

Unit 13: Art and Design: An Accessory Project

Unit code: J/502/3900

QCF Level: BTEC Level 1

Credit value: 4

Guided learning hours: 30

Unit aim

Learners will explore the many and varied types of accessory in this practical and project-focused unit. They will experiment with a variety of different materials and methods, and develop and apply creative skills and processes within a 2 or 3 (2D/3D) dimensional accessory context.

Unit introduction

Accessories can be linked to fashion, clothing and textiles but can also be seen in a wider context, for example accessories in 3D Design may include carry cases for a mobile phone or iPod, in interactive media they may include widgets or small applications or links on a web page that are in addition to the main purpose; the area of the accessory is vast. This unit will expand learners' ideas of what an accessory is, and the massive possibilities there are in designing them. The accessory is much more than fashion and jewellery and areas as diverse as cars and weddings to homes to travel are all serviced by the accessory industry.

This unit will give learners 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 an accessory theme. Learners 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 an accessory brief – for example through graphic design, surface design, 3D craft, printmaking or computers.

Learners will draw on knowledge and experiences they may have gained through working in 2D or 3D to explore ideas and select appropriate materials to achieve their chosen accessory project. The activities will focus on an accessory theme devised by the tutor but opportunities will be made available for some negotiation between learners and tutor to agree a theme. Learners will explore and produce design solutions to enhance an already existing product or work. Evidence for this unit will be from work produced through a series of practical exercises, samples, studies, experiments, proposals, developments and final outcomes along with written work where necessary. Learners must produce a final product/piece of work to achieve this unit.

Learners will explore and apply the use of formal elements, such as line, colour, shape, form, pattern and texture to visualise and achieve the 2D or 3D realisation of their own work.

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.

Primary research is essential as ideas are often at their most original and innovative when developed from observational studies.

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 work on an accessory project from a brief	1.1 Demonstrate knowledge of Formal Elements	<ul style="list-style-type: none"> □ <i>Formal elements:</i> different formal elements 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 brainstorming, development exercises, materials, techniques, size of work(s); primary sources eg visits to galleries, exhibitions or museums, recording eg sketches, photos; secondary sources eg libraries, websites, scrapbook with photocopies, prints, collected items, clippings, books, magazines, leaflets, TV and other formats; limitations eg time, materials, availability of space
	1.3 Present aims for an accessory project	<ul style="list-style-type: none"> □ <i>Present aims:</i> methods eg practical and skills based, mood, meaning, skills based trials, maquettes or models, final outcome
	1.4 Prepare for and contribute to discussions of ideas and opinions	<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

Learning outcomes	Assessment criteria	Unit amplification
2 Be able to produce work for an accessory project from a brief	2.1 Produce work for an accessory project from a 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, computers, video and stills photography □ <i>Materials:</i> different materials eg thick card, metals, plastics, wood, stone, glass, plaster, soap, wax blocks, found objects, scrap materials, papers, thin card, papier-mâché, modroc, wire, clay, latex, textiles, foam, scrap materials □ <i>Tools and equipment:</i> equipment eg ICT, computers 3D software, printers, scanners, photographic; tools eg hand and machinery tools, modelling tools, banding wheels, potter's wheel, kilns; 3D design tools, scalpels, craft knives, saws, chisels, files, soldering iron, vacuum former for use with plastics; clay tools eg hand tools, bust peg, kiln; soft sculpture eg sewing needles, knitting needles, scissors, shears and sewing machines; test pieces eg samples, maquettes, models □ <i>Working methods:</i> materials; methods; processes; correct technical terms
	2.2 Demonstrate self-management skills	<ul style="list-style-type: none"> □ <i>Self-management skills:</i> 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"> □ <i>Safety:</i> risks and hazards; appropriate dress; personal 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"> □ <i>Discussions:</i> 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
	3.2 Prepare for and contribute to formal discussions of ideas and opinions	

Delivery

The unit should start with a clear introduction into what an accessory is and how broad the ranges of possible outcomes are. This could be as a presentation of images, a mind map or a handling session to give learners visual guidance on what an accessory is. Research into the theme should explore the history of the accessory and accessories in other cultures and also what the accessory used to be in comparison to the broad coverage it has in its contemporary context. At this level the research into these themes will only be a small amount of the project and more time should be given to looking at current designer or makers and mass produced accessory and design.

Visual research should be done in sketchbooks and can include photography and internet research alongside observational drawing and research from books and current practice magazines. Learners may need guidance on how to research so short and focussed sessions looking for specific themes or images will be most effective. Off site visits and workshops or talks from visiting lecturers will help to inspire and motivate learners and enhance their learning experience. Learners should be introduced to formal elements such as line, tone, form, pattern and texture in their design and idea development. They will need to research from primary and secondary sources as a starting point, such as first hand observation in museums or galleries, drawing from natural or man-made objects, using photography to record information; and secondary sources such as the internet, magazines, books, photographs and leaflets.

This unit has a heavily practical bias and skills should be delivered through a series of workshops to give learners the opportunity to learn new skills eg felt-making, paper manipulation, plastics or work in wood. The scope will depend largely on the resources available to each centre but learners will need access to a range of skills to maximise their achievement. If ICT is available and learners have particular pre-existing skills that they can use to create an accessory in the digital domain then this is welcomed.

Throughout the unit learners should be taking notes and refining their designs in their sketchbooks. This can be visual, eg through photographs and drawings and will depend on the ability of each learner. The process of designing and making should be evident as learners make choices about their work and which direction to take it in during the project. Evaluation skills can be improved through feedback for learning from the tutor at regular intervals and use of writing frames to encourage learners to be reflective about their work.

Learners should present and discuss their ideas either in small groups or to the tutor. Sketchbooks should show evidence of planning and communicate ideas visually.

Throughout the making stages learners should be encouraged to refer to their design ideas and make a note of problems they encounter and how they are solved. Learners must adhere to safe working practices as appropriate to their environment and the materials and techniques being used and document this in their sketchbook.

Learners also require help from tutors to build evaluative skills and language. The tutors should discuss, and show the relevance of using, the recording of ideas and developments as annotations in sketchbooks, evaluations and the keeping of progress diaries and an end of project self-evaluation. Feedback for learning and

peer comments are a useful tool to help learners put feedback into context. They should be encouraged to use correct technical terms when discussing materials, methods and processes. A glossary may be helpful and this could be a visual tool to build confidence in using new technical language.

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

Learners will be given an overview of the unit; what they will be doing, what is expected of them and what it is they are aiming for.

Learners should consider health and safety throughout, notes could be kept in sketchbooks where appropriate, researching the theme for homework.

Quizzes, worksheets and handouts should be used throughout the unit to back up learning. Tutors should give advice on how the learner can file these for later use. It would also be helpful for learners to be shown how to compile their findings, from research and trial work, in accessible way.

What does 'accessory' mean in art and design? To help learners start the tutor should discuss possible themes with them. Suggested themes could be organic forms, geometric forms, structures, water, weather etc.

The initial presentation of the theme to the learners should generate a group discussion regarding possible research opportunities, visits, outcomes etc and will help to generate enthusiasm and focus in learners and get them started.

Discussion of the formal elements used and examples of work by artists and designers to exemplify.

Discuss sample accessory design project briefs and show examples of design solutions.

Introduce the defined or outline accessory project brief or choice of briefs.

Gather visual research from appropriate primary and secondary sources (observational studies, books, magazines, internet, visits to galleries, sites, working with practitioners). Draft an action plan.

Throughout the unit the following questions should be asked and addressed; Which formal elements were used? What techniques and processes were used? What went well and why? What didn't go as planned and why? What could improve the work? These are key questions that will build towards summative evaluation.

Learners will explore and experiment with materials and techniques, exploring their initial ideas, and could produce trials or maquettes.

The tutor can give time exercises on trials of each material, giving the learner the opportunity to put the technique into practice.

Together the tutor and learner(s) will decide the most promising direction for progress of initial idea to final solution.

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

Describe, discuss, develop and produce ideas for final outcome and end product using appropriate materials, methods and techniques.

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.

For criterion 1.1 formal elements must be identified in learners' own work. Elements such as line and form, the use of scale, colour and texture are likely to be relevant. This knowledge can be assessed from visual, verbal and written evidence.

For 1.2 learners will show evidence of exploring more than one example of both primary and secondary sources. For primary research, assessment will 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 and then use rudiments of the material to plan ideas that meet the needs of the given theme.

Aims for 1.3 will be practical and skills based, rather than conceptual, leading to the creation of a body of work and a 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 at least two materials, techniques and processes, showing some development and understanding from the initial trial stage. Three examples 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.

For 2.2 assessments 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.

When addressing 2.3 learners will need to show that they have followed the health and safety guidelines for the materials, techniques and processes used. At this level of study, the ability of learners to identify risks and hazards will be much more

valuable than quoting legislation. 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, comment on own work. Through comment learners need 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

Brand J – *Fashion and accessories* (Terra Uitgeverij, 2007) ISBN 9789058976796

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

Parnes T – *Jewelry and Accessories from Everyday Objects: 19 Unique Projects Inspired by Found Objects and Ready-made Materials* (Creative Publishing International, 2007) ISBN 9781589233270

Peacock J – *Fashion Accessories: The Complete 20th Century Sourcebook* (Thames and Hudson, 2000) ISBN 9780500510278

Searle T – *Easy felted accessories* (Search Press Ltd, 2006) ISBN 9781844481736

Searle T – *Fabric jewellery: 25 designs to make using silk, ribbon, buttons and beads* (A&C Black Publishers Ltd, 2003) ISBN 9780713686432

Journal

Crafts magazine – published bi-monthly by the Crafts Council

Websites

www.craftscotland.org

www.craftscouncil.org.uk

www.creativegreenhouse.org.uk/

www.vam.ac.uk