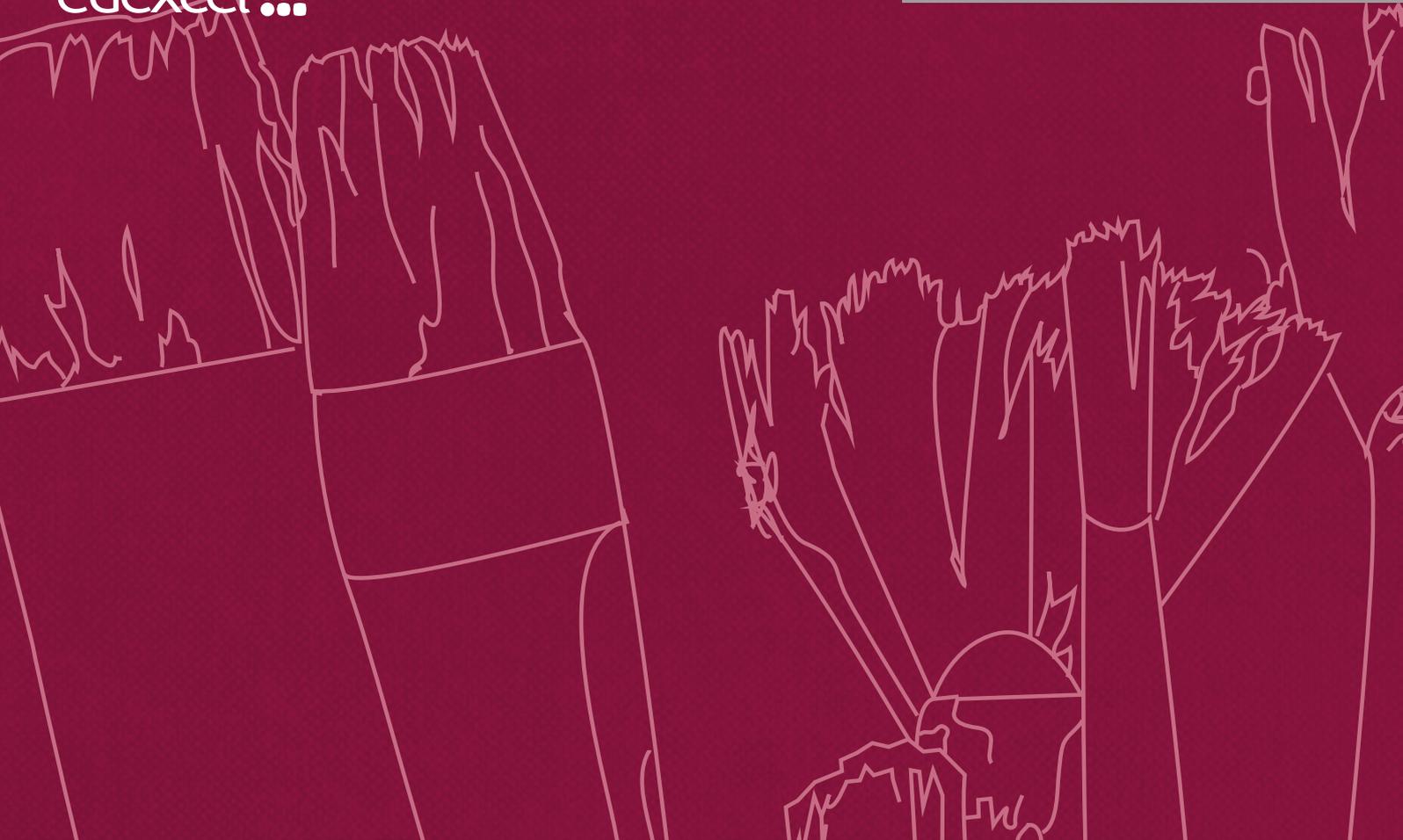




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Comparing unit content

ART AND DESIGN

Edexcel BTEC Level 1/Level 2 First Award in Art and Design (NQF)
Edexcel BTEC Level 2 First Extended Certificate in Art and Design (QCF)

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BTEC First Award in Art and Design (NQF) and BTEC Level 2 First Extended Certificate in Art and Design (QCF)

Comparing unit content

This table maps the content of the new **BTEC First Award in Art and Design** for level 2 learners (NQF), shown in the left hand column, against the content of the current **BTEC Level 2 First Extended Certificate in Art and Design** (QCF) in the right hand column.

This mapping will help you transition from one specification to the other by highlighting where there are changes in content, particularly where there is new content which will need to be delivered to help your learners prepare for the new assessment.

In order to make the table easy to use and to demonstrate new content we have used a 'traffic lights' colour scheme as follows:

- **GREEN** - covered. In this case the content in the 2012 BTEC First Award (NQF) is very close to the existing BTEC Level 2 Extended Certificate (QCF). In the right hand column the title of the relevant unit and Learning Outcome is identified.
- **YELLOW** - partially covered. In this case the content is partially covered, perhaps in Learning Outcomes in more than one unit from the BTEC Level 2 Extended Certificate (QCF). Where there is some additional knowledge in the 2012 BTEC, this is stated in the left hand column under the heading **NEW CONTENT**
- **RED** - not covered. In this case the content in the 2012 BTEC First Award (NQF) is new. It will appear in the left hand column so you can see immediately what you will need to teach.

We hope you find this at-a-glance guide useful and that you enjoy your new course.

Note: This table applies to content only. You will need to assess learners against the new assessment criteria. All information is provisional. It is correct at the time of going to press but is subject to change.

Unit 1: Introduction to Specialist Pathways in Art and Design

Comments/Details

This new unit serves as an introduction to the specialist pathways, and as such has no direct equivalent unit in the QCF Spec. However, some of the topics can be mapped to learning outcomes from the QCF *Unit 2: 2D Visual Communication*, *Unit 3: 3D Visual Communication* and *Unit 4: Using Ideas to Explore, Develop and Produce Art and Design*. There is also the potential to map some of the learning outcomes from specialist optional units in the QCF qualification, where Centres have delivered any of these. This will be dependent on the specific unit or units delivered.

Edexcel BTEC Level 1/Level 2 First Award in Art and Design (NQF)	Edexcel BTEC Level 2 First Extended Certificate in Art and Design (QCF)
Unit 1 – Learning aim A: Use specialist materials, techniques, equipment and processes in response to client briefs	
Explore at least three selected specialist pathways	Partially covered in: <ul style="list-style-type: none"> Unit 2: 2D Visual Communication LO1 Be able to use 2D mark-making techniques Unit 3: 3D Visual Communication LO1 Be able to use 3D making techniques.
Select appropriate specialist materials, techniques, equipment and processes	Fully covered in: <ul style="list-style-type: none"> Unit 4: Using Ideas to Explore, Develop and Produce Art and Design LO2 Be able to develop ideas that meet the requirements of the brief, through the use of specialist materials, equipment and techniques.
Generate ideas in response to the briefs	Fully covered in: <ul style="list-style-type: none"> Unit 4: Using Ideas to Explore, Develop and Produce Art and Design LO2 Be able to develop ideas that meet the requirements of the brief, through the use of specialist materials, equipment and techniques.
Explain and justify selection of the chosen specialist techniques, equipment and processes	Partially covered in: <ul style="list-style-type: none"> Unit 4: Using Ideas to Explore, Develop and Produce Art and Design LO3 Be able to present and communicate developmental work and final outcomes.
Record progress and process results	Partially covered in: <ul style="list-style-type: none"> Unit 4: Using Ideas to Explore, Develop and Produce Art and Design LO4 Know the strengths and weaknesses of developmental work.

● Covered
 ● Partially covered
 ● Not covered

Unit 1 – Learning aim B: Record formal elements within specialist pathways

Recognising formal elements and how professionals use them in their specialist work	NOT COVERED
Knowing how formal elements can be recorded using specialist materials, techniques, equipment and processes	NOT COVERED
Applying specialist design or compositional techniques	NOT COVERED
Selecting and using specialist materials, techniques, equipment and processes	Partially covered in: <ul style="list-style-type: none"> Unit 4: Using Ideas to Explore, Develop and Produce Art and Design LO2 Be able to develop ideas that meet the requirements of the brief, through the use of specialist materials, equipment and techniques.

Unit 2: Creative Project in Art and Design

Comments/Details

This new unit is an externally set unit, culminating in a ten hour timed element. The Learning Aims are broadly similar to the Learning Outcomes from the *QCF Unit 4: Using Ideas to Explore, Develop and Produce Art and Design*, with the exception of the two topics shown as New Content. Where centres are transitioning units across from the QCF qualification to the NQF qualification, they will still need to ensure that learners are taught how to prepare for the timed element, as well as addressing topics not covered in the QCF Unit. This could be achieved by delivering the unit in its entirety, making references where appropriate to learners' experiences with activities and materials undertaken as part of QCF Unit 4, if previously delivered.

Centres should deliver an experience to learners which provides them with the fullest opportunity to prepare for and undertake the timed element.

Edexcel BTEC Level 1/Level 2 First Award in Art and Design (NQF)**Edexcel BTEC Level 2 First Extended Certificate in Art and Design (QCF)****Unit 2 – Learning aim A: Develop creative ideas, skills and intentions in response to a project brief**

Generate and develop creative ideas	Fully covered in: <ul style="list-style-type: none"> Unit 4: Using Ideas to Explore, Develop and Produce Art and Design LO2 Be able to develop ideas that meet the requirements of the brief, through the use of specialist materials, equipment and techniques.
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● Covered ● Partially covered ● Not covered

Develop materials from both primary and secondary research sources	Fully covered in: <ul style="list-style-type: none"> Unit 4: Using Ideas to Explore, Develop and Produce Art and Design LO1 Be able to research and record visual and other information from primary and secondary sources in response to the brief.
Combine and synthesise primary and secondary research to enhance personal ideas and themes	Partially covered in: <ul style="list-style-type: none"> Unit 4: Using Ideas to Explore, Develop and Produce Art and Design LO1 Be able to research and record visual and other information from primary and secondary sources in response to the brief.
Defining key contextual areas for research	NOT COVERED
Experimenting with combining methods, techniques and processes	Partially covered in: <ul style="list-style-type: none"> Unit 4: Using Ideas to Explore, Develop and Produce Art and Design LO2 Be able to develop ideas that meet the requirements of the brief, through the use of specialist materials, equipment and techniques.
Recording progress through the project	Partially covered in: <ul style="list-style-type: none"> Unit 4: Using Ideas to Explore, Develop and Produce Art and Design LO3 Be able to present and communicate developmental work and final outcomes.
LA B: Produce final outcomes that meet the requirements of the brief	
Plan own use of time to ensure sufficient time allowed for production of outcomes	NOT COVERED
How to use techniques, materials and processes to produce outcomes that show a response to the brief	Fully covered in: <ul style="list-style-type: none"> Unit 4: Using Ideas to Explore, Develop and Produce Art and Design LO2 Be able to develop ideas that meet the requirements of the brief, through the use of specialist materials, equipment and techniques.
How to demonstrate creative use of a range of design and practical skills in developing work in response to the requirements of the brief	Fully covered in: <ul style="list-style-type: none"> Unit 4: Using Ideas to Explore, Develop and Produce Art and Design LO2 Be able to develop ideas that meet the requirements of the brief, through the use of specialist materials, equipment and techniques and LO3 Be able to present and communicate developmental work and final outcomes.
Reviewing, reflecting and evaluating work and working methods in progress, at regular points, to ensure that client expectations are being met	Fully covered in: <ul style="list-style-type: none"> Unit 4: Using Ideas to Explore, Develop and Produce Art and Design LO4 Know the strengths and weaknesses of developmental work.

● Covered
● Partially covered
● Not covered

Considering if ultimate choice and use of materials supported the design of the idea or message	Fully covered in: <ul style="list-style-type: none"> Unit 4: Using Ideas to Explore, Develop and Produce Art and Design LO4 Know the strengths and weaknesses of developmental work.
Personal and independent input into the final work to reach conclusions that are exciting and demonstrate an individual response to the brief	Partially covered in: <ul style="list-style-type: none"> Unit 4 Using Ideas to Explore, Develop and Produce Art and Design LO3 Be able to present and communicate developmental work and final outcomes.

Unit 3: Communicating Ideas using 2D

Comments/Details

This new unit is broadly similar to the *QCF Unit 2: 2D Visual Communication*. It is likely that learners studying the QCF unit will have explored the work of others through looking at examples of 2D Visual Communication. However, the new unit makes this explicit, so centres will need to address the topics marked New Content.

Edexcel BTEC Level 1/Level 2 First Award in Art and Design (NQF)	Edexcel BTEC Level 2 First Extended Certificate in Art and Design (QCF)
Unit 3 – Learning aim A: Explore 2D visual language and working practices	
How 2D visual language is used in different ways in 2D disciplines	Partially covered in: <ul style="list-style-type: none"> Unit 2: 2D Visual Communication LO1 Be able to use 2D mark-making techniques but will not necessarily have been covered in detail.
How to use 2D mark-making processes and techniques	Fully covered in: <ul style="list-style-type: none"> Unit 2: 2D Visual Communication LO1 Be able to use 2D mark-making techniques.
2D visual language and working practices	Partially covered in: <ul style="list-style-type: none"> Unit 2: 2D Visual Communication LO3 Be able to use formal elements in 2D visual communication.
Exploring how elements are created, modified and refined	Fully covered in: <ul style="list-style-type: none"> Unit 2: 2D Visual Communication LO1 Be able to use 2D mark-making techniques and LO3 Be able to use formal elements in 2D visual communication.

● Covered ● Partially covered ● Not covered

Unit 3 – Learning aim B: Investigate how artists, craftspeople and designers communicate in 2D

Comments/Details

This learning aim will require addressing as New Content. Learners may have looked at the work of others in studying the QCF unit, but will not necessarily have been required to record specific details about how practitioners have used materials, techniques and processes. Any research produced for the QCF unit may have been undertaken as part of another task or set of tasks. Centres should refer to the content and assessment criteria for LA B to ensure that they provide sufficient additional activities to enable learners to meet these criteria.

How to explore and investigate examples of 2D work by designers, artists and craftspeople	NOT COVERED
How artists, craftspeople and designers use materials, techniques and processes for different effects	NOT COVERED
Researching different 2D art, craft and design specialisms	NOT COVERED

Unit 3 – Learning aim C: Communicate ideas using 2D knowledge and skills in response to a brief

Understand the requirements of a brief	Fully covered in: <ul style="list-style-type: none"> Unit 2: 2D Visual Communication LO2 Be able to communicate design ideas using 2D visual communication techniques/communicate.
How to initiate and develop ideas which might be generated through recording from a range of different sources	Fully covered in: <ul style="list-style-type: none"> Unit 2: 2D Visual Communication LO2 Be able to communicate design ideas using 2D visual communication techniques/design ideas.
How to generate and develop an idea to communicate feelings, thoughts, messages or opinions to an audience	Fully covered in: <ul style="list-style-type: none"> Unit 2: 2D Visual Communication LO2 Be able to communicate design ideas using 2D visual communication techniques/design ideas.
How to create a final piece of work in response to a brief	Fully covered in: <ul style="list-style-type: none"> Unit 2: 2D Visual Communication LO2 Be able to communicate design ideas using 2D visual communication techniques/final design ideas.
Presenting and reviewing final work	NOT COVERED

● Covered
● Partially covered
● Not covered

Unit 4: Communicating Ideas using 3D

Comments/Details

The new unit is broadly similar to the QCF *Unit 3: 3D Visual Communication*. Centres are likely to have delivered the QCF unit using examples of the work of others as starting or reference points, but may not have necessarily required learners to compile detailed information or research on the examples viewed.

Edexcel BTEC Level 1/Level 2 First Award in Art and Design (NQF)	Edexcel BTEC Level 2 First Extended Certificate in Art and Design (QCF)
Unit 4 – Learning aim A: Explore 3D visual language and working practices	
How 3D visual language is used in different ways in 3D disciplines	Partially covered in: <ul style="list-style-type: none"> Unit 3: 3D Visual Communication LO1 Be able to use 3D making techniques but will not necessarily have been covered in detail Also some coverage in Unit 11: Working with 3D Design Briefs LO3 Understand the successful characteristics and quality of 3D design work.
How to use 3D making processes and techniques	Fully covered in: <ul style="list-style-type: none"> Unit 3: 3D Visual Communication LO1 Be able to use 3D making techniques.
3D visual language and working practices	Partially covered in: <ul style="list-style-type: none"> Unit 3: 3D Visual Communication LO3 Be able to use formal elements in 3D visual communication.
Exploring how elements are created, modified and refined	Fully covered in: <ul style="list-style-type: none"> Unit 3: 3D Visual Communication LO1 Be able to use 3D making techniques and LO3 Be able to use formal elements in 3D visual communication.
Unit 4 – Learning aim B: Investigate how artists, craftspeople and designers communicate in 3D	
<h3>Comments/Details</h3> <p>Learning Aim B is essentially New Content. This Learning Aim poses direct questions relating to how practitioners use 3D materials, techniques and processes; whilst this may well have been touched on in the delivery of the QCF Unit 3, it will not necessarily have been a requirement for learners to address this question, and record information and research in detail.</p> <p>However, most of the topics may be mapped against LO 3 from the QCF Unit 11, if centres have delivered this.</p>	
How to explore and investigate examples of 3D work by designers, artists and craftspeople	NOT COVERED

● Covered
 ● Partially covered
 ● Not covered

How artists, craftspeople and designers use materials, techniques and processes for different effects	NOT COVERED
Researching different 3D specialisms	NOT COVERED
Unit 4 – Learning aim C: Communicate ideas using 3D knowledge and skills in response to a brief	
Comments/Details	
Most of the topics for LA C may also be mapped against QCF Unit 11, LO 2 Be able to develop ideas to meet 3D design briefs, if centres have delivered this.	
Understand the requirements of a brief	Fully covered in: <ul style="list-style-type: none"> Unit 3: 3D Visual Communication LO2 Be able to communicate design ideas using 3D visual communication techniques/communicate ideas.
How to initiate and develop ideas which might be generated through recording from a range of different sources	Fully covered in: <ul style="list-style-type: none"> Unit 3: 3D Visual Communication LO2 Be able to communicate design ideas using 3D visual communication techniques/development.
How to generate and develop an idea to communicate feelings, thoughts, messages or opinions to an audience	Fully covered in: <ul style="list-style-type: none"> Unit 3: 3D Visual Communication LO2 Be able to communicate design ideas using 3D visual communication techniques/design ideas.
How to create a final piece of work in response to a brief	Fully covered in: <ul style="list-style-type: none"> Unit 3: 3D Visual Communication LO2 Be able to communicate design ideas using 3D visual communication techniques/final design ideas.
Presenting and reviewing final work	NOT COVERED

● Covered
● Partially covered
● Not covered

Unit 5: Developing an Art and Design Portfolio

Comments/Details

This new unit can be clearly mapped against the QCF Unit 5: Building an Art and Design Portfolio.

Edexcel BTEC Level 1/Level 2 First Award in Art and Design (NQF)	Edexcel BTEC Level 2 First Extended Certificate in Art and Design (QCF)
Unit 5 – Learning aim A: Explore the purpose of a portfolio	
How to explore examples of both paper-based and digital portfolio work produced by artists and designers	Partially covered in: <ul style="list-style-type: none"> Unit 5: Building an Art and Design Portfolio LO1 Understand the purpose of an art and design portfolio.
Exploring the purpose of different artists', craftspeople's and designers' portfolios	Fully covered in: <ul style="list-style-type: none"> Unit 5: Building an Art and Design Portfolio LO1 Understand the purpose of an art and design portfolio.
How the content of portfolios differs in relation to their purpose	Partially covered in: <ul style="list-style-type: none"> Unit 5: Building an Art and Design Portfolio LO1 Understand the purpose of an art and design portfolio and LO2 Be able to present an art and design portfolio.
Unit 5 – Learning aim B: Compile a portfolio to support progression	
Defining purpose of portfolio for progression	Partially covered in: <ul style="list-style-type: none"> Unit 5: Building an Art and Design Portfolio LO1 Understand the purpose of an art and design portfolio.
Defining what the portfolio might comprise	Partially covered in: <ul style="list-style-type: none"> Unit 5: Building an Art and Design Portfolio LO1 Understand the purpose of an art and design portfolio.
How to organise a portfolio	Fully covered in: <ul style="list-style-type: none"> Unit 5: Building an Art and Design Portfolio LO2 Be able to present an art and design portfolio.

● Covered
 ● Partially covered
 ● Not covered

Research to support a portfolio	Partially covered in: <ul style="list-style-type: none"> Unit 5: Building an Art and Design Portfolio LO1 Understand the purpose of an art and design portfolio.
Creating eye-catching and visually interesting content	Fully covered in: <ul style="list-style-type: none"> Unit 5: Building an Art and Design Portfolio LO2 Be able to present an art and design portfolio.
Unit 5 – Learning aim C: Present a portfolio of work to others	
How to present work from the portfolio to others	Fully covered in: <ul style="list-style-type: none"> Unit 5: Building an Art and Design Portfolio LO2 Be able to present an art and design portfolio.
Presentation formats	Fully covered in: <ul style="list-style-type: none"> Unit 5: Building an Art and Design Portfolio LO2 Be able to present an art and design portfolio.
How the work in the portfolio will be shown	Fully covered in: <ul style="list-style-type: none"> Unit 5: Building an Art and Design Portfolio LO2 Be able to present an art and design portfolio.
How to prepare to ask and answer questions on the portfolio either face to face or electronically	Partially covered in: <ul style="list-style-type: none"> Unit 5: Building an Art and Design Portfolio LO2 Be able to present an art and design portfolio.
How to prepare supporting materials	Partially covered in: <ul style="list-style-type: none"> Unit 5: Building an Art and Design Portfolio LO2 Be able to present an art and design portfolio.
Portfolio content for different purposes	Fully covered in: <ul style="list-style-type: none"> Unit 5 - Building an Art and Design Portfolio LO1 Understand the purpose of an art and design portfolio.

● Covered
● Partially covered
● Not covered

Unit 6: Investigating Contextual References in Art and Design

Comments/Details

The new unit can be mapped against the QCF *Unit 1: Contextual Referencing in Art and Design*, apart from two topics. These topics are likely to have been touched upon in delivering the QCF Unit, but may not have been explicitly covered. Centres should deliver an activity or activities that address the two topics marked as Partial Mapping.

Edexcel BTEC Level 1/Level 2 First Award in Art and Design (NQF)	Edexcel BTEC Level 2 First Extended Certificate in Art and Design (QCF)
Unit 6 – Learning aim A: Investigate historical and contemporary art, craft and design practice	
Investigate key movements	Fully covered in: <ul style="list-style-type: none"> Unit 1: Contextual Referencing in Art and Design LO1 Know the influences of historical and contemporary art and design developments.
Factors in creative production	Partially covered in: <ul style="list-style-type: none"> Unit 1: Contextual Referencing in Art and Design LO1 Know the influences of historical and contemporary art and design developments.
How formal elements are used in the work of others	Partially covered in: <ul style="list-style-type: none"> Unit 1: Contextual Referencing in Art and Design LO1 Know the influences of historical and contemporary art and design developments.
Sources of information on historical art and design developments	Fully covered in: <ul style="list-style-type: none"> Unit 1: Contextual Referencing in Art and Design LO1 Know the influences of historical and contemporary art and design developments.
Sources of information on contemporary art and design developments	Fully covered in: <ul style="list-style-type: none"> Unit 1: Contextual Referencing in Art and Design LO2 Be able to use historical and contemporary references to support research and development of own response.
Historical and contemporary art, craft and design	Fully covered in: <ul style="list-style-type: none"> Unit 1: Contextual Referencing in Art and Design LO1 Know the influences of historical and contemporary art and design developments.

● Covered
 ● Partially covered
 ● Not covered

Reviewing the influence of major movements on contemporary design	Fully covered in: <ul style="list-style-type: none"> Unit 1: Contextual Referencing in Art and Design LO1 Know the influences of historical and contemporary art and design developments.
Describe the influence of movements and individuals across disciplines	Partially covered in: <ul style="list-style-type: none"> Unit 1: Contextual Referencing in Art and Design LO1 Know the influences of historical and contemporary art and design developments. <p>Note</p> <p>This topic could be delivered through a short task asking learners to research and compile information on a pre-defined list of individuals, with the option of adding additional names to the list, or generating their own list.</p>
Unit 6 – Learning aim B: Explore art, craft and design examples relevant to your own work	
How to explore different art, craft and design relevant to the learner's work	Partially covered in: <ul style="list-style-type: none"> Unit 1: Contextual Referencing in Art and Design LO2 Be able to use historical and contemporary references to support research and development of own response.
Commenting on work by artists, craftspeople and designers	Partially covered in: <ul style="list-style-type: none"> Unit 1: Contextual Referencing in Art and Design LO2 Be able to use historical and contemporary references to support research and development of own response.
How to record from artists' work when looking at images, for example in a gallery or from a slide show or in research from printed material	Fully covered in: <ul style="list-style-type: none"> Unit 1: Contextual Referencing in Art and Design LO2 Be able to use historical and contemporary references to support research and development of own response.
How to explore art and design images to help develop your own project ideas	Fully covered in: <ul style="list-style-type: none"> Unit 1: Contextual Referencing in Art and Design LO2 Be able to use historical and contemporary references to support research and development of own response.
How to record research through visual and written means	Partially covered in: <ul style="list-style-type: none"> Unit 1: Contextual Referencing in Art and Design LO3 Be able to present information about the work studied in an appropriate format.

● Covered
● Partially covered
● Not covered

<p>How art and design ideas can promote ethical, moral, social, cultural and environmental issues and how you might promote some of these issues in your own work</p>	<p>Partially covered in:</p> <ul style="list-style-type: none">Unit 1 Contextual Referencing in Art and Design LO2 Be able to use historical and contemporary references to support research and development of own response. <p>Note</p> <ul style="list-style-type: none">This topic may have been addressed generally in the delivery of the QCF Unit, but requires specific delivery in the new unit. For instance, centres may deliver this through a short activity asking learners to address the question, form a response and present this to their group.
<p>How to reference research</p>	<p>Partially covered in:</p> <ul style="list-style-type: none">Unit 1: Contextual Referencing in Art and Design LO3 Be able to present information about the work studied in an appropriate format.

● Covered ● Partially covered ● Not covered

