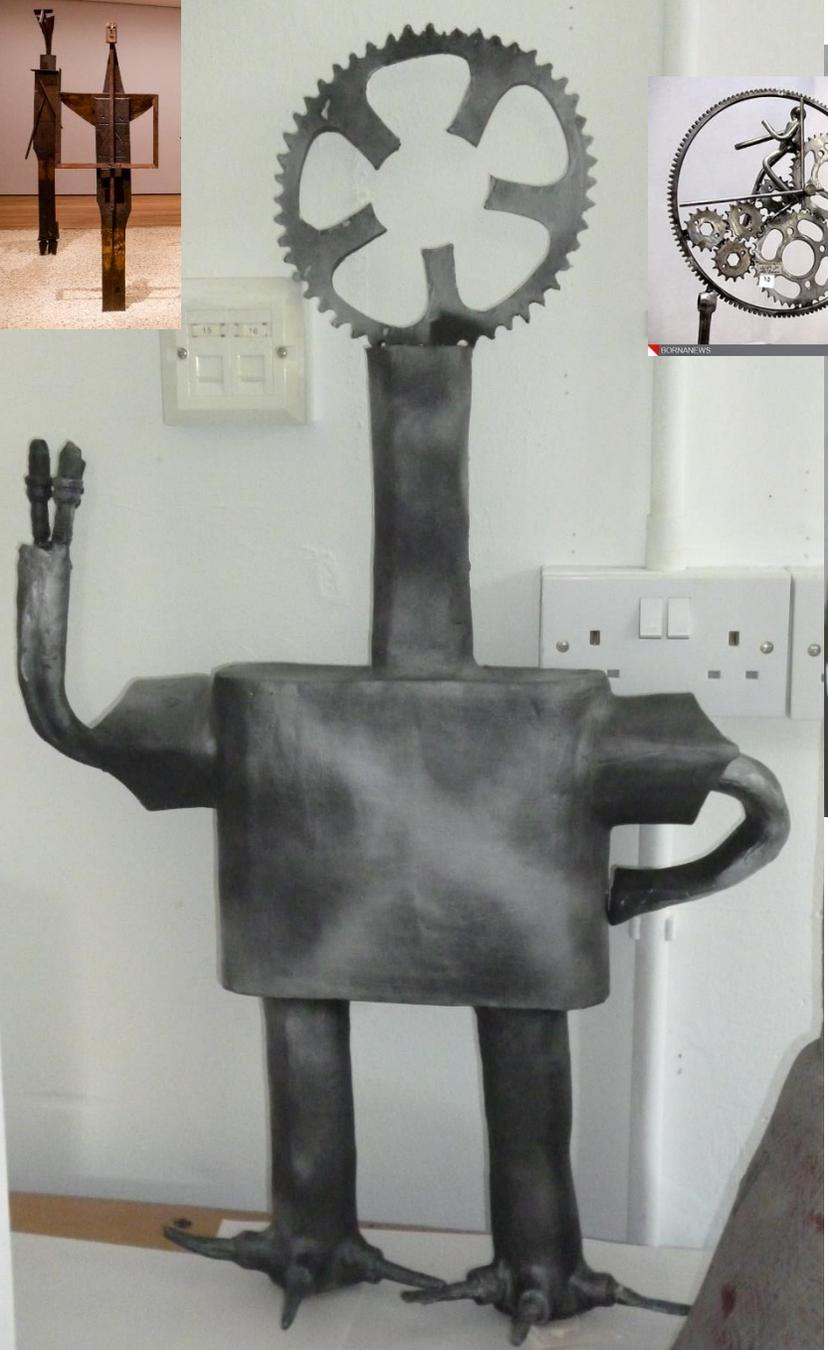
Coursework Project – Architecture final pieces and what inspired them



Work in progress - painting/glazing stage  
Test tiles made to experiment and try out colour

Coursework theme- Strange Food

Mock Exam - Contain



Encourage students to combine their personal interests into projects/mock exam and final exam. Easy way of collecting relevant images/photos



Coursework - Architecture

Final exam -Assembled

# Assessment objective weightings for GCSE Art and Design

## CERAMICS

- 25% = AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- 25% = AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- 25% =AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- 25%=AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

# Drawing

Students must provide evidence of drawing in both their portfolio submission and externally set assignment. These can take different forms depending on intention. It can feature as an element within the developmental process and/or explicitly in the realisation of intentions. Drawing could be demonstrated in students' evidence for AO1, AO2 and AO4, but **must** feature in their evidence for AO3. The particular value and significance of drawing should be determined by the ways in which it addresses purpose and need rather than the extent to which it demonstrates technical mastery, unless this is the explicit intention.



## Written annotation

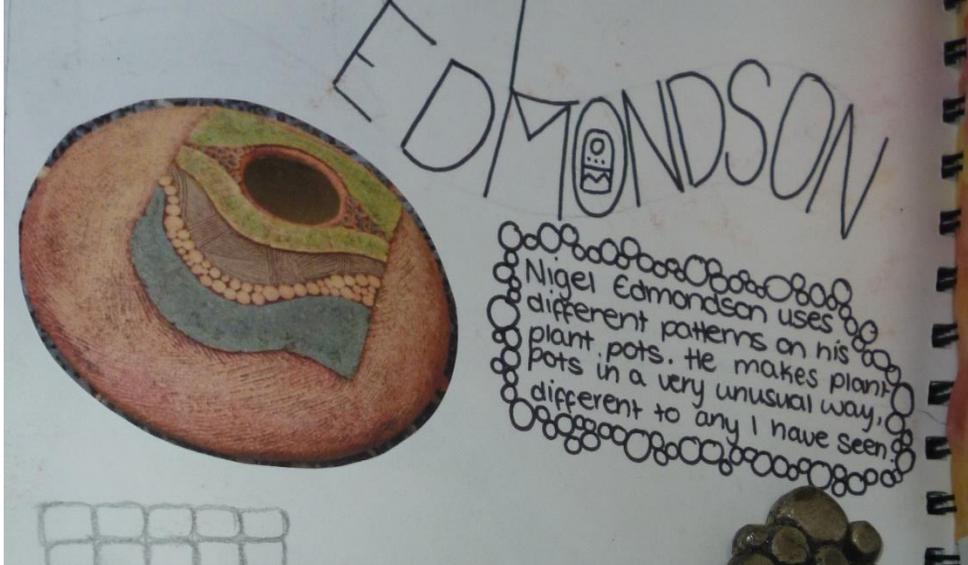
When addressing the requirements of AO3, students must record their ideas, observations and insights both visually and through written annotation using appropriate specialist vocabulary, as work progresses. Annotation must be explicitly evidenced in both Component 1 and Component 2.

The content and presentation of annotation will be determined by what the student wishes to communicate, including how it supports the development of their work through the creative process.

For example, as ideas are developed, explored and recorded annotations might relate to initial thoughts, practical considerations, the communication of intentions, responses to sources, critical reflection on personal work and self-evaluation. Teachers should encourage students to appreciate the purposes of annotation and understand where and how annotations can feature as an integral rather than 'bolt-on' aspect of the creative process. As such, annotation can also contribute to evidence for AO1, AO2 and AO4. Annotations can be presented in hand written and/or digital form as appropriate.

To ensure evidence of written annotation features appropriately:

- access the online exemplar materials and specific guidance on how written annotation might feature in each title
- review examples of students' annotations within the context of students' overall submissions (provided on e-AQA)
- ensure the person responsible for internal standardisation attends a teacher standardisation meeting to see 'live' examples of how students have met this requirement (in line with the requirements set out in [Teacher standardisation](#)).



Exam from  
Jan yr11 -40%



Display coursework + exam  
Sketchbooks marked alongside  
Best out





# The UK Creative Industries 2019 VALUE

Value (GVA\*)  
The UK Creative Industries 2019

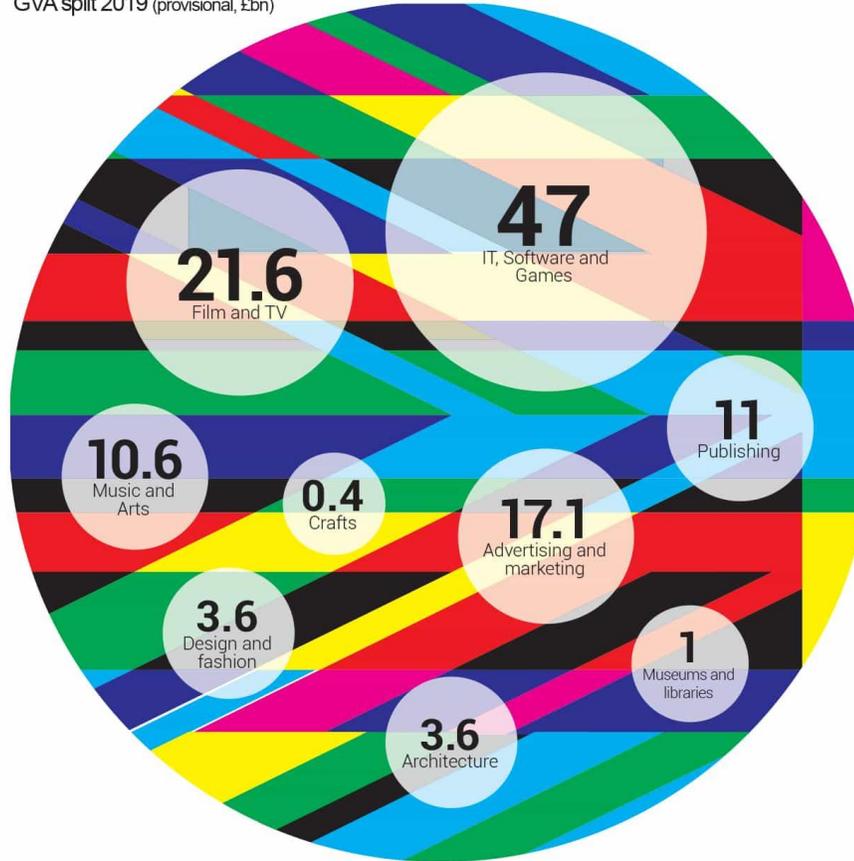
£115.9 bn  
A YEAR

£13.2 m  
AN HOUR

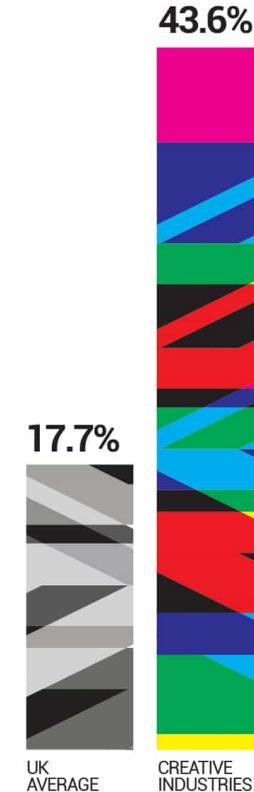
5.6%  
INCREASE IN VALUE SINCE 2018\*\*

\*Gross Value Added, current prices \*\*Calculated using chained volume measures

GVA split 2019 (provisional, £bn)



Change in GVA 2010-2019\*\*



[www.thecreativeindustries.co.uk](http://www.thecreativeindustries.co.uk)

Source: DCMS, December 2020

**The fastest growing industry in the UK right now.**

# The UK Creative Industries 2019 JOBS

Jobs

**2.1** MILLION JOBS TOTAL

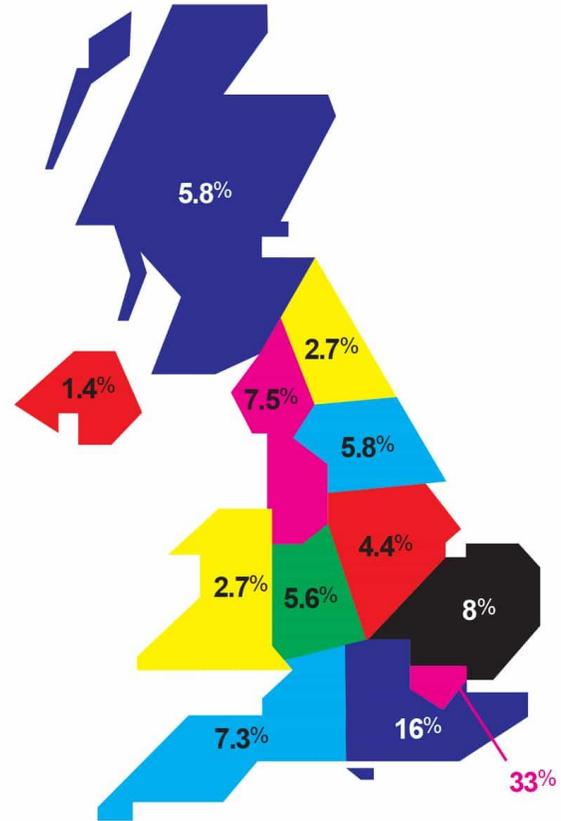
---

**61k** NEW JOBS IN 2019

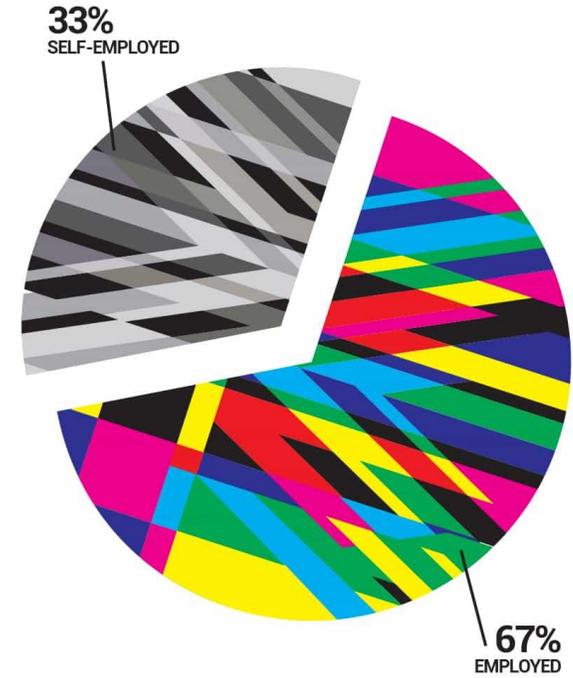
---

**2.7x** JOBS GROWTH OF UK AVERAGE

Proportion of UK creative industries jobs by region in 2019



UK Creative Industries Workforce 2019



[www.thecreativeindustries.co.uk](http://www.thecreativeindustries.co.uk)

Source: DCMS, April 2020

# What qualities do the best ceramic students have?

- + Imaginative
- + Listen – take on board advice/criticism
- + Organised with homework/puts time in
- + Happy to get fingers covered in clay
- + Prepared to take risks
- + Wants to be creative
- + Follow instructions
- + Aware that final pieces take time to develop and make!



## Further study and career opportunities:

Art & Design GCSE provides the perfect spring board for students to progress to A-Level and University.

## Future Prospects/Career Options:

The creative industries in the U.K are rapidly growing. They contribute £92 billion to the economy and employ over 3 million people. People with creative skills are highly valued in a rapidly changing world of work. There are hundreds of specialisms but it is competitive and you need to work hard.

**This is a broad-based course exploring practical, critical and contextual work through a range of 2D and/or 3D processes and media.**

GCSE Art and Design gives you the skills and knowledge to create personal and imaginative work. You can choose to focus on a specialist area of study from a variety of exciting processes and media to suit your individual interests and abilities. This can result in A-level/degree opportunities and careers.

- Animator
- Architect
- Art Therapist
- Blacksmith
- Ceramics
- Cartoon/Comic art
- Community arts
- Costume design
- Exhibition design
- Fashion design
- Film director
- Fine artist
- Furniture design
- Game design
- Graphic design
- Illustrator
- Interior design
- Jewellery design
- Make up/Hair design
- Photographer
- Product design
- Sculptor
- Set designer
- Tattoo artist
- Teacher
- Theatre design
- Web design

# What our current Year 10 students have said about their Ceramics lessons this year:

*I liked doing the clay work*

*Doing clay was fun and painting the clay was fun too.*

**Getting to do clay work and making loads of pots and using different techniques.**

*I think my favorite subject in ceramic's was the folding pots*

**Experimenting with lots of different materials in clay**

Learning lots of new techniques in clay

*Presenting my sketchbook and creating my designs*