



Australian Government

Department of Education, Employment and Workplace Relations

CUVCER503A Refine throwing techniques

Release: 1

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Modification History

Version	Comments
CUVCER503A	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 design and produce complex ceramic forms using throwing techniques. Professional thrown work is only produced as a result of substantial time dedicated to working at the wheel. This is a specialisation unit that reflects this reality about ceramics practice.

Application of the Unit

Ceramicists apply the skills and knowledge in this unit. At this level, the practitioner makes a wide variety of thrown objects to a professional level. Those objects may be functional or artistic.

This work is carried out independently with mentoring or guidance 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 ceramics	1.1 Evaluate work opportunities offered by thrown ceramics 1.2 Research ideas for thrown work from historical and contemporary references 1.3 Research, adapt and use relevant ideas and approaches with consideration of intellectual property requirements 1.4 Refine ideas through play, experimentation and testing 1.5 Create designs for thrown forms that meet the needs of the market or design brief
2. Determine and establish safe work conditions for throwing	2.1 Investigate safety issues associated with thrown work 2.2 Set up work space, materials, tools and equipment for wheel work according to safety requirements 2.3 Establish and follow safe work practices 2.4 Monitor key safety issues during the production of work
3. Throw, turn and finish ceramic items	3.1 Determine suitable throwing methods for different items 3.2 Explore and experiment with a broad range of materials, tools and equipment and advanced techniques, to make thrown ceramic forms 3.3 Throw individual items and sets to appropriate design requirements in relation to form and function 3.4 Define ceramic forms using appropriate assembly finishing techniques 3.5 Trim and prepare articles for further decoration
4. Refine throwing technique	4.1 Use the wheel with increasing confidence and skill 4.2 Develop technique to professional level through application of time and practice 4.3 Show command of thrown technique within a coherent body of ceramic work 4.4 Identify and resolve technical problems in throwing projects based on developing expertise 4.5 Use ongoing experimentation with technique to refine ideas 4.6 Develop own ways of working with the throwing process to create individual style
5. Evaluate own thrown work	5.1 Evaluate development of own thrown work with others and seek feedback

	5.2 Identify <i>ways in which technique may be further developed</i> as part of a professional ceramics practice and build ideas into future work
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Required Skills and Knowledge

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

Required skills

- communication skills to engage with others about throwing practice and challenges
- critical thinking and analytical skills to:
 - evaluate the needs of particular work projects, including design briefs for work
 - research and evaluate historical and contemporary trends to inform ideas
- literacy skills to read specifications and requirements
- problem-solving skills to identify and resolve technical throwing problems
- numeracy skills to work with numerical features of ceramics processes (e.g. measurements of materials)
- self-management, planning and organising skills to:
 - evaluate throwing opportunities in own practice
 - set up a throwing work space
- technology skills to safely use pottery wheels
- technical skills to use advanced throwing techniques to produce:
 - single forms and larger forms
 - sets or families of forms, such as matching sets, multiples of related series, and modular forms.

Required knowledge

- elements and principles of design and their specific application throwing
- features of different ceramic forms created through throwing, including cylinder, open, ovoids and closed
- physical properties and capabilities of the range of materials, tools and equipment used in ceramic work and in particular throwing
- work space requirements for thrown ceramic work, including ways of organising and maintaining space
- ways of exploring, adapting and extending techniques and materials to achieve different effects in throwing
- cleaning and maintenance techniques for tools and equipment used in wheel work
- intellectual property issues and legislation associated with ceramics as a professional practice
- sustainability considerations for thrown ceramic work
- OHS requirements for throwing 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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • evolve and refine throwing technique through a demonstrated process of experimentation, problem solving and independent work • produce a coherent body of professional ceramic work that demonstrates well-developed throwing technique for the creation of both single works and multiples of related and matching works • research throwing in the context of historical and contemporary ceramics work as a source of ideas for own work • investigate current market trends and opportunities • use safe work practices.
Context of and specific resources for assessment	Assessment must ensure access to: • a safe ceramics work space • ceramic materials, tools and equipment for thrown 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 throwing technique within a body of work produced by the candidate • evaluation of processes used by the candidate to evolve and refine throwing technique • 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. Assessment methods should closely reflect work place 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: • CUVACD510A Manage kiln operations • CUV CER501A Refine ceramics techniques • CUV CER502A Investigate ceramic materials and processes • CUV CER505A Develop and apply ceramic glazes • CUV PRP501A Realise a body of 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.

Work opportunities may relate to:	• brief for thrown work • commissions from others • competitions • creation of individual items or sets • local demand • retail opportunities • self-generated ideas.
Thrown ceramics may include one-off and related ranges of:	• architectural ceramics • decorative wares, including items with lids and handles: • geometric forms: spheres, ovoids, rhomboids and cylinders • open and closed forms • platters and vessels • functional ware, including matching sets and items with lids and handles: • garden ware • kitchenware • tableware • items with handles pulled on and off the form • modular forms • sculptural objects: • abstract and figurative sculpture • non-symmetrical forms • vessel forms.
References may include:	• art critics, cultural theorists, philosophers and social commentators • art history texts • exhibitions, museums and galleries • films • images, objects and artworks • internet • journal articles • own experience

	- performances and presentations - technical or medium-specific information - writings.
Intellectual property requirements may relate to:	- copyright laws - design licensing regulations - extent to which the work may be used - form of acknowledgement or credit - moral rights law - procedures for seeking permission to use the work of others, including systems for the administration of copyright - protocols for the adaptation of work by others - trademarks regulations.
Designs may include:	- drawings - maquettes.
Safe work practices may include:	- completing material safety data sheets (MSDS) - correct disposal of waste materials - dust and fume extraction - ergonomic safety - managing risk - reporting accidents and incidents - use of tools and equipment - using clearly designated wet and dry areas - using personal protective equipment (PPE).
Suitable throwing methods may include:	- assembled - off the hump - one piece - thrown and coiled.
Materials, tools and equipment may include:	- equipment: - compressor - computer, scanner and printer for design work - extruder - kiln furniture and equipment - kilns: electric, gas, wood and raku - PPE - pottery wheels: electronically controlled, cone driven and kick - pugmill - spray booth and spray gun - materials: - body additives, such as grog, paper pulp, sand and

	- sawdust - commercial ceramic colours - glazes - oxides - range of clay bodies - resist materials, such as wax, latex, shellac and paper - slips and engobes - tools: - banding wheels - brushes, sponges and other decorating tools - measuring devices, including calipers - modelling, cutting and carving tools - throwing log - throwing, turning and trimming tools - tools for applying pattern and texture.
<i>Coherent body of ceramic work</i> is:	- conceptually resolved - documented in terms of its development - subject to critical feedback by others - technically resolved - thematically connected.
<i>Technical problems</i> may include:	- limitations of own technical skill required for: - throwing techniques - glaze application techniques - surface design and decorating techniques - limited availability of space for: - displaying fired results - production of work, including making, assembling and firing - clean, dry and secure storage of work in progress - other limitations, such as: - equipment and machinery breakdown - limited availability of or access to specialist tools and equipment - skills and knowledge required for selected firing processes.
<i>Ways in which technique may be further developed</i> may include:	- collaboration - further study - intensive workshops - mentored guidance - new projects.

Unit Sector(s)

Visual communication – ceramics

Custom Content Section

Not applicable.