

What are the aims and intentions of this curriculum?

The aim of our Key Stage 4 Curriculum is to further develop the student’s skills taught for BTEC Level 2 Art & Design First Award. The aim is to give them the knowledge and skills to complete their studies at a high standard. The focus is to provide them with the opportunity to apply their knowledge of the Art & Design Industry through a business approach. This is a key component of the curriculum. Students will research and record influential artists and their techniques, manipulating the knowledge and skills to further develop their own creative work.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Summer 2	Component 1: Creative Practice in Art and Design Task3, Development and Creation	<ul style="list-style-type: none"> - Select and apply specialist skills to manipulate materials, techniques and process - Review and evaluate research, ideas and progress so far. - Produce final response to the brief. <p>Key terms: Materials Techniques Processes Observational drawing Model making Consistency Properties Drafting Testing</p> <p>Employability and life skills: Time Management, Creative thinking, Research skills, Historical and social context, Presentation skills, Evaluation skills</p> <p>Working with external agencies</p>	<ul style="list-style-type: none"> - Test, prototypes, drafts, samples and roughs creating skills - Photography skills - Drawing skills - Recording skills or printing skills - Professional annotation skills - Creating a final piece that has very good- excellent finishing - Professional presentation skills 	Confidence of ideas, design and development Effective presentation. Competent presentation and communication skills. Description and recording skills.

<p>Autumn 1</p>	<p>Component 1: Creative Practice in Art and Design</p> <p>Task4,</p> <p>Presentation</p>	<ul style="list-style-type: none"> - A creative portfolio that includes evidence of: <ul style="list-style-type: none"> Investigation Ideas generation Selection, development, creation and refinement Creative response to the brief <p>Key terms:</p> <p>Digital and physical portfolio</p> <p>Font</p> <p>Colours</p> <p>Harmony</p> <p>Layout</p> <p>Sizes</p> <p>Shapes</p> <p>Employability and life skills:</p> <p>Time Management, Creative thinking, Research skills, Historical and social context, Presentation skills, Evaluation skills</p> <p>Internet safety, when researching</p>	<ul style="list-style-type: none"> - Professional presentation skills - Learning the differences between digital and physical portfolio - Learning the meaning of response to a brief 	<p>Ability to select and apply diverse materials, techniques and process, evaluating how they enhance and support creative intentions.</p> <p>Integrate a diverse range of designs and ideas which imaginatively explore requirements of the brief, justifying creative intentions.</p>
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<p>Autumn 2</p>	<p>Mock Exam</p>	<ul style="list-style-type: none"> - Students do one of the old Art exams paper, in order to be prepared for the final exam <p>Employability and life skills: Time Management, Creative thinking, Research skills, Historical and social context, Presentation skills, Evaluation skills</p> <p>Internet safety, when researching</p>	<ul style="list-style-type: none"> • Researching • Drawing • Painting • 2D or 3D Modeling • Annotation 	<p>Demonstrate an understanding of a client's needs.</p> <p>Produce a creative outcome, showing an imaginative exploration in meeting the requirements of the brief.</p>
<p>Spring 1</p>	<p>Final Exam</p> <p>Responding to a Client Brief</p> <p><u>Task 1</u></p>	<ul style="list-style-type: none"> - Students will learn to analyse and familiarise the Set Brief. - Each student will choose one brief to work on - Exploring ideas, materials, techniques and processes Reviewing progress - Recording development through images and annotation, and saving them for Activity 4. <p>Key terms: Annotate, Analyze, Colour, Shape, Emotion, Techniques, Materials, Process, Message and Creativity.</p> <p>Employability and life skills: Time Management, Creative thinking, Research skills, Historical and social context, Presentation skills, Evaluation skills</p> <p>Working with external agencies Internet safety, when researching</p>	<ul style="list-style-type: none"> • Researching • Visually analyse the artwork of different artists. • Developing their technical skills through the observation and experimentation of the different techniques. • Creating a portfolio • Experimenting with materials, techniques and processes. • Using different fine art materials. • Using the techniques and processes as a tool to develop their own artwork. 	<p>Understanding the brief</p> <p>Development</p> <p>A creative portfolio that will be sent to an external examiner</p>

<p>Spring 2</p>	<p>Final Exam</p> <p>Responding to a Client Brief</p> <p><u>Task 2,</u> Development Review</p> <p><u>Task 3,</u> Final Response</p>	<ul style="list-style-type: none"> - Students will make a final response that builds on their work and review development - A written task that includes answering some questions - Recording the making of the final response and the final response itself - Save the images for Activity 4 - Final response should meet the context and the requirements of the brief - The use of practical art and design skills to produce a final response <p>Employability and life skills: Time Management, Creative thinking, Research skills, Historical and social context, Presentation skills, Evaluation skills</p> <p>Working with external agencies</p>	<ul style="list-style-type: none"> • Developing their own designs based on their research. • A written task • describing ideas for the final response • Learning how to consider of the needs of the client • Taking their creativity to another level. • Analysing their ideas according to the client’s needs. • Creativity. • Creating a final piece • Photography skills • Using different design ideas on their project/artwork – Final piece. <p>Reviewing and reflecting on;</p> <ul style="list-style-type: none"> • Art materials • Techniques • Processes • Exploring alternative approaches • Exploring materials. 	<p>Be able to produce a creative outcome, showing an imaginative exploration in meeting the client requirements.</p> <p>Select and apply diverse materials, techniques and processes evaluating how they enhance and support creative intentions.</p> <p>Demonstrate creativity.</p> <p>Be able to achieve the client’s expectations.</p> <p>All work will be marked by an external examiner.</p>
<p>Summer 1</p>	<p>Final Exam</p> <p>Responding to a Client Brief</p> <p>Task 4, Produce a Portfolio for the Client</p>	<p>Students will learn how to create their final product using their final design inspirations.</p> <p>Key terms: Design, Creativity, Inspiration, Shape, Colour, Process, Materials, Message, Client, Product requirements.</p> <p>Employability and life skills: Time Management, Creative thinking, Research skills, Presentation skills, Evaluation skills</p> <p>Working with external agencies</p>	<ul style="list-style-type: none"> • Presenting their Design proposal, through the use of structure, layout, organisation and style • Writing skills • Visual communication skills 	<p>Ability to develop and produce a response to a client brief.</p> <p>Produce a creative outcome, showing an imaginative exploration of different design ideas.</p> <p>Ability to meet the requirements of the brief/client.</p>