

Year 10/11 BTEC Level 1/2 Art and Design practice Tech award

5 x 1 Hour Lessons per Fortnight = 35 lessons per term

Component 1

WEEK	Learning Objective /Assessment Criteria	CONTENT Differentiation for HPA and LPA students Unit criteria	RESOURCES REQUIRED/Health and Safety
1	Component 1 Produce an analysis of the task page	A: Investigate art and design practice Effective exploration of art and design informed by research of art and design practice. <ul style="list-style-type: none"> • Task introduction – Introduce brief and theme of Environment • Analysis of the task –who, what, where, when, why • Art Students: Creative Brain Storm 	Copy of the brief for each student
2	A2 Produce a mood board	<ul style="list-style-type: none"> • Mood Board – collect image based on the theme environment and reflect on what that means through annotation 	Access to computers or images REGISTER LEARNERS WITH EXAM BOARD
3	A2 Research and give opinions on artist/designer 1	<ul style="list-style-type: none"> • Introduction to first artist (Henry Moore or other illustrators) /designer (Max McMurdo) • Students reflect on work of the artist/designer considering who the person is and the influences to their style. • Describe the use of formal elements and how they feel about the work. 	Images related to the artist/designer
4	A2 Produce a product analysis for a product or piece of artwork	<ul style="list-style-type: none"> • Students to analyse the work of the artist/designer considering aspects relevant to the piece. For a product this would be function, material, cost, target market. For Artwork this would be to reflect on formal elements, material, technique and processes. *Teachers will have some generic Artists and Designers referenced in home work tasks. 	
5	A2 Plan test pieces in the style of the artist/designer	<ul style="list-style-type: none"> • Students to plan test pieces in the style of the artist/designer e.g. making an upcycled product, painting and print techniques etc • Art students will mimic the style of the Artist *Teachers will have some generic Artists and Designers • Experiment with similar materials or processes. 	

6	A2 Create quality test pieces in the style of the artist/designer and annotate	<ul style="list-style-type: none"> Carry out test pieces as identified between individual students and teacher Art students will develop a range of experiments and outcomes using primary and secondary sources. Techniques such as drawing, painting, photography, printing, textiles, 3D and mixed media will be explored. Students will aim to master technical skills and explore the potential of materials and techniques. 	Materials and workshop space required. Technician support where appropriate. Relevant risk assessment are in place in H&S folder for the variety of tasks undertaken.
7			
Half Term			
8	A2 Research and give opinions on artist/designer 2	<ul style="list-style-type: none"> Students to select their own artist/ designer. Teachers may direct students to a specific artist designer or suggest an artist/designer to stretch and challenge Students reflect on work of the artist/designer considering who the person is and the influences to their style Describe the use of formal elements and how they feel about the work. 	Images and information from the list in the brief to support weaker students
9	A2 Produce a product analysis for a piece of art or product	<ul style="list-style-type: none"> Students to analyse the work of the artist/designer considering aspects relevant to the piece. For a product this would be function, material, cost, target market. Art students will analyse the technique and process used by the artist and enhance their analysis through experiments mimicking the techniques. <p>*Teachers will have some generic Artists and Designers</p>	
10	A2 Create quality test pieces in the style of the artist/designer and annotate	<ul style="list-style-type: none"> Carry out test pieces as identified between individual students and teacher Art students will develop a range of experiments and outcomes using primary and secondary sources. Techniques such as drawing, painting, photography, printing, textiles, 3D and mixed media will be explored. Students will aim to master technical skills and explore the potential of materials and techniques. Record progress of work through photography and evaluation. 	Materials and workshop space required. Technician support where appropriate. Relevant risk assessment are in place in H&S folder for the variety of tasks undertaken.
11			
12	A2 Research and give opinions on artist/designer 3	<ul style="list-style-type: none"> Students to select their own artist/ designer. Teachers may direct students to a specific artist designer or suggest an artist/designer to stretch and challenge 	

		<ul style="list-style-type: none"> Students reflect on work of the artist/designer considering who the person is and the influences to their style Describe the use of formal elements and how they feel about the work. 	
13	A2 Create quality test pieces in the style of the artist/designer and annotate	<ul style="list-style-type: none"> Carry out test pieces as identified between individual students and teacher Art students will develop a range of experiments and outcomes using primary and secondary sources. Techniques such as drawing, painting, photography, printing, textiles, 3D and mixed media will be explored. 	Materials and workshop space required. Technician support where appropriate. Relevant risk assessments are in place in H&S folder for the variety of tasks undertaken.
14			
Christmas Holidays			
15	A2 Research and give opinions on artist/designer 4	<ul style="list-style-type: none"> Students to select their own artist/ designer. Teachers may direct students to a specific artist designer or suggest an artist/designer to stretch and challenge Students reflect on work of the artist/designer considering who the person is and the influences to their style *Teachers will have some generic Artists and Designers 	
16	A2 Create quality test pieces in the style of the artist/designer and annotate	Create quality test pieces in the style of the artist/designer and annotate <ul style="list-style-type: none"> Art students will develop a range of experiments and outcomes using primary and secondary sources. Techniques such as drawing, painting, photography, printing, textiles, 3D and mixed media will be explored. Record progress of work through photography and evaluation. 	Materials and workshop space required. Technician support where appropriate. Relevant risk assessments are in place in H&S folder for the variety of tasks undertaken.
17			
18	A2 Research and give opinions on artist/designer 5	<ul style="list-style-type: none"> Students to select their own artist/ designer. Teachers may direct students to a specific artist designer or suggest an artist/designer to stretch and challenge Students reflect on work of the artist/designer considering who the person is and the influences to their style Describe and reflect on the use of formal elements 	
19	A2	Create quality test pieces in the style of the artist/designer and annotate	Materials and workshop space required. Technician support where appropriate. Relevant risk
20			

	Create quality test pieces in the style of the artist/designer and annotate A2	<ul style="list-style-type: none"> Art students will develop a range of experiments and outcomes using primary and secondary sources. Techniques such as drawing, painting, photography, printing, textiles, 3D and mixed media will be explored. Students will aim to master technical skills and explore the potential of materials and techniques. Record progress of work through photography and evaluation. 	assessments are in place in H&S folder for the variety of tasks undertaken.
21	A2 Evaluate work to date with conclusions	<ul style="list-style-type: none"> Consolidate work to date adding conclusions and reflections This should be backed up with photo's where necessary. 	
22			
Half Term			
23	B2 Form conclusions about what makes good presentation of ideas	<ul style="list-style-type: none"> Introduction to Objective B of the brief Demonstration of drawing techniques B: Generate and communicate art and design ideas Confident ideas generation techniques and ability to visually communicate ideas informed by investigation. Art and design students will both aim to communicate ideas informed by investigation 	Examples of effective presentation of ideas
24	B2 Create a range of possible techniques to create ideas	<ul style="list-style-type: none"> Practice techniques for idea generation e.g. crating, thick/thin lines, shadowing and rendering e.g. exploring paint, charcoal, print, illustration techniques Use primary and secondary sources to generate ideas; consider first hand drawing and photography 	Drawing tools
25 26 27	B2 Create a wide range of annotated design ideas that respond to the theme environment	<ul style="list-style-type: none"> Using previous techniques students need to produce a wide range of design ideas that respond to theme of environment as stated in the brief and take into account their research. Progress of 3D and 2D ideas must be reviewed. 3D ideas should be documented through photography to back up annotation. Sketchbook design ideas and on-going investigations should be consistently explained through annotation. Specific advice cannot be given however students can be directed to produce ideas with more or less complexity as suits the students ability. 	
Component 2 after Easter Holidays			

<p>28 29 30 31 32 33 34</p>	<p>Component 2 A2</p> <p>Create a high quality final piece that includes a wide range of materials, techniques and processes that meets the brief of environment</p>	<p>A: Develop practical skills through application and review</p> <p>Effective application of specialist skills with reasoned review and consistent improvement.</p> <ul style="list-style-type: none"> • Students to make the final piece to a high quality using a wide range of techniques and processes to meet the brief criteria. • Techniques, materials and processes must be reviewed, these elements should be considered and evident in the initial stages of planning planning. • Formal elements must be reviewed before final application. • Students should collate all their work in order to present it on A3 boards <p>Specific advice cannot be given however students can be directed to produce ideas with more or less complexity as suits the students ability.</p>	<p>Materials and workshop space required. Technician support where appropriate. Relevant risk assessments are in place in H&S folder for the variety of tasks undertaken.</p>
<p>Half Term</p>			
<p>35 36 37 38 39 40</p>	<p>2A2</p> <p>Create a high quality final piece that includes a wide range of materials, techniques and processes that meets the brief of environment</p>	<p>A: Develop practical skills through application and review</p> <p>Effective application of specialist skills with reasoned review and consistent improvement</p> <p>Continue the following:</p> <ul style="list-style-type: none"> • Students to make the final piece to a high quality using a wide range of techniques and processes to meet the brief criteria. • Techniques, materials and processes must be reviewed, these elements should be considered and evident in the initial stages of planning. • Formal elements must be reviewed before final application. 	<p>Materials and workshop space required. Technician support where appropriate. Relevant risk assessments are in place in H&S folder for the variety of tasks undertaken.</p>

		<ul style="list-style-type: none"> Students should collate all their work in order to present it on A3 boards <p>Specific advice cannot be given however students can be directed to produce ideas with more or less complexity as suits the students ability.</p>	
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Year 11

WEEK	Learning Objective /Assessment Criteria	CONTENT Differentiation for HPA and LPA students	RESOURCES REQUIRED/Health and Safety
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<p>1 2 3 4 5 6 7</p>	<p>2A2 Create a high quality final piece that includes a wide range of materials, techniques and processes that meets the brief of environment</p>	<p>A: Develop practical skills through application and review Effective application of specialist skills with reasoned review and consistent improvement. Continue the following:</p> <ul style="list-style-type: none"> • Students to make the final piece to a high quality using a wide range of techniques and processes to meet the brief criteria. • Techniques, materials and processes must be reviewed, these elements should be considered and evident in the initial stages of planning planning. • Formal elements must be reviewed before final application. • Students should collate all their work in order to present it on A3 boards <p>Specific advice cannot be given however students can be directed to produce ideas with more or less complexity as suits the students ability.</p>	<p>Materials and workshop space required. Technician support where appropriate. Relevant risk assessments are in place in H&S folder for the variety of tasks undertaken.</p>
Half Term			
<p>8</p>	<p>2B2 Plan the presentation of the final boards</p>	<p>B: Record and communicate skills development - Effective presentation and communication of skills.</p> <ul style="list-style-type: none"> • Introduce brief for planning, presentation and review of final piece • Demonstrate good practice for presentation techniques • Give checklist for items needed on the final boards 	<p>Examples of good work</p>
<p>9 10 11 12 13 14</p>	<p>2B2 Produce final presentation boards to a high standard</p>	<p>The following tasks will be on going and students should start presenting their work as it develops from the early stages.</p> <p>Students to produce 3 -4 boards effectively showing</p> <ul style="list-style-type: none"> - Development - Planning - Final piece (Not always needed) - Evaluation 	
Preparation for exam unit after Christmas Holidays			

15	Prep for Activity 1 Select keywords from the given brief	<ul style="list-style-type: none"> Explore past paper briefs picking out keywords with suggestions of responses 	Written and verbal assessment of this work
16	Prep for Activity 2 List possible materials with annotation	<ul style="list-style-type: none"> Provide a selection of materials for students to explore considering individual properties and possible processes 	Material/ Media examples Written and verbal assessment of this work
17			
18	Prep for activity 2 Describe design ideas	<ul style="list-style-type: none"> Give examples of descriptive words students can use when writing about design ideas Give an example as a group Using examples from previous work students should describe their design ideas 	Pre-release for the exam unit given to staff. Not to be given to students Written and verbal assessment of this work
19	Prep for activity 2 Explain research and exploration	<ul style="list-style-type: none"> For past design ideas students should explain how their research has informed the design as practice for the exam paper 	Written and verbal assessment of this work
20			
21	Prep for activity 2 Identify client needs and wants	<ul style="list-style-type: none"> Explain the difference between a need and a want Students then identify needs and wants of a variety of clients in relation to given briefs 	Written and verbal assessment of this work
22	Prep for activity 4 Analyse a variety of portfolios	<ul style="list-style-type: none"> Provide some portfolios explaining the good and bad points of each Allow students to explore a variety of other portfolios for them to analyse <p>NOTE – THE EXAM WORD LIMIT IS 300. THE NEED FOR VISUAL EVIDENCE NEEDS TO BE STATED</p>	Written and verbal assessment of this work
Half Term			
23 24	Preparation for Activity 1 Produce a task analysis	<ul style="list-style-type: none"> Introduce exam brief and instruct students to complete an analysis of the task set Students are allowed four hours to compare client briefs and investigate the client 	Pre-release for the exam unit given to students Teachers cannot give specific advice but can give advice about materials and processes
25 26 27	Activity 1 8 hours	<ul style="list-style-type: none"> Students to explore ideas materials and processes in relation to their chosen brief <p>NOTE - Once each activity is completed work cannot be added to but they can access the work for use in later activities</p>	Teachers cannot give specific advice but can give advice about materials and processes
Practical exam after Easter Holidays			

28	Activity 2 Write a development review	<p>NOTE – No access to the internet</p> <p>Students should</p> <ul style="list-style-type: none"> • Describe the ideas for the final response • State how research and exploration has been used to inform the ideas • State how the client has been considered 	Teachers cannot give specific advice but can give advice about materials and processes
29 30 31 32	Activity 3 Produce a final response		Teachers cannot give specific advice but can give advice about materials and processes
33 34	Activity 4 Produce a portfolio for the client	<p>Students to produce a digital portfolio for the client that includes</p> <ul style="list-style-type: none"> • Evidence of research and review • Development of final response • The final response (photos) • Annotation of refinement and details • Comments on materials and processes • Explanations of key decisions 	Formal exam under exam conditions
Half Term			