



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CUVCER201A Develop ceramic skills**

**Release: 1**

## CUVCER201A Develop ceramic skills

### Modification History

Version	Comments
CUVCER201A	This version first released with <i>CUV11 Visual Arts, Craft and Design Training Package version 1.0</i>

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use basic ceramic techniques to produce ceramic work from simple design concepts.

### Application of the Unit

People with little or no ceramics experience apply the skills and knowledge outlined in this unit. Typically they are embarking on a career in visual arts or a related area of creative practice and may have acquired general design, drawing or craft skills either at school or through self-directed learning and experimentation.  
At this level, supervision and guidance would usually be provided.

### Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>

## Elements and Performance Criteria

1. Prepare ceramic resources	1.1 Identify and obtain <b>tools, equipment</b> and <b>materials</b> for ceramics work 1.2 Prepare tools, equipment and materials according to <b>workplace procedures</b> and safety requirements 1.3 Set up a safe work space with guidance from <b>key people</b>
2. Use and test ceramic techniques	2.1 View a range of ceramic work in different styles and discuss with others how effects are achieved 2.2 Match potential <b>techniques</b> to the <b>ideas</b> for the work with the assistance of key people 2.3 <b>Test</b> nominated techniques to determine the effects they achieve 2.4 Calculate correct quantities of materials required and minimise waste where possible 2.5 Safely use selected techniques to produce ceramic work 2.6 Clean and store tools, equipment and materials according to safety requirements and specific needs of different items
3. Make plans to develop skills	3.1 Seek feedback on ceramic work from key people 3.2 Respond positively to feedback and identify key areas for improvement 3.3 Review different opportunities to build own skills and select suitable options

## Required Skills and Knowledge

*This section describes the skills and knowledge required for this unit.*

### Required skills

- communication skills to:
  - discuss the process for producing ceramics with others
  - understand and follow instructions
- learning skills to:
  - improve techniques for producing ceramics through practice
  - respond appropriately to feedback
- literacy skills to read product and equipment safety labels
- numeracy skills to calculate quantities of materials
- planning and organising skills to prepare and set up resources and work space.

### Required knowledge

- materials, tools and equipment commonly used for ceramics
- major styles of ceramics and the work of key practitioners relevant to individual area of interest
- typical work space and equipment requirements for the production of different types of ceramics
- cleaning and maintenance techniques for tools and equipment used in ceramics
- elements and principles of design – what they are and what they mean
- intellectual property considerations for any person making creative work
- ways of minimising waste in the use of ceramics' tools, materials and equipment
- OHS procedures that apply to ceramics work.

## Evidence Guide

*The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.*

<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>produce multiple ceramic pieces where the techniques and materials support the ideas for the work</li> <li>apply knowledge of ceramics tools, equipment and materials.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>tools, equipment and materials used in ceramic work.</li> </ul>
<b>Method of assessment</b>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>direct observation of work in progress</li> <li>questioning and discussion of the candidate's intentions and work outcome</li> <li>review of portfolios of evidence</li> <li>review of third-party reports from experienced practitioners.</li> </ul> <p>Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).</p>
<b>Guidance information for assessment</b>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>CUVPRP201A Make simple creative work.</li> </ul>

## Range Statement

*The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.*

<p><b><i>Tools and equipment</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• banding wheel</li> <li>• brushes</li> <li>• carving tools</li> <li>• kilns: electric, gas or raku</li> <li>• kiln equipment</li> <li>• knives and blades</li> <li>• protective clothing</li> <li>• rolling pins or other rollers</li> <li>• spatulas</li> <li>• tape measures</li> <li>• tongs.</li> </ul>
<p><b><i>Materials</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• glazes</li> <li>• oxides</li> <li>• range of clays.</li> </ul>
<p><b><i>Workplace procedures</i></b> may relate to:</p>	<ul style="list-style-type: none"> <li>• cost control</li> <li>• process-specific procedures</li> <li>• recycling</li> <li>• safety</li> <li>• use of materials.</li> </ul>
<p><b><i>Key people</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• arts practitioners</li> <li>• mentors</li> <li>• supervisors</li> <li>• teachers.</li> </ul>
<p><b><i>Techniques</i></b> would generally be quite limited in nature and may include:</p>	<ul style="list-style-type: none"> <li>• applied surface treatments</li> <li>• firing techniques</li> <li>• handbuilding, such as:             <ul style="list-style-type: none"> <li>• coiling</li> <li>• pinching</li> <li>• slab-roll methods</li> </ul> </li> <li>• moulding</li> <li>• subtractive surface treatments, such as:             <ul style="list-style-type: none"> <li>• impressing</li> <li>• incising</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• inlaying with other clays</li> <li>• piercing</li> <li>• stamping</li> <li>• wedging clay to remove air.</li> </ul>
<i>Ideas</i> may be influenced by:	<ul style="list-style-type: none"> <li>• current capability with techniques</li> <li>• historical and theoretical contexts</li> <li>• subject matter or theme for the work, such as: <ul style="list-style-type: none"> <li>• built environment</li> <li>• land and place</li> <li>• natural world</li> <li>• political, cultural and social issues</li> <li>• the body</li> </ul> </li> <li>• spiritual concerns.</li> </ul>
Process used to <i>test</i> techniques may include:	<ul style="list-style-type: none"> <li>• experimenting directly with work in progress</li> <li>• exploring techniques by making practice pieces</li> <li>• making samples using nominated techniques.</li> </ul>

## Unit Sector(s)

Visual communication – ceramics