

GCSE Ceramics Curriculum Overview Table 2024-25

End Point	Key Knowledge	Key Skills	Key Vocabulary	Reading & Oracy	Numeracy	Common Misconceptions
Year 10 Term 1 Introduction to Ceramics	<p>Building GCSE Skills through the introduction of the formal elements of Art & Design.</p> <p>Embedding the process of recording, planning and development of Ideas.</p> <p>Embedding independent learning and the importance of primary research.</p>	<p>Manipulation of materials.</p> <p>Experimentation with key ceramic techniques and processes.</p> <p>Learning the importance of the design process.</p> <p>Investigate the use of clay through creating, planning and making.</p> <p>Exploring and explaining ideas.</p> <p>The ability to refine, modify and adapt ideas.</p> <p>Basic application and use of colour in ceramics through the application of glazes.</p> <p>Recording from observation.</p>	<p>Hand Building</p> <p>Pinch Pots</p> <p>Slab Building</p> <p>Construction & Joining</p> <p>Score and Slip</p> <p>Surface Design & Textures</p> <p>Glazing</p> <p>Basic Subject Specific Tools and Equipment.</p> <p>Stages of Clay: bisque, bone dry, leather hard, slip.</p>	<p>Group discussions embedding and extending ceramics vocabulary and processes.</p> <p>Pupils are able to explicitly explain what they have done, how it can be improved and what they need to do to achieve a better level.</p> <p>Writing about and recording processes through notes and drawings.</p> <p>Research into other artists and designers and ceramic processes.</p>	<p>Scale</p> <p>Proportion</p> <p>Measurement</p> <p>Geometry</p> <p>Accuracy</p> <p>3D Design</p> <p>Visual Mathematics</p>	<p>I will use clay every lesson and play!</p> <p>I don't need to plan what I'm going to make.</p> <p>I don't need to make notes about what I do, I'll remember this process next year.</p> <p>I'll remember which glazes I've used, I didn't need to make notes.</p>
Year 10 Term 2 Development of Skills	<p>Continued building of practical skills through introduction of new processes.</p>	<p>Manipulation of materials through multiple processes including wheel throwing and coiling, alongside developed use of previously learnt processes.</p> <p>Development of the design</p>	<p>Wheel Throwing</p> <p>Coil Pots</p> <p>Glazes, Firing, Kiln, Earthenware, Stoneware.</p>	<p>Group discussions embedding and extending ceramics vocabulary and processes.</p> <p>Pupils are able to explicitly explain</p>	<p>Scale</p> <p>Proportion</p> <p>Measurement</p> <p>Ratios</p> <p>Geometry</p> <p>Use of Nets</p>	<p>I already know how to plan ideas successfully. I don't need to follow a specific design process.</p> <p>I'm no good at this because it didn't work this time.</p>

		<p>process to make decisions and improve work.</p> <p>More sophisticated and deliberate use of the glazing process.</p> <p>Developing increasing confidence to experiment with techniques and processes.</p>	<p>Additional Subject Specific Tools and Equipment.</p> <p>Repetition Perseverance Resilience</p> <p>Practice</p>	<p>what they have done, how it can be improved and what they need to do to achieve a better level.</p> <p>Writing about and recording processes through notes and drawings.</p>	<p>2D Design into 3D Form</p> <p>Repetition of Process.</p>	<p>Making pots is easy because it looks easy when someone else does it.</p>
<p>Year 10 Term 3</p> <p>Artist Inspiration & Personal Response</p>	<p>How to analyse and interpret the work of other artists.</p> <p>Taking inspiration from the work of others and contemporary art.</p> <p>Developing personal final responses through sophisticated use of the design process.</p>	<p>Manipulation of materials to achieve planned intentions.</p> <p>Making appropriate selections from previously learnt skills.</p> <p>Developing the design process to create meaningful and personalised outcomes.</p> <p>Making connections between their own work and the work of artists and designers.</p>	<p>Artist Analysis</p> <p>Inspiration</p> <p>Personal Response</p> <p>'Aspects of Myself'</p> <p>Structural Integrity</p>	<p>Interpreting research and articles on contemporary artists.</p> <p>Analysing, discussing and writing about the work of artists in order to find ideas and inspiration for their own work.</p> <p>Effective use of annotation to plan ideas and reflect on work produced.</p>	<p>Scale Proportion Measurement Geometry Accuracy</p> <p>3D Design</p> <p>Working at a larger scale.</p> <p>Balance and Structural Integrity</p>	<p>Artists don't make pots / Ceramics isn't art.</p> <p>My work can't be about me.</p> <p>Artists work in a vacuum.</p>
<p>Year 11 Term 1</p> <p>Personal Project (Mock) LOCK</p>	<p>How to develop ideas from a set starting point.</p> <p>The development of ideas through research, planning, drawing and experimentation.</p> <p>The development of initial</p>	<p>Personal and Independent development of Ideas through use of a sketchbook and design process.</p> <p>Drawing and note making to explain plans and intentions.</p>	<p>Initial ideas</p> <p>Developed Ideas</p> <p>Refinement of Ideas</p> <p>Modification Adjustment</p>	<p>How to effectively use books and the internet for research.</p> <p>Making notes to develop ideas and evaluate work.</p>	<p>Scale Proportion Measurement Geometry Accuracy</p> <p>Transformation of 2D design drawings</p>	<p>I have to make pots. I have to make what other people are making.</p> <p>Ideas aren't worth marks.</p> <p>What's the difference between an initial idea and a</p>

	ideas into developed ideas and final outcomes.	<p>Selecting appropriate techniques and processes to realise creative intentions using knowledge from Y10.</p> <p>Effective planning and time management of projects.</p>	<p>Primary Research Primary Sources</p> <p>Observation and Recording</p> <p>Artist Inspiration</p>	<p>Group discussions about ideas, process and outcomes.</p> <p>One to one feedback and discussion around intentions and application of materials.</p> <p>Justification and explanation of their own work.</p>	into 3D outcomes.	developed idea?
<p>Year 11 Term 2</p> <p>Externally Set Assignment</p>	<p>Mastering prior knowledge and skills, processes and techniques in the completion of the Externally Set Assignment.</p> <p>A single project meeting all assessment Objectives incorporating the students own journey, culminating into a 10 Hour personal response.</p>	<p>To investigate and present a personal journey meeting the ESA objectives.</p> <p>Key Skills: Observation through drawing, planning and making.</p> <p>Exploring and explaining ideas.</p> <p>Investigating the work of others and drawing inspiration to make connections with their own ideas.</p> <p>The ability to refine, modify and adapt ideas.</p> <p>Experimenting with techniques and processes.</p>	<p>ESA Title - Set in January 2024</p> <p>Original Individual Personal Artists Photographers Designers Exhibitions Journey Observation Plan Ideas</p>	<p>Group discussions embedding and extending ceramics vocabulary and processes.</p> <p>Pupils are able to explicitly explain what they have done, how it can be improved and what they need to do to achieve a better level.</p> <p>Writing about and recording processes through notes and drawings.</p> <p>Research into other artists and designers and</p>	<p>Ratio</p> <p>Scale</p> <p>Measurement</p> <p>Applying proportion</p> <p>Creating a 3D personal response from 2D plans</p> <p>Planning ahead and time management.</p>	<p>I don't need to look at other artists and designers.</p> <p>My first idea will be my best.</p> <p>I can skip straight to a final idea.</p> <p>I can catch up at the end.</p>

		Creating a meaningful and personal response.		ceramic processes.		
Year 11 Term 3 Completion of Externally Set Assessment.	Students will complete their ESA project and sit their final 10 hour exam.	Culmination of all previous learning to demonstrate mastery of learning objectives.				