



## Curriculum Map

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

**Year Group: 13**

	Autumn 1	Autumn 2	Spring 1	Spring 1/Spring 2	Summer 1
<b>Content</b>	<p><b>Unit 3 – The creative process (Part B&amp;C)</b></p> <p><b>Theme: Evolution/Transformation.</b></p> <p>Demonstrate an innovative and extensive exploration of the creative process through your own personal project responding to the given theme.</p> <ul style="list-style-type: none"> <li>• Initial ideas</li> <li>• Ideas generation</li> <li>• Experimentation and development</li> </ul> <p><b>Unit 2 Independent study tasks continue practice throughout Autumn 1</b></p>	<p><b>Unit 3 continued from Autumn 1....</b></p> <p><b>Unit 2 Critical &amp; contextual understanding in art &amp; design (Externally set project) (written exam January Year 13)</b></p> <ul style="list-style-type: none"> <li>• External design brief released in November</li> <li>• 4 weeks leading up to exam students will research in depth the given theme, personal choice in artist from a given list to understand the context in which they work and relation to the theme.</li> <li>• Assignments will be set to aid in research, practice essays and tasks to revise compare and contrast and forming judgement skills.</li> <li>• 3 hours of monitored study will allow students to create notes which will be available to them on the exam day.</li> </ul>	<p><b>Unit 2 Critical &amp; contextual understanding in art &amp; design (Externally set project) (written exam January Year 13)</b></p> <ul style="list-style-type: none"> <li>• <b>AO1</b> Be able to apply an effective investigation process to inform understanding of creative practitioners</li> <li>• <b>AO2</b> Demonstrate the ability to visually analyse the work of creative practitioners</li> <li>• <b>AO3</b> Demonstrate understanding of how contextual factors relate to creative practitioner's work</li> <li>• <b>AO4</b> Communicate independent judgments demonstrating understanding of the work of creative practitioners</li> </ul>	<p><b>Unit 3 – The creative process (Part B &amp; C)</b></p> <p><b>Theme: Evolution/Transformation.</b></p> <p>Continue with personal creative project demonstrating an innovative and extensive exploration of the creative process through your own personal project responding to the given theme.</p> <ul style="list-style-type: none"> <li>• Refinement of ideas</li> <li>• Design development</li> <li>• Finalise outcome</li> <li>• Planning, pattern cutting and production of outcome</li> </ul>	<p><b>Unit 3 – The creative process (Part D)</b></p> <p><b>Theme: Evolution/Transformation.</b></p> <ul style="list-style-type: none"> <li>• Presentation of final outcome</li> </ul> <p>Evaluate your creative process, outcome and skills developed during the unit.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 1/Spring 2	Summer 1
<b>Skills</b>	<p><b>(Unit 3) Research and analyse</b></p> <ul style="list-style-type: none"> <li>• Breakdown of theme and mapping out possible directions for work</li> <li>• Artists and practitioners linking to the theme</li> <li>• Contextual links</li> <li>• Primary &amp; secondary source research</li> </ul> <p><b>Experiment with</b></p> <ul style="list-style-type: none"> <li>• Sampling in response to others</li> <li>• Observational drawings, mark making and other 2d methods.</li> </ul> <p><b>(Unit 2) Research and present an understanding continues through Autumn 1</b></p>	<p><b>Research and present an understanding of</b></p> <ul style="list-style-type: none"> <li>• Formal elements</li> <li>• Visual language</li> <li>• Contextual meaning</li> <li>• Compare and contrast</li> <li>• Forming and making own judgements</li> </ul> <p><b>Time management</b></p> <p><b>Revision</b></p> <p><b>Planning</b></p>	<p><b>Research and present an understanding of</b></p> <ul style="list-style-type: none"> <li>• Formal elements</li> <li>• Visual language</li> <li>• Contextual meaning</li> <li>• Compare and contrast</li> <li>• Forming and making own judgements</li> </ul> <p><b>Time management</b></p> <p><b>Revision</b></p> <p><b>Planning</b></p>	<p><b>Development of work (Unit 3)</b></p> <ul style="list-style-type: none"> <li>• Implementing research to develop own design practice</li> <li>• Refinement of work</li> <li>• Exhibiting work in a vocational setting</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibiting work in a vocational setting</li> <li>• Evaluation and planning to link to own future process.</li> </ul>
<b>Key questions</b>	<p>How can you generate initial ideas from a broad set theme?</p> <p>Can you extend your use of primary source research to personalise your project?</p> <p>Can you write a personal brief to give context to your project?</p> <p>Why is research of other creatives work important in the initial stages of a project?</p>	<p>What is your interpretation of the brief?</p> <p>What method of exploration have you taken when reviewing the theme?</p> <p>How do your artists relate to the theme?</p> <p>What benefit will your chosen artists/designs have on your development of your work?</p>	<p>UNIT " &amp; £ continues</p>	<p>What materials have you explored in your work?</p> <p>What role has 3d sampling played in developing your work?</p> <p>How important have primary images been in your creative process?</p>	<p>Have you reflected on your journey of development?</p> <p>Have you evaluated the stages of design?</p> <p>How important has each stage been?</p> <p>Is the any stage of design that is possible to omit or all stages necessary in actualising a completed piece of informed work?</p> <p>How will an audience interpret your work?</p>

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	Can you write a short article linking 2 practitioners and form your own judgements on their work?	What connections do your chosen artists have between each other?			Is there a direct and clear link to the original theme, and is this evident when viewing the final work?
<b>Assessment</b>	<p>Unit 3 - 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>	<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 2 is externally assessed by the exam board.</p>	<p>Unit 3 - 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>	
<b>Literacy/ Numeracy/ SMSC/ Character</b>	<p><b>Literacy:</b> Research of artists and communication of analysis of their work. Contextual understanding of artwork.</p> <p><b>Character:</b> Creative problem solving, working to own critical path (Time management)</p>	<p><b>Literacy:</b> Research of artists and communication of analysis of their work. Contextual understanding of artwork. Evaluation, judgement forming and compare and contrast skills.</p> <p><b>Character:</b> Strengthen independent study capabilities, time management and planning.</p>	<p><b>Literacy:</b> Research of artists and communication of analysis of their work. Contextual understanding of artwork. Evaluation, judgement forming and compare and contrast skills.</p>	<p><b>Literacy:</b> Annotation and evaluation of own work, building on the use of visual language vocabulary.</p> <p><b>Numeracy:</b> Pattern cutting</p> <p><b>Character:</b> Creative problem solving, critically evaluating own work with a view to refine &amp; working to own critical path (Time management).</p>	<p><b>Literacy:</b> Evaluation of own practice.</p> <p><b>Character:</b> Critically evaluating own working practices, ability to acknowledge weakness and recognise strengths to progress and improve in future. Complete project following personally set critical path, building on time management skills.</p>