

Ceramic Course at the Reykjavik School of Visual Arts

Description: The course is a two-year programme in pottery and ceramics in which the emphasis is placed on the student becoming familiar with old and new principal methods and techniques of working with clay. A strong emphasis is placed on conceptual work in relation to all of the students' practical work and the theoretical aspects of the programme are aimed at deepening students' professional knowledge, broadening their horizons and their ability to contextualise their work in relation to society and the art world and encourage further research and experimentation in the medium. At the end of the course, the student may apply to complete a BA degree at an arts university and the university in question shall determine whether and to what extent MIR's course credits are awarded.

Admission Requirements: Admission requirements for the course is a secondary school matriculation certificate in the arts or an equivalent education. Applicants shall submit sketchbooks and a folder with samples of their own works. Applicants are also called for an interview by the admissions board.

Structure: The ceramics course is made up of 120 secondary school units, in which the student acquires skills on 4. level according to the Icelandic Qualification Framework for Education. Each term is based on certain elements. The possibilities that are offered by the subject matter are examined from different perspectives and new approaches to the material and methods are experimented with. A forum is created for a fruitful debate, and scholars and professionals from different areas of study engage with the students and highlight the subject's relationship with history and society. Teaching in conceptual and practical work runs concurrently, but there is also a great deal of flow in which the development of projects and ideas go hand in hand. At the end of the programme, the student works independently on his/her own projects. The programme is largely practical but about a quarter of all modules are academic. Academic subjects include the history of the craft, design history, art history and philosophy, as well as business and seminar topics which provide a forum for a wide range of discussions on ceramics. This is part of an endeavour to view its history in a broader and more informed context. Some modules are taught throughout the term and others for shorter periods.

Course assessment: The course assessment takes into account the learning objectives set out in the course description. The course description stipulates the submission of projects and the manner in which students' work in the course will be assessed. The assessment framework is set out in the curriculum, but assessment at the school is based on a continuous evaluation which focuses on a variety of assessment methods to meet students' different needs. Practical courses assess both students' competence in their relevant fields and also their ability to express themselves critically on the subject in writing, orally or by other means. In addition to grades, students receive guideline reports at the end of most modules. In consultation with the school's educational counsellor, ways are sought to find solutions for projects conducted by students with certain learning difficulties.

Course progress regulations: To complete a module, students must attain a minimum grade of 5. Further information on the development of the studies and programme is to be found in the school curriculum.

Course objectives: At the end of the course students shall have the ability to:

- Work independently on specific projects
- Work systematically on the development of ideas
- Apply professional working procedures

- Have good communication skills and the ability to work in close collaboration with others, and communicate detailed information about their own ideas and work, and maintain their know-how and training in their professional fields by keeping up with innovations
- Participate in and follow discussions in their fields
- Know the working and business environment of their profession
- Know a diversity of ways for presenting their work
- Work in a socially and environmentally responsible manner
- Handle hazardous materials responsibly
- Handle tools and equipment and maintain the workplace in a responsible and sensible manner.