

Guia Docent del Grau en Disseny

5/6S_ON_Ceramic applications

Qualification: Degree in Higher Artistic Education in Design in the specialties of graphic design, interior design, fashion design and product design.

Subject: Workshop on applications, techniques and resources

Type: Optional

Credits: 3 ECTS

Total hours: 75 h

Course: 3

Hours/week: 4,7 h

Semester: 5/6

Face-to-face hours/week: 2 h

Language in which it is taught: Catalan / Spanish

Self-employed hours/week: 2,7 h

Prerequisites: Cap

1. Presentation of the subject

The Ceramic Applications subject offers a practical and creative immersion in the world of ceramic prototype design and manufacturing.

Through a complete and artisanal design process, students explore the expressive possibilities of shapes and materials, creating unique pieces from the initial idea or concept to the final object, controlling the entire creative and technical process of their proposals.

The objective is for the student to understand the expressive, functional and sustainable potential of ceramics in product design projects, interior design and everyday objects.

2. Course contents

- Knowledge and use of tools and materials specific to the ceramic discipline.
- Theoretical or scientific bases of the nature and behavior of materials: properties of ceramic pastes.
- Glazes and firings, at high and low temperatures.
- Basics of artisanal and traditional techniques. Cultural and heritage basics.
- Experimentation with the process of creating a three-dimensional design, with creativity and artistic sensitivity, applying ceramic resources.
- Collection of all information about the practical process with photographs and explanatory texts.

3. Skills worked on in the subject (Real Decret 633/2010)

Transversal skills		Subject	Subject
CT-01	Organize and plan work in an efficient and motivating way.	X	X
CT-03	Solve problems and make decisions that meet the objectives of the work being	X	X

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	carried out.		
CT-16	Use the means and resources at your disposal responsibly towards cultural and environmental heritage.	X	X

General skills		Subject	Subject
CG-02	Master the languages and expressive resources of representation and communication.	X	X

Specific Graphic Design skills		Subject	Subject
GRA-02	Master the formal resources of expression and visual communication.	X	X

Specific Interior Design skills		Subject	Subject
INT-07	Know the characteristics, physical and chemical properties and behavior of the materials used in interior design	X	X
INT-08	Learn about the most common manufacturing, production and manufacturing processes in the different sectors linked to interior design.	X	X

Specific Fashion Design skills		Subject	Subject
MOD-03	Learn about the characteristics, properties and behavior of materials used in the different areas of fashion design.	X	X

Specific Product Design Skills		Subject	Subject
PRO-07	Know the characteristics, physical and chemical properties and behavior of the materials used in the design of products, services and systems	X	X

4. Subject learning outcomes

RA	Description of the learning outcome	Skills
RA-01	Identify, know and use tools and materials for technical applications and/or the resources and processes of manufacturing, production and manufactured goods and assess their application to design specialties.	INT-07 MOD-03 PRO-07
RA-02	Analyze and evaluate possibilities of resources and techniques to promote incorporation into work processes related to their specialty.	CG-02 GRA-02 INT-08
RA-03	Organize, plan and apply traditional and/or current techniques, experiment, create and formalize work, looking for affinities and uses in design specialties.	CT-01 CT-03
RA-04	To value the excellence and contribution of artisanal and/or current manufacturing techniques, cultural heritage and environmental responsibility, as well as their valuation within the current design landscape.	CT-16

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5. Teaching methodologies applied to the subject

Code	Typology	Description	Apply
MD1	Conference and/or master class	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.	AF1-AF2-AF3
MD2	Debate and/or discussion	The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.	AF1-AF2-AF3
MD5	Workshops and/or internships	Carrying out practical activities applied in a controlled environment, oriented towards learning through experience and/or the transfer of theoretical knowledge to real or simulated situations.	AF1-AF2-AF3
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.	AF1-AF2-AF3
MD8	Project work	Project or problem based on the real or professional world that needs to be solved independently or in a group.	AF1-AF2-AF3
MD9	Guided practice	The teacher presents and transmits theoretical knowledge applied to practical activities that take place in the classroom. The teacher guides, supervises and gives active feedback during the practice.	AF1-AF2-AF3
MD10	Flipped classroom	Transfer part of the theoretical learning outside the classroom, through online materials or resources prepared by the teacher, to dedicate face-to-face time to practical, participatory activities and knowledge application.	AF1-AF2-AF3
MD11	Collaborative work	Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.	AF3
MD12	Agile methodologies	Type of teamwork in which work is carried out in several short periods of time.	AF3
MD14	Others	Practical demonstrations. Explanation and demonstration of traditional, artisanal and current techniques.	AF1-AF2-AF3
		Visualization of works. Projects that integrate the techniques learned, providing significant and qualitative value.	

6. Training activities of the subject

Code	Description	Duration	Weighting
AF1	Creative process of designing and making a ceramic piece at low temperature.	6 weeks	33%
AF2	Creative process of designing and making a ceramic piece at high temperature.	6 weeks	33%

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AF3	Glazing and firing of ceramic pieces.	4 weeks	33%
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7. Evaluation systems

Due to their typology and educational program, all subjects in the ESDAPC undergraduate design studies include continuous assessment as a procedure to regulate and qualify the learning achieved by students during the semester.

In the event of not achieving the level of sufficiency in the evaluation activities within the closing milestones set out in the subject's schedule, the activities not passed may be corrected and/or completed within the recovery procedure defined by the teaching staff in their schedule.

7.1. Continuous evaluation

General evaluation criteria

The ESDAPC sets some **general evaluation criteria** which are common to all teaching guides, without prejudice to the specific evaluation and grading criteria of each subject:

- Subject grading: A weighted average of the grades obtained in each of the training activities will be made in accordance with the percentages described in the teaching guide and classroom schedule. The subject will be passed with a grade of 5.0 (Pass). All assessment activities can be corrected and/or completed within the recovery procedure within the continuous assessment that the teaching staff defines in their classroom schedule.
- Class attendance is essential in order to guarantee that learning is progressive, flexible and allows feedback and adjustments in its achievement within the continuous assessment. For this reason, class attendance is mandatory. The teaching staff establishes the mechanisms to control it. The student who does not attend a minimum of 80% of the face-to-face hours of the subject loses the right to continuous assessment and may present for remediation outside of the continuous assessment defined in the teaching guide and classroom schedule for the subject. In cases of serious absenteeism, with attendance of less than 60% of the face-to-face hours of the subject, the student will lose the right to be evaluated and will have a grade of "Not Presented".
- The ability to organize and plan tasks is part of the learning outcomes that the student must achieve within the training process, therefore the deliverables of the evaluation activities must conform to the deadlines, the format and contents defined in the activity statement in order to be qualified. Activities submitted after the deadline, format and/or minimum content will be considered outside the continuous assessment process, will not be evaluated within it and will have to be resubmitted as a recovery.

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- In the event of a submission or exam coinciding with a force majeure situation, the student may request to submit an activity after the deadline or repeat an exam, without being considered out of continuous assessment. This submission or exam will be carried out according to the conditions and calendar determined by the teaching staff.
 - Force majeure is understood to mean: serious illness or temporary incapacity (hospitalization) of the student or a first-degree relative, coincidence with an official language level or driving license exam, inexcusable duties before the administration or death of a first- or second-degree relative. It must be requested in an argued and justified manner in the form of [generic application](#), addressed to the campus management and must necessarily include the original with a stamp of the document proving the major cause alleged.
- The evaluation process is based on the student's personal work and presupposes the authenticity of the authorship and originality of the exercises carried out. Any act of copying and/or plagiarism or irregular use of Artificial Intelligence (AI) will result in the immediate and irrevocable suspension of the assessable activity, without the right to recovery.

However, and without contradicting these general criteria, each teacher may define other specific complementary conditions, which must be informed and published in writing at the beginning of the course to all students enrolled in the subject.

These complementary conditions cannot in any case result in a penalty or limitation of the qualification of an activity, nor in the loss of the right to recover an activity.

Specific evaluation criteria within continuous evaluation

Knowledge of the material production process: different types of ceramic pastes and glazes suitable for low and high temperature firing. 20% (RA-01)

Correct selection and use of tools and materials, and application of technical resources for modeling, decoration, drying and glazing. 40% (RA-02)

Experimentation of solutions and alternatives to complex product design problems as well as originality and care in finishes. 20% (RA-03)

Presentation, communication, defense and argumentation of the documentation of the pieces made with graphic and content correction as well as with a self-critical vision while showing related projects by ceramists and designers. 20% (RA-04)

Evaluation instruments within continuous evaluation

Feedback and grading are given by collecting evidence through:
Rubrics.

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Written/practical tests
Application exercises.
Individual and/or group feedback: written or oral.
Monitoring reports.
Direct observations.
Observation records.
Self-assessment.

7.2. Recovery

General recovery criteria

The ESDAPC sets general recovery criteria that are common to all teaching guides, without prejudice to the specific evaluation and grading criteria of each subject:

- The ESDAPC provides for a single recovery per activity. The recovery of suspended activities will be done within the deadlines defined by the professors in their teaching guide and classroom schedule within the same semester. In the event that the professors have not established a recovery calendar, the student may submit the recovery activities during the last school week of the semester.

Specific recovery criteria within continuous assessment

The same as for continuous assessment.

Specific recovery criteria outside of continuous assessment

Students who are excluded from continuous assessment (do not meet minimum attendance, do not meet the format and submission deadline conditions) will have to make up the 17th week under the following conditions:

Submit the course activities that were not passed, which will be averaged with the possible activities already passed, and will be 70% of the final grade.

Take a written and/or practical test 30%

The evaluation criteria for the exercises will be the same as those described in the section on specific ordinary evaluation criteria.

Subject recovery instruments outside of continuous assessment

The qualification of the recovery is based on the collection of evidence through:

Written/practical tests

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8. Educational care within the framework of an inclusive education system

This Teaching Guide takes into account educational care within the framework of an inclusive educational system that includes two reference frames that support it:

- MISU: Universal Measures and Supports to promote personal and social development in equity and equality.
- DUA: Universal Learning Design, which allows flexible learning situations to be created based on a design that detects and minimizes the barriers of the context, from the beginning, and that considers variability.

However, to ensure freedom of thought and opportunities in relation to the gender perspective, a co-educational dynamic is carried out that avoids the predisposition of differential treatment, role attributions or assumptions of abilities determined by gender.

The MISU and DUA will be applied to all ESDAPC students. Those students in need of additional measures and support will be included through an Individualized Support Plan.

9. Copying, plagiarism, and academic honesty

From a legal point of view, plagiarism is an infringement of copyright.

The ESDAPC NOFC describes in section 5.4 irregular conduct in the evaluation procedure, which includes copying or plagiarism in any academic activity.

10. Use of Artificial Intelligence (AI)

The ESDAPC recognizes the value of Artificial Intelligence (AI) in the educational field, while highlighting the risks it entails if it is not used ethically, critically and responsibly. The use of AI in the teaching and evaluation context is governed by the principles, criteria and recommendations established in the ESDAPC Guide to the Ethical and Responsible Use of Artificial Intelligence, which constitutes the institutional reference document in this matter.

In this sense, in each assessment activity, students will be informed about the AI tools and resources that can be used and under what conditions, recommending their use as an assistance tool during the research, analysis or conceptual exploration process, but not as a replacement for their own work or professional judgment.

For their part, students undertake to follow the instructions of the ESDAPC when carrying out the assessment activities, as well as the criteria included in the Guide for the Ethical and Responsible Use of AI. Within this framework, students must transparently cite the AI tools used and explicitly identify texts, images or other content generated with AI systems, which may not be presented as their own production.

Misuse of Artificial Intelligence can seriously affect the evaluation of assessment activities. In case of doubt, it is recommended that students consult the teacher responsible for the subject before submitting.

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The specifics of the use of Artificial Intelligence in each subject—including the authorized tools, conditions of use and associated evaluation criteria— will be defined in the classroom schedule, where teachers will contextualize the Teaching Guide and the Guide for the Ethical and Responsible Use of AI based on the objectives, skills and methodologies of the subject.

In all cases, students are responsible for any possible errors, omissions or biases that may be generated by the Artificial Intelligence used in the work process.

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11. Sources of information and teaching resources

Basic bibliography

Chavarria, J. (1996) Ceramics. Barcelona: Ed Parramón.

Mattisson, S. (2004) Complete Guide to the Ceramicist. Madrid: Editorial Blume.

Clayton, P. (1998) Making Molds. London: Lark Ceramics Book.

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PIRSON, J. (1988) The Structure of the Object. Ed.PPU, Barcelona. MUNARI, B.
(1987). Art as a Craft. Barcelona: Editorial Labor.

WILLIAMS, C. (1984) The Origins of Form. Barcelona: Ed. Gustavo Gili. WONG, W. (1995). Fundamentals
of design. Barcelona: Ed. Gustavo Gili.

GOMES-SENENT, (1992). The phases of the project and its methodology. Valencia: ETSII. DE BONO, Edward,
(1999). Creative Thinking. Barcelona: Ed. Paidós.

GÓMEZ GONZALEZ, S. (2016). 3D Printing. Barcelona: Ed Marcombo.

MARTÍNEZ DE CARVAJAL HEDRICH, E. 50 Technological Projects – Robotics and 3D Printing. Barcelona:
EMCH Techbooks.

MARTÍNEZ DE CARVAJAL HEDRICH, E. (2016). 3D Printing – Reference Guide. Barcelona: EMCH
Techbooks. <https://vimeopro.com/rhino/panelingtools-webinar-course/video/118506271>

<https://www.rhino3d.com/tutorials>

Reference bibliography and other resources

Audiovisuals

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12. Training activity sheets

ACTIVITY 1	Duration: 6 weeks	Weighting: 25-35%
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Description of the activity

Creative process of designing and making a ceramic piece at low temperature.

We will analyze and study the behavior and expressive aesthetic possibilities of clay modeling.

Contents

- Knowledge and use of tools and materials specific to the ceramic discipline.
- Theoretical or scientific bases of the nature and behavior of materials: properties of ceramic pastes.
- Cooking at low temperature.
- Basics of artisanal and traditional techniques. Cultural and heritage basics.
- Experimentation with the process of creating a three-dimensional design, with creativity and artistic sensitivity, applying ceramic resources.
- Collection of all information about the practical process with photographs and explanatory texts.

Skills

CT-01	Organize and plan work in an efficient and motivating way.
CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.
CT-16	Use the means and resources at your disposal responsibly towards cultural and environmental heritage.
CG-02	Master the languages and expressive resources of representation and communication.
GRA-02	Master the formal resources of expression and visual communication.
INT-07	Know the characteristics, physical and chemical properties and behavior of the materials used in interior design
INT-08	Learn about the most common manufacturing, production and manufacturing processes in the different sectors linked to interior design.
MOD-03	Learn about the characteristics, properties and behavior of materials used in the different areas of fashion design.
PRO-07	Know the characteristics, physical and chemical properties and behavior of the materials used in the design of products, services and systems

Applied teaching methodologies

MD1	Conference and/or master class
MD2	Debate and/or discussion
MD5	Workshops and/or internships
MD6	Presentations and/or defenses
MD8	Project work
MD9	Guided practice

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MD10	Flipped classroom
MD14	Others

Learning outcomes

RA-01	Identify, know and use tools and materials for technical applications and/or the resources and processes of manufacturing, production and manufactured goods and assess their application to design specialties.
RA-02	Analyze and evaluate possibilities of resources and techniques to promote incorporation into work processes related to their specialty.
RA-03	Organize, plan and apply traditional and/or current techniques, experiment, create and formalize work by looking for affinities and uses in design specialties.
RA-04	To value the excellence and contribution of artisanal and/or current manufacturing techniques, cultural heritage and environmental responsibility, as well as their valuation within the current design landscape.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Knowledge of the material production process: different types of ceramic pastes and glazes suitable for low and high temperature firing. 20% (RA-01)

Correct selection and use of tools, materials and application of technical resources for modeling, decoration, drying and glazing. 40% (RA-02)

Experimentation of solutions and alternatives to complex product design problems as well as originality and care finishes. 20% (RA-03)

Presentation, communication, defense and argumentation of the documentation of the pieces made with graphi and content correction as well as with a self-critical vision while showing related projects by ceramists and designers. 20% (RA-04)

Evaluation instruments within continuous evaluation

Rubrics.
Written/practical tests
Application exercises.
Individual and/or group feedback: written or oral.
Monitoring reports.
Direct observations.
Observation records.
Self-assessment.

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Specific recovery criteria within continuous assessment

The same as for continuous assessment.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The 17th week must be recovered under the following conditions:

Submit failed course activities

Take a written and/or practical test

The evaluation criteria for the exercises will be the same as those described in the section on specific ordinary evaluation criteria.

Recovery instruments outside of continuous assessment

The qualification of the recovery is based on the collection of evidence through:
Written/practical tests.

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ACTIVITY 2	Duration: 6 weeks	Weighting:25-35%
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Description of the activity

Creative process of designing and making a ceramic piece at high temperature.

We will analyze and study the behavior and expressive aesthetic possibilities of modeling with clay with different characteristics.

Contents

- Knowledge and use of tools and materials specific to the ceramic discipline.
- Theoretical or scientific bases of the nature and behavior of materials: properties of ceramic pastes.
- Cooking at low temperature.
- Basics of artisanal and traditional techniques. Cultural and heritage basics.
- Experimentation with the process of creating a three-dimensional design, with creativity and artistic sensitivity, applying ceramic resources.
- Collection of all information about the practical process with photographs and explanatory texts.

Skills

CT-01	Organize and plan work in an efficient and motivating way.
CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.
CT-16	Use the means and resources at your disposal responsibly towards cultural and environmental heritage.
CG-02	Master the languages and expressive resources of representation and communication.
GRA-02	Master the formal resources of expression and visual communication.
INT-07	Know the characteristics, physical and chemical properties and behavior of the materials used in interior design
INT-08	Learn about the most common manufacturing, production and manufacturing processes in the different sectors linked to interior design.
MOD-03	Learn about the characteristics, properties and behavior of materials used in the different areas of fashion design.
PRO-07	Know the characteristics, physical and chemical properties and behavior of the materials used in the design of products, services and systems

Applied teaching methodologies

MD1	Conference and/or master class
MD2	Debate and/or discussion
MD5	Workshops and/or internships
MD6	Presentations and/or defenses
MD8	Project work
MD9	Guided practice
MD10	Flipped classroom
MD14	Others

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Learning outcomes

RA-01	Identify, know and use tools and materials for technical applications and/or the resources and processes of manufacturing, production and manufactured goods and assess their application to design specialties.
RA-02	Analyze and evaluate possibilities of resources and techniques to promote incorporation into work processes related to their specialty.
RA-03	Organize, plan and apply traditional and/or current techniques, experiment, create and formalize work by looking for affinities and uses in design specialties.
RA-04	To value the excellence and contribution of artisanal and/or current manufacturing techniques, cultural heritage and environmental responsibility, as well as their valuation within the current design landscape.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Knowledge of the material production process: different types of ceramic pastes and glazes suitable for low and high temperature firing. 20% (RA-01)

Correct selection and use of tools, materials and application of technical resources for modeling, decoration, drying and glazing. 40% (RA-02)

Experimentation of solutions and alternatives to complex product design problems as well as originality and care finishes. 20% (RA-03)

Presentation, communication, defense and argumentation of the documentation of the pieces made with graphi and content correction as well as with a self-critical vision while showing related projects by ceramists and designers. 20% (RA-04)

Evaluation instruments within continuous evaluation

Rubrics.
Written/practical tests
Application exercises.
Individual and/or group feedback: written or oral.
Monitoring reports.
Direct observations.
Observation records.
Self-assessment.

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Specific recovery criteria within continuous assessment

The same as for continuous assessment.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The 17th week must be recovered under the following conditions:

Submit failed course activities

Take a written and/or practical test

The evaluation criteria for the exercises will be the same as those described in the section on specific ordinary evaluation criteria.

Recovery instruments outside of continuous assessment

The qualification of the recovery is based on the collection of evidence through:
Written/practical tests.

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ACTIVITY 3	Duration: 4 weeks	Weighting: 25-35%
Activity description		

Glazing and firing of the bisque pieces.

Contents

- Knowledge and use of tools and materials specific to the ceramic discipline.
- Theoretical or scientific bases of the nature and behavior of materials: properties of ceramic pastes.
- Glazes and firings, at high and low temperatures.
- Basics of artisanal and traditional techniques. Cultural and heritage basics.
- Experimentation with the process of creating a three-dimensional design, with creativity and artistic sensitivity, applying ceramic resources.
- Collection of all information about the practical process with photographs and explanatory texts.

Skills

CT-01	Organize and plan work in an efficient and motivating way.
CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.
CT-16	Use the means and resources at your disposal responsibly towards cultural and environmental heritage.
CG-02	Master the languages and expressive resources of representation and communication.
GRA-02	Master the formal resources of expression and visual communication.
INT-07	Know the characteristics, physical and chemical properties and behavior of the materials used in interior design
INT-08	Learn about the most common manufacturing, production and manufacturing processes in the different sectors linked to interior design.
MOD-03	Learn about the characteristics, properties and behavior of materials used in the different areas of fashion design.
PRO-07	Know the characteristics, physical and chemical properties and behavior of the materials used in the design of products, services and systems

Applied teaching methodologies

MD1	Conference and/or master class
MD2	Debate and/or discussion
MD5	Workshops and/or internships
MD6	Presentations and/or defenses
MD9	Guided practice
MD10	Flipped classroom
MD11	Collaborative work

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MD12	Agile methodologies
MD14	Others

Learning outcomes

RA-01	Identify, know and use tools and materials for technical applications and/or the resources and processes of manufacturing, production and manufactured goods and assess their application to design specialties.
RA-02	Analyze and evaluate possibilities of resources and techniques to promote incorporation into work processes related to their specialty.
RA-03	Organize, plan and apply traditional and/or current techniques, experiment, create and formalize work by looking for affinities and uses in design specialties.
RA-04	To value the excellence and contribution of artisanal and/or current manufacturing techniques, cultural heritage and environmental responsibility, as well as their valuation within the current design landscape.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Knowledge of the material production process: different types of ceramic pastes and glazes suitable for low and high temperature firing. 20% (RA-01)

Correct selection and use of tools, materials and application of technical resources for modeling, decoration, drying and glazing. 40% (RA-02)

Experimentation of solutions and alternatives to complex product design problems as well as originality and care in finishes. 20% (RA-03)

Presentation, communication, defense and argumentation of the documentation of the pieces made with graphic and content correction as well as with a self-critical vision while showing related projects by ceramists and designers. 20% (RA-04)

Evaluation instruments within continuous evaluation

Rubrics.
Written/practical tests
Application exercises.
Individual and/or group feedback: written or oral.
Monitoring reports.
Direct observations.
Observation records.
Self-assessment.

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Specific recovery criteria within continuous assessment

The same as for continuous assessment.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The 17th week must be recovered under the following conditions:

Submit failed course activities

Take a written and/or practical test

The evaluation criteria for the exercises will be the same as those described in the section on specific ordinary evaluation criteria.

Recovery instruments outside of continuous assessment

The qualification of the recovery is based on the collection of evidence through:

Written/practical tests