Crisp Vocational Provision Ltd
Building futures for tomorrow

Pearson BTEC L1 Introductory Diploma in Art and Design (2025-26) (Qualification Number 601/8544/2)

Learners must complete both core units and three sector units.
Pearson BTEC Level 1 Introductory Diploma in Art and Design (GLH)

Guided Learning Hours:
Aims: For the Diploma ten units must be achieved, of which four must be taken from the Core Skills (Group A), and six from Sector Skills (Group B). For the Certificate A1, A2 and 3 Units from Group B. To achieve the Award, A2 and 1 unit from Group B must be completed.

Objectives: Designed to be taken over one year, giving learners the opportunity to develop a range of skills in the art and design sector and supporting progression on to further study.

Group A
Unit A1: Being organised
Guided learning hours: 30
Level:1
This unit is mandatory
This unit is internally assessed

Unit A2: Developing a Personal Progression Plan
Guided Learning Hours: 30
Level: 1
This unit is mandatory
This unit is internally assessed

Unit A3: Working with others
Guided Learning Hours: 30
Level: 1

This unit is mandatory
This unit is internally assessed

Unit A4: Researching a topic
Guided Learning Hours: 30
Level: 1
This unit is mandatory
This unit is internally assessed

Group B
Unit AD5: Creating an Art Image
Guided Learning Hours: 40
Level: 1
This unit is mandatory
This unit is internally assessed

Unit AD7: Presenting an Image Using a Camera
Guided Learning Hours: 40
Level: 1
This unit is mandatory
This unit is internally assessed

Unit AD12: Creating Prints
Guided Learning Hours: 40
Level: 1
This unit is mandatory
This unit is internally assessed

Unit AD10: Creating a Mood Board
Guided Learning Hours: 40
Level: 1
This unit is mandatory
This unit is internally assessed

Unit AD11: Creating an Artefact Using Clay
Guided Learning Hours: 40
Level: 1
This unit is mandatory
This unit is internally assessed

Unit AD8: Designing a Product
Guided Learning Hours: 40
Level: 1
This unit is mandatory
This unit is internally assessed

Unit AD6: Creating a 3D Art Object
Guided Learning Hours: 40
Level: 1
This unit is mandatory
This unit is internally assessed

Unit AD7: Presenting an Image Using a Camera
Guided Learning Hours: 40
Level: 1
This unit is mandatory
This unit is internally assessed

Unit AD9: Planning and Marketing an Exhibition
Guided Learning Hours: 40
Level: 1
This unit is mandatory
This unit is internally assessed

A1 — Being Organised

Unit	A1 — Being Organised	Duration	6 weeks
Level	1	Guided Learning Hours (GLH)	30

Unit Aims

Develop practical organisation and time-management to support safe, efficient learning and successful assessment across sector units.

Skills

- Time management
- Planning & prioritising

- Managing information (folders/emails)
- Budgeting with simple spreadsheets

Learning Outcomes

- Explore techniques to improve own organisational skills
- Review the use of techniques to improve own organisational skills

Unit Content & Planning

Unit Content	Health & Safety (PPE/Risk)	Adaptive Strategies (Differentiation)	Assessment Strategies	Cross-Curricular Links	Use of ICT
Planners (daily/weekly), to-do lists, checklists; filing systems (paper/cloud), email filters; simple project plans and budgets.	Workshop rules, safe movement and storage, device safety; basic risk awareness on workshop housekeeping (tidy cables, no trip hazards). PPE as required for visits.	Scaffolded frames; modelling; paired coaching; chunked tasks; visual schedules; bilingual key terms; extension: add contingency buffers.	Two-week planner with evidence (screenshots/photos); progress logs; reflective review mapped to Pass/Merit/Distinction descriptors.	English (definitions, reflection); Maths (time & budgets); ICT (files/calendars); PSHE (study habits).	Calendar apps, cloud folders, shared documents; spreadsheet templates for Gantt/budget.

Resources, Keywords, SMSC/BV Links

General Resources	Keywords	Links to SMSC/BV

Planners, stationery, devices, cloud drive; spreadsheet software	planner, priority, checklist, filing, calendar	Responsibility, resilience; respect for shared spaces; British Values: personal responsibility & mutual respect

Session Breakdown (6 sessions)

Session	Learning Outcome	Learning Activities	Resources	Differentiation (SEN/EAL/HA)	SMSC/BV Links	Assessment — Formative	Assessment — Summative	Assessment — Focus (LO/criteria)
Session 1	Define and set up a personal planner	Introduce Eat-safe housekeeping for classrooms; build weekly planner; prioritise tasks	Planner templates; devices	Sentence frames; peer pairing; HA: add buffer times	Respect for shared work areas	Tutor Q&A on planning choices	Review of planner completeness	LO: A.P1/A.M1/A.D1
Session 2	Use to-do lists & timings	Create daily to-do with durations; checklist tracking; peer review	Checklist template; timers	Chunk tasks; icons for EAL; HA: critical path mini-map	Teamwork and feedback etiquette	Observation of process	Completed to-do artefacts	LO: A.P1/A.M1

Session 3	Set up filing & email systems	Colour-coded folders; drive hierarchy; email rules	Stationery; cloud drive	Step-by-step guide; HA: versioning	Responsibility for data	Tutor observation	Screenshots/photos of structure	LO: A.P1
Session 4	Use project sheet & simple budget	Spreadsheet plan; tasks/owners; budget line items	Computers; spreadsheet	Starter template; HA: add chart	Financial responsibility	Peer feedback	Printed plan/budget	LO: A.P1/A.M1
Session 5	Implement tools for one week	Checkpoints; evidence capture	Logs; cameras	Mentor support; HA: self-audit	Community contribution (tidy spaces)	Diary checks	Usage evidence	LO: B.P2/B.M2
Session 6	Review effectiveness	Peer review circle; improvement plan	Rubrics; examples	Guided prompts; HA: reuse plan	Reflective practice	Self-assessment	Review write-up	LO: B.P2/B.D2

UNIT A2

Learning aim	Key teaching areas	Summary of suggested assessment evidence	Knowledge
A Identify the skills and behaviours needed to meet personal progression goals	• Finding out about progression opportunities • Setting a progression goal • Identifying the skills and behaviours needed to meet progression goal • Reviewing own skills and behaviours against progression goal	• Audit of skills and behaviours • Personal progression plan	• Sources of information about progression opportunities and requirements • Producing a progression plan

B Produce a progression plan to meet intended progression goals	• Creating a progression plan		

Unit: A2	**Duration:** Autumn Term

Unit Aims:

The overall aim of our curriculum is to enable all the young people to become successful learners, confident individuals and responsible citizens. We offer all pupils a wide range of learning experiences covering different areas of skills and knowledge. A variety of learning activities are offered to try to ensure that pupils of different aptitudes, attributes and skills have opportunities for success.

That is why the DofE programme would work well alongside our curriculum and aims, as it develops the skills and attitudes needed to become more rounded, confident adults. Which are very beneficial and qualities that colleges, universities and employers are attracted to.

Skills:
- Presentation skills
- The ability to plan and use time
- Developing problem solving

Learning outcomes

The pupils should be able to:

- Identify the skills and behaviours needed to meet personal progression goals
- Produce a progression plan to meet intended progression goals

Unit Content	Adaptive Strategies:	ASSESSMENT STRATEGIES:	CROSS CURRICULAR:	USE OF ICT:
1. Benefits and purpose of developing a progression plan Gives direction and focus to short-term and long-term goals Sets out the key steps to achieve progression goal Allows for discussion with others, e.g. tutors, parents, peers Gives time for reflection on what is achievable and realistic **2. Finding out about progression opportunities** Progression opportunities such as to further learning, work or apprenticeships Local sources of information about potential progression routes such as colleges, careers fairs Sources of advice and guidance for progression Tutor advice Careers advice Entry requirements such as baseline entry qualifications, an entry interview, portfolio	Teachers will plan for different groups of learners. They may do so by level of support, step-by-steps, level of challenge or by outcome, etc.	Screen shots, mind maps, completed assignment briefs and Assessors reports for each section.	**Maths opportunities:** Number Ratio, proportion Geometry, recording data and measurement Statistics **English opportunities:** Speaking & Listening Reading/research Writing Grammar Vocabulary Spelling of key words	Power Points Research opportunities

3. Setting a progression goal Matching own skills and behaviours with progression goals Deciding on the next step, e.g. using SMART (specific, measureable, achievable, realistic, time-bound) targets Using research findings to identify the requirements to meet goals Setting a progression goal to work towards **4. Identifying the skills and behaviours needed to meet progression goal** Transferable skills, e.g. communication, working with others, problem solving Employability skills, e.g. IT skills, being able to drive Behaviours needed for progression goal, e.g. reliability, efficiency, being trustworthy Qualifications needed for progression, e.g. level of English and Maths **5. Reviewing own skills and behaviours against progression goal** Carrying out a self-audit of skills and behaviours using past experience of education and learning Gathering feedback from others about own strengths and areas for improvement Attitudes and behaviours needed for progression **6. Creating a progression plan** short-term and long-term progression goals identification of key activities needed to move towards the progression goal key actions to improve skills and behaviours key milestones to achieve goal, e.g. interview dates, application deadlines listic timelines to meet goal			**Planning Real life:** Employability, careers links, practical skills for life.	

GENERAL RESOURCES:	KEY WORDS:	LINKS TO SMSC/BV:
PowerPoint **Booklets** **Materials for practical work** **Tools and equipment**		**PSHE/SMSC (spiritual, moral, social, cultural)/BV (British Values) opportunities:** -Developing confidence & responsibility & making most of your abilities

		-Preparing to play and active role as a citizen -Developing a healthy and safer lifestyle -Developing good relationships & respecting differences -Spiritual, moral, social & cultural development -Life skills – thinking, learning, health & safety Effective contributors

A3 — Working with Others

Unit	A3 — Working with Others	Duration	6 weeks
Level	1	Guided Learning Hours (GLH)	30

Unit Aims

Enable learners to communicate, collaborate and solve problems effectively in practical team contexts.

Skills

- Communication
- Teamwork
- Problem solving
- Feedback & review

Learning Outcomes

- Demonstrate the ability to work with others on a given activity
- Review own and others' performance on a given activity

Unit Content & Planning

Unit Content	**Health & Safety (PPE/Risk)**	**Adaptive Strategies (Differentiation)**	**Assessment Strategies**	**Cross-Curricular Links**	**Use of ICT**
Effective communication; roles & responsibilities; collaborative problem solving; constructive feedback; review and improvement planning.	Workshop safety; safe team tasks; respecting personal space; evacuation and incident procedures.	Clear role briefs; sentence starters; visuals; leader rotation; extension: risk register ownership.	Tutor witness statement; individual log/blog; peer assessment; review write-up mapped to criteria.	English (discussion); PSHE (relationships); Business (roles).	Collab docs; photo/video logs.

Resources, Keywords, SMSC/BV Links

General Resources	Keywords	Links to SMSC/BV
Team challenge kits; templates	communication, role, feedback, collaboration	Respect, tolerance; British Values: democracy in group decisions

Session Breakdown (6 sessions)

Session	Learning Outcome	Learning Activities	Resource	Differentiation (SEN/EAL/HA)	SMSC/BV Links	Assessment — Formative	Assessment — Summative	Assessment — Focus (LO/criteria)
Session 1	Communicate in teams	**Information -** Students will discuss the value of good communication. What happens with communication breakdown and how that can have effects in the workplace, especially work sites. **Practical task – ** Students will work in pairs setting out instructions for a selected task (tying a shoelace etc.) and another student (tutor) will follow the instructions to see how clear the ordered steps are. **ICT Option -**Students must work (online research) in pairs to com	Task equipment	Assigned roles; HA: lead	Cooperation & respect	Tutor observation	Peer reflections	LO: A.P1/A.M1/A.D1

		e up with examples of industrial misunderstanding that cost companies large amounts of money **Plenary:** Revisit the keywords and concepts learned in this session to cement understanding.						
Session 2	Agree roles & responsibilities	Create RACI chart; role brief More complex task: Tower build/balloon bridge; reflection	Templates Straws; tape; balloons	Supported choices; HA: risk register	Democratic role selection	RACI artefact	Role briefs	LO: A.P2/A.M2/A.D2
Session 3	Collaborative problem solving	Timed constraint challenge; debrief	Challenge kit	Prompt sheets; HA: strategies	Resilience & perseverance	Process notes	Solution artefacts	LO: A.P2
Session 4	Feedback skills	SBI method practice; give/receive feedback	Cards	Sentence stems; HA: coach peers	Mutual respect	Feedback records	Self targets	LO: B.P4/B.M4/B.D4
Session 5	Run a mini event	Plan & deliver charity micro-activity	Event materials	Buddying; HA: coordination	Community participation	Tutor witness	Diary entries	LO: A.M2/A.D2
Session 6	Review performance	Peer circle; improvement plan	Rubrics	Guided questions; HA: future targets	Self-reflection	Review write-up	Targets list	LO: B.P3/B.M3/B.D3

A4 — Researching a Topic

Unit	A4 — Researching a Topic	Duration	6 weeks
Level	1	Guided Learning Hours (GLH)	30

Unit Aims

Develop practical research skills to investigate a focused topic and present findings clearly.

Skills

- Topic scoping
- Source reliability
- Note-making & summarising
- Presentation

Learning Outcomes

- Carry out research into an agreed topic
- Present a summary of research findings into an agreed topic

Unit Content & Planning

Unit Content	**Health & Safety (PPE/Risk)**	**Adaptive Strategies (Differentiation)**	**Assessment Strategies**	**Cross-Curricular Links**	**Use of ICT**
Selecting a suitable topic; primary/secondary sources; research logs; organising information;	Safe local visits; online safety; copyright awareness;	Curated topics; scaffolded logs; visuals; extension: ethics statement &	Research log; summary presentation	English (reading/writing); ICT (logging & presenting).	Blog/vlog; slide tools; mind-map apps.

summarising and presenting findings.	respectful interviewing.	source reliability ratings.	with references; Q&A notes.		

Resources, Keywords, SMSC/BV Links

General Resources	Keywords	Links to SMSC/BV
Libraries; web; templates	topic, source, reliability, summary	Cultural awareness; British Values: tolerance & respect in research topics

Session Breakdown (6 sessions)

Session	**Learning Outcome**	**Learning Activities**	**Resources**	**Differentiation (SEN/EAL/HA)**	**SMSC/BV Links**	**Assessment — Formative**	**Assessment — Summative**	**Assessment — Focus (LO/criteria)**
Session 1	Choose focused topic	Brainstorm; scope narrowing; agree title	Boards; templates	Topic list; HA: sector link	Respect varied interests	Tutor approval	Topic title	LO: A.P1
Session 2	Plan research & set up log	Define sources; build log	Templates; devices	Guided log; HA: milestones	Responsible research	Log skeleton	Plan notes	LO: A.M1
Session 3	Collect information	Library/web search; interviews/visits	Library; web	Curated links; HA: reliability ranks	Integrity of sources	Log entries	Source list	LO: A.P2/A.M2/A.D2
Session 4	Organise & select	Note-taking; summarising; mind-maps	Note cards; tools	Frames; HA: synthesis grid	Listening to peers	Organised notes	Mind-map	LO: A.M2
Session 5	Prepare summary	Draft slides/poster/vlog; rehearsal	Presentation tools	Scaffolded slides; HA: Q&A bank	Confidence & respect	Draft presentation	Peer feedback	LO: B.M3
Session 6	Deliver & submit	Present to class; submit log	VLE	Cue cards; HA: extended references	Public speaking	Assessor observation	Final summary	LO: B.D3

Unit AD5 Creating a 2D Art Image

Learning aim	Key teaching areas	Summary of suggested assessment evidence	Knowledge
A Produce an art image using 2D materials	• Historical and contemporary art • 2D materials, skills and techniques	• Sketchbook • Final 2D image	• Artists and their practices • Use of materials • Drawing and mark-making techniques • Research and observation skills
B Manage information and self when producing an art image			

Unit: AD5	**Duration:** Autumn Term 1

Unit Aims:

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.

Skills:

- Use of materials, equipment and drawing techniques
- Experimenting with materials and drawing techniques
- Development and communication of ideas with reference to theme and chosen artist
- Producing art images
- Communicating ideas
- Managing information
- Managing self

Learning outcomes

The pupils should be able to:

- Complete an art image using 2D materials
- Show research and the process of managing information and self when producing an art image.

Unit Content	Adaptive Strategies:	ASSESSMENT STRATEGIES:	CROSS CURRICULAR:	USE OF ICT:
• Historical and contemporary art • Influences: key movements, styles, other artists, schools. • Different styles of 2D work such as line drawings, watercolours and charcoal. • Use of formal elements. • References: primary sources, e.g. original art works, paintings, prints; secondary sources, e.g. reproductions, copies, books, magazines, journals, the internet. • Recording: drawings, photographs, annotations, sketches. 2D materials, skills and techniques • 2D mark making: drawing, painting, printmaking. • Use of colour.	Teachers will plan for different groups of learners. They may do so by level of support, step-by-steps, level of challenge or by outcome, etc.	- Photographic evidence, - completed assignment briefs - Assessors reports for each section.	**Maths opportunities:** Number Ratio, proportion Geometry, recording data and measurement Statistics **English opportunities:** Speaking & Listening Reading/research	Power Points Research opportunities

• Formal elements. • Scale and size – Functional Skills in numeracy. • Design ideas, e.g. sketches, thumbnails, layouts, patterns, test pieces, samples. • Reflect on and annotate work to show development of ideas/communicate ideas to others in relation to the given stimulus. • Final design ideas: finished paintings, drawings, prints.			Writing Grammar Vocabulary Spelling of key words **Planning Real life:** • Managing information: collecting information on chosen artists, organising information, determining relevant information with reference to scenario and theme. • Managing self: being proactive and flexible when working through ideas and experimenting, monitoring own performance and devising strategies for improvement.	

GENERAL RESOURCES:	KEY WORDS:	LINKS TO SMSC/BV:
PowerPoint **Sketchbook** **Materials for practical work** **Tools and equipment**	**Historical, contemporary, two-dimensional, formal elements, sketch, watercolour, charcoal, formal, mark-making, print**	**PSHE/SMSC (spiritual, moral, social, cultural)/BV (British Values) opportunities:** -Developing confidence & responsibility & making most of your abilities -Preparing to play and active role as a citizen -Developing a healthy and safer lifestyle

		-Developing good relationships & respecting differences -Spiritual, moral, social & cultural development -Life skills – thinking, learning, health & safety Effective contributors

Session		Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 1		By the end of the session, you **must** be able to: Identify themes and materials used in a range of examples of 2D art. You **should** be able to: Interpret the work of one 2D artist using a range of materials. You **could** be able to: Create a new version of an existing 2D artwork using a range of materials. **Keywords:** Composition Contrast Balance Scale Proportion Line Shape Form Tone Pattern Value Shading	**Introduction: Introduction to Unit – 2D Art** **Information** Learners are introduced to the idea of working in 2D, techniques that will be explored in the unit and to the work of artists and designers who work in 2D. **Starter** Learners are shown a range of examples of 2D art and facilitate a group discussion about what themes they see and what materials have been used. **Practical task** **Students choose/ given artist example.** **4 stations set up around table with materials used for 2D techniques.** **Mark-making with charcoal** **Drawing with pencil/pen** **Ink** **Watercolour pencils** **Students must go around the table and attempt to recreate the artist example using the materials provided.** **Higher ability learners will be encouraged to develop their own style and preferences when drawing.** **Ensuring success** 5 minute stations to encourage focus A range of materials provided **Plenary:** Verbal and written feedback – evaluation. What went well? Which technique do you think is the most effective? Which do you like the least?	PPT: Artist examples Yayoi Kusama Worksheet: Other: Printed artist examples Materials: charcoal, pencils, ink, watercolour pencil, paintbrushes, paper Sketchbooks	Formative	Summative
					Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.	

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 2	By the end of the session, you **must** be able to: Match colours to specific emotions You **should** be able to: Investigate how colours are used in a range of existing artwork You **could** be able to: Apply your findings and use mark-making and colour selection to visually express a chosen emotion. **Keywords:** Evoke Primary Secondary Tertiary Complementary Contrasting Shade Expression Atmosphere Impact Response	**Introduction: Mark-making – The Link Between Colour and Emotion** **Information** Exploring the link between colour and emotion and how mark-making can communicate emotion **Starter** Paint chart samples – match the colour to the emotion. Learners will respond to prompts such as "you are creating a painting to express anger – choose 5 colours you would use and explain why" Repeat with emotions like calm, joy, fear, love. Discuss similarities and differences in colour choices. **Practical task** Learners are given or choose one emotion (e.g. sadness, anxiety, excitement, calm, confusion) Optional: learners pick emotion from a hat. Learners create a mini expressive 2D design using mark-making and colour focusing on chosen emotion. **Ensuring success** A range of tasks that involve problem-solving and communication. Scaffolding and prompts available for lower-ability learners Visual guides (existing artworks available for reference) **Plenary:** • What colour/emotion have you discovered today? Identify and evaluate one colour.	PPT: Artist examples Van Gogh Kandinsky Rothko Worksheet: Other: Paint samples Materials such as charcoal, pencils, ink, watercolour pencil, paintbrushes Sketchbooks	Formative	Summative
				Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.	

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	

Session 3	By the end of the session, you **must** be able to:
	Recall a range of 2D drawing techniques
	
	You **should** be able to:
	Attempt a range of 2D drawing techniques
	
	You **could** be able to:
	Evaluate the effects of a range of 2D drawing techniques
	
	Keywords:
	Line
	Texture
	Repetition
	Proportion
	Scale
	Shading
		Introduction: Drawing techniques with Pencil – Inspired by Hokusai
		
		Information
		Learners will attempt various drawing techniques and incorporate mathematics (size, scale, proportion, scaling up and down, area). Learners experiment with the different techniques demonstrated to produce test pieces and samples.
		
		Starter –
		Introduce Hokusai and show examples of his sketches and drawings. Discuss use of line, texture, repetition, proportion.
		Learners complete a series of timed drawing challenges using a simple object.
		Eyes closed, opposite hand, pencil in mouth, standing up, continuous line. Respond and discuss results (30 seconds each)
		Discussion – which one was the most challenging?
		
		Practical task
		Identify a range of techniques in Hokusai and other artist examples.
		Demonstrate techniques: blending and shading, hatching and crosshatching, stippling, impressing.
		
		Higher ability learners can apply techniques by drawing a “still life object”. Encourage focus on scale and proportion.
		
		Ensuring success
		• Varied resources
		  • Scaffolding challenges
		  • Visual references
		
		Plenary:
		Evaluate the effects of the 2D techniques explored.
		What technique did you learn about today that you didn’t previously know?
			PPT: Hokusai, other existing artworks
			
			Worksheet: Drawing techniques
			
			Other:
			
			Materials: pencils, rubber, sharpener, paper, still life objects
			
			Sketchbooks
				Formative	Summative

				Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.	

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 4	By the end of the session, you **must** be able to:	**Introduction: Ink Effects**	PPT: Artist examples Chinese ink painting	Formative	Summative

	Describe how artists have used ink in existing work You **should** be able to: Create a visual reference sheet of ink effects You **could** be able to: Evaluate the use of ink expressively or for fine detail **Keywords:** Wash Resist Bleeding Dry brush Blotting Line Tone	**Information** Learners will explore working with inks, water-soluble pens and produce test pieces and samples using the techniques and materials demonstrated. **Starter** Show examples of artists who use ink What can ink do that pencil or paint can't? **Practical task** Create a visual reference sheet of ink effects Ink wash (with water) Splatter and blow (with straws) Dry brush (paintbrush) Dip pen line work Label each effect with brief notes on effectiveness. Experiment with control vs. spontaneity – what is the effect? **Ensuring success** • Visual references Experimentation based learning – helps to remove blocks/vulnerability **Plenary:** • Which technique surprised you the most? Which might you use in a future design and why? How does the unpredictability of the ink affect the creative process?	Ralph Steadman Worksheet: Other: Printed artist examples Materials: Indian ink, black drawing ink, watercolour paper, paintbrushes, dip pens, straws, pipette, spray bottle, sponge, Sketchbooks	Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 5	By the end of the session, you **must** be able to:	**Introduction: Ink Effects – Wax Resist and Ink (Create a final 2D piece)**	PPT: Artist examples	Formative	Summative

	Follow instructions to create a wax resist artwork sample You **should** be able to: Design your own wax resist artwork You **could** be able to: Compare the success of the wax resist technique **Keywords:** Wash Resist Wax Diluted Reveal Contrast Texture Pattern	**Information** Follow-on lesson focusing on a wax resist technique using ink and building on existing ink experimentation. Creating contrast by repelling ink with wax. **Starter** Recall what ink techniques were discovered in the previous lesson. Introduce process of wax resist by showing artist examples and practical demonstration. **Practical task** Learners draw patterns/design onto paper using wax crayon or candles. Apply ink wash by brushing diluted black ink over the wax to reveal the resist effects. Higher ability learners can choose to experiment with different strokes, layering washes, adding colour, salt or tissue to modify texture. **Ensuring success** • Visual references • Building on prior learning – scaffolded activities **Plenary:** • What worked well? What didn't? What could you add to your wax resist to make it mixed-media?	Worksheet: Other: Printed artist examples Materials: White wax crayons or candles, paper, black drawing ink, Indian ink, paintbrushes, water pots, paper towel Sketchbooks	Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 6	By the end of the session, you **must** be able to:	**Introduction: Create a final 2D piece (time allocated to complete sketchbooks)**	PPT: Artist examples	Formative	Summative

	Recall the definition of 2D techniques explored throughout the unit You **should** be able to: Summarise the effects of the 2D techniques and reflect on experience You **could** be able to: Design your own 2D artwork to showcase the skills and techniques gained over the course of the unit. **Keywords:** Line Texture Repetition Proportion Scale Shading Wash Resist Wax Diluted Reveal Contrast Texture Pattern	Learners will be encouraged to independently create their own 2D artwork taking inspiration and theme from the techniques and materials explored in the previous 5 sessions. **Information** **Starter** Looking through sketchbooks - recall techniques explored throughout unit. Group discussion. **Practical task** Time allocated to complete any outstanding work from unit and collate in sketchbook. Time allocated for higher ability learners to design a 2D artwork to showcase skills gained (A5 size) **Ensuring success** • A range of activities available to target each learning ability • Options for peer discussion and feedback **Plenary:** • Summarise and evaluate the effects of the 2D design and reflect on experience.	Worksheet: Other: Printed artist examples Materials such as charcoal, pencils, ink, watercolour pencil, paintbrushes Sketchbooks	Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.

Unit AD7 Presenting an Image Using a Camera

Learning aim	Key teaching areas	Summary of suggested assessment evidence	Knowledge

A Create images using photographic equipment **B** Communicate ideas and information in response to a brief	• Using cameras and equipment • Using photography in different contexts • Creating a portfolio • Problem solving and communicating photographic images	• Composition, selection and presentation of photographs • Process portfolio responding to a brief	• How to create photographs with some control • Types of audience for photography and their needs • Characteristics of different photographic processes • Different ways of presenting photographs to an audience

Unit: AD7	**Duration:** Autumn Term 2

Unit Aims:

Skills:

- Creating photographs as works of art and design
- Working with different types of photographic equipment and techniques
- Preparing photographs for presentation and communication

Learning outcomes

The pupils should be able to:

- Create images using photographic equipment
- Communicate ideas and information in response to a brief.

Unit Content	Adaptive Strategies:	ASSESSMENT STRATEGIES:	CROSS CURRICULAR:	USE OF ICT:
Using cameras and equipment Handling and care of equipment, e.g. holding a camera steadily, using a neck strap, ensuring battery is charged. Working processes and composition techniques. Composing shots and selecting the 'right' shot. Taking photographs that record sufficient detail, e.g. are not blurred, are well-exposed and are well-framed. File sizes and resolution needed for different purposes, e.g. JPEG, TIFF, GIF; saving and backing up. Editing images for best results, e.g. enhancing the subject, cropping unnecessary details, choosing the best image. Working processes with natural and artificial light, e.g. hard and soft daylight, artificial light sources. Using photography in different contexts Working with adults or children. Working with others, e.g. as a photographic assistant, as a video team, with an editor. Creating a portfolio	Teachers will plan for different groups of learners. They may do so by level of support, step-by-steps, level of challenge or by outcome, etc.	- Photographic evidence, - completed assignment briefs - Assessors reports for each section.	**Maths opportunities:** Number Ratio, proportion Geometry, recording data and measurement Statistics **English opportunities:** Speaking & Listening Reading/research Writing Grammar Vocabulary Spelling of key words **Planning Real life:** Communication: expressing ideas through images, communicating intention and purpose, choosing the right	Power Points Research opportunities

Selecting photographs in response to a brief or theme from a range of shots. Annotating and making comments to support the brief. Problem solving and communicating photographic images Setting out the steps needed to organise images for a specified purpose, e.g. a photo story, as a document of an event, to record an object. Types of visual information to communicate, e.g. subject matter, detail, contrast. Sharing photographs, e.g. photo-sharing websites, blogs. Taking photographs for different purposes.			subject and composition. Problem solving: managing ideas correctly, transferring ideas to concept and into print, working in given timescales to take and produce images using equipment.	

GENERAL RESOURCES:	KEY WORDS:	LINKS TO SMSC/BV:
PowerPoint **Sketchbook** **Materials for practical work** **Tools and equipment**	Camera Lense Tripod ISO Shutter speed Aperture Composition Exposure Focus	**PSHE/SMSC (spiritual, moral, social, cultural)/BV (British Values) opportunities:** -Developing confidence & responsibility & making most of your abilities -Preparing to play and active role as a citizen -Developing a healthy and safer lifestyle -Developing good relationships & respecting differences -Spiritual, moral, social & cultural development -Life skills – thinking, learning, health & safety Effective contributors

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 1	By the end of the session, you **must** be able to:	**Introduction: Introduction to unit** **Handling photographic equipment and introduction to photographic techniques**	PPT: Symbol and equipment support PPT	Formative	Summative

	Label camera equipment and symbols You **should** be able to: Record findings relating to handling photographic equipment to take effective images You **could** be able to: Document understanding of photographic equipment through a series of images and annotations in sketchbook **Keywords:** Camera Lense Tripod ISO Shutter speed Aperture Composition Exposure Focus	**Information** Finding out what learners know about photographic equipment. Handling photographic equipment. Introduction to basic techniques and experimenting within classroom environment. **Starter** Have you used a camera before? Handling photographic equipment – learners respond to symbols on camera Shown images of various cameras – what do you think this would be suited for? How best to handle this equipment? Pros and cons of equipment **Practical task** In classroom – experiment with camera. How to hold a camera How to keep it steady How close can I get before it gets blurry? What is the best angle to take the photo from? How does lighting affect an image? Record findings. **Ensuring success** • Scaffolded instruction – learners can partake in activities to suit their level of ability and engagement **Plenary:** • Verbal and written feedback – evaluation. Were you surprised by any of your findings? Which technique do you think is the most effective? Which do you like the least?	Worksheet: Symbol and equipment worksheet Other: Printed artist examples Materials: Camera Camera Lense Camera bag Tripod Sketchbooks	Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 2	By the end of the session, you **must** be able to:	**Introduction: Taking photography in the local community**	PPT:	Formative	Summative

	Compose simple camera shots and take images You **should** be able to: Compose appropriate camera shots and take competent images You **could** be able to: Compose accurate camera shots and take a range of effective images **Keywords:** Camera Lense Tripod ISO Shutter speed Aperture Composition Exposure Focus	**Information** Photographic techniques workshop outdoors in the local area – explore and experiment through practical task. **Starter** Learners should decide on a subject for their photography and complete a rough plan. For example, if a learner chooses the subject of trees. How many different trees would they like to take photos of? What range of shots should they aim to take? Where will the locations be? **Practical task** Still photography techniques including close-ups, framing composition, using light and shadow. **Ensuring success** • A range of tasks that involve problem-solving and communication. • Scaffolding and prompts available for lower-ability learners • Visual activity • Outside the classroom – outdoor education **Plenary:** • Come back into the classroom and discuss experience. What went well? What was difficult? How do you think your photos came out? What do you like/dislike about them?	Worksheet: Paper to plan shots before going outside Other: Materials Camera Camera lense Camera bag Tripod Sketchbooks	Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 3	By the end of the session, you **must** be able to:	**Introduction: Editing, printing and annotating photographs**	PPT: Example of how sketchbook should look	Formative	Summative

	Discuss and evaluate the success of photos taken
	
	You **should** be able to:
	Collate at least two photographs into sketchbook with annotations
	
	You **could** be able to:
	Edit photos before printing to enhance their effect and document process in sketchbook.
	
	Keywords:
	Camera
	Lense
	Tripod
	ISO
	Shutter speed
	Aperture
	Composition
	Exposure
	Focus
		Information
		Learners will compose their images and can display them in their sketchbook. They will annotate their images in their sketchbook reflecting on the techniques used.
		
		Starter
		Choosing images. Discussion on how they feel about images.
		
		Practical task
		Collating images within sketchbook, editing photos and displaying them.
		Students can choose various ways to display images with borders and mounting.
		Images should be annotated explaining choices such as subject, composition.
		
		Ensuring success
		• A range of tasks that involve problem-solving and communication.
		  • Scaffolding and prompts available for lower-ability learners
		  • Visual guides
		  • Activities suited to both group and independent work.
		
		Plenary:
		Peer assessment – look at each other's sketchbook and discuss the images.
		What has been successful? What images work well?
			Worksheet:
			
			Other:
			
			Materials
			Photo paper – matte, gloss
			Card
			Pens
			
			Sketchbooks
				Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.

Unit AD12 Creating Prints

Learning aim	Key teaching areas	Summary of suggested assessment evidence	Knowledge

A Explore and refine ideas for patterns and produce a design for a print **B** Produce a piece of printed artwork	• Printmaking materials, tools and equipment • Planning and designing prints • Producing prints	• Final print work • Annotated previous prints showing planning, reflection and areas for improvement	• Working with printing equipment • Using objects to make prints • Planning a print design • Singular and repeated pattern making • Fabric printing

Unit: AD12	**Duration:** Autumn Term 2

Unit Aims:

Skills:

- Using different methods for making prints
- Design and planning
- Creating prints for artwork

Learning outcomes

The pupils should be able to:

- Develop, experiment with and refine ideas for patterns and produce a clear design for a print.
- Select suitable printmaking materials and produce a competent piece of printed artwork.

Unit Content	Adaptive Strategies:	ASSESSMENT STRATEGIES:	CROSS CURRICULAR:	USE OF ICT:
Printmaking materials, tools and equipment Materials: printing inks, paint, string, hessian, scrim, glue, card, paper, tracing paper, fabric, found textures. Tools and equipment: rollers, presses, blocks, screens, printing beds, drying racks, cutting tools, brushes and mark making implements. • Awareness of good working practices, health and safety, care of tools and equipment. **Planning and designing prints** Block printing such as hands, potatoes, leaves, feathers. Stencils. Mark-making printing such as monoprinting. String print, glue prints, mixed media. Dry point, linocut, easy-carve. Exploring artists' work using given themes, exploring primary and secondary research. Demonstrating good working practices, health and safety, care of tools and equipment.	Teachers will plan for different groups of learners. They may do so by level of support, step-by-steps, level of challenge or by outcome, etc.	- Photographic evidence, - completed assignment briefs - Assessors reports for each section.	**Maths opportunities:** Number Ratio, proportion Geometry, recording data and measurement Statistics **English opportunities:** Speaking & Listening Reading/research Writing Grammar Vocabulary Spelling of key words **Planning Real life:** Review and improve own performance: refine ideas and designs for printmaking work, self-	Power Points Research opportunities

Producing prints Using formal elements, including line, tone, colour, shape, pattern, texture, in a set or given theme. Producing printmaking ideas, designs and sketches. Exploring printing techniques using different printing methods and materials. Developing work in different scales, on a range of papers, plastics or fabrics using repeated patterns. Presenting work in sketchbooks, folders or produced portfolios to showcase printed samples. Annotating and labelling work produced.			review identifying errors and areas for improvement, using peer review and tutor feedback. • Planning: designs, selecting printing method to use.	

GENERAL RESOURCES:	KEY WORDS:	LINKS TO SMSC/BV:
PowerPoint **Sketchbook** **Materials for practical work** **Tools and equipment**		**PSHE/SMSC (spiritual, moral, social, cultural)/BV (British Values) opportunities:** -Developing confidence & responsibility & making most of your abilities -Preparing to play and active role as a citizen -Developing a healthy and safer lifestyle -Developing good relationships & respecting differences -Spiritual, moral, social & cultural development -Life skills – thinking, learning, health & safety Effective contributors

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 1	By the end of the session, you **must** be able to:	**Introduction: Introduction to Enterprise Scheme** **Christmas card project – make and sell.**	PPT: Linoprint artist examples Edward Bawden	Formative	Summative

	Identify the key characteristics of lino print designs
	
	You **should** be able to:
	Show a range of prints made using block printing technique
	
	You **could** be able to:
	Use block printing to create the background of Christmas cards for enterprise
	
	Keywords:
	Printmaking
	Lino print
	Monoprint
	Layering
	Relief Printing
	Carving
	Linoleum
	Ink Roller
	Negative Space
	Impression
	Texture
	Stamp
	Mirror Image
	Enterprise
	Design
		Information
		Explain what lino-printing is – a type of relief printing where the surface is carved to create a design.
		Explain what mono-printing is. Show visual examples.
		
		Starter
		Show students a range of printing techniques they could complete in Linoprint/monoprint style.
		Respond to visual examples.
		
		Practical task
		Monoprint using found materials, what effects can be made with leaves?
		
		Ensuring success
		• Introduction of project to give wider purpose to engagement
		  • Visual activity
		  • Practical activity
		
		Plenary:
		• Verbal and written feedback – evaluation.
		What went well?
		Which technique do you think is the most effective?
		Which do you like the least?
			Pablo Picasso
			Angela Harding
			Claude Flight
			Sybil Andrews
			
			Worksheet: Printed examples
			
			Other:
			
			Printed artist examples
			
			Materials:
			
			Sketchbooks
				Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 2	By the end of the session, you **must** be able to: Understand the step-by-step process of lino-printing You **should** be able to:	**Introduction: Lino-printing** **Information** Re-cap what lino-printing is and show visual examples. Introduce and define key vocabulary **Starter** Mini whiteboards/peer discussion – "what do you think happens when you carve into the lino?"	PPT: Artist examples – same as previous week Worksheet: Step-by-step process worksheet Other:	Formative	Summative

	Create a design on linoleum rubber ready for printing You **could** be able to: Add fine detail and texture to lino-print design using carving tools. **Keywords:** Printmaking Layering Relief Printing Carving Linoleum Ink Roller Negative Space Impression Texture Block printing Stamp Mirror Image Enterprise Design	Draw what you think is meant by mirror image, negative space **Practical task** Learners receive step-by-step process worksheet and watch tutor demonstration adding information to worksheet. Learners design a simple motif (e.g. plant, pattern, shape) and transfer it onto linoleum rubber using pencil. Higher ability learners can challenge themselves to add fine detail or try layering ideas **Ensuring success** • A range of tasks that involve problem-solving and communication. • Scaffolding and prompts available for lower-ability learners • Visual guides (existing artworks available for reference) **Plenary:** • Stick any testers into sketchbook and annotate Annotate – what worked well in my design? What would I do differently next time?	Materials Linoleum rubber Carving tools Simple images Paper Pencil Ink Roller Tray Sketchbooks		

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 3	By the end of the session, you **must** be able to: Print a basic lino-print design on a Christmas card You **should** be able to: Carve and print a range of basic lino-print designs on Christmas cards You **could** be able to:	**Introduction: Lino-printing** **Information** Continuation of previous session. Learners are now expected to develop their lino-print skills by creating a print on a range of Christmas cards **Starter** Choose image and use pencil to draw out design and prepare to cut lino. **Practical task**	PPT: Artist examples – Christmas card examples Worksheet: Other: Materials Linoleum rubber Carving tools	Formative	Summative

	Carve and print a range of detailed lino-print designs on Christmas cards
	
	Keywords:
	Printmaking
	Layering
	Relief Printing
	Carving
	Linoleum
	Ink Roller
	Negative Space
	Impression
	Texture
	Block printing
	Stamp
	Mirror Image
	Enterprise
	Design
		Carve and print a range of lino-print designs on Christmas cards.
		Higher ability learners will be encouraged to add another print type to their cards – stencils.
		
		Ensuring success
		• A range of tasks that involve problem-solving and communication.
		  • Scaffolding and prompts available for lower-ability learners
		  • Visual guides (existing artworks available for reference)
		
		Plenary:
		• Peer assessment – reflect on the designs made. What worked? What didn't?
			Simple images
			Paper
			Pencil
			Ink
			Roller
			Tray
			Stencils
			Decorations
			
			Sketchbooks		

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 4	By the end of the session, you **must** be able to: Complete a Christmas card ready for enterprise scheme You **should** be able to: Produce a range of Christmas cards with a range of effects ready for enterprise scheme You **could** be able to: Create relevant advertising and marketing to increase the professional look of enterprise scheme	**Introduction: Packaging, preparing to sell, taking to local community vendors, celebrating success.** **Information** Cards will be completed, and students will be required to package and prepare for sale. Time may be spent distributing cards in local community or inviting others into provision to purchase cards. Time also allocated to complete cards. **Starter** Time allocated to complete any outstanding design work **Practical task** Package cards with envelopes into plastic wrapping. Attach CVP logo stickers and distribute in local community or within provision as part of Christmas events. **Ensuring success**	PPT: Worksheet: Other: Materials Envelopes Packaging CVP logo stickers Price list Sketchbooks	Formative	Summative

	Keywords: Printmaking Layering Relief Printing Carving Linoleum Ink Roller Negative Space Impression Texture Block printing Stamp Mirror Image Enterprise Design	• Extended time offered to support all learners in completing their work • Celebrating success at all levels – a sense of pride in making and selling product **Plenary:** • Stick evidence such as photos of participation in enterprise scheme into sketchbooks and add annotations. What worked well in my design? How would I do it differently next time?			

Unit AD10 Creating a Mood Board

Learning aim	Key teaching areas	Summary of suggested assessment evidence	Knowledge
A Produce a mood board in response to a brief	• Use of materials in response to requirements of a brief • Development and application of skills and techniques • Purpose of mood board	• Portfolio showing development • Final mood board	• Requirements of a brief • Mood board: purpose and requirements • Research techniques • Presentation techniques
B Manage information and communicate design ideas when producing a mood board in response to a brief			

Unit Aims:

Skills:

- Sourcing materials to describe ideas • Experimenting with materials and techniques, e.g. selection and presentation • Developing and communicating ideas for final piece • Producing final mood board • Communicating ideas

Learning outcomes

The pupils should be able to:

- 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.

Unit Content	Adaptive Strategies:	ASSESSMENT STRATEGIES:	CROSS CURRICULAR:	USE OF ICT:
• Use of materials in response to requirements of a brief • Images that can be applied to a mood board such as drawings, paintings, sketches, cuttings. • Photographs that identify features, themes or specific points. • Colours and textures: fabrics, paper, rubbings, cuttings, card. • Typography and text: titles, quotes, definitions. • Samples: wood, plastic, metal. • Deciding on the right materials to meet the requirements of a brief and making choices for selection. Development and application of skills and techniques • Selection of materials and experimentation. • Planning of layout on a mood board to best 'showcase' ideas and concepts by considering form, layout, format, size and quantity. • Notes and annotations to explain development. • Communicating ideas: final mood board. • Supporting information, e.g. notes to support communication of ideas. Purpose of mood board • Communicate design ideas in response to a scenario and/or client brief. • Communicate a theme, e.g. through colour, mood,	Teachers will plan for different groups of learners. They may do so by level of support, step-by-steps, level of challenge or by outcome, etc.	- Photographic evidence, - completed assignment briefs - Assessors reports for each section. - Portfolio showing development - Final mood board	**Maths opportunities:** Number Ratio, proportion Geometry, recording data and measurement Statistics **English opportunities:** Speaking & Listening Reading/research Writing Grammar Vocabulary Spelling of key words **Planning Real life:** Managing information: sourcing materials, selecting relevant materials to meet the requirements	Power Points Research opportunities

form. • Conveying ideas to support selection and testing of materials, textures and colours. • Art and design outcomes: o painting o textile design o fashion design o furniture design o costume o graphics o photography. • Review: outcomes in response to requirements of the brief.			of the brief, organising materials for presentation. • Communication: presenting materials (mood board), presenting ideas in response to the brief.	

GENERAL RESOURCES:	KEY WORDS:	LINKS TO SMSC/BV:
PowerPoint **Sketchbook** **Materials for practical work** **Tools and equipment**	Culture Tradition Symbolism Expression Colour Texture Shape Contrast Design Influence Inspiration Annotation Motif Cultural identity	**PSHE/SMSC (spiritual, moral, social, cultural)/BV (British Values) opportunities:** -Developing confidence & responsibility & making most of your abilities -Preparing to play and active role as a citizen -Developing a healthy and safer lifestyle -Developing good relationships & respecting differences -Spiritual, moral, social & cultural development -Life skills – thinking, learning, health & safety Effective contributors

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 1	By the end of the session, you **must** be able to:	**Introduction: Masks From Around the World.**	PPT: PowerPoint or visual display of masks from various	Formative	Summative

	Identify and describe different cultural masks from around the world You **should** be able to: Select and begin presenting visual and written information for your mood board You **could** be able to: Analyse and compare at least two masks from different cultures using keywords **Keywords:** Culture Tradition Symbolism Expression Colour Texture Shape	**Information** **Masks from Around the World.** **Brief: You have been asked to create a mask out of clay that represents a culture or tradition from around the world. To begin this project, you must complete a mood board to explore potential ideas, sources of inspiration, and visual styles.** **Starter** **PowerPoint/visual display** **Discuss symbolism, purpose (e.g. ceremonial, theatrical, spiritual), materials used.** **Match-up activity – match the mask to the culture or region** **Practical task** **Begin research and start to select images and ideas for mood board. What masks would you like to investigate in more detail? Is there a theme you would like to focus on?** **Ensuring success** • Provide printed examples of strong mood board • Provide prompts/sentence starters • Provide pre-selected image packs **Plenary:** • Verbal and written feedback – evaluation. Share one interesting fact or image you found today Which cultures masks interested you the most and why?	cultures (African tribal masks, Japanese Noh masks, Venetian carnival masks, Native American masks. Worksheet: Other: Printed artist examples Materials: Magazines Books Printed images Scissors Glue Sketchbooks	Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 2	By the end of the session, you **must** be able to: Complete a visually engaging mood board with a clear cultural theme You **should** be able to: Annotate your images using appropriate artistic and cultural terminology You **could** be able to:	**Introduction: Complete and present mood board** **Information** **Remind students of success criteria** **Clear, cultural focus** **A range of visuals and textures** **Clear, purposeful annotations** **Thoughtful layout** **Starter**	PPT: PowerPoint or visual display of masks from various cultures (African tribal masks, Japanese Noh masks, Venetian carnival masks, Native American masks. Worksheet: Other: Mood board examples	Formative	Summative

	Justify your design direction and explain how your mask might reflect the chosen culture **Keywords:** Contrast Design Influence Inspiration Annotation Motif Cultural identity	**Show examples of strong, completed mood boards. Students are reminded of success criteria and identify how the criteria has been met in examples.** **Practical task** **Time allocated for students to complete mood boards. Add annotations using keywords** **How might these ideas influence their clay mask?** **Ensuring success** • Checklist for success of criteria **Plenary:** • Evaluation of mood board What went well? Which visual or cultural technique do you think is most effective? Which do you like the least and why?	Visual resources Materials Magazines Books Printed images Scissors Glue Sketchbooks		

Unit AD11 Creating an Artefact Using Clay

Learning aim	Key teaching areas	Summary of suggested assessment evidence	Knowledge
A Produce an artefact using clay	• Preparing clay, building by hand and throwing • Tools and equipment	• Final clay artefact • Log of progress and problem-solving solutions	• Working with clay • Use of clay-making tools and equipment • Basic hand-building techniques

B Manage self and solve problems when creating a clay artefact	• Produce and decorate clay artefacts		• Use of technical words

Unit: AD11	**Duration:** Winter Term 1

Unit Aims:

Skills:

- Preparation of clay and making • Design • Decoration and finish • Time management

Learning outcomes

The pupils should be able to:

- Learners will develop skills in working with clay to create different types of artefact. They will learn how to prepare, work with and decorate the clay artefacts they produce.

Unit Content	Adaptive Strategies:	ASSESSMENT STRATEGIES:	CROSS CURRICULAR:	USE OF ICT:
• Preparing clay, building by hand and throwing • Exploring characteristics of clay: air dried, red earthenware, stoneware, colour, texture, strength. • Learning how to prepare clay, e.g. kneading, wedging, rolling. • Exploring hand-building techniques in clay, e.g. pinching, coiling, slabbing, joining and coiling. • Awareness of good working practices, health and safety, care of tools and equipment. • Researching and planning: primary and secondary sources, websites, books, journals, practicing artists, exhibitions and museums. • Consideration and record of clay techniques to be used such as pinch, coil, slab or potter's wheel. Tools and equipment • Exploring materials: cutting wires, clay knives, brushes, scrapers, texturing tools, sponges, turning tools, rolling pins. • Exploring equipment, e.g. wheels, kiln, kiln furniture, casting molds. • Using equipment such as a potter's wheel. Produce and decorate clay	Teachers will plan for different groups of learners. They may do so by level of support, step-by-steps, level of challenge or by outcome, etc.	- Photographic evidence, - completed assignment briefs - Assessors reports for each section.	**Maths opportunities:** Number Ratio, proportion Geometry, recording data and measurement Statistics **English opportunities:** Speaking & Listening Reading/research Writing Grammar Vocabulary Spelling of key words **Planning Real life:** Problem solving • Self-management and development Problem solving: appropriate hand-	Power Points Research opportunities

artefacts • Storage: maintaining workability of clay over time, maintaining dampness. • Learning about drying stages, e.g. biscuit firing, firing procedures, glaze firing, air drying • Surface glazing: pouring, sponging, painting, dipping, coloured slips, oxides, glazes, transparent, opaque, paint. • Using formal elements of colour, line, texture, shape, form. • Consideration of decoration of clay artefact such as mark making, paint or glaze. • Reviewing clay-making work produced, self-review, peer review, tutor feedback.			building and throwing techniques for chosen designs, selecting the most appropriate tools and equipment, responding to time issues and drying, solving issues such as breakages and damage, recording and logging issues and solutions. • Self-management and development: taking and making decisions about clay work, choosing options to solve problems, designing a clay artefact.	

GENERAL RESOURCES:	KEY WORDS:	LINKS TO SMSC/BV:
PowerPoint **Sketchbook** **Materials for practical work** **Tools and equipment**	Clay, Pinch pot Coil Technique Artefact Slip Texture Sculpting Tools	**PSHE/SMSC (spiritual, moral, social, cultural)/BV (British Values) opportunities:** -Developing confidence & responsibility & making most of your abilities -Preparing to play and active role as a citizen -Developing a healthy and safer lifestyle

	Score	-Developing good relationships & respecting differences -Spiritual, moral, social & cultural development -Life skills – thinking, learning, health & safety Effective contributors

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 1	By the end of the session, you **must** be able to:	**Introduction: Introduction to unit – introduction to working with clay and tools and equipment**	PPT: Clay tools	Formative	Summative

	Identify tools used in clay-work and name them accurately You **should** be able to: Explain the function and purpose of each tool used when working with clay You **could** be able to: Explore and evaluate the tactile experience of clay by creating a pinch pot and coil-built artefact. **Keywords:** Clay, Pinch pot Coil Technique Artefact Slip Texture Sculpting Tools Score	**Information** Explore the foundations of clay – introduction to the essential tools and techniques used when sculpting with clay. Overview of clay as a material: properties, types, drying times. **Starter** **Quiz – can you identify the tool? What do you think it does? Match each clay tool to its name and purpose** **Practical task** Experiment – what is clay like to work with? How does it feel? What it will and wont do. Try clay techniques – producing a pinch artefact and coil artefact Time management challenge – set a time to create a certain artefact. **Ensuring success** • Visual aids and tool demonstrations provided at each station. Step-by-step guidance for each technique Regular check-ins **Plenary:** • Verbal and written feedback – evaluation. What went well? Which technique did you find the most enjoyable? Which was the most challenging?	Worksheet: Clay tools match-up task Other: Printed images Materials: Sketchbooks	Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 2	By the end of the session, you **must** be able to:	**Introduction: Making a slab artefact (inspired by Masks of the World theme)**	PPT:	Formative	Summative

	Understand the step-by-step process of creating a slab artefact. You **should** be able to: Construct a basic slab artefact using a range of techniiques You **could** be able to: Enhance your slab artefact with surface details, textures or applied decoration **Keywords:** Slab Score Slip Bonding Texture Thickness Composition Motif	**Information** Learners are introduced to the technique of creating a slab artefact – how to roll the clay out, even the thickness and let it lightly air dry. Learners cut the shapes to make an artefact and score the edges so that there is a bonding surface. **Starter** **Visual prompt discussion – display examples of slab-built artefacts** **What theme do you think inspired this piece?** **What techniques can you identify?** **Practical task** **Roll out clay, even thickness** **Cut out shapes** **Score and slip joining edges** **Assemble slab components** **Begin adding surface details or decorative elements** **Ensuring success** • Step-by-step demonstration Guidance available throughout session Encourage slow pace and taking time over joins and decorations **Plenary:** • Verbal and written feedback – evaluation. What went well? What would you improve or try differently next time?	Worksheet: Other: Printed artist examples Materials: Sketchbooks	Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 3	By the end of the session, you **must** be able to: Identify and research clay built artefacts You **should** be able to: Draw out own design idea for clay artefact in preparation for next lesson You **could** be able to: Annotate design with decoarative techniques **Keywords:** Design Concept Texture Form Function Relief Join Balance Decoration Inspiration	**Introduction: Designing a clay artefact** **Information** Learners will design a clay artefact; communicating which hand-building method they might use to produce the artefact and recording decisions and designs in a log. They will specify how they would decorate their clay artefact. Learners will select clay and decorative techniques. They will record and discuss this with their peers. **Starter** **Visual research – look at examples of clay built artefacts that explore various cultures. Masks of the world, figures etc** **Practical task** Plan design idea with annotations **Ensuring success** • **Plenary:** • Verbal and written feedback – evaluation. What went well? Which technique do you think is the most effective? Which do you like the least?	PPT: Worksheet: Other: Printed artist examples Materials: Sketchbooks	Formative	Summative
				Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.	

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 4	By the end of the session, you **must** be able to: Create a simple clay artefact based on design from previous lesson You **should** be able to: Add detail and use a variety of tools and decorative techniques on clay artefact to develop design You **could** be able to: Record and discuss decisions made in process in sketchbooks and with peers **Keywords:** Clay Pinch Slab Coil Score Lip Join Texture Modelling Support Technique	**Introduction: Complete a clay artefact and record in sketchbooks** **Information** Learners will design a clay artefact; communicating which hand-building method they might use to produce the artefact and recording decisions and designs in a log. They will specify how they would decorate their clay artefact. Learners will select decorative techniques. They will record and discuss this with their peers. **Starter** **Practical task** **Ensuring success** • A range of tasks that involve problem-solving and communication. • Scaffolding and prompts available for lower-ability learners • Visual guides (existing artworks available for reference) **Plenary:** Verbal and written feedback – evaluation. What went well? Which technique do you think is the most effective? Which do you like the least?	PPT: Worksheet: Other: Materials Sketchbooks	Formative	Summative

Unit AD8 Designing a Product

Learning aim	Key teaching areas	Summary of suggested assessment evidence	Knowledge
A Produce a design for a product in response to a brief	• Understanding a brief • Generating ideas • Producing designs	• Portfolio of designed work for a product, from a given brief. • Final summary in portfolio, reviewing and reflecting on effectiveness of own design	• Design development cycle from brief to end product • Interpreting a brief and meeting the needs of others (clients) • Time management • Understanding of products
B Review and reflect upon the effectiveness of a designed product			

Unit: AD8	**Duration:** Winter Term 2

Unit Aims:

Skills:

- 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.

Learning outcomes

The pupils should be able to:

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Unit Content	Adaptive Strategies:	ASSESSMENT STRATEGIES:	CROSS CURRICULAR:	USE OF ICT:
• Understanding a brief • Interpreting the content of a brief from a client such as the theme and purpose. • Understanding the requirements of the brief; size, shape, media and materials to be used. • Understanding deadlines set and how to plan work to meet the deadlines. Generating ideas • Investigating the work of artists, designers and craftspeople in response to the set brief. • Carrying out research to inform and inspire designs from other products. • Working with the client and building a relationship to work through designs. Producing designs • Exploration of a range of materials, techniques and processes. • Producing test pieces and samples and gaining feedback from clients and others. • Producing planning pages, exploring ideas, making records of materials, techniques and processes used.	Teachers will plan for different groups of learners. They may do so by level of support, step-by-steps, level of challenge or by outcome, etc.	- Photographic evidence, - completed assignment briefs - Assessors reports for each section.	**Maths opportunities:** Number Ratio, proportion Geometry, recording data and measurement Statistics **English opportunities:** Speaking & Listening Reading/research Writing Grammar Vocabulary Spelling of key words **Planning Real life:** Self-management and development: producing product designs that meet the needs of	Power Points Research opportunities

			clients and briefs, working to deadlines, setting goals and planning ahead, working flexibly and resiliently, presenting self professionally. • Problem solving: responding to feedback, applying problem-solving skills to practical work, responding to changes, finding solutions in planning and designing products.	

GENERAL RESOURCES:	KEY WORDS:	LINKS TO SMSC/BV:
PowerPoint **Sketchbook** **Materials for practical work** **Tools and equipment**	Brief Client Requirements Purpose Target audience Constraints	**PSHE/SMSC (spiritual, moral, social, cultural)/BV (British Values) opportunities:** -Developing confidence & responsibility & making most of your abilities -Preparing to play and active role as a citizen -Developing a healthy and safer lifestyle -Developing good relationships & respecting differences -Spiritual, moral, social & cultural development -Life skills – thinking, learning, health & safety

		Effective contributors

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
				Formative	Summative
Session 1	By the end of the session, you **must** be able to: Understand and interpret a design brief You **should** be able to: Identify the requirements of the brief and begin to generate ideas verbally You **could** be able to: Explore initial ideas through sketches and annotations **Keywords:** Brief Client Requirements Purpose Target audience Constraints	**Introduction: Introduction to unit – Design Brief** **Information** **Introduction to the unit and overview of the design brief. Discuss the purpose, theme and requirements of the project. Explore the idea of working with a "client"** **Starter** **Think-pair-share activity. What makes a good t-shirt design? Look at visual examples and respond.** **Practical task** Annotate the brief, highlight key requirements Mind map ideas based on theme **Ensuring success** • Use examples of professional t-shirt design briefs Visual examples Encourage questions and discussion around the brief **Plenary:** • Verbal and written feedback – evaluation. What initial ideas do you have?	PPT: Worksheet: Other: Printed artist examples Materials: Sketchbooks	Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.	

Session		Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 2		By the end of the session, you **must** be able to: Research artists, designers and t=-shirt styles relevant to your brief You **should** be able to: Annotate your inspiration board with styles and techniques You **could** be able to: Make connections between your research and your design ideas **Keywords:** Inspiration Reference Aesthetics Influence Trend	**Introduction: Research and create inspiration board** **Information** **Re-cap the design brief and explain how inspiration board will help form concept ideas.** **Introduction to the purpose of researching for inspiration. Include images and resources to show a wide range of t-shirt designer and styles (graphic, typographic, minimalist, illustrative)** **Starter** **View different t-shirt designs and write down 2 things you like and 1 thing you don't about each** **Practical task** Complete inspiration board. Annotate styles and tecniqiues **Ensuring success** • A range of tasks that involve communication Tutor to model how to analyse designers work Scaffoloded research questions • Visual guides **Plenary:** What did you find inspiring? How will it influence your ideas?	PPT: Worksheet: Other: Materials Sketchbooks	Formative	Summative

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 3	By the end of the session, you **must** be able to: Generate and present at least two initial t-shirt design ideas You **should** be able to: Justify your design ideas in relation to the brief You **could** be able to: Choose one design to use as final design and prepare to print **Keywords:** Concept Sketch Development Client feedback Draft	**Introduction: Drawing up design- final design** **Information** Look at inspiriation board and discuss how we can translate research into concepts. Show examples of initial sketches and thumbnails. Discuss lsyout, composition, placement on t-shirt **Starter** Quick sketch challenge – 3 thumbnail ideas in 10 minutes **Practical task** **Create 2-3 initial design ideas. Annotate with explanation of choices** **Choose one as final design. Draw again in more detail.** **Ensuring success** • Sketch templates of t-shirts Printed templates Constructive feedback **Plenary:** Which idea is the strongest? Which could be improved and how?	PPT: Worksheet: Other: Materials Sketchbooks	Formative	Summative

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 4	By the end of the session, you **must** be able to: Finalise t-shirt design and prepare to print You **should** be able to: Produce a detailed final design planning sheet showing colours, materials and techniques you require You **could** be able to: Refine your design digitally or with precision tools **Keywords:** Final design Refinement Plan Colour scheme Layout	**Introduction: T-shirt printing** **Information** Discuss expectations for final design – what does the final design need in order for it being ready to print? **Starter** **Peer share – feedback on each others t-shirts. Constructive feedback to help with final design.** **Practical task** **Time allocated for a visit to local printing facility to print product** **Ensuring success** Provide design templates, planning sheet scaffolds, Plenary: Which aspect of your design changed the most?	PPT: Worksheet: Other: Materials Sketchbooks	Formative	Summative

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 5	By the end of the session, you **must** be able to: Finalise t-shirt design and prepare to print You **should** be able to: Produce a detailed final design planning sheet showing colours, materials and techniques you require You **could** be able to: Refine your design digitally or with precision tools **Keywords:** Final design Refinement Plan Colour scheme Layout	**Introduction: T-shirt printing** **Information** Discuss expectations for final design – what does the final design need in order for it being ready to print? **Starter** **Peer share – feedback on each others t-shirts. Constructive feedback to help with final design.** **Practical task** **Time allocated for a visit to local printing facility to print product** **Ensuring success** Provide design templates, planning sheet scaffolds, Plenary: Which aspect of your design changed the most?	PPT: Worksheet: Other: Materials Sketchbooks	Formative	Summative

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 6	By the end of the session, you **must** be able to: Present your product and evaluate the project in sketchbook You **should** be able to: Annotate and evaluate decisions made in design process in sketchbook You **could** be able to: Suggest improvements for future design work. **Keywords:** Presentation Evaluation Reflection Critique Improvement	**Introduction: Evaluate experience and document in sketchbook** **Information** Time allocated to present images of product in sketchbook and complete evaluation **Starter** **Peer feedback and discussion – what did we think of each others design?** **Practical task** **Complete sletchbooks** **Ensuring success** • A range of tasks that involve problem-solving and communication. • Scaffolding and prompts available for lower-ability learners • Visual guides (existing artworks available for reference) **Plenary:** Award ceremony for designers with prizes	PPT: Worksheet: Other: Materials Sketchbooks	Formative	Summative

Unit AD6 Creating a 3D Art Object

Learning aim	Key teaching areas	Summary of suggested assessment evidence	Knowledge
A Research and select materials for a 3D art object **B** Produce a 3D art object	• Exploring 3D materials, techniques and processes • Research skills for 3D objects • Selecting 3D materials, techniques and processes	• 3D art object • Research and justification of material choices	• 3D construction and making techniques • *Planning skills for 3D*

Unit: AD6	**Duration:** Spring Term 1

Unit Aims:

Skills:

- 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.

Learning outcomes

The pupils should be able to:

- Experiment with materials, techniques and processes
- Generate and develop 3D design ideas
- Produce 3D art objects

Unit Content	Adaptive Strategies:	ASSESSMENT STRATEGIES:	CROSS CURRICULAR:	USE OF ICT:
• Exploring 3D materials, techniques and processes • Formal elements, including line, tone, colour, shape, pattern, texture, and scale. • Different methods for joining, shaping and constructing from materials or found objects. • Decorative formats, e.g. surface decoration, collage, modelling, casting, moulding, clay, setting plaster. • Use of tools and equipment, e.g. hammers, saws, soldering irons, craft knives, stapler, clay tools, kiln, potter wheel, sewing and knitting needles, scissors, shears, sewing machines, vacuum former, 3D printers, laser cutters. • Manage own health and safety with considerations for others in practical environment, following procedures. • 3D objects, e.g. sculpture, jewellery, product design, ceramics, textiles, furniture. Research skills for 3D objects • Investigate and research ideas from artists'	Teachers will plan for different groups of learners. They may do so by level of support, step-by-steps, level of challenge or by outcome, etc.	- Photographic evidence, - completed assignment briefs - Assessors reports for each section.	**Maths opportunities:** Number Ratio, proportion Geometry, recording data and measurement Statistics **English opportunities:** Speaking & Listening Reading/research Writing Grammar Vocabulary Spelling of key words **Planning Real life:** Finding out: gathering	Power Points Research opportunities

work, primary and secondary sources, or given starting point. • Generate ideas based on primary and secondary research, work of artists, designers and craftspeople, or given starting point. • Use research to justify ideas for the object/shape/size. Selecting 3D materials, techniques and processes • Materials, e.g. thick card, metals, plastics, wood, plaster, soap, wax blocks, found objects, thin card, papier mâché, modroc, wire, clay, latex, textiles, foam, scrap materials, string and tape. • Produce maquettes and objects. • Justify material choices and application to creation of 3D art object. • Produce planning pages, exploring ideas for 3D objects, including records of materials, techniques, tools, processes used, images of test samples, maquettes and design pages.			information on artists, art works, styles, genres, materials and processes. • Managing information: selecting materials for production of a 3D art object, using research to choose appropriate materials.	

GENERAL RESOURCES:	KEY WORDS:	LINKS TO SMSC/BV:
PowerPoint **Sketchbook** **Materials for practical work** **Tools and equipment**	Brief Client Requirements Purpose Target audience Sculpture Constraints	**PSHE/SMSC (spiritual, moral, social, cultural)/BV (British Values) opportunities:** -Developing confidence & responsibility & making most of your abilities -Preparing to play and active role as a citizen -Developing a healthy and safer lifestyle -Developing good relationships & respecting differences -Spiritual, moral, social & cultural development -Life skills – thinking, learning, health & safety Effective contributors

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 1	By the end of the session, you **must** be able to: Identify and describe key features of 3D art You **should** be able to: Explore the work of one 3D artist in detail You **could** be able to: Analyse similarities and differences between two 3D artists **Keywords:** Contemporary Sculpture Toy Design Pop Art Commercial Art Stylisation	**Introduction: Introduction to 3D artists** **Information** **Overview of the unit and expectations – exploring different kinds of 3D art from sculpture to figurines**. Learners are shown a range of examples of 2D art and facilitate a group discussion about what themes they see and what materials have been used. **Starter** **Visual examples – students shown a range of 3D artworks and respond.** **Physical examples – how has the artist explored texture? What is the effect of the shape?** **How is the effect different when an artwork is 3D than 2D?** **Practical task** Explore the work of one 3D artist out of the examples given. A research sheet must be completed **Ensuring success** • Visual examples Literacy/comprehension task Guided and scaffolded activities **Plenary:** • Verbal and written feedback – evaluation. Which artist's work did you like the most out the examples given? Which did you like the least? Why?	PPT: KAWS, Henry Moore Worksheet: Other: Printed artist examples Materials: Sketchbooks	Formative	Summative
				Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.	

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 2	By the end of the session, you **must** be able to: To identify techniques used by KAWS to create 3D artwork You **should** be able to: Experiment with 3D artwork materials to create own concept inspired by KAWS You **could** be able to: Develop own concept through sketches and design to support 3D artwork **Keywords:** Modroc Papier mache Wire Form Stability	**Introduction: KAWS** **Information** **With a focus on the artist KAWS, students will explore the materials that can be used in 3D art such as Modroc, papier mache, wire, form, stability** **Starter** **Identify the materials. What are there purpose? How do they feel to work with?** **What can you make in 5 minutes using wire? How would you build on this design** **Practical task** Use materials to start to develop KAWS inspired 3D artwork in groups, pairs or independently **Ensuring success** • Scaffolded activities Practical task – hands on learning Tactile – using materials Opportunity to work in groups or independently depending on learning style **Plenary:** • Verbal and written feedback – evaluation. What went well? Which material did you enjoy working with? Which do you like the least? How would you like to develop your design?	PPT: Worksheet: Other: Printed artist examples Materials: Sketchbooks	Formative	Summative
				Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.	

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
				Formative	Summative
Session 3	By the end of the session, you **must** be able to: To identify techniques used by KAWS to create 3D artwork You **should** be able to: Experiment with 3D artwork materials to create own concept inspired by KAWS You **could** be able to: Develop own concept through sketches and design to support 3D artwork **Keywords:** Modroc Papier mache Wire Form Stability	**Introduction: Continuation from last session** **Information** **With a focus on the artist KAWS, students will explore the materials that can be used in 3D art such as Modroc, papier mache, wire, form, stability** **Starter** **Identify the materials. What are there purpose? How do they feel to work with?** **What can you make in 5 minutes using wire? How would you build on this design** **Practical task** Use materials to start to develop KAWS inspired 3D artwork in groups, pairs or independently **Ensuring success** • Scaffolded activities Practical task – hands on learning Tactile – using materials Opportunity to work in groups or independently depending on learning style **Plenary:** • Verbal and written feedback – evaluation. What went well? Which material did you enjoy working with? Which do you like the least? How would you like to develop your design?	PPT: Worksheet: Other: Printed artist examples Materials: Sketchbooks	Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.	

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 4	By the end of the session, you **must** be able to: Include images in sketchbook to document 3D artwork experience You **should** be able to: Annotate sketchbook and evaluate experience You **could** be able to: Compare 3D artwork with artists explored in previous sessions **Keywords:** Modroc Papier mache Wire Form Stability	**Introduction: Document and evaluate 3D artwork experience in sketchbooks** **Information** **Experiment with 3D art materials to create KAWS inspired – finalise and add photos/evidence into sketchbooks** **Starter** **Peer review and discussion – 3D artworks** **Practical task** **Time allocated to document, annotate and evaluate experience in sketchbooks.** **Ensuring success** • Peer reflection and discussion Time allocated for students to complete outstanding work Scaffolded activities **Plenary:** • Verbal and written feedback – evaluation. What went well? Which technique do you think is the most effective? Which do you like the least?	PPT: Worksheet: Other: Printed artist examples Materials: Sketchbooks	Formative	Summative
				Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.	

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 5	By the end of the session, you **must** be able to: Identify the themes and techniques used by the creator of Bearbrick You **should** be able to: Design your own Bearbrick and incorporate a chosen theme, artistic style or cultural influence You **could** be able to: Experiment with advanced techniques such as layering, texture or mixed media to enhance your Bearbrick design concept. **Keywords:** Bearbrick Designer Toy Pop Art Character Design Theme Customisation	**Introduction: Bearbrick (Splash Art Republic Trip)** If time allows/differentiation- Miniature figurine painting **Information** Explore the history and cultural impact of Bearbrick designer toys. Discuss their relevance to art, fashion and pop culture. Reference inspiration from the Splash Art Republic visit. **Starter** **What themes or pop culture references can you identify in a selection of Bearbrick images?** **Practical task** **Sketch and design your own Bearbrick, selecting a theme (e.g. nature, identity, street art)** **Ensuring success** • Visual references and style examples Step-by-step design worksheets Guidance on colour choices, composition, theme integration **Plenary:** • Verbal and written feedback – evaluation. What went well? Which theme do you think looks most effective?	PPT: Worksheet: Other: Printed artist examples Materials: Sketchbooks	Formative	Summative
				Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.	

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 6	By the end of the session, you **must** be able to: Include images in sketchbook to document 3D artwork experience You **should** be able to: Annotate sketchbook and evaluate experience You **could** be able to: Compare 3D artwork with artists explored in previous sessions **Keywords:** Modroc Papier mache Wire Form Stability	**Introduction: Document and evaluate 3D artwork experience in sketchbooks** **Information** **Experiment with 3D art materials – finalise and add photos/evidence into sketchbooks** **Starter** **Peer review and discussion – 3D artworks** **Practical task** **Time allocated to document, annotate and evaluate experience in sketchbooks.** **Ensuring success** • Peer reflection and discussion Time allocated for students to complete outstanding work Scaffolded activities **Plenary:** • Verbal and written feedback – evaluation. What went well? Which technique do you think is the most effective? Which do you like the least?	PPT: Worksheet: Other: Materials Sketchbooks	Formative	Summative

Unit AD7 Presenting an Image Using a Camera

Learning aim	Key teaching areas	Summary of suggested assessment evidence	Knowledge
A Creating images using photographic equipment **B** Communicate ideas and information in response to a brief	• Using cameras and equipment • Using photography in different contexts • Creating a portfolio • Problem solving and communicating photographic images	• Composition, selection and presentation of photographs • Process portfolio responding to a brief	• *How to create photographs with some control* • *Types of audience for photography and their needs* • *Characteristics of different photographic processes* • *Different ways of presenting photographs to an audience*

Unit: AD7	**Duration:** Spring Term 2

Unit Aims:

Skills:

- Creating photographs as works of art and design
- Working with different types of photographic equipment and techniques
- Preparing photographs for presentation and communication – upcoming exhibition

Learning outcomes

The pupils should be able to:

- Create images using photographic equipment
- Communicate ideas and information in response to a brief.

Unit Content	Adaptive Strategies:	ASSESSMENT STRATEGIES:	CROSS CURRICULAR:	USE OF ICT:
Using cameras and equipment Handling and care of equipment, e.g. holding a camera steadily, using a neck strap, ensuring battery is charged. Working processes and composition techniques. Composing shots and selecting the 'right' shot. Taking photographs that record sufficient detail, e.g. are not blurred, are well-exposed and are well-framed. File sizes and resolution needed for different purposes, e.g. JPEG, TIFF, GIF; saving and backing up. Editing images for best results, e.g. enhancing the subject, cropping unnecessary details, choosing the best image. Working processes with natural and artificial light, e.g. hard and soft daylight, artificial light sources. Using photography in different contexts Working with adults or children.	Teachers will plan for different groups of learners. They may do so by level of support, step-by-steps, level of challenge or by outcome, etc.	- Photographic evidence, - completed assignment briefs - Assessors reports for each section.	**Maths opportunities:** Number Ratio, proportion Geometry, recording data and measurement Statistics **English opportunities:** Speaking & Listening Reading/research Writing Grammar Vocabulary Spelling of key words **Planning Real life:** Communication: expressing ideas	Power Points Research opportunities

Working with others, e.g. as a photographic assistant, as a video team, with an editor. Creating a portfolio Selecting photographs in response to a brief or theme from a range of shots. Annotating and making comments to support the brief. Problem solving and communicating photographic images Setting out the steps needed to organise images for a specified purpose, e.g. a photo story, as a document of an event, to record an object. Types of visual information to communicate, e.g. subject matter, detail, contrast. Sharing photographs, e.g. photo-sharing websites, blogs. Taking photographs for different purposes.			through images, communicating intention and purpose, choosing the right subject and composition. Problem solving: managing ideas correctly, transferring ideas to concept and into print, working in given timescales to take and produce images using equipment.	

GENERAL RESOURCES:	KEY WORDS:	LINKS TO SMSC/BV:
PowerPoint **Sketchbook** **Materials for practical work** **Tools and equipment**		**PSHE/SMSC (spiritual, moral, social, cultural)/BV (British Values) opportunities:** -Developing confidence & responsibility & making most of your abilities -Preparing to play and active role as a citizen -Developing a healthy and safer lifestyle -Developing good relationships & respecting differences -Spiritual, moral, social & cultural development -Life skills – thinking, learning, health & safety Effective contributors

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 1	By the end of the session, you **must** be able to: Identify what makes a successful photograph You **should** be able to: List techniques used in a variety of examples You **could** be able to: Research photographer in more detail **Keywords:** Camera Lense Tripod ISO Shutter speed Aperture Composition Exposure Focus	**Introduction: Introduction to unit** **Information** **What do we remember from Autumn term? Re-cap on learning and experience. How would we like to develop our skills this term?** **Starter** Look at sketchbooks/portfolios and discuss experiences and effects of photography. **Practical task** **View a range of examples of wildlife photography – can you identify techniques and effects used?** **Word match up to explore vocabulary and key words** **Ensuring success** • Scaffolded tasks Visual examples Re-cap on previous learning to assess individual understanding/progress **Plenary:** • Verbal and written feedback – evaluation. What went well? Which technique do you think is the most effective? Which do you like the least?	PPT: Worksheet: Other: Printed artist examples Materials: Sketchbooks	Formative	Summative
				Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.	

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 1	By the end of the session, you **must** be able to: Identify what makes a successful wildlife photo You **should** be able to: Attempt to take wildlife photography You **could** be able to: Experiment with various technical skills to take a range of wildlife photography **Keywords:** Camera Lense Tripod ISO Shutter speed Aperture Composition Exposure Focus Location Action Movement	**Introduction: Wildlife photography visit – Attenborough nature reserve** **Information** Visit a local nature reserve and speak to a person/group who do wildlife photography in this area. Experiment taking photos on location. **Starter** Speak to a guest photographer and ask questions about how to take a successful photograph of wildlife and what techniques they use. View visual examples **Practical task** **Experiment taking a range of shots of wildlife at the nature reserve independently or in small groups.** **Ensuring success** • Outdoor education Practical task – hands on learning Guest speaker may trigger interest **Plenary:** • Verbal and written feedback – evaluation.	PPT: Worksheet: Other: Printed artist examples Materials: Sketchbooks	Formative	Summative
				Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.	

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 1	By the end of the session, you **must** be able to: Take basic shots of the provision and local community You **should** be able to: Take advanced shots of the provision and local community You **could** be able to: Advise and guide peers on how to take the most effective photo on location **Keywords:** Camera Lense Tripod ISO Shutter speed Aperture Composition Exposure Focus Location Action Movement	**Introduction: Taking photos around school, local community, school events** **Information** **Starter** **In your group – devise a list of at least three locations to take photos around the provision** **Practical task** Travel to the locations listed and take a variety of photographs. The aim is to take a wide range of shots. **Ensuring success** • Peer interaction and encouragement to help each other and work together Teamwork Visual activity **Plenary:** • Verbal and written feedback – evaluation. What went well? Which technique do you think is the most effective? Which do you like the least?	PPT: Worksheet: Other: Printed artist examples Materials: Sketchbooks	Formative	Summative
				Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.	

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 1	By the end of the session, you **must** be able to: You **should** be able to: You **could** be able to: **Keywords:** Camera Lense Tripod ISO Shutter speed Aperture Composition Exposure Focus Mount Edit	**Introduction: Edit, print, display and complete sketchbooks in preparation for exhibition** **Information** **Starter** **View photos taken in previous two sessions** **Practical task** **Time allocated to edit, print and prepare photographs for sketchbook and display** **Ensuring success** • Peer interaction and reflection Visual activity **Plenary:** • Verbal and written feedback – evaluation. What went well? Which technique do you think is the most effective? Which do you like the least?	PPT: Worksheet: Other: Printed artist examples Materials: Sketchbooks	Formative	Summative
				Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.	

Unit AD9 Planning and Marketing an Exhibition

Learning aim	Key teaching areas	Summary of suggested assessment evidence	Knowledge
A Work with others to plan and organise an exhibition	• Planning an exhibition • Working with others to plan an exhibition • Marketing an exhibition	• Individual plan for own role in an exhibition • Marketing materials	• *Types of venues* • *Sequences of activities required when planning an activity* • *Finding suppliers for staging events* • *Calculating time and equipment needed* • *Calculations of costs where applicable*
B Produce marketing materials for an exhibition			

Unit: AD9	**Duration:** Spring Term 2

Unit Aims:

Skills:

- 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.

Learning outcomes

The pupils should be able to:

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Unit Content	Adaptive Strategies:	ASSESSMENT STRATEGIES:	CROSS CURRICULAR:	USE OF ICT:
• Planning an exhibition • Generating ideas for an exhibition, e.g. based on themes, artists or designers, styles and genres. • Decision making: selecting venues and comparing against costs of others; capacity of venues, i.e. how many people can the venue hold. • Additional materials cost for displaying exhibition artwork. • Identifying costs for holding an exhibition such as venue costs, marketing costs for flyers and leaflets, posters and other media related expenses. • Planning timescales such as get-in, get-out, set-up time for displaying art work. Working with others to plan an exhibition • Roles for team members: location scouts, finance, marketing, advertising, sales, customer service, artist liaison. • Responsibilities: duties by role, management of workload, prioritising, confirming arrangements,	Teachers will plan for different groups of learners. They may do so by level of support, step-by-steps, level of challenge or by outcome, etc.	- Photographic evidence, - completed assignment briefs - Assessors reports for each section.	**Maths opportunities:** Number Ratio, proportion Geometry, recording data and measurement Statistics **English opportunities:** Speaking & Listening Reading/research Writing Grammar Vocabulary Spelling of key words **Planning Real life:** Working with others: setting goals, respect, listening skills, roles and responsibilities,	Power Points Research opportunities

confirming prices, creating marketing materials. Marketing an exhibition • Marketing methods such as use of posters, leaflets, online advertising, radio. • Consideration of target audiences, age of audience, how to target them or market to them, location of audience.			marketing ideas, making decisions. • Self-management and development: planning skills, basic costing, meeting customer needs, making individual decisions.	

GENERAL RESOURCES:	KEY WORDS:	LINKS TO SMSC/BV:
PowerPoint **Sketchbook** **Materials for practical work** **Tools and equipment**	Exhibition, reflection, evaluation, response, interpretation, visual language, audience experience, curation, theme, layout, concept, location., event, promotion, marketing	**PSHE/SMSC (spiritual, moral, social, cultural)/BV (British Values) opportunities:** -Developing confidence & responsibility & making most of your abilities -Preparing to play and active role as a citizen -Developing a healthy and safer lifestyle -Developing good relationships & respecting differences -Spiritual, moral, social & cultural development -Life skills – thinking, learning, health & safety Effective contributors

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 1	By the end of the session, you **must** be able to: Identify the purpose of an art exhibition and generate ideas You **should** be able to: Analyse and evaluate an experience at a local exhibition You **could** be able to: Present your initial ideas for an exhibition for the provision **Keywords:** Exhibition Audience Curation Theme Layout Concept Location	**Introduction: Planning and preparing exhibition** Visit to local exhibition **Information** **Students to visit local exhibition to experience and reflect on the purpose of art exhibitions and how they impact communities.** **Starter** Discuss the purpose of art exhibitions and how they impact communities **Practical task** Visit to local exhibition to research ideas Complete exhibition evaluation worksheet to discuss experience and reflect. **Ensuring success** • Provide examples of strong themes Offer template for exhibition proposal Scaffold discussion questions to help with generating ideas **Plenary:** • Verbal and written feedback – evaluation. What kind of exhibition do you think would be effective in our provision?	PPT: Worksheet: Reflection / exhibition evaluation worksheet Other: Printed artist examples Materials: Sketchbooks	Formative	Summative
				Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.	

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 2	By the end of the session, you **must** be able to: Design a poster or invitation for the exhibition You **should** be able to: Write a short artist statement or exhibition description You **could** be able to: Create a social media mock up or digital flyer for broader reach **Keywords:** Promotion Artist statement Branding Audience Graphic design	**Introduction: Preparing exhibition – creating promotional materials and finalizing artworks** **Information** Show examples of promotional posters for exhibitions and discuss why promotion is important – discuss key elements (time, title, date, location, imagery, font) **Starter** What is most effective and why? Poster critique **Practical task** **Design a promotional poster and write a short exhibition/artist statement** **Ensuring success** Use templates and prompts Share examples Encourage peer discussion **Plenary:** • Which promotional technique do you think Is most effective? Which do you like the least?	PPT: Worksheet: Other: Materials Sketchbooks	Formative	Summative

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	

Session 2	By the end of the session, you **must** be able to:
	Prepare your work for display and contribute with exhibition set-up
	
	You **should** be able to:
	Prepare to speak confidently about your artwork to others
	
	You **could** be able to:
	Prepare and lead a mini tour for visitors
	
	Keywords:
	Mountboard
	Display
	Border
	Signage
	Presentation
	Installation
	public speaking
	reflection
	setup
		Introduction: Exhibition week
		
		Information
		Time allocated for setting up exhibition, organising displays, printing work, using mountboard, creating signs
		
		Starter
		
		Practical task
		Prepare work for display and contribute to process of exhibition set-up.
		Practice speaking about work to peers in preparation for speaking to guests at exhibition
		
		Ensuring success
		• A range of tasks that involve problem-solving and communication.
		  • Scaffolding and prompts available for lower-ability learners
		  • Visual guides (existing artworks available for reference)
		
		Plenary:
		Peer reflection – what do you think of another students artwork?
		What is effective? How would you do it differently?
			PPT:
			
			Worksheet:
			
			Other:
			
			Materials
			
			Sketchbooks
				Formative	Summative

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Session 2	By the end of the session, you **must** be able to: Describe your experience of the exhibition using key vocabulary You **should** be able to: Reflect and evaluate your experience of the exhibition You **could** be able to: Document evaluation of experience in a short reflective written statement. **Keywords:** Exhibition Reflection Evaluation Response Interpretation Visual language Audience experience	**Introduction: Evaluate experience of exhibition** **Information** Complete sketchbook/portfolios with evaluation and images from exhibition **Starter** **Practical task** **Time allocated for documentation of exhibition in sketchbooks** **Ensuring success** • A range of tasks that involve problem-solving and communication. • Scaffolding and prompts available for lower-ability learners • Visual guides (existing artworks available for reference) **Plenary:** • What did you learn from your experience hosting an exhibition? What would you do differently next time?	PPT: Worksheet: Statement worksheet Other: Materials Sketchbooks Portfolios	Formative	Summative