**Creative Industries Learner Journey**

**SCQF Level 5**

|  | **Learning Intention** | **Success Criteria – learners will be able to;** | **Planned Homework activities** | **Ways to Support Learning at Home** | **Assessment** |
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| **Unit 1**  | * Gain knowledge and understanding of sector and industry work.

**Passport of Skills*** Taking responsibility
* Communicating
* Planning, managing, organising
 | * Investigate and research the following sectors; Gaming, Architecture, Fashion Design and Advertising
* Identify and describe employability skills and job opportunities in each industry sector.
* Identify and describe key skills within each sector.
 | * Investigate the 4 industry sectors using planned homework tasks.
 | * Use the internet to investigate the 4 industry sectors.
 | * Learner progress is monitored every day in class. Through ongoing dialogue, Learners and teachers identify strengths and areas for improvement and advice is given.
* Throughout the year we reflect on the level of Learner achievement. This is based on the progress made with class work. This is communicated to Parents/Carers through Tracking Reports, Full Reports and Parent/Carer Evenings.
* The unit is internally marked as a pass or fail in school.
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| **Unit 2** | * Produce and develop creative design ideas and a design brief.
* Develop the chosen design idea in relation to the design brief.
* Produce a final solution based on the design brief.

**Passport of Skills*** Taking responsibility
* Communicating
* Working with Others
* Planning, managing, organising
 | * Design a light for a department store (project 1).
* Design a badge for the Scottish National Trust Transfusion Service (project 2).
* Produce and collect a variety of investigation images and market research relevant to the design brief for both projects.
* Design 2 different ideas based on your research in accordance to the brief for both projects.
* Produce a final design for both projects.
 | * Collect market research images and investigation images appropriate to the design idea and design brief.
* Complete design ideas experimenting with appropriate design elements and materials.
 | * Use websites such as Pinterest to seek inspiration for design ideas and techniques.
 | * Learner progress is monitored every day in class. Through ongoing dialogue, Learners and Teachers identify strengths and areas for improvement and advice is given.
* Throughout the year staff reflect on the level of Learner achievement. This is based on the progress made with class work. This is communicated to Parents/Carers through Tracking Reports, Full Reports and Parent/Carer Evenings.
* The unit is internally marked as a pass or fail in school.
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| **Unit 3** | * Produce and develop creative design ideas and a design brief working in as part of a group.
* Develop the chosen design idea together as a team.
* Produce a final solution based on the design brief together as a team.

**Passport of Skills*** Taking responsibility
* Communicating
* Working with Others
* Planning, managing, organising
 | * Design a poster for TRNSMT festival on Glasgow Green.
* Produce and collect a variety of investigation images and market research relevant to the design brief.
* Design different ideas based on your research in accordance with the brief.
* Produce a final design.
* Work as part of a successful team.
 | * Collect market research images and investigation images appropriate to the design idea and design brief.
* Complete design ideas experimenting with appropriate design elements and materials.
 | * Use websites such as Pinterest to seek inspiration for design ideas and techniques.
* Encourage teamwork and the skills of working with others.
 | * Learner progress is monitored every day in class. Through ongoing dialogue, Learners and teachers identify strengths and areas for improvement and advice is given.
* Throughout the year staff reflect on the level of Learner achievement. This is based on the progress made with class work. This is communicated to Parents/Carers through Tracking Reports, Full Reports and Parent/Carer Evenings.
* The unit is internally marked as a pass or fail in school.
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| **Unit 4**  | Work as part of a team to organise an event. **Passport of Skills*** Taking responsibility
* Communicating
* Working with Others
* Planning, managing, organising
 | * Plan and deliver a school event.
* Work in a team to organise the event taking on certain roles and responsibilities.
* Work in a team to run the event and evaluate its success.
 | * Complete bespoke tasks relevant to particular roles and responsibilities.
 | * Encourage teamwork and the skills of working with others.
 | * Learner progress is monitored every day in class. Through ongoing dialogue, learners and teachers identify strengths and areas for improvement and advice is given.
* Throughout the year staff reflect on the level of learner achievement. This is based on the progress made with class work. This is communicated to Parents/Carers through Tracking Reports, Full Reports and Parent/Carer Evenings.
* The unit is internally marked as a pass or fail in school.
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