



Delivery Guide

**NCFE Level 3 Applied General Certificate in Art
and Design
QN: 601/8898/4**

Delivery and Assessment Plan

1. This plan is designed to provide you with an example of how this qualification *could* be delivered over 2 years. You should customise the plan based on your individual timetables, festivals and holidays, training days, events, etc. You may choose to deliver and assess units in a different order, taking into account the timings of the External Assessment.
2. Guided Learning Hours (GLH) for each unit:
 - Unit 01 Materials, techniques and processes in art and design **60 GLH**
 - Unit 02 Research project in art and design **60 GLH**
 - Unit 03 Communicate visually **60 GLH**
 - Unit 04 Present and promote your work **60 GLH**
 - Unit 05 Develop a personal response in art and design **120 GLH**
3. External Assessment dates vary – please check the NCFE website for information
4. We advise that you grade each unit as soon as possible after the learner has completed their Internal Assessment Tasks, and that this is closely followed by Internal Quality assurance and submission of grades. The first external quality assurance visit should also take place as soon as possible after the first round of Internal Quality Assurance, in order to allow your External Quality Assurer to offer support and guidance on your delivery and assessment (please note this will need to be scheduled in advance with the External Quality Assurer to ensure availability).
5. Once the agreed grades have been ‘banked’ by the External Quality Assurer (first attempt) you should provide the learners with an opportunity to add to their assessed evidence and improve their grade as soon as is practicable (second attempt). This will ensure the unit is still fresh in their minds. The additional evidence should then be assessed and internally moderated in preparation for external quality assurance.

	Year 1						Year 2					
	Autumn 1 st Half Term	Autumn 2 nd Half Term	Spring 1 st Half Term	Spring 2 nd Half Term	Summer 1 st Half Term	Summer 2 nd Half Term	Autumn 1 st Half Term	Autumn 2 nd Half Term	Spring 1 st Half Term	Spring 2 nd Half Term	Summer 1 st Half Term	Summer 2 nd Half Term
Unit 01												
Unit 02												
Unit 03												
Unit 04												
Unit 05												

Unit 01	Unit 02	Unit 03	Unit 04	Unit 05	Teaching and Learning	Assessment	Quality Assurance
Year 1 Autumn Term – 1st Half Term							
					<p>Course Induction. This will provide a foundation for the course, including the structure of the qualification and the assessment process. Learners will develop an understanding of the assessment points, the range and the grading descriptors.</p> <p>This will run alongside the work completed for Unit 01 and be incorporated as and when appropriate to support learning.</p> <p>Begin delivering unit 01 Materials, techniques and processes in art and design</p>	Internal assessment of unit 01 practical work	
Year 1 Autumn Term – 2nd Half Term							
					Unit 01 Materials, techniques and processes in art and design delivery cont'd	Internal assessment of unit 01 practical work	Internal quality assurance of unit 01
Year 1 Spring Term – 1st Half Term							
					Begin delivering unit 02 Research project in art and design	Internal re-assessment of Unit 01 if required	Internal quality assurance of unit 01 and submission of grades
Year 1 Spring Term – 2nd Half Term							

				Unit 02 Research project in art and design	Internal assessment of unit 02 research tasks Internal assessment of unit 02 practical work	
Year 1 Summer Term – 1st Half Term						
				Begin delivery of Unit 03 Communicate visually	Internal re-assessment of Unit 02 if required Internal assessment of unit 03 research tasks Internal assessment of unit 03 practical work	Internal quality assurance of unit 02 and submission of grades
Year 1 Summer Term – 2nd Half Term						
				Complete delivery of Unit 03 Communicate visually Begin delivery of Unit 05 Develop a personal response in art and design – research element	Internal assessment of unit 03 practical work	Internal quality assurance of unit 03 Research tasks and submission of grades

Unit 01	Unit 02	Unit 03	Unit 04	Unit 05	Teaching and Learning	Assessment	Quality assurance
Year 2 Autumn Term – 1st Half Term							
					Resume delivery of Unit 05 – research, plan, rationale. Begin Unit 05 – practical tasks, reviewing own work as it progresses.	Internal assessment of unit 03 practical work Initial assessment of Unit 05 Research/plan and rationale.	Internal quality assurance of unit 03 Practical tasks and submission of grades
Year 2 Autumn Term – 2nd Half Term							
					Continue practical tasks, reviewing own work as it progresses. Begin External Assessment Preparation: 5 hours	Internal assessment of unit 05 practical work	Initial quality assurance of Unit 05 Research/plan and rationale.
Year 2 Spring Term – 1st Half Term							
					External Assessment window 15 hours. Begin delivery of Unit 04 Present and promote your work	Final Internal assessment of unit 05 practical work Internal assessment of unit 04 Proposal	Internal quality assurance of unit 05. Submission of all grades Unit 01, 2, 3, 5.

						Internal assessment of unit 04	
Year 2 Spring Term – 2nd Half Term							
					Unit 04 Present and promote your work	Internal assessment of unit 04 Internal assessment of unit 04 (Review)	
					2 nd External Assessment window	Internal assessment of unit 04 (Review)	Internal quality assurance of unit 04 and submission of grades
Year 2 Summer Term – 1st Half Term							
					2 nd External Assessment window (cont)		
Summer Break							
End of delivery							

Scheme of work

Below is a scheme of work that you may choose to follow when delivering the NCFE Level 3 Applied General Certificate in Art and Design (601/8898/4). The scheme of work gives detailed examples of teaching and learning activities for each learning outcome across all units. Specific timings have deliberately been left out so that you can customise content to suit your own timetable. The Delivery and Assessment Plan in the previous section provides one possible option for timetabling, based on a 2-year delivery model.

- This scheme of work has been mapped to the Sample Assessment Tasks, which are available on this qualification's page on our website.
- All activities, themes and references to specific artists are examples only and can be substituted to suit the individual situation of the school, teacher and learners.
- This scheme of work is designed to offer centres some ideas for delivery of the qualification; it does not represent the detail of lesson planning necessary in many schools/colleges eg starter/plenary activities, homework tasks, literacy and numeracy.
- The assessment shown is only that required for the qualification and does not include formative assessment and marking as these will be according to the school/college policy.

This Scheme of Work is based on delivery over 2 academic sessions, including time for the external assessment.

Unit	Learning outcome	Teaching and learning activities
		Introduction to Unit 01: Materials, techniques and processes in art and design
Unit 01	<p>LO1</p> <p>The learner will: understand safe practices in their working environment</p> <p>The learner must know about:</p> <ul style="list-style-type: none"> • the correct use of personal protective equipment (PPE) • current health and safety legislation • how to carry out a risk assessment in their working environment 	<p>Introduction to LO1</p> <p>Presentation of what are safe practices and why they are important in art and design. Plus current practice and legislation. Learners will need to know the disciplines of art and/or design that will be covered on the course.</p> <p>PPE and current health and safety legislation</p> <p>Discussion of current practice and PPE. Learners will be asked to complete a folder/file of current legislation, including PPE, COSHH, the Health and Safety at Work Act and how this would affect their own practice.</p> <p>Possible examples:</p> <ul style="list-style-type: none"> • PPE and the use of specialist clothing/aprons when completing ceramics work. • The use of a mask and gloves when using certain glazes and oxides. <p>Learners must correctly apply specialist language.</p> <p>A detailed worksheet with website links could be provided to support this task.</p> <p>Risk assessments</p> <p>Group discussion regarding a risk assessment for materials used in art/design and the different areas in which the learners will be working. As part of understanding the risk assessment, learners should know about:</p> <p>Hazards, eg:</p> <ul style="list-style-type: none"> • chemicals

Introduction to Unit 01: Materials, techniques and processes in art and design		
		<ul style="list-style-type: none"> • electricity • equipment <p>Risks, eg:</p> <ul style="list-style-type: none"> • slips, trips and falls • burns (external and internal) • allergic reactions <p>An exemplar risk assessment could be given.</p> <p>Learners should be taken into appropriate workrooms and shown the specialist equipment. They may wish to photograph equipment to use in their risk assessment, take notes, and/or use additional images found on the internet.</p> <p>Learners should carry out a risk assessment which identifies potential hazards, risks and control and prevention measures linked to specific materials, techniques and processes in their art and/or design environment.</p> <p>They may find it useful to take into account:</p> <ul style="list-style-type: none"> • potential hazards and risks • who is at risk • control and prevention measures • risk rating. <p>Learners should complete a report describing findings from their risk assessment in relation to their own working practices. Learners should consider what procedures will they need to follow and what precautions they will they need to take.</p>

<p>Unit 01</p>	<p>LO2</p> <p>The learner will: use a variety of materials, techniques and processes</p> <p>The learner must demonstrate:</p> <ul style="list-style-type: none"> • experimentation with a variety of materials, techniques and processes across disciplines <p>LO3</p> <p>The learner will: review the materials, techniques and processes used in learning outcome 2</p> <p>The learner must evaluate:</p> <ul style="list-style-type: none"> • how materials, techniques or processes affect their practice 	<p>Introduction to LO2 and LO3</p> <p>Discussion/planning for the practical exploration of materials and media. The teacher will lead a series of workshops exploring media and materials through the theme, Natural Forms, linked to the brief.</p> <p>Discuss the client brief in relation to the materials and media learners will explore, and how they will keep a record to aid their review in LO3.</p> <p>Learners should take photographs of images linked to this theme, from which to work over the following sessions. They should also gather examples from other sources, such as magazines and the internet.</p> <p>Drawing Workshops</p> <p>Learners will be asked to experiment with the materials, <u>recording the qualities and properties of the media as they progress.</u> (LO3)</p> <p>Demonstration and exploration of drawing materials:</p> <ul style="list-style-type: none"> • Pencil • Graphite • Charcoal • Oil pastel • Chalk pastel • Ink • Fine liners • Biro <p>Learners will experiment with the media and the way they apply the materials. Exploring different backgrounds onto which they can apply materials, different ways of using media, different tools – eg, using twigs and ink pens to apply ink.</p>
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Introduction to Unit 01: Materials, techniques and processes in art and design		
		<p>Learners must keep notes alongside the experimentation (LO3).</p> <p>Painting Workshops</p> <p>Demonstration and exploration of painting materials:</p> <ul style="list-style-type: none"> • Acrylic • Watercolour • Oil • Gouache. <p>Learners will experiment with the tools they use to apply the paint and the surfaces onto which they paint, creating samples of materials and techniques.</p> <p>Different techniques could include:</p> <ul style="list-style-type: none"> • Sgraffito • Scumbling • Glazing • Stippling • Sponging <p>Learners will demonstrate knowledge of the different types of brushes and knives used for painting, alongside more exploratory tools.</p> <p>Learners will create and develop exploratory paintings of natural forms in the next session.</p> <p>Individual work: Learners must present practical work in their sketchbooks and keep notes alongside the experimentation, using technical language. Annotations/Review of work.</p>

Introduction to Unit 01: Materials, techniques and processes in art and design		
		<p>Printmaking workshops: Lino Introduction to the work of Angie Lewin. Learners will create a small lino print sample using imagery of seed heads and grasses.</p> <p>Learners will explore a reduction print and repeat patterns.</p> <p>Alongside their findings, learners must keep a record of the materials, techniques and processes, considering:</p> <ul style="list-style-type: none"> • what worked, what didn't and why • how they might develop this further. <p>Printmaking workshops: Collotype</p> <p>Using their knowledge of Angie Lewin's work, learners will create a small collotype sample using their own imagery of seed heads and grasses as inspiration.</p> <p>Alongside their findings, learners must keep an ongoing record of the materials, techniques and processes, considering:</p> <ul style="list-style-type: none"> • what worked, what didn't and why • how they might develop this further. <p>Printmaking workshops: Etching</p> <p>Working directly onto a small piece of acrylic, learners will work from a photograph or photocopy to create an etching.</p> <p>Learners will explore the use of colour.</p>

		Introduction to Unit 01: Materials, techniques and processes in art and design
		<p>Alongside their findings, learners must keep a record of the materials, techniques and processes, considering:</p> <ul style="list-style-type: none"> • what worked, what didn't and why • how they might develop this further. <p>Mixed media Workshops:</p> <p>Introduction to the work of Mark Hearld, followed by a discussion of his use of mixed media.</p> <p>Learners will be encouraged to develop their exploration through a series of drawings/paintings/print-making of natural forms such as seed heads, leaves, etc, using more than one media to create a series of exciting pieces of work. This should also include collage.</p> <p>Learners should continue to record and annotate each piece of work in their sketchbook, recording the materials used, techniques and qualities of materials.</p> <p>They could record how this might be developed further if they had more time.</p> <p>Textiles Workshops: Heat transfer press.</p> <p>Learners will create samples, working from their initial photographs and drawings, and present them in sketchbooks.</p> <p>Annotations/review of work.</p> <p>Workshops: Batik/Tie Dye</p> <p>Annotations/review of work.</p>

Introduction to Unit 01: Materials, techniques and processes in art and design		
		<p>Textiles Workshops: Machine embroidery/Hand embroidery</p> <p>Annotations/review of work.</p> <p>Ceramics Workshops: Pinch Pot and Slab Pot</p> <p>Learners will explore ceramic techniques such as incising and impressing through a range of small sample tiles. These will be fired and developed through oxides and glazes in the next session.</p> <p>Annotations/review of work.</p> <p>Ceramics: Exploring glazes, slips and coil pot</p> <p>Annotations/Review of work.</p> <p>Digital media workshop:</p> <p>Taking their own photographs, learners should explore image manipulation, using appropriate software.</p> <p>Annotations/Review of work.</p> <p>Exploration and experimentation linked to the client brief.</p> <p>Learners should further explore an area/s to create ideas to fit the brief. These do not need to be final pieces and should take the form of exploratory work and ideas.</p> <p>Evaluation</p> <p>Learners must now evaluate how materials, techniques and processes affected their practice in LO2.</p>

Introduction to Unit 02: Research project in art and design		
Unit 02	LO1 The learner will: use research of artwork and/or design work to inform their personal response The learner must demonstrate: <ul style="list-style-type: none"> • research of artwork and/or design work • the appropriateness of sources • how their findings will inform their personal response • use of sources 	Introduction to LO1 Learners will be given the internal assessment task for Unit 02. They will consider what they have learnt from Unit 01 and a particular area of study that is of interest to them. They may wish to explore one practitioner or a number of practitioners. They may explore the ceramics work of Kate Malone and how her work has developed over time, or they may explore how landscape art has changed in the last century and why. Learners will explore how to complete effective research through a series of lectures and short tasks. Lecture/Discussion: Learners will explore where to get research from – looking at different sources (primary and secondary) and how they might gather research from both visual and written sources. Learners will understand the appropriateness of sources, considering validity and reliability. Task: Learners will be given a photograph of art/design work to describe in terms of the formal elements. They will need to discuss composition, and what materials they think have been used. No other information will be provided. Task: Learners will be given further information about the piece: <ul style="list-style-type: none"> • artist’s name • date • title • size • materials • purpose.

Introduction to Unit 02: Research project in art and design		
		<p>Learners will participate in a group discussion about how this additional information might help when looking at art/design work.</p> <p>Task: Learners will be given an article about the art/design work to read and highlight, to gather further information about the work.</p> <p>Lecture/Discussion: Learners will explore how to gather research from journals, online articles and subject-specific magazines, including what to look for and how to use the research effectively.</p> <p>They'll also learn how to create a bibliography and use appropriate referencing.</p> <p>Worksheet: Exploring and understanding how to gain relevant and appropriate research on a gallery visit. Learners will be given a detailed worksheet to support an appropriate visit to a gallery, workshop, craft shop, etc, which will take place over half term (if appropriate). During this visit, learners will apply their analytical skills.</p> <p>Individual Work: Through a gallery/craft shop visit, learners will complete independent primary research into the chosen practitioner/s. This should be recorded in a sketchbook with detailed annotated notes regarding the work.</p> <p>Task: Initiate a dialogue with a practitioner by writing an email to a practitioner(s), or making contact through social media.</p> <p>Learners will prepare a message to a designer/artist. They should consider what they would like to find out and what is appropriate language to use. A copy of the message and response should be printed and kept in the learner's file.</p>

Introduction to Unit 02: Research project in art and design		
		<p>Task: Learners will begin to gather research from secondary sources. Learners must use more than one type of source. These could include web pages, books, documentaries, a site visit, interviews, lecture, workshop, etc.</p> <p>These should be printed off or photocopied and kept in a file or sketchbook.</p> <p>Learners should ensure they record the details required for a bibliography alongside the printed page: Date, author, name of article, website/journal/ book, etc.</p> <p>Learners should study the text, highlighting any relevant and appropriate information. It may be that the article is not appropriate and learners should record this on the page.</p> <p>For each source, the learners must record the validity and reliability in their sketchbooks/notebooks.</p> <p>Individual Work: Learners should make a visit to the library to gather books on their chosen topic/artist, if available. If not, they should select other suitable sources.</p> <p>Group Visit: Learners will be taken to an art gallery to gather primary research into their artist or a related artist.</p> <p>Learners will gather primary research using sketchbooks to study one or more pieces of work. Learners should gather information about the work, using detailed notes and gather postcards or other information about the visit.</p> <p>Visual analysis of practitioners' work: Learners will need to complete detailed analyses of more than one piece by their chosen practitioner/s.</p> <p>They must consider:</p> <ul style="list-style-type: none"> • themes

Introduction to Unit 02: Research project in art and design		
		<ul style="list-style-type: none"> • style • colour ways • materials • techniques • processes • interpretations • visual language • formal elements <p>Learners must record how each of these elements might inform their own response. They should present this in their sketchbooks.</p> <p>Individual work: Working from the sources they've gathered, learners should make notes for their research project. Learners should record the correct information for the bibliography make notes on the viability and appropriateness of this source, considering:</p> <ul style="list-style-type: none"> • validity • reliability <p>Visual analysis of artist/designer's work: Artist copy</p> <p>In order to gain an understanding of the techniques and processes employed by artists/designers, learners will complete a copy of a piece of work from their chosen practitioner. This should be completed in as similar a medium as possible. For example, a ceramic piece by Kate Malone should be copied in clay. A painting by Paul Wright could be completed in acrylic paint. If time does not allow, an oil painting could be copied in acrylic.</p> <p>Individual work: Learners must complete an in-depth analysis of the work exploring the</p>

		Introduction to Unit 02: Research project in art and design
		<ul style="list-style-type: none"> • theme • style • colour ways • materials • techniques • processes • interpretations • visual language • formal elements <p>They must record how this task will support them in the development of their own work, considering each of the elements listed above. Have they discovered something new? Is there a technique they are unable to achieve due to time, resources, cost?</p> <p>Learners could present and summarise their research in the form of an essay, including an analysis of art/design work, with an appropriate bibliography.</p> <p>They must include details of how their research will inform their own work.</p> <p>They must include a statement assessing the appropriateness of the research sources.</p>
Unit 02	<p>LO2</p> <p>The learner will:</p> <p>produce a personal response to the artwork and/or design</p>	<p>Introduction to LO2</p> <p>Conducting research to support the development of learners' personal responses.</p> <p>Learners will need to conduct primary research to support the development of their work. They must consider what they have learnt in LO1 and how they will use this in the creation of their own work, considering:</p>

Introduction to Unit 02: Research project in art and design		
	<p>work researched in learning outcome 1</p> <p>The learner must produce:</p> <ul style="list-style-type: none"> • a piece of art and/or design work in response to the artwork or design work researched in learning outcome 1. 	<ul style="list-style-type: none"> • themes • style • colour ways • materials • techniques • processes • interpretations • visual language • formal elements <p>Examples:</p> <p>Learners exploring the portrait work of Paul Wright should go out and take appropriate photographs of people.</p> <p>Learners studying the work of the ceramicist Kate Malone could gather photographs of architectural features, alongside secondary images from other sources.</p> <p>Individual work: Learners should continue to explore and gather images of the work of their chosen practitioner/s. They should continue to make small studies of areas of their work as the project continues.</p> <p>Exploration of ideas.</p> <p>Working in their chosen media, learners should begin to explore and develop ideas, both in their sketchbooks and in the chosen media. This may be in the form of studies for a portrait, or samples exploring a range of textures and marks in clay. This should be in-depth and appropriate to support their findings in their research project.</p>

		Introduction to Unit 02: Research project in art and design
		Learners will develop and explore ideas, and should demonstrate a practical outcome.
Unit 02	<p>LO3</p> <p>The learner will: review their research</p> <p>The learner must evaluate:</p> <ul style="list-style-type: none"> • how the research influenced their response 	<p>Introduction to LO3</p> <p>Learners will evaluate how their research influenced their response, including:</p> <ul style="list-style-type: none"> • their use of materials, techniques and processes • their use of the formal elements and visual language. <p>They should include photographs and images of the practitioner’s work and their own work to reinforce their evaluation.</p> <p>A detailed worksheet could be given to support learners with this task.</p>

Introduction to Unit 03: Communicate visually		
Unit 03	LO1 The learner will: understand how to visually communicate a theme/idea/message in art and/or design The learner must demonstrate: <ul style="list-style-type: none"> • how formal elements are used to visually communicate in others' art and/or design work. • how meaning is communicated visually 	Introduction to LO1 Internal Assessment task given: Using 'Daylight' as a visual device Presentation of artists who have used Daylight as a visual device. This could include: <ul style="list-style-type: none"> • the use of Daylight in Monet's Rouen series • John Piper's use of light in his paintings of churches • Patrick Caulfield's depiction of artificial light • how artists use doorways and windows to lead us into a piece of work, eg, Patrick William Adam, Maggie Siner, Matisse, etc • the use of chiaroscuro in work by Caravaggio and Vermeer, enhanced by the use of windows and natural daylight to add drama to a piece • an exploration of how a designer might consider daylight to enhance a sculpture or architecture. <p>The teacher should lead a discussion of artists' work and how the visual device of Daylight has been explored across disciplines, making links and drawing comparisons between the works.</p> <p>Initial response – Detailed artist research pages with examples of artists/designers that use Daylight as a visual device, chosen by the learners, and annotated notes explaining the links to the theme. A broad range of practice must be explored in different contexts. Some pieces may be explored in more detail through sketchbook work.</p> <p>Research and analysis of the use of Daylight in artists' work.</p> <p>Group analysis of work(s) that uses Daylight to communicate a theme, idea or message.</p>

		Introduction to Unit 03: Communicate visually
		<p>Learners should go on and explore the visual device in more depth, drawing on the work of a broad range of practitioners. Learners should compare how they've used the visual device in their own work with how other artists have used it in theirs.</p> <p>Learners will explore the visual device through a creative sketchbook, written analysis and visual analysis. For 3D work, this would need to include photographs of work.</p> <p>Learners must record how the artists have used the formal elements, and the visual device of Daylight to convey a theme, idea or message.</p> <p>Research and analysis of the use of Daylight in artists' work: Artist copy</p> <p>Discussion of the visual device and findings of research. Learners will explore a range of ideas through their chosen pathway, creating a mood board/brainstorm of potential ideas linked to the visual device of Daylight.</p> <p>Individual tutorials and discussions to explore potential ideas in individual learners' chosen pathway.</p>
Unit 03	<p>LO2</p> <p>The learner will: use visual language to communicate a theme/idea/message in art and/or design</p> <p>The learner must demonstrate:</p> <ul style="list-style-type: none"> the use of visual language to communicate a chosen 	<p>Introduction to LO2</p> <p>Learners will gather primary and secondary research for independent work, and produce a contact sheet of photographs to support the development of Daylight to convey a chosen theme, idea or message.</p> <p>Learners will carry out independent work over half term to complete their research.</p> <p>Practical Sessions using completed research to explore potential initial ideas.</p> <p>Learners should create a range of drawings and annotated ideas, using the visual device of Daylight to convey a theme, idea or message. An example might be: exploring light in buildings influenced by research into John Piper and developed through the exploration of textiles samples.</p>

		Introduction to Unit 03: Communicate visually
	<p>theme/idea/message, including</p> <ul style="list-style-type: none"> - technical skills - visual language - medium or media 	<p>Learners should develop their chosen theme, using visual language to communicate an idea or message in their chosen specialism.</p> <p>As they develop their own work, learners should complete technical notes alongside samples, including notes on materials, techniques and processes.</p> <p>Learners must keep a record of how they have addressed the legal, social, religious and ethical considerations that apply to their work, eg, considering how using religious buildings in the work may cause offence to others, or how colour might represent death or marriage in certain religions.</p>
Unit 03	<p>LO3</p> <p>The learner will: review visual communication in the work they produced in LO2</p> <p>The learner must analyse:</p> <ol style="list-style-type: none"> 1. the use of technical skills 2. the use of visual language 3. the medium or media 4. the strengths and/or weaknesses of visual communication. 	<p>Introduction to LO3</p> <p>Preparation for the review. Teacher leads a discussion of what will need to be included. Learners will begin to write notes independently to gather evidence.</p> <p>Teacher gives guidance on how to write an evaluation or review of the work. A worksheet could be provided to support learners with this task.</p> <p>Learners should present their review as:</p> <ul style="list-style-type: none"> • a video • a report • a presentation • a blog • annotated visual work.

Introduction to Unit 05: Develop a personal response in art and design		
Unit 05	LO1 The learner will: produce a word-processed Statement of Intent The learner must produce: <ul style="list-style-type: none"> • research • a description of a theme/idea/message they intend to communicate • a plan detailing how the final work will be realised, identifying: <ul style="list-style-type: none"> - materials, techniques and processes - timescales and resources • a rationale for the viability and feasibility of the personal response 	Introduction to LO1 Teacher introduces the unit, looking at the key elements involved in creating the statement of intent. 1:1 tutorials to discuss possible ideas for individual responses, looking carefully at individual specialisms (fine art, textiles, ceramics etc). Learners should create an individual brief - this might be a live brief depending on the individual learner. Learners should consider: <ul style="list-style-type: none"> • what they're setting out to do and why • by when it needs to be completed • what theme/idea/message they are going to communicate • what techniques and materials they will use • the viability and feasibility of their personal response, which will be written up as a rationale (eg, size, time, duration, environment, required skills, etc). They should also consider how the work will be practically realised, taking into account: <ul style="list-style-type: none"> • Format, eg: physical, digital • Context, eg: social, cultural, commercial • Environment, eg: temporary, permanent, indoor, outdoor, public or private space, digital. A worksheet could be given to support the creation of the statement of intent. Research can begin into a chosen theme/idea/message once individuals have drawn up an initial statement of intent. Independent work – Learners should:

		Introduction to Unit 05: Develop a personal response in art and design
		<ul style="list-style-type: none"> • complete primary research • take photographs of their chosen theme • create a contact sheet of images, printing off 4/5 as A4 images from which to work from. <p>Further research: This may include research into the target audience, artists or designers who may inspire the learners' work. Learners should create detailed research pages, exploring their potential influences and analysing others' work.</p> <p>Learners should complete their word processed statement of intent – this may have changed due to research that has taken place.</p> <p>Having completed some initial research, learners should create a plan detailing how the final work will be realised, identifying:</p> <ul style="list-style-type: none"> • format eg: physical, digital • context eg: social, cultural, commercial • environment eg: temporary, permanent, indoor, outdoor, public or private space, digital. <p>Learners must also consider timescales for the completion of their work, as well as resources and materials, booking out rooms and equipment as necessary. This can be done as a detailed Gantt chart.</p>
Unit 05	LO2 The learner will: produce art and/or design work The learner must produce:	<p>Introduction to LO2 and LO3</p> <p>Initial ideas: Working from primary and secondary research into their theme and exploration of artists' work, learners will create initial ideas, drawings, sketches, samples etc. Learners will review these through notes in their sketchbooks, making links to their statement of intent.</p> <p><u>Learners' evaluations must be ongoing</u>, and any changes to their initial ideas should be recorded as they progress through the work.</p>

		Introduction to Unit 05: Develop a personal response in art and design
	<ul style="list-style-type: none"> a personal response initiated by the Statement of Intent in learning outcome 1. <p>LO3</p> <p>The learner will: review their progress during their work in learning outcome 2</p> <p>The learner must evaluate:</p> <ul style="list-style-type: none"> their ongoing progress during the development of their personal response 	<p>Additional research: Learners should consider what, if any, additional research should be completed.</p> <p>Learners should continue to explore their initial ideas through the media and materials they have chosen and their theme/message/idea.</p> <p>Review of ideas against the Statement of intent. Learners should look back at their statement of intent and their initial ideas, comparing the work completed so far against the initial statement.</p> <p>They should analyse and record any changes made, the reasons for those changes, and any further changes they may explore.</p> <p>Learners may need to consider new artists or designers or complete further primary research. They should record the next direction their work will take.</p> <p>Further development of ideas in specialist areas: learners must keep a record and notes as part of an ongoing review.</p> <ul style="list-style-type: none"> In the final stages, learners should: create final designs/plans alongside samples complete the final version of their work evaluate their work/processes against the original statement of intent. <p>The summative evaluation should seek to answer the following questions:</p> <ul style="list-style-type: none"> What changes did they make and why? Did they stick to their planned timings? If not, why not? Does their work reflect they chosen theme/idea/message? Is the work appropriate for their chosen environment or context?

Introduction to Unit 04: Present and promote your work		
Unit 04	LO1	<p>Introduction to LO1</p> <p>Teacher introduces the different presentation and promotional techniques used by artists/designers. Topics could include:</p> <ul style="list-style-type: none"> • the importance of artists photographing their work, including examples • examples from social media, blogs, other types of websites, exhibitions, craft fairs, etc • lighting/background • whether or not the work is functional, dressing the piece, or placing in a setting – refer to the work of Bex Simon (Blacksmith), whose work was developed for production and sale, including the development of her brand and packaging • how artists/designers cost their work • audience • context • environment. <p>Discuss learners' individual thoughts in response to the above.</p> <p>Learners will complete detailed research into different types of presentation and promotion, both physical and digital. They could try and answer the following questions:</p> <ul style="list-style-type: none"> • What does a designer need to do to get their work on a website such as 'Not on the high street'? • Are there restrictions in place? • How do they set up a website? • Who will see it? • Who uses social media more? <p>Learners should consider how and where artists can display their work to physically promote it, eg, craft shops, craft fairs, exhibitions. Learners could be given website links to support this task.</p>

		Introduction to Unit 04: Present and promote your work
		<p>Learners will need to create a detailed proposal for both a physical and digital presentation, using their knowledge of physical and digital promotion. One will include an end of year art show/craft fair, and the other must be an online promotion and digital portfolio.</p> <p>Learners must produce detailed plans for both.</p>
Unit 04	<p>LO2</p> <p>The learner will: produce a presentation of their work and promote it</p> <p>The learner must demonstrate:</p> <ul style="list-style-type: none"> • presentation of their work in a digital format • presentation of their work in a physical format • promotion of their work 	<p>Introduction to LO2</p> <p>Presenting work in digital format</p> <p>Using the techniques they've already researched, learners must consider where they are presenting their work in digital formats, taking appropriate photographs and/or a short video to support and promote their work.</p> <p>Learners may need to change their original plan, depending on when the art show/craft fair will take place. The digital preparation and promotion can be worked around the live exhibition, and learners should plan these weeks themselves, referring to their proposal.</p> <p>Learners must now spend time preparing their digital and physical portfolios, and preparing for the exhibition or craft fair.</p> <p>Promoting work</p> <p>Learners will spend time preparing their promotion through both digital and physical formats. They will refer to their proposal. However, they may need to make changes to this in light of their preparations.</p> <p>Learners must consider how they will promote both the digital and physical exhibitions, as well as their digital/physical portfolios of work. They'll need to take photographs of work for both portfolios.</p>

		Introduction to Unit 04: Present and promote your work
		<p>Lighting, backgrounds and colour should be considered, as well as how learners will use the photos to promote their work, eg, through emails, flyers, posters, etc.</p> <p>Learners should consider how they might use the art show/craft fair as an opportunity to further promote themselves, by, for example, giving away business cards/postcards.</p> <p>Learners should produce posters advertising the exhibition/fair and the final presentation of their work.</p> <p>Prior to promotion, learners should prepare suitable ways of gathering feedback to support their analysis in LO3. They should consider:</p> <ul style="list-style-type: none"> • how and from where they will get feedback • which methods might work best • how to create and use appropriate questionnaires (physical or online) • how they might use website analytics, comments or 'like's to gather data on their digital work.
Unit 04	<p>LO3</p> <p>The learner will: review the presentation and promotion of their work</p> <p>The learner must analyse the:</p> <ul style="list-style-type: none"> • effectiveness of the initial proposal • strengths and weaknesses of their presentation 	<p>Introduction to LO3</p> <p>Learners are being assessed on their ability to review their work in relation to their initial proposal, including the modifications they made and the strengths and weaknesses of their presentation and promotion.</p> <p>Learners must review the:</p> <ul style="list-style-type: none"> • effectiveness of the initial proposal eg: <ul style="list-style-type: none"> - constraints or limitations - modifications - unexpected issues

Introduction to Unit 04: Present and promote your work		
	<ul style="list-style-type: none"> • strengths and weaknesses of their promotion 	<ul style="list-style-type: none"> • strengths and weaknesses of their presentation eg: <ul style="list-style-type: none"> - self-evaluation - peer evaluation - audience feedback (physical and/or digital) - website analytics • strengths and weaknesses of their promotion eg: <ul style="list-style-type: none"> - self-evaluation - peer evaluation - audience feedback (physical and/or digital) - website analytics
End of delivery		

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Version 5.0 July 2021

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