

# Curriculum Overview

Subject: Art

Year Group: 12 DIPLOMA



**CHASE HIGH SCHOOL**  
AMBITION - RESILIENCE - KINDNESS

**CURRICULUM INTENT:** The intention and endpoint for KS5 is for students who have opted for the BTEC to fully understand the Art and Design world as a place of work. The aim is for them to be independent selectors and users of Art materials, techniques, specific terminology and analysis of practitioners. This will assist them in their own creative process and strengths to meet the aims of client set briefs and scenarios that have time constraints and demonstrate that they are technically proficient.

TERM 1	TERM 2	TERM 3
<p><b>KNOWLEDGE/SKILLS</b></p> <p>Half term 1: Unit 3 Understand the stages and activities within the creative process. Experiment with the stages and activities within the creative process to develop own working practice</p> <ul style="list-style-type: none"> <li>Annotated sketchbook that identifies the different stages and activities in the creative process.</li> <li>Own experimentation with written annotations explaining use of the creative process.</li> </ul> <p>Half term 2: Unit 3 Apply stages and activities within the creative process to develop own art and design work Review how use of the creative process developed own art and design practice</p> <ul style="list-style-type: none"> <li>Evaluation of own application of creative process, with suggestions for improvement in art and design practice.</li> <li>Portfolio of evidence demonstrating application of the creative process to produce a piece of art and design work</li> </ul>	<p><b>KNOWLEDGE/SKILLS</b></p> <p>Half term 1: ESA January Unit 2 - AO1 Be able to apply an effective investigation process to inform understanding of creative practitioners AO2 Demonstrate the ability to visually analyse the work of creative practitioners AO3 Demonstrate understanding of how contextual factors relate to creative practitioner's work AO4 Communicate independent judgments demonstrating understanding of the work of creative practitioners</p> <p>Unit 4 – Understand how materials, techniques and processes are used by art and design practitioners</p> <ul style="list-style-type: none"> <li>An annotated folder that includes visual examples, research, diagrams, definitions of materials, technical information about materials, techniques and processes.</li> </ul> <p>Half term 2: Unit 4-</p>	<p><b>KNOWLEDGE/SKILLS</b></p> <p>Half term 1: ESA April Unit 1- AO1 Understand how recording is used to communicate visually in the work of others AO2 Demonstrate understanding of visual communication through exploration and application of different methods of recording AO3 Demonstrate ability to record to communicate intentions AO4 Evaluate visual recording and communication skills</p> <p>Half term 2: Unit 4 –</p> <ul style="list-style-type: none"> <li>ideas generation, visual recording, art and design development, annotated examples of materials, techniques and processes used, records of decision making and selection, refinement, notes on health and safety considerations</li> <li>final selection and presentation of imagery.</li> </ul>

	<p>Explore art and design materials, techniques and processes to develop practice</p> <ul style="list-style-type: none"> <li>• Sketchbook/art and design practical work that includes: • evaluation of work undertaken</li> <li>• tests, trials, samples, records of exploration</li> </ul>	
<p><b>KEY ASSESSMENTS</b></p> <p>Half term 1: Interim informal feedback for Unit 3 – Internal unit</p> <p>Half term 2: Deadline for Unit 3- Internal unit and Formal assessment</p>	<p><b>KEY ASSESSMENTS</b></p> <p>Half term 1: Unit 2 External Unit exam in January of Year 12</p> <p>Half term 2: Interim informal feedback of Unit 4 – Internal unit</p>	<p><b>KEY ASSESSMENTS</b></p> <p>Half term 1: Unit 1 External Unit exam in April of Year 12</p> <p>Half term 2: Deadline for Unit 4 – Internal Unit and Formal assessment</p>
<p>Extended reading suggestions and external resources:</p> <p><a href="https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Art-and-Design/2016/specification-and-sample-assessments/btec-l3-nat-diploma-in-art-and-design-spec.pdf">https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Art-and-Design/2016/specification-and-sample-assessments/btec-l3-nat-diploma-in-art-and-design-spec.pdf</a></p>		<p>Cultural Capital:</p> <p>Working to a client brief – real life Art /Client practise -careers links Gallery and Workshop visits to reinforce studies Unit 3 demands versions of time lines linking with History and</p>