

Unit 100: Extending Resistant Materials

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| Unit code: | R/502/5441 |
| QCF Level 3: | BTEC National |
| Credit value: | 10 |
| Guided learning hours: | 60 |

● Aim and purpose

The purpose of this unit is to enable learners to extend and apply their knowledge and understanding of the properties and working characteristics of resistant materials. Learners will do this through designing, producing and evaluating finished outcomes.

● Unit introduction

Successful 3D work is dependent on factors such as visually interesting and innovative designs and ideas, confident and sensitive manipulation of materials, techniques and processes, skilful making and high quality finishes. Professional practitioners devote time to developing personal ideas, therefore designing is at the core of successful making, although further ideas may subsequently occur through the manipulation of materials themselves.

This unit gives learners the opportunity to apply knowledge and understanding acquired in Exploring Resistant Materials, where the emphasis is on exploration rather than finished work. Ideally the two units should be taught either in sequence or through an integrated programme.

Through a programme of practical projects, learners will practise and develop skills across all activities related to designing and making. Learners will be set design briefs to research and record from different sources as inspiration for potential ideas. They will select and produce designs for completed artefacts and broaden their knowledge of works produced in resistant materials. They will apply their understanding to select resistant materials, techniques and processes, extend making skills and produce finished artefacts. Learners will also learn to use analysis and evaluation techniques. It is suggested the briefs that are given to learners, develop these areas stage by stage over an extended period of months.

This unit is demanding in terms of health and safety regulations, with learners potentially active in a number of different workshop environments. Learners need to have a full and proper induction in the use of machinery procedures and health and safety guidance for all areas.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to create designs for artefacts in resistant materials in response to set briefs
- 2 Be able to select and prepare resistant materials
- 3 Be able to produce finished artefacts that meet design briefs
- 4 Understand the process and finished products.

Unit content

1 Be able to create designs for artefacts in resistant materials in response to set briefs

Create designs: clarify the brief, eg questioning, group discussions; research information (primary, secondary, contextual); develop ideas, eg speculative drawings, models, maquettes, CAD; pursue alternatives, eg combine elements, investigate variations, professionals' works, methods; modify, eg adjust, refine, refer to own investigations

2 Be able to select and prepare resistant materials

Selecting: materials, eg plaster, fibres, clays, wire, card, string, willow; possibilities, limitations, available resources, durability, strength, aesthetic considerations; construction and finishing techniques; referencing tests, trials, recordings, explorations, properties; hand and machine tools

Using: eg forming, shaping, constructing, finishing; specific qualities, eg durability, strength, aesthetic considerations; tools, eg hand tools, machine tools

Health and safety: Health and Safety Act 1974, elimination of risk to self and others; understand risk assessments; follow COSHH guidance on materials and workshop practice; safe use of tools, machinery and equipment

3 Be able to produce finished artefacts that meet design briefs

Planning: eg scale, finishes, scale models, prototypes, life size working drawings; referring to trials; processes, eg systematic, sequential, scheduling, testing, time management

Preparing: eg measuring, cutting, making templates, patterns, armatures, laminating, making moulds; assembling components, eg required tools, equipment, fastenings, fittings, glues, adhesives

Making and finishing processes: eg shaping, forming, assembling, cutting, joining, gluing, interlocking, slotting, carving, constructing, planning, turning, milling, copper foiling, soldering, welding, fusing, slumping; surface treatments to enhance finished work, eg carving, burnishing, painting, etching, gilding, varnishing, filing, sanding, heat and chemical treatments

4 Understand the process and finished products

Evaluate the process: review, eg research, designs; formal elements, eg shape, form, line, pattern, colour, proportion, balance, interrelationships; choice of materials; process, eg forming, construction, surface treatments, design qualities; recording, eg modifications, construction, finishing, photographs

Evaluate finished artefacts: eg technical competence, attention to detail, quality of finish, function, weight, fitness for purpose, aesthetic, technical, problems, solutions, strengths, weaknesses; present findings, eg on-screen presentation, group critique, oral presentation, written evaluation, tutorials; audience, eg peers, tutors, clients, customers, professionals

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

| Assessment and grading criteria | | |
|---|---|---|
| To achieve a pass grade the evidence must show that the learner is able to: | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
| P1 produce research in response to set briefs [IE, RL] | M1 develop diverse ideas from considered research | D1 integrate detailed research with the development of innovative ideas |
| P2 develop ideas from research [CT, RL] | M2 prepare resistant materials effectively, selecting from trials and records | D2 use informed judgements to select and prepare resistant materials |
| P3 select and prepare resistant materials [IE, RL] | M3 produce coherent, effective outcomes with attention to detail and finish | D3 produce thorough, innovative and engaging outcomes |
| P4 produce finished artefacts that meet design briefs [SM] | M4 analyse how ideas, materials and techniques were used. | D4 evaluate the use of materials and techniques in developing ideas towards outcomes. |
| P5 review how ideas, materials and techniques were used. [RL, EP] | | |

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

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|------------|----------------------------|--------------------------|------------------------------|
| Key | IE – independent enquirers | RL – reflective learners | SM – self-managers |
| | CT – creative thinkers | TW – team workers | EP – effective participators |

Essential guidance for tutors

Delivery

Learners should have access to appropriate materials and workshop facilities equipped with tools and machinery for producing and completing outcomes. Learners also need access to library and IT resources for research. Delivery should consist of discussions, demonstrations, tutorials and practical and theoretical guidance.

The emphasis in this unit is on designing and making a finished product. It is therefore essential that learners generate evidence of the whole process from inception to realisation. This can be in the form of written records, drawings, photographs, models, samples or any suitable form of recording work in progress, as well as the completed outcomes. It is important for tutors to keep a record of observations relating to particular circumstances that may have arisen during the process. The combination of all records, trials and evaluations, along with the finished work, should clearly demonstrate learning. A group critique when learners have the opportunity to present and articulate the whole 'journey' of the project is particularly relevant to this unit.

For learning outcome 1, learners should be given a number of project briefs over the course of the unit. In each project, learners should be asked to create a 3D artefact. At the start of the project learners must produce ideas that can be developed further. It is important that learners work from visual references they have produced, ideally from direct observation, and use these to generate ideas. Tutors should, through discussion and suggestions, support learners to propose a number of ideas and designs for the individual set briefs. At this stage of the project learners should not have a fixed idea of what the final outcome will be. A range of 2D and 3D techniques for visualising design ideas should be demonstrated, to enable learners to develop individual means of communication, such as speculative drawings and diagrams, models, maquettes, photocopies and images in Adobe Photoshop. Learners should be made aware of the work of contemporary practitioners and the context in which their work is developing. Learners should be taught the importance of reviewing their ideas for visual and practical considerations before refining further prior to making. Tutors should direct learners to their earlier explorations for their potential application.

Learning outcome 2 involves learners developing their responses into practical work. Tutors may need to provide further demonstrations and/or practical workshops that consolidate or extend learners' current knowledge of techniques. Materials and techniques need to be prepared appropriately and used safely. Tutors should encourage learners to refer to their investigations about materials and techniques, evaluate them and select the most appropriate. Ideas relating to working practices and choices of materials, techniques and processes should be evaluated and recorded by learners.

Learning outcome 3 involves learners in producing finished artefacts, therefore learning outcomes 2 and 3 are interlinked. Tutors need to be shown how to use appropriate technology, techniques and processes in realising artefacts with resistant materials to meet design intentions. The work should demonstrate a level of making skills that result in successful completion of works. Because resistant materials have limited malleability, to ensure successful outcomes, selected designs should be carefully planned through life-size drawings, scale models, patterns, templates and CAD as appropriate prior to making. Learners will need to learn how to identify properties of the material they will be using. Later the learner will need to plan a working schedule, and prepare materials. Tutors will need to guide learners to review their progress at tutorials as they move through the unit. Tutors should ensure that recording of all the stages of the work and production processes takes place, for example in a reflective journal or workbook.

For learning outcome 4 learners should review their ideas throughout the developing stages of their work, as an ongoing activity, not just the end results. Pause for reflection should be timetabled into working sessions. Learners should be encouraged to keep notes, photographs, models and mock-up samples in order to be able to make a comprehensive evaluation of their work at the end. Learners will need to be taught how to evaluate the processes of making and the finished artefact in terms of technical and visual considerations, the successes and what could have been done differently. This will allow learners to present a full account of their work for assessment. Tutors must explain to learners that practitioners evaluate their work regularly and use that knowledge in subsequent works. Learners should be given opportunities to present their work in different formats, through oral, design sheets and digital presentations.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

| Topic and suggested assignments/activities and/assessment |
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| Introduction to unit and assignment programme. |
| Assignment 1: Extending Metals Introduction to brief: Design and make a small box construction in metals, with contrasting surface textures. Learners: <ul style="list-style-type: none">• From 2D and 3D studies of tools, extract individual shapes (positive or negative) and extend into 3D forms by drawings and card models, consider, eg alternative proportions, inverting, repeating elements, to create design ideas for a small metal box construction.• Collect examples of artists' works, noting visual and technical connections.• Select one form, refine design and construct accurately using plastic sheet (styrene).• Revise of workshop practice, health and safety considerations and working processes.• Make templates/patterns for each plane, assemble materials and tools, plan sequence of activities. Cut metal shapes and construct using appropriate methods, tools and equipment safely. Refer to earlier explorations of surface textures and select two; apply onto selected planes.• Record all processes, materials, techniques used, health and safety considerations, with further contextual examples.• Prepare presentation and explain the whole journey of the project with all evidence at a group critique. |
| Learner-initiated study. |

Topic and suggested assignments/activities and/assessment

Assignment 2: Extending Glass

Introduction to brief: Design and make a leaded panel for a section of the college foyer window.

Learners:

- Research historical and contemporary examples of stained glass.
- From drawings and photographs of the local environment, select shapes and use to develop composition ideas for 2D linear composition. Select one, scan or photocopy. On copies, introduce colours to selected shapes – cut paper or Adobe Photoshop. Photocopy/scan and print tonal/textural drawings, cut up and collage onto compositions, consider balance of shape, colour and texture. Retain and record all discarded and selected ideas for assessment.
- Review and select one composition and draw it life size for cutting/leading line.
- Cut glass shapes in selected colours, referring to earlier explorations of painting samples on glass; paint and texture relevant glass shapes to selected design.
- Assemble with lead and finish appropriately as demonstrated.
- Photograph all stages digitally and using Adobe Photoshop, cut and paste panel into foyer window.
- Produce two design sheets to explain the whole project, to be displayed alongside the stained glass panels in situ.
- For assessment at a group critique in the foyer with installed panels and displayed design sheets, present all stages recorded in a sketchbook.

Learner-initiated study.

Assignment 3: Extending Card and Wood

Introduction to brief: Design and construct a sculptural proposal, which would be suitable scaled up for a public park.

Learners:

- Select an appropriate space and record digitally. Research public sculptures and works by Oldenburg, Gabo, Serra.
- From studies of organic objects from the site, select one and construct from card a 3D model as open structure of planes, referring to construction and joining methods explored earlier.
- Consider relationship of positive and negative shapes, spacing and of shapes to edges. Review design to construct in wood, either as open construction or enclosed form. Consider surface texture, colour and scale appropriate for finished outcome.
- Wood 3D construction: produce templates to final sizes, select and prepare materials, assemble tools, plan sequence of activities and methods of construction, making practical and aesthetic judgements.
- Photograph digitally all stages of construction, decisions made and the two completed together in different positions and relationships. Using Photoshop, visualise placement of sculpture scaled up in the selected space.
- Prepare and present an on-screen presentation of the whole design and thinking process to an audience.

Learner-initiated study.

Review of unit and assessment.

Assessment

For P1, learners need to observe and record from sources. Visual recording may be basic, with over-reliance on secondary sources.

For P2, learners must develop ideas from research and select an idea to take to completion. Their ideas may partially pursue alternative versions, but these may be limited.

For P3, learners need to select resistant materials, techniques and processes under tutor-led supervision and prepare these appropriately prior to making.

For P4, learners must use materials, tools and equipment appropriately and safely to produce completed artefacts, but outcomes may be uneven, with limited attention to detail and finish. They must plan their making tasks and follow correct sequences. Practical skills must be demonstrated in a technically successful outcome, using some control, although results may be uneven, with little refinement or attention to detail and finish.

For P5, learners need to present all the work they have produced and describe in oral or written form how ideas, materials and techniques were selected to achieve the outcome. They **MUST** also evaluate the finished work, looking at what was successful and where improvements could have been made. Use of vocabulary may be basic and evaluations limited to technical considerations. The whole working process must be documented in a sketchbook or similar by a combination of drawings, photographs of works in progress, models, maquettes, notes and at least one contextual example to draw links with own work. Selection of contextual examples may be limited and the links obvious.

For M1, learners need to use various media when recording and extracting visual information. They must pursue diverse directions for ideas, using relevant contextual examples as an aid to extending possibilities.

For M2, learners must make considered selections to develop individual responses and to refine the chosen idea prior to making. Learners should refer to their recordings about the properties of resistant materials and their related techniques, to select the most appropriate to work with. They must use materials and techniques effectively with regard for their possibilities and limitations for chosen intentions.

For M3, final outcomes must be produced competently with a sense of personal involvement, considering technical and visual matters from a range of possibilities. There should be consistency across finished works, with attention to detail and finish. Learners must organise their tasks, anticipate requirements and prepare for them. M2 and M3 are interlinked, because the way learners select and use materials and processes will impact on the quality of finished outcomes.

For M4, learners must analyse which technical and visual decisions were considered for the evolution of their design ideas and the finished outcomes. They need to identify successes and failures in relation to the intended design and finished work, using appropriate vocabulary. They should include examples of practitioners' works, which make links with their own and explain the connection.

For D1, learners must demonstrate a high level of visual enquiry by employing a variety of approaches and processes for visual recording and generating ideas, from sources carefully selected for their potential. Visual elements must be extracted from research to pursue comprehensive investigations of variations of ideas. Unexpected or accidental results or lateral connections should be used for their potential. They must use contextual examples as inspiration to pursue alternative solutions. Designs must be ambitious and challenging while taking constraints into account.

For D2, learners must make judgements about risks and anticipate problems and solutions when selecting materials, techniques or processes. Learners must use materials and techniques fluently, with sensitivity to their intrinsic properties, demonstrate dexterity and sustained control. They must use materials and techniques innovatively, based on technical understanding and skills gained through analysis of explorations. They should recognise and pursue the potential from unexpected results.

For D3, learners must produce outcomes that fully exploit the potential of the materials. They may seek unusual links or connections, through striking use of materials or sophisticated designs.

For D4, learners must evaluate how technical understanding and perceptive visual analysis informed creative decisions at all stages. They need to explain and justify their selections of sources, research, materials, techniques, production processes and their aesthetic decisions. Learners must articulate their work fluently using vocational terminology confidently. The evaluations must be informed by references to contextual links, which may be unexpected and connected by visual rather than practical considerations.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

| Criteria covered | Assignment title | Scenario | Assessment method |
|--|---|--|--|
| P1, P2, P3, P4, P5 M1, M2, M3, M4 D1, D2, D3, D4 | Assignment 1: Extending Metals | Jeweller working to a brief to design and make a small box construction in metals, with contrasting surface textures. | <ul style="list-style-type: none"> • Presentation at group critique. • Sketchbook with: research, ideas, final designs and records of works-in-progress. • Finished outcomes. • Written evaluation of outcomes. • Oral description • Tutor written feedback |
| P1, P2, P3, P4, P5 M1, M2, M3, M4 D1, D2, D3, D4 | Assignment 2: Extending Glass | Glass artist commissioned to design and make a leaded panel for a section of the college foyer window. | <ul style="list-style-type: none"> • Presentation at group critique in front of installed window panels. • Sketchbook with: research, ideas, final designs and records of works-in-progress. • Design sheets. • Finished outcomes. • Written evaluation of outcomes. • Tutor written feedback. |
| P1, P2, P3, P4, P5 M1, M2, M3, M4 D1, D2, D3, D4 | Assignment 3: Extending Card and Wood | Sculptor commissioned by local authority to Design and construct a sculptural proposal, which would be suitable scaled up for a public park. | <ul style="list-style-type: none"> • PowerPoint and oral presentation at group critique. • Construction. • Finished outcome visualised in situ. • Written evaluation of outcomes. • Tutor written feedback. |

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Art and Design sector suite. This unit has particular links with the following unit titles in the BTEC Art and Design suite:

| Level 1 | Level 2 | Level 3 |
|---|--------------------------------------|---|
| Introduction to 3D Design Crafts | Working in 3D Design Crafts | Exploring Specialist Techniques |
| Creative Use of Materials, Techniques and Processes | Working in Product Design | Extending Non-resistant Materials |
| | Working with 3D Design Crafts Briefs | Developing and Realising Design Craft Ideas |

Essential resources

Learners need access to technical resources, a library, journals and IT facilities with internet access. Workshop facilities equipped to the appropriate standards for this level of specialist work are essential. For all the areas of working, the relevant health and safety practice should be in place, such as extraction in workshops for wood, plastics and metal and plaster. The areas for working should have appropriate storage for work in progress and finished work.

Employer engagement and vocational contexts

Centres should develop links with practising artists, craftspeople and designers to deliver assignments to learners or to provide work experience.

Links with employers are essential to the delivery of the programme for work experience and future employment.

Vocational learning support resources:

- Learning and Skills Network – www.vocationallearning.org.uk

Business and finance advice:

- local and regional Business Link – www.businesslink.gov.uk

Assignments should be vocationally relevant; centres should consider the delivery of 'live projects', for example, to support the vocational content of the unit and programme.

Creative and Cultural Skills (www.ccskills.org.uk), the Sector Skills Council for Arts, Crafts and Design, has launched the web portal Creative Choices (www.creative-choices.co.uk). This portal has a range of information about careers in the arts, crafts and design sector, including job descriptions.

Indicative reading for learners

Textbooks

General design

Anderson S and Cohen D – *A Visual Language* (A&C Black, 2006) ISBN 978-0713667738

Milner A – *Inspirational Objects* (A&C Black, 2005) ISBN 978-0713668193

De Sansmarez M – *Basic Design* (A&C Black, 2007) ISBN 978-0713683660

Perrella L – *Artists' Journals and Sketchbooks: Exploring and Creating Personal Pages* (Rockport Publishers, 2007) ISBN 978-1592530199

Metals

Clarke B and Clarke I – *New Directions in Jewellery* (Black Dog Publishing, 2006) ISBN 978-190477255

Dormer P and Turner R – *The New Jewellery* (Thames & Hudson, 1994) ISBN 978-1904772194

Fraser S and Matilda T – *Contemporary Japanese Jewellery* (Merrell, 2001) ISBN 978-1858941639

Genders C – *Pattern, Colour & Form* (A&C Black, 2009) ISBN 978-0713678093

Lambert S – *The Ring* (Eagle Editions, 2002) ISBN 978-2880463175

McCreight T – *Working With Precious Metal Clay* (A&C Black, 2000) ISBN 978-0713658286

Olver E – *The Jeweller's Directory of Shape and Form* (A&C Black, 2000) ISBN 978-0713654875

Olver E – *The Art of Jewellery Design* (A&C Black, 2002) ISBN 978-0713661552

Petersen I – *Silver Wire Jewellery: Projects to Coil, Braid and Knit* (Lark Books, 2005) ISBN 978-1579906450

Ramshaw W et al – *Picasso's Ladies: Jewellery by Wendy Ramshaw* (Arnold Sche, 1997) ISBN 978-3925369803

Spielman P – *The Art of the Lathe* (Sterling Publishing Company, 1996) ISBN 978-1882295166

Welch R – *Hand and Machine* (British Library, 1997) ISBN 978-0951085509

Wood

Abbott M – *Green Woodwork: Working with Wood the Natural Way* (Guild of Master Craftsman Publications, 1998) ISBN 978-0946819188

Jackson A and Day D – *Collins Complete Woodworker's Manual* (Collins, 2005) ISBN 978-0007164424

Lefteri C – *Wood: Materials for Inspirational Design* (RotoVision, 2005) ISBN 978-2880468125

Norbury B – *British Craftsmanship in Wood* (Stobart Davies, 1990) ISBN 978-0854420438

Pye D – *The Nature and Art of Workmanship* (Herbert Press, 2007) ISBN 978-0713689310

Rae A – *Taunton's Complete Illustrated Guide to Working with Wood* (Taunton Press, 2005) ISBN 978-1561586837

Sudjic D – *Ron Arad: Restless Furniture* (Rizzoli, 1989) ISBN 978-0847811564

Glass

Baden Fuller K – *Contemporary Stained Glass Artists* (A&C Black 2006) ISBN 978-0713654288

Beveridge P, Domenech I and Pascaul E – *Warm Glass: A Complete Guide to Kiln-Forming Techniques: Fusing, Slumping, Casting* (Lark Books, 2008) ISBN 978-1579906559

Kaiser P – *Introduction to Glass Fusing: Project-by-Project Guided Lessons* (Wardell Publications, 2003) ISBN 978-0919985384

Layton P – *Glass Art* (A&C Black, 1996) ISBN 978-0713638660

Marshall J – *Glass Source Book* (Grange Books, 1998) ISBN 978-1840131789

Moor A – *Contemporary Stained Glass* (Mitchell Beazley, 1994) ISBN 978-1857324372

Moor A – *Architectural Glass Art* (Mitchell Beazley, 1997) ISBN 978-1857329896

Journals

Blueprint Wilmington Media

Crafts Crafts Council

Creative Review Centaur Communications

Design Week Centaur Communications

New Design DWB Associates

Websites

www.craftscouncil.org.uk Crafts Council

www.yourcreativefuture.org.uk Creative Futures

www.design-council.org.uk Design Council

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

| Skill | When learners are ... |
|--------------------------------|--|
| Independent enquirers | making links between learning for this unit and other units |
| Creative thinkers | generating ideas from research and exploring possibilities connecting their own and others' ideas to move the work forward asking questions and consulting to extend their own thinking using a variety of methods for extracting and generating ideas making unusual connections |
| Reflective learners | selecting ideas, materials and techniques from possibilities considering functional and aesthetic characteristics, technical qualities, fitness for purpose, visual qualities of outcome, formal elements, strengths and weaknesses and relevance to the brief evaluating sources, ideas and progress of work communicating their learning |
| Self-managers | organising themselves by planning work, preparing materials and techniques to produce successful finished outcomes showing commitment and perseverance when problems arise. being flexible when constraints arise seeking advice and support when needed taking into account deadlines, times available in workshops and budgetary constraints |
| Effective participators | discussing their own and others' works at group critique. |

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

| Skill | When learners are ... |
|--------------------------------|--|
| Independent enquirers | using problem-solving skills to develop ideas |
| Creative thinkers | exploring alternative solutions, problem solving, applying research, generating ideas |
| Reflective learners | reviewing progress, evaluating, using results from research and investigation to deepen learning |
| Team workers | giving and receiving feedback, peer teaching, sharing results and resources |
| Self-managers | working to their own plan, using target setting to achieve deadlines, working to a brief |
| Effective participators | engaging in active learning, being responsible on off-site visits, learning and achieving. |

● Functional Skills – Level 2

| Skill | When learners are ... |
|--|---|
| ICT – Use ICT systems | |
| Select, interact with and use ICT systems independently for a complex task to meet a variety of needs | scanning and manipulating images |
| Manage information storage to enable efficient retrieval | downloading and storing digital photographs |
| ICT – Find and select information | |
| Select and use a variety of sources of information independently for a complex task | identifying and selecting relevant links from broad overarching sites |
| Access, search for, select and use ICT-based information and evaluate its fitness for purpose | researching and selecting relevant information about others' work images of work, technical information and development of ideas |
| ICT – Develop, present and communicate information | |
| Bring together information to suit content and purpose | preparing on-screen presentations |
| Present information in ways that are fit for purpose and audience | presenting on-screen presentations |
| Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists | storing identified sources potentially useful for future access |
| English | |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts | <ul style="list-style-type: none"> clarifying brief following procedures described and demonstrated discussing ideas and progress of work describing how decisions were made to a group contributing to discussion about their own and others' works individually and at group critique |
| Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions | reading about selected artists' works and extracting relevant information about the development of their ideas and how they use materials and techniques, which is particular to them |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively | <ul style="list-style-type: none"> transcribing research information annotating thoughts about ideas, possibilities, alternative decisions, formal elements, aesthetic qualities, function, processes producing written evaluation of what has been learned and how they responded to the theme visually and why they made the decisions they did. |