

Curriculum Map

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

Year Group: 12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit 10: Graphics	Unit 10: Graphics	Unit 1: Visual	Unit 1: Visual	Unit 1: Visual	Unit 10: Graphics
	Materials,	Materials,	recording &	recording &	recording &	Materials,
	Techniques &	Techniques &	communication in	communication	communication	Techniques &
	Processes - part A	Processes - part	art and design –	in art and design	in art and design	Processes - part
	(Internally set	B&C (Internally set	part A (Externally	– part B	– part C	B&C (Internally set
	project) Research &	project)	set project)	(Externally set	(Externally set	project)
	exploration			project)	project)	Due du se un fin e d
	Duiofi	Part B Develop your	 Visual recording 			Produce refined
	Brief:	own ideas in	and	Activity 1 – select	Activity 3 –	designs
	 Redesign a series of books from a 	response to the brief	communication in art/of others and in	and present	Produce a written	How exploration
	well-known Book	Dhei	own work	development work and	Commentary	and investigation into a number of
	Publisher	Part C Review and	• Demonstrate,	Activity 2 =	Commentary	materials,
		reflect on the how	through	present final work	Produce a	techniques and
	• Demonstrate an in-	the design solutions	exploration of	within a	written	Processes
	depth and	meet the client	different methods	monitored time	commentary, of	Review and
	imaginative	brief	of recording your		up to 800 words,	evaluate process
Content	exploration into		understanding of	Develop an	to accompany	and draw up
	•	Brief:	visual	understanding of	the work sheets	schedules for
	0	Produce graphic	communication to	design by	produced in	improvement to
	processes,	design solutions	a set theme	exploring visual	Activities 1 & 2	work designs
	evaluating how	which consistently	(externally set). For	recording and		Produce a final
	they are used to	demonstrate	example, drawing,	communication		design and
	develop designs	imaginative	plaiting, mark	in the work of	Unit 2 Critical &	showcase design in
	for different	application of	making,	others. Explore	contextual	a marketing setting
	graphic design	materials,	photography, 3d	the ways that	understanding in	
	products.	techniques and	modelling and	others visually	art & design	
	 Analyse the 	processes,	sampling	record and	(Externally set	
	materials,	showing	Demonstrate your	communicate	project)	
	techniques and	professional	ability to	considering:	Research skills	
	processes that can	practice	communicate	Content, form,	developed and	
	be used to	throughout.	intentions visually	process, mood	critical and	
	1 0	Evaluate how far	through presenting	Develop visual	contextual	
	for different	the design	clear, concise	recording and	studies provided	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	graphic design	solutions met the	refine ideas	communication	to develop	
	products.	requirements of	through to	skills by recording	students'	
	 Demonstrate a 	the brief with	production of final	from primary and	knowledge of art	
	confident	comprehensive	outcome.	secondary	& design.	
	exploration into	reference to the	 Evaluate visual 	sources.		
	the, materials,	techniques,	recording and	Extend own visual		
	techniques and	materials and	communication	recording and		
	processes used in	processes used	through own	communication		
	graphics.	and making	judgements and	skills through		
	 Explain how 	thorough	insights of the unit	experimentation		
	materials,	suggestions for	in a written exam	and investigation		
	techniques and	how to improve		Apply visual		
	processes are used	own graphic		recording skills to		
	to create different	design practice		communicate		
	graphic design	further.		creative		
	products.			intentions. Select		
	 Demonstrate a 			appropriate		
	limited exploration			materials,		
	of materials,			techniques,		
	techniques and			processes, tools		
	processes used in			and equipment.		
	graphics.			Refine ideas		
				considering: use		
				of imagery,		
				contextual		
				factors, material		
				manipulation.		
	Research and	Demonstrate skills	Research and	Development of	Critical and	Refinement and
	present an	through	present an	work	Contextual	Reviewing of work
	understanding of	• Planning	understanding of	 Exploring theme 	studies	 Apply a thorough
	Project	 Gathering 	 Visual 	 Establishing a 	 Artist research 	and rigid
Skills	 Investigate book 	research	communication in	line of inquiry	 Gallery visits 	investigation into
	publisher, learn	information	art and design	into theme	 Exploring art & 	final book
	about layouts and	 Layout design 	 Recording of 	 Researching 	design	• Re-create an book
	templates.	 Typography 	creative work	artists/designers	movements	cover, integrating
		knowledge	 Evaluating 		 Written skills 	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Research a	Illustration studies		Preliminary work	 Formal Elements 	all build up
	number of books	 Mixed Media 		developed	and Principles of	preliminary
	and their cover	studies		through	Design	 Establishing a
	designs	 Sketching and 		photography,		refined outcome of
	 Investigating the 	initial planning of		mixed media, all		design
	story and	work		leading toward		 Evaluation the
	characters of a	Refinement of work		discovery via an		design process and
	number of book	by showcasing skills		experimental		reflecting on
	titles.	in design at both		approach		design journey
	 Typographical 	artwork and font		 Researching 		
	research	construction		artists and		
	 Experimentation 	 Thinking outside 		refining work		
	with art materials	the box and		 Developing fully 		
	 Development of 	coming up with		developing		
	work via exploring	original ideas		designs and		
	different	instead of		artworks		
	techniques	repeating cliché		Consideration to		
	• Recording of work	imagery.		a vocational		
	and reviewing			setting where		
	and reflecting on			work will be		
	ongoing process			shown		
	How has Book	How important is	Why is creating a	How have the	When elevating	What book
	Publishing altered in	refection to a	mindmap a good	artists/designers	your work, can	publishers have
	the last 100 years?	design practitioner	way to begin a	helped you	you make	influenced you in
			project after you	develop your	connections to	the making of your
	Compare and	What challenges	receive the theme	understanding of	the formal	book cover
	Contrast	are there to the	for this Unit	the theme and	elements and	redesign
	Wordsworth Editions	book industry		aided your own	principles of	_
Kavenationa	against Major Book		What forms of	design work	design	How would you
Key questions	Publishers	What benefit would	drawing can you		_	develop your work
		take place at	describe	Can you connect	What materials,	further if there was
	How can you	redesigning an old		the artists you	techniques and	no time or budget
	present your design	classic novel. What	Explain the	have selected to	processes have	restrictions.
	ideas?	would the purpose	difference	your own	you used when	
		be	between	recording	developing your	What part did
			something visual	_	ideas	research play in

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	How can you	Why do we	and something non	What does a	What	developing your	
	market your new	evaluate our	visual	critical and	importance is	design	
	book design	projects?		contextual	given over to		
			Is communication a	breakdown of an	refinement in the	Have you	
	Why is it important		necessary or	artist imply	design process	considered	
	to know the		important pursuit			Marketing for your	
	characters and plot		when creating a			Book Design	
	of a story before		design?				
	designing a cover					What role does	
			Who are the			advertising have on	
			intended audience			promotion of new	
			for your work?			titles and book	
			<u> </u>	<u> </u>		designs	
		c from tutor both writte	n and verbal, cross ch	ecking against	External	Assessment	
	design brief criteria	IC I I C			Assessment	feedback from	
	Peer feedback and s	elf-assessment to refine	e work.		8 x A3 digital	tutor both written	
					boards sent for	and verbal, cross	
Assessment					external	checking against	
					assessment or 4	design brief criteria	
					A2 boards sent	Peer feedback and self-assessment to	
					for external assessment	refine work.	
	Literacy: Glossary of	Literacy: Evaluation	Litoracy: Exploring m	ogning of Thoma Ar		Literacy: Evaluation	
	design terminology	of ongoing work		Literacy: Exploring meaning of Theme. Artist research and annotation of working process			
	Typography terms	throughout sketch	Numeracy:	g process		of ongoing work throughout sketch	
	Numeracy:	book.	-	ntios and Creating of	s and Creating of Geometric		
	Template designs,	Numeracy:	compositions	and creaning of		book. Numeracy:	
	Ratios and Creating	Template designs,	SMSC:	Template designs,			
Literacy/	of Geometric	Ratios and Creating	Through the pursuit o	f innovation and ide	ation in order to	Ratios and Creating	
Numeracy/	compositions	of Geometric	develop a personal o			of Geometric	
SMSC/	SMSC:	compositions	control the narrative	compositions			
Character	Through the pursuit	SMSC:	they develop their pr	SMSC:			
	of innovation and	Through the pursuit		electing sources from a spiritual, moral and culture starting			
	ideation in order to	of innovation and	point. Through resea		Through the pursuit of innovation and		
	develop a personal	ideation in order to	students respond to t	nich they live and	ideation in order to		
	and creative	develop a personal	gain confidence in th	neir understanding o	f their social and	develop a personal	
	journey. Students	and creative	cultural surroundings	. They also get to sho	w their work as	and creative	

Autum	nn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
get to cont	rol the jou	rney. Students	evidence that they c	an plan and orches	trate an	journey. Students
narrative ar	0	to control the	innovative and soluti	on driven ideation p	rocess. Using visual	get to control the
develop a t		rative and	communication is en	npowering as it gives	students an	narrative and
ideation as	they dev	elop a type of	opportunity to have	a voice and gives stu	udents access and	develop a type of
develop the	eir ide	ation as they	an opportunity to ga	in knowledge from c	ultural institutions.	ideation as they
project. The		elop their/				develop their
establish ide		ject. They	Character: Presenting	g own work.		project. They
through sele	-	ablish ideas				establish ideas
sources from		ough selecting				through selecting
spiritual, ma		rces from a				sources from a
culture start	•	itual, moral and				spiritual, moral and
point. Throu	-	ture starting				culture starting
research ar		nt. Through				point. Through
thorough		earch and				research and
experiment		rough				thorough
students res		perimentation				experimentation
the visual w	orld in stud	dents respond to				students respond to
which they		visual world in				the visual world in
gain confid		ch they live and				which they live and
their unders	0 0	n confidence in				gain confidence in
of their soci		ir understanding				their understanding
cultural		heir social and				of their social and
surrounding		tural				cultural
also get to s		oundings. They				surroundings. They
their work a		o get to show				also get to show
evidence th		ir work as				their work as
can plan ar		dence that they				evidence that they
orchestrate		n plan and				can plan and
innovative		hestrate an				orchestrate an
solution driv		ovative and				innovative and
ideation pro		ution driven				solution driven
Using visual	ide	ation process.				ideation process.
communico		ng visual				Using visual
empowerin	-	nmunication is				communication is
gives studer		powering as it				empowering as it
opportunity	-	es students an				gives students an
a voice and	d gives 🛛 op	portunity to have				opportunity to have

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
students access	a voice and gives				a voice and gives
and an opportunity	students access				students access
to gain knowledge	and an opportunity				and an opportunity
from cultural	to gain knowledge				to gain knowledge
institutions.	from cultural				from cultural
Character:	institutions.				institutions.
Presenting own	Character:				Character:
work.	Presenting own				Presenting own
	work.				work.