

Ceramics – Course Description

Ceramics is a two-year course in pottery and ceramics where emphasis is placed on the student getting to know all the main methods and techniques of working with clay, plaster, and porcelain. Great emphasis is placed on conceptual work in all the student's practical work and academic studies on the course aim to deepen the student's professional knowledge, increase his broad-mindedness and ability to put his work in context with society and the art world, and foster courage for further research and experiments with the medium. After completing the studies, the student can apply to complete a bachelor's degree at an art university, and it is then up to the respective university whether and to what extent the program is evaluated for university credits. Admission to the program is a matriculation degree from an art program or similar education. Applicants submit sketchbooks and a portfolio of samples of their own work. Applicants are also called for an interview with the admissions committee.

The course is valued as 120 secondary school credits, where the student acquires skills at the fourth level according to the Icelandic Qualification Framework for Education (equivalent to EQF level 5). The program is divided into four semesters, and the work is based on a certain basic element in each one. The possibilities of the subject are examined from various angles and experiments are made with new approaches to materials and methods. A platform is created for fruitful discussion and academics and professionals from different backgrounds are brought in to shed different light on the subject and highlight its connections with history and society. In each semester, teaching in concept work and workshop work takes place simultaneously, but between these phases there is a great flow as the development of works and ideas go hand in hand. At the end of each semester, the student works independently on his own work. The course is largely practical, but approx. a quarter of all courses are theoretical studies. The academic courses include professional history, design history, art history and a seminar which is a platform for a variety of discussions about the subject, in addition to which students get an insight into philosophy, finance and critically discuss issues that are burning in society at any given time. With this, we try to look at the drawing in a larger context and in a broader light. Courses are either taught over the whole semester or in shorter sessions.

Learning assessment considers the learning goals set out in the course description. The course description stipulates the assignments and how the students' work in the course will be assessed. The framework for assessment is implemented in the school curriculum, but assessment at the school is based on telephone assessment with an emphasis on diverse assessment methods to meet the different needs of students. In practical studies, the assessment considers the students' competence in the relevant subject and their ability to express themselves and discuss the subject in writing, orally or in other ways. In addition to a grade, students receive an indicative review at the end of most courses. In consultation with study advisors, ways are found to solve tasks for students who have been diagnosed with specific learning disabilities.

To complete a course, a student must receive a grade of 5. The school curriculum provides more details on academic progress and practice.

Upon completion of studies, the student must have the ability to...

- work independently on defined projects

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- work systematically on the development of ideas
- apply professional work practices
- communicate an artistic vision and ambition in their work
- communicate well with people and work closely with others
- communicate information about their own work in a clear manner
- maintain their knowledge and training by following innovations, events, and discussions in their field
- realize the responsibility of the artist/designer towards society and the environment
- know the working environment in their profession and diverse ways to present their work

Hand Building

HUGM4KH03 (Conceptual Work) Hand Building	3
KERA4HM09 (Ceramics) Hand Building	9
LIST4NL02 (Art History) Modern Art	2
MÁLS4KH04 (Seminar) Hand Building	4
MÓDE4KM05 Live Model Drawing and Modelling	5
SAGA4KU03 History of Ceramics, Origin	3
VSTÆ4KH04 (Workshop) Hand Building	4
	30

Surface Techniques, Glazing, Firing

HUGM4KY03 (Conceptual Work) Surface Techniques, Glazing, Firing	3
EFNA4KE04 Ceramic Chemistry	4
KERA4GB07 (Ceramics) Surface Techniques, Glazing, Firing	7
MÁLS4KY04 (Seminar) Surface Techniques, Glazing, Firing	4
MAPP4SF04 Portfolio	4
MARG4TP04 (Multimedia) Digital 3D Drawing and Printing	4
VSTÆ4KY04 (Workshop) Surface Techniques, Glazing, Firing	4
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Throwing

HUGM4KR03 (Conceptual Work) Throwing	3
HÖNS4AH03 Design History	3
KERA4RS10 (Ceramics) Throwing	10
MÁLS4KR04 (Seminar) Throwing	4
NÁMS4NF05 Study Tour	5
TEIK4TS01 (Drawing) Sketch Work	1
VSTÆ4KR04 (Workshop) Throwing	4
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Moulding and Manufacturing

HUGM4KG03 (Conceptual Work) Moulding and Manufacturing	3
KERA4GF11 (Ceramics) Moulding and Manufacturing	11
LIST4SL02 (Art History) Contemporary Art	2
MÁLS4KG04 (Seminar) Moulding and Manufacturing	4
SAGA4KN03 History of Ceramics, Modern Age	3
TEIK4SB03 (Drawing) Sketchbook	3
VSTÆ4KG04 (Workshop) Moulding and Manufacturing	4
	30

Module descriptions:

Art History

The aim of the course is to deepen the student's understanding of the relationship between history and the present and to enhance his ability to use his knowledge of art

history in practical learning and future art creation. The focus is on the period from the mid-19th century to the present day. The main currents and trends in visual art are discussed, and multi-faceted materials, techniques and methods are examined. Emphasis is placed on highlighting the influence of this period on art, design, and crafts of today. The student becomes familiar with various key works of visual art and makes connections with the main trends and trends of the period and deepens his ability to discuss the visual arts in a critical and theoretical manner.

Knowledge

Students have acquired general knowledge and understanding of:

- the main key works of Western art and design history from the Industrial Revolution to the present day
- the connection between history and the present
- a wide range of vocabulary and concepts about art and design

Skill

Students have acquired skill to:

- analyse works based on visual elements in a critical and constructive way
- analyse the influence of history on contemporary works and ideas
- discuss the visual arts in a critical and academic way

Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- discuss with knowledge and perspective the main key works of art and design history from the Industrial Revolution to the present day
- write a clear, theoretical, and analytical text about the context of history and the present and take part in a critical discussion about culture, arts, and history
- apply their knowledge of art history in practical studies and in future art creation in their field

Conceptual Work

The student gets to know methods of recording ideas, keeping track of them, and developing them further. The student is encouraged to work regularly in a sketchbook with the aim of developing and strengthening his visual language. The student is also encouraged to draw what is in front of him daily to develop his perception of proportions, space and movement and increase his skills in bringing atmosphere to life in drawing. There is a strong emphasis on playfulness, experimentation, and personal expression. In discussions within the course, the student gains training in talking about his ideas and works and arguing for his case.

Knowledge

Students have acquired general knowledge and understanding of:

- the importance of the sketchbook in the daily work of the illustrator
- diverse methods used to record space, movement, and atmosphere through drawing
- purposeful methods of developing personal focus in drawing

Skill

Students have acquired skill to:

- use purposeful methods in sketching
- capture motion in a drawing
- speak about their ideas and work and argue for their case

Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- work steadily to improve their drawing skills
- use the sketchbook as a source of ideas and to keep track of a collection of memories
- to express oneself confidently about one's own work and ideas

Ceramic Chemistry

The student acquires solid knowledge of the functionality of basic raw materials for glaze production and safety aspects in dealing with them, accessibility to glazes and different classes of glazes. The student learns about the mixing of different glazes and how certain physical changes can be achieved by changing the chemical content. The study is partly theoretical and partly experimental. Work is done with high-fired glazes for stoneware and diverse pigments. The goal is for the student to be able to mix glazes according to prepared recipes, to acquire skills in adjusting recipes as needed and to be able to read them according to the appearance and properties of the glaze. The course focuses on the properties of Icelandic minerals that can be used for glaze production. A trip is made to collect soda ash, pumice, clay, and other minerals that can be used for glazing. The student gets an insight into the geological context of the material and experiments with various processing methods, mixing other materials, firing, etc. to get to know the properties, possibilities, and limits of the material. Great emphasis is placed on process registration.

Knowledge

Students have acquired general knowledge and understanding of:

- structure and classification of glaze
- the main glaze raw materials and their physical properties and safety factors in handling them
- purposeful methods in the development of glaze through experiments
- the effect of different firing methods on glaze
- the origin of volcanic substances and other minerals in Icelandic nature on geological grounds
- the effect of various substances from the environment on clay and other earth materials

Skill

Students have acquired skill to:

- define and classify glazes
- choose raw materials for glaze based on chemical properties
- glassware
- firing glazes at different temperatures
- make use of diverse methods and materials to arrive at conclusions in an experimental process
- work in a purposeful and independent way when recording the experimental process

Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- define the main reasons for and respond to defect formation in glazes
- create an glaze that must carry uniqueness and the possibility of continued development

- analyse the potential of minerals and explore new ways of making glazes

Ceramics

Hand Building: Diverse types of clay and materials that connect and mix with it are used. Emphasis is placed on various hand shaping methods, e.g., tube technology and plate technology in the construction of three-dimensional works. The student learns about ancient decoration methods and primitive earth cremations. Emphasis is placed on the student getting to know the nature and properties of Icelandic minerals. Students go on a material-gathering expedition to clay-rich areas. The student gains insight into the geohistorical context of the material and experiments with diverse processing methods, mixing other materials, firing, etc. to get to know the possibilities and limits of the material. A sketchbook is a common thread throughout the course, where the student records technical processes and experiments, along with conceptual work.

Knowledge

Students have acquired general knowledge and understanding of:

- handling of clay, e.g., kneading, shaping, and drying
- the basics of hand shaping clay
- the main decoration methods suitable for different types of clay
- the main tools used in hand shaping clay
- the origin of clay and other minerals in Icelandic nature on geological grounds
- the effect of various substances from the environment on clay and other earth materials
- various firing methods suitable for different types of clay
- the role of a technical book in relation to registration and source work

Skill

Students have acquired skill to:

- handle clay, knead, shape and dry
- apply the basic methods of hand shaping
- use the main tools used in hand shaping clay
- apply basic decorative techniques suitable for clay
- use a variety of burning methods
- use a technical book for registration and as a source

Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- handle and process clay according to traditional and accepted methods
- use basic hand shaping methods when making pottery
- use appropriate tools for hand shaping pottery
- decorate their pottery in a personal way using basic decorating techniques
- analyse the potential of Icelandic minerals
- explore new ways of processing and firing different types of clay
- choose the appropriate firing method for pottery
- use a technical book as a source and reference book

Surface Techniques, Glazing, Firing: The student gets to know and gains training in applying diverse methods to seal surfaces and decorate objects made of clay and porcelain. The student learns about diverse firing methods and experiments with the interaction of different materials, the temperature and duration of firing, how often an object is fired and at what level each work element is processed. Emphasis is placed on the student working independently and developing their working methods based on

aesthetics and personal taste. Throughout the work process, the student keeps a diary in which he records all the results of the enamel work.

Knowledge

Students have acquired general knowledge and understanding of:

- the purpose of sealing the surface of a clay object
- the main methods of decorating objects made of clay and porcelain
- the effect of different decoration and firing methods on glazes

Skill

Students have acquired skill to:

- decorate the surface of objects made of clay and porcelain using a variety of methods
- choose a decorative method, glaze and other materials based on the synergy of chemical properties
- firing ceramics using different methods at different temperatures

Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- finish a ceramic object so that it serves its purpose and decorate it in a personal way

Throwing: The aim is for the student to become familiar with the basics of clay turning and to gain training in the main methods and techniques used on a clay lathe. The student learns to knead, centre, work from the bottom, open and slide up, slide off and finish an object, and as the course progresses, the student gets to know more complex methods and techniques, e.g., such as sliding along scaled working drawings. Emphasis is placed on quality and organized work methods, but it is also important that the student adopts the idea that the lathe is a tool for creativity, no less than technical training. The student is thus encouraged to think independently and develop his own methods and approach to the flow. The student also receives training in recycling clay.

Knowledge

Students have acquired general knowledge and understanding of:

- the technical basics of turning on a clay lathe
- the lathe as a tool for artistic creation
- the main tools used for rolling clay on a clay lathe
- methods for recycling clay

Skill

Students have acquired skill to:

- kneading and recycling clay
- centre, open and unzip a simple cylinder
- slip off and finish off a slipped object
- slide according to scaled drawings
- slide a variety of shapes in different sizes

Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- create personal and interesting works on the lathe

Moulding and Manufacturing: The student gets to know the methods of making primary moulds and casting moulds from plaster to produce works from porcelain and clay. The student acquires both training in making various and complex primary moulds and moulds on a plaster lathe and in using various hand moulding methods for making

plaster moulds. The student learns the basics of using and handling plaster and learns work methods and good communication skills in a plaster workshop. The student also gains training in pouring porcelain into plaster moulds, which is a common method of casting porcelain objects for production. It is emphasized that the student learns from fellow students as well as the teacher and records his own work process and that of his fellow students in a clear and organized manner in a technical book.

Knowledge

Students have acquired general knowledge and understanding of:

- diverse technical methods for making complex plaster moulds
- use of plaster lathes when making plaster moulds
- various hand moulding methods for making plaster moulds
- making porcelain parts that are cast in a plaster mould
- the importance of good working methods and dealing with a plaster workshop
- presentation of the finished work

Skill

Students have acquired skill to:

- solve various technical problems in plaster mould making
- use a plaster lathe when making plaster moulds
- apply various hand moulding techniques to making plaster moulds
- cast porcelain objects in a plaster mould

Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- use a plaster lathe or hand moulding techniques to create cast moulds and thus create personal and interesting works
- develop and produce things according to your own idea and the requirements of others

Design History

The goal is for the student to deepen his understanding of the context of history and the present, and of the importance of using the knowledge of the history of design in design work. The general history of design from industrialization to the present is covered extensively, but the focus is on 20th century design. The student gets to know the main trends and styles and studies the development considering the circumstances and the spirit of the times. The student also gets to know the main pioneers in arts and crafts and design in the 20th century. The course provides the student with the opportunity to gain a good overview of history, become more literate about the man-made environment and find it easier to put it in the context of professional history and general historical development.

Knowledge

Students have acquired general knowledge and understanding of:

- the general history of design and crafts from industrialization to the present day
- the context of Icelandic and international design history

Skill

Students have acquired skill to:

- diverse ways to present knowledge and communicate it to others
- work in collaboration with others on projects and presentations guided by the group's common goals
- use sources in a professional manner and write agile texts in written projects

Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- connect their knowledge and understanding of the history of design with the discourse and zeitgeist of the time
- draw their own conclusions and justify them independently
- strengthen the uniqueness of their own works by placing them in a professional and historical context

Drawing

The aim is for the student to develop personal skills and train his drawing skills in a targeted manner to increase his own independence in working methods. The student uses a variety of drawing methods on various types of materials and learns how drawing is useful in the development of ideas and works in relation to other subjects in studies on the ceramics course. The student is encouraged to develop his personal skills and strengthen independent work in drawing to strengthen his perception of shapes, proportions, and atmosphere.

Knowledge

Students have acquired general knowledge and understanding of:

- the usefulness of drawing in creative work
- the value of drawing in the development of ideas and works

Skill

Students have acquired skill to:

- make drawing a matter of course in the development of conceptual work and the presentation of works
- use a drawing as a basis for creating their work

Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- work steadily to improve their drawing skills
- use a sketchbook as a personal source of ideas
- identify their own personality traits in ideas, forms and methods and pass them on in their own works

History of Ceramics

The aim for the student to acquire knowledge of the history of pottery making and ceramic design from the beginning 25-30,000 years before Christ to the present day, but clay is the first material known to have been used by man for shaping. It goes through the history from the first statues of animals and figures, discusses the creation of containers for storing food and water to the development and production of porcelain in the 18th century. Movements in the 19th and 20th centuries are discussed, e.g., William Morris, Bernhard Leach (The Studio Potter), Bauhaus and more. Special attention is paid to ceramic design in the Nordic countries and the history of ceramics in Iceland is examined separately. The student examines and studies pottery, from individual pottery to large-scale ceramic design and production in the context of social structure and living patterns and currents and trends in politics, religion, and science. The student works on a variety of projects related to the course's topics and goes on field trips to ceramicists' workshops and exhibitions. Emphasis is placed on the student practicing academic

practices in written projects, dealing with sources in a professional manner and writing good and readable text.

Knowledge

Students have acquired general knowledge and understanding of:

- a long and complex history of pottery
- the importance of professional discussion about arts and culture
- the importance of academic practices in written project work
- the context of cultural, conceptual, and theoretical aspects in the development of ceramic work
- the correlation of cultural, conceptual, and economic factors with technical developments in pottery

Skill

Students have acquired skill to:

- discuss professionally the history of pottery in the context of human history
- write an academic and readable text about the history of pottery
- participate in discussions about the profession and its history

Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- take a professional and critical stance in discussions and writings about the professional history of ceramics
- apply the main concepts used in the profession and in academic theories about the profession

Live Model Drawing and Modelling

The module is divided into two parts, drawing and clay moulding with a model as a model. The goal is for students to gain an understanding of the most important aspects of drawing and shaping the human body. Students learn methods for measuring the proportions of the human body. Either shorter positions of models are drawn or modelled, where the focus is on the overall view, or longer positions that require more elaborate measurements and greater accuracy. Students look at examples from art history and contemporary times about how the human body has been the dominant subject of visual artists and designers throughout time.

Knowledge

Students have acquired general knowledge and understanding of:

- how line, shape, and shadow shape a drawing
- methods to measure sizes and proportions and build a picture of the body
- shapes and three-dimensional thinking, model drawing and modelling
- examples from the history of art where a model is a dominant factor

Skill

Students have acquired skill to:

- measure the proportions of the human body and see and define its shape
- apply a variety of lines and shading to shape the human body through drawing
- shape the human body convincingly

Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- form a three-dimensional image of a model
- position models in space and draw the human body in correct proportions

- analyse and discuss different examples from the history of art where a model is a dominant factor

Multimedia

The student gets to know concepts and the main techniques and methods of drawing and modelling on a computer for printing a three-dimensional work. The student gets to know software and technology for computer drawing and 3D printing, interface, functionality, main tools, and project components. Emphasis is placed on the student acquiring basic skills in working methods that are useful when processing their own ideas.

Knowledge

Students have acquired general knowledge and understanding of:

- technology and project knowledge in relation to computer drawing with 3D programs
- technology and project knowledge related to printing objects in three dimensions
- the efficiency inherent in the use of drawing programs and printers for 3D

Skill

Students have acquired skill to:

- make two- and three-dimensional drawings on a computer
- realize 3D objects by printing a 3D computer drawing

Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- use 3D programs and 3D printers to communicate their own ideas

Portfolio

The aim is for the student to acquire methods to manage their own academic and professional career and to have an overview of their own work. The student is guided in taking photos of his work and working with them in an appropriate way. The student gets to know programs that enable him to amend his images, and the main concepts used in relation to the relevant program. The student receives instructions on how to scan images and handle files, as well as how to save the work, considering the task at hand and the medium for which it is intended. The student receives help in designing a portfolio, setting up a CV and writing an artist statement about his own academic career and work. Copyright and the ethics are discussed. Emphasis is placed on personal working methods and that the student independently evaluates his own work and chooses key works to present in a portfolio.

Knowledge

Students have acquired general knowledge and understanding of:

- the importance of keeping records of projects and works
- different methods of photographing works depending on their nature
- diverse methods of designing a portfolio
- the importance of choosing a good selection of works in a portfolio
- rights and obligations of creators

Skill

Students have acquired skill to:

- keep track of and record their work
- photograph their work
- design a portfolio

- set up a CV and write an artist statement

Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- select key works from your own works to put in a folder
- design a portfolio that suits your own work
- acquire new projects based on their career
- deal with the work of other authors in an honest and legal manner
- know their strengths and pay attention to their own professional development

Seminar

The seminar is a platform for wide-ranging academic discussion and professional criticism, where the student is introduced to the complex world of art and culture. The aim is to open a discussion about the main trends and actors in the world of ceramics and to shed light on the ideas, concepts and theories that are used and thus deepen the student's understanding of the nature of art. The student goes on field trips and examines diverse cultural events. The student examines the art of drawing and examines the ideas, attitudes, and works of different artists and scholars. At the same time, various issues concerning daily life are discussed, e.g., finance and taxes as well as philosophy, psychology, and mental health. The most talked about issues of society at any given time are discussed and they are examined in the light of the general discussion on the one hand and the personal experiences of the students on the other hand.

Knowledge

Students have acquired general knowledge and understanding of:

- the importance of professional criticism and discussion about arts, culture, crafts, and design
- ideas and works of different artists who work with textiles
- main ideas, concepts and theories about trends and trends in art and design
- basic concepts related to finance, business, and taxes
- basic concepts in psychology and philosophy to examine one's own identity and examine society and the world

Skill

Students have acquired skill to:

- discuss professionally and critically about textiles, both their own work and that of others
- read and discuss a variety of academic materials about textiles to deepen their understanding of the nature of the profession
- participate in discussions about their own work and the work of others
- express their ideas in conversation
- examine society and the environment and collect triggers and ideas to work with later
- analyse trends and trends and take a stand on current issues

Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- take a professional and critical position in discussions about their own work and that of others
- cite theoretical theories in a discussion about textiles

- apply the main terms used in academic theories dealing with trends, trends and works of art
- get a clear picture of their role as an artist and a person and the many possibilities that it entails

Study tour

The goal is for the student to gain a good overview of his own career possibilities and further study opportunities after completing the course. The student takes part in a trip to one or two countries in Europe and visits schools, museums, exhibitions, galleries, and companies related to the industry. The student gets an insight into communication processes within the field and the opportunity to communicate about the field in a foreign language. Emphasis is placed on targeted preparation and processing of information from the study tour.

Knowledge

Students have acquired general knowledge and understanding of:

- diverse cultural institutions in the field of art, design and crafts, e.g., schools, museums and companies
- the importance of learning about study and career opportunities abroad
- various communication processes that Skill

are common within the industry

Students have acquired skill to:

- create a personal travel narrative based on the collection of sources and the recording of impressions
- discuss the profession in a foreign language with professionals within the sector

Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- set realistic goals for studies and jobs in the future, both in Iceland and abroad

Workshop

The goal is for the student to adopt independent working methods in the studio. The student works on his own project under the guidance of a teacher, but at the same time develops independent working methods and sharpens his own personal vision. The student bases his work on the methods, materials and techniques discussed in the phases of the semester and reflects his own areas of interest in concept work and implementation. Emphasis is placed on a systematic process from idea to result.

Knowledge

Students have acquired general knowledge and understanding of:

- fundamentals in the work of a self-employed artist in a textile workshop
- the relationship between traditional work methods and contemporary textile work
- the context of content, method, and conceptual work
- the importance of a critical attitude towards one's own work

Skill

Students have acquired skill to:

- choose materials and methods that suit personal working methods and ideas
- work systematically from idea to result
- adopt an independent and critical attitude to work based on personal knowledge of the medium

- use knowledge of material and methods to make independent decisions in concept work and implementation

Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- work with different properties of different materials and use diverse methods to make personal works
- take a stand on the subject and discuss it from a critical point of view
- put your own content in the context of traditional methods in textiles on the one hand and contemporary ideas on the other
- discuss and justify their own ideas and work methods