



Notice of Assessment Task
Year 11 Ceramics
Assessment Task 1 Making: Ceramics Diary & Portfolio 1,
Critical and Historical: Research

Date of initial notification: Term 1, Week 9: Monday 24 March 2025	Date of submission of task: Term 1, Week 11: Monday 7 April 2025
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Teacher: Miss Tobin	Task Number: 1
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Time Allowed: 2 Weeks	Weighting of task: 30% Artmaking 10% Critical and Historical Total: 40%
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Course Component/Focus area/topic/module: Handbuilding Clay techniques referencing History of Ceramics History of Ceramics Timeline
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Task Description

Part 1 - Clay Making - 30 marks - Outcomes M3, M6

- You are to submit the following works completed in class during term 1:
 1. 7 Elements of design tiles with chosen surface treatment - underglaze and glaze (10 marks)
 2. Designed functional clay pieces using reference to an area on the History of Ceramics Timeline (20 marks)
- 1. 7 Elements of Design Tiles - 10 marks (Outcome M3, M6)
 - You are to complete 7 slab rolled tiles, sized approx 5cm x 5cm and add details that reflect each of the 7 elements (Line, Shape, Texture, Colour, Size, Direction, Tone)
 - Tiles must be bisque fired.
 - Tiles must be painted using underglaze and gloss glaze and re-fired to complete.
 - Tiles must be labeled with student name and element on the back.
- 2. Designed functional clay piece - History of Ceramics Influenced and Ceramics Diary - 20 marks (Outcome M3, M6)
 - You are to complete a design in your Ceramics Diary that represents a functional design piece based on research of a particular time period on the History of Ceramics Timeline, this design must be annotated (notes) describing the function, aesthetics and purpose of the work and from which era it is based upon.
 - Your work must be completed using either White clay or Terracotta clay.
 - You must demonstrate your ability to work and manipulate clay using either slab-building, pinch method or coil method.
 - You may add elements or adornments to the clay works previous to drying such as handles, or design related elements, such as shapes or inscribed patterns.

- Work will be submitted as either greenware (unfired/still drying) or bisqueware (initial firing)

Part 2 - History of Ceramics Timeline - 20 Marks - Outcomes CH1, CH2

- You are to create a presentation using Google Slides or PowerPoint that consists of **10-15 slides** on the History of Ceramics.
- The presentation will be created in chronological order starting from the earliest known ceramics piece to current day contemporary pieces (25,000 BCE to Current).
- You must choose which significant events, eras, works or movements you wish to include, however there must be consistency across the timeline.
- Each slide **must contain**:
 1. Information of the chosen event, era, work or movement (25,000 BCE to current day) - approx 100 words per slide.
 2. Images and labels of examples of ceramics from the particular time period.
- Additionally, your presentation **must contain**:
 1. A presentation title slide with 'History of Ceramics' and your full name.
 2. Bibliography slide at the end of your presentation, containing sources of information used.

The presentation is to be submitted to the 11 Ceramics 2025 Google Classroom.
Once submitted, the document will be downloaded for marking.

WHAT TO SUBMIT

- Ceramics Diary
- Clayworks: Elements of Design Tiles and Functional Claywork referencing History of Ceramics
- Google Slides/PowerPoint Presentation - History of Ceramics

Outcomes/Competencies to be assessed in this task:

M3 - Investigates different points of view in the making of ceramic works

M6 - takes into account issues of Work Health and Safety in their practice

CH1 - generates in their critical and historical investigations ways to interpret and explain ceramic works and practices

CH2 - investigates the roles and relationships of the concepts of work, world, artist/ceramist/sculptor/designer/maker and audience in critical and historical investigations

Feedback:

- ☐ Written
- ☐ Individual

- If you are absent on the day that the task is due, you **MUST** see your teacher the next day (not your next lesson) that you are present at school to show your medical certificate or produce a misadventure form (refer to your Assessment Booklet for a copy of the form).
- Exemptions and extensions for any other reason will only be determined at the discretion of the Head Teacher, and only in extenuating circumstances. You must advise the Head Teacher as soon as possible if you know you are unable to submit the task on the due date.
- All appeals must be lodged within 48hrs of receipt of the task. Students who may consider an appeal are not permitted to take their task home. The original task cannot be altered in any way prior to the appeal process. See Assessment booklet for details.

Marking Criteria - Outcomes Assessed M3, M6, CH1, CH2

Part 1 - Claymaking - Elements of Design Tiles <i>M3 - investigates different points of view in the making of ceramic works</i> <i>M6 - takes into account issues of Work Health and Safety in their practice</i>	Mark	Grade
Tiles are completed using sophisticated knowledge of the elements of design, constructing clay works using highly developed skills and techniques. Tiles demonstrate a sophisticated understanding of clay making in various ways. Tiles are created and resolved using an exceptional understanding of safety practices in working in the Ceramics space.	8-10	A
Tiles are completed using a high-level knowledge of the elements of design, constructing clay works using developed skill and techniques. Tiles demonstrate a strong understanding of clay making in various ways. Tiles are created and resolved using a strong understanding of safety practices in working in the Ceramics space	6-8	B
Tiles are completed using a sound knowledge of the elements of design, constructing clay works using developed skill and techniques. Tiles demonstrate a sound understanding of clay making in obvious ways. Tiles are created and resolved using an understanding of safety practices in working in the Ceramics space.	4-6	C
Tiles are completed using some knowledge of the elements of design, constructing clay works using some skill and technique that is unrefined. Tiles demonstrate a basic understanding of clay making in obvious ways. Tiles are created and are somewhat resolved using little response to safety practices in working in the Ceramics space. Some tiles are incomplete or not attempted.	2-4	D
Tiles are incomplete or inconsistent in knowledge of the elements of design, constructing clay works using little skill and technique that is very unrefined. Tiles demonstrate a limited understanding of clay making in very obvious ways. Some tiles are created, however are resolved with no response to safety practices in working in the Ceramics space. Tiles are incomplete or not attempted.	0-2	E

Part 1- Claymaking - Functional Clay design and Ceramics Diary <i>M3 - investigates different points of view in the making of ceramic works</i> <i>M6 - takes into account issues of Work Health and Safety in their practice</i>	Mark	Grade
Ceramic Diary shows extensive use of subject matter and form through well-developed and highly relevant images and experiments that are relevant to different points of view. Clayworks demonstrated a sophisticated understanding of clay making in different ways. Clayworks are created and resolved using an exceptional understanding of safety practices in working in the Ceramics space.	16-20	A
Ceramics Diary shows accomplished use of subject matter and form through well-developed images and experiments which exhibit sensitivity and relevance to different points of view. Clayworks demonstrate a strong understanding of clay making in different ways. Clayworks are created and resolved using a strong understanding of safety practices in working in the Ceramics space.	12-16	B
Ceramics Diary shows use of subject matter and form through competently produced images which show some sensitivity and relevance to different points of view. Clayworks demonstrate a sound understanding of clay making in obvious ways. Clayworks are created and resolved using an understanding of safety practices in working in the Ceramics space.	8-12	C
Ceramics Diary shows some use of subject matter and form, images and experiments are included which reflect some personal decision-making. Clayworks are created and are somewhat resolved using little response to safety practices in working in the Ceramics space. Clayworks are incomplete or not attempted.	4-8	D
Ceramics Diary shows images and experiments which display very limited consideration to subject matter and form. No Ceramics Diary submitted. Clayworks demonstrate a limited understanding of clay making in very obvious ways. Some claywork is attempted, however are unresolved with no response to safety practices in working in the Ceramics space. Clayworks are very incomplete or not attempted.	0-4	E

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Part 2 - Critical and Historical - History of Ceramics Timeline <i>CH1 - generates in their critical and historical investigations ways to interpret and explain ceramic works and practices</i> <i>CH2 - investigates the roles and relationships of the concepts of work, world, artist/ceramist/sculptor/designer/maker and audience in critical and historical investigations</i>	Mark	Grade
Timeline is organised and shows sophisticated understanding of interpreting information to describe ceramic works and practices throughout history. Timeline is presented in a sophisticated way using images and information to investigate the relationships of the conceptual framework.	16-20	A
Timeline is organised and shows a high-level of understanding in interpreting information to describe ceramic works and practices throughout history. Timeline is presented in a highly developed way using images and information to investigate the relationships of the conceptual framework.	12-16	B
Timeline is organised and shows a sound level of understanding in interpreting information to describe ceramic works and practices throughout history. Timeline is presented in a sound way using images and information to investigate the relationships of the conceptual framework.	8-12	C
Timeline is organised and shows a basic level of understanding in interpreting information to describe ceramic works and practices throughout history. Some areas of the timeline are incomplete or limited in information. Timeline is present in an obvious way using images and information to investigate the relationships of the conceptual framework.	4-8	D
Timeline is organised and shows a limited level of understanding in interpreting information to describe ceramic works and practices throughout history. Most areas of the timeline are incomplete or limited in information. Timeline is presented in a very limited way using minimal to no images and limited information to investigate the relationships of the conceptual framework.	0-4	E

Total Task Result	Mark	Grade
Feedback		

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