

Year 7: During Primary school students will have received very little experience of ceramics. The initial baseline assessment for Year 7 will be postponed for students to spend the first 2 or 3 lessons gaining an insight into ceramics their properties and uses. This will be taught through a mixture of theory lessons. Knowledge, skills and understanding will be monitored using the technology baseline assessment at a later stage.

Year 7 – Ceramics Rotation (9 weeks – Castles)			
What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	What additional resources are available?
<p>Students are introduced to the design process and learn what knowledge and skills are required to cover the 4 assessment objectives. Students learn what ceramics are and the importance of their use in everyday life. Students also learn how to use sources to inspire their own ideas and how the development, review and planning is key to a successful product.</p> <p>Students have the opportunity to discuss what ceramics are and why they are important.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • The stages of the design process. • What Ceramics are, where clay comes from, the properties of clay, how ceramics are made. • Key vocabulary <p>Understanding</p> <ul style="list-style-type: none"> • To use research to inform and develop their ideas. • To design and make a product using clay. • To work resourcefully and independently. • To consider the environment and safety. <p>Skills</p> <ul style="list-style-type: none"> • A range of hand building techniques. • To design and communicate ideas effectively. • Accuracy and safe working practices. 	<p>Students do not rush into a final idea. Ideas evolve, are evaluated and improved.</p> <p>Students final idea and outcome is well planned out. Students work logically and carefully with independence.</p> <p>Texturing, modelling, joining and hand building techniques are accurate. Students include a range of mark making and joining techniques.</p> <p>The use of visual elements and use of drawing showing form. Students can explain where their idea came from and give reasons for adjustments.</p> <p>They engage in class discussions about ceramics and offer answers to most questions in full sentences. Homeworks show students are prepared to complete extension tasks.</p> <p>Students support their peers.</p>	<ul style="list-style-type: none"> • Differentiated resources for students of all abilities. • Planning and review sheets so students can reflect on their progress and decide next steps. • Displays showing building and decoration techniques. • Literacy and numeracy worksheets.

	<ul style="list-style-type: none">• Reviewing and evaluating ideas as they progress.• To make careful decisions and choices.		
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