

Unit 12: Art and Design: A Personal Project

Unit code: Y/502/3898

QCF Level: BTEC Level 1

Credit value: 4

Guided learning hours: 30

Unit aim

Within art and design, what can sometimes separate a good outcome from an exceptional one is a uniqueness of style. This practical unit aims to give learners the opportunity to begin to explore that individual approach. The unit is completely learner-led and is project focused. The learners will develop and apply creative, research and self-management skills within the context of a 2 or 3 (2D/3D) dimensional art and design project.

Unit introduction

Learners will have the opportunity to focus on the use of materials and processes used in art and design workshops and studios to record and develop 2D or 3D ideas and outcomes in response to a theme of their choosing. They will be introduced to the many ways people working in 2D or 3D explore ideas and media to find an original and creative way of responding to a self-set brief – for example through graphic design, surface design, 3D craft, print or model making or computer software.

Learners may explore and produce ideas with personal visual impact that could encompass, for example, interior or exterior design, garden design, sculpture, murals, mosaics, textiles, posters or displays, animation or traditional painting; it is as open as they can justify. Working to their project brief, learners will develop creative ideas and outcomes, choosing the appropriate media and style. Although the theme will be decided by learners advice and guidance can be sought and given.

Evidence for this unit will be from work produced through a series of relevant exercises, samples, studies, proposals, developments and final outcomes along with written work where necessary. Learners must produce a final product/piece of work to achieve this unit.

Essential resources

Learners must have access to library and electronic resources such as the internet and on-line journals and specialist magazines. The unit can be delivered in a classroom provided there is sufficient access to specialist resources or time tabled access to specialist workshops and studios.

The tutor should provide guidance on how learners can research a theme, and how to store their findings accessibly.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to develop ideas for a final piece of work from a self-set brief	1.1	Demonstrate knowledge of Formal Elements	<ul style="list-style-type: none"> □ <i>Formal elements:</i> eg line, tone, colour, shape, pattern, texture
		1.2	Plan ideas from primary and secondary sources	<ul style="list-style-type: none"> □ <i>Primary and secondary sources:</i> planning eg mind maps, development exercises, materials, techniques, size of work(s); primary, eg visits to galleries, exhibitions or museums; secondary eg libraries, websites; other secondary, eg scrapbook with photos, photocopies, prints, collected items; written; limitations eg time, materials, availability of space
	1.3	Present aims	<ul style="list-style-type: none"> □ <i>Present aims:</i> eg practical and skills-based; approach to theme 	
	1.4	Communicate ideas clearly	<ul style="list-style-type: none"> □ <i>Discussions:</i> follow main points; make relevant and positive contributions; respect others' rights to speak; aids eg presentation, thumbnail sketches, ideas worksheets, computer-aided visuals 	
2	Be able to produce a final piece of work from a self-set brief	2.1	Produce a final piece of work from a self-set brief using appropriate materials, methods and equipment	<ul style="list-style-type: none"> □ <i>Methods and processes:</i> methods eg carving, joining, forming and shaping, constructing from materials or found objects, surface decoration, painting, collage; use of technological media, eg computers, video or stills photography; processes eg modeling, casting, molding, firing clay or glass, setting plaster □ <i>Materials:</i> eg thick card, metals, plastics, wood, stone, 'Thermalite'[®], block, glass, plaster, soap, wax blocks, found objects, scrap materials, papers, thin card, papier-mâché, modroc, wire, clay, latex, textiles, foam □ <i>Tools and equipment:</i> ICT, eg computers, 3D design software, printers, scanners, video or stills photography; general, eg hand and machinery tools, craft knives, scalpels, saws, chisels, drills, embossing tools, vacuum former; textiles, eg sewing needles, scissors, shears and sewing machines; Test pieces, eg samples, maquettes, models

Learning outcomes	Assessment criteria	Unit amplification
	2.2 Demonstrate self-management skills	<ul style="list-style-type: none"> □ Self-management skills: attendance, punctuality, complete tasks within agreed deadlines, flexibility, take responsibility, eg gathering materials, setting up, tidying up, self-motivation, assertiveness, readiness to improve own performance based on feedback
	2.3 Describe measures taken to reduce risks in the work area	<ul style="list-style-type: none"> □ Follow guidelines on safety: risks and hazards; measures taken to reduce risks and hazards; appropriate dress; protective equipment; materials; tools; work area
3 Be able to comment on own work	3.1 Present information and points of view about their ideas, using appropriate language	<ul style="list-style-type: none"> □ Working methods: materials; methods; processes; correct technical terms
	3.2 Prepare for and contribute to formal discussions of ideas and opinions.	<ul style="list-style-type: none"> □ Discussions: own view point eg strengths, weaknesses, improvements; responses; methods eg sketchbook annotations, written notes, verbal feedback, recordings, illustrated verbal presentations, informal discussion, tutorials, group discussions; make relevant and positive contributions; respect others' rights to speak

Information for tutors

Delivery

This unit can be delivered in a classroom or with access to specialist workshops and studios to enhance the learning experience. Learners should be supported while they explore and develop their own direction for this unit, but this could be within a given framework depending on their ability (for example they may be given a choice of title or themes and be able to generate an outcome of their choice, or they may be given a choice of areas to work in depending on the range available). Learners should be encouraged to work across disciplines and use transferable skills in order to deepen their learning.

The focus of this unit is to plan, research, develop, execute and evaluate a personal project. Some learners will respond well to the openness of this unit and will be able to generate creative and workable ideas while others may need a framework in which to develop. An example scenario might be:

You have been invited to show your work at an exhibition entitled 'Interior'. Interior could mean an inside space, inside a house, feelings and emotions or secrets that are kept inside, or a scenario where the viewer is inside or something is protected inside. You can produce work in two or three dimensions responding to the theme, which will be exhibited at the end of the project. Examples of the type of project are: textiles – produce a hanging, a print for an interior; installation or fine art – a painting, sculpture or installation; photography – photographs or a photographic montage; 3D and sculpture in wood, metal or clay.

Time should be spent on observational drawing, planning, researching, working to own plans, making and reviewing progress. Research trips and visits from specialist practitioners will enhance opportunities for learning and raise aspirations of learners. Collating research materials and using it to inform the planning stage. Evidence should be in the form of a record, a workbook or a sketchbook. Initial ideas can be generated through mind maps and through presenting ideas either to small groups or as one-to-ones.

Learners should have access to skills workshops to refresh and build skills for new techniques. They should be encouraged to document their learning in the workbook or sketchbook and to justify changes and problem solving as the project develops. Learners must show evidence of safe working practice and this can be as worksheets or workshop handouts or witness statements and health and safety logbook.

Learners should be encouraged to list materials, methods and processes used, using correct technical language. It may be useful to develop a glossary for learners to build confidence with using new language. To build evaluation skills learners should document the journey through this project and review what they have learned throughout. Writing frames can be useful to give learners a framework for using evaluation skills and to build a regular record through the project, which can be reviewed at the end.

Working in the studio can be hazardous. Tutors will need to ensure learners are made aware of the health and safety issues relating to the media, materials and equipment they use. Learners should be shown how they reduce risks to themselves and others by thinking and working safely. A common sense approach should be emphasised, rather than merely referring to rules and regulations. Identification of the need for appropriate dress (eg tie long hair back, no hanging jewellery) and protective equipment (eg goggles, face masks, gloves, aprons,

sensible footwear; materials) is important. Learners should be made aware of the necessity of following manufacturers' instructions and guidelines for tools, equipment and materials. Knowledge of good practice in the work area should also be emphasised as this kind of approach is transferable to other work spaces (eg avoid hazards in gangways, trailing leads, not obstructing fire exits, keeping work areas clean and tidy). The keeping of a health and safety logbook by learners may be beneficial.

Outline learning plan

The outline-learning plan has been included in this unit as guidance, and is not meant to be prescriptive. The tutor is encouraged to create outline-learning plans that will suit their own teaching style and also suit their learners.

Topic and suggested assignments/activities

Introduction to the unit

Explore what is meant by '2D/3D', through mind map techniques.

Discuss sample self-set design project briefs and show examples, either in small groups or in one-to-ones.

Introduce the defined or outline self-set project brief or choice of briefs (eg interior, exterior, surface and setting). Learners could choose a context for their project – look at own interests, tastes, background.

Learners could gather visual research from appropriate primary and secondary sources (observational studies, books, magazines, internet, visits to galleries, sites, working with practitioners).

Learners could work in groups on a design brief, each learner having a specific role, such as setting up an exhibition for a product. Some learners may choose to design posters, others stalls, or furniture etc to promote its look. Learners can explore and experiment with materials and techniques, record findings, generate work plans and present ideas.

They could explore their initial ideas to produce trials or maquettes across art and design contexts.

Learners could select most promising direction for progress of initial idea to final solution and identify resources needed.

Develop and modify potential solution by producing new and improved trials or maquettes.

A group activity could be held to describe, discuss, develop and produce ideas for final outcome using appropriate materials, methods and techniques.

Learners could review own performance against set targets and aims of brief.

Assessment

Assessment evidence will be cumulative throughout the activities undertaken. It must be viewed holistically as opportunities to cover a particular criterion may well be presented more than once.

To generate assessment evidence learners will be encouraged to discuss the methods used, choices made, the quality of their work and their progress. This may be verbal; in informal discussion with the tutor, in group discussions or individual presentations, and could be an alternative to writing. Observation records by tutors and witness statements by others involved in the delivery (such as visiting artists) are permissible forms of evidence for these. Learners' own written and visual

evidence for assessment may be in sketchbooks, on worksheets and presentation sheets and in the final outcome.

To achieve 1.1, learners can identify formal elements such as line and form, the use of scale, colour and texture within their own work. This knowledge can be assessed from visual, verbal and written evidence.

Learners will show evidence of 1.2 by evidencing more than one example from both sources. For primary research, assessment could be of learners' own observational studies, supplemented by their own drawings or photographs. All other sources are secondary. For example, learners might first draw and photograph organic and marine forms (primary), then look at books on the subject and the work of artists and designer (secondary). Assessment will be based on how learners collect then use rudiments of the material to plan ideas that meet the needs of the given theme.

The aims given for 1.3 will be practical and skills based, rather than conceptual, leading to the creation of a body of work and an final outcome. Evidence may take the form of a short written statement near the start of a brief, or a short verbal presentation.

Opportunities will occur throughout the unit to gain evidence for criterion 1.4; formally and informally. Initially these ideas for discussion will be a response to the research material learners have gathered, and will continue within the development and modification of the work as it progresses. Evidence can be visual within the work, verbal or written and relate to all aspects of the brief.

Learning outcome 2 may be evidenced through; sketchbooks, studies, worksheets, annotations, action plans, self-assessment checklists, organisation of portfolio, witness testimonies, observation reports, peer group assessment, one-to-one discussions or group discussions, health and safety logbook.

For criterion 2.1 learners will explore more than two materials, techniques and processes, showing some development and understanding from the initial trial stage. Four trial on different surfaces and sizes need to be produced based on and developed from the original research and ideas generated. An understanding of appropriate tools, material, scale and time given to the work(s) must be evidenced in more than one piece. A final outcome will need to be completed.

Assessment for criterion 2.2 will be on each learner's approach to their practical work and their motivation and desire to succeed. These also relate both to practical activities such as working in a tidy and responsible manner and generic skills such as attendance and punctuality, assertiveness, willingness to respond to feedback and an ability to reflect the set theme. Assessment evidence may be by tutor observation reports, witness testimonies, action plans, self-assessment checklist, organisation of portfolio, peer group assessment, one-to-one discussions or group discussions.

To achieve assessment criterion 2.3 learners need to be able to identify potential risks and hazards within the work area and describe the measures to be taken to reduce the risk. Learners will show that they have followed the health and safety guidelines for the materials, techniques and processes used. Observation of safe practice can be documented by tutors, and from records kept by learners. The keeping of a health and safety logbook by learners may be beneficial; these, and witness statements confirming tutor observation of safe practice in the workshop, are also acceptable evidence.

For assessment criteria 3.1 learners needs to demonstrate some understanding of their use of materials, methods, processes and use some correct technical terms. Comments on the strength and weakness of their work need to be made on more than one aspect of their learning and their work. Final comment may be supported by ongoing evaluative comments, sketchbook annotations, reference to learning

from verbal feedback, illustrated verbal presentations, written notes from informal discussion, tutorials or group discussions. The use of audio or visual recording of learners presenting their work, or individual or group critiques may also support this evidence.

For assessment criterion 3.2 learners need to be able to make relevant and positive contributions to discussions regarding their work and respect others' rights to speak. Learners must be able to add positive comment on feedback given to them.

Suggested resources

Books

Atkinson J – *Collage Sourcebook: Exploring the Art and Techniques of* (Apple Press, 2004) ISBN 9781840924657

de Meng M – *Secrets of Rusty Things: Transforming Found Objects into Art* (North Light Books, 2007) ISBN 9781581809282

Greenlees K – *Creating Sketchbooks for Embroiderers and Textile Artists: Exploring the Embroiderers' Sketchbook* (Batsford Ltd, 2007) ISBN 9780713489576

Grey M and Wild J – *Paper, metal and stitch* (Batsford Ltd, 2007) ISBN 9780713490671

Perella L – *Artists' Journal and Sketchbooks: Exploring and Creating Personal Pages* (Rockport Publishing Incorporated, 2007) ISBN 9781592530199

Websites

www.accessart.org.uk

www.artscouncil.org.uk

www.craftscouncil.org.uk

www.moma.org

www.tate.org.uk