Australian Government

Department of Education, Employment and Workplace Relations

CUVCER301A Produce ceramics

Release: 1

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Modification History

Version	Comments
CUVCER301A	This version first released with *CUV11 Visual Arts, Craft and Design Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to produce ceramics through the exploration and application of a range of techniques, tools, equipment and materials.

Application of the Unit

People still developing their ceramics expertise apply the skills and knowledge in this unit. They produce finished ceramic items building on and combining a range of techniques to support the ideas of the work.
At this level, work is usually undertaken under supervision, though some autonomy and judgement can be expected within established parameters.

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
Elements describe the essential outcomes of a unit of competency.	*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.*

Elements and Performance Criteria

1. Plan ceramic work through exploration	1.1 Explore ***ideas*** and ***techniques*** for ceramic work in consultation with ***key people*** as required 1.2 Review historical and contemporary ceramics practice as a potential source of ideas 1.3 Clarify ideas for ceramics based on exploration and discussion 1.4 ***Assess*** the capabilities of ceramics techniques through practice and adaptation 1.5 Select techniques that best support the ideas for the work
2. Prepare, maintain and store ceramic-making resources	2.1 Select and organise ceramics ***tools, equipment*** and ***materials*** suited to the chosen work 2.2 Prepare and maintain resources based on the ***needs of the work*** 2.3 Take responsibility for the safe and sustainable use of resources and disposal of waste 2.4 Store resources according to the needs of different items
3. Create finished ceramic works	3.1 Safely use and adapt ceramic techniques to create desired effects 3.2 Review work in progress and make adjustments as required to produce final work 3.3 Add value to the current work process and future work by documenting the work progress 3.4 Liaise with others to obtain feedback on work in terms of its technical proficiency and success in communicating ideas

Required Skills and Knowledge

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

Required skills

- communication skills to discuss ideas for ceramic making with others
- learning skills to:
  - improve techniques to produce ceramics through practice and some experimentation
  - respond constructively to feedback
- literacy skills to interpret information about historical and contemporary ceramics practice
- numeracy skills to calculate quantities of materials
- planning and organising skills to organise resources required to produce ceramics
- self-management skills to take responsibility for the process of creating work.

Required knowledge

- ways of exploring techniques and materials to achieve different effects in ceramic making
- physical properties and capabilities of a range of materials, tools and equipment used in ceramic making
- work space requirements for ceramic making, including ways of organising and maintaining space
- cleaning, maintenance and storage procedures for ceramic-making tools, materials and equipment
- historical and theoretical contexts for ceramics and how they may be used to inform individual practice
- elements and principles of design and their particular application to ceramic work
- intellectual property considerations for any person making creative work
- sustainability considerations associated with the use of ceramic-making tools, materials and equipment
- OHS procedures that apply to ceramic making.

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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • produce ceramic pieces that show some technical proficiency in chosen techniques • work with ideas and techniques and bring them together in finished work • adapt the capabilities of ceramic-making techniques and resources.
Context of and specific resources for assessment	Assessment must ensure access to: • tools, equipment and materials used in ceramic work.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • evaluation of technical execution of work pieces produced by the candidate • direct observation of ceramic work in progress • questioning and discussion of the candidate's intentions and work outcome • review of portfolios of evidence • review of third-party reports from experienced practitioners. 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).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUVPRP301A Produce creative work.

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.

Ideas may be influenced by:	• current capability with techniques
	• historical and theoretical contexts
	• subject matter or theme for the work, such as:
	  • built environment
	  • land and place
	  • natural world
	  • political, cultural and social issues
	  • the body
	• spiritual concerns.

Techniques may include:	• applied subtractive surface treatments:
	  • glazes
	  • inlay with other clays
	  • oxides
	• firing techniques
	• handbuilding:
	  • coiling
	  • pinching
	  • slab-roll methods
	• moulding
	• slipcasting
	• subtractive surface treatments, such as:
	  • impressing
	  • incising
	  • piercing
	  • stamping.

Key people may include:	• mentors • other artists • peers • supervisors • teachers.
Strategies used to ***assess*** the capabilities of techniques may	• experimenting directly with work in progress • producing test pieces or samples

involve:	• systematically testing a range of processes.
Tools and equipment may include:	• banding wheel • brushes • carving tools • kilns: electric, gas, wood or raku • kiln furniture and equipment • knives and blades • protective clothing • rolling pins or other rollers • spatulas • tape measures • toothbrushes.
Materials may include:	• glazes • oxides • range of clays.
Needs of the work may relate to:	• availability of different resources • budget • creative goals • preparation time • process-specific requirements • recycling • safety • sustainability.

Unit Sector(s)

Visual communication – ceramics