



# *Foundation Diploma Art & Design: Ceramics*

An ALTO Open Course Book



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- Manda Helal
- University of the Arts London

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### **About this ALTO Open Course Book**

We have devised the Open Course Book format to represent and share our course learning resources. We have taken the open textbook format<sup>1</sup> as a starting point (for the same reasons it is used in the USA, Africa and elsewhere) – simplicity and effectiveness and adapted it to allow us to easily publish our course content as OpenCourseWare, as pioneered by MIT and others<sup>2</sup>. Unlike MIT, we do not have access to sophisticated web publishing platforms<sup>3</sup>. In order to meet our needs, we have created this hybrid format that mixes an open textbook with OpenCourseWare, we call this an ‘Open Course Book’. Our aim is to keep things as simple as possible.

### **Using this ALTO Open Course Textbook**

This ALTO open course book is intended to provide useful learning resources to independent learners and also to teachers of the subject. It gives an overview of the course and its structure as well as available learning resource content files, it is also presents an insight into how the subject is taught as well as the learning activities and processes that the students are involved in.

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<sup>1</sup> [http://en.wikipedia.org/wiki/Open\\_textbook](http://en.wikipedia.org/wiki/Open_textbook)

<sup>2</sup> [http://en.wikipedia.org/wiki/Open\\_Courseware\\_Consortium](http://en.wikipedia.org/wiki/Open_Courseware_Consortium)

<sup>3</sup> <http://ocw.mit.edu/index.htm>

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## ***Foundation Diploma Art & Design: Ceramics***

### **Credits:**

- Trevor Hewett
- Manda Helal
- John Forde
- Annie Turner
- Adrienne Santos
- Michael Eden
- John Chipperfield
- Thanks to ceramic students years 2008-2011

### **Course Description**



The Foundation Diploma in Art and Design: Ceramics is designed to enable you to learn through discovery and exploration; this is primarily achieved through your engagement with projects, lectures and study visits. The course is essentially a transitional experience in Art, Design and Communication preparing you for either a place in higher education or occasionally vocational aims.

The wide range of specialist options available on the Foundation Diploma reflects the progression opportunities available at Degree level both within the College and the University as a whole. Via the specialist pathways students are able to develop their subject specific portfolios in preparation for degree course applications. For more information please visit the Student Services - Creative Careers website at <http://www.arts.ac.uk/students/careers>

This Open CourseBook represents, in generic form, a typical Foundation Diploma Art & Design: Ceramics. It is not intended to be an exact replica of any particular UAL course nor should it be construed as such.

# Syllabus

## Basic Concepts, Knowledge, Skills and Ideas Covered in this Course

### **Course Rationale**

The Foundation Diploma in Art and Design: Ceramics is designed to enable you to learn through discovery and exploration; this is primarily achieved through your engagement with projects, lectures and study visits. The course is essentially a transitional experience in Art, Design and Communication preparing you for either a place in higher education or occasionally vocational aims. The wide range of specialist options available on the Foundation Diploma reflects the progression opportunities available at Degree level both within the College and the University as a whole. Via the specialist pathways students are able to develop their subject specific portfolios in preparation for degree course applications

## Course Learning Activities

### **Overview**

The foundation year at the UAL traditionally lasts for an academic year and is split into three parts. In Part 1 a student chooses to experience working in three out of six possible disciplines, at the end of Part 1 the student will choose which discipline to specialise in. In Part 2 the student is involved in developing their skills and knowledge in their chosen discipline by undertaking learning activities related to the project briefs provided by their tutors. In Part 3 the student develops a self-directed project proposal/brief in conjunction with their tutors and peer groups, undertakes the necessary practical and theoretical activities and presents their work at the final end of year show or exhibition.

In general the week is divided into three studio based days and two self study days when students are expected to visit galleries and museums and do research.

### **Approaches to Learning Teaching**

Section 3 (page 20) of the **Course Handbook** (Foundation Handbook.docx) explains the terminology and methods used on this course, this is an essential read for those who are new to the study of art and design.

### **Structure**

The course is divided into 3 Parts:

- **Part 1 Learning Skills & Context:** is composed of Drawing and 'Rotations' (practical experience in 3 different disciplines), at the end of this process the student chooses their specialism to go forwards.
- **Part 2 Development & Progression:** Undertake 2 project briefs in your chosen specialism
- **Part 3 Proposal & Realisation:** Propose and complete your own work for public exhibition as part of the Final Major Project.

Each Part is made up of Units and each Unit has a credit value. Units are the basic building blocks of your course and can be described as a self-contained package of learning defined in terms of learning time. This includes taught time, independent study, access to resources and assessment. Unit descriptions within your handbook outline what the intended learning outcomes and assessment criteria are for that Unit. This means what you are expected to be able to evidence once you have successfully completed that Unit.

Each Part is made up of 40 Credits:

- Part 1 consists of 40 Level 3 Credits
- Parts 2 and 3 consist of 40 Level 4 Credits each.

Credit is awarded for the achievement of the learning outcomes associated with a particular Unit. It is awarded at the point when that learning is assessed. Units are credit weighted in multiples of 10 and 1 credit is equivalent to 10 notional learning hours. However, the balance of how learning time is divided between taught time and independent study will differ according to the particular focus of the Unit and its level.

In order to progress to Part 2, students are expected to have successfully completed the Units of part 1. In order to progress to Part 3, (Unit 7), students are expected to have successfully completed all previous Units. In order to be awarded a Foundation Diploma you must accumulate 120 credits in total. Therefore you must complete all Units of the course in order to be awarded the Foundation Diploma.

### **Part 1 Learning Skills & Context**

- Unit 1 Art and Design Research Methods
- Unit 2 Art and Design Ideas Development
- Unit 3 Art and Design Materials and Methods
- Unit 4 Evaluation and Reflection

### **Part 2 Development & Progression**

- Unit 5 Integrated Art and Design Research, Ideas and Methods
- Unit 6 Preparation for Progression

### **Part 3 Proposal & Realisation**

- Unit 7 Art and Design Project Proposal and Realisation

## **Prerequisites**

Note: Selection for this course will have been based on a portfolio of work done by students usually at school, or college.

### ***Pre-Course Readings and Study***

Art courses at schools and colleges involve many similar processes, which will be revisited again and again. In preparation for the course and to support your knowledge of ceramics we would like you to read these two books before the start of term. Check out Amazon UK for good price deals.

### **The Ceramic Design Course**

Anthony Quinn  
Thames & Hudson  
ISBN 978-0-500-28689-0

Written by Anthony Quinn this book is essential reading for anyone studying ceramics. It covers a wide range of topics from development of ideas through to workshop practice and features work by staff and many recent graduates. (If ordering through Amazon be sure to get the UK version – the one with green jugs on the front)

### **20th Century Ceramics**

Edmund de Waal  
Thames and Hudson  
ISBN 0500203717

This is a well-written comprehensive survey of 20th century ceramics, placing the work in the broader context of the fine arts.

Finally, here are some websites for you to check out.

[www.ceramicdesign.org.uk](http://www.ceramicdesign.org.uk)

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

[www.anthonyquinndesign.com](http://www.anthonyquinndesign.com)

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

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

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

## **Teaching Aims**

1. Have a critical and contextual awareness of different perspectives and approaches within art and design subjects of study or work.
2. Research, analyse and evaluate relevant information and ideas in order to develop creative solutions.

3. Understand, adapt and safely use appropriate and practical methods and skills for creative production.
4. Solve complex problems through the application of art and design practical, theoretical and technical understanding.
5. Critically review the effectiveness and appropriateness of methods, actions and results.
6. Use evaluative and reflective skills in order to take responsibility for own learning, development and decision-making.
7. Take responsibility for the research, planning, time management and actions to access progression opportunities.
8. Effectively present themselves and their work to appropriate audiences.

## Expected Aims, Learning Outcomes and Assessment Criteria

**NB:** The unit structure described here, which form the parts of this foundation year, is a conceptual organization of the practical activities of this course that is intended to assist both teachers and students in assessing their achievements.

### Part 1 Learning Skills & Context (Unit 1)

<b>Unit 1 Art and Design Research Methods</b>	
<b>Aim:</b> To enable the learner to develop and effectively apply a research method which demonstrates contextual awareness and an ability to interpret and evaluate information.	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
The learner will:	The learner can:
1 Have a contextual awareness of different perspectives and approaches within art and design subjects	1.1 Explain different contextual perspectives within a range of art and design subjects 1.2 Demonstrate approaches within a range of art and design subjects
2 Research, interpret and evaluate information and ideas	2.1 Locate research information from primary and secondary sources 2.2 Interpret and evaluate information and ideas
3 Solve problems through the application of art and design theoretical understanding	3.1 Demonstrate an understanding of art and design theories 3.2 Use theoretical understanding to support creative problem solving
4 Use research skills & sources to develop self-reliant learning strategies	4.1 Identify research sources 4.2 Apply research skills to develop own learning

**Part 1 Learning Skills & Context (Unit 2)**

<b>Unit 2 Art and Design Ideas Development</b>	
<b>Aim:</b> To enable the learner to develop ideas within the context of art and design, using a broad range of approaches, appropriately and effectively.	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
The learner will:	The learner can:
1 Solve problems through the application of art and design practical understanding	1.1 Explore and apply art and design practical skills 1.2 Use practical understanding to solve creative problems
2 Develop and interrogate through observation, drawing and recording, a number of creative solutions to a given objective, proposal or subject	2.1 Use drawing and recording of observations to develop ideas and solutions 2.2 Use approaches to drawing to interrogate different ideas 2.3 Develop creative ideas and solutions to a given objective, proposal or subject
3 Identify, select and use appropriate media, materials and technologies for creative solutions	3.1 Identify and select appropriate media, materials and technologies to explore ideas 3.2 Apply media, materials and technologies to creative solutions

**Part 1 Learning Skills & Context (Unit 3)**

<p><b>Unit 3 Art and Design Materials and Methods</b></p> <p><b>Aim:</b> To enable the learner to develop the application of materials and methods to explore and solve creative solutions, safely and effectively.</p>	
<p><b>Learning Outcomes</b></p>	<p><b>Assessment Criteria</b></p>
<p>The learner will:</p>	<p>The learner can:</p>
<p>1 Solve problems through the application of art and design technical understanding</p>	<p>1.1 Apply art and design technical skills 1.2 Use technical skills to resolve problems</p>
<p>2 Manipulate materials, tools &amp; technologies safely, effectively &amp; appropriately</p>	<p>2.1 Demonstrate the purpose of risk assessment 2.2 Use materials, tools and technology in accordance with health and safety regulations</p>
<p>3 Explore the potential and relevance of various methods, materials and media in relation to creative solutions</p>	<p>3.1 Demonstrate the possibilities of materials, tools and technologies 3.2 Select appropriate methods and materials to develop ideas and solutions</p>

**Part 1 Learning Skills & Context (Unit 4)**

<p><b>Unit 4</b> Evaluation and Reflection</p> <p><b>Aim:</b> To enable the learner to develop planning, recording, analytical, reflective and evaluative skills which support their own learning.</p>	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
The learner will:	The learner can:
1 Use reflective skills in order to review how effective plans, methods and actions have been	1.1 Maintain reflective records e.g. reflective journal or log 1.2 Review how effective own learning, plans, methods and actions have been
2 Record and evaluate advice and guidance from a range of appropriate sources including staff and peers	2.1 Maintain records of advice and feedback from a range of sources 2.2 Evaluate advice and guidance to improve own learning
3 Analyse & reflect on own learning to inform on current progress & possible future study or work	3.1 Analyse own progress and performance 3.2 Identify relevant progression opportunities for future study or work
4 Present themselves and their own work	4.1 Effectively prepare and present themselves and their own work 4.2 Reflect on own communication skills

**Part 2 Development & Progression (Unit 5)**

<p><b>Unit 5</b> Integrated Art and Design Research, Ideas and Methods</p> <p><b>Aim:</b> To enable the learner to fully integrate research, ideas and methods within the context of a chosen art or design subject effectively.</p>	
Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
<p>1 Interpret, analyse and assess different perspectives and approaches within a chosen art or design subject</p>	<p>1.1 Analyse different contextual perspectives within a chosen art or design subject</p> <p>1.2 Demonstrate approaches within a chosen art or design subject</p>
<p>2 Research, analyse and evaluate relevant information and ideas in order to develop creative solutions</p>	<p>2.2 Integrate research, interpretation and evaluation of information and ideas</p> <p>2.3 Use analytical skills to develop creative solutions</p>
<p>3 Solve complex problems through the application of art or design practical, theoretical and technical understanding.</p>	<p>3.1 Integrate and apply practical, theoretical and technical understanding</p> <p>3.2 Solve complex problems within a chosen art or design subject</p>
<p>4 Identify, adapt and use appropriate practical methods and skills for creative production</p>	<p>4.1 Identify and adapt appropriate methods and materials to develop ideas</p> <p>4.2 Demonstrate practical methods and skills for creative production</p>
<p>5 Use evaluative and reflective skills in order to take responsibility for own learning and development</p>	<p>5.1 Maintain detailed, critically reflective records e.g. reflective journal or log</p> <p>5.2 Review and evaluate how effective own learning, plans, methods and actions have been</p>

**Part 2 Development & Progression (Unit 6)**

<p><b>Unit 6</b> Preparation for Progression in Art and Design</p> <p><b>Aim:</b> To enable the learner to develop skills with which they can make best use of appropriate progression opportunities.</p>	
<p><b>Learning Outcomes</b></p> <p>The learner will:</p>	<p><b>Assessment Criteria</b></p> <p>The learner can:</p>
<p>1 Identify and articulate progression ambitions &amp; opportunities appropriate to current level and subject</p>	<p>1.1 Articulate identified progression opportunities within a chosen field and at an appropriate level</p>
<p>2 Take responsibility for the research, planning, time management and actions to access progression opportunities for study or work</p>	<p>2.1 Plan time and actions to access progression opportunities</p> <p>2.2 Organise self and work to meet deadlines and targets</p>
<p>3 Use presentation skills to effectively communicate to appropriate audiences</p>	<p>3.1 Organise and effectively present themselves and their work to an appropriate audience</p> <p>3.2 Use communication skills effectively</p>

**Part 3 Proposal & Realisation (Unit7)**

<b>Unit 7 Art and Design Project Proposal and Realisation</b>	
<b>Aim:</b> To enable the learner to take responsibility for their own learning by proposing and realising a Project which integrates planning, research, ideas, methods, evaluation, reflection, and future progression/professional opportunities.	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
The learner will:	The learner can:
1 Have a critical and contextual understanding of different perspectives and approaches within art and design subjects of study or work	1.1 Describe critical and contextual perspectives for a project proposal 1.2 Use critical and contextual approaches within the development of a proposed project
2 Research, analyse and evaluate specific information and ideas in order to develop creative solutions	2.1 Integrate proposed project research, interpretation and evaluation of information and ideas 2.2 Use analytical skills to develop creative solutions to realise a proposed project
3 Solve complex problems through the application of art and design practical, theoretical and technical understanding	3.1 Solve complex problems within a self-directed project proposal 3.2 Apply practical, theoretical and technical understanding in the realisation of a proposed project
4 Adapt and use appropriate practical methods and skills for creative production	4.1 Demonstrate adaptation and application of appropriate practical methods and skills 4.2 Use appropriate practical methods and skills in the realisation of a proposed project
5 Use evaluative and reflective skills in order to take responsibility for own learning, development and effective decision making	5.1 Maintain detailed, critically evaluative and reflective records of project development 5.2 Use evaluative and reflective skills to make effective decisions
6 Critically review the effectiveness and appropriateness of planning, methods, actions and results	6.1 Explain how effective and appropriate planning, methods, actions and outcomes have been in realising a proposed project
7 Effectively present themselves and their work to appropriate audiences	7.1 Present themselves and their work to a specified audience in a professional context

## Assessment Methods

Note that whilst practising artists and designers do not usually need to think about meeting assessment criteria, the learning outcomes and assessment criteria for each unit reflect actions and activities that successful artists and designers do as part of their practice. These actions are the fundamental building blocks of art and design practice. This is why it is important that you develop an awareness of these objectives as part of your learning process.

### Aims of Assessment

- To measure your achievement against the Learning Outcomes for each Unit.
- To provide feedback on your progress and achievement.
- To provide a focus for self-evaluation and future learning.

Assessment is an integral part of the learning process. It provides you with an objective appraisal of your work allows for periodic evaluation and gives an indication of your progress and achievement. Assessment strategies are designed to match evidence of learning and achievement to the course aims and learning outcomes and to award credit. While assessment can be seen as a method of measuring progress it should also be seen as a guide to improving your learning. It should act as a personal learning tool by raising your critical awareness.

### Formative, Continuous and Summative Assessment

Assessment is divided into 3 main types:

- **Formative assessment** focuses on giving you informal feedback on your progress in order that you are informed of your strengths and weaknesses and to give guidance on forward planning and how you may improve your work and learning. Formative assessment is an ongoing feature of the course, occurring through tutorial discussions, peer assessment, formal and informal critique and self-evaluation.
- **Continuous assessment** makes a link between formative and summative assessment. Achievement, feedback and goal-setting during tutorials, crits and other contact are recorded through the Assessment Record. The Assessment Record provides you with a continuous record of your progress against the learning outcomes and provides your course team with comprehensive data for summative assessment points. This emphasises your learning and achievement within the unit, documenting and developing the process you employed in the realisation of the end product.
- **Summative assessment** is concerned with making objective judgements about the standard of your work in relation to unit or course learning outcomes. Summative assessment occurs at the end of a unit of study where tutors review and record your achievement against each of the Assessment Marking Criteria for the unit. Following summative assessments, you will receive written feedback on your work, indicating your achievement against the unit Assessment Marking Criteria. (see above)

### Assessment Evidence

Assessment evidence is the material that you gather as you progress through the course that evidences your learning. There are many forms of assessment evidence that you can present to show how you have achieved the Learning Outcomes. These include your portfolio, workbooks and sketchbooks and reflective journal or log. In addition you might have rough notes, maquettes, film, video, sound pieces, 3D works, test pieces etc., in fact, anything that shows what and how you have learned.

## Course Requirements

Students expected to:

- Keep a sketchbook
- Work to brief(s)
- Practical Exercises (skills & techniques) which will require access to a fully equipped ceramic studio and materials:
- Devise and carry out projects
- Engage in peer review (crits)
- Research tasks
- Write a report or essay
- Give a presentation
- Problem Solving
- Teach other students (peer to peer teaching and learning)

## Timetable, Activities and Learning Resources

This follows the ceramics strand of the foundation year; note 3D Design refers to a group of related subjects in the foundation year (Architecture, Jewelry, Ceramics, Furniture). The work of previous students and their reflections on taking this course are included to illustrate to the the reader the learning processes involved and how different students experience them and interpret the course briefs etc.

Week	Activities	Learning Resources
1	<ul style="list-style-type: none"> <li>• <b>Induction:</b> Course meeting and overview. Assessment Procedures and rules</li> <li>• <b>Tour:</b> of College workshop facilities, Health and Safety training. Workshop Equipment demonstrations.</li> <li>• <b>Purchase / Supply:</b> personal tools and equipment.</li> <li>• <b>Tutorial:</b> meet personal tutor</li> <li>• <b>Seminar:</b> Examine previous students work</li> <li>• <b>Introduction:</b> to the Library facilities and the VLE and online learning services</li> <li>• <b>Continuous activities:</b> <ul style="list-style-type: none"> <li>○ Sketchbook</li> <li>○ Reflective Diary</li> <li>○ Visual Diary</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Health and Safety Notes</b> (Health and Safety.doc)</li> <li>• <b>Course Handbook</b> (Foundation Handbook.docx)</li> <li>• <b>Guidance on how to keep personal sketchbooks</b> (<a href="http://www.arts.ac.uk/cetl/visual-directions/">http://www.arts.ac.uk/cetl/visual-directions/</a>).</li> <li>• <b>Guidance and examples of how to keep visual and reflective diaries</b> (Reflective Journal.doc)</li> <li>• <b>Using the online e-Personal Development Portfolio system at the UAL.</b> <ul style="list-style-type: none"> <li>○ <a href="http://workflow.arts.ac.uk/">http://workflow.arts.ac.uk/</a></li> <li>○ <a href="http://vimeo.com/30816092">http://vimeo.com/30816092</a></li> </ul> </li> <li>• <b>VLE user guide.</b> <ul style="list-style-type: none"> <li>○ <a href="http://blackboard.arts.ac.uk/webapps/portal/frameset.jsp">http://blackboard.arts.ac.uk/webapps/portal/frameset.jsp</a></li> <li>○ <a href="http://blackboard.arts.ac.uk/webapps/portal/frameset.jsp?tab_id= 456_1">http://blackboard.arts.ac.uk/webapps/portal/frameset.jsp?tab_id= 456_1</a></li> </ul> </li> <li>• <b>Pre Course Reading List</b> (pre course reading rec.doc)</li> <li>• <b>Ceramics Reading List</b> (ceramic reading list.doc)</li> <li>• <b>Museum of Me</b> (Museum_of_me.pdf)</li> <li>• <b>Glossary of Ceramic Terms</b> (Glossary of Ceramic Terms.doc)</li> <li>• <b>UAL Assessment Resources</b> (Folder) <ul style="list-style-type: none"> <li>○ (UAL Assessment Glossary.docx)</li> <li>○ UAL UG-Feedback-Sheet-with-Letter-Grades.doc</li> <li>○ UAL UG-Marking-Criteria-Matrix-with-Letter-Grades.pdf)</li> </ul> </li> </ul>

2	<ul style="list-style-type: none"> <li>• <b>Part 1 3D Design: Drawing</b> - Generic for 3D subjects – (Duration 4 weeks)</li> <li>• <b>Lecture:</b> Introduction to the Drawing Briefs</li> <li>• <b>Drawing Demonstrations</b></li> <li>• <b>Workshop Time</b> (includes tutor contact and peer contact)</li> <li>• <b>Group Museum / Gallery Visit</b> (specific to brief)</li> <li>• <b>Group Art Film / Video screening</b></li> <li>• <b>Self Study</b> (e.g. library, exhibitions, galleries, studio workshop visits, online resources)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Part 1 3D Design: Drawing Briefs</b> (Drawing for Design and Making.doc)</li> <li>• <b>Part 1 3D Design: Drawing Course Handbook</b> (UAL Drawing Course Handbook.pdf)</li> <li>• <b>Drawing Booklist</b> (booklist for drawing.doc)</li> </ul>
3	<ul style="list-style-type: none"> <li>• <b>Workshop:</b> Examine previous students work</li> <li>• <b>Group Crit</b></li> <li>• <b>Tutorial</b> (1:1 and/or group)</li> <li>• <b>Group Museum / Gallery Visit</b> (specific to brief)</li> <li>• <b>Group Art Film / Video screening</b></li> <li>• <b>Self Study</b> (e.g. library, exhibitions, galleries, studio workshop visits, online resources)</li> </ul>	
4	<ul style="list-style-type: none"> <li>• <b>Part 1 3D Design: Ceramics Lecture:</b> Introduction to 3D Disciplines (Ceramics)</li> <li>• <b>Part 1 Ceramics Brief (duration 2 weeks)</b> <ul style="list-style-type: none"> <li>○ Distribution of Brief</li> </ul> </li> <li>• <b>Introduction to Ceramic Processes (studio)</b></li> <li>• <b>Workshop Time</b> (includes tutor contact and peer contact)</li> <li>• <b>Group Museum / Gallery Visit</b> (specific to brief - An visit to the Utility/Futility exhibition at the V&amp;A)</li> <li>• <b>Group Art Film / Video screening</b></li> <li>• <b>Self Study</b> (e.g. library, exhibitions, galleries, studio workshop visits, online resources)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Part 1 3D Design: Ceramics Brief</b> (Ceramic Brief One.doc)</li> <li>• <b>Introduction to Ceramic Processes</b> (An intro to ceramic processes.doc) <ul style="list-style-type: none"> <li>○ <a href="http://process.arts.ac.uk/content/flow-chart-ceramic-process">http://process.arts.ac.uk/content/flow-chart-ceramic-process</a></li> </ul> </li> <li>• <b>Clay Overview</b> (Clay Introduction.doc)</li> <li>• <b>Properties of Clay</b> (Clay.doc)</li> <li>• <b>Clay Preparation and Testing</b> (Clay prep and testing.doc)</li> <li>• <b>Group Museum / Gallery Visit</b> <ul style="list-style-type: none"> <li>○ <a href="http://www.vam.ac.uk/content/articles/r/richard-slee-from-utility-to-futility-essay/">http://www.vam.ac.uk/content/articles/r/richard-slee-from-utility-to-futility-essay/</a></li> <li>○ <a href="http://vimeo.com/album/151819/video/7937840">http://vimeo.com/album/151819/video/7937840</a></li> <li>○ <a href="http://www.richardslee.com">http://www.richardslee.com</a></li> </ul> </li> <li>• <b>How to Glaze</b> (How to Glaze.doc)</li> </ul>

5	<ul style="list-style-type: none"> <li>• <b>Workshop:</b> Examine previous students work (look at the Really Useful Web Links and work of previous students from Wimbledon)</li> <li>• <b>Group Crit</b></li> <li>• <b>Tutorial</b> (1:1 and/or group)</li> <li>• <b>Individual Museum / Gallery Visit</b> (specific to brief)</li> <li>• <b>Group Art Film / Video screening</b></li> <li>• <b>Self Study</b> (e.g. library, exhibitions, galleries, studio workshop visits, online resources)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Introducing Pottery by Dan Rhodes</b> (Introducing Pottery Chapters 2-3.pdf) <ul style="list-style-type: none"> <li>○ Chapter 2 Clay: Geology, Chemistry and Clay Bodies</li> <li>○ Chapter 3 Methods of Working</li> </ul> </li> <li>• <b>Really Useful Web Links</b> (really useful links.doc)</li> <li>• <b>Self Assessment Form</b> (Student self assess &amp; staff feedback.doc)</li> <li>• <b>Self Assessment by Adrienne Santos of the ceramics brief</b> (Adrienne Self Assessment example.doc), (Adrienne reflecting on cup and saucer.mov) <ul style="list-style-type: none"> <li>○ <a href="http://www.youtube.com/my_videos_edit?ns=1&amp;video_id=ogDcVurrK1E">http://www.youtube.com/my_videos_edit?ns=1&amp;video_id=ogDcVurrK1E</a></li> </ul> </li> <li>• <b>Example of finished project</b> (2tea cup.JPG, 3 tea cup, 3 tea cup detail.JPG)</li> <li>• <b>How to Write a Personal Statement</b> (personal statement.doc)</li> </ul>
6 - 9	<ul style="list-style-type: none"> <li>• <b>Other Disciplinary Experience</b> (where the students work in other disciplinary areas as part of the foundation year)</li> <li>• <b>Workshop Time</b> (includes tutor contact and peer contact)</li> <li>• <b>Group Museum / Gallery Visit</b> (specific to brief)</li> <li>• <b>Group Art Film / Video screening</b></li> <li>• <b>Self Study</b> (e.g. library, exhibitions, galleries, studio workshop visits, online resources)</li> </ul>	
10	<ul style="list-style-type: none"> <li>• <b>UCAS Applications Preparation Week</b> (Students research, visit and apply for Art College degree places).</li> <li>• <b>Preparing Student Portfolios</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>How to Write a Personal Statement</b> (personal statement.doc)</li> <li>• <b>Portfolio Basics</b> (Folio layouts.pdf)</li> </ul>
11	<p>Reading week:</p> <ul style="list-style-type: none"> <li>• <b>Consult Reading and Resource Lists from week 1 &amp; 2, Consult the Degree reading list</b></li> <li>• <b>Consult the A&amp;C Black Booklist</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading and Resource Lists from weeks 1 &amp; 2</b></li> <li>• <b>Degree Reading List</b> (BA Ceramics Reading List.doc)</li> <li>• <b>A&amp;C Black Booklist</b> (A&amp;C Black booklist.doc)</li> </ul>

12 - 14	<ul style="list-style-type: none"> <li>• <b>Drawing Weeks</b></li> <li>• <b>Group Museum / Gallery Visit</b> (specific to brief)</li> <li>• <b>Group Art Film / Video screening</b></li> <li>• <b>Self Study</b> (e.g. library, exhibitions, galleries, studio workshop visits, online resources)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>UAL Drawing Course Handbook</b> (UAL Drawing Course Handbook.pdf)</li> <li>• <b>Drawing Design and Crafts Sketchbook</b> (Drawing Design and Crafts Sketchbook.doc)</li> </ul>
15 - 20	<ul style="list-style-type: none"> <li>• <b>Part 2 3D Design: Ceramics Lecture: Introduction to Ceramics Part 2 Ceramics Briefs</b> <ul style="list-style-type: none"> <li>○ <b>Distribution of Brief(s) duration 7 weeks)</b></li> </ul> </li> <li>• <b>Workshop Time</b> (includes tutor contact and peer contact)</li> <li>• <b>Group and/or individual Museum / Gallery Visit</b> (specific to brief)</li> <li>• <b>Group Art Film / Video screening</b></li> <li>• <b>Self Study</b> (e.g. library, exhibitions, galleries, studio workshop visits, online resources)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Part 2a Ceramic Brief</b> (part2a ceramic brief.doc)</li> <li>• <b>Part 2b Ceramic Brief</b> (part2b ceramic brief.doc)</li> </ul>

21	<ul style="list-style-type: none"> <li>• <b>End of part 2 Ceramics Briefs</b> <ul style="list-style-type: none"> <li>○ Assessment Activities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Student Self Assessment Form</b> (Student self assess &amp; staff feedback .doc)</li> <li>• <b>Part 2a Ceramic Brief - Self Assessment by Adrienne Santos</b> (Adrienne 2aself-assessment planet organic.doc)</li> <li>• <b>Student talking through the brief from the Sketchbook to the final work</b></li> <li>• <b>Adrienne reflecting on planet organic brief</b> <ul style="list-style-type: none"> <li>○ <a href="http://www.youtube.com/watch?v=WtpJBXud7qE">http://www.youtube.com/watch?v=WtpJBXud7qE</a></li> </ul> </li> <li>• <b>Part 2b Ceramic Brief - Self Assessment by Adrienne Santos</b> (Adrienne 2bself-assessment collision.doc)</li> <li>•</li> <li>• <b>Part 2a Ceramic Brief Examples of Student Work</b>  <a href="http://www.flickr.com/photos/lightpaintbrush/5424627357/in/set-72157625996420970/">(http://www.flickr.com/photos/lightpaintbrush/5424627357/in/set-72157625996420970/)</a>  <a href="http://www.flickr.com/photos/lightpaintbrush/5424575201/in/set-72157625996420970/">(http://www.flickr.com/photos/lightpaintbrush/5424575201/in/set-72157625996420970/)</a>  <a href="http://www.flickr.com/photos/lightpaintbrush/5425184310/in/set-72157625996420970/">http://www.flickr.com/photos/lightpaintbrush/5425184310/in/set-72157625996420970/</a></li> <li>• <b>Part 2b Ceramic Brief Example of Student Work</b>  <a href="http://www.flickr.com/photos/lightpaintbrush/5425172648/sizes/m/in/set-72157625996420970/">(http://www.flickr.com/photos/lightpaintbrush/5425172648/sizes/m/in/set-72157625996420970/)</a></li> <li>• <b>Images of Student Work From Part 2b Ceramic Brief</b> (2b example1.JPG, 2b example2.JPG)</li> </ul>
22 - 28	<ul style="list-style-type: none"> <li>• <b>Part 3 Beginning of Final Major Project (FMP)</b> <ul style="list-style-type: none"> <li>○ Develop Proposal (with tutor)</li> <li>○ Develop Action Plan (with tutor)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>FMP Instructions and Guidance</b> (FMP Instructions guidance proposal.doc)</li> <li>• <b>Student Example of an FMP Proposal</b> (Adrienne FMP project proposal.doc)</li> <li>• <b>FMP Action Plan</b> (FMP action plan form.doc)</li> <li>• <b>Student Example of an Action Plan</b> (Adrienne FMP action plan.doc)</li> </ul>
30 - 32	<ul style="list-style-type: none"> <li>• <b>Final Major Project (FMP) Evaluation Activities</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>FMP Evaluation Statement Brief</b> (FMP evaluation_statement_brief_2012.pdf)</li> <li>• <b>FMP Self Evaluation Example</b> (Adrienne FMP self-evaluation.doc)</li> <li>• <b>FMP Hand In Checklist</b> (FMP_handin_checklist_2012.pdf)</li> <li>• <b>Photos of FMP work 2008-11 with commentaries</b> <ul style="list-style-type: none"> <li>○ (2007/8 images – Folder)</li> <li>○ (2008/9 images – Folder)</li> <li>○ (2009/10 images – Folder)</li> <li>○ (2010/11 images – Folder)</li> </ul> </li> </ul>

## ***General Learning Resources***

### **London as a Learning Resource**

For University of the Arts London students, the location of the colleges is a vital resource. Students benefit from London's cultural diversity and wealth of cultural resources such as museums; state, commercial and community galleries; theatre; music; film; poetry; archives; libraries; artist studios and artist communities - all of which nourish the health, aims and content of the courses. Leading publicity houses, art and design journals and specialist arts organisations are also based in London. Each one of the courses draws on those involved in such areas as contributors to the debates within the courses, bringing clear benefits to students in terms of access to the centre of the country's artistic life and professional and cultural practices.

### **Readings and References**

- **Pre Course Reading List** (pre course reading rec.doc)
- **Ceramics Reading List** (ceramic reading list.doc)
- **Degree Reading List** (BA Ceramics Reading List.doc)
- **A&C Black Booklist** (A&C Black booklist.doc)

### **Related Resources**

### ***Equipment***

- Access to a ceramics studio equipped with sturdy benches, kilns, and throwing wheels.
- Storage/drying space

### ***Health and Safety Guidance***

- **Health and Safety Notes** (Health and Safety.doc)
- **UAL Assessment Resources** (Folder)
  - (UAL Assessment Glossary.docx)
  - UAL UG-Feedback-Sheet-with-Letter-Grades.doc
  - UAL UG-Marking-Criteria-Matrix-with-Letter-Grades.pdf)
- For latest versions please see <http://www.arts.ac.uk/assessment/index.html>