# HSC Ceramics Content Endorsed Course – scope and sequence sample

This scope and sequence is a sample of one way the HSC Ceramics course can be structured. Teachers can use this resource as a model to develop their own scope and sequences that are most suited to their context. Artists named in this document are not mandated in the syllabus.

Note that the HSC course commences in Term 4 of a calendar year.

Table – HSC Ceramics sample scope and sequence

|  |  |  |  |
| --- | --- | --- | --- |
| Unit title | Moulds and Slip Casting | Surfacing | Individual project |
| Duration | Term 4 Week 1 to Term 1 Week 3 | Term 1 Week 4 to Term 2 Week 6 | Term 2 Week 7 to Term 3 Week 6 |
| Module | Module 8 – Casting | Module 9 – Surface treatment | Module 11 – Ceramics Project |
| Practice (making) | Students are to create a range of ceramic vessels from moulds. They will investigate slump moulds and slabs, stamps and slip casting. | Students create a series of ceramic vessels that investigate a wide range of surface treatments, including incising, sgraffito, wax resist, decals, impressing, scraping, stamping, oxide use and glazing. | Students develop final works for school showcase exhibition. They are to independently investigate their ceramic practice. |
| Critical and historical investigations | Students will explore ceramic images, concepts and technical information relating to the frames with reference to key ceramic artists.Students will research key artists who use casting techniques and develop a series of ceramic vessels inspired by their research. | Students will explore ceramic works and technical information relating to the frames with reference to key ceramic artists who specialise in different surface treatments. | Students will investigate key ceramic designers that have similar ideas and forms to the student selected individual project. |
| Forms | Plaster moulds, ceramic slabs, ceramic slip casting, ceramic surfacing | Hand building, ceramic slabs, ceramic surfacing | Students’ choice in consultation with their teacher |
| Frames  | Structural, cultural and postmodern. | Structural, subjective, cultural and postmodern. | Structural, cultural, subjective and postmodern. |
| Key artists/examples | Gwyn Hanssen Pigott – key worksAustralian ceramic designers: Benjamin Hubert, Bridget Bodenham, Cone 11's Colin Hopkins and Ilona Topolcsanyi. | Jun Kaneko – Japanese ceramic artist who lives in America.Australian ceramic designers: Helen Earl, Tania Rollond and Ulrica Trulsson. | Individually selected. |
| Outcomes | **M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5** | **M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5** | **M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5** |
| Assessment | 25% makingOutcomes assessed: **M2, M3, M4**Produce a series of ceramic vessels and display them in a mini exhibition. | 35%**Part 1** – 20% makingOutcomes assessed: **M1, M3, M5**Create a series of ceramic objects that investigate surface treatment.**Part 2** – 15% critical and historical investigationsOutcomes assessed: **CH1, CH3, CH5**Key artist research assignment. | 40%**Part 1** – 25% designing and makingOutcomes assessed: **M1, M5, M6**Produce an independent series of works and display them in the Creative and Performing Arts (CAPA) showcase.**Part 2** – 15% critical and historical investigationsOutcomes assessed: **CH2, CH4**Design process diary and case study activities. |

## References

This resource contains NSW Curriculum and syllabus content. The NSW Curriculum is developed by the NSW Education Standards Authority. This content is prepared by NESA for and on behalf of the Crown in right of the State of New South Wales. The material is protected by Crown copyright.

Please refer to the NESA Copyright Disclaimer for more information [https://educationstandards.nsw.edu.au/wps/portal/nesa/mini-footer/copyright](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Feducationstandards.nsw.edu.au%2Fwps%2Fportal%2Fnesa%2Fmini-footer%2Fcopyright&data=05%7C01%7CCaitlin.Pace1%40det.nsw.edu.au%7C9c2c1a9f59c94d2df30708dafa7edb23%7C05a0e69a418a47c19c259387261bf991%7C0%7C0%7C638097720042599463%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=BzQh0UsffVZE3eO22b2Xba3p0VMOBZSHfS21FGHXtZM%3D&reserved=0).

NESA holds the only official and up-to-date versions of the NSW Curriculum and syllabus documents. Please visit the NSW Education Standards Authority (NESA) website <https://educationstandards.nsw.edu.au/> and the NSW Curriculum website [https://curriculum.nsw.edu.au/home](https://curriculum.nsw.edu.au/).

[Ceramics Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/ceramics) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2000.

**© State of New South Wales (Department of Education), 2023**

The copyright material published in this resource is subject to the *Copyright Act 1968* (Cth) and is owned by the NSW Department of Education or, where indicated, by a party other than the NSW Department of Education (third-party material).

Copyright material available in this resource and owned by the NSW Department of Education is licensed under a [Creative Commons Attribution 4.0 International (CC BY 4.0) licence](https://creativecommons.org/licenses/by/4.0/).



This licence allows you to share and adapt the material for any purpose, even commercially.

Attribution should be given to © State of New South Wales (Department of Education), 2023.

Material in this resource not available under a Creative Commons licence:

* the NSW Department of Education logo, other logos and trademark-protected material
* material owned by a third party that has been reproduced with permission. You will need to obtain permission from the third party to reuse its material.

**Links to third-party material and websites**

Please note that the provided (reading/viewing material/list/links/texts) are a suggestion only and implies no endorsement, by the New South Wales Department of Education, of any author, publisher, or book title. School principals and teachers are best placed to assess the suitability of resources that would complement the curriculum and reflect the needs and interests of their students.

If you use the links provided in this document to access a third-party's website, you acknowledge that the terms of use, including licence terms set out on the third-party's website apply to the use which may be made of the materials on that third-party website or where permitted by the *Copyright Act 1968* (Cth). The department accepts no responsibility for content on third-party websites.