



Mapping to BTEC First Art and Design Based on Edexcel specifications for 2010

Unit title:	Learning outcomes:	Boardworks presentations:
<p>Unit 1: Contextual References in Art and Design</p>	<p>1.1 Know the influences of historical and contemporary art and design developments</p>	<p>Unit 3: Analysing and Evaluating: presentation 3a Annotation and Research Approaches <i>This presentation covers: researching into Andy Warhol and Edgar Degas; creating an appropriate supportive structure for initial research. The 'content, form, mood and process' framework is used to discuss the work of a range of artists. The 'Virtruvian Man' by Leonardo Da Vinci example enables students to see how their research into other artists should be used in the development of their own response.</i></p> <p>Unit 3: Analysing and Evaluating: presentation 3b Fieldwork and Evaluation <i>This presentation covers: artists' styles and themes; cultural research; visiting a gallery and recording from first-hand observation; writing frames for evaluation.</i></p> <p>Unit 4: Developing Ideas and a Personal Response: presentation 4a How to Develop Ideas <i>This presentation shows students ways of developing their ideas through practical experimenting; using viewfinders etc.</i></p>
	<p>1.2 Be able to use historical and contemporary references to support research and development of own response</p>	
	<p>1.3 Be able to present information about the work studied in an appropriate format.</p>	

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Unit title:	Learning outcomes:	Boardworks presentations:
Unit 2: 2D Visual Communication	2.1 Be able to use 2D mark-making techniques	<p>Unit 4: Developing Ideas and a Personal Response – presentations 4b, c, d and e. <i>Presentation 4b – Experimenting with a range of media in 2D covers: painting; collage; printing; textiles; silk painting.</i></p> <p>Unit 2: Recording Observations – all presentations. <i>These presentations cover: the written recording of ideas; collecting imagery; introduction to drawing; line, tone, texture; black and white media techniques; colour media and techniques; photography. Artists and links to useful websites are provided to introduce students to a range of work in the different media.</i></p>
	2.2 Be able to communicate design ideas using 2D visual communication techniques	
	2.3 Be able to use formal elements in 2D visual communication.	

Unit title:	Learning outcomes:	Boardworks presentations:
Unit 3: 3D Visual Communication	3.1 Be able to use 3D making techniques	<p>Unit 2: Recording Observations <i>Particularly useful presentations are: 2a Written Recording of Ideas; 2b Collecting Imagery and Unit 3a Annotation and Research Approaches.</i></p> <p>Unit 3: Analysing and Evaluating – presentation 3a Annotation and Research Approaches <i>This presentation covers: Tracey, contemporary drawing research and features links to useful websites and artists' sketchbooks.</i></p> <p>Unit 4: Developing Ideas and a Personal Response <i>Presentation 4c covers sculpture and ceramics and includes examples from Henry Moore and Barbara Hepworth. Presentations 4a, b, c, d and e can be used to encourage students to develop their ideas.</i></p>
	3.2 Be able to communicate design ideas using 3D visual communication techniques	
	3.3 Be able to use formal elements in 3D visual communication.	

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Unit title:	Learning outcomes:	Boardworks presentations:
Unit 4: Using Ideas to Explore, Develop and Produce Art and Design Outcomes	4.1 Be able to research and record visual and other information from primary and secondary sources in response to the brief	Unit 4: Developing Ideas and a Personal Response – all presentations. <i>These presentations cover working with specialist materials and initial development.</i>
	4.2 Be able to develop ideas that meet the requirements of the brief, through the use of specialist materials, equipment and techniques	
	4.3 Be able to present and communicate developmental work and final outcomes	
	4.4 Know the strengths and weaknesses of developmental work.	
		Unit 6: Assessment Resource – presentation 6b: The Assessment Criteria <i>This presentation demonstrates examples of project development through stages, from research to experimentation to final idea/outcome. It covers: research; analysis; experimentation; final piece and contains an end of project checklist.</i>

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Unit title:	Learning outcomes:	Boardworks presentations:
Unit 7: Working with Graphic Design Briefs	7.1 Be able to use appropriate graphics materials, equipment and techniques	Unit 2: Recording Observations – all presentations. <i>These presentations cover: the written recording of ideas; collecting imagery; introduction to drawing; line; tone; texture; black and white media techniques; colour media and techniques; photography.</i> Unit 4: Developing Ideas and a Personal Response – all presentations. <i>These presentations cover working with specialist materials and initial development.</i>
	7.2 Be able to meet the constraints of a pre-defined graphic design brief	
	7.3 Be able to develop ideas and produce a final product in response to a pre-defined graphic design brief	
	7.4 Understand the successful characteristics and quality of graphic design work.	

Unit title:	Learning outcomes:	Boardworks presentations:
Unit 8: Working with Photography Briefs	8.1 Be able to use photographic processes	Unit 2: Recording Observations – presentation 2g Photography <i>This presentation includes a list of photographic artists' websites to support research/quality of photographic work. It also covers: introduction to photography; digital photography; composition; digital manipulation.</i>
	8.2 Be able to develop ideas to meet photography briefs	
	8.3 Understand the successful characteristics and quality of photographic work.	

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Unit title:	Learning outcomes:	Boardworks presentations:
Unit 10: Working with Textiles Briefs	10.1 Be able to use textiles materials, techniques and processes	Unit 2: Recording Observations <i>These presentations cover the written recording of ideas and collecting imagery.</i>
	10.2 Be able to develop work to meet textiles briefs	
	10.3 Understand the successful characteristics and quality of textiles work.	Unit 4: Developing Ideas and a Personal Response <i>These presentations cover fine art textiles; explore batik; silk painting; printing.</i>

Unit title:	Learning outcomes:	Boardworks presentations:
Unit 11: Working with 3D Design Briefs	11.1 Be able to use 3D design materials, techniques and processes	Unit 2: Recording Observations – presentations 2a Written Recording of Ideas/2b Collecting Imagery Unit 3: Analysing and Evaluating – presentation 3a Annotation and Research Approaches <i>This presentation covers: Tracey, contemporary drawing research and features links to useful websites and artists' sketchbooks.</i> Unit 4: Developing Ideas and a Personal Response – presentation 4c <i>The presentations in this unit can be used to encourage students to develop their ideas. 4c covers sculpture and ceramics and include examples from Henry Moore and Barbara Hepworth.</i>
	11.2 Be able to develop ideas to meet 3D design briefs	
	11.3 Understand the successful characteristics and quality of 3D design work.	

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Unit title:	Learning outcomes:	Boardworks presentations:
Unit 12: Working with Interactive Media Briefs	12.1 Be able to develop ideas and outcomes to meet interactive media briefs	<p>Unit 2: Recording Observations – 2g Photography <i>This presentation includes a list of photographic artists' websites to support research/quality of photographic work.</i></p> <p>Unit 3: Analysing and Evaluating – presentation 3b Fieldwork and Evaluation <i>This presentation covers: artists' styles and themes; cultural research; visiting a gallery and recording from first-hand observation; writing frames for evaluation.</i></p>
	12.2 Be able to explore the use of interactive media products	
	12.3 Be able to use digital techniques and technology	
	12.4 Be able to review interactive media production work.	

Unit title:	Learning outcomes:	Boardworks presentations:
Unit 13: Working with Visual Arts Briefs	13.1 Be able to research and record from primary and secondary sources in response to visual arts briefs	<p>Unit 2: Recording Observations – all presentations</p> <p>Unit 3: Analysing and Evaluating – presentation 3a Annotation and Research Approaches <i>This presentation covers: Tracey, contemporary drawing research and features links to useful websites and artists' sketchbooks. It also covers researching into Andy Warhol and Edgar Degas, creating an appropriate supportive structure for initial research.</i></p> <p>Unit 3: Analysing and Evaluating – presentation 3b Fieldwork and Evaluation <i>This presentation covers: artists' styles and themes; cultural research; visiting a gallery and recording from first-hand observation; writing frames for evaluation.</i></p> <p>Unit 4: Developing Ideas and a Personal Response – presentation 4a How to Develop Ideas <i>This presentation shows students ways of developing their ideas through practical experimenting; using viewfinders etc.</i></p>
	13.2 Be able to use visual arts materials, techniques and processes	
	13.3 Be able to develop ideas and outcomes to meet visual arts briefs	
	13.4 Understand the successful characteristics and quality of visual arts work.	

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Unit title:	Learning outcomes:	Boardworks presentations:
Unit 14: Working with 3D Design Crafts Briefs	14.1 Be able to research and record primary and secondary sources in response to 3D design crafts briefs	Unit 2: Recording Observations – all presentations Unit 4: Developing Ideas and a Personal Response – presentation 4a How to Develop Ideas/4c Sculpture and Ceramics <i>Presentation 4c includes discussions on the work of Henri Moore, Barbara Hepworth, Steve Howlett and Mark Conlon.</i>
	14.2 Be able to explore and develop ideas to meet 3D design crafts briefs	
	14.3 Be able to use 3D design crafts materials, techniques and processes	
	14.4 Understand the successful characteristics and quality of 3D design crafts work.	

Unit title:	Learning outcomes:	Boardworks presentations:
Unit 15: Working with Digital Art and Design Briefs	15.1 Be able to create visual material using digital technology	Unit 2: Recording Observations – 2g Photography <i>This presentation includes a list of photographic artists' websites to support research/quality of photographic work.</i> Unit 3: Analysing and Evaluating – 3b Fieldwork and Evaluation <i>This presentation covers: artists' styles and themes; cultural research; visiting a gallery and recording from first-hand observation; writing frames for evaluation; Alison Berman's 'Fallow Deer' in situ.</i> Unit 4: Developing Ideas and a Personal Response – presentations 4b, c, d, e <i>These presentations cover working with specialist materials and initial development.</i>
	15.2 Be able to plan and develop ideas for a digital art and design brief	
	15.3 Understand the successful characteristics and quality of digital art and design work.	

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Unit title:	Learning outcomes:	Boardworks presentations:
Unit 16: Working with Accessory Briefs	16.1 Be able to develop ideas to meet accessory briefs	Unit 2: Recording Observations – 2a Written Recording of Ideas/2b Collecting Imagery Unit 4: Developing Ideas and a Personal Response – presentations 4d/4e <i>These presentations cover fine art; textiles; exploring batik; silk painting; printing.</i>
	16.2 Be able to produce outcomes to meet accessory briefs	
	16.3 Understand the successful characteristics and quality of accessory briefs work.	
Unit 18: Working with Site-specific Briefs	18.1 Be able to use materials, techniques and technology for site-specific briefs	Unit 3: Analysing and Evaluating – 3b Fieldwork and Evaluation <i>This presentation covers: artists' styles and themes; cultural research; visiting a gallery and recording from first-hand observation; writing frames for evaluation; Alison Berman's 'Fallow Deer' in situ.</i> Unit 4: Developing Ideas and a Personal Response – presentation 4a How to Develop Ideas <i>This presentation shows students ways of developing their ideas through practical experimenting.</i> Unit 4: Developing Ideas and a Personal Response – presentation 4c <i>This presentation focuses on sculpture and ceramics and includes discussions on the work of Henri Moore, Barbara Hepworth, Steve Howlett and Mark Conlon.</i> <i>All presentations in Unit 4 can be used to encourage students to develop their ideas.</i>
	18.2 Be able to plan and develop ideas for a site-specific brief	
	18.3 Understand the successful characteristics and quality of work for site-specific briefs.	