



## Curriculum Map

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

**Year Group: 13**

	Autumn 1/Autumn 2	Autumn 2	Autumn 2/Spring 1	Spring 2	Summer 1
<b>Content</b>	<p><b>Unit 3: The Creative process (Internally set project)</b>            Develop an understanding of design by exploring visual recording and communication in the work of others. Explore the ways that others visually record and communicate considering: Content, form, process, mood            Develop visual recording and communication skills by recording from primary and secondary sources. Extend own visual recording and communication skills through experimentation and investigation            Apply visual recording skills to communicate creative intentions. Select appropriate materials, techniques, processes, tools and equipment. Refine ideas considering: use</p>	<p><b>Unit 3: The Creative process (Internally set project)</b></p> <ul style="list-style-type: none"> <li>• Initial response and ideas generation.</li> <li>• Research - Contextual and Thematic.</li> <li>• Visual recording.</li> <li>• Exploration of materials, techniques and processes.</li> <li>• Feedback and review.</li> <li>• Development of work based on exploration.</li> <li>• Production of final outcome to realise creative intention.</li> <li>• Presentation of preliminary work and outcome.</li> <li>• Review and evaluation of outcome, action planning for future development.</li> </ul> <p><b>Unit 2 Critical &amp; contextual</b></p>	<p><b>Unit 3: The Creative process (Internally set project)</b></p> <ul style="list-style-type: none"> <li>• Initial response and ideas generation.</li> <li>• Research - Contextual and Thematic.</li> <li>• Visual recording.</li> <li>• Exploration of materials, techniques and processes.</li> <li>• Feedback and review.</li> <li>• Development of work based on exploration.</li> <li>• Production of final outcome to realise creative intention.</li> <li>• Presentation of preliminary work and outcome.</li> <li>• Review and evaluation of outcome, action planning for future development.</li> </ul> <p><b>Unit 1: Visual recording &amp;</b></p>	<p><b>Unit 1: Visual recording &amp; communication in art and design –</b>            Repeat students undertake this Unit for a second time</p> <p><b>Unit 3: The Creative process (Internally set project)</b></p> <ul style="list-style-type: none"> <li>• Initial response and ideas generation.</li> <li>• Research - Contextual and Thematic.</li> <li>• Visual recording.</li> <li>• Exploration of materials, techniques and processes.</li> <li>• Feedback and review.</li> <li>• Development of work based on exploration.</li> <li>• Production of final outcome to realise creative intention.</li> <li>• Presentation of preliminary work and outcome.</li> </ul> <p><b>Unit 1: Visual recording &amp; communication in art and design –</b></p>	<p><b>Unit 3: The Creative process (Internally set project)</b></p> <ul style="list-style-type: none"> <li>• Initial response and ideas generation.</li> <li>• Research - Contextual and Thematic.</li> <li>• Visual recording.</li> <li>• Exploration of materials, techniques and processes.</li> <li>• Feedback and review.</li> <li>• Development of work based on exploration.</li> <li>• Production of final outcome to realise creative intention.</li> <li>• Presentation of preliminary work and outcome.</li> <li>• Review and evaluation of outcome, action planning for future development.</li> </ul> <p><b>Unit 1: Visual recording &amp; communication in art and design –</b></p>

	Autumn 1/Autumn 2	Autumn 2	Autumn 2/Spring 1	Spring 2	Summer 1
	<p>of imagery, contextual factors, material manipulation.</p> <p><b>Unit 2 Critical &amp; contextual understanding in art &amp; design (Externally set project)</b> Research skills developed and critical and contextual studies provided to develop students' knowledge of art &amp; design.</p>	<p><b>understanding in art &amp; design (Externally set project)</b> Research skills developed and critical and contextual studies provided to develop students' knowledge of art &amp; design.</p>	<p><b>communication in art and design – Repeat students undertake this Unit for a second time</b></p>	<ul style="list-style-type: none"> <li>Review and evaluation of outcome, action planning for future development.</li> </ul> <p><b>Unit 1: Visual recording &amp; communication in art and design – Repeat students undertake this Unit for a second time</b></p> <p><b>Unit 2 Critical &amp; contextual understanding in art &amp; design (Externally set project) Repeat students undertake this Unit for a second time</b></p>	<p><b>Repeat students undertake this Unit for a second time</b></p> <p><b>Unit 2 Critical &amp; contextual understanding in art &amp; design (Externally set project) Repeat students undertake this Unit for a second time</b></p>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Breakdown of theme and mapping out possible directions for work</li> <li>Recording skills evidence from photography and drawing</li> <li>Strategic planning via research</li> <li>Implementing research to develop own design practice</li> <li>Refinement of work</li> <li>Exhibiting work in a vocational setting</li> </ul>				
<b>Key questions</b>	<p>What is your interpretation of the brief? What method of exploration have you taken when reviewing the theme?</p>	<p>What materials have you explored in your work? What role has Typography played in developing your work?</p>	<p>Have you explained the creative process of others? What methods of work can assist you in developing your Creative Process?</p>	<p>When describing your work, what role did the formal elements and principles of design play? Describe your working process?</p>	<p>Have you reflected on your journey of development? Have you evaluated the stages of design? How important has each stage been?</p>

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	<p>How do your artists relate to the theme?            What benefit will your chosen artists/designs have on your development of your work?            What connections do your chosen artists have between each other?            Explain the creative process behind their work?</p>	<p>How important have primary images been in your creative process?            What technical advancements are needed to develop your work. How can design software facilitate you in designing your vision?</p>	<p>Is experimentation evident in your work?            Have you developed a line of inquiry in terms of developing your concept?            What review system can help your with your creative progress?</p>	<p>What techniques did you use when making your work?            Did you adhere to the brief and develop your work using suitable artists and connect your work to the theme?            Does your work communicate this successfully in the imagery?</p>	<p>Is the any stage of design that is possible to emit or all stages necessary in actualising a completed piece of informed work?            How will an audience interpret your work?            Is there a direct and clear link to the original theme, and is this evident when viewing the final work?</p>
<b>Assessment</b>	<p>Assessment 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>	<ul style="list-style-type: none"> <li>• Art &amp; Design Glossary</li> <li>• Research of designers and artists</li> <li>• Annotation of work</li> <li>• Students develop a creative strategy and pursue a line of enquiry which is brought to a satisfactory conclusion</li> </ul> <p><b>SMSC</b>            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 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> <ul style="list-style-type: none"> <li>• Students are enriched by learning about different artists and become confident at making their own art work</li> </ul>				