

Ceramic Design - NQF 4
LEARNERSHIP Programme

CreateSA & XYP

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1 Aims and Objectives

1.1 The Learners

- Learners develop as individuals and productive members of the community
- Learners gain a qualification that provides future employment prospects
- Learners will be provided with a structured working situation
- Motivation will increase because of structured environment
- Constant income stream should enable the learners to concentrate on their skill development
- Together with craft qualifications, learners will gain entrepreneurial skills
- Learners will be able to start their own business after finishing the LSP
- Qualified students will become a teaching resource for future programmes
- Learners are better prepared for tertiary education

1.2 The Center

- The Center is a site for a gaining qualification leading to employment
- The LSP will provide a well structured training programme in the center
- Other Centers will be able to replicate this programme by adapting our ideas and methods
- Alongside ceramics the LSP will provide additional skills such as Computer and communication skills using the center facilities
- The LSP will enhance the reputation of our center in the community
- The Profile of the center will be improved with this additional service

1.3 The Community

- Contribute to fulfilling the need for qualified people in the community
- Possibility of Job creation inside the community
- The LSP will create role models who will inspire other community members
- The LSP provides the opportunity to broaden the service for our community

- Families of LSP students will receive extra contributions to income which will improve living conditions
- Empower members of the community to unlock their potential
- Community members will regain self-esteem
- Community will benefit from the programme by providing services for certain requirements
- The public attention for the LSP will help to put our community in a new light
- Attention for the programme from the outside world will also bring more attention for the community

2 Recruitment

2.1 Selection criteria

- Educational prerequisite
 - Matriculation
 - Recognition of prior learning
- Language skills
 - Written and spoken English
 - Reading comprehension
- Motivation
 - Genuine interest and aspiration for ceramics design
 - Willingness to upgrade their education
- Presentation
 - Positive general appearance
 - Self-awareness
 - Positive body language
- Spatial abilities
 - Spatial comprehension
 - Ability to manipulate clay

2.2 Assessment

➤ Interviews

Shortlist of group who meet most of the selection criteria.
This group will be invited to a workshop for further assessment.

➤ Workshop

The workshop will assess candidates by means of:

- Written tests
- Practical clay tasks and drawing ability

➤ Assessors

- Management team
- Delegation from UPE psychology department
- Facilitators

2.3 Action Plan

Step 1	Advertisement of the LS-programme
Step 2	Application forms
Step 3	Create an Interview sheet
Step 4	Invitation to an interview
Step 5	Interview Applicants
Step 6	Choose a group for a workshop
Step 7	Preparation for an workshop including written and practical clay tests
Step 8	Assessment of the tests
Step 9	Selection of Learnership group
Step 10	Invitation to sign the contract of the LSP
Step 11	Introduction of code of conduct and policies
Step 12	Signing the LSP-contracts

3 Training Programme

3.1 Ceramics

3.1.1 Practical Projects

The content of this section will provide the learner with the relevant knowledge of materials and techniques for practical application in ceramic production. Upon completion the learner will possess the ability to produce quality ceramic ware that is marketable.

Module 1 Studio Management

- Introduction to the studio environment
- Safekeeping of materials
- Care of tools and machines

Module 2 Clay Wedging & Kneading

- Handling and preparation of clay
- Wedging and kneading clay into a uniform, workable form

Module 3 Pinching

- Working clay by the method of pinching and rotating
- Increasing the volume of clay with this method and subsequently creating a 3D form
- Understanding the qualities and characteristics of clay

Module 4 Coiling

- Technique for rolling clay into even coils
- Constructing a 3D form by joining rolled coils of clay

Module 5 Slab construction

- Flattening of clay into uniform sheets
- Constructing a hand built form by cutting and joining slab pieces

Module 6 Drapemoulding

- Pressing a flat slab of clay onto an existing form
- Creating a new form based on the shape of the original
- Understanding the derivation of new forms from existing forms

Module 7 Wheel Throwing

- Using a potters wheel
- Technique for working the clay on the wheel through mechanised rotation and the even application of various levels of hand pressure
- Finishing techniques and handling

Module 8 Mouldmaking

- Producing moulds of original forms for reproduction (e.g. on a production line of semi skilled or unskilled workers)

Module 9 Kiln Packing and Procedures

- Handling and stacking pots to be fired
- Applying a wash to prevent sticking caused by running glazes
- Stacking kiln shelves to inhibit any excess heat
- Packing the ceramic ware into the kiln for firing
- Temperature settings and firing of kilns

Module 10 Glaze Technology

- Materials used for the formulation of glazes
- Materials necessary for composing colouring agents
- Materials that increase/decrease the melting points of different glazes
- Composition of clay for correct treatment

Module 11 Quality Control

- Clean, quality-conscious working methods
- High quality products
- Clean finishing processes

Module 12 Further exploration and presentation

- Creativity and alternative approaches
- Presentation of ceramic ware

3.1.2 Design

The fundamentals of drawing and design will enable learners to develop styles and lines of ceramic ware that either stand on their own merits as artworks, or can be adapted to changes in market trends.

Module 1 Introduction

- Aims and Inspiration – The Journey
- Keeping a journal of course progress
- The use of a sketchbook
- Developing ideas, working toward a portfolio

Module 2 Learning to see

- Pre – instruction drawing
- Visual literacy and the art of seeing

Pictures & design resources

- Idea generation

Module 3 Seeing shapes and recording form

- Contour drawing
- Modified contour drawing
- Negative space drawing

Module 4 Making marks

- Different marks and material
- Analog drawing
- Expression using analog marks

Module 5 2D and 3D drawing

- Drawing in 2D
- The importance of 2D drawing in relation to developing 3D forms
- 3D visual language
- shadow shapes

Module 6 Using marks and lines to “build” a drawing

- 3D drawing and chiaroscuro/tonality
- marks and lines in 2D design

Module 7 Proportions

- Pencil sighting – angles, shapes, comparison, relation
- Head and body proportions
- Reference points

Module 8 Colour

- Colour wheels and relationships
- Drawing with colour
- Creative use of colour
- Balance and communication

Module 9 Perspective

- What is known and what is seen
- Vanishing points
- Spatial relationship
- Foreshortening

Module 10 Composition

- Relationships and balance
- Different formats
- Composition for 3D forms

Module 11 Structural Drawing

- What and why
- Drawing as a technical process
- Structural drawing in the 2D format
- Filling a space using proportions and balance

Module 12 Quality and qualities

- The importance of underlying form
- The importance of quality
- Design – balance and necessity
- Communicating your art

Module 13 Another dimension

- Symbolism – dreams and interpretation
- Drawing from imagination
- Abstraction through drawing

Module 14 Drawing and Painting

- Translating from drawing to painting
- Forms using colour and technique of application

Module 15 Design for Ceramics

- The Art in Ceramics
- Translating drawing fundamentals to 3D ceramic forms
- 2D on 3D

Module 16 The Journey continues

- Where to form here
- Continual awareness and exploration
- The practical side: markets and trends

Module 17 Independence

- Self-expression and self-belief
- Design for the future – collaboration

3.2 Computer Literacy&Enterprenieural Skills (MSC College)

The courses provided by the MSC College will help the learners to develop skills that enable them to successfully deal with the business and administration side of being a ceramic designer.

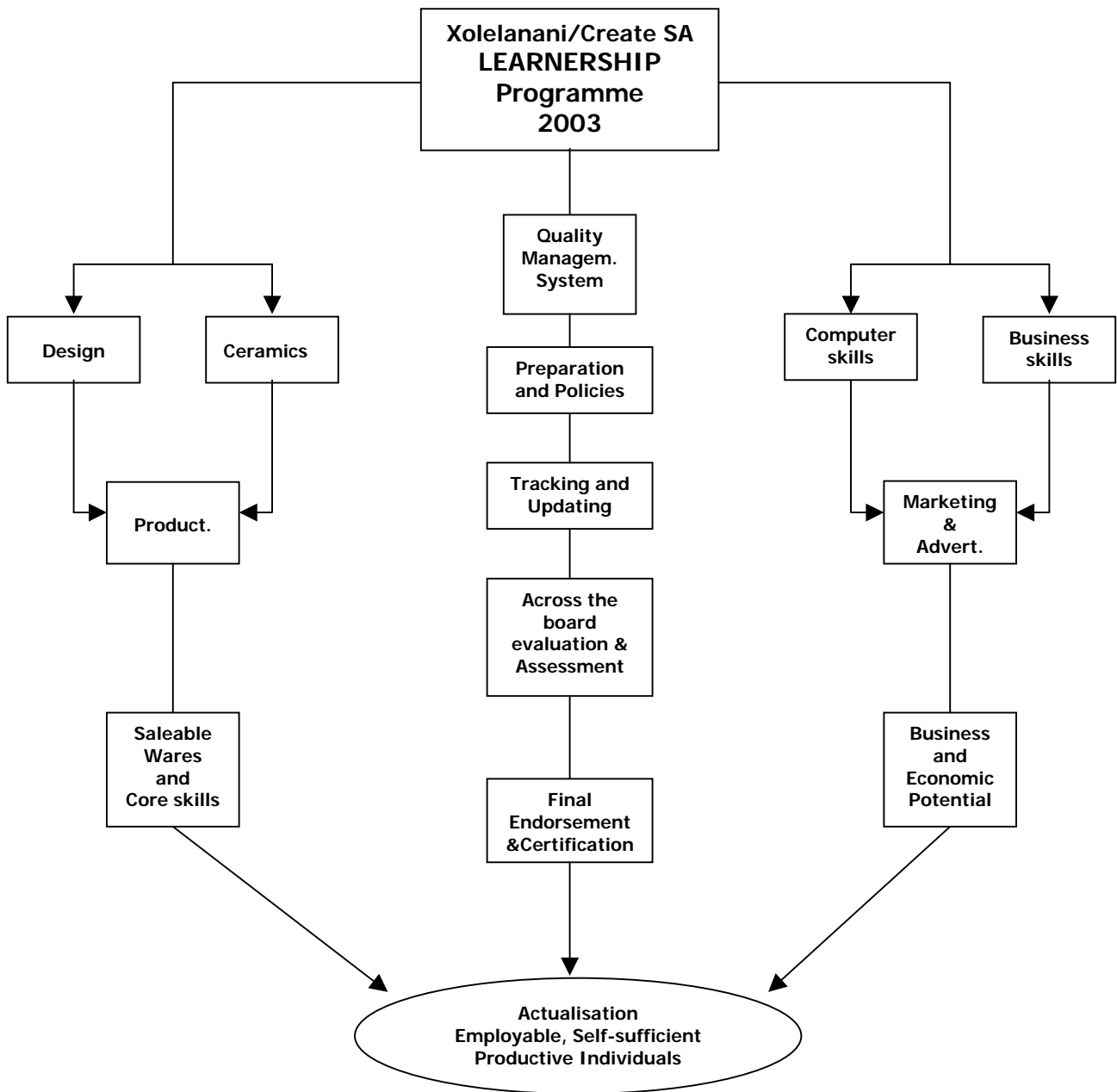
The following modules will be covered:

- ❖ **Operate a PC & Keyboard skills**
- ❖ **Use of operating system/windows**
- ❖ **MS Word 2000 Level 1**
- ❖ **MS Excel 2000 Level 1**
- ❖ **Business Communication**
- ❖ **Customer Relations**
- ❖ **Entrepreneurship**
- ❖ **Business Practice**
- ❖ **Business Management 1**
- ❖ **Life skills**

For further details refer to the syllabus provided by the MSC College, PE.

4 Management System & Reporting

4.1 Process Map



4.2 Office Administration

- ❖ **Policies management**

Human resources, health and safety, equity info

- ❖ **Contract Monitoring**

Breach of contract will lead to suspension or expulsion from the LSP.

- ❖ **Financial records**

Recording of all incomes and expenditures caused by the learnership

- ❖ **Communication**

Internal and external telephonic, electronic and written communication.

- ❖ **Student and staff records**

All relevant personal, training and assesment records will be kept on file

- ❖ **Site management**

Logistics, building maintenance and capacity planning

4.3 Learner Management

- ❖ **Registers**

Learners will be registered on a hourly basis every day

- ❖ **Schedules**

Learner will be provided with a course plan and weekly timetable

- ❖ **Learner Handbook**

The Handbook will contain the policies and guidelines of the LSP

- ❖ **Assessment of learners**

Learners will be assessed per module which they are taught

- ❖ **Payment of wages**

The wage of R 120 will be paid every Friday on an hourly basis

Learners will have their own Bank Accounts where the money will be transferred to.

❖ **Support system**

Learners will be able to seek support or advice for any learning or personal difficulties that they may have within the learnership

❖ **Student files**

All relevant details and documents of each individual learner will be kept. Learners will have supervised access to these files.

❖ **Equipment and material Deposit**

Learners have to leave a deposit in case of damages of equipment or loss of materials.

❖ **Learner Representatives**

Group of three people from the learner group, nominated by their peers, will act as intermediaries between staff and learners.

❖ **Attendance**

Learners have to attend a minimum of 90% of the courses provided.

❖ **Attendance penalties and waiting list**

Learners who do not meet the minimum attendance requirements will be dismissed and replaced by applicants from a waiting list.

4.4 Personnel Management

Staff members:

❖ **Skills Development Project Manager**

Lee-Ann Contell

❖ **Facilitators**

Ceramic Studio - Thulile Masuku, Thobani Noqoli

Design - Lubabalo Valisa, Lee-Ann Contell

❖ **Mentors**

Meshack Masuku, Thobani Noqoli

❖ **Learner support personnel**

Profi Mtyaleka

❖ **Assessors**

Meshack Masuku, Lee-Ann Contell

Management:

❖ **Personnel files**

Personal Details, Documents, Staff assessments and CVs will be kept in these files.

❖ **Monitoring of staff**

Attendance and quality of training will be monitored by assessors and management.

❖ **Meetings**

Daily meeting will evaluate progress and other relevant issues. Necessary measures will be devised.

❖ **Tracking of equipment & materials**

Facilitators will supervise the safekeeping and proper use of equipment and materials