

## Youth Challenge, Bolton Impact Trust Art and Design Curriculum

### Rationale

As a Trust we believe that a high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art whilst developing an understanding and appreciation of great artists and great works of art and how they have shaped our history and culture.

At Youth Challenge we want our pupils to produce work that they are proud of and to develop their confidence in expressing themselves through various media.



### Knowledge

We ensure that throughout the Art and Design curriculum pupils acquire the key knowledge required to:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
- use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- use a range of techniques and media, including painting
- increase their proficiency in the handling of different materials
- analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.



### Character

We ensure that pupils develop their own character attributes by engaging with challenging and thought-provoking art from a range of genres, social, cultural and historical contexts. Pupils are taught to try new things and to express themselves through various media. They develop empathy, resilience and an appreciation of art in all its forms.



### Creativity

We ensure that pupils develop their creativity in order to keep up with our fast-changing world and to help pupils to reflect on that world. We teach pupils to express their feelings, to tell stories and to connect with others. We develop pupils' confidence to explore new ways in which to be creative, to share their work with others and to enjoy creating new things.



### **Innovative Thinking**

We inspire pupils to develop new ideas and to solve problems innovatively. We teach them to understand that the process of creating something often includes failure or mistakes and by having these happen we develop our innovative thinking skills by finding ways around the problem or approaching it in a different way.



### **Transform**

Pupils will transform the essential knowledge and skills that they are taught in the Art curriculum into long-lasting success in the world of further study and work. They will be skilled in a number of different art, craft and design techniques, and will be confident to be creative in their approach to problems or tasks. They will be equipped for an ever-changing world of work where some of the jobs that they will do have not been invented yet.

## **Curriculum Design**

The Art, and Design curriculum at Youth Challenge has been carefully planned and sequenced so that knowledge builds upon prior knowledge and as pupils move through the various stages of learning knowledge and understanding is deepened and regularly revisited. Our curriculum topics are planned in a way which ensures that our pupils can experience the full programme of study in key stage 3 which builds in depth and level of challenge for each term that they are with us. Knowledge and skills are repeated regularly to enable pupils to retrieve prior learning regularly, to increase their confidence, and to address the needs of the pupils who join us throughout the year and with vastly different abilities and experiences of the Art and Design curriculum prior to joining us. Pupils who leave us to return to mainstream are able to re-engage with the Art and Design curriculum there.

Pupils at Youth Challenge are taught Art for one 50-minute lesson per week.

## Key Stage 3 Art and Design Curriculum Overview

### Key Stage 3

The key stage 3 Art and Design curriculum is organised into three key topics for each term-

- **Exploring Identity and Expression** – Pupils in each year group or stage (entering, emerging, developing and securing) will investigate how other artists express themselves through different mediums in art, craft, design and architecture. They will develop an understanding of how to evaluate and analyse creative works (including their own) using the language of art, craft and design. Pupils will explore who they are as an artist and produce creative work, exploring their ideas and recording their experiences. They will also learn the positive effects that art can have on their own mental health by exploring art therapy techniques.
- **The Wider World** – Pupils in each year group or stage (entering, emerging, developing and securing) will learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. They will learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
- **Making an Impact** – Pupils in each year group or stage (entering, emerging, developing and securing) will develop their proficiency in drawing, painting, sculpture and other art, craft and design techniques and in the handling of different materials. Using their knowledge from earlier topics they will explore further the artists, styles and movements that have had a personal impact on them and will make their own impact on the world by creating works of art and design that have been influenced by what they have learned.

## Curriculum Intent

| Key Stage 3 Curriculum Plan | Identity and Expression (Autumn)  | The Wider World (Spring)   | Making an Impact (Summer)  |
|-----------------------------|---|--|--|
|                             | <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Know and understand the colour theory</li> <li>• Explore the theme of identity by analysing works of art based upon the theme</li> <li>• Produce their own work of art based upon the theme of identity with pencil drawing or paint</li> <li>• Explore and develop a basic understanding of line, shape, form, tone, texture, pattern, and composition</li> <li>• Produce works of art which are influenced by a movement, style, culture or historical period</li> <li>• Offer a critical response to works of art using the language of art, craft and design.</li> </ul> | <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Produce a work of art in something other than a drawing or painting</li> <li>• Develop their proficiency in their use of line, shape, form, tone, texture, pattern, and composition</li> <li>• Explore art from several other cultures or historical periods and the impact that it has had on the world</li> <li>• Respond to their own and other's work using the language of art, craft and design.</li> <li>• Investigate different materials and what they can create by using them</li> <li>• Investigate how art has developed over time with the use of new technology, and how artwork can reflect the time period in which it was created.</li> </ul> | <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Investigate an early art form and gain an understanding of its impact upon art and design in the modern world.</li> <li>• Explore a theme and investigate various works of art using different mediums and from different cultures and historical periods that link to that theme.</li> <li>• Critically respond to their own and other's work using the language of art, craft and design.</li> <li>• Explore art therapy techniques and how they can positively impact upon a person's mental health and wellbeing</li> <li>• Produce a piece of art using a technique that they have not used before</li> <li>• Produce a piece of art which makes a statement about something they feel strongly about</li> </ul> |

## Key Stage 4 Art and Design Curriculum Overview

### Key Stage 4

Art and Design is an option subject for pupils in key stage 4. The key stage 4 curriculum continues to build upon the knowledge and skills that were delivered at key stage 3. Pupils can work towards a Btec Art and Design qualification. For some of our pupils, there is an option to study this for one year where they are able to achieve either an award or a certificate. Pupils who demonstrate a particular talent or interest in the subject are able to study it for a further year at greater depth leading to a diploma.

### BTEC Art and Design Curriculum Overview

The key stage 4 curriculum for the Art and Design BTEC is planned and sequenced in a series of units for pupils to complete which build towards a BTEC qualification in Art and Design. We have chosen to offer this as a pathway for key stage 4 pupils who may be interested in the art and design sector. These qualifications give pupils a taste of the sector, and teach some transferable skills along with specific sector skills. Pupils can achieve an introductory qualification which will help them to progress onto further study should they wish to. The level of qualification achieved depends on how many units pupils complete. Pupils complete one unit per half term and progress from a BTEC level 1 Introductory award for completing two units, to a BTEC level 1 Introductory Certificate for 5 units and a BTEC level 1 Introductory Diploma for ten units. These units are carefully chosen and sequenced to build knowledge and skills over time. They are also particularly good for pupils in our AP provisions who may join us at any time throughout key stage 4. They can build their knowledge and skills working through the units in the time in which they are with us and would be able to progress onto further study even if they are only with us for one term.

Irrespective of the term in which a pupil joins us, they will always begin with Unit A1 and A2, they would then access AD5 in order to achieve an award. Pupils would continue to progress through the units as set out below, building upon their knowledge and skills as they move through the curriculum. This results in a highly personalised offer as pupils may be working on different units at different times depending on when they arrive with us.

Units A1, A2, A3 and A4 may be studied within any BTEC subject and are only required to be completed once, irrespective of how many BTEC Introductory Level 1 courses a pupil is undertaking. Teachers in the academies who deliver BTEC qualifications liaise to ensure that these units are only completed once.

|   | Half Term 1   | Half Term 2   | Half Term 3   | Half Term 4  | Half Term 5  | Half Term 6   |
|---|---|---|---|--|--|---|
| Year 1<br>(Typically year 10 age-related level) | <p><b>Unit A1 - Being organised</b><br/>Learners will develop key techniques to help organise their work and priorities and manage their time effectively.</p> <p><b>Knowledge:</b><br/>Organisational skills, time management, use of ICT management tools, strengths and weaknesses of techniques used, why some techniques worked better than others, ways to improve own time management and organisation.</p> <p><b>Transferrable skills:</b><br/>Planning, using time-management techniques, managing information, prioritising information received and using ICT to organise and manage time.</p> <p><b>Sector Skills:</b> This unit can be delivered in a sector context</p> | <p><b>Unit A2 - Developing a personal progression plan</b><br/>Learners will develop the skills and behaviours needed to progress to the next stage in their learning, identifying progression opportunities and creating a plan to enable them to get there.</p> <p><b>Knowledge:</b> Benefits and purpose of developing a progression plan, finding out about progression opportunities, setting a progression goal, identifying the skills and behaviours needed to meet progression goals, reviewing own skills and behaviours against a progression goal, creating a progression goal.</p> <p><b>Transferrable skills:</b><br/>Written communication, filling out application forms, progression plan,</p> | <p><b>Unit AD5 - Creating an Art Image</b><br/>Learners will explore the work of 2D artists, developing skills and techniques in drawing, painting and mark making to produce an art image based on the work of selected 2D artists.</p> <p><b>Knowledge:</b><br/>Artists and their practices<br/>Use of materials<br/>Drawing and mark-making techniques<br/>Research and observation skills</p> <p><b>Transferrable skills:</b><br/>Managing information<br/>Managing self</p> <p><b>Sector skills:</b><br/>Use of materials, equipment and drawing techniques<br/>Experimenting with materials and drawing techniques<br/>Development and communication of ideas with reference to theme</p> | <p><b>Unit AD6 – Creating a 3D Art Object</b><br/>Learners will explore 3D work, developing skills to produce an object made in 3D. This is a practical unit where learners will plan and refine ideas using 3D materials.</p> <p><b>Knowledge:</b><br/>Exploring 3D materials, techniques and processes<br/>Research skills for 3D objects<br/>Selecting 3D materials, techniques and processes<br/>3D construction and making techniques<br/>Planning skills for 3D</p> <p><b>Transferrable skills:</b><br/>Finding out<br/>Managing information</p> <p><b>Sector skills:</b><br/>Experimenting with materials, techniques and processes<br/>Generating and developing 3D design ideas</p> | <p><b>Unit AD7 – Presenting an Image Using a Camera</b><br/>Learners will develop their skills in using a camera and creating an image. They will gain photography experience by using a camera to take photographs in different ways.</p> <p><b>Knowledge:</b><br/>How to create photographs with some control<br/>Types of audience for photography and their needs<br/>Characteristics of different photographic processes<br/>Different ways of presenting photographs to an audience</p> <p><b>Transferrable skills:</b><br/>Communication<br/>Problem solving</p> <p><b>Sector skills:</b></p> | <p><b>Unit A3 – Working with Others</b><br/>Learners will develop skills in communication, teamwork and problem solving that will enable them to work effectively with other people on a given activity.</p> <p><b>Knowledge:</b><br/>Ways to communicate effectively through listening and talking<br/>How to build effective teams<br/>How to assess own performance<br/>How to plan to improve own performance</p> <p><b>Transferrable skills:</b><br/>Verbal communication<br/>Teamwork<br/>Problem solving</p> |

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|  |   | <p>managing communication from the sources used to find out about possible progression routes.</p> <p><b>Sector skills:</b> Learners can reflect on the sector skills they have developed when considering their progression goal.</p>  | <p>and chosen artist<br/>Producing art images<br/>Communicating ideas</p>   | <p>Producing 3D art objects<br/>Managing own health and safety</p>   | <p>Creating photographs as works of art and design<br/>Working with different types of photographic equipment and techniques<br/>Preparing photographs for presentation and communication</p>   |  |
|  | <b>Half Term 7</b>  | <b>Half Term 8</b>  | <b>Half Term 9</b>  | <b>Half Term 10</b>  | <b>Half Term 11</b>   | <b>Half Term 12</b>  |
| <p><b>Year 2</b><br/>(Typically year 11 age-related level)</p> | <p><b>Unit A4 – Researching a Topic</b><br/>Learners will develop the skills needed to carry out some outline research into an agreed topic. They will keep a record of their investigation and then present a summary of their findings.<br/><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Ways to plan successfully</li> <li>• Identifying sources of information</li> <li>• How to research Presentation methods</li> </ul> | <p><b>Unit AD8 – Designing a Product</b><br/>Learners will explore the process of designing a product. They will learn about the design development cycle, from receiving a brief to designing their product in response to it.<br/><b>Knowledge:</b><br/>Design development cycle from brief to end product<br/>Interpreting a brief and meeting the needs of others (clients)<br/>Time management<br/>Understanding of products</p> | <p><b>Unit AD9 – Planning and Marketing an Exhibition</b><br/>Learners will develop their skills in finding suitable exhibition spaces and planning an exhibition for themselves or others in their group. They will explore the development of marketing materials suitable for a target audience<br/><b>Knowledge:</b><br/>Types of venues<br/>Sequence of activities</p> | <p><b>Unit AD10 – Creating a Mood Board</b><br/>Learners will develop the skills and techniques needed to produce a mood board that communicates their art and design ideas in response to a brief.<br/><b>Knowledge:</b><br/>Requirements of a brief<br/>Mood board: purpose and requirements<br/>Research techniques<br/>Presentation techniques</p> | <p><b>Unit AD11 – Creating an artefact Using Clay</b><br/>Learners will develop skills in working with clay to create different types of artefacts. They will learn how to prepare, work with and decorate the clay artefacts they produce.<br/><b>Knowledge:</b><br/>Working with clay<br/>Use of clay-making tools and equipment<br/>Basic hand-building techniques</p> | <p><b>Unit AD12 – Creating Prints</b><br/>Learners will be introduced to skills for printmaking. They will explore printmaking materials and objects, using tools and equipment to explore printmaking skills.<br/><b>Knowledge:</b><br/>Working with printing equipment<br/>Using</p> |

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|  | <p><b>Transferrable skills:</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Finding out</li> <li>• Managing information</li> <li>Communication</li> </ul> | <p><b>Transferrable skills:</b><br/>Self-management and development<br/>Problem solving</p> <p><b>Sector skills:</b><br/>Experimenting with materials, techniques and design processes<br/>Generating initial ideas and carrying out research<br/>Developing ideas<br/>Producing designs</p> | <p>required when planning an activity<br/>Finding suppliers for staging events<br/>Calculating time and equipment needed<br/>Calculations of costs where applicable</p> <p><b>Transferrable skills:</b><br/>Working with others<br/>Self-management and development</p> <p><b>Sector skills:</b><br/>Marketing<br/>Costing and time management<br/>Decision making<br/>Teamwork<br/>Preparing summaries and comparisons</p> | <p><b>Transferrable skills:</b><br/>Managing information<br/>Communication</p> <p><b>Sector skills:</b><br/>Sourcing materials to describe ideas<br/>Experimenting with materials and techniques, e.g., selection and presentation<br/>Developing and communicating ideas for final piece<br/>Producing final mood board<br/>Communicating ideas</p> | <p>Use of technical words</p> <p><b>Transferrable skills:</b><br/>Problem solving<br/>Self-management and development</p> <p><b>Sector skills:</b><br/>Preparation of clay and making<br/>Design<br/>Decoration and finishing<br/>Time management</p> | <p>objects to make prints<br/>Planning a print design<br/>Singular and repeated pattern making<br/>Fabric printing</p> <p><b>Transferrable skills:</b><br/>Review and improve own performance<br/>Planning</p> <p><b>Sector skills:</b><br/>Using different methods for making prints<br/>Design and planning<br/>Creating prints for artwork</p> |
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## Assessment and Progress in Art and Design

The Trust has established its own grade descriptors for Art and Design for Key stage 3 and 4. In key stage 3 we use the BIT levels which are aligned with GCSE grades. For pupils completing the BTEC qualification we report levels of pass, merit and distinction for each unit using the grade descriptors provided by Pearsons.

Attainment is reported in these levels each term and teachers are expected to make a 'best fit' decision on which level each pupil is at using a mixture of formative and summative assessments throughout each term. These levels are moderated by the Art subject teachers, SLT and the Trust's Central Team.

Progress in Key Stage 3 Art is measured using our flight path where a baseline grade is attributed to a pupil over their first half term with us, and using our flight path we can predict what grade that pupil should achieve each term thereafter. Progress is judged as either 'Expected, Above Expected or Below Expected. For pupils working below their expected progress level additional support is put in place.

For pupils doing BTEC Art and Design we expect pupils to progress through from Award, to certificate and to diploma as per the table below:

| <b>Time spent studying the subject-</b> | <b>Expected Curriculum Journey</b> |
|---|------------------------------------|
| Two terms or more                       | Award                              |
| One full year                           | Certificate                        |
| Two full years                          | Diploma                            |

For every unit completed we record the grade, our expectations of what good progress is in vocational studies is set out in the table below:

|  | <b>Progress Measure</b> | <b>Vocational Subject grade</b> |
|--|-------------------------|---------------------------------|
|  | Not Met                 | Fail                            |
|  | Expected                | Pass                            |
|  | Exceeded                | Merit                           |
|  | Excelled                | Distinction                     |

## BIT Level Descriptors for Art and Design

| <b>BIT Level</b> | <b>Investigate</b><br>AO1: Develop ideas through investigations, demonstrating critical understanding of sources  | <b>Explore</b><br>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.   | <b>Observe</b><br>AO3: Record ideas, observations and insights relevant to intentions as work progresses.  | <b>Respond</b><br>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.  |
|------------------|---|---|--|--|
| 9                | An exceptional ability to effectively develop ideas through creative and purposeful investigations.<br>An exceptional ability to engage with and demonstrate critical understanding of sources. | An exceptional ability to thoughtfully refine ideas with discrimination.<br>An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes. | An exceptional ability to skilfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. | An exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction.<br>An exceptional ability to demonstrate understanding of visual language.         |
| 7/8              | A highly developed ability to effectively develop ideas through creative and purposeful investigations.<br>A highly developed ability to demonstrate critical understanding of sources.         | A highly developed ability to thoughtfully refine ideas.<br>A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.             | A highly developed ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.            | A highly developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction.<br>A highly developed ability to demonstrate understanding of visual language. |
| 6/7              | A consistent ability to effectively develop ideas through purposeful investigations.<br>A consistent ability to demonstrate critical understanding of sources.                                  | A consistent ability to thoughtfully refine ideas.<br>A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.                         | A consistent ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.                  | A consistent ability to competently present a personal and meaningful response and realise intentions.<br>A consistent ability to demonstrate understanding of visual language.  |
| 4/5              | A moderate ability to effectively develop ideas through purposeful investigations.<br>A moderate ability to demonstrate critical understanding of sources.                                      | A moderate ability to thoughtfully refine ideas.<br>A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.                             | A moderate ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.                    | A moderate ability to competently present a personal and meaningful response and realise intentions.<br>A moderate ability to demonstrate understanding of visual language.  |

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| 2/3             | Some ability to develop ideas through purposeful investigations.<br>Some ability to demonstrate critical understanding of sources. | Some ability to refine ideas.<br>Some ability to select and experiment with appropriate media, materials, techniques and processes.       | Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.    | Some ability to present a personal and meaningful response and realise intentions. Some ability to demonstrate understanding of visual language.          |
| 1/2             | Minimal ability to develop ideas through investigations.<br>Minimal ability to demonstrate critical understanding of sources.      | Minimal ability to refine ideas.<br>Minimal ability to select and experiment with appropriate media, materials, techniques and processes. | Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. | Minimal ability to present a personal and meaningful response and realise intentions.<br>Minimal ability to demonstrate understanding of visual language. |
| Pre-GCSE<br>4/5 | I can investigate visual and tactile qualities in materials and other artists work and use this to develop my own practical skills | I can explore ideas in different ways, collecting information and resources in order to make comments and choices about my work.          | After looking at the work of others I can adapt and improve areas of my work when making images.   | I can describe the work of others commenting on the ideas and thinking about similarities between own and others work.                                    |
| Pre-GCSE<br>2/3 | I can investigate the work of other artists and use different materials to share work.   | I can explore more than one idea to create work.  | I can talk about how others work is different and suggest ways of improving my own work.   | I can share my ideas and meaning and design to make pictures and objects.   |
| Pre-GCSE<br>1   | I can investigate The Work of other artists  | I can use ideas to create work.   | I can talk about what I think and feel about others work.  | I can use different materials and processes to share my ideas and designs and make pictures.  |

## Level Descriptors for Art and Design BTEC Pathway

| Unit   | Pass   | Merit  | Distinction   |
|--|--|--|---|
| Unit A1 – Being Organised                        | <p>Learners:<br/>Demonstrate that they have used a small number of simple organisational techniques, e.g., to-do lists and phone alerts and perhaps some folder management<br/>Will list the techniques they used and will provide some outline examples of how they may use them again.</p>                         | <p>Learners:<br/>Demonstrate that they have used a range of mostly suitable techniques for the tasks they have to complete. This could include evidence of to-do lists, some basic action planning with timings and perhaps some evidence of the use of ICT features to organise their time<br/>Will provide a review that outlines the techniques used. They will give some relevant examples, demonstrating some reflection on how the use of these techniques improved their own organisation.</p>  | <p>Learners:<br/>Demonstrate that they have tried out a full range of techniques to organise themselves. This could include evidence of prioritising tasks, to-do lists, action planning with detailed timings, screenshots of folder organisation and online calendar alerts, as well as time allocated for homework<br/>Will review the success of the techniques they used, giving full examples of how they improved their own organisation, making some links on how they could use the techniques again.</p>  |
| Unit A2 - Developing a personal progression plan | <p>Learners:<br/>Set a broad progression goal that shows limited evidence of finding out information from sources<br/>List the skills and behaviours needed to meet the goal<br/>Produce a basic progression plant that gives broad and unfocused information on how they intend to meet their progression goal.</p> | <p>Learners:<br/>Set a focused progression goal that demonstrates evidence of finding out information from different sources, showing some understanding of the skills and behaviours needed to achieve it<br/>Carry out a review of own skills and behaviours, using some feedback from others and give some detail on how own skills and behaviours match those needed for the progression goal<br/>Produce a coherent progression plan that outlines some of the skills, behaviours and qualifications needed to meet the goal and covers most of the steps needed to achieve it.</p> | <p>Learners:<br/>Set a progression goal that demonstrates evidence of focused research from different sources, showing a clear and detailed understanding of the skills and behaviours needed to achieve it<br/>Carry out an insightful review of own skills and behaviours, using feedback from others and evidence of self-reflection on how own skills and behaviours match those needed to meet the progression goal<br/>Produce a focused progression plan that gives details on the required skills, behaviours and qualifications and produce a detailed plan on the next steps needed to meet the progression goal.</p> |
| Unit A3 Working with Others                      | <p>Learners:<br/>Demonstrate limited communication skills when working with others to complete a given activity.<br/>Undertake an activity with others, taking some responsibility for own role within it.</p>   | <p>Learners:<br/>Demonstrate appropriate communication skills when working with others to complete a given activity.<br/>Undertake an activity with others, taking responsibility for own role within it.</p>  | <p>Learners:<br/>Demonstrate effective communication skills when working with others to complete a given activity.</p>  |

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|  | Produce an outline review of own performance during an activity.<br>Deliver positive feedback to others that is relevant to the activity.  | Review own performance during an activity, identifying own strengths and weaknesses, with reference to feedback.<br>Deliver positive and negative feedback to others, using examples from the activity.  | Undertake an activity with others, taking full responsibility for own role and making effective contributions.<br>Review own performance during an activity, making suggestions for the future, with detailed reference to feedback.<br>Deliver constructive feedback to others, using relevant examples from the activity. |
| Unit A4<br>Researching a topic                   | Learners:<br>Search for information on an agreed topic using given research sources.<br>Select simple information from given sources on the agreed topic.<br>Present an outline summary of research findings on an agreed topic. | Learners:<br>Search for information on an agreed topic using own and given sources.<br>Select mostly relevant information from sources on the agreed topic.<br>Present a clear summary of research findings on an agreed topic, with reference to some of the research sources used. | Learners:<br>Carry out a focused and detailed search into an agreed topic.<br>Select relevant information from sources that link clearly to the agreed topic.<br>Present a focused summary of research findings, with clear referencing to the research sources used.   |
| Unit AD5 –<br>Creating an Art Image              | Learners:<br>Select materials, skills and techniques and produce a 2D image.<br>Collect and use information from different sources to generate and communicate ideas.  | Learners:<br>Select appropriate materials, skills and techniques and experiment with ideas to produce a 2D image.<br>Collect, select and use information from different sources to generate and communicate ideas.   | Learners:<br>Select effective materials, skills and techniques to experiment with ideas, refine and produce a 2D image.<br>Collect, select and use key information from different sources to generate and communicate ideas.  |
| Unit AD6 –<br>Creating a 3D Art Object           | Learners:<br>Collect and use information from different sources to make a 3D art object.<br>Create a 3D art object that demonstrates the use of materials, skills and techniques   | Learners:<br>Collect, select and use information from different sources to make a 3D art object<br>Create an appropriate 3D art object that demonstrates the competent use of materials, skills and techniques.  | Learners:<br>Collect, select and use key information from different sources to make a 3D art object.<br>Create an effective 3D art object that demonstrates the successful use of materials, skills and techniques  |
| Unit AD7 –<br>Presenting an Image Using a Camera | Learners:<br>Compose simple camera shots and take images.<br>Present images in response to a brief and communicate ideas in a portfolio.   | Learners:<br>Compose appropriate camera shots and take competent images.<br>Present suitable images in response to a brief and communicate ideas appropriately in a portfolio.   | Learners:<br>Compose accurate camera shots and take a range of effective images.<br>Present clear images in response to a brief and communicate ideas effectively in a portfolio.   |

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| Unit AD8 –<br>Designing a<br>Product                     | Learners:<br>Interpret a client brief and present a design for a product.<br>Identify the strengths and weaknesses of the design.   | Learners:<br>Interpret a client brief, describing ideas and present a selected design for a product.<br>Identify the strengths and weaknesses of the design and outline appropriate improvements.   | Learners:<br>Interpret a client brief, explaining ideas and present an effective design for a product<br>2 Identify the strengths and weaknesses of the design and describe reasons for suggested improvements.   |
| Unit AD9 –<br>Planning and<br>Marketing an<br>Exhibition | Learners:<br>Participate in group activities to plan and organise an exhibition, taking some responsibility for own role.<br>Produce basic marketing materials for an exhibition. | Learners:<br>Participate responsibly in group activities to plan and organise an exhibition, taking responsibility for own role.<br>Produce appropriate marketing materials for an exhibition that shows some consideration of target audience. | Learners:<br>Participate effectively in group activities to plan and organise an exhibition, taking responsibility for own role and making contributions to the team.<br>Produce creative marketing materials for an exhibition that demonstrates consideration of target audience.           |
| Unit AD10 -  | Learners:<br>Produce a mood board using materials and techniques that meet the basic requirements of the brief.<br>Communicate design ideas using a mood board.                   | Learners:<br>Produce a mood board, selecting and applying materials and techniques that meet the main requirements of the brief.<br>Communicate design ideas clearly, using a mood board that responds to a brief.                              | Learners:<br>Produce an effective and expressive mood board, selecting and applying materials and techniques and demonstrating how they meet the requirements of the brief.<br>Communicate design ideas effectively, using a mood board that responds to a brief showing meaning and purpose. |
| Unit AD11 --<br>Creating an<br>artefact Using<br>Clay    | Learners:<br>Produce a basic clay artefact, demonstrating use of clay-working skills.<br>Make simple decisions to solve straightforward problems when making a clay artefact.     | Learners:<br>Produce a decorative clay artefact, demonstrating competent use of clay-working skills.<br>Make suitable decisions to solve difficult problems when making a clay artefact.  | Learners:<br>Produce an effective and decorative clay artefact, demonstrating successful use of clay-working skills.<br>Make correct decisions to solve complex problems when making a clay artefact.   |
| Unit AD12 –<br>Creating Prints                           | Learners:<br>Develop ideas for patterns and produce a simple design for a print.<br>Select printmaking materials and produce a simple piece of printed artwork.                   | Learners:<br>Develop and refine ideas for patterns and produce a clear design for a print.<br>Select suitable printmaking materials and produce a competent piece of printed artwork  | Learners:<br>Develop, experiment with and refine ideas for patterns and produce a complex design for a print.<br>Select relevant printmaking materials and produce an effective piece of printed artwork.   |