

**THE UNITED REPUBLIC OF TANZANIA  
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**



**POTTERY AND CERAMICS SYLLABUS FOR VOCATIONAL ORDINARY SECONDARY  
EDUCATION FORM I-IV  
2023**

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## **Abbreviations and Acronyms**

CAD	Computer Aided Design
ICT	Information and Communications Technology
TIE	Tanzania Institute of Education
MoEST	Ministry of Education, Science and Technology

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Dr Aneth A. Komba

Director General

**Tanzania Institute of Education**

## **1.0 Introduction**

Pottery and Ceramics is an elective trade for Form I-IV student in the Vocational Ordinary Secondary Education pathway. The purpose of studying Pottery and Ceramics is to enable the student to develop creative arts and designs. It also promotes the student's ability to make creative expression, visual communication and solve problems in different contexts. Furthermore, the trade equips the student with comprehensive understanding and awareness of vocational opportunities at local and international level. It also serves as a bridge for the student to appreciate the values of resources present in Tanzania and develop the ability to create works for self-employment.

This syllabus is designed to guide the teaching and learning of Pottery and Ceramics at Vocational Ordinary Secondary Education, Form I-IV in the United Republic of Tanzania. The Syllabus interprets the competences indicated in the 2023 Ordinary Secondary Education Curriculum. It provides information that will enable teachers to plan their teaching process effectively. It also guides teachers in choosing different teaching and learning strategies to promote the student develop skills related to 21<sup>st</sup> Century skills that include creativity, critical thinking, collaboration, communication and problem solving.

## **2.0 Main Objectives of Education in Tanzania**

The main objectives of education in Tanzania are to enable every Tanzanian to:

- (a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;
- (b) Respect the culture, traditions and customs of Tanzania; cultural differences; dignity; human rights; attitudes and inclusive actions;
- (c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and the sustainable development of the nation and the world at large;
- (d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;

- (e) Develop life and work-related skills to increase efficiency in everyday life;
- (f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;
- (g) Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and
- (h) Develop national and international cooperation, peace and justice per the Constitution of the United Republic of Tanzania and international conventions.

### **3.0 Objectives of Ordinary Secondary Education**

The objectives of Ordinary Secondary Education-Vocational Education are to:

- (a) Strengthen, broaden and develop a deeper understanding of knowledge, skills and attitudes acquired in the primary education;
- (b) Develop technical and entrepreneurial skills for self-employment, employment and managing life through proper use of their environment;
- (c) Safeguard customs and traditions, national unity, national values, democracy, respect for human and civil rights, duties and responsibilities associated with such rights;
- (d) Strengthen communication using language skills;
- (e) Develop self-confidence and the ability to learn in various fields, including science and technology as well as theoretical and technical knowledge;
- (f) Strengthen accountability for cross-cutting social issues, including health, security, gender equality and sustainable environmental conservation; and
- (g) Develop readiness to continue to Vocational Education and Training.



#### 4.0 General Competences for Ordinary Secondary Education

The general competences for Ordinary Secondary Education -Vocational Education are to:

- (a) Use the knowledge and skills developed in the Primary Education to strengthen and broaden vocational understanding;
- (b) Use the vocational skills in designing, inventing and creating things to manage their lives and solve challenges in society;
- (c) Appreciate citizenship and national values;
- (d) Use language skills;
- (e) Demonstrate self-confidence in learning various fields, including Science and Technology, theoretical and technical knowledge;
- (f) Adhere to safety rules and regulations in the use of vocational tools correctly; and
- (g) Use the knowledge and skills acquired for further vocational education training and the life of work.

#### 5.0 Main and Specific Competences

The main and specific competences to be developed are presented in Table 1.

**Table 1:** *Main and Specific Competences for Form I-IV*

Main competence	Specific competences
1.0 Master Pottery and Ceramics	1.1 Master of the concepts, principles, element and techniques of Pottery and Ceramics 1.2 Create Pottery and Ceramics 1.3 Secure and promote Pottery and Ceramics products

## **6.0 Roles of Teachers, Students and Parents in Teaching and Learning Process**

A good relationship between a teacher, student and parent or guardian is fundamental in ensuring successful learning. This section outlines the roles of each participant in facilitating effective teaching and learning of Pottery and Ceramics.

### **6.1 The teacher**

The teacher is expected to:

- (a) Help the student to learn and acquire the intended competences in Pottery and Ceramics;
- (b) Use teaching and learning approaches that will allow students with different needs and abilities to:
  - (i) develop the competencies needed in the 21<sup>st</sup> century.
  - (ii) actively participate in the teaching and learning process.
- (c) Use student centred instructional strategies that make the student a centre of learning which allow them to think, reflect and search for information from various sources.
- (d) Create a friendly teaching and learning environment;
- (e) Prepare and improvise teaching and learning resources;
- (f) Conduct formative assessment regularly by using tools and methods which assess theory and practice.
- (g) Treat all the students equally irrespective of their differences;
- (h) Protect the student while at school;

- (i) Keep track of the student's daily progress;
- (j) Identify individual student's needs and provide the right intervention;
- (k) Involve parents/guardians and the society at large in the student's learning process; and
- (l) Integrate cross-cutting issues and ICT in the teaching and learning process.

## **6.2 The student**

The student is expected to:

- (a) Develop the intended competences by actively engaging in various learning activities inside and outside the classroom; and
- (b) Participate in the search for knowledge from various sources including textbooks, reference books and other publications in online libraries.

## **6.3 The parent**

The parent/guardian is expected to:

- (a) Monitor the child's academic progress in school;
- (b) Where possible, provide the child with the needed academic support;
- (c) Provide the child with a safe and friendly home environment which is conducive for learning;
- (d) Keep track of the child's progress in behaviour;
- (e) Provide the child with any necessary materials required in the learning process; and
- (f) Instil in the child a sense of commitment and positive value towards education and work.

## **7.0 Teaching and Learning Resources**

The process of teaching and learning requires different resources. In that regard, both the teacher and student should work together to collect or improvise alternative resources available in the school and home environment when needed. The teacher and the student are expected to constantly seek for information from various sources to effectively facilitate teaching learning process. The list of approved textbooks and reference books shall be provided by TIE.

## **8.0 Assessment**

Assessment is important in teaching and learning of Pottery and Ceramics Trade. It is divided into formative and summative assessments. Formative assessment informs both the teacher and students on the progress of teaching and learning, and in making decisions on improving the teaching and learning process. Teachers are, therefore, expected to apply a wide range of formative assessment methods which include but not limited to discussions, presentations, oral questions, brainstorming, experiments, observations, practical and projects.

Summative assessment, on the other hand, will focus on determining student's achievement of learning. Teachers are expected to use a variety of summative assessments including mid-term tests, terminal, mock examinations and projects. The scores obtained from these assessments will be used as Continuous Assessment (CA). Therefore, the continuous assessments shall contribute 30% and the National Form IV Examination shall be 70% of the student's final achievement, as indicated in Table 2.

**Table 2:** *Contribution of Continuous Assessment and National Examination in the final score*

<b>Assessment Measures</b>	<b>Weight (%)</b>
Standard VI National Assessment	7.5
Form II National Assessment	7.5
Form III Annual Examination	5
Project	5
Form IV Mock Examination	5
Form IV National Examination	70
<b>Total</b>	100

## **9.0 Number of Periods**

The Pottery and Ceramics Syllabus for Vocational Ordinary Secondary Education Form I-IV provides estimates of the time that will be spent in teaching and learning, in consideration of the complexity of the specific competences and the learning activities. 29 periods of 40 minutes each have been allocated for this trade per week.

## **10.0 Teaching and learning contents**

The contents of this syllabus are presented in matrix form with six columns which includes the main competence, specific competences, learning activities, assessment criteria, suggested resources, and number of periods as presented in Table 3-6.

## Form I

**Table 3:** *Detailed Contents for Form I*

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Master Pottery and Ceramics	1.1 Master the concepts, principles, elements and techniques of Pottery and Ceramics	(a) Explain the trade of Pottery and Ceramics <i>(meaning, types and functions)</i>	The trade of Pottery and Ceramics (meaning, types and function) are well explained	Online resources related to the trade of Pottery and Ceramics (meaning, types and function)	348
		(b) Master the principles, elements and techniques of Pottery and Ceramics	Principles, elements and techniques of Pottery and Ceramics are well mastered	Online resources related to principles, elements and techniques of Pottery and ceramics, clay, water, containers, pounding and sieving materials, cut-off wire, buckets, towels, apron, sponge, knives, rubber or wooden rib, tables, card boards and plastics bags	

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(c) Master portfolio making	Portfolio making are accurately mastered	Manila sheets, vinyl fabric, stapling machine, glue, tapes and measuring tapes, makers, ICT tools for storing artworks, and relevant software camera, canvas and zipped bag	
		(d) Observe ethical, legal and safety issues related to pottery and ceramics making	Ethical, legal and safety issues related to Pottery and Ceramics making are correctly observed	Reliable on line resources related to Pottery and Ceramics ethical, legal and safety issues	
	1.2 Create Pottery and Ceramics	(a) Prepare materials for Pottery and Ceramics ( <i>such as clay, gypsum and cement plaster</i> )	Materials for Pottery and Ceramics are properly prepared	Clay, gypsum, cement, plaster water, containers, pounding and sieving materials, cut-off wire, buckets, towels ,apron, sponge, knives, rubber or wooden rib, tables, card boards, firing place, kiln, charcoal/wood, drying facilities, glazes, trimming tools, potter’s wheel, callipers, fettling knives and plastic bags	667

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(b) Model simple clay objects using balls, coiling, pinching and slab techniques	Simple clay objects using balls, coiling, pinching and slab techniques are perfectly modelled	Clay, gypsum, cement, plaster water, containers, pounding and sieving materials, cut-off wire, buckets, towels ,apron, sponge, knives, rubber or wooden rib, tables, card boards, firing place, kiln, charcoal/wood, drying facilities, cooling place glazes, potter’s wheel trimming tools, callipers, fettling knives and plastic bags	
		(c) Fire clay objects	Clay objects are well fired	Firing place, kiln, charcoal/ wood, glazes, callipers, and cooling place	



## Form II

**Table 4 :Detailed Content for Form II**

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Master Pottery and Ceramics	1.1 Create Pottery and Ceramics	(a) Create and fire objects with identifiable features using clay <i>(flower vase, cups, jug and pots)</i>	Objects created with identifiable features using clay are fired	Water, containers, pounding and sieving materials, cut-off wire, buckets, towel, apron, sponge, knives, rubber or wooden rib, tables, card boards, firing place, kiln, charcoal/wood, drying facilities, cooling place glazes, potter's wheel trimming tool, callipers, fettling knives and plastic bags	725
		(b) Produce objects with identifiable features using gypsum	Objects created with identifiable features using gypsum are well produced	Gypsum, water, containers, pounding and sieving materials, cut-off wire, buckets, towels, apron, sponge, knives, rubber or wooden rib, tables, card boards, drying facilities, trimming tool, fettling knives and plastic bags	

<b>Main competence</b>	<b>Specific competences</b>	<b>Learning activities</b>	<b>Assessment criteria</b>	<b>Suggested resources</b>	<b>Number of periods</b>
	1.2 Secure and promote Pottery and Ceramics products	(a) Create a portfolio of Pottery and Ceramic design works	Portfolio of Pottery and Ceramic designs works are well created	Manila sheets, vinyl fabric, carnivas, stapling machine, glue, tapes and measuring tapes, makers, computer and relevant software, camera and zipped bag	290
		(b) Use online platforms to market and promote Pottery and Ceramic design works	Online platforms to market and promote Pottery and Ceramic design works are well used	Trusted online platforms with marketing and promoting strategies of Pottery and Ceramics artworks	

### Form III

**Table 5 : Detailed Content for Form III**

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Master Pottery and Ceramics	1.2 Create Pottery and Ceramics	(a) Produce clay objects using potter's wheel and glaze them	Clay objects created using potter's wheel and glaze are well produced	Clay, water, containers, pounding and sieving materials, cut-off wire, buckets, towels, apron, sponge, knives, rubber or wooden rib, tables, card boards, firing place, kiln, charcoal/ wood, drying facilities, cooling place, glazes, potter's wheel and trimming tool, callipers, fettling knives and plastic bags	1015
		(b) Produce functional objects using cement plaster	Functional objects using cement plaster are well produced	Clay, gypsum, cement, plaster, water, containers, pounding and sieving materials, cut-off wire, buckets, towels, apron, sponge, knives, rubber or wooden rib, tables, card boards, firing place, kiln, charcoal/ wood, drying facilities, cooling place glazes, potter's wheel and trimming tool, calipers and fettling knives	

## Form IV

*Table 5: Detailed Content for Form IV*

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Master Pottery and Ceramics	1.1 Create Pottery and Ceramics	(a) Produce ceramic products based on specific themes	Ceramic products created based on specific themes are well produced	Clay, water, containers, pounding and sieving materials, cut-off wire, buckets, towels, apron, sponge, knives, rubber or wooden rib, tables, card boards, firing place, kiln, charcoal/wood, drying facilities, cooling place glazes, potter's wheel and trimming tool, callipers, fettling knives and plastic bags	928
		(b) Produce imaginative ceramic objects based on individual learner-generated themes	Imaginative ceramic objects created based on individual learner-generated themes are well produced	Clay, water, containers, pounding and sieving materials, cut-off wire, buckets, towels, apron, sponge, knives, rubber or wooden rib, tables, card boards, firing place, kiln, charcoal/wood, drying facilities, glazes, potter's wheel trimming tool, callipers, fettling knives and plastic bags	

<b>Main competence</b>	<b>Specific competences</b>	<b>Learning activities</b>	<b>Assessment criteria</b>	<b>Suggested resources</b>	<b>Number of periods</b>
	1.2 Secure and promote Pottery and Ceramics products	(a) Preserve Pottery and Ceramic objects	Pottery and Ceramic objects are well preserved	Shelves, camera, offline and online platforms	87

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