



Curriculum Map

Subject: BTEC Extended certificate in Art & Design (Fashion & Clothing) Level 3

Year Group: 12

	Autumn 1	Autumn 2	Spring term (1 &2)	Summer 1	Summer 2
Content	<p>Unit 15: Fashion Materials, Techniques & Processes - part A (Internally set project) Brief: You have been invited to an interview for the role of Design Assistant for a new in house brand who are part of a manufacturing company.</p> <p>Develop a body of work that you could use to show your skills and knowledge at the interview.</p>	<p>Unit 15: Fashion Materials, Techniques & Processes - part B&C (Internally set project) Brief: Following part A, you are successfully through to 2nd interview. You are required to share your predictions of key shapes for Spring Summer.</p> <p>You are required to design and produce a dress using your creativity, flair, whilst still fitting to their brand style and ethos. (Design and produce 1 garment.)</p> <p>You should document your paperwork supporting your garment, including design sheet, pattern work and manufacture specification.</p>	<p>Unit 1: Visual recording & communication in art and design – part A (Externally set project)</p> <ul style="list-style-type: none"> • Visual recording and communication in art/of others and in own work • Demonstrate, through exploration of different methods of recording your understanding of visual communication to a set theme (externally set). For example, drawing, plaiting, mark making, photography, 3d modelling and sampling • Demonstrate your ability to communicate intentions visually through presenting clear, concise refine ideas through to production of final outcome. • Evaluate visual recording and communication through own judgements and 	<p>Unit 1: Visual recording & communication in art and design – part C (Externally set project) Evaluate visual recording and communication through own judgements and insights of the unit in a written exam</p> <p>Unit 2 Critical & contextual understanding in art & design (Externally set project)</p> <p>During the summer term students will prepare and practice for the written exam to be sat in Jan (year 13) students will study artists, they will be asked to build on their critical and contextual written skills to prepare for the upcoming task. Practice tasks will include analysis and compare and contrast as well as giving own judgements.</p>	<p>Unit 3: The Creative process (Part A) (Internally set project) Demonstrate an in-depth and innovative exploration into the stages and activities within the creative process, evaluating how far the stages can interrelate to develop and refine ideas and develop own working practice.</p> <p>Research task to present in visual and written format to show understanding in preparation for planning of own personal creative project.</p> <p>Evaluate own findings to collate planning for part B/C & D.</p>

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			insights of the unit in a written exam		
Skills	<p>Research and present an understanding of</p> <ul style="list-style-type: none"> • Customer research & comparative shop • Garment analysis • Fabric manipulation • Garment construction • Pattern manipulation • Mood / trend board • Fashion illustration • Fashion promotion and advertising • Personal development of presentation skills through video recording of work. 	<p>Demonstrate skills through</p> <ul style="list-style-type: none"> • Catwalk key trend board • Sampling development • Mood / theme board • Initial and final design work • Pattern cut & toile • Construct final design • Record processes • Own photography and promotion • Evaluation of outcome & project 	<p>Research and present an understanding of</p> <ul style="list-style-type: none"> • Visual communication in art and design • Recording of creative work <p>Development of work</p> <ul style="list-style-type: none"> • Exploring theme • Researching artists/designers • Experimentation through photography, mixed media and observational recording. • Researching artists and refining work • Developing fully designs and artworks 	<p>Critical and contextual studies</p> <ul style="list-style-type: none"> • Formal elements • Visual language • Contextual meaning • Compare and contrast • Forming and making own judgements 	<p>Research and present an understanding of</p> <ul style="list-style-type: none"> • Research of artists and designers creative processes • Understanding of stages of creative processes • Word processing, communication and presentation skills. • Evaluation and planning to link to own future process.
Key questions	<p>What skills are required for the role of a design assistant? What is a comparative shop report? How can you present your design ideas? What methods of promotion are available for your brand? How can you manipulate fabric to create a garment?</p>	<p>How can you research and present trend, shape and mood information? What fabrics are most suitable for which garments? What part did research play in developing your design? Have you considered Marketing for your final design? What role does advertising have on</p>	<p>What is Visual communication? How can you record visual information? Is communication a necessary or important pursuit when creating a design? Why is creating a mind map a good way to begin a project after you receive the theme for this Unit What forms of drawing can you describe?</p>	<p>Can you evaluate a link between your final outcome and the set theme? How can you form and present your own judgements? How have the artists/designers helped you develop your understanding of the theme and aided your own design work? Can you connect the artists you have</p>	<p>What are the stages and activities of the creative process? What have you learnt from research of others in the processes they follow, and how will you relate this to your personal project? Can you plan your own critical path, to manage your time?</p>

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		promotion of new design ware in the clothes industry?	Explain the difference between something visual and something non visual	selected to your own recording? What does a critical and contextual breakdown of an artist imply?	
Assessment	<p>Unit 15 is Internally assessed and externally moderated.</p> <p>Assessment feedback from tutor both written and verbal, cross checking against design brief criteria Peer feedback and self-assessment to refine work.</p>	<p>Unit 1 is externally marked in the form of design boards, final outcome and written exam.</p> <p>Peer and tutor feedback will be provided through set tasks during the term.</p>	<p>Unit 1 External Assessment 8 x A3 digital boards sent for external assessment or 4 A2 boards sent for external assessment</p> <p>Unit 2 Preparation tasks will be assessed as written assignment based projects which will be marked according to the set criteria from the exam board.</p>	<p>Unit 3 is Internally assessed and externally moderated.</p> <p>Assessment will be given throughout the unit via feedback from tutor both written and verbal, cross checking against design brief criteria, peer feedback and self-assessment to refine work.</p>	
Literacy/ Numeracy/ SMSC/ Character	<p>Literacy: Research and report writing in comparative shop report.</p> <p>Numeracy: Pattern cutting</p> <p>SMSC Through the pursuit of innovation and ideation in order to develop a personal and creative journey. Students get to control the narrative and develop a type of</p>	<p>Literacy: Evaluation of on work throughout sketch book.</p> <p>Numeracy: Pattern cutting, lay planning</p> <p>Character: Presenting own work. Creative problem solving.</p> <p>SMSC Through the pursuit of innovation and ideation in order to develop a personal and creative journey.</p>	<p>Literacy: Research of artists and communication of analysis of their work.</p> <p>Numeracy: Pattern cutting</p> <p>SMSC Through the pursuit of innovation and ideation in order to develop a personal and creative journey. Students get to control the narrative and develop a type of ideation as they</p>	<p>Literacy: Research of artists and communication of analysis of their work. Contextual understanding of artwork. Evaluation, judgement forming and compare and contrast skills.</p>	<p>Literacy: Research of practitioners, artists and designers creative process to form own planning. Evaluating findings.</p> <p>SMSC Through the pursuit of innovation and ideation in order to develop a personal and creative journey. Students get to control the narrative and develop a type of</p>

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	<p>ideation as they develop their project. They establish ideas through selecting sources from a spiritual, moral and culture starting point. Through research and thorough experimentation students respond to the visual world in which they live and gain confidence in their understanding of their social and cultural surroundings. They also get to show their work as evidence that they can plan and orchestrate an innovative and solution driven ideation process. Using visual communication is empowering as it gives students an opportunity to have a voice and gives students access and an opportunity to gain knowledge from cultural institutions.</p> <p>Character: Presenting own work. Creative problem solving</p>	<p>Students get to control the narrative and develop a type of ideation as they develop their project. They establish ideas through selecting sources from a spiritual, moral and culture starting point. Through research and thorough experimentation students respond to the visual world in which they live and gain confidence in their understanding of their social and cultural surroundings. They also get to show their work as evidence that they can plan and orchestrate an innovative and solution driven ideation process. Using visual communication is empowering as it gives students an opportunity to have a voice and gives students access and an opportunity to gain knowledge from cultural institutions.</p>	<p>develop their project. They establish ideas through selecting sources from a spiritual, moral and culture starting point. Through research and thorough experimentation students respond to the visual world in which they live and gain confidence in their understanding of their social and cultural surroundings. They also get to show their work as evidence that they can plan and orchestrate an innovative and solution driven ideation process. Using visual communication is empowering as it gives students an opportunity to have a voice and gives students access and an opportunity to gain knowledge from cultural institutions.</p> <p>Character: Presenting own work</p>		<p>ideation as they develop their project. They establish ideas through selecting sources from a spiritual, moral and culture starting point. Through research and thorough experimentation students respond to the visual world in which they live and gain confidence in their understanding of their social and cultural surroundings. They also get to show their work as evidence that they can plan and orchestrate an innovative and solution driven ideation process. Using visual communication is empowering as it gives students an opportunity to have a voice and gives students access and an opportunity to gain knowledge from cultural institutions.</p> <p>Character: Creative problem solving. Planning and personal time management.</p>

