

# Unit 7: Art and Design: Explore Mixed Media

**Unit code:** M/502/3891

**QCF Level:** BTEC Level 1

**Credit value:** 4

**Guided learning hours:** 30

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## Unit aim

This is a practical unit where learners will combine a variety of mixed media, methods and technologies to produce creative artwork. Learners will practice and develop their skills through observation and experimentation.

## Unit introduction

Learner taking this unit will experience a wide variety of mixed media, techniques and processes. They will explore and produce a range of outcomes showing the creative use of different materials and techniques.

Learners will be introduced to the concept of primary and secondary resource material and will use them to inspire ideas and build research skills. They will explore different materials and their qualities and gain insight into how to use different methods and materials for different results. Learners will be encouraged to use techniques and processes appropriately and to combine media, techniques and technologies wherever possible. There is no requirement to produce one, single, final outcome. Evidence for this unit may be from work produced through practical exercises, samples, studies and experiments, along with written work where appropriate.

Learners will have the opportunity to gain work-related skills while working with mixed media as they develop and record a range of creative ideas. They will practice self- and time-management skills whilst developing their skills using mixed media, learning about the visual language and using appropriate media, methods and technologies. The communication of ideas and intentions, and problem solving will be integrated into creative activities. Health and safety requirements will need to be addressed in order for learners to be aware of safe working practice.

On completion of the unit, this body of work may be used to begin, or enhance an existing art and design portfolio, and will indicate each learner's level of practical skill in a variety of mixed media.

The unit should be delivered in a classroom or studio setting. It may be enhanced by practical activities outdoors, such as observational studies or site visits.

Educational visits related to learners' work have great value. These could be to galleries, museums and artist or designer studios.

## Essential resources

A range of different types of materials for mixed media work will be necessary for the unit. For example, pencil; paint; pastel; charcoal; inks; print; dyes; fabrics; paper; card; magazines; yarn; string; wool; stencils; found objects. Also equipment such as brushes, boards, easels, rulers, scissors, blades, guillotine, glues, rollers, lino blocks, cutting tools, needles, pins; technology eg cameras, software programmes, printers, scanners.

Learners will require primary sources for observational research and recording such as natural forms, geometric forms, still life arrangements, mirrors etc.

The unit also requires diverse secondary sources plus historical and contemporary contextual references. Magazines, books, the internet, DVDs, videos, CD ROMs, visits to art galleries, museums, artist or designer studios may all contribute.

## 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 in mixed media	1.1 Demonstrate knowledge of Formal Elements	<ul style="list-style-type: none"> <li>□ <i>Formal elements:</i> different formal elements eg line, tone, colour, shape, pattern, texture</li> </ul>
	1.2 Plan ideas from primary and secondary sources	<ul style="list-style-type: none"> <li>□ <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, books, magazines, leaflets, TV and other prints, collected items, clippings, books, magazines, leaflets, TV and other formats; limitations eg time, materials, availability of space</li> </ul>
	1.3 Present aims for work in mixed media	<ul style="list-style-type: none"> <li>□ <i>Present aims:</i> methods eg practical and skills based, mood, meaning, maquettes or models, final outcome</li> </ul>
	1.4 Prepare for and contribute to discussions of ideas and opinions	<ul style="list-style-type: none"> <li>□ <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</li> </ul>
2 Be able to produce work in mixed media	2.1 Produce work in mixed media using appropriate materials, methods and equipment	<ul style="list-style-type: none"> <li>□ <i>Materials:</i> different materials eg pencil, paint, pastel, charcoal, inks, print, dyes, fabrics, paper, card, magazines, yarn, string, wool, stencils, found objects, plaster, sand, chippings</li> <li>□ <i>Processes:</i> different processes eg drawing, painting, collage, montage, monoprinting, relief printing, embroidery, basic photography</li> <li>□ <i>Equipment:</i> different equipment eg brushes, boards, easels, rulers, scissors, blades, guillotine, glues, rollers, lino blocks, cutting tools, needles, pins; technology eg cameras, ICT equipment</li> <li>□ <i>Working methods:</i> materials; methods; processes; correct technical terms</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	2.2 Demonstrate self-management skills	<ul style="list-style-type: none"> <li>□ <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</li> </ul>
	2.3 Describe measures taken to reduce risks in the work area	<ul style="list-style-type: none"> <li>□ <i>Safety</i>: risks and hazards; appropriate dress; personal protective equipment; materials; tools; work area</li> </ul>
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"> <li>□ <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</li> </ul>
	3.2 Prepare for and contribute to formal discussions of ideas and opinions	

## Information for tutors

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### Delivery

Tutors delivering this unit have opportunities to use a wide range of materials, techniques and processes. Although the majority of learners' work will be carried out in a studio environment, it will be helpful to include group discussions and visits to galleries or exhibitions. Research using the internet and library resources will form part of the learning programme. Learners should be encouraged to look at the work of other artists using mixed media to inform and inspire their own work.

Learners will need direction at this level. They will require support in the research and experimentation stages of their work, as they gain confidence and practical skills, and guidance in the organisation of their work; in folders, sketchbooks and on presentation sheets. Focus may be aided by the introduction of a theme such as the human form, machines, cityscapes etc. The tutor can use the theme to collect a range of appropriate contextual material and possible sources for observational studies such as life drawing; cogs and machine parts, images of buildings or use objects collected by learners. The initial presentation of the theme to learners should generate a group discussion regarding possible research opportunities, visits, outcomes etc and will help to get all learners started.

Learners must be familiar with the working characteristics of the 2D materials they choose to use. This will involve investigating how materials can be manipulated; what makes them attractive and interesting; how can they be used; how well they are suited to the purpose intended. Learners could begin by experimenting with different types of montage and collage, perhaps based on a theme. They will need to describe how the different processes have influenced their ideas. It is worth trying to get learners to recycle and reuse material, for example tearing up unwanted monoprints for use with collage and using old photographs for cutting up to make landscapes is an interesting exercise. Learners can then move on to more complex mixed media experiments, perhaps using fabrics and yarns, photographs, inks, dyes and found materials. Learners will explore the formal elements of line, texture, colour and composition and learn how to combine materials and techniques in both traditional and more experimental and exciting ways.

Inspiration can come from many sources in both the natural and man-made world. Learners should first explore primary sources to inspire the development of ideas. Secondary sources can be diverse and wide-ranging. The work of others will provide valuable inspiration on ways of using a variety of mixed media techniques. Learners should be encouraged to recognise and consider the formal elements in their own work and identify them in the work of others.

Technological media such as computers, printers, scanners, photography etc are useful as they often play an intrinsic part in the development and realisation of ideas for example recording work in progress, experiments with colour and manipulation of drawings.

Delivery should stimulate, motivate and inspire learners. It should be planned to help learners develop knowledge and understanding of working with a variety of media and materials and their associated techniques and processes.

Demonstrations of techniques should entertain, encourage learners, and where relevant worksheets on techniques could be given as learning aids. Experimentation with media and scale should be encouraged. Each medium and technique has its own set of rules and methods for use. Learners need to be able to select and use suitable mixed media materials, techniques and processes appropriate to the task and suitable for their intended outcome.

They will also need to comment on the progress of their work such as what they feel has worked well and why. Records should relate directly to methods and processes learners use in their work, rather than being a theoretical exercise. Learners could be encouraged to talk about their work, either on a one-to-one basis or as part of a group discussion and this could act as an alternative to a written report. Centre-devised quizzes, writing frames or gapped handouts may also be useful.

Regular feedback should be given to learners, both informally in day-to-day discussion and formally via interim cut-off points within the activities. Learners should be encouraged to discuss the methods used, choices made, the quality of their work and their progress. This may be verbal; informal discussion with the tutor, group discussion or individual presentations. It may be written, in notes and annotation in their sketchbooks, or as final comment on their work. Summative feedback and the opportunity for improvement should be given at the deadline of an activity. Formative feedback should be given throughout the delivery of the unit. Formative feedback should be given throughout the delivery of the unit.

Visits to galleries, studios and exhibitions are very much encouraged. Learners will be required to comment on their own work and that of others. Support will be needed to encourage a response to questions such as: 'Which formal elements were used? What techniques and processes? What went well and why? What did not work well and why? What new skills have you learned? What could you do to improve your work?'

Group discussions and presentation of work to the peer group and others will have great value. Even though learners are not involved in group projects the key qualities of support, mutual respect and sharing of facilities and resources are inherent in all activities. The ability to give constructive criticism within the peer group, without negativity or giving offence, is a key skill.

Generic work skills such as self- and time-management, the communication of ideas and intentions, presentation skills and safe practice, should be incorporated by means of relevant, integrated tasks. Self-management is essential. Learners will need to collect and record information in an ordered way and review development at each stage of their work.

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

What is mixed media? The unit could begin with a class discussion into the many and varied ways mixed media has been used and the effects produced.

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.

To help learners start the tutor should discuss possible themes with them. Suggested themes could be organic forms, geometric forms, structures, water, weather etc. Class to discuss possible research opportunities and starting points.

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 in 2D work and examples of work by artists and designers to exemplify work.

Learners must be familiar with the working characteristics of materials they choose to use. This will involve investigating how materials can be manipulated; what makes them attractive and interesting; how can they be used; how well they are suited to the purpose intended.

Learners could begin by experimenting with different types of montage and collage, perhaps based on a theme.

Learners discuss their work and ideas with their tutor and also as a group to decide which of their mixed media pieces have been the most successful, where improvements could be made etc.

Learners move on to more complex mixed media experiments, perhaps using fabrics and yarns, photographs, inks, dyes and found materials. Learners will explore the formal elements of line, texture, colour and composition and learn how to combine materials and techniques in both traditional and more experimental ways.

Learners look at the work of other artists and designers and learn how they can use similar techniques and ideas in their own work.

Ongoing – health and safety considerations, notes in sketchbooks where appropriate, homework studies.

Learners discuss their work and ideas with their tutor and also as a group to decide which mixed media pieces have been the most successful, where improvements could be made etc.

## Topic and suggested assignments/activities

Learners' investigations will show an improving awareness and working understanding of the creative potential of mixed media. They should be able to work in an organised manner combine knowledge, skills and understanding to produce a range of creative and effective mixed media and comment effectively on their work and the work of others' using correct technical terms.

Evidence for this unit will be work produced through a series of practical exercises, samples, studies, experiments. Work will be selected to show how ideas have been developed using suitable media and techniques. Learners are to be given guidance and support when organising and collating their work and the portfolio for the unit must be completed by the set deadline.

At the end of the unit, learners present their favourite three pieces of work to the group – saying why they have chosen the work and why they feel it is successful.

## 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 written work. 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 optional final outcome.

Formal elements must be identified in learners' own work to evidence criterion 1.1. 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.

Learners will need to show evidence of exploring more than two examples of both primary and secondary sources to fulfil criterion 1.2. For primary research, assessment will be of learners' own observational studies, supplemented by their own drawings, photographs or experimental samples. 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.

1.3 present their aims. Aims will be practical and skills based, rather than conceptual, leading to the creation of a body of work and an optional 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 five materials, techniques and processes, showing some development and understanding from the initial trial stage. Three pieces on different surfaces and sizes need to be produced based on and developed from the original research and ideas. An understanding of appropriate tools, material, scale and time given to the work(s) must be evidenced in more than one piece.

Assessment for 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.

For 2.3 learners will 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

Atkinson J, Harrison H and Grasdahl P – *Collage Sourcebook: Exploring the Art and Techniques of Collage* (Rockport Publishers Incorporated, 2005)

ISBN 9781592531011

Bautista T – *Collage Unleashed: Paint, Bind, Stitch, Play* (North Light Books, 2006)

ISBN 9781581808452

Brommer G – *Collage Techniques: A Guide for Artists and Illustrators*

(Watson-Guptill Publications Incorporated, 1994) ISBN 9780823006557

Grey M and Wild J – *Paper, Metal and Stitch* (Batsford Ltd, 2007)

ISBN 9780713490671

Ludwig L K – *Mixed-media Nature Journals: New Techniques for Exploring Nature, Life, and Memories* (Rockport Publishers Incorporated, 2008) ISBN 9781592533671

Michel K – *The Complete Guide to Altered Imagery: Mixed Media Techniques for Collage, Altered Books, Artist Journals and More (Quarry Book)*

(Rockport Publishers Incorporated, 2005) ISBN 9781592531776

Perella L – *Alphabetic: An A to Z Technique Guide for Collage and Book Artists*

(Quarry Book) (Rockport Publishers Incorporated, 2005) ISBN 9781592531769

Perella L – *Art Making, Collections & Obsessions: An Intimate Exploration of the Mixed Media Work & Collections of 35 Artists* (Rockport Publishers Incorporated, 2008) ISBN 9781592533633

Taylor B – *Mixed Media Explorations: Blending Paper, Fabric, and Embellishment to Create Inspired Designs* (Quilting Arts, LLC, 2006) ISBN 9780976692829

**Websites**

<http://arthistoryresources.net/ARTH20thcentury.html>

[www.casholmes.textilearts.net](http://www.casholmes.textilearts.net)

[www.signedoriginals.co.uk/artists/mixed.media](http://www.signedoriginals.co.uk/artists/mixed.media)

[www.tate.org.uk](http://www.tate.org.uk)

[www.theartistsweb.net/directory/Artists/Mixed\\_Media](http://www.theartistsweb.net/directory/Artists/Mixed_Media)