



Learning Cycle	Knowledge and Skills	Vocabulary	Checking of understanding	Rationale
Autumn Term	<p>Welcome</p> <ul style="list-style-type: none"> <li><b>Unit 1: Diagnostic Investigation into Creative Practice. 29 Credits. Level 3</b></li> <li>Introduction to Unit 1</li> <li>Nine week period that introduces various approaches to Art &amp; Design thinking and making via a range of projects including (but not limited to)                             <ul style="list-style-type: none"> <li>Random Starting Points</li> <li>Tool Making</li> <li>Spots and Stripes</li> <li>Pattern Making</li> <li>People Watching</li> <li>Who Am I?</li> <li>Exquisite Corpses</li> <li>Life Drawing</li> </ul> </li> </ul> <p>Regular group critiques</p> <ul style="list-style-type: none"> <li>Submission Deadline for Unit 1</li> <li><b>Unit 2: Developing Specialist Practice. 46 Credits. Level 3</b></li> <li>Introduction to Unit 2</li> <li>Thirteen week period that enables students to delve deeper into a variety of creative pathways including:                             <ul style="list-style-type: none"> <li>MAGPI (Moving Image/Advertising/Graphic Design/Photography/Illustration)</li> <li>FAP (Fine Art and Print)</li> <li>TFC (Textiles/Fashion and Costume)</li> <li>3D (Ceramics and Sculpture)</li> </ul> </li> <li>Students will spend 2 weeks in each pathway before making their own decision about which area of specialism they wish to work in for the remaining duration of Unit 2.</li> </ul>	<p>Supported by the introduction and use of the Foundation in Art &amp; Design Research and annotation booklet. This booklet contains tips on how to research and how to write critical analysis. Sentence starters are included.</p> <p>Students will further develop their confidence in analysing – focusing on use of media and fabric manipulation. They will start to develop their artistic vocabulary necessary for working in their sketchbooks with confidence.</p> <p>Initiative Independent inquiry Creative thinking Project management Reflective learning Team-working Self-management Effective participation Social responsibility Environmental awareness Ethics and sustainability Problem solving Communication Presentation Research Digital skills Literacy Numeracy</p>	<p>Synoptic assessment is a feature of this course and it requires students to use an appropriate selection of their skills, knowledge and understanding acquired through all of the units that make up the qualification,</p> <p>1:1 tutorial conversation and discussion take place at least once a week to ensure understanding of tasks and unit requirements.</p> <p>For formal assessment, the students are issued with a grading grid comprised of seven descriptors (e.g. Context, Research, Problem solving etc.) Each descriptor describes characteristics or qualities typical of performance at Pass, Merit and Distinction.</p> <p>Judgment is made on the evidence produced by the student to determine the grading decision for the learning outcome. This is done by holistically assessing the evidence of the learning outcomes, supplied by the student, against the descriptors in the grading grid.</p>	<p>The FAD curriculum is designed to be centred on academic rigour and a student-centred learning culture, encompassing: analytical principles; exploratory and investigative practices; contextual research and material experimentation.</p> <p>These are delivered through a coherent and integrated sequence of learning activities which will enable students to identify and capitalise on their strengths and affinities.</p> <p>The curriculum builds on and extends students' prior experience, linking skills already acquired with ideas and challenges, which will increase their independence as a creative practitioner.</p> <p>In unit 1, students will undertake a diagnostic investigation into visual language and creative practices. This exploratory investigation allows students to become familiar with and experiment within a wide range of (art, design, craft</p>

	<ul style="list-style-type: none"> <li>• Written Element</li> <li>• Completing UCAS applications</li> <li>• Regular group critiques</li> </ul>		<p>Written feedback and targets for improvement are included on the grading grid. Student and staff keep a copy.</p> <p>Resubmission may be required.</p>	<p>and media) creative disciplines as part of their journey to, or reinforcement of, specialism in Unit 2.</p> <p>Unit 2 will provide students with the opportunity to reflect on the knowledge, skills and practices they have developed in Unit 1 of the qualification, and to define their creative ambitions by encouraging a holistic approach to a range of activities, which will support, contextualise and position their creative endeavour within their chosen specialist practice.</p>
Spring Term	<ul style="list-style-type: none"> <li>• Finalising any UCAS applications that have not been sent</li> <li>• Building digital/physical portfolios for interviews</li> <li>• Written Element</li> <li>• Submission Deadline for Unit 2</li> <li>• <b>Introduction to Unit 4</b></li> <li>• Regular group critiques</li> <li>• Writing their own Unit 4 project brief with the support of staff – 100% self initiated</li> <li>• Project proposals - Students will need to balance ambition, time, and resources in the realisation of the project and a timetabled action plan must be included.</li> <li>• Pitching ideas to peers and staff</li> <li>• Initial investigation</li> <li>• Thematic enquiry</li> <li>• Visual, practical and contextual research</li> <li>• Realising creative objectives set out in project proposal</li> </ul>	<p>Continued use of the Foundation in Art &amp; Design Research and Annotation booklet.</p> <p>Creative Practice Creative Process Appropriate Audience Contextual/Context Breadth Demonstrate Innovation Production Specialist Practice Technical problems Visual Language</p>	<p>1:1 tutorial conversation and discussion take place at least once a week to ensure understanding of tasks and unit requirements.</p> <p>For formal assessment, the students are issued with a grading grid comprised of seven descriptors (e.g. Context, Research, Problem solving etc.) Each descriptor describes characteristics or qualities typical of performance at Pass, Merit and Distinction.</p> <p>Judgment is made on the evidence produced by the student to determine the grading decision for the learning outcome. This is done by holistically assessing the</p>	<p>Unit 4 aims to provide students with an opportunity to take control of their own learning and demonstrate their achievement by independently initiating, researching, completing and evaluating a project proposal and its realisation within their chosen professional context.</p> <p>The choice of the proposed subject, subsequent research, and all relevant activity will be defined by the student.</p> <p>The unit content will vary according to the specific demands of the student's chosen individual or collaborative project, which</p>

	<ul style="list-style-type: none"> <li>Regular group critiques</li> </ul>		<p>evidence of the learning outcomes, supplied by the student, against the descriptors in the grading grid.</p> <p>Written feedback and targets for improvement are included on the grading grid. Student and staff keep a copy.</p> <p>Resubmission may be required.</p>	<p>is derived from proposals that have been developed in consultation with tutors.</p>
Summer Term	<ul style="list-style-type: none"> <li>Select and curate final work for presentation</li> <li>A bibliography using Harvard referencing is required.</li> <li>Students complete a final evaluation of between 750 and 1750 words.</li> <li>Submission Deadline for Unit 4</li> </ul>	<p>Continued used of Art, Craft &amp; Design Research and Annotation booklet.</p> <p>Realisation Development Review and refine Final outcome Personal investigation Consolidation Extension</p>	<p>1:1 tutorial conversation and discussion take place at least once a week to ensure understanding of tasks and unit requirements.</p>	<p>Final realisation of unit 4 outcome showcasing a combination of techniques to produce an outcome that will have creative impact and demonstrate a high level of individual artistic skill.</p> <p>Design and creation of final outcome exhibit demonstrates how the students visualise how their work would be curated in an exhibition space with clear reference to audience impact and interaction of applicable.</p>