

KS4 NCFE Level 2 Certificate in Art and Design - Autumn Term 1&2

(Kingfishers)

Key Stage/Year	KS4/Year 10
Approximate Number of Lessons and Term	Autumn Term 1 - 12 Autumn Term 2 - 16
Qualification/Exam (if applicable)	NCFE Level 2 Certificate in Art and Design

Consideration of prior learning	Work following SOW for previous classes from previous academic year, differentiation within the topic to provide for both lower and higher achievers.
How will learners' knowledge, skills and understanding be checked at the start of the unit?	Teacher has already taught this group so knows each individual learners' strengths and areas for development. Initial and diagnostic assessment to be used to assess current understanding.

How will learners' knowledge, skills and understanding be checked at the end of the unit?	Students' progress checked against assessment objectives outlined within course specification. Their progress will be documented on an individualised tracker and agreed with students.
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Learning Outcome H/601/2350 Unit 1/5 (2yrs) Credits 3, 28 Lessons	Approx. No. of Lessons	Potential Activities	Behaviour/Safety/Personal Development/SMSC Opportunities
1.1 Explore a range of primary and secondary sources	8	Introduce a range of primary and secondary sources, discuss and record characteristics and definitions Produce an experimental piece responding to primary sources Educational visits	Zones of Regulation Group discussion/ teamwork Presentation of art within society Historical and contemporary context of art Develop interpersonal skills- manners and deportment
1.4 Identify and apply health and safety procedures	2	Identify subject specific safety considerations Reflect on practical experience in relation to safe working practices (i.e. protective equipment/ clothing) Identification of potential hazards associated with tools/equipment	Zones of regulation Adherence to safe working practices Following procedures to limit risks in specialised environments Personal protective equipment/ clothing
1.2 Illustrate how visual language and formal elements are used in secondary sources	8	Research a range of secondary sources from significant art movements Analyse characteristics and function of formal elements within art (e.g. line, shape, composition) Investigate how visual language communicates meanings, feelings and ideas Develop an annotated workbook evidencing personal engagement with artists work Produce annotated examples of visual reference (eg posters, pictures, online content)	Zones of regulation Formulate ideas with consideration towards intended outcomes Develop critical perspective Develop research skills and know how to record findings Independent learning

1.3 Describe findings about the contexts of selected secondary sources	8	Explore art/ artists with reference to social, political, geographical, economic, cultural and religious contexts. Produce an information file/ notebook detailing the context of others' work. Investigate how visual language and formal elements are used within different contexts	Develop awareness of different socio-cultural contexts Identify how context and environment can relate to personal experience Develop an understanding of historical and contemporary ideas
Unit review	2	Bespoke student feedback generated from student portfolio of work and teacher observation Develop an action plan with SMART targets to support further study Evaluate learning outcomes in relation to assessment criteria	Responding to feedback Develop effective working practices Time management Building resilience

<p>Possible Adaptations for Higher and Lower Achievers</p>	<p>Higher achievers: option to progress to second unit, option to use a wider variety of tools, materials and equipment, option to expand on primary and secondary resources, developing independent learning.</p> <p>Lower achievers: differentiation of materials and resources, scaffolding of ideas, practices and techniques, evidence of assessment centred around student needs (worksheets, witness testimony, learner and peer reports, assessor observation, record of oral and written questioning), word banks to support with literacy competency</p>
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