



Australian Government

Department of Education, Employment and Workplace Relations

CUVCER402A Experiment with throwing techniques

Release: 1

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Modification History

Version	Comments
CUVCER402A	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 develop technical throwing skills through experimentation and practice on the wheel.

Application of the Unit

Ceramicists developing their professional practice apply the skills and knowledge in this unit. At this level, they are able to throw a range of objects that could be sold in outlets such as markets, and are beginning to demonstrate some skill and confidence in an area of ceramics that requires extensive time and practice to achieve a professional standard. Work is carried out independently with supervision and guidance available as required.

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. Develop ideas for thrown work	<p>1.1 Apply knowledge of different throwing techniques to inform <i>ideas</i></p> <p>1.2 Research, adapt and use relevant ideas and approaches from other practitioners with consideration of <i>intellectual property requirements</i></p> <p>1.3 Allow techniques and ideas to work together to inform each other</p> <p>1.4 Consider the <i>professional potential</i> and other <i>criteria</i> for <i>thrown ceramic work</i> when developing ideas</p> <p>1.5 Refine and confirm ideas based on experimentation, research and collaboration with others</p>
2. Extend throwing skills	<p>2.1 Evaluate the potential for new approaches to throwing based on capabilities of <i>techniques</i> already used</p> <p>2.2 Adapt or introduce new <i>tools, equipment</i> and <i>materials</i> to achieve different effects</p> <p>2.3 Extend the capabilities of throwing techniques through experimentation</p> <p>2.4 Take account of the <i>safety and sustainability considerations</i> in thrown work</p>
3. Create finished thrown ceramic work	<p>3.1 Set up or coordinate resource requirements according to safety or other workplace requirements</p> <p>3.2 Create thrown ceramic work using techniques and media selected from research and experimentation</p> <p>3.3 Review and refine ideas and approaches based on ongoing experiences with the production of work</p> <p>3.4 Use safe and sustainable work practices throughout the production of thrown ceramic work</p>
4. Evaluate own thrown ceramic work	<p>4.1 Reflect on own work in terms of conceptual development and technical execution</p> <p>4.2 Identify areas for future improvement especially in terms of own skill development</p> <p>4.3 Discuss completed work with others and respond positively to feedback</p>

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - discuss creative work from a technical and conceptual perspective
 - create a record of the thrown ceramic work
- initiative and enterprise skills to:
 - experiment with throwing techniques to enhance final wheel-formed ceramic work
 - apply critical thinking and analytical skills when developing ideas for wheel-formed ceramic work
- learning skills to:
 - refine and improve a range of techniques
 - evaluate quality of own work and identify ways to enhance own practice
- literacy skills to undertake research about the work of other throwing artists and arts practitioners
- numeracy skills to:
 - evaluate resource costs
 - calculate material requirements
- planning and organising skills to plan work tasks and resources
- problem-solving skills to identify and resolve technical and conceptual issues in throwing work
- technology skills to use the internet as a research tool.

Required knowledge

- ways to adapt, extend and combine the capabilities of a range of throwing materials and techniques
- physical properties and capabilities of a range of materials and tools used in throwing
- characteristics of different materials under different treatments and the potential of these characteristics to achieve different effects
- formal elements and principles of design and how they may be used, adapted and challenged in throwing work
- research methodologies used by artists
- historical and theoretical contexts for throwing and how they may be used to inform individual practice
- sources of resources for throwing
- intellectual property issues and legislation to be considered by independent arts practitioners
- sustainability considerations for the professional operation of a ceramics practice
- OHS requirements for the set-up and operation of throwing work space.

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	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • develop ideas and techniques through a process of research and experimentation • produce multiple finished thrown ceramic objects that demonstrate a command of techniques • apply knowledge of throwing techniques, equipment and materials.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • materials, tools and equipment needed for throwing work.
Method of assessment	<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"> • evaluation of technical execution of work pieces produced by the candidate • direct observation of throwing in progress, including exploration of, and experimentation with, techniques • questioning and discussion about candidate's intentions and the work outcome • review of portfolios of evidence • review of third-party reports from experienced practitioners. <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>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

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><i>Ideas</i> may be influenced by:</p>	<ul style="list-style-type: none"> • artistic aspirations • current capability with techniques • historical and theoretical contexts • subject matter or theme for the work, such as: <ul style="list-style-type: none"> • built environment • land and place • natural world • political, cultural and social issues • the body • spiritual concerns.
<p><i>Research</i> may involve:</p>	<ul style="list-style-type: none"> • approaching individuals with relevant expertise • attending lectures and talks • conducting material and technical experiments and tests • searching the internet • seeking out information in books, journals, newspapers and catalogues • visiting exhibitions and museums.
<p><i>Intellectual property requirements</i> may relate to:</p>	<ul style="list-style-type: none"> • copyright • extent to which the work may be used • form of acknowledgement or credit • moral rights • procedures for seeking permission to use the work of others • protocols for the adaptation of work by others.
<p><i>Professional potential</i> may relate to:</p>	<ul style="list-style-type: none"> • cost of production • existence of an established market • how to promote or sell the work • market trends • professional development.
<p><i>Criteria</i> may relate to:</p>	<ul style="list-style-type: none"> • access to materials, tools and equipment for the techniques • consistency with the conceptual vision for the proposed wheel-formed ceramic work • ease of application of the techniques • personal affinity with the techniques.

<p><i>Thrown ceramic work</i> may include:</p>	<ul style="list-style-type: none"> • architectural ceramics • jewellery • platters • sculptural work • tableware • vessels.
<p><i>Techniques</i> may include:</p>	<ul style="list-style-type: none"> • applied surface treatments: <ul style="list-style-type: none"> • inlay with other clays • oxides and glazes • centring • collaring • distortion/exaggeration in thrown forms • forming rims and lips • making clay appendages, e.g. handles, spouts, knobs, lugs and spouts • opening up forms • pulling up walls • structural and joining works using combined techniques of handbuilding and thrown forms and different media • subtractive surface treatments, such as: <ul style="list-style-type: none"> • incising • impressing • stamping • piercing • turning of leather hard forms.
<p><i>Tools and equipment</i> may include:</p>	<ul style="list-style-type: none"> • brushes and toothbrushes • carving tools • knives and blades • rolling pins or other rollers • spatulas • tape measures • turning tools • banding wheel • kilns: electric, gas, wood or raku • kiln furniture and equipment • protective clothing • wheels.
<p><i>Materials</i> may include:</p>	<ul style="list-style-type: none"> • glazes • other media, such as metal, wire, glass, fabric, timber, board, and other natural or synthetic materials • oxides

	<ul style="list-style-type: none">• range of clays.
<i>Safety and sustainability considerations</i> may include:	<ul style="list-style-type: none">• federal, state and territory legislation, regulations and standards• personal protection• recycling• safe disposal of waste.

Unit Sector(s)

Visual communication – ceramics