

# Curriculum Overview

Subject: Art

Year Group: 13 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: Two – Optional Units from a choice of:            9 Photographic Materials, Techniques and Processes            10 Graphics Materials, Techniques and Processes            11 Interactive Design Materials, Techniques and Processes            12 Fine Art Materials, Techniques and Processes            13 3D Design Materials, Techniques and Processes            14 Textiles Materials, Techniques and Processes            15 Fashion Materials, Techniques and Processes            16 3D Design Craft Materials, Techniques and Processes            See Specification for assignments and a break down of each unit</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>Half term 2: Two Optional Units</p>	<p><b>KNOWLEDGE/SKILLS</b></p> <p>Half term 1:  <b>Resit Only</b> 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 5 –            Explore the function of portfolios in the art and design sector            • Annotated sketchbook, with analysis of online and physical portfolios.            • Notes identifying the structure and component parts of a portfolio, highlighting the needs and requirements of different audiences</p> <p>Half term 2 – Unit 5</p>	<p><b>KNOWLEDGE/SKILLS</b></p> <p>Half term 1:  <b>Resit Only</b> 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            ESA May Unit 7 –</p> <p>AO1 Demonstrate an ability to generate ideas in response to a stimulus            AO2 Apply an understanding of contextual influences and trends to own work and practice            AO3 Explore materials, techniques and processes to communicate creative intentions            AO4 Demonstrate an ability to develop work and ideas by reviewing and refining throughout the creative process            AO5 Be able to plan and realise creative intentions            AO6 Demonstrate ability to present work which demonstrates</p>

	<p>Plan the production of an art and design portfolio for a particular purpose</p> <ul style="list-style-type: none"> <li>• Plan, showing intention and purpose, for the portfolio.</li> <li>• Records of selection process.</li> <li>• Digital files of photographed work.</li> </ul>	<p>Half term 2: Unit 5 – Produce an art and design portfolio for a particular purpose</p> <ul style="list-style-type: none"> <li>• Complete portfolio.</li> <li>• Artist's/designer's statement.</li> <li>• Presentation of portfolio, using physical and or digital platform.</li> </ul> <p>Present and review an art and design portfolio Review of success of portfolio, in meeting intention, audience needs.</p> <ul style="list-style-type: none"> <li>• Written notes showing areas for development, for future planning of portfolios.</li> </ul>
<p><b>KEY ASSESSMENTS</b></p> <p>Half term 1: Interim informal feedback for Optional Units – Internal unit</p> <p>Half term 2: Deadline for Optional Units- Internal unit and Formal assessment</p>	<p><b>KEY ASSESSMENTS</b></p> <p>Half term 1: Unit 2 <b>Resit</b> External Unit exam in January of Year 12</p> <p>Half term 2: Interim informal feedback of Unit 5 – Internal unit</p>	<p><b>KEY ASSESSMENTS</b></p> <p>Half term 1: Unit 1 <b>Resit</b> External Unit exam in April of Year 12 Unit 7 External Unit in May of Year 13</p> <p>Half term 2: Deadline for Unit 5 – 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>