

Ceramics Curriculum Map

Exhibition



In Year 13 students continue to develop their personal coursework units informed by an extended essay which deepens their critical understanding. They produce a final coursework outcome, then begin a 10 week exam unit which culminates in a 15 hour practical exam. The students work is celebrated in an A Level Exhibition.

Exam unit & 15 hours exam outcome.

Coursework outcomes & Exam Unit begins.

[Continue developing personal direction informed by extended essay](#)

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In Year 12 students begin with a six week extended skills introduction unit, further exploring experimental clay surface and construction techniques, including coiling, porcelain imprinting, use of different underglazes and oxides. They then embark on personally chosen project directions, developing work towards a Year 12 outcome.

[Ceramics skills building unit yr 12](#)

Personal project directions

Developing ideas to Y12 outcome.

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Throughout the first term of Year 11, students complete their third coursework unit titled 'SHRINES'. This project is inspired by Grayson Perry and is developed as a mock exam, encouraging students to work with much greater independence putting into practice the skills and knowledge they have gained through Y7-11. This helps to prepare them for the expectation of independent planning and development for their 10 week exam project, which starts in January of Year 11.

Exam Unit final outcomes

Y11 Exam Unit

Mock exam project [SHRINES](#)



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In the first part of Year 10 students continue to develop their CULTURAL IDENTITY unit, by researching 'Day of the Dead'. They explore a range of different clays and develop ideas inspired by the festival.

[Day of The Dead](#)

In the 2nd part of Year 10, students develop their theme of IDENTITY based on SHOES. They begin to personalise their ideas inspired by artists and other sources.

[Shoes](#)



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[K.O 'Other Times and Cultures'](#)

In Year 9 students explore their first coursework unit under the umbrella theme of IDENTITY, based on 'Other Times and Cultures' This is a skills based unit, which continues to build on KS3 practical skills, whilst also introducing students to a wider range of clay techniques and also presentation skills. Students develop: ideas informed by artists and other cultures; skills of experiment and refine; recording ideas; and produce a range of clay outcomes.

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In Year 8 students develop their clay skills by creating a shoe tile, translating a 2D image into a 3D tile.



Y8 learning is focused on mastering and concreting core skills while extending knowledge of **rolling, relief, sgraffito, imprinting, surface exploration**

[Extending skills in clay](#)

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In Year 7 students will have an opportunity to build core skills in clay alongside *imaginative thinking* skills under the overarching theme of 'creatures'.



Y7 learning in clay is based around the core skills; exploring pinch pots, relief & surface decoration



[Core skills in clay](#)

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