

## **KS4 NCFE Level 1 Certificate in Art and Design - Autumn Term 1&2 (Starlings & Jackdaws)**

<b>Key Stage/Year</b>	KS4/Year 11
<b>Approximate Number of Lessons and Term</b>	Autumn Term 1 - 12 Autumn Term 2 - 16
<b>Qualification/Exam (if applicable)</b>	NCFE Level 1 Certificate in Art and Design.

<b>Consideration of prior learning</b>	Work following SOW for previous classes from previous academic year, differentiation within the topic to provide for both lower and higher achievers.
<b>How will learners' knowledge, skills and understanding be checked at the start of the unit?</b>	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. Students will work towards Unit 1 of their qualification throughout this term. Their progress will be monitored against assessment criteria through regular check-ins.

<b>How will learners' knowledge, skills and understanding be checked at the end of the unit?</b>	Student's sketchbooks will evidence practical development and will show the student journey, addressing gaps in work/understanding. Students' progress checked against assessment objectives outlined within course specification. Their progress will be documented on an individualised tracker based on unit titles and agreed with students.
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<b>Learning Outcome</b>  <b>Unit 1(LO 1, 2 &amp; 3)</b> <b>Credit Value 3, 28 lessons</b>	<b>Approx. No. of Lessons</b>	<b>Potential Activities</b>	<b>Behaviour/Safety/Personal Development/SMSC Opportunities</b>
1.1 Select traditional materials, tools and equipment to explore a technique or idea	6	Identify characteristics of traditional 2D materials: Painting, printing, drawing Identify characteristics of traditional 3D materials: Clay sculpture, textiles, papier- mache Assessment of materials- annotation of positive and negative qualities/record ideas. Explore applications and limitations of materials/ mediums	Zones of regulation Identify subject and room specific safety considerations Explore sociocultural context of art and link to contemporary ideas Explore artists/ materials from a diverse range of cultures and backgrounds
1.2 Select non-traditional materials, tools and equipment to explore a technique or idea	6	Identify characteristics of non-traditional 2D materials: Painting, printing, drawing Identify characteristics of non-traditional 3D materials: Clay sculpture, textiles, papier- mache Assessment of materials- annotation of positive and negative qualities/record ideas. Explore applications and limitations of materials/ mediums	Zones of regulation Formulate ideas with consideration towards intended outcomes Develop critical perspective
2.1 Prepare basic materials to experiment with techniques and ideas 2.2 Use traditional and	6	Explore range of appropriate tools/ equipment for 2D techniques (e.g. brushes, pencils, brayer, Gelli plate) Explore range of appropriate tools/ equipment for	Zones of regulation Identify tool specific safety considerations Develop fine motor skills/ dexterity Compare and contrast properties of tools/

<p>non-traditional techniques to make experimental pieces</p> <p>2.3 Describe the qualities of the materials, tools and techniques used to make the experimental pieces</p>		<p>3D techniques (e.g. sculpting tools, wire)</p> <p>Create design ideas based on traditional and non-traditional techniques learnt.</p> <p>Record outcome of experimental pieces created to analyse the qualities.</p>	<p>equipment in selecting effective apparatus</p>
<p>3.1 Describe visual qualities of the experimental pieces produced</p> <p>3.2 Experiment with methods used to further develop experimental pieces</p> <p>3.3 Discuss the visual qualities of the experimental pieces</p>	6	<p>Development of 2D techniques (printing, painting, drawing) using appropriate tools/ equipment</p> <p>Development of 3D techniques (Clay sculpture, papier-mache) using appropriate tools/ equipment.</p> <p>Independent practical work/development based on analysis of experimental pieces produced.</p> <p>Group discussions and debates regarding visual qualities produced using a range of media.</p>	<p>Zones of regulation</p> <p>Understanding effective applications of techniques</p> <p>Understanding limitations of tools/ equipment in craft process</p> <p>Fostering competency of various techniques</p>
<p>3.4 List any applicable health and safety factors and regulations</p>	2	<p>Identify tool specific safety considerations</p> <p>Reflect on practical experience in relation to safe working practices (i.e. protective equipment/ clothing)</p> <p>Identification of potential hazards associated with tools/equipment</p>	<p>Zones of regulation</p> <p>Adherence to safe working practices</p> <p>Following procedures to limit risks in specialised environments</p> <p>Personal protective equipment/ clothing</p>
<p>Unit Review</p>	2	<p>Bespoke student feedback generated from student portfolio of work and teacher observation</p> <p>Develop an action plan with SMART targets to support further study</p> <p>Evaluate learning outcomes in relation to</p>	<p>Responding to feedback</p> <p>Develop effective working practices</p> <p>Time management</p> <p>Building resilience</p>

		assessment criteria	
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<p><b>Possible Adaptations for Higher and Lower Achievers</b></p>	<p>Higher achievers: option to progress to second unit, option to use a wider variety of tools, materials and equipment, students can upgrade from NCFE level 2 award to NCFE level 2 certificate if applicable as a nested qualification.            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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