

Transferable Skills International GCSE Subject Mapping: Art and Design

Transferable skills will help students cope with the different demands of degree study and provide a solid skills base that enables them to adapt and thrive in different environments across educational stages; and ultimately into employment. A good international education should enable students to start developing transferable skills as early as possible. Developing these transferable skills where they naturally occur as part of the International GCSE curriculum can help build learner confidence and embed the importance of this well-rounded development.

Our approach to enhancing transferable skills in our International GCSEs ensures that it is not only the academic and cognitive skills that are developed, but those broader elements that universities highlight as being essential for success. Skills such as self-directed study, independent research, self-awareness of own strengths and weaknesses and time-management are skills that students cannot learn from a textbook but have to be developed through the teaching and learning experience that can be provided through an international curriculum.

In the tables below, we have taken a framework of skills and provided mapping to suggest where each skill can be assessed, and where each skill could be developed for this subject. This will enable teachers and learners to understand where they are developing each skill, and examples of how they can develop each skill through this International GCSE.

NRC framework skill	Skill interpretation in this subject	Where the skill is covered in content	Where the skill is explicitly assessed in examination	Opportunity for the skill to be developed through teaching and learning approach
Cognitive skills				
Cognitive Processes and Strategies				
Critical thinking	<p>Students develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills</p> <p>Students develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures</p> <p>Students actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds</p>	<p>Three of the Qualification aims and objectives.</p> <p>Content for all Titles within the specification includes –</p> <p>Students should know and understand a range of work, from contemporary practice, past practice and different cultures, in order to demonstrate an understanding of continuity and change in art, craft and design.</p>	<p>Runs through all the AOs but especially AO1 – Develop ideas through investigations, demonstrating critical understanding of sources</p>	<p>Yes – Components 1 & 2</p>
Problem solving	<p>Students become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques</p> <p>Students develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products</p> <p>Students develop and refine ideas and proposals, personal outcomes or solutions with increasing</p>	<p>Three of the Qualification aims and objectives.</p> <p>Content for all Titles within the specification includes –</p> <p>Students develop and realise ideas and outcomes, exploring and reviewing possible solutions and modifying work</p>	<p>Runs through all the AOs but especially AO2 –</p> <p>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p>	<p>Yes – Components 1 & 2</p>

	independence	appropriately understand and use (appropriately and safely) a range of materials, equipment, processes and techniques in two and/or three dimensions, using information and communication technology, where appropriate		
Analysis	<p>Students develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills</p> <p>Students develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries</p> <p>Students develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work</p>	<p>Three of the Qualification aims and objectives.</p> <p>Content for all Titles within the specification includes –</p> <p>Students undertake visual research, using primary and secondary sources, and record observations, experiences and ideas in appropriate ways.</p> <p>Students analyse a range of work, from contemporary practice, past practice and different cultures, in order to demonstrate an understanding of continuity and change in art, craft and design.</p>	<p>Runs through all the AOs but especially AO3 –</p> <p>Record ideas, observations and insights relevant to intentions as work progresses</p>	Yes – Components 1 & 2
Reasoning/argumentation	<p>Students actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds</p> <p>Students develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products</p>	<p>Two of the Qualification aims and objectives.</p> <p>Content for all Titles within the specification includes –</p> <p>Students develop and realise ideas and outcomes, exploring and reviewing possible solutions and modifying work appropriately</p>	<p>Runs through all the AOs but especially AO4 –</p> <p>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>	Yes – Components 1 & 2
Interpretation	<p>Students develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills</p> <p>Students develop and refine ideas and proposals,</p>	<p>Two of the Qualification aims and objectives.</p> <p>Content for all Titles within the</p>	<p>Runs through all the AOs but especially AO4 –</p> <p>Present a personal and meaningful response that</p>	Yes – Components 1 and 2

	personal outcomes or solutions with increasing independence	specification includes – Students develop and realise ideas and outcomes, exploring and reviewing possible solutions and modifying work appropriately	realises intentions and demonstrates understanding of visual language	
Decision making	Students become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques Students develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills Students develop and refine ideas and proposals, personal outcomes or solutions with increasing independence	Three of the Qualification aims and objectives. Content for all Titles within the specification includes – Students develop and realise ideas and outcomes, exploring and reviewing possible solutions and modifying work appropriately Students understand and use (appropriately and safely) a range of materials, equipment, processes and techniques in two and/or three dimensions, using information and communication technology, where appropriate	Runs through all the AOs but especially AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes And AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	Yes – Components 1 and 2
Adaptive learning	Students acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent Students demonstrate safe working practices in art, craft and design.	Two of the Qualification aims and objectives. Content for all Titles within the specification includes – Students undertake visual research, using primary and secondary sources, and record observations, experiences and ideas in appropriate ways. Primary sources must include first-hand experience of original work Students understand and use (appropriately and safely) a range of materials, equipment, processes and techniques in two and/or three dimensions, using information and communication technology, where appropriate	Runs through all the AOs but especially AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	Yes – Components 1 and 2

Executive function	<p>Students become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques</p> <p>Students develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills</p>	<p>Two of the Qualification aims and objectives.</p> <p>Content for all Titles within the specification includes –</p> <p>Students develop and realise ideas and outcomes, exploring and reviewing possible solutions and modifying work appropriately</p>	<p>Runs through all the AOs but especially AO2 –</p> <p>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p>	Yes – Components 1 and 2
Creativity				
Creativity	Students develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products	<p>Throughout the Qualification aims and objectives</p> <p>Throughout the Content for each of the Titles</p>	Runs across all the AOs	Yes – Components 1 and 2
Innovation	Students actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds	<p>Throughout the Qualification aims and objectives</p> <p>Throughout the Content for each of the Titles</p>	Runs across all the AOs	Yes – Components 1 and 2

NRC framework skill	Skill interpretation in this subject	Where the skill is covered in content	Where the skill is explicitly assessed in examination	Opportunity for the skill to be developed through teaching and learning approach
Intrapersonal skills				
Intellectual openness				
Adaptability	Students develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work	<p>One of the Qualification aims and objectives.</p> <p>Content for all Titles within the specification includes –</p> <p>There are many skills, techniques, materials, processes and concepts that are essential to all areas of study in Art</p>	<p>Runs through all the AOs but especially AO3 –</p> <p>Record ideas, observations and insights relevant to intentions as work progresses</p>	Yes – Components 1 and 2

		<p>& Design</p> <p>Students develop and realise ideas and outcomes, exploring and reviewing possible solutions and modifying work appropriately</p>		
Personal and social responsibility	<p>Students develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures</p> <p>Students develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries</p> <p>Students develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work</p>	<p>Three of the Qualification aims and objectives.</p> <p>Content for all Titles within the specification includes –</p> <p>Students know and understand a range of work, from contemporary practice, past practice and different cultures, in order to demonstrate an understanding of continuity and change in art, craft and design.</p>	Runs across all the AOs	Yes – Components 1 and 2
Continuous learning	Students create a personal portfolio of work that demonstrates the knowledge, understanding and skills required to cover all the AOs	<p>Students are encouraged to learn new skills throughout the course –</p> <p>This component allows students opportunities to:</p> <ul style="list-style-type: none"> develop and explore ideas research primary and contextual sources experiment with media, materials, techniques and processes present personal response(s) to theme(s) set by the centre. 	These skills are continually assessed throughout Components 1 and 2	Yes – Components 1 and 2
Intellectual interest and curiosity	Students actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds	Encouraged and assessed throughout the course	Runs across all the AOs	Yes – Components 1 and 2
Work ethic/conscientiousness				
Initiative	Students become confident in taking risks and learn from	Encouraged and assessed throughout	These skills are continually	Yes – Components 1 and 2

	experience when exploring and experimenting with ideas, processes, media, materials and techniques	the course	assessed throughout Components 1 and 2	
Self-direction	Throughout their study, students are encouraged to develop their own ideas for projects	For Component 2, students must present personal response(s) to an externally set broad-based thematic starting point.	The timed test consists of ten hours working under supervised examination conditions, in an appropriate studio setting, to produce unaided work in response to the theme.	Yes – Components 1 and 2
Responsibility	Students develop and refine ideas and proposals, personal outcomes or solutions with increasing independence	Students are encouraged to take responsibility for any errors or omissions in their work and create plans to improve	Runs through all the AOs but especially AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	Yes – Components 1 and 2
Perseverance	Students develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills	Students are encourage to look at the work of others in order to find solutions to problems they might have with the development of their own work.	Runs through all the AOs but especially AO1 – Develop ideas through investigations, demonstrating critical understanding of sources	Yes – Components 1 and 2
Productivity	Students are encouraged to produce evidence for all four assessment objectives throughout their project work Each component submitted must contain evidence for - develop and explore ideas research primary and contextual sources experiment with media, materials, techniques and processes present personal response	Student work should demonstrate an understanding and application of formal elements and creative skills, including mark-making. Students will use visual communication sensitively and thoughtfully to document their artistic journey and fully support their intentions.	Runs across all the AOs	Yes – Components 1 and 2
Self-regulation (metacognition, forethought, reflection)	Student are encourage to reflect on and evaluate their work at various stages through the course of a project	Taxonomy from the assessment grid – e.g. Fluent ability to refine work, driven by insights gained through exploration of ideas and reflection	Runs through all the AOs but especially AO2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	yes

Ethics	Students develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures Students develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries	Through their study, students are encouraged to look at work from different societies and cultures – and across different creative industries	Runs across all the AOs	yes
Integrity	Students must take responsibility for ownership of their own work, and willingly respond to questions and challenges		Runs across all the AOs	yes
Positive Core Self Evaluation				
Self-monitoring/self-evaluation/self-reinforcement	Students develop and refine ideas and proposals, personal outcomes or solutions with increasing independence	Students create their own personal portfolio of work that demonstrates the knowledge, understanding and skills needed to cover the AOs,	Runs across all the AOs	Yes

NRC framework skill	Skill interpretation in this subject	Where the skill is covered in content	Where the skill is explicitly assessed in examination	Opportunity for the skill to be developed through teaching and learning approach
Interpersonal skills				
Teamwork and collaboration				
Communication	For each Component students create a personal portfolio of work that demonstrates the knowledge, understanding and skills required for the AOs	Students need to be very selective in the work they submit for assessment. They should select work which communicates their ideas, development and intentions to the examiner. Students need to communicate with their peers and teachers in order to select and present their best work.	e.g. Submission for Component 2 3 sheets of supporting studies (maximum size A2 for each sheet) 1 sheet of final outcome/s (maximum size A2)	Yes
Collaboration	Peer reviews are often used as part of the teaching process – group critiques are used to help students with the review and development of their studies.	Ongoing throughout both components		Yes – Components 1 and 2
Teamwork	Students may be involved in working on group projects, trips to galleries, museums etc.	Ongoing throughout both components		Yes – Components 1 and 2
Co-operation	Students are expected to work with others in group	Student workshops are used for skills		

	when learning new skills	building across all the Titles. Students are able to share resources and see the results of others' experiments		
Interpersonal skills	Students will use verbal and non-verbal communication skills in dialogues with their teachers and peers	Ongoing throughout both components		
Empathy/perspective taking	Students learn to appreciate that the creative process is often very personal and sensitive and must appreciate this when commenting on art work, especially that of their peers.	Ongoing throughout both components		
Negotiation	Students negotiate deadlines for the completion of their project work. They may also need to negotiate time spent on the use of specialist resources – e.g. the darkroom , printing press etc.	Ongoing throughout both components		
Leadership				
Leadership	Leadership qualities often arise when students are involved with skills workshops and experimental work across all the Titles.	Ongoing throughout both components		
Responsibility	Students must take responsibility for their own conduct during visits to, for example, museums and galleries, artists workshops	Ongoing throughout both components		
Assertive communication	Students should be clear as to their intentions when they are working on each project. In this way work becomes more focused and evidences depth as well as breadth	Ongoing throughout both components		Yes – Components 1 and 2
Self-presentation	Presentation of final outcomes, including preparatory work, should be individually considered and appropriate for a visual examination in order for student to achieve their best	Ongoing throughout both components		Yes – Components 1 and 2