

BTEC

HIGHER NATIONALS

Art & Design

Scheme of Work

For use with the Higher National Certificate
and Higher National Diploma in
Art and Design

First teaching from September 2017

**Higher National
Certificate Lvl 4**

**Higher National
Diploma Lvl 5**

Edexcel, BTEC and LCCI qualifications

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1 Introduction

These Example Schemes of Work (SOW) are intended to provide you with an insight into how you might structure the delivery of the Essential Content for the units within this Higher National Qualification. They are not an indication of what you must deliver or an example of the ideal manner in which to deliver the Essential Content. Rather, we hope that these SOW will give you ideas as to the types of teaching and learning activities that might be employed to meet the requirements of providing the requisite Guided Learning Hours (GLH) for the unit. *You should ensure that the SOW you produce for your course are appropriate to your students, programme delivery plan, resources and local needs.*

2 How to Read the SOW

In order to support consistency across our qualifications, in developing these SOW, we have taken a simple approach to the structure of the SOW. This is:

- A 15-credit unit requires 60 GLH
- To deliver 60 GLH we define 20 3-hour teaching sessions
- 20 sessions x 3-hours = 60 GLH

Similarly, for a 30-credit unit:

- A 30-credit unit requires 120 GLH
- To deliver 120 GLH we define 40 3-hour teaching sessions
- 40 sessions x 3-hours = 120 GLH

This is not intended to dictate the way that you may deliver the GLH. Depending on your mode of delivery (full-time, part-time, etc.), timetable, resources and approach to the subject, you will develop your own pattern of delivery.

Keep in mind that while we are using a standard length of time for each taught session, this is not required. You may find that it is necessary, or desirable, to vary the length of taught sessions; in order to provide students with a varied timetable, to manage (physical or human) resources, or to allow greater taught provision for other units running in parallel.

3 Learning Outcomes and Assessment

The SOW includes an indication of how the taught sessions support a particular approach to assessment, by indicating the number of assignments and their relation to learning outcomes. Keep in mind that this is not a suggestion of how you must assess, but an indication of how the SOW has been designed to support the number of assessments.

In the example below, we can see that this SOW is designed to support a Single Unit Assessment; where all learning outcomes will be covered in a single assessment.

Learning Outcome (LO)	Assessment 1
LO1 Explore the role of production designer and art director within the film and television industry.	<input checked="" type="checkbox"/>
LO2 Prepare design sketches for locations, sets and props, based on a given film/television treatment.	<input checked="" type="checkbox"/>
LO3 Specify locations, props and visual effects required for the production of a short film or television production; monitoring budget throughout the process.	<input checked="" type="checkbox"/>
LO4 Present a production design strategy, highlighting the way that it achieves a unified visual identity in support of a film/television treatment.	<input checked="" type="checkbox"/>

To find out more about different types of assessment, that can be used in Higher Nationals, see the [BTEC Higher Nationals - \(RQF\) Assessment & Feedback Guidance for Centres & Tutors](#).

4 SOW Sessions

Each 3-hour session, in the SOW, is in the format:

[1] Session	[2] Learning Outcome(s)	[3] Session Activities
Session 4	LO2	<p>[4] Topic: Evaluating a film treatment</p> <p>[5] Sub-topic(s): Relationship between genre, narrative structure and time period of own or given treatments</p> <p>[6] Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity: Seminar on evaluating the potential of a treatment looking at audience needs, psychological, atmospheric and emotional images • Group activity: Discussion of supporting the ideas development through research and the forms of research an art director can do • Individual activity: Personal research into ideas for art direction

Note the numbers in brackets are for reference, here, and do not appear in the actual SOW.

[1] Session – this is the session number. Sessions are numbered in order to ensure that we are clear that we are meeting the GLH requirements.

[2] Learning Outcome(s) - this indicates to which learning outcomes the content of this session relates.

[3] Session Activities – These are the topics, sub-topics to be covered during this session, and the activities that may support student learning during the session.

[4] Topic – This is the main topic(s) of the session. Typically, this will correspond to one (or more) of the main topics from the Essential Content of the Unit.

[5] Sub-topics – Not every session will have sub-topics, but where they are presented, they provide information about the additional detail that will be covered in the session. Again, typically, these will be drawn from the Essential Content of the Unit.

[6] Sample Activities – These provide an indication of the activities of the tutor and the students, for the given session. Depending on the nature of the session, you may find greater or lesser amounts of student or tutor activity. For example, if the main aim of the session is to introduce a body of knowledge to the students, the tutor activity may be a 'lecture'; which may mean there is less student activity. Whereas, if the session is designed to allow students to explore the application of knowledge or skill, there may be much more student activity listed, with the role of tutor being that of support.

5 Frequently Asked Questions

Q. Am I required to have 20 3-hour sessions in my teaching plan for a 60 GLH unit?

A. No. The model used in the SOW has been designed to be a simple standard that is applied to all the SOW across our Higher Nationals qualifications. You will design your SOW or teaching plan based on the specific needs of your students, timetable and resources. However, you must ensure that you are providing the requisite number of Guided Learning Hours (GLH).

Q. Should every session cover a single topic (and sub-topics) from the Essential Content?

A. No. The Essential Content, for a unit, is the list of material that Pearson has determined a student must be taught to support their achievement of the related learning outcome. However, we recognise that there will be variations in what are deemed to be the most important parts of the Essential Content. This may be based on your location, employment opportunities and progression opportunities for your students. Therefore, tutors are able to determine; keeping in mind the requirements of the Assessment Criteria, how much time should be given to the delivery of the different topics and sub-topics in the Essential Content. This will consequently determine the way that individual sessions, in a SOW, cover single or multiple topics.

Q. Can I include assessment and feedback within my SOW?

A. Yes. Supervised assessment and feedback are part of the students' learning and can; therefore, be included as part of the GLH.

Q. Are there any elements of good practice that I should include in my SOW?

A. It is advisable that you consider building the following into your SOW:

- Use your first session to introduce the subject of the unit and, most importantly, to allow time to discuss learning outcomes and assessment criteria with students. Try to make this a student-led discussion, so that you can gain an understanding how the students are interpreting the learning outcomes and assessment criteria. This understanding will help you to consider ways that you may need to adjust your learning and teaching strategy to ensure that both you and the students have a shared understanding of what learning outcomes and assessment criteria mean.
- Include some time for discussing feedback, after the assessment. This may be a group discussion; where you highlight some of the common challenges that students may have found in their assignments and some of the positive things that were common in their submissions. Or, you may timetable individual discussions with students so that you can address their specific assessment results. In either case, it will

give students some additional support for their continued development in the future.

- Remember that Guided Learning Hours are not restricted to those which are classroom based or delivered by the tutor. Guided Learning Hours include any time that a student is directly supported by a suitable member of staff. This may include time in a workshop (supported by a workshop technician), time in the library (supported by a librarian who is helping the student with research), a field/study visit (when a student may be interacting with professionals under the guidance of a member of staff), work placement supervision where the student's activities are being guided by a professional in line with the relevant learning outcomes etc. It is important to include a range of activities, that are appropriate to the specific Essential Content, and this may not always be a 'tutor-led' activity.

3 Schemes of Work

Unit 1: Professional Development

Please note that Schemes of Work are for guidance and support only.

They can be customised and amended according to localised needs and requirements. All Schemes of Work can be adapted to suit specific establishment time frames in line with GLH delivery.

Scheme of Work

Programme Title:	Higher Nationals in Art & Design	Level:	4
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Unit Title:	Professional Development	Tutor:	
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Unit Number:	1	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Explore the creative industries professions through research into historic and contemporary precedent.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss personal career goals in relation to the range of roles and subjects in the creative industries.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Define personal development plans, highlighting areas to support specific career goals and general skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critically reflect on the achievement of personal development goals and plan for the future.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topics:</p> <ul style="list-style-type: none"> • Introduction to unit content and assessment. • Careers in creative industries. • Presentation of job descriptions. <p>Sample activities:</p> <ul style="list-style-type: none"> • Introduction to unit content, overview and assessment • Presentation/research into historic precedents of professions in creative industries • Read through a range of job descriptions • Collate and compare job advertisements • Discuss similarities and differences depending on seniority of the position • Review recruitment sites, difference in jobs offered in those that are specialist in creative careers compared with those that offer a more general service, what kinds of company advise on the different platforms.

Sessions	Learning Outcome(s)	Session Activities
Session 2	LO1	<p>Topics:</p> <ul style="list-style-type: none"> • Careers in creative industries. • Introduction to freelance. <p>Sample activities:</p> <ul style="list-style-type: none"> • Discussion of careers in creative industries. • Visiting speaker: Freelancer • Show work from their portfolio • Key questions: • Why did they choose to freelance? • What other aspects are there to design in their position? • With whom do they collaborate? • What skills do they feel are needed to be successful as a freelancer? • What kinds of professional development do they undertake? • Reflect on the discussion that took place; how has this impacted your own professional development? • Identify aspects of freelancing you had not previously considered.
Session 3	LO1	<p>Topic:</p> <ul style="list-style-type: none"> • Organisation structures in creative industries. <p>Sample activities:</p> <ul style="list-style-type: none"> • Present personnel structure of an organisation • Compare organisation structures of selected freelance, partnership, group, small-medium enterprise, large-scale and global institutions along with in-house positions • Highlight collaborations and roles of those who support the creative industries.

Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1	<p>Topics:</p> <ul style="list-style-type: none"> • Careers in creative industries. • Professional development. <p>Sample activities:</p> <ul style="list-style-type: none"> • Presentation on professional development methods • Visiting speaker: senior designer (branding agency) • Show work from their portfolio • Key questions: • What does their position involve? • What other aspects are there to design in their position? • What are the different roles in the business? • What skills do they feel are needed to be a successful creative director? • What CPD do they undertake? • Reflection and discussion; how has this impacted your own professional development?
Session 5	LO2	<p>Topics:</p> <ul style="list-style-type: none"> • Careers in creative industries. • Employability skills and qualities. <p>Sample activities:</p> <ul style="list-style-type: none"> • Review organisation structures of creative industries • Research employability skills and qualities required for different careers in creative industries • Presentation on pathway-specific skills • Independent activity: students to write employability skills and qualities and any pathway-specific skills on sticky notes • Students to apply notes to diagrams that show the personnel team structure of different creative businesses.

Sessions	Learning Outcome(s)	Session Activities
Session 6	LO2	<p>Topic:</p> <ul style="list-style-type: none"> Careers in creative industries. <p>Sample activities:</p> <ul style="list-style-type: none"> Visiting speaker: creative director (advertising agency) Presentation of organisation structure of creative team in the agency Highlight how they are supported by other departments in the agency Discussion on ways in which the agency collaborate (photography, illustration, production, web, photography, TV, radio) Presentation: How freelancers get noticed. Discuss with the team the CPD they and their team undertake D&AD. Chip Shop Awards. Reflect on the discussion that took place; how has this impacted your own professional development?
Session 7	LO2 LO3	<p>Topics:</p> <ul style="list-style-type: none"> Careers in creative industries. Pathway-specific skills. <p>Sample activities:</p> <ul style="list-style-type: none"> Review pathway-specific skills Define a career goal Students create a career plan

Sessions	Learning Outcome(s)	Session Activities
Session 8	LO2	<p>Topic:</p> <ul style="list-style-type: none"> • CPD; Looking for inspiration for specific pathways. <p>Sample activities:</p> <ul style="list-style-type: none"> • Visiting an art gallery: • Listen, observe, ask questions, take notes, take photographs • Reflect on the work seen; consider how it relates to your projects elsewhere on the course • Why is art consistently seen as a useful place to look for inspiration? • Research specific pathways for inspiration and goal setting
Session 9	LO3	<p>Topic:</p> <ul style="list-style-type: none"> • Personal development planning. <p>Sample activities:</p> <ul style="list-style-type: none"> • List skills required for chosen career • Conduct a personal skills audit • Group discussion: types of possible professional development activity • Review examples of SMART targets • Create a professional development plan • Conduct your personal professional development activities as planned

Sessions	Learning Outcome(s)	Session Activities
Session 10	LO2	<p>Topic:</p> <ul style="list-style-type: none"> • CPD: Developing relationships with printers. <p>Sample activities:</p> <ul style="list-style-type: none"> • Visiting speaker: printer sales • Discuss different types of print: lithography, digital, large format, silk screen • When to use each depending on print run length • Discuss common colour, font issues • Show digital examples of how to specify special finishing: creasing, folding, perforation, varnish, laminate, foil, white ink (for digital) • What CPD do the team undertake to keep up with new developments? • Reflection and/or discussion of what took place; how has this impacted your own professional development? • Conduct your personal professional development activities as planned
Session 11	LO4	<p>Topic:</p> <ul style="list-style-type: none"> • Reflective practice. <p>Sample activities:</p> <ul style="list-style-type: none"> • 1:1 discussions to approve professional development plan • Discuss the role of reflection for creative practitioners • Review progress on professional development planning and activities undertaken so far • Conduct your personal professional development activities as planned

Sessions	Learning Outcome(s)	Session Activities
Session 12	LO2	<p>Topic:</p> <ul style="list-style-type: none"> • CPD: studio visit. <p>Sample activities:</p> <ul style="list-style-type: none"> • Visiting speaker: digital design team • Discuss design process, paper prototyping, difference between design and development teams, how ideas are sold to clients, making design useful, accessibility • Collaboration with other studios, web development teams • Research on different types of CPD undertaken by designers/design team • Reflect on the discussion that took place; how has this impacted your own professional development? • Conduct your personal professional development activities as planned
Session 13	LO4	<p>Topic:</p> <ul style="list-style-type: none"> • Reflective practice. <p>Sample activities:</p> <ul style="list-style-type: none"> • Outline various methods to record reflection • Written (notepad/blog), photographic, sketchbook, video • Discuss advantages and disadvantages of each one • How social media can be used, possible positive and negative effects from reflection on public platforms • Define the importance of honest self-appraisal • Review progress on professional development activities • Conduct your personal professional development activities as planned

Sessions	Learning Outcome(s)	Session Activities
Session 14	LO2	<p>Topic:</p> <ul style="list-style-type: none"> • CPD: Looking for inspiration. <p>Museum visit</p> <ul style="list-style-type: none"> • Write review of an artefact for the blog/reflective journal • Reflect on the artefacts seen; relate what you have seen to your projects elsewhere on the course • Why is it important to be aware of history and wider cultural issues as a designer? • Conduct your personal professional development activities as planned
Session 15	LO4	<p>Topic:</p> <ul style="list-style-type: none"> • Reflective practice. <p>Sample activities:</p> <ul style="list-style-type: none"> • Review progress on professional development activities • Group discussion: importance of regularly updating professional development plans • Discuss advantages/disadvantages of design competition, internship • Revise the professional development plan • Conduct your personal professional development activities as planned

Sessions	Learning Outcome(s)	Session Activities
Session 16	LO4	<p>Topic:</p> <ul style="list-style-type: none"> • Reflective practice. <p>Sample activities:</p> <ul style="list-style-type: none"> • Group discussion on how reflective practice can assist lifelong learning • Show video where designers discuss inspiration from sabbaticals, allowing time each week to work in sketch books • Consider the type of personal projects students may wish to undertake • Review the types of professional development activities being undertaken • Conduct your personal professional development activities as planned
Session 17	LO4	<p>Topic:</p> <ul style="list-style-type: none"> • Reflective practice. <p>Sample activities:</p> <ul style="list-style-type: none"> • 1:1 Review progress on professional development activities • Group discussion on importance of regularly updating professional development plans • Revise the professional development plan • Conduct your personal professional development activities as planned
Session 18	LO4	<p>Topic:</p> <ul style="list-style-type: none"> • Reflective practice. <p>Sample activities:</p> <ul style="list-style-type: none"> • 1:1 Review progress on professional development activities • Group discussion on importance of regularly updating professional development plans • Revise the professional development plan • Conduct your personal professional development activities as planned

Sessions	Learning Outcome(s)	Session Activities
Session 19	All	<p>Topic:</p> <ul style="list-style-type: none"> • Present evidence for assessment. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students submit final assessment • Continue to conduct your personal professional development activities as planned
Session 20	All	<p>Topic:</p> <ul style="list-style-type: none"> • Assessment. <p>Sample activities:</p> <ul style="list-style-type: none"> • Review feedback given; write a response to the feedback • 1:1 discussions • Continue to conduct your personal professional development activities as planned

Unit 2: Contextual Studies

Please note that Schemes of Work are for guidance and support only.

They can be customised and amended according to localised needs and requirements. All Schemes of Work can be adapted to suit specific establishment time frames in line with GLH delivery.

Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	4
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Unit Title:	Contextual Studies	Tutor:	
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Unit Number:	2	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Discuss the social, historical and cultural context of some key art and design movements, theories and practices.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyse a specific work of art or design related to own area of specialism.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use primary and secondary research methods to investigate an area of practice, with consideration of research ethics.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present research findings, through written work, visually and orally.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic: Introduction to contextual studies</p> <ul style="list-style-type: none"> • Introduction to unit overview, content and assessment. • Providing context to art and design. • Theoretical starting points the unit will cover. <p>Sample activities:</p> <ul style="list-style-type: none"> • As a class, take a quick-fire approach to discussing each theoretical area that the unit will cover, perhaps using a timer. Ask for first reactions to what the students perceive the topics to be about. • Ask the students to write down what they hope to gain from the unit and what they think they might find challenging.
Session 2	LO1 LO2	<p>Topic: Semiotics</p> <ul style="list-style-type: none"> • Signs and meanings. • The signifier and the signified. • The relationship between language and visual communication. • Visual analysis. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students are given an object or image in pairs and asked to mind map the signifiers and the signified, exploring potential avenues of meaning associated with different suggested contexts. • Students are given an object (or image) and asked to consider the meaning it might have within different (cultural) contexts; there might be an opportunity for students to swap objects and then compare their ideas. • Look at BERGER, J. (1972) <i>Ways of Seeing: Based on the BBC Television Series with John S Berger</i>. London: British Broadcasting Corporation and Penguin Books. Follow this with a discussion about what more needs to be considered about the way we see and understand in the twenty-first century.
Session 3	LO1 LO2	<p>Topic: Values and tastes</p> <ul style="list-style-type: none"> • Social, cultural and economic capital. • Taste and meaning. • Values and positions. • Visual analysis. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students are asked to bring in an object that they like and use this as a starting point for a critical discussion about values and tastes; this exercise will form an introduction to undertaking visual analysis. • Using old magazines and newspapers, students make collages that aim to communicate particular values, tastes or positions. For example: 'high end' or 'cultured' or 'budget'.

Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1 LO3	<p>Topic: Advertising</p> <ul style="list-style-type: none"> How advertising appeals to our values and tastes. Advertising borrowing from art and design. <p>Sample activities:</p> <ul style="list-style-type: none"> Students are asked to work in groups to create rough advertising ideas for selling the objects they have brought into the session. Show examples of advertising that has borrowed from art and design, for example VW's ad and Signs That Say What You Want Them To Say by Gillian Wearing (http://www.independent.co.uk/news/vw-stole-my-ideas-says-turner-winner-1164356.html).
Session 5	LO1 LO2	<p>Topic: Subcultures</p> <ul style="list-style-type: none"> Twentieth-century subcultures: punks, mods, rockers, skinheads, goths, hippies, casuals. Twenty-first-century subcultures: goths, cyber goths, emos, metalheads, harijuku, haul girls. Subcultures and society. Subcultures, production and consumption. <p>Sample activities</p> <ul style="list-style-type: none"> Read this article: https://www.theguardian.com/culture/2014/mar/20/youth-subcultures-where-have-they-gone and discuss how students recognise subcultures within their own lives. Students to document subcultures within their own area through drawing, film or photography.
Session 6	LO1 LO2 LO3	<p>Topic: Modernism, postmodernism, hypermodernism</p> <ul style="list-style-type: none"> What are the 'isms'? Defining works of art and design within modernism, postmodernism and hypermodernism. <p>Sample activities:</p> <ul style="list-style-type: none"> Using secondary research sources create a timeline as a group that places defining pieces of art and design within a timeline of modernism, postmodernism and hypermodernism. Use this as a starting point for discussing the nature of discourse. Referencing <i>Hypermodern Times</i> by Giles Lipovetsky, have a discussion around the idea of the value of objects being replaced by the value of attributes. Construct fictitious profiles or narratives in groups that are built around a particular attribute.

Sessions	Learning Outcome(s)	Session Activities
Session 7	LO1 LO2 LO3	<p>Topic: Modernism, postmodernism, hypermodernism</p> <ul style="list-style-type: none"> • What are the 'isms'? • Defining works of art and design within modernism, postmodernism and hypermodernism. • Using and referencing secondary research sources. <p>Sample activities:</p> <ul style="list-style-type: none"> • Using secondary research sources create a timeline as a group that places defining pieces of art and design within a timeline of modernism, postmodernism and hypermodernism; all images should be referenced. Use this as a starting point for discussing the nature of discourse. • Referencing <i>Hypermodern Times</i> by Giles Lipovetsky, have a discussion around the idea of the value of objects being replaced by the value of attributes. Construct fictitious profiles or narratives in groups that are built around a particular attribute.
Session 8	LO1 LO2	<p>Topic: Gender</p> <ul style="list-style-type: none"> • Gender and identity politics. • Judith Butler – gender performance, masquerade, fluidity and mimicry. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students are asked to read some key excerpts from Judith Butler's <i>Gender Trouble</i> and use this as a starting point to critically analyse the notion of gender within their subject. It might be helpful to prepare some key starting points for analysing relevant works of art and design. • Using clothes, objects or artworks, analyse how they are gendered. This might include analysing aesthetic qualities such as colour, material and shape as well as how particular pieces of clothing, objects or images are historically gendered.
Session 9	LO1 LO2 LO3	<p>Topic: Feminism</p> <ul style="list-style-type: none"> • The history of feminism. • Twenty-first-century feminism and the contested notion of post-feminism. • Riot girls, domestic goddesses and twenty-first-century femininity. <p>Sample activities:</p> <ul style="list-style-type: none"> • Look at @girlgaze on Instagram and discuss this project in relation to the performance of femininity. • Using collage, drawing or text, construct profiles based on ideas of feminism and femininity. Discuss. • What has been included in the profiles and why?

Sessions	Learning Outcome(s)	Session Activities
Session 10	LO1 LO2 LO3	<p>Topic: Globalisation and cultural difference</p> <ul style="list-style-type: none"> National identities. Multicultural society. Hybrid cultures. Interviews and focus groups. <p>Sample activities:</p> <ul style="list-style-type: none"> Explore the concept of hybrid cultures through looking at examples of fashion and dress; conduct an interview or focus group to do this. Explore the work of artists and designers that work with ideas of identity and culture. Suggestions: Yinka Shonibare, Takashi Murakami, Sutapa Biswas, Hussein Chalayan, Goscha Rubchinskiy.
Session 11	LO1 LO4	<p>Topic: Politics in art and design</p> <ul style="list-style-type: none"> Artists and designers as activists – Vivienne Westwood, Katherine Hamnett, Ai Wei Wei, Tania Bruguera. Socially conscious art and design. <p>Sample activities:</p> <ul style="list-style-type: none"> Watch this TED short clip: http://www.tedresearch.net/10-design-activism/ and write your own art or design manifesto to consider what is important within your own practice. Discuss political issues that are important to the group and how art and design could be used to challenge or support them.
Session 12	LO3	<p>Topic: Developing a research question</p> <ul style="list-style-type: none"> How to write a research question. How to answer a research question. Structuring academic research. Ethics. <p>Sample activities:</p> <ul style="list-style-type: none"> Students are supported in writing concise and clearly defined research questions based on an area of theoretical interest. Complete an ethics review.
Session 13	LO3	<p>Topic: Structuring and referencing</p> <ul style="list-style-type: none"> Harvard referencing. Reliable sources. Quoting and paraphrasing. Referencing images, film, sound, exhibitions and websites. <p>Sample activities:</p> <ul style="list-style-type: none"> In groups or pairs, students are asked to reference a number of different sources then give the references to another group who will have to find the sources using the references. Cut up reference details for a range of sources (i.e. author, date, title, publisher, location) and ask students to put the references in the correct order.

Sessions	Learning Outcome(s)	Session Activities
Session 14	LO3	<p>Topic: Review</p> <ul style="list-style-type: none"> Film review. Exhibition review. <p>Sample activities:</p> <ul style="list-style-type: none"> Having identified an area of interest, critically review an exhibition and a film relevant to the subject; use Harvard referencing. Find reviews written by others about a topic that is of interest.
Session 15	LO4	<p>Topic: Review</p> <ul style="list-style-type: none"> Film review. Exhibition review. <p>Sample activities:</p> <ul style="list-style-type: none"> Having identified an area of interest, critically review an exhibition and a film relevant to the subject; use Harvard referencing. Look at the difference between review styles within a range of publications: online magazines/popular press, newspapers, specialist art/design press, academic journals.
Session 16	LO4	<p>Topic: Writing and reviewing</p> <ul style="list-style-type: none"> Peer review. Feeding back to peers. <p>Sample activities:</p> <ul style="list-style-type: none"> Identify criteria for peer review. Peer review and give constructive feedback on film and exhibition reviews.
Session 17	LO4	<p>Topic: Developing a research presentation</p> <ul style="list-style-type: none"> Presenting a research project. Structuring the presentation. Methodology. Context. Conclusions. <p>Sample activities:</p> <ul style="list-style-type: none"> Students to work on presentations that will enable them to present a research project in response to the research question they have written. Write an introduction to the project and swap with a peer to review. 1:1 tutorials.

Sessions	Learning Outcome(s)	Session Activities
Session 18	LO4	<p>Topic: Developing a research presentation</p> <ul style="list-style-type: none"> Presenting a research project. Structuring the presentation. Methodology. Context. Conclusions. <p>Sample activities:</p> <ul style="list-style-type: none"> Students to work on presentations that will enable them to present a research project in response to the research question they have written. Find images for the research project and write the image references. 1:1 tutorials.
Session 19	LO4	<p>Topic: Developing a research presentation</p> <ul style="list-style-type: none"> Presenting a research project. Structuring the presentation. Methodology. Context. Conclusions. <p>Sample activities:</p> <ul style="list-style-type: none"> Students to work on presentations that will enable them to present a research project in response to the research question they have written. Peer review conclusions. Check that presentations communicate clearly by asking a partner to summarise the main points 1:1 tutorials.
Session 20	All	<p>Topic: Feedback</p> <ul style="list-style-type: none"> Completion of module. Feedback on assessments.

Unit 3: Individual Project (Pearson-set)

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Scheme of Work

Programme Title:	Higher Nationals in Art & Design	Level:	4
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Unit Title:	Individual Project (Pearson-set)	Tutor:	
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Unit Number:	3	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Examine specialist area of creative practice within historical and contemporary contexts.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop art & design solutions, through an iterative development process, in response to a given brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present an art & design solution, including a portfolio of development work, in response to a given brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate own work in relation to identified area of specialism in the creative industries.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic: Introduction and overview of the unit Sub-topic(s): Primary and secondary research Sample activities:</p> <ul style="list-style-type: none"> • Group discussion identifying independent approaches to the theme set by Pearson. • Tutor presentation approaches to individual project. • Group work – brainstorm theme set by Pearson, students working in groups of two which feed back approaches and ideas to group. • Group discussion on approaches to individual project, which identifies approaches to primary and secondary research.
Session 2	LO1	<p>Topic: Thematic research (visual and contextual references) Sub-topic(s): Research ethics and working practices Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation/discussion relating to theme, outlining approaches to historical and contemporary research (galleries and exhibitions). • Students create thematic collages/mood-boards exploring theme-related imagery. • Tutor presentation/class discussion (research ethics and working practices), opportunity to involve learner resource lead • Student demonstration on how to access and search relevant journals. • Students provided with Harvard referencing and research ethics, exemplar material.
Session 3	LO1	<p>Topic: Opportunities within creative practice Sub-topic(s): Gallery or exhibition visit Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation/discussion (visual, auditory and performance), competition opportunities or live briefs related to working theme. • Group discussion about approaches to using online and social media within research. • Students undertake historical artist/designer influences in response to theme. • Students undertake contemporary artist/designer influences in response to theme. • Students undertake a self-evaluation of gallery/exhibition visit and interpret how findings/experience can inform individual project.

Sessions	Learning Outcome(s)	Session Activities
Session 4	LO2	Topic: Project management Sub-topic(s): The elements and principles of art and design Sample activities: <ul style="list-style-type: none"> Tutor presentation on project and time management plans. Tutor will use examples to demonstrate good working practices within the creative industries. Tutor and class discussion examining the elements and principles of art and design. Students (working in pairs) will feed back to the group identified examples of historical and contemporary research. Students generate a series of thumbnail studies/initial ideas outlining approaches to theme.
Session 5	LO2	Topic: Materials, techniques and processes Sub-topic(s): Suitability of materials, techniques and processes Sample activities: <ul style="list-style-type: none"> Group discussion on initial design ideas. Students present ideas to the group. Tutor presentation on materials, techniques and processes. Tutor will use examples to demonstrate possible opportunities in approaching theme. Class discussion on suitability of materials, techniques and processes (2D, 3D and time-based creative practice).
Session 6	LO2	Topic: Health, safety, and safe working practices Sub-topic(s): Design reports and project evaluations Sample activities: <ul style="list-style-type: none"> Tutor presentation on health, safety, and safe working practices within studio and workshop environments. Tutor will use examples of health, safety and safe working practices with the group; show examples of design reports and project evaluations.
Session 7	LO2	Topic: Individual project Sample activities: <ul style="list-style-type: none"> Student-based practice with tutor support and guidance as required. Students develop individual project and time management plans. Students document health, safety and safe working practices within their individual project.
Session 8	LO2	Topic: Individual project Sample activities: <ul style="list-style-type: none"> Student-based practice with tutor support and guidance as required. Students document health, safety and safe working practices within their individual project. Students create design reports and project evaluations as project progresses.

Sessions	Learning Outcome(s)	Session Activities
Session 9	LO2	Topic: Individual project Sample activities: <ul style="list-style-type: none"> • Student-based practice with tutor support and guidance as required. • Students document health, safety and safe working practices within their individual project. • Students create design reports and project evaluations as project progresses.
Session 10	LO2	Topic: Individual project Sample activities: <ul style="list-style-type: none"> • Student-based practice with tutor support and guidance as required. • Students document health, safety and safe working practices within their individual project. • Students create design reports and project evaluations as project progresses.
Session 11	LO2	Topic: Individual project Sample activities: <ul style="list-style-type: none"> • Student-based practice with tutor support and guidance as required. • Students document health, safety and safe working practices within their individual project. • Students create design reports and project evaluations as project progresses.
Session 12	LO2 LO3	Topic: Individual project Sub-topic(s): Examples of presentation formats Sample activities: <ul style="list-style-type: none"> • Student-based practice with tutor support and guidance as required. • Students document health, safety and safe working practices within their individual project. • Students create design reports and project evaluations as project progresses. • Tutor presentation on presentation formats, showing examples of how to present and exhibit work.
Session 13	LO3	Topic: Presentation software Sub-topic(s): Understanding audiences Sample activities: <ul style="list-style-type: none"> • Tutor presentation on industry-standard presentation software. • Students explore a range of presentation software and indicate preferred choice and approach for individual project. • Tutor/group discussion on understanding audiences and appropriate content to include in presentation.

Sessions	Learning Outcome(s)	Session Activities
Session 14	LO3	<p>Topic: Hierarchy of text-based and visual information Sub-topic(s): Presentation timing, structure and delivery Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation on the importance of the hierarchy of text-based and visual information within individual student presentations. • Students explore appropriate presentation software, timing, transitions, structure and delivery of content • Students create individual project presentations (selection and editing of content).
Session 15	LO3	<p>Topic: Presentation skills Sample activities:</p> <ul style="list-style-type: none"> • Group discussion outlining the importance of presentation skills and how to convey ideas, concepts and outcomes within the creative industries. • Tutor-led discussion about presentation content and structure and the importance of body language (non-verbal communication). • Individual student practice presentations to group and tutor. Tutor and group feedback to presenter on visual and verbal communication skills.
Session 16	LO3	<p>Topic: Student presentations Sample activities:</p> <ul style="list-style-type: none"> • Individual student presentations to an invited audience, including project supervisors, student group and employers if possible.
Session 17	LO4	<p>Topic: Produce a project report Sub-topic(s): Academic standard forms of referencing and citation Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity on academic standard forms of referencing and citation within individual student project reports. • Students will individually create a project report, reflecting all aspects of the design stages undertaken. • Students will individually evaluate identified contemporary cultural, social and political trends relating to the project theme. • Students will individually demonstrate perceptive reflection through written analysis and annotation using appropriate subject-specific language about decisions undertaken with the individual project.

Sessions	Learning Outcome(s)	Session Activities
Session 18	LO4	Topic: Produce a project report Sample activities: <ul style="list-style-type: none"> Students will individually create a project report, reflecting all aspects of the design stages undertaken. Students will individually evaluate identified contemporary cultural, social and political trends relating to the project theme Students will individually demonstrate perceptive reflection through written analysis and annotation using appropriate subject specific language about decisions undertaken with the individual project.
Session 19	LO4	Topic: Produce a project report Sample activities: <ul style="list-style-type: none"> Students will individually create a project report, reflecting all aspects of the design stages undertaken Students will individually evaluate identified contemporary cultural, social and political trends relating to the project theme. Students will individually demonstrate perceptive reflection through written analysis and annotation using appropriate subject-specific language about decisions undertaken with the individual project.
Session 20	All	Topic: Completion and submission of unit

Unit 4: Techniques and Processes

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	4
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Unit Title:	Techniques & Processes	Tutor:	
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Unit Number:	4	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Evaluate a given brief to identify stakeholder requirements and areas for investigation and research.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explore concepts, materials and processes through experimentation and testing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present a body of work that includes evidence of development process, as well as final outcomes.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assess own process and outcomes, based on reflection and feedback of others.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	Topic: Techniques and processes case studies Sub-topic(s): Research methods Sample activities: <ul style="list-style-type: none"> • Introduction to unit, progression through unit. • Rationale for research, areas for investigation (visual indicators, qualities of materials and of visual communication), methodology (definition of terms, scope, research techniques)
Session 2	LO1	Topic: Techniques and processes case studies Sub-topic(s): Researching materials 1 Sample activities: <ul style="list-style-type: none"> • Research into material techniques and processes, including desk research, visits, interviews, note-taking, review, writing up.
Session 3	LO1	Topic: Techniques and processes case studies Sub-topic(s): Researching materials 2 Sample activities: <ul style="list-style-type: none"> • Research into material techniques and processes, including desk research, visits, interviews, note-taking, review, writing up.
Session 4	LO1	Topic: Techniques and processes case studies Sub-topic(s): Researching visual communication Sample activities: <ul style="list-style-type: none"> • Research into visual communication techniques and processes, including desk research, visits, interviews, note-taking, review, writing up.
Session 5	LO1	Topic: Techniques and processes case studies Sub-topic(s): Final write-up and presenting Sample activities: <ul style="list-style-type: none"> • Review, writing up, student presentations to group, feedback.
Session 6	LO2	Topic: Problems and technical and process solutions Sub-topic(s): Defining a problem and finding practical, visual/tactile answers Sample activities: <ul style="list-style-type: none"> • Review of LO1 work – relevance to student of current creative concerns, reflection and discussion, avenues for practical exploration, availability of resources.
Session 7	LO2	Topic: Problems and technical and process solutions Sub-topic(s): Experimenting towards a solution 1a Sample activities: <ul style="list-style-type: none"> • Studio/workshop experimentation with material techniques and processes, ongoing review.

Sessions	Learning Outcome(s)	Session Activities
Session 8	LO2	Topic: Problems and technical and process solutions Sub-topic(s): Experimenting towards a solution 2a Sample activities: <ul style="list-style-type: none"> Studio/workshop experimentation with material techniques, review of material techniques and processes by informal crit.
Session 9	LO2	Topic: Problems and technical and process solutions Sub-topic(s): Experimenting towards a solution 1a Sample activities: <ul style="list-style-type: none"> Studio/workshop experimentation visual communication techniques and processes, ongoing review.
Session 10	LO2	Topic: Problems and technical and process solutions Sub-topic(s): Experimenting towards a solution 1b Sample activities: <ul style="list-style-type: none"> Studio/workshop experimentation visual communication techniques, review of visual communication techniques and processes by informal crit.
Session 11	LO2	Topic: Problems and technical and process solutions Sub-topic(s): Experimenting towards a solution Sample activities: <ul style="list-style-type: none"> Studio/workshop experimentation, ongoing review.
Session 12	LO2	Topic: Problems and technical and process solutions Sub-topic(s): Choosing a best fit/most promising potential Sample activities: <ul style="list-style-type: none"> Studio/workshop show, discussion, crit.
Session 13	LO3	Topic: Presenting on techniques and processes Sub-topic(s): Getting to the heart of a problem 1 Sample activities: <ul style="list-style-type: none"> Review of learning in unit, meaning and implications for further work.
Session 14	LO3	Topic: Presenting on techniques and processes Sub-topic(s): Getting to the heart of a problem 2 Sample activities: <ul style="list-style-type: none"> Presentation methods, suitability for brief, gathering resources, ordering.
Session 15	LO3	Topic: Presenting on techniques and processes Sub-topic(s): Getting to the heart of a problem 3 Sample activities: <ul style="list-style-type: none"> Testing presentation methods, effectiveness.
Session 16	LO4	Topic: Reviewing own practice Sub-topic(s): Taking a critical look 1 Sample activities: <ul style="list-style-type: none"> How to apply critical methods to own work, good crit practise, benefits.

Sessions	Learning Outcome(s)	Session Activities
Session 17	LO4	Topic: Reviewing own practice Sub-topic(s): Taking a critical look 2 Sample activities: <ul style="list-style-type: none"> Analysis of solutions against the needs of the brief, tangential benefits, progression in technical and visual language, unintended consequences.
Session 18	LO4	Topic: Reviewing own practice Sub-topic(s): Taking a critical look 3 Sample activities: <ul style="list-style-type: none"> Writing up and presenting findings. Presenting, audience response and feedback.
Session 19	LO4	Topic: Assessment submission/Unit review Sample activities: <ul style="list-style-type: none"> Students submit work for assessment.
Session 20	LO4	Topic: Unit review Sample activities: <ul style="list-style-type: none"> Review of unit including student-led discussion on topics and application to other areas of study.

Unit 5: 3D Practices

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	4
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Unit Title:	3D Practices	Tutor:	
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Unit Number:	5	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Explore work of 3D practitioners through research into historic and contemporary contexts.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Investigate a range of 3D materials, processes and techniques to produce work; in response to a brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present 3D outcomes through display and interaction.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate outcomes and working practices to inform future development.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	All	<p>Topic: Introduction to the unit, course content and assessment</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Overview of key elements of the module • 3D practitioners • 3D materials • 3D techniques, technology and processes <p>Sample activities:</p> <ul style="list-style-type: none"> • Students are asked to discuss and identify previous experience of working with 3D materials, techniques, technology and processes.
Session 2	LO1	<p>Topic: Research</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Research methodologies – overview of methods of researching 3D practitioners and recording research results • Primary research • Secondary research • Action research • Analysing results • Comparing and contrasting findings • Recording findings <p>Sample activities:</p> <ul style="list-style-type: none"> • Students undertake research activities to explore a range of 3D practitioners.
Session 3	LO2 LO3 LO4	<p>Topic: Materials experimentations</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Exploration of materials – introduction to paper and card as 3D materials. • Exploring the properties and characteristics of the materials. • Exploring associated tools and equipment. • Producing experiments/samples/maquettes in response to a brief. • Documenting work produced. • Annotating work to evaluate work and working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students explore and experiment with paper and card as 3D materials in response to the brief.

Sessions	Learning Outcome(s)	Session Activities
Session 4	LO2 LO3 LO4	<p>Topic: Materials experimentations</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Exploration of materials – introduction to clay as a 3D material. • Exploring the properties and characteristics of the material. • Exploring associated tools and equipment. • Producing experiments/samples/maquettes in response to a brief. • Documenting work produced. • Annotating work to evaluate work and working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students explore and experiment with clay as a 3D material in response to the brief.
Session 5	LO2 LO3 LO4	<p>Topic: Techniques and processes experimentation</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Exploration of techniques, technologies and processes – introduction to casting as a 3D technique. • Exploring the properties and characteristics of the process. • Producing experiments/samples/maquettes in response to a brief. • Documenting work produced. • Annotating work to evaluate work and working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students explore and experiment with casting as a 3D technique in response to the brief.
Session 6	LO2 LO3 LO4	<p>Topic: Materials experimentations</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Exploration of materials – introduction to plaster as a 3D material. • Exploring the properties and characteristics of the material • Exploring associated tools and equipment. • Producing experiments/samples/maquettes in response to a brief. • Documenting work produced. • Annotating work to evaluate work and working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students explore and experiment with plaster as a 3D material in response to the brief.

Sessions	Learning Outcome(s)	Session Activities
Session 7	LO2 LO3 LO4	<p>Topic: Materials experimentations</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Exploration of materials – introduction to resin and wax as 3D materials. • Exploring the properties and characteristics of the materials. • Exploring associated tools and equipment. • Producing experiments/samples/maquettes in response to a brief. • Documenting work produced. • Annotating work to evaluate work and working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students explore and experiment with resin and wax as 3D materials in response to the brief.
Session 8	LO4	<p>Topic: Critique and reflection</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Facilitation of group critique. • Reflection on work undertaken. • Discussion of ideas for further development. • Offering constructive criticism to peers. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students to present work completed and engage in critical discussion within peer group.
Session 9	LO2 LO3 LO4	<p>Topic: Techniques and processes experimentation</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Exploration of techniques, technologies and processes – introduction to carving as a 3D technique. • Exploring the properties and characteristics of the process. • Producing experiments/samples/maquettes in response to a brief. • Documenting work produced. • Annotating work to evaluate work and working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students explore and experiment with carving as a 3D technique in response to the brief.

Sessions	Learning Outcome(s)	Session Activities
Session 10	LO2 LO3 LO4	<p>Topic: Materials experimentations</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Exploration of materials – introduction to resin and wood as a 3D material. • Exploring the properties and characteristics of the material. • Exploring associated tools and equipment. • Producing experiments/samples/maquettes in response to a brief. • Documenting work produced. • Annotating work to evaluate work and working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students explore and experiment with wood as a 3D material in response to the brief.
Session 11	LO2 LO3 LO4	<p>Topic: Techniques and processes experimentation</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Exploration of techniques, technologies and processes – introduction to construction as a 3D technique. • Exploring the properties and characteristics of the process. • Producing experiments/samples/maquettes in response to a brief. • Documenting work produced. • Annotating work to evaluate work and working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students explore and experiment with construction as a 3D technique in response to the brief.
Session 12	LO2 LO3 LO4	<p>Topic: Materials experimentations</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Exploration of materials – introduction to resin, metal and wire as 3D materials. • Exploring the properties and characteristics of the materials. • Exploring associated tools and equipment. • Producing experiments/samples/maquettes in response to a brief. • Documenting work produced. • Annotating work to evaluate work and working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students explore and experiment with metal and wire as 3D materials in response to the brief.

Sessions	Learning Outcome(s)	Session Activities
Session 13	LO2 LO3 LO4	<p>Topic: Materials experimentations</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Exploration of materials – introduction to plastic as a 3D material. • Exploring the properties and characteristics of the material. • Exploring associated tools and equipment. • Producing experiments/samples/maquettes in response to a brief. • Documenting work produced. • Annotating work to evaluate work and working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students explore and experiment with plastic as a 3D material in response to the brief.
Session 14	LO4	<p>Topic: Critique and reflection</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Facilitation of group critique. • Reflection on work undertaken. • Discussion of ideas for further development. • Offering constructive criticism to peers. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students to present work completed and engage in critical discussion within peer group.
Session 15	LO2 LO3 LO4	<p>Topic: Materials experimentations</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Exploration of materials – introduction to found objects as a 3D material. • Exploring the properties and characteristics of the materials. • Exploring associated tools and equipment. • Producing experiments/samples/maquettes in response to a brief. • Documenting work produced. • Annotating work to evaluate work and working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students explore and experiment with found objects as 3D materials in response to the brief.

Sessions	Learning Outcome(s)	Session Activities
Session 16	LO1 LO2 LO3 LO4	<p>Topic: Developing ideas</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Development of 3D practice in response to a brief. • Combining materials. • Experimenting with techniques, technologies and processes. • Producing experiments/samples/maquettes in response to a brief. • Documenting work produced. • Annotating work to evaluate work and working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students extend experiments with 3D materials, techniques, technologies and processes.
Session 17	LO1 LO2 LO3 LO4	<p>Topic: Refining work</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Refining 3D practice in response to a brief. • Using a range of different materials, techniques, technologies and processes. • Producing a series of studies showing development of ideas • Producing work on different scales. • Practising and refining control of materials, techniques, technologies and processes over a period of time. • Making links to relevant artists and designers researched. • Documenting work produced. • Annotating work to evaluate work and working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students extend experiments with 3D materials, techniques, technologies and processes and refining 3D practice.
Session 18	LO2 LO3 LO4	<p>Topic: Displaying work</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Displaying 3D work produced in response to a brief. • Select and organise work. • Order the work in a logical and aesthetically pleasing way. • Consider context of display. • Explore display methods. • Consider audience. • Consider interaction of spectator with work. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students display 3D work produced in response to a brief.

Sessions	Learning Outcome(s)	Session Activities
Session 19	LO4	<p>Topic: Evaluation Sub-topic(s):</p> <ul style="list-style-type: none"> • Reflecting on work and working practice. • Considering future practice. • Reflecting on strengths and weaknesses of work produced. • Reflecting on strengths and weaknesses of own working practice. • Suggesting changes for refining or reworking 3D work. • Suggesting future development of 3D practice. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students produce a written evaluation of their 3D practice.
Session 20	All	<p>Topic: Module review Sample activities:</p> <ul style="list-style-type: none"> • Completion of module review. • Feedback on assessments.

Unit 6: Materials & Structures

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	4
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Unit Title:	Materials & Structures	Tutor:	
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Unit Number:	6	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Explore the use of materials and structures in specific art and design contexts.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate material properties through research and testing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Select materials for a given art and design project, based on research and testing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present a material strategy, in response to a brief, for a given art and design project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic: Introduction to unit and project brief Sub-topic(s): Key dates and activities, unit outcomes and criteria. Sample Activities:</p> <ul style="list-style-type: none"> • Tutor-led presentation introducing unit content overview and assessment. • Q&A. • Design exercises and creative thinking. • Sample of possible outcomes. • Planning and organisation of project.
Session 2	LO1	<p>Topic: Research strategies and documenting Sub-topic(s): Historical and contemporary artists/designers related to project referencing, resources Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led introduction to various research techniques. • Group discussion – identifying primary and secondary research. • Group discussion – quantitative and qualitative research. • Group exercise – referencing Harvard. • Group discussion on prior knowledge and possible research resources.
Session 3	LO1	<p>Topic: Lecture/visit Sub-topic(s): Visiting artist/designer, Museum Collections Exhibitions Sample activities:</p> <ul style="list-style-type: none"> • Group critique on observations. • Individual student activity – collecting source material and documenting. • Student activity on documenting critical analysis and reflective accounts.
Session 4	LO2	<p>Topic: Investigations Sub-topic(s): Introduction to workshop and materials Sample activities:</p> <ul style="list-style-type: none"> • Studio practice. • Individual student activity through practical workshop. • Tutor-led presentation and discussion on health and safety in workshops; COSHH. • Individual student activity through testing and experimenting. • Visual documenting of techniques and processes.

Sessions	Learning Outcome(s)	Session Activities
Session 5	LO4	<p>Topic: Introduction to technologies in relation to project brief Sub-topic(s): 3D printing, laser cutting, vacuum forming, printing auto CAD Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led: presentation/demonstration on current technologies to support practice. • Group: identify available technologies' suitability and discuss possible outcomes. • Individual: discuss materials related to constructing through technologies.
Session 6	LO4	<p>Topic: Drawing and designing Sub-topic(s): Concept design, CAD, mixed media and illustration Sample activities:</p> <ul style="list-style-type: none"> • Studio practice. • Tutor presentation on sample design work. • Individual: produce initial design work. • Documenting using appropriate language and formal element. • Investigate a range of solutions through different media.
Session 7	LO2 LO3	<p>Topic: Prototypes Sub-topic(s): Building and constructing prototypes using a variety of materials Sample activities:</p> <ul style="list-style-type: none"> • Studio practice. • Initial demonstration/tutor-led – material selection suitable for construction and structural possibilities. Methods for measuring and scaling. • Individual sampling and scaling activities. • Individual practical exercises. • Peer observations. • Tutor individual observations and discussions. • Q&A. • Student individual activity documenting techniques and processes. Reflecting and problem solving.
Session 8	LO2 LO3	<p>Topic: Material choices Sub-topic(s): Introduction to materials and components Sample activities:</p> <ul style="list-style-type: none"> • Studio practical session. • Individual: identify suitable material for design. • Prepare possible solutions and alternatives. • 1:1 discussions. • Tutor observations.

Sessions	Learning Outcome(s)	Session Activities
Session 9	LO2 LO3	Topic: Material investigations Sub-topic(s): Strength, structure, manipulation, forming and function, durability Sample activities: <ul style="list-style-type: none"> Tutor demonstrations/presentation/review work from previous session. Individual: construct ideas in relation to design context. Peer review and discussions.
Session 10	LO2 LO3	Topic: Material possibilities Sub-topic(s): Identify constraints and alternative approaches Sample activities: <ul style="list-style-type: none"> Tutor demonstration. Differentiation of material and structural possibilities. Student individual activity: produce preliminary models/products/artefact. Student observation on processes and techniques. Student individual activity: produce illustrated approaches. Q&A.
Session 11	LO2 LO3	Topic: Experimental practice Sub-topic(s): Develop and utilise material structures Sample activities: <ul style="list-style-type: none"> Practical session. Select best solutions and design approaches. Respond to problems and adapt accordingly by illustrating and documenting findings. 1:1 tutorials.
Session 12	LO1 LO3	Topic: Manipulation and construction Sub-topic(s): Methods of construction used in product/interiors and artefacts/presentation Sample activities: <ul style="list-style-type: none"> Tutor demonstration/presentation showing alternative approaches. Prepare materials and equipment for design ideas. Tutor and peer observations.
Session 13	LO2 LO3	Topic: Application Sub-topic(s): Construct or form ideas in preparation for presentation and contextualise thinking Sample activities: <ul style="list-style-type: none"> Studio practice. Construct final models and prototypes for presentation. Photograph progress.

Sessions	Learning Outcome(s)	Session Activities
Session 14	LO3	Topic: Identify constraints of project/brief Sample activities: <ul style="list-style-type: none"> Identify all requirements relating to the project/brief and adjust accordingly. Documenting all findings and identify problems and solutions. Photograph processes.
Session 15	LO1 LO2 LO3	Topic: Plan Sub-topic(s): Review learning outcomes and criteria in relation to brief/project Sample activities: <ul style="list-style-type: none"> Tutor-led: open discussion. Group discussion and examples of all preliminary investigations/design work. Plan design board to include preparation, constraints, health and safety, context and research.
Session 16	LO3	Topic: Refine Sub-topic(s): Track and record progress, organise and improve, reflect and consolidate Sample activities: <ul style="list-style-type: none"> Studio practice. Individual: refine ideas and work in progress. Consider all aspects of work appropriate to assignment and recognise requirements or actions in preparation for final solutions. 1:1 tutorials and Q&A.
Session 17	LO3 LO4	Topic: Prepare Sub-topic(s): Investigation, experiments, exploration and design consideration. Incorporate initial and ongoing research Sample activities: <ul style="list-style-type: none"> Collate all working drawings and plans. Photograph final work. Investigate digital presentations. Define choice and consolidate work for presentation.
Session 18	LO4	Topic: Select Sub-topic(s): Purpose, relevance and suitability of design in relation to final work Sample activities: <ul style="list-style-type: none"> Studio practice. Acknowledge final ideas for final presentation. Execute design and final work to incorporate in presentation. Select form of presentation and encapsulate all prepared outcomes. Evaluate final outcomes and identify areas for development.

Sessions	Learning Outcome(s)	Session Activities
Session 19	All	Topic: Review Sample activities: <ul style="list-style-type: none"> • Respond to and consult any requirements. • Identify any problems and solutions. • Check learning against all outcomes. • Adjust and develop.
Session 20	All	Topic: Present Sample activities: <ul style="list-style-type: none"> • Group presentation. • Individual critiques: present final solutions and ideas to group. • Peer reviews. • Tutor observations.

Unit 7: Computer Aided Design (CAD)

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	4
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Unit Title:	Computer Aided Design (CAD)	Tutor:	
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Unit Number:	7	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Discuss the role of CAD in different contexts and its influence on design and manufacturing processes in areas of specialist practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use 2D and 3D CAD software to produce visualisations and drawings in support of an art and design project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present drawings and visualisations, for a given project, produced using CAD software.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate the way in which CAD/CAM software may integrate into traditional forms of production.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1 LO2	<p>Topic: Project brief</p> <p>Sub-topic(s): CAD hardware and CAD software applications and the role of CAD</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Unit descriptor introduction. • Briefing on CAD hardware, software applications and the role of CAD in different art and design contexts. • Individual or group research into CAD hardware. • Individual or group research into CAD-compliant Operating Systems (OS) and CAD software applications. • Commence independent research and development for written task/report on CAD in different art and design contexts.
Session 2	LO1	<p>Topic: 3D design</p> <p>Sub-topic(s): Three-dimensional virtual images, objects and/or environments</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Briefing on three-dimensional virtual images, objects and/or environments. • Individual or group mind map on products produced using CAD. • Group discussion or peer review on products produced using CAD. • Continuation of independent research and development for LO1 written task/report.
Session 3	LO1	<p>Topic: Products produced using CAD</p> <p>Sub-topic(s): The increasing production of products using CAD</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Briefing on products produced using CAD. • Individual or group research into products produced using CAD. • Continuation of individual or group mind map on products produced using CAD. • Group discussion or peer review on products produced using CAD. • Continuation of independent research and development for LO1 written task/report.

Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1	<p>Topic: How CAD has changed the processes and practices of design and manufacturing</p> <p>Sub-topic(s): Control, planning, production, manufacturing, transportation and storage using CAD</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Briefing on how CAD has changed the processes and practices of design and manufacturing. Individual or group research into control, planning, production, manufacturing, transportation and storage of a product through CAD. Group discussion or peer review on control, planning, production, manufacturing, transportation and storage of a product through CAD. Commence individual info-graphic on how CAD has changed the processes and practices of design and manufacturing. Self-assessment of written task/report for LO1.
Session 5	LO1	<p>Topic: CAD to CAM (Computer Aided Manufacturing)</p> <p>Sub-topic(s): Numerical control (NC) of computer software applications, G-Code programming language, CNC (Computer Numeric Control) machine tools</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Briefing on CAD to CAM. Individual or group research into CAD to CAM. Group discussion or peer review on CAD to CAM, numerical control (NC) of computer software applications, G-Code programming language and CNC (Computer Numeric Control) machine tools. Continuation of individual info-graphic development on how CAD has changed the processes and practices of design and manufacturing.
Session 6	LO1	<p>Topic: CAE (Computer Aided Engineering)</p> <p>Sub-topic(s): Finite element analysis (FEA), computational fluid dynamics (CFD), multi-body dynamics (MBD) and optimisation</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Briefing on CAE and how computer software aids engineering analysis tasks. Individual or group research into how software aids engineering analysis tasks and finite element analysis (FEA), computational fluid dynamics (CFD), multi-body dynamics (MBD) and optimisation. Group discussion or peer review on how computer software aids engineering analysis tasks and finite element analysis (FEA), computational fluid dynamics (CFD), multi-body dynamics (MBD) and optimisation. Continuation of individual info-graphic development on how CAD has changed the processes and practices of design and manufacturing.

Sessions	Learning Outcome(s)	Session Activities
Session 7	LO1	<p>Topic: CIM (Computer Integrated Manufacturing)</p> <p>Sub-topic(s): Using computers to control the entire production process, advantages of CIM, closed-loop control processes and real-time input</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Briefing on CIM. • Individual or group research into CIM. • Group discussion or peer review on CIM. • Continuation of individual info-graphic development on how CAD has changed the processes and practices of design and manufacturing.
Session 8	LO1	<p>Topic: CAD Rapid Prototyping</p> <p>Sub-topic(s): Different rapid-prototyping processes, selective laser sintering, 3D printing, stereo lithography, Computer Numerical Control (CNC), laser cutters, routers, mills and lathes</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Briefing on CAD rapid prototyping. • Individual or group research into CAD rapid prototyping techniques. • Group discussion or peer review on CAD rapid prototyping techniques. • Continuation of individual info-graphic development on how CAD has changed the processes and practices of design and manufacturing. • Self-assessment of info-graphic for LO2.
Session 9	LO1	<p>Topic: CAD Sustainability</p> <p>Sub-topic(s): Manufacturing, machining, environmentally friendly, environmental impacts, environmental assessments, numerical controls, environmental indicators and lifecycle assessments</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Briefing on CAD sustainability. • Individual or group research into CAD sustainability. • Group discussion or peer review on CAD sustainability. • Continuation of individual info-graphic development on how CAD has changed the processes and practices of design and manufacturing.

Sessions	Learning Outcome(s)	Session Activities
Session 10	LO2	Topic: Orthogonal drawings Sample activities: <ul style="list-style-type: none"> Briefing on CAD software applications to produce orthogonal drawings. Presentation on orthogonal drawings. Individual or group research into orthogonal drawings. Tutorials on CAD software applications and CAD design techniques. Group discussion or peer review on CAD software applications and CAD design techniques. Self or peer review of info-graphics for LO2. Commence independent research and project development applying CAD software applications and CAD design techniques for a given project.
Session 11	LO2	Topic: Orthogonal drawings, cont. Sample activities: <ul style="list-style-type: none"> Additional tutorials on CAD software applications and CAD design techniques. Continuation of independent research and project development applying CAD software applications and CAD design techniques for a given project.
Session 12	LO2	Topic: Axonometric drawings Sample activities: <ul style="list-style-type: none"> Presentation on axonometric drawings. Group discussion on axonometric drawings. Additional tutorials on CAD software applications and CAD design techniques. Continuation of independent research and project development applying CAD software applications and CAD design techniques for a given project.
Session 13	LO2	Topic: Axonometric drawings, cont. Sample activities: <ul style="list-style-type: none"> Additional tutorials on CAD software applications and CAD design techniques. Continuation of independent research and project development applying CAD software applications and CAD design techniques for a given project.

Sessions	Learning Outcome(s)	Session Activities
Session 14	LO3	<p>Topic: Present drawings, for a given project, produced using CAD software</p> <p>Sub-topic(s): Technical drawings</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Presentation on technical drawings. • Group discussion on technical drawings. • Additional tutorials on CAD software applications and CAD design techniques. • Continuation of independent research and project development applying CAD software applications and CAD design techniques for a given project. • Formative assessment.
Session 15	LO3	<p>Topic: Present drawings, for a given project, produced using CAD software, cont.</p> <p>Sub-topic(s): Technical drawings, cont.</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Additional tutorials on CAD software applications and CAD design techniques. • Continuation of independent research and project development applying CAD software applications and CAD design techniques for a given project.
Session 16	LO3	<p>Topic: CAD software applications renders</p> <p>Sub-topic(s): Rendering features and techniques for different drawing conventions</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutorials on using CAD software applications to produce renders. • Continuation of independent project development applying CAD software applications and CAD design techniques for a given project. • Self-assessment of project development for LO3.
Session 17	LO3	<p>Topic: Saving/Exporting CAD Files</p> <p>Sub-topic(s): CAD file types: DXF, DWG, HPGL, IGES, STEP, OBJ, 3D PDF, STL, 3DS, MUD</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Presentation on CAD files. • Group discussion on CAD files. • Tutorials on exporting CAD files. • Individual or group research on different CAD file types. • Continuation of independent project development applying CAD software applications and CAD design techniques for a given project.

Sessions	Learning Outcome(s)	Session Activities
Session 18	LO4	Topic: Evaluate CAD Sample activities: <ul style="list-style-type: none"> • Presentation on how to conduct a detailed critical analysis of CAD processes and results. • Appropriate evaluation practices and techniques. • Work in progress and/or final outcomes of independent CAD project presented to tutor and fellow students. • Completion of independent project applying CAD software applications and CAD design techniques for a given project.
Session 19	LO4	Topic: Evaluate CAD, cont. Sample activities: <ul style="list-style-type: none"> • Presentation on how to identify opportunities for further R&D (research and development). • Additional work in progress and/or final outcomes of independent CAD project presented to tutor and fellow students. • Self-assessment.
Session 20	LO4	Topic: Unit review Sample activities: <ul style="list-style-type: none"> • Completion of unit review. • Feedback on assessments. • Conclusions and recommendations.

Unit 8: Pattern Cutting and Garment Making

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	4
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Unit Title:	Pattern Cutting & Garment Making	Tutor:	
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Unit Number:	8	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Research the properties and characteristics of fabrics and fibres, in the production of garments, through historic and contemporary precedents.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create a pattern, based on body measurements, using industry standard signs and symbols, in response to a given brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create toiles and final garments, demonstrating the safe use of equipment and relevant health and safety regulations.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produce a finished garment, evaluate and carry out quality checks.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	All	<p>Topic: Introduction to the brief</p> <p>Sub-topic(s): Scenario, references to industry practice, creative, cultural, social, political, economic trends and contexts</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Introductory discussion on brief/scenario. • Ongoing schedule updates for project, given coursework tasks/units. • Highlight high-grade examples of previous students' work. • Research the work of a particular fashion era, the cultural aspects of that time, music, politics, film, art etc. • Produce design pages and mood-board. • Look at a diverse range of historical and contemporary fashion and textile designers. Explore their use of visual language and compare and describe using appropriate language and terminology; shape, form, texture, style, function etc. • Select appropriate shapes and forms of garments, including specific patterns and textures from that particular fashion era. • Begin designs for a garment inspired by research.
Session 2	LO1	<p>Topic: Properties and characteristics of fabrics and fibres</p> <p>Sub-topic(s): Natural and synthetic fibres, types of yarns, finishes/coatings on fabrics, elasticity etc.</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Identify the properties and characteristics of different fabrics and fibres. • Gain an understanding of absorption, elasticity, flammability etc. • Study qualities of natural and synthetic fabrics/fibres e.g. silk, wool, polyester, acrylics. • Research historical and contemporary fabrics. • Focus on the discoverers and inventors of different fabrics and fibres. • Document the changes in textile manufacture and industry. • Analyse the environmental and ethical implications of some textile processes. • Create a timeline. • Present findings in a book.

Sessions	Learning Outcome(s)	Session Activities
Session 3	LO1	<p>Topic: Drawn ideas for a garment inspired by a time in history Sub-topic(s): Choosing fabrics for specific garments, function and purpose (waterproof, silk, denim etc.). Fabric analysis methods, design, illustrations</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Create a small portfolio of fabrics/fibres/stitched samples. • Produce some designs for a garment based on research into a particular era in fashion. • Present ideas to the group. • Create some fashion illustrations of garment.
Session 4	LO1	<p>Topic: Production of garments Sub-topic(s): Production techniques – pattern cutting, creating toiles, fittings and final garment production, sewing, over-locking, ironing, basting, construction</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Research the production techniques involved in making garments. • Visit a local tailor or clothing manufacturer – interview craftspeople. • Carry out a series of practical tasks – create different seams, over-lock etc.
Session 5	LO1	<p>Topic: Manufacturing of garments Sub-topic(s): Production techniques – pattern cutting, creating toiles, fittings and final garment production, sewing, over-locking, ironing, basting, construction</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Carry out a range of garment production techniques – over-locking, ironing and basting. • Produce button-holes and pockets. • Research changes to the garment production industry and the development of technology to produce features on garments.
Session 6	LO2	<p>Topic: Commercial patterns Sub-topic(s): Symbols, key, sizing, selection of pattern/fabric/stockists, equipment, pattern wheel, tailors' chalk, shears, pins</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Observe a pattern cutter or tailor at work. • Become familiar with the instructions, symbols and processes involved in making up the pattern to a toile. • Create a key of symbols. • Draft up a pattern – basic shape. • Draw different body shapes, measuring specific areas of the body, acknowledging the amount of 'give' in fabric.

Sessions	Learning Outcome(s)	Session Activities
Session 7	LO2	<p>Topic: Selection of pattern</p> <p>Sub-topic(s): Using gathered research, consider and plan ideas for a garment. Organise materials for production. Select a pattern and suitable fabrics/lining materials</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Visit a haberdashery stockist (Abakhan Manchester) to choose a suitable pattern and fabric (including trimmings) to work with. • Prepare pattern-cut to size and arrange on fabric. • Create a flow chart of stages of production.
Session 8	LO2	<p>Topic: Adapt a commercial pattern</p> <p>Sub-topic(s): Create different shape to garment, sleeves, pockets, neckline, hemline, fastenings, length and width</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Understand pattern symbols and the general key. • Using own designs, begin to adapt a pattern so it fits requirements. • Document production process in the form of a flow diagram or step-by-step guide.
Session 9	LO2	<p>Topic: Adapt a commercial pattern</p> <p>Documented production process in the form of a flow diagram or step-by-step guide</p> <p>Sub-topic(s): Create different shape to garment, sleeves, pockets, neckline, hemline, fastenings, length and width.</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Understand pattern symbols and the general key. • Using own designs, begin to adapt a pattern so it fits requirements. • Document production process in the form of a flow diagram or step-by-step guide.
Session 10	LO2	<p>Topic: Accurately read and adapt a commercial pattern, understanding symbols and signs</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Research a variety of commercial patterns, highlighting different instructions and symbols. • Deconstruct a garment and then reassemble to gain further understanding. • Adapt sleeves and collar to create a range of styles, referencing different eras in fashion.

Sessions	Learning Outcome(s)	Session Activities
Session 11	LO3	<p>Topic: Operate equipment and machinery safely Sub-topic(s): Health and safety, environmental risks and hazards, safe operation of machinery, documented production process flow diagrams, step-by-step guides, experiments with production techniques</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Health and safety seminar. • Carry out a risk assessment of workplace/studio. • Further selection and sampling. • Analyse collection of mood-board imagery and the era chosen to focus on. • Present ideas in a group critique setting. • Working directly from a commercial pattern for a garment, this will be adapted according to individual designs.
Session 12	LO3	<p>Topic: Produce toiles Sub-topic(s): Draping, modifications and adaptations made to the toile, fully and appropriately assemble a toile</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Drawn ideas for garment – fashion design illustrations. • Select appropriate shapes and forms of garments, including specific patterns and textures from that particular era. • Focus on one design and recreate this in machine embroidery, this can include text and a mixture of fabrics to express the style and mood of the era.
Session 13	LO3	<p>Topic: Produce toiles Sample activities:</p> <ul style="list-style-type: none"> • Modification and further development. • Make final decisions about the style and design of garment, adapting commercial pattern accordingly. • This may involve lengthening/shortening, embellishing, adding a collar, frill pocket etc.
Session 14	LO3	<p>Topic: Produce final garments Sample activities:</p> <ul style="list-style-type: none"> • Workshop. Students working on producing their garments. • Photograph or film various stages of production. • Document final fittings and organise exhibit of final piece.
Session 15	LO3	<p>Topic: Produce final garments Sample activities:</p> <ul style="list-style-type: none"> • Take part in a group critique, presenting sketchbook, toile and final garment. • Begin to evaluate the whole process from start to finish. Workshop. Students working on producing their garments.

Sessions	Learning Outcome(s)	Session Activities
Session 16	LO4	<p>Topic: Assemble a finished garment Sub-topic(s): Record of the product's construction and manufacture. The sequence of operation could take the form of a creative flow diagram or step-by-step guide</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Modification and further development • Make final decisions about the style and design of garment, adapting commercial pattern accordingly. This may involve lengthening/shortening, embellishing adding a collar, frill pocket etc.
Session 17	LO4	<p>Topic: Assemble a finished garment Sub-topic(s): Final fitting, adaptations made</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Workshop. Students working on final fittings and adaptations.
Session 18	LO4	<p>Topic: Assemble a finished garment Sub-topic(s): Final fitting, adaptations made</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Video final stages of assembly. • Organise a photo shoot.
Session 19	LO4	<p>Topic: Assemble a finished garment and carry out quality checks Sub-topic(s): Final fitting, adaptations made, quality checks to professional standards, photographs of various stages of garment production, feedback from model/client</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Produce final product. • Finalise the production process. • Document this process from start to finish. • Any alterations or amendments to be carefully noted. • Create a flow diagram or step-by-step guide including the sequence of operation, specific techniques used, threads, trims and quality checks.

Sessions	Learning Outcome(s)	Session Activities
Session 20	LO4	<p>Topic: Evaluate</p> <p>Sub-topic(s): Analysis of own planning and development, designs and ideas, photographic evidence, reflections and evaluations, quality checks to professional standards, timeline, step-by-step, flow chart of garment production, photographs of various stages of garment production, feedback from model/client</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Present sketchbook/file and outcome to the group. • Create a blog documenting contextual research, ideas generation, development, experimentation and processes. • Peer assessment through reflection on work and development from evaluations. • Evaluation of entire project. • Group critique.

Unit 9: Fashion and Textiles Practices

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	4
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Unit Title:	Fashion & Textiles Practices	Tutor:	
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Unit Number:	9	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Explore specialist areas of fashion and textiles practice; through historical and contemporary precedent research.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produce a collection of two- and three-dimensional samples using different fabrics, materials and processes in response to a brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop a range of fashion and textiles outcomes, in response to a given brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate a fashion and textile range in relation to a marketing strategy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic: Introduction to brief</p> <p>Sub-topic(s): Scenario, references to industry practice, creative, cultural, social, political, economic trends and contexts</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Introductory discussion on brief/scenario. • Ongoing schedule updates for project, given coursework tasks/units. • Highlight high-grade examples of previous students' work.
Session 2	LO1	<p>Topic: Contextual research</p> <p>Sub-topic(s): Contemporary and historical fashion, textile, fibre and costume designers, sculptors and installation artists</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Research contemporary and historical fashion, textile, fibre and costume designers, sculptors and installation artists. • Visit local gallery, museum, craft shops. • Compile research. • Present findings to group.
Session 3	LO1	<p>Topic: Contextual research</p> <p>Sub-topic(s): Mood-boards, design pages, development of initial ideas, textile sculptural forms to be worn on/over the body</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Visit museum/craft centre. • Video/meet a textile/fashion designer. • Gather imagery for a mood-board specific to brief. • Fashion illustration workshop.
Session 4	LO1	<p>Topic: Contextual research</p> <p>Sub-topic(s): Mood-boards and design pages will be produced to develop ideas for a textile sculptural form to be worn on/over the body</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Meeting with 'client' and chance to measure up/discuss ideas for body adornment/costume/accessory for theatre character, consider movements on stage etc./needs and requirements.

Sessions	Learning Outcome(s)	Session Activities
Session 5	LO1	<p>Topic: Safe studio practice</p> <p>Sub-topic(s): Health and safety, sewing machines, irons, electrical equipment, shared space, documenting processes</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Stitch illustration workshops. • Health and safety demo and practice on sewing machines. • Demonstrate the differences in stitch style/length/width, functions of the machine – reverse, embroidery foot, tension, threading up, changing spool, moving of machines. • Produce some mood-boards and design pages to develop ideas for a textile sculptural form to be worn on/over the body. • Create a piece of stitch illustration based on relevant imagery, using free embroidery to express line, tone and texture, leaving loose threads to create more energy/character in the study.
Session 6	LO2	<p>Topic: Experimentation and sampling</p> <p>Sub-topic(s): 2D sampling, textile processes, fashion techniques</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Highlight importance of fabric testing, sampling with techniques in any project/paid commission. • Working from initial drawings, develop a body of sampling work using a range of techniques including: pleating, tucking, ruching, smocking, gathering, quilting, fraying, layering, distressing and piping. • Show how this initial work will feed directly into some extensive sampling where students will consider how textiles and sculptural materials can move and be worn on the human body.

Sessions	Learning Outcome(s)	Session Activities
Session 7	LO2	<p>Topic: Exploration of material, surface, form and function Sub-topic(s): Technical, practical, health and safety Sample activities:</p> <ul style="list-style-type: none"> • Carry out practice using various techniques, exploring stitch styles, tension, reverse. • Create small 2D/3D samples using both machine stitch and hand embroidery. • Working from initial drawings, develop a body of sampling work using a range of techniques including: pleating, tucking, ruching, smocking, gathering, quilting, fraying, layering, distressing and piping. • Produce more extensive sampling, considering how textiles and sculptural materials can move and be worn on the human body. • Students will work with a variety of materials including paper, synthetic and natural fabrics, threads, wire and other found materials. • Produce some fabric manipulated samples, using various techniques, in response to character synopsis/visuals in story. • Present on sheets with annotation about the processes and personal reflective comments. • Include some further textile artists' work – make connections with their own work and the theme of the project.
Session 8	LO2	<p>Topic: Equipment and machinery Sample activities:</p> <ul style="list-style-type: none"> • Fabric analysis. • Students will work with a variety of materials including paper, synthetic and natural fabrics, threads, wire and other found materials. • Students will also demonstrate sculptural ways of manipulating and constructing the materials. • Students will follow safe practices and document/evaluate all processes. • Selecting fabrics and analysing their properties/characteristics – synthetic and natural fibres. • Begin to sample with various techniques to alter the shape/texture/colour of various fabrics – ruching, heat gun, layering, quilting, embroidering etc.

Sessions	Learning Outcome(s)	Session Activities
Session 9	LO2	<p>Topic: Production of 2D and 3D samples</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Students will work with a variety of materials including paper, synthetic and natural fabrics, threads, wire and other found materials. Students will also demonstrate sculptural ways of manipulating and constructing the materials. Students will follow safe practices and document/evaluate all processes. Extended task – more in-depth analysis – fibre testing, range of synthetic and natural.
Session 10	LO2	<p>Topic: Documentation of processes and stages of development</p> <p>Sub-topic(s): This initial work will feed directly into some extensive sampling where students will consider how textiles and sculptural materials can move and be worn on the human body</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Selecting fabrics and analysing properties/characteristics. Begin to sample with various techniques to alter the shape/texture/colour of various fabric – ruching, heat gun, layering, quilting, embroidering etc.
Session 11	LO3	<p>Topic: Consider brief and the specific requirements made</p> <p>Sub-topic(s): Draping and mock-ups</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Fabric manipulation – design development. Selecting two favoured techniques and suitable fabrics, begin to develop final ideas for adornment/costume/accessories. Begin to further sample with various techniques to alter the shape/texture/colour of various fabric – ruching, heat gun, layering, quilting, embroidering etc.
Session 12	LO3	<p>Topic: Development of final ideas and designs</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Develop prototype/toile for costume/body adornment. Make modifications. Document potential and limitations of final design.

Sessions	Learning Outcome(s)	Session Activities
Session 13	LO3	Topic: Development of final ideas and designs. Plan of production Sample activities: <ul style="list-style-type: none"> Fabric analysis and manipulation continued. Discuss further needs and requirements with client/s. Select further fabrics, analysing properties/characteristics. Continue with final designs for adornment/costume/accessory. Present findings in sketchbooks.
Session 14	LO3	Topic: Justify choice of materials, techniques and processes within outcomes Sample activities: <ul style="list-style-type: none"> Sketchbook/file should show contextual research, ideas generation, development, experimentation and processes. Produce extra designs, more detailed explanations, discuss opportunities to use more techniques.
Session 15	LO3	Topic: Production of final outcome Sample activities: <ul style="list-style-type: none"> Working on final outcome – dress rehearsal. Modification of design. Display of pieces on mannequins. Group presentation – show development through project/receive feedback from tutor and the group.
Session 16	LO4	Topic: Evaluate a marketing strategy in terms of fitness for purpose, consumer needs, effectiveness and contextual influence Sample activities: <ul style="list-style-type: none"> Photoshoot – organise setting, hair/makeup of model. Presentation of sketchbook pages ready for submission.
Session 17	LO4	Topic: Evaluate a marketing strategy in terms of fitness for purpose, consumer needs, effectiveness and contextual influence. Sub-topic(s): Sketchbook/file should show contextual research, ideas generation, development, experimentation and processes Sample activities: <ul style="list-style-type: none"> Research on marketing strategy. Produce a sketchbook generating ideas, development, experimentation and processes.
Session 18	LO4	Topic: Reflection upon own planning and development of designs and ideas Sub-topic(s): Sketchbook/file should show contextual research, ideas generation, development, experimentation and processes Sample activities: <ul style="list-style-type: none"> Research on marketing strategy. Produce a sketchbook generating ideas, development, experimentation and processes.

Sessions	Learning Outcome(s)	Session Activities
Session 19	LO4	<p>Topic: Finishing touches to outcome</p> <p>Sub-topic(s): Sketchbook/file should show contextual research, ideas generation, development, experimentation and processes</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Finishing touches to outcomes. • Exhibit piece so professional photographs can be taken. • Complete a final overall evaluation where students are encouraged to reflect on the learning journey and experiences over project. • Discuss successes and how obstacles were overcome, the fabrics, techniques and equipment used.
Session 20	LO4	<p>Topic: Critical evaluation</p> <p>Sub-topic(s): Analysis of own planning and development, designs and ideas, photographic evidence, reflections and evaluations</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Present sketchbook/file and outcome to the group. • Create a blog documenting contextual research, ideas generation, development, experimentation and processes. • Peer assessment through reflection on work and development from evaluations. • Evaluation of entire project. • Group critique.

Unit 10: Lighting for Photography

Please note that Schemes of Work are for guidance and support only.

They can be customised and amended according to localised needs and requirements. All Schemes of Work can be adapted to suit specific establishment time frames in line with GLH delivery.

Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	4
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Unit Title:	Lighting for Photography	Tutor:	
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Unit Number:	10	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Explore historical and contemporary precedent in lighting for photography.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illustrate lighting requirements, for a given context, in response to a brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produce photographic images, utilising lighting equipment and techniques.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate the use of lighting for photography through the presentation of a collection of photographic images.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1 LO3	<p>Topic: Studio photography</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Explain these set areas to research and understand when arranging a studio shoot – communication within a team, timing, organisational skills, booking subjects, identifying equipment, budgets and shooting lists. <p>Sample activities:</p> <ul style="list-style-type: none"> Research into suggested or independently sourced studio photographers. Group students to research how to set up their own studio shoot.
Session 2	LO1 LO3	<p>Topic: Studio photography</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Introduce studio equipment and rules of health and safety. Health and safety for using the equipment, model release forms issued, risk assessments per shoot, safety procedure, positioning and safety of others. <p>Key things to consider: COSHH regulations; health and safety; environmental practices; PAT testing; public liability; insurance.</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Explain how students need to complete a risk assessment – research into health and safety and working practices for a studio shoot. Students complete their own health and safety risk assessment template that can be used for more than one shoot. Organise models and complete a template model release form, then students should create their own model release form.
Session 3	LO1 LO3 LO4	<p>Topic: Studio photography</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Introduce language and properties of light, science of light, circle of confusion. Explain about lighting for your target audience. Introduce one, three light and high/low-key setup. Understanding your TTL Meter within studio. Model direction and positioning dependent on gender, age and styling. <p>Sample activities:</p> <ul style="list-style-type: none"> Develop experimental concepts from primary techniques learnt. Assess the lighting techniques and equipment required for set genre. Critiques on student work.

Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1 LO3 LO4	<p>Topic: Studio photography</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Position of light–edge lighting for fashion, product photography or cinematography. Show examples of photographer’s work. <p>Sample activities:</p> <ul style="list-style-type: none"> Develop experimental concepts from primary techniques learnt. Assess the lighting techniques and equipment required for set genre. Critiques on student work.
Session 5	LO1 LO3 LO4	<p>Topic: Studio photography</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Lighting techniques demonstrations – Rembrandt, loop and butterfly lighting for fashion photography. Explain about faces, shapes and the higher camera angle. Demonstrate retouching of images in Photoshop. <p>Sample activities:</p> <ul style="list-style-type: none"> Develop experimental concepts from primary techniques learnt. Assess the lighting techniques and equipment required for set genre. Critiques on student work.
Session 6	LO1 LO3 LO4	<p>Topic: Studio photography</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Cinematography. Group posing. <p>Sample activities:</p> <ul style="list-style-type: none"> Develop experimental concepts from primary techniques learnt. Assess the lighting techniques and equipment required for set genre.
Session 7	LO1 LO3 LO4	<p>Topic: Studio photography</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Creative studio. Silhouette on white seamless. Sideways clamshell lighting. <p>Sample activities:</p> <ul style="list-style-type: none"> Develop experimental concepts from primary techniques learnt. Assess the lighting techniques and equipment required for set genre.

Sessions	Learning Outcome(s)	Session Activities
Session 8	LO1 LO3 LO4	Topic: Studio photography Sub-topic(s): <ul style="list-style-type: none"> Bare bulbs and V-flats. Snoots and gels. Sample activities: <ul style="list-style-type: none"> Develop experimental concepts from primary techniques learnt. Assess the lighting techniques and equipment required for set genre.
Session 9	LO1 LO3 LO4	Topic: Studio photography Sub-topic(s): <ul style="list-style-type: none"> Dynamic range and dramatic portrait lighting. Sideways clamshell lighting. Sample activities: <ul style="list-style-type: none"> Develop experimental concepts from primary techniques learnt. Assess the lighting techniques and equipment required for set genre.
Session 10	LO1 LO3 LO4	Topic: Studio photography Sub-topic(s): <ul style="list-style-type: none"> Plan and set up a range of studio concepts that reflect a product or fashion photography. Critically review lighting techniques, backgrounds, props, models, positioning and planning throughout.
Session 11	LO1 LO2 LO4	Topic: Location photography Sub-topic(s): <ul style="list-style-type: none"> Light ratio metering. Law of reflection. Understanding histograms. Sample activities: <ul style="list-style-type: none"> Develop experimental concepts from primary techniques learnt. Assess the lighting techniques and equipment required for set genre.
Session 12	LO1 LO2 LO4	Topic: Location photography Sub-topic(s): <ul style="list-style-type: none"> Intro to flash photography and lighting gear. Balancing color temperatures. Sample activities: <ul style="list-style-type: none"> Develop experimental concepts from primary techniques learnt. Assess the lighting techniques and equipment required for set genre. Image critique: lighting problems and solutions.

Sessions	Learning Outcome(s)	Session Activities
Session 13	LO1 LO2 LO4	Topic: Location photography Sub-topic(s): <ul style="list-style-type: none"> Working with natural light and light modifiers. Understanding your TTL Meter. Image critique: lighting problems and solutions. Sample activities: <ul style="list-style-type: none"> Develop experimental concepts from primary techniques learnt. Assess the lighting techniques and equipment required for set genre. Image critique: lighting problems and solutions.
Session 14	LO1 LO2 LO4	Topic: Location photography Sub-topic(s): <ul style="list-style-type: none"> Using unique textures, locations and backgrounds. Image critique: lighting problems and solutions. Intro to reception lighting SWOT analysis. Sample activities: <ul style="list-style-type: none"> Develop experimental concepts from primary techniques learnt. Assess the lighting techniques and equipment required for set genre. Image critique: lighting problems and solutions.
Session 15	LO1 LO2 LO4	Topic: Location photography Sub-topic(s): <ul style="list-style-type: none"> Indoor lighting. Reflective surfaces. Shooting against a window. Adding a reference point and ambience. Shooting into a mirror and creating separation. Sample activities: <ul style="list-style-type: none"> Develop experimental concepts from primary techniques learnt. Assess the lighting techniques and equipment required for set genre. Image critique: lighting problems and solutions.
Session 16	LO1 LO2 LO4	Topic: Location photography Sub-topic(s): <ul style="list-style-type: none"> Using flash on location, fill in flash and light modifiers. Building on ambient light. Sample activities: <ul style="list-style-type: none"> Develop experimental concepts from primary techniques learnt. Assess the lighting techniques and equipment required for set genre. Image critique: lighting problems and solutions.

Sessions	Learning Outcome(s)	Session Activities
Session 17	LO1 LO2 LO4	<p>Topic: Location photography</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Speed lights, bouncing speedlights and light modifiers for speedlights. Using speedlights in shade. Romantic look and patterns with speedlights. Speedlights in direct sunlight. Moody light with speedlights and gels. <p>Sample activities:</p> <ul style="list-style-type: none"> Develop experimental concepts from primary techniques learnt. Assess the lighting techniques and equipment required for set genre. Image critique: lighting problems and solutions.
Session 18	LO1 LO2 LO4	<p>Topic: Location photography</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Lighting techniques – strobe lighting. Creating a window with strobes and a curtain. <p>Sample activities:</p> <ul style="list-style-type: none"> Develop experimental concepts from primary techniques learnt. Assess the lighting techniques and equipment required for set genre. Image critique: lighting problems and solutions.
Session 19	LO1 LO2 LO4	<p>Topic: Location photography</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Capturing Bokeh. <p>Sample activities:</p> <ul style="list-style-type: none"> Develop experimental concepts from primary techniques learnt. Assess the lighting techniques and equipment required for set genre. Image critique: lighting problems and solutions.
Session 20	LO2 LO3 LO4	<p>Topic: Professional practice methods</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Presentation of portfolio. Photographic critique.

Unit 11: Photographic Practices

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	4
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Unit Title:	Photographic Practices	Tutor:	
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Unit Number:	11	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Apply research and planning techniques, to develop a photographic strategy, in relation to a given brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate equipment, techniques and processes in order to realise a photographic product.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyse the characteristics of photographic images in meeting a brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critically evaluate the selection and presentation of photographic images.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic: Introduction to unit + project brief</p> <p>Sub-topic(s): Interpreting a brief, establishing the visual problem, contextualising practice, implementing project management, techniques for researching key practitioners, inspiring a creative/conceptual response</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Consider past student exemplar work, accessing and using different types of research.
Session 2	LO2	<p>Topic: Basic Skills 1 – Camera set up/handling, storage cards best practice, exposure triangle</p> <p>Sub-topic(s): Guidance on basic DSLR operation and set up (file formats, cards, modes of shooting). Explanation of exposure triangle (ISO, aperture, shutter speed)</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Photography basic skills audit. Shutter speed demo and workshop with basic exercises in manipulation.
Session 3	LO1	<p>Topic: Project brief</p> <p>Sub-topic(s): Historic and contemporary precedents, identify specific photographic constraints, tracking the creative journey, evaluating your research</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Individual or group scoping of project topic ideas. Preliminary research investigation.
Session 4	LO2 LO3	<p>Topic: Basic Skills 2 – Aperture, depth of field</p> <p>Sub-topic(s): Re-cap on exposure triangle – review shutter speed workshop images. Creative application of aperture and depth of field</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Aperture/depth of field demo workshop with practical exercises.
Session 5	LO2 LO3	<p>Topic: Introduction to photographic seeing</p> <p>Sub-topic(s): Visual codes and the creation of photographic meaning. Component parts of a photographic image (composition, positioning, balance, focus, cohesion, contrast). Basic semiotics – signifiers, signified. Meaning generated through language, narrative codes and modes of address</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Analysis of historic and contemporary photographic precedents. Individual or group exercises in reading images. Evaluate how effective a range of photographs are in creating a pre-determined meaning. Progress project ideas and planning.

Sessions	Learning Outcome(s)	Session Activities
Session 6	LO2 LO3	<p>Topic: Basic Skills 3 – Composition, metering options, white balance, ISO</p> <p>Sub-topic(s): Focal length and depth of field, lens choice. Re-cap on exposure triangle – ISO. Review of shutter speed/aperture work</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Continue with basic skills shooting exercises (if applicable).
Session 7	LO2 LO3	<p>Topic: Building photographic meaning</p> <p>Sub-topic(s): Technical codes and the creation of photographic meaning. Manipulating lighting and camera controls to impart photographic meaning. Basic semiotics – signifiers, signified</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Preliminary review of basic skills exercise images to identify visual and technical codes. Progress project ideas and planning. Provide an evaluation of how theory and practice merge to provide meaning across a range of photographs.
Session 8	LO2 LO3 LO4	<p>Topic: Basic Skills 4 – Structured approaches to editing your photographs</p> <p>Sub-topic(s): Editing as key aspect of practice, value of contact sheets, stages of editing (tech edit, 1st edit, and second edit), using appropriate software and presenting editing choices through your support work</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Students to begin to edit down their basic skill exercises to finite number of images for presentation at review/crit.
Session 9	LO2 LO3 LO4	<p>Topic: Review of basic skills images through crit</p> <p>Sub-topic(s): Listening skills, providing positive feedback, responding to feedback positively, valuable opinion</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Student critique and review of basic skill images. Feedback and creating action plans. Preparation of project ideas for presentation and feedback.
Session 10	LO1	<p>Topic: Project brief – finalising ideas and plans</p> <p>Sub-topic(s): Methods of presenting project ideas, structuring a presentation, value and impact of research, project management planning and logistics</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Presentation of project ideas and proposals to staff through one-to-one tutorials or peers through presentation. Recording and acting upon feedback.

Sessions	Learning Outcome(s)	Session Activities
Session 11	LO2	<p>Topic: Photographing successfully on location (relevant to project brief)</p> <p>Sub-topic(s): Recces, permission, operating safely, choosing and using the right equipment, manipulating available light</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Small group trial location shoot. • Students to be independently working, sourcing project and undertaking shoots based on proposal.
Session 12	LO2	<p>Topic: Photographing successfully indoors (relevant to project brief)</p> <p>Sub-topic(s): Permission, operating safely, choosing and using the right equipment, manipulating available light, additional lighting sources</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Small group trial shoot indoors. • Students to be independently working, sourcing project and undertaking shoots based on proposal.
Session 13	LO2 LO4	<p>Topic: Using on camera flash (relevant to project brief)</p> <p>Sub-topic(s): Supplementing available light, metering for flash, synchronisation speeds, bounce flash, direct flash, fill-in flash, avoiding red eye, limitations of flash</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Small group peer reviews to build confidence, one-to-one staff student project tutorial. • Students to be independently working, sourcing project and undertaking shoots based on proposal.
Session 14	LO2 LO4	<p>Topic: Photographic presentation techniques</p> <p>Sub-topic(s): Presenting for a wall space, presenting in book form (online services), presenting on screen, site-specific work, portfolio, CD/DVD/pen drives, online gallery, blogs, photo sculptures</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Students to access and evaluate photographic books/eBooks, photographs presented through magazine layouts, online galleries and visit physical exhibition spaces to consider presentation techniques.
Session 15	LO1	<p>Topic: Guest lecturer – visiting photographer (related to project brief)</p> <p>Sub-topic(s): Working in industry, equipment choices, career planning, employability, responding creatively to project briefs, realising photographic work</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Engage in visiting lecture talk, prepare questions, record learning through support work. • Students to be independently working, sourcing project and undertaking shoots based on proposal.

Sessions	Learning Outcome(s)	Session Activities
Session 16	LO3 LO4	<p>Topic: Engage in 1-2-1 formative progress check on project</p> <p>Sub-topic(s): Relating research and planning to the creation of photographic work, expressing opinion and justifying choices, evidencing improvements to your project work, demonstrating an appreciation of how images construct meaning</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Small group peer reviews to build confidence, one-to-one staff student project tutorial. • Students to be independently working, sourcing project and undertaking shoots based on proposal.
Session 17	LO4	<p>Topic: Group critique of project submission</p> <p>Sub-topic(s): Successfully contributing and participating in a critique, objectivity, subjectivity, interpretation, technical consideration, artistic consideration, identifying good points, identifying areas for improvement</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Students should present final images along with the proposal submitted and be able to identify problem solving and justify decisions.
Session 18	LO3 LO4	<p>Topic: Completion of support work submission of photographic projects</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Based on final evaluation of critique feedback, students submit complete photographic project and support work for assessment.
Session 19	LO3 LO4	<p>Topic: Exhibition and discussion of final photographs</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Students mount work for exhibition and review final work by peers. Discussion of work on display.
Session 20	ALL	<p>Topic: Unit review</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion of unit content. • Student-led discussion of unit content and how this will support study in other areas.

Unit 12: Screen-based Practices

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	4
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Unit Title:	Screen-based Practices	Tutor:	
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Unit Number:	12	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Evaluate the use of software/systems in the production of screen-based work.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explore the techniques of screen-based production through experimentation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use industry standard software and hardware in the production of final screen-based work, in response to a given brief.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present the outcomes of a screen-based development process and final work, to a defined audience.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic: What are screen-based practices? Sub-topic(s): Applications of screen-based practices</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Assignment 1 – What are screen-based practices? • Tutor-led briefing outlining the requirements of the assignment brief. • Tutor-led presentation outlining the types of assets, application software and hardware used in the production of work using screen-based practices. • Group research into real-world examples of work produced using a variety of screen-based practices. • Peer discussion about the real-world examples that have been researched.
Session 2	LO1	<p>Topic: Sourcing and storing assets for use with screen-based practices Sub-topic(s): Original production, stock assets and storage</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led demonstration of the types of assets that can be used in the development of artwork using screen-based practices. • Group discussion, question and answer about the advantages and disadvantages of sourcing different types of assets in the development of artwork using screen-based practices. • Student-led investigation into storage of assets for use in screen-based practices.
Session 3	LO1	<p>Topic: Application software used to develop artwork in screen-based practices Sub-topic(s): Raster editing software</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor demonstration to outline the differences between raster-based media editors. • Independent student-led critique of work produced using raster-based media editors.
Session 4	LO1	<p>Topic: Application software used to develop artwork in screen-based practices Sub-topic(s): Vector editing software</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor demonstration to outline the differences between vector-based media editors. • Independent student-led critique of work produced using vector-based media editors.

Sessions	Learning Outcome(s)	Session Activities
Session 5	LO1	<p>Topic: Hardware peripherals used to develop artwork using screen-based practices</p> <p>Sub-topic(s): Input and output devices and considerations</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair research into the input and output devices used in the production of work using screen-based practices. • Student-led group discussions and sharing of research findings. • Tutor-guided discussion, question and answer exploring how application software and hardware peripherals are combined to process, develop and produce screen-based artwork.
Session 6	LO1	<p>Topic: Hardware peripherals used to develop artwork using screen-based practices</p> <p>Sub-topic(s): Input and output devices and considerations</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair research into the input and output devices used in the production of work using screen-based practices. • Student-led group discussions and sharing of research findings. • Tutor-guided discussion, question and answer exploring how application software and hardware peripherals are combined to process, develop and produce screen-based artwork.
Session 7	LO1	<p>Topic: Explore and evaluate screen-based practices</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led demonstrations and workshops exploring the use of screen-based practices. • Individual development of work through experimentation and iteration in response to a set theme. • 1-to-1 progress reviews and target setting for the development of work using screen-based practices. • Student-led individual or group research into practitioners who have used similar screen-based practices. • Peer assessment of work developed using screen-based practices. • Individual evaluation of the techniques and process used to develop artwork using screen-based practices.
Session 8	LO2	<p>Topic: Workspace layout</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor demonstration of different workspace layouts related to specific production activities. • Students work on setting up and modifying workspace layouts.

Sessions	Learning Outcome(s)	Session Activities
Session 9	LO2	Topic: Tools – vector editing Sub-topic(s): Tool options Sample activities: <ul style="list-style-type: none"> Tutor demonstration of key tools for vector editing. Students experiment with different tools and tool options, sharing discoveries.
Session 10	LO2	Topic: Tools – raster editing Sub-topic(s): Tool options Sample Activities: <ul style="list-style-type: none"> Tutor demonstration of key tools for vector editing. Students experiment with different tools and tool options, sharing discoveries.
Session 11	LO2	Topic: Asset manipulation Sample activities: <ul style="list-style-type: none"> Tutor demonstration of automated asset manipulation. Students develop automated scripts to complete given set of tasks.
Session 12	LO2	Topic: Layers and layer control – vector Sample activities: <ul style="list-style-type: none"> Tutor demonstration of key tools for layer management and layer control in vector editing Students experiment with different tools and tool options, sharing discoveries
Session 13	LO2	Topic: Layers and layer control – raster Sample activities: <ul style="list-style-type: none"> Tutor demonstration of key tools for layer management and layer control in raster editing. Students experiment with different tools and tool options, sharing discoveries.
Session 14	LO2	Topic: Layers and layer control – vector Sample activities: <ul style="list-style-type: none"> Tutor demonstration of key tools for layer management and layer control in vector editing. Students experiment with different tools and tool options, sharing discoveries. Tutor demonstration of key principles and techniques for integrating output from different software and developing a workflow. Students experiment with moving output between software applications to study process.

Sessions	Learning Outcome(s)	Session Activities
Session 15	LO3	<p>Topic: Use screen-based software and techniques in the production of final work, in response to a given context</p> <p>Sub-topic(s): Establish the requirements of the project and originate ideas, select appropriate formats, legal and ethical considerations</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Assignment 2 – applying screen-based practices in response to a brief. • Tutor briefing outlining the requirements of the assignment brief. • Client briefing regarding the requirements of the creative brief followed by question and answer session. • Student mind-mapping of initial ideas in response to the creative brief. • Individual development of a production schedule which should be agreed with tutors and/or the client. • Student-led research to establish the legal and ethical considerations that are relevant to the production of work for the assignment.
Session 16	LO3	<p>Topic: Use screen-based software and techniques in the production of final work, in response to a given context</p> <p>Sub-topic(s): Source assets, produce artwork, apply tools and features, test and troubleshoot developments, export and output documents to appropriate formats</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual research into practitioners who have responded to similar themes using screen-based practices. • Individual development of own ideas including mind-mapping, sketching, observational studies, sampling using screen-based practices. • 1-to-1 tutor reviews and target setting focusing on the development of ideas and final production of work using screen-based practices. • Mid-way peer reviews and feedback. • Student-led development of work using screen-based practices. <ul style="list-style-type: none"> ○ Individual sourcing and development of assets for the project. ○ Application of tools and features to develop original artwork using screen-based practices. ○ Selection of appropriate formats for the given brief. ○ Prototyping of outcomes in response to the given brief. • Test and troubleshooting ideas – peer review, client feedback and critical self-reflection.

Sessions	Learning Outcome(s)	Session Activities
Session 17	LO3	<p>Topic: Legal and ethical issues in screen-based work</p> <p>Sub-topic(s): Intellectual property, copyright, Creative Commons</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Student-led discussion of issues of copying and re-use, licensing and intellectual property. • Tutor presentation of legal issues associated with IP and Creative Commons.
Session 18	LO4	<p>Topic: Reflecting on finished artwork</p> <p>Sub-topic(s): Sources of information, client feedback, audience feedback, peer feedback, surveys, face-to-face interviews, focus groups</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led forum exploring the techniques and methods of collecting feedback on finished artwork. • Individual collection of feedback on final work using a range of quantitative and qualitative research techniques. • Student-led self-reflection using feedback.
Session 19	LO4	<p>Topic: Reflecting on finished artwork</p> <p>Sub-topic(s): Compare with initial intentions and client requirements, achieving agreed outcomes, working to agreed schedules, production process</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Student-led summative peer assessment and feedback. • Individual critical self-reflection in which students will use the data collected through research to justify their development of ideas and outcomes using screen-based practices.
Session 20	LO4	<p>Topic: Reflecting on finished artwork</p> <p>Sub-topic(s): Technical and aesthetic qualities, areas for future development</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual critical self-reflection in which students will use the data collected through research to justify their development of ideas and outcomes using screen-based practices. • Individual action planning for future projects.

Unit 13: Typography

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	4
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Unit Title:	Typography	Tutor:	
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Unit Number:	13	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Investigate the application of typography practice in print and digital workflows.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explore typographic techniques and processes in specific contexts.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply typographic principles and processes in meeting a brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present finished typographic outputs, for print and digital workflows.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic: Typography in the real world</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Investigating producers, defining typography. Introduction to unit content. Introduction to unit assessment. Current state of typography – use of print, new examples of screen-based typography, compared with traditional forms. <p>Sample activities:</p> <ul style="list-style-type: none"> Discussion with varied examples of where typography fits in graphic design. Discussion on why typography is important and what makes good typography. Outline by tutor of areas for investigation (workflows, changing technology, rules and trends).
Session 2	LO1	<p>Topic: Typography in the real world</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Investigating current practice 1. Lecture and follow up seminars on current practice in print – trends, new technology, branding, sustainability. <p>Sample activities:</p> <ul style="list-style-type: none"> Present and share contrasting examples of print typography. Seminar on changing focus in print typography. Visit to design studio to see the set up and talk to those involved with print typographic elements of briefs.
Session 3	LO1	<p>Topic: Typography in the real world</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Investigating current practice 2. Lecture and follow-up seminars on current practice in screen-based typography – trends, new technology, branding, sustainability. <p>Sample activities:</p> <ul style="list-style-type: none"> Present and share contrasting examples of screen-based typography. Seminar on changing focus in screen-based typography. Visit to design studio to see the set up and talk to those involved with screen-based typographic elements of briefs.
Session 4	LO1	<p>Topic: Typography in the real world</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Investigating current practice 3 – print workflows. Case studies and visits from practitioners in print typography. <p>Sample activities:</p> <ul style="list-style-type: none"> Detailed demonstrations of print workflows (including digital input), followed up by group discussion. Viewing of case studies, followed up by tutorials. Q&A with visiting speaker.

Sessions	Learning Outcome(s)	Session Activities
Session 5	LO1	<p>Topic: Typography in the real world</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Investigating current practice 4 – screen workflows. Case studies and visits from practitioners in screen-based typography. <p>Sample activities:</p> <ul style="list-style-type: none"> Detailed demonstrations of screen-based workflows, followed up by group discussion. Viewing of case studies, followed up by tutorials. Q&A with visiting speaker.
Session 6	LO1	<p>Topic: Typography in the real world</p> <p>Sub-topic(s): Investigating current practice 5 – summary</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Comparisons between contrasting solutions to typographic design problems in both print and screen. Recent award winners – views of the student panel – chaired by tutor or student. What makes good typography – discussion led by tutor.
Session 7	LO2	<p>Topic: Typography in context</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Selling. The role of typography within advertising, including packaging, branding, product launch – exploration of technical processes. <p>Sample activities:</p> <ul style="list-style-type: none"> Input from a advertising designer with focus on typography – outline of practical and knowledge processes, rationales. Q&A of visiting speaker. Tutor-led presentation of use of typography in advertising. Demonstrations of advertising studio practice. Student studio experimentation and practice of techniques.
Session 8	LO2	<p>Topic: Typography in context</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Print. Choice of typeface, automated processes, quality control, file transfer, proofing, print on demand, long run printing. <p>Sample activities:</p> <ul style="list-style-type: none"> Practical workshop on aspects of print workflows. Group exercise problem solving print for packaging. Practical task with observed practice of workflow. Group test with specific standards and file sharing.

Sessions	Learning Outcome(s)	Session Activities
Session 9	LO2	<p>Topic: Typography in context</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Online. • Choice of typeface, automated processes, quality control, file management and optimisation, user testing. <p>Sample activities:</p> <ul style="list-style-type: none"> • Practical workshop on aspects of workflows for screen. • Group exercise problem solving use of typography on different platforms. • Practical task with observed practice of workflow. • Group work producing animated text sequence.
Session 10	LO2	<p>Topic: Typography in context</p> <p>Sub-topic(s): Practice makes perfect</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Studio/workshop experimentation with techniques and processes explored in earlier sessions.
Session 11	LO2	<p>Topic: Typography in context</p> <p>Sub-topic(s): Summing up</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Group crit on outcomes from previous sessions for LO2. • Progress checks and tutorials for individuals/small groups of students. • Group discussion of issues arising, showcasing alternative approaches.
Session 12	LO3	<p>Topic: Typography brief</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Client briefing. • A real or simulated client discusses their business needs. <p>Sample activities:</p> <ul style="list-style-type: none"> • Client presentation of required outcomes. • Discussion of practical issues and group discussion of creative production potential. • Tutor-led discussion of brief parameters, resource needs.
Session 13	LO3	<p>Topic: Typography brief</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Exploring the brief. • Initial practical and small group exploration of the brief. <p>Sample activities:</p> <ul style="list-style-type: none"> • Small teams divide roles, discussion of sharing workload. • Q&A with technical support on anticipated issues, potential solutions. • Technical exploration of brief, initial layouts, screens.

Sessions	Learning Outcome(s)	Session Activities
Session 14	LO3	<p>Topic: Typography brief</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Firming up the brief. Small group presentations on progress – communication between client and designers, interpreting feedback. <p>Sample activities:</p> <ul style="list-style-type: none"> Feedback and discussion on initial layouts, screens. Response from client in form of email or face-to-face meeting. Groups, led by tutor, analyse client initial response, discuss ways forward.
Session 15	LO3	<p>Topic: Typography brief</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Managing the workflow 1. Putting adapted plans into action, managing the process. <p>Sample activities:</p> <ul style="list-style-type: none"> In pairs or small groups, apply agreed solutions following feedback. Practical workshops on workflow issues. Development of solutions.
Session 16	LO3	<p>Topic: Typography brief</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Managing the workflow 2. Managing the process to reach a successful conclusion. <p>Sample activities:</p> <ul style="list-style-type: none"> In pairs or small groups, working through agreed process, overview and quality control. Preparing outcomes for client/workspace. Presenting outcomes in completed format.
Session 17	LO4	<p>Topic: Best practice</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Review. Drawing conclusions from learning in unit. <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor/client analyses of student journeys, drawing parallels with typographic practitioners. Students reflect on progress in group discussion. Peer assessment covering testing of product and structured questions. Workshop on presenting outcomes in completed format.

Sessions	Learning Outcome(s)	Session Activities
Session 18	LO4	<p>Topic: Best practice</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Preparation. • Workshop/discussion on presentation of ideas, screen and print presentation media, narratives within presentations. <p>Sample activities:</p> <ul style="list-style-type: none"> • Student production of proposed action plans in response to feedback. • Structured presentation refinement tasks. • Case study reviews. • Mock presentations. • Practical test development of mock presentation materials.
Session 19	LO4	<p>Topic: Best practice</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Presentation of ideas, delivery formats for presentations. <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual tutorials to address individual student development needs. • Student presentation of review findings. • Tutor lecture/presentation, using contextual examples of best practice. • Pitch to a real client. • Pitch to the studio group with questions and answer time at end. • Panel presentation.
Session 20	LO4	<p>Topic: Best practice</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Conclusion. • Summary of LO and unit learning. <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual appointments to address individual student development needs. • Managed peer review of unit work, with focus on best practice. • Worksheet questions on development work. • Self-assessment.

Unit 14: Graphic Design Practices

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	4
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Unit Title:	Graphic Design Practices	Tutor:	
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Unit Number:	14	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Apply research techniques to establish an awareness of context, related to a graphic design problem.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop a graphic design brief, to meet client needs in a given context.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explore alternative solutions to a graphic design brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present a final graphic design solution to a client.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic: Project brief Sub-topic(s): Establish design problem, contextualise product, historic and contemporary example solutions, identify specific product constraints Sample activities:</p> <ul style="list-style-type: none"> • Individual or group mind-map of graphic design product ideas. • Preliminary investigation into similar and existing products. • Group discussion of design process for brief.
Session 2	LO1	<p>Topic: Research techniques Sub-topic(s): Function of research for scenarios including business decisions, product growth, reaching a wider audience, changing behaviour, product positioning Sample activities:</p> <ul style="list-style-type: none"> • Seminar on connecting research techniques to design needs. • Case study on research techniques for design development. • Practice research techniques for brief.
Session 3	LO1	<p>Topic: Audience and market Sub-topic(s): Quantitative and qualitative analysis methods, psychographics and demographics of audience Sample activities:</p> <ul style="list-style-type: none"> • Investigation into product market using both quantitative and qualitative data, psychographic and demographics of consumers. • Mock audience definition test. • Venn diagram design linking audience with product.
Session 4	LO1	<p>Topic: Communication Sub-topic(s): Communication techniques and material exploitation, alternative and experimental strategies for communication Sample activities:</p> <ul style="list-style-type: none"> • Student presentation of case study findings of innovative material exploitation and communication techniques. • Worksheet production showing analysis of innovative material exploitation. • Group discussion of exemplar similar and existing work.

Sessions	Learning Outcome(s)	Session Activities
Session 5	LO1	<p>Topic: Design constraints Sub-topic(s): Screen-based graphic products, print-based graphic products, resolutions, formats, platforms Sample activities:</p> <ul style="list-style-type: none"> • Lecture on fundamental constraints for print and screen-based graphic design. • Produce poster of technical issues specific to product indicated in project brief. • Presentation of products that have positively exploited constraints.
Session 6	LO2	<p>Topic: Design ethics and legislation Sub-topic(s): Legislation including copyright, licensing, Creative Commons, consumer protection, equal opportunities, Disability Discrimination Act, privacy and trademarks, sustainability Sample activities:</p> <ul style="list-style-type: none"> • Investigation of design ethics in relation to brief. • Case study of positive and negative examples of ethical design practice. • Manifesto production of how personal design will meet legal and ethical requirements. • Group or paired presentation on design ethics and legalities in relation to brief.
Session 7	LO2 LO3	<p>Topic: Client needs Sub-topic(s): Tools and methods for project management, logistics, milestones, key deliverables, communication tools, online collaboration tools Sample activities:</p> <ul style="list-style-type: none"> • Set up of online project management space. • Practical task of collaborating online on mini-brief with a peer. • Visiting speaker discussion of tools used in industry.
Session 8	LO2	<p>Topic: Project management Sub-topic(s): Quality assurance, methods of review, testing, critique and reflection, standards Sample activities:</p> <ul style="list-style-type: none"> • Case study reviews of the application of quality assurance within the design development of graphic products. • Group discussion of quality assurance cycle. • Lecture on quality assurance and its place within the design cycle.

Sessions	Learning Outcome(s)	Session Activities
Session 9	LO2	<p>Topic: Graphic design costing</p> <p>Sub-topic(s): Economy within graphic design, communication with industry (suppliers, hosts, domain name providers, printers relevant to project brief), cost implications for work</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Discuss best practice for efficient communication with industry on production and materials costs. • Economy comparison study of at least three relevant industry quotes. • Revision of project scope in light of quotes.
Session 10	LO2	<p>Topic: Brief pitch</p> <p>Sub-topic(s): Communication with clients, pitching techniques, pitching media, managing feedback</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Group critique of brief. • Peer evaluation of brief. • Pitch of brief to client.
Session 11	LO3	<p>Topic: Risk assessment</p> <p>Sub-topic(s): Risk assessment and risk management in the design studio</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Produce poster with list of most evident risks and methods of hazard reduction. • Observation of operation in the studio during production of prototype or draft work. • Test of knowledge of risks and hazards in the studio.
Session 12	LO3	<p>Topic: Digital workspace and efficient workflow</p> <p>Sub-topic(s): Efficiency tools for automation, standardisation, file management and optimisation, workspace customisation</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Production test with specific standards. • Practical task with observed practice of workflow. • Group test with specific standards and file sharing. • Production of prototype(s).
Session 13	LO3	<p>Topic: Information application</p> <p>Sub-topic(s): Signs, symbols, ideograms, pictograms, icons, layout, hierarchy, structure and opportunities for communicating through information</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Practical workshop on using symbols within designs with critique at end. • Group exercise – create shared assets to simplify communication. • Set practical tasks for communicating solely through abstract signs and symbols within product. • Production of prototype(s).

Sessions	Learning Outcome(s)	Session Activities
Session 14	LO3	<p>Topic: Graphic materials and techniques testing 1</p> <p>Sub-topic(s): Image capture and digitisation, photography, image and text</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Practical response to exemplar material. • Case study and experimentation exercise. • Practical workshop on 1:1 basis after review of stimulus material. • Production of prototype(s).
Session 15	LO3	<p>Topic: Graphic materials and techniques testing 2</p> <p>Sub-topic(s): Opportunities for communicating through tangible process and material properties</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Set practical tasks on material and process exploitation. • Paired work – application of alternative materials and processes to designs. • Practical workshop on 1:1 basis after review of stimulus material. • Production of prototype(s).
Session 16	LO4	<p>Topic: Prototype 1</p> <p>Sub-topic(s): Application of skills to a prototype, drafting, mock up, visualisation</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Production of draft material with group critique. • Practical studio production exercise.
Session 17	LO4	<p>Topic: Refinement</p> <p>Sub-topic(s): Analysis, structured refinement, audience empathy, critique and peer review</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Production of action plan in response to feedback. • Structured refinement tasks. • Peer assessment covering testing of product and structured questions.
Session 18	LO4	<p>Topic: Presentation and delivery codes and conventions</p> <p>Sub-topic(s): Presenting ideas, digital and traditional presentation media, narratives within presentations, specifications and requirements for deliverables</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Case study reviews. • Mock presentations and multiple choice test for delivery specifications. • Practical test development of mock presentation materials. • Poster production of do's and don'ts.

Sessions	Learning Outcome(s)	Session Activities
Session 19	LO4	<p>Topic: Review</p> <p>Sub-topic(s): Review of individual student final work, revisit brief, match communication with original intentions</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual appointments to address individual student development needs. • Managed peer review of developmental work. • Worksheet questions on development work. • Self-assessment.
Session 20	LO4	<p>Topic: Design presentation</p> <p>Sub-topic(s): Presentation of final ideas, justification using industry conventions</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Pitch to a real client. • Pitch to the studio group with questions and answer time at end. • Panel presentation. • Group presentation.

Unit 15: Media Practices

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	4
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Unit Title:	Media Practices	Tutor:	
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Unit Number:	15	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Evaluate the equipment, techniques and processes of media production through contextual research.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop a media production proposal through research and experimentation, in response to a brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply media practice tools and techniques in the execution of a final outcome.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present the outcomes of a media practice design process to an identified audience.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic: Exploring different types of equipment Sub-topic(s): Choice of relevant equipment within chosen medium. Use of technical language Sample activities:</p> <ul style="list-style-type: none"> Students are introduced to a range of equipment from different mediums. Students conduct independent research into different types of cameras, sound recording equipment, lighting, editing equipment.
Session 2	LO1	<p>Topic: Understanding how to utilise selected equipment Sub-topic(s): Understanding appropriate techniques and processes (set up, camera angles, focus, sound recording, capturing footage, utilise editing techniques to create meaning). Use of technical language Sample activities:</p> <ul style="list-style-type: none"> Students will be shown examples of how media techniques and processes are used to record and capture footage and create meaning. Students will experiment with a range of techniques using specialist equipment.
Session 3	LO1	<p>Topic: Troubleshooting Sub-topic(s): Exercising control during footage capture, technical codes, problem solving and health and safety on location and within studio settings. Use of technical language Sample activities:</p> <ul style="list-style-type: none"> Students will practise footage capture using specialist equipment and review their materials to assess fitness for purpose. Students will maintain a safe work environment and make note of potential hazardous environments.
Session 4	LO1	<p>Topic: Post-production Sub-topic(s): Using editing software, image/audio correction, transitions, manipulation, special effects. Use of technical language Sample activities:</p> <ul style="list-style-type: none"> Students experiment with a range of editing equipment from different mediums. Students conduct independent research into different types of editing software, image/audio correction, transitions, manipulation, special effects.
Session 5	LO2	<p>Topic: Understanding and interpreting the demands of the brief Sub-topic(s): Research techniques; primary – questionnaires, focus groups, interviews and secondary – books, journals, internet Sample activities:</p> <ul style="list-style-type: none"> Students will plan research activities, in groups or in pairs. Students will undertake individual research relating to their own ideas and areas of interest.

Sessions	Learning Outcome(s)	Session Activities
Session 6	LO2	<p>Topic: Overall intentions in relation to the brief and ideas for finished production</p> <p>Sub-topic(s): Planning content, ideas generation, outline of content, proposal. Technical, aesthetic, logistical concerns. Consideration of identified audience</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Students will work in groups or pairs to discuss and generate ideas for their production activities. Students will conduct research such as questionnaires and focus groups to identify an intended audience. Students will research and identify appropriate legal constraints.
Session 7	LO2	<p>Topic: Preparing pre-production paperwork</p> <p>Sub-topic(s): Types of paperwork; shot lists, recce, storyboard, script, health and safety requirements, running order, track list</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Students will practise completing paperwork appropriate to their chosen medium. Students will gain tutor and peer feedback and make amendments as appropriate.
Session 8	LO2	<p>Topic: Time management</p> <p>Sub-topic(s): Tracking and recording process in appropriate format; log/journal, production portfolio, proposal, treatment, blog, illustrated report</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Students will begin planning their production activities and log them against appropriate timescales. Students will experiment with appropriate materials in which to record their evidence and identify a suitable format.
Session 9	LO3	<p>Topic: Correct operation of selected equipment and health and safety procedures</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Students will use appropriate equipment within their chosen medium, use appropriate set ups and capture required footage. Students will conduct risk assessments to check safety of working environments and produce relevant documentation to use during production.
Session 10	LO3	<p>Topic: Checking footage for appropriateness/fitness for purpose</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Students will check through capture footage and make notes of what works and what doesn't. Students will log which aspects of their work require reworking and make note of relevant timecodes.

Sessions	Learning Outcome(s)	Session Activities
Session 11	LO3	<p>Topic: Effective use of time planning, re-shooting/re-recording/acquiring additional footage</p> <p>Sub-topic(s): Project management, managing equipment and personnel</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Students will use project management techniques and planning materials for re-shooting/re-recording/acquiring additional footage. Students will ensure that all personnel and equipment is available when required and keep a log/journal of all activities.
Session 12	LO3	<p>Topic: Saving and storing captured footage</p> <p>Sub-topic(s): Recalling and editing, file protocols, file formats</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Students will work through all final footage and ensure it is safely stored and suitably logged using appropriate file formats and protocols. Students will begin initial editing activities and place footage into appropriate order according to planning documentation.
Session 13	LO3	<p>Topic: Importance of editing in relation to content and quality of final piece</p> <p>Sub-topic(s): Objectivity/subjectivity, value of critique, listening skills, confidence, respect other opinions, experience and knowledge</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Students will review footage and editing processes to ensure the quality of the final piece and review it in relation to original intentions. Students should gain feedback from others and apply this to their work where appropriate.
Session 14	LO3	<p>Topic: Techniques to enhance presentation of final production</p> <p>Sub-topic(s): Editing, cuts/transitions, adjusting levels, special effects</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Students will add final cuts, edits and transitions to their finished piece. Students will check continuity and add any special effects that they feel will enhance their work.

Sessions	Learning Outcome(s)	Session Activities
Session 15	LO3	<p>Topic: Evidencing the creative process, logs/journal, annotations, screenshots, audio descriptive commentary</p> <p>Sub-topic(s): Justification of choices through reflection and evaluation</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Students will review all of their production files, journals and logs. Students should ensure that all working processes and decisions have been recorded and that their work is suitably justified and annotated.
Session 16	LO4	<p>Topic: Present final product in appropriate format to intended audience</p> <p>Sub-topic(s): Adding video footage to webpages, digital graphic design work. Installation artwork, exhibition, fashion show</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Students will import/export their finished pieces into their intended format in a way that will appeal to the attended audience. Students will review their completed project to ensure it works correctly and troubleshoot any issues.
Session 17	LO4	<p>Topic: Assess success of media practice design</p> <p>Sub-topic(s): In relation to original intentions, audience and desired audience response</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Students will review their media practice design and evaluate it in relation to their original intentions. Students should fully and effectively evaluate whether their work will elicit the desired audience response.
Session 18	LO4	<p>Topic: Assess success of media practice design</p> <p>Sub-topic(s): When placed within/alongside production work. Quality and content of finished product</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Students will review their production work both as an individual piece and within the context of their design piece. Students will assess the quality of the content of their finished production work and whether it enhances their overall design piece.
Session 19	LO4	<p>Topic: Testing final product to gauge potential reaction of chosen audience</p> <p>Sub-topic(s): Gathering peer feedback, teacher feedback and audience responses</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Students will open their design piece up for audience review within the intended context and will gain feedback from their intended audience. Students will also gain audience, peer and tutor feedback and evaluate its appropriateness to the intended audience.

Sessions	Learning Outcome(s)	Session Activities
Session 20	LO4	<p>Topic: Evidencing the presentation and feedback process</p> <p>Sub-topic(s): Making use of focus group questionnaires, annotation, audience commentary, blog, reflective diary</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Students will review all of their planning, pre-production and post-production paperwork and ensure that it appropriately logs their creative journey. • Students will ensure that all work is fully and appropriately annotated and that good use has been made of feedback and commentary throughout, before final submission.

Unit 16: Material Practices

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	4
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Unit Title:	Material Practices	Tutor:	
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Unit Number:	16	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Explore historical and contemporary precedents in material practices.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop an approach to material practice through experimentation and testing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create a finished work, articulating a material practice for a selected work in context.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present a body of work that reflects both process and final outcome.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic: Introduction to unit and project theme</p> <p>Sub-topic(s): Project specifications and requirements</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentations relating to contemporary and historical design context. • Discussions of characteristics and requirements. • Group work on ideas and material possibilities.
Session 2	LO1	<p>Topic: Research</p> <p>Sub-topic(s): Identifying artists and material variants suitable for ideas</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Group discussions on current art practice. • Lecture presentation. • Harvard referencing exercises.
Session 3	LO2	<p>Topic: Introduction to workshop facilities</p> <p>Sub-topic(s): Safe working practice and workshop availability and technical support requirements demonstrations</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Demonstrations to group on specific equipment and appropriate skills needed for material practice. • Group tutorial and exercises related to safe working practice.
Session 4	LO2	<p>Topic: Exhibition and galleries and museum visit</p> <p>Sub-topic(s): Critique of artists' work and use of material for specific practice and exploration</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Explore a range of artists' work in situ or on display. • Discuss through critical analysis in group tutorial. • Students to work in pairs on critiquing work of others. • Present to group.
Session 5	LO2	<p>Topic: Produce blog/web or choice of documenting research/practice and material</p> <p>Sub-topic(s): Show methods of documenting research and practice related to material ideas and development</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Introduce a wide range of media for presenting work in progress. • Discuss samples for documenting and evidencing progress. • 1:1 discussions on initial research.

Sessions	Learning Outcome(s)	Session Activities
Session 6	LO2	<p>Topic: Material exploration</p> <p>Sub-topic(s): Investigate material types in relation to workshop facilities and experimental practice</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Practical task: produce several simple structures using range of materials available. • Discuss material qualities and constraints. • Identify possible solutions for further development.
Session 7	LO2	<p>Topic: Material types</p> <p>Sub-topic(s): Testing, experimenting, techniques and processes</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Identify material types for development of ideas. • Examine and explore surface qualities and references to specific theme requirements. • Develop ideas through practical experimentation. • Health and safety COSHH.
Session 8	LO2	<p>Topic: Analyse practical work in progress</p> <p>Sub-topic(s): Communication, exploration, source and developing ideas</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Group critique. • Present preliminary ideas for further development. • Review through peer assessment.
Session 9	LO2	<p>Topic: Lecture/artist workshop</p> <p>Sub-topic(s): Identify good working practice through own and others work</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Comment and document reflective accounts on work shown. • Examine and differentiate findings. • Annotate notes and further thinking. • What do artists do all day?
Session 10	LO2	<p>Topic: Ideas through practice response to research</p> <p>Sub-topic(s): Consider different methods of making through material processes looking at manipulation</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Practical task forming, sculpting, constructing to create ideas. • Refine and reflect. • Prepare work for final solutions.

Sessions	Learning Outcome(s)	Session Activities
Session 11	LO2 LO3	Topic: Context of practice Sub-topic(s): Communicate ideas in relation to context through material exploration Sample activities: <ul style="list-style-type: none"> • Illustrate final ideas for practical solutions. • Identify material type and suitability. • Contextualise final ideas. • Final processes and techniques.
Session 12	LO3	Topic: Function and analysis Sub-topic(s): Identify function of artefact in relation to material and analyse source, structure, flexibility and significant requirements Sample activities: <ul style="list-style-type: none"> • Practical task: work on final piece, product. • Identify problems and articulate development and final solutions. • 1:1 reviews.
Session 13	LO3	Topic: Problem solving and development Sub-topic(s): Constraints Sample activities: <ul style="list-style-type: none"> • Studio practice. • Adapt and produce alternative approaches through practical examination. • Use and illustrate changes. • Prepare work for final applications.
Session 14	LO3	Topic: Finishing techniques Sub-topic(s): Refine, reconstruct, compare, combine Sample activities: <ul style="list-style-type: none"> • Studio practice. • Practical task.
Session 15	LO3	Topic: Visual communications Sub-topic(s): Factors influencing design context and material suitability Sample activities: <ul style="list-style-type: none"> • Describe and formulate effectiveness of finished work. • Prepare final work for presentation.
Session 16	LO4	Topic: Present and select Sub-topic(s): Decision making, communicating ideas, discussing solutions Sample activities: <ul style="list-style-type: none"> • Discuss refined work and identify selected works for exhibition. • Organise space and presentation, portfolio.

Sessions	Learning Outcome(s)	Session Activities
Session 17	LO4	Topic: Establish exhibition space Sub-topic(s): Show plans, discussion, specify and consider Sample activities: <ul style="list-style-type: none"> Group work: produce a plan for exhibiting work including time, date, measurements, health and safety. Curating and equipment requirements related to specification of interior or exterior installation or exhibition.
Session 18	LO4	Topic: Review potential space for exhibition Sub-topic(s): Identify appropriate forms of presenting final work Sample activities: <ul style="list-style-type: none"> 1:1 Proposal plan for presentation. Studio practice and documenting final solutions.
Session 19	LO4	Topic: Preparation Sub-Topic: Select, identify, create, problem-specific requirements for exhibition/installations/site-specific Sample activities: <ul style="list-style-type: none"> Group: consult area for exhibition or installation. Select individual space where relevant. Prepare area for selected and final work. Produce statement of intent and context of own work.
Session 20	ALL	Topic: Exhibition Sub-topic(s): Presentation and critique Sample activities: <ul style="list-style-type: none"> Discuss and analyse exhibited work. Peer review overall exhibitor or works. Document findings.

Unit 17: Art/Craft Production

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	4
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Unit Title:	Art/Craft Production	Tutor:	
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Unit Number:	17	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Investigate the rationale for art and craft production in different contexts.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explore processes and practices of art & craft through the production of tests and samples.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop a finished art or craft outcome through an iterative process, in response to a brief.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present a finished art or craft outcome to an audience, responding to feedback.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	Topic: Makers and crafters Sub-topic(s): Investigating producers, defining creative production in art and craft Sample activities: <ul style="list-style-type: none"> Rationale for unit, rationales for art and craft production, areas for investigation (types of art production, including conceptual). Types of craft production, including collaborative, methodology (definition of terms, scope of investigation).
Session 2	LO1	Topic: Makers and crafters Sub-topic(s): Investigating art production Sample activities: <ul style="list-style-type: none"> Investigating creative processes of different artists, including desk research, visits, interviews, note taking, review, writing up.
Session 3	LO1	Topic: Makers and crafters Sub-topic(s): Investigating craft production Sample activities: <ul style="list-style-type: none"> Investigating creative processes of different crafters, including desk research, visits, interviews, note taking, review, writing up.
Session 4	LO1	Topic: Makers and crafters Sub-topic(s): Investigating production that doesn't fit art/craft boundaries easily Sample activities: <ul style="list-style-type: none"> Investigating creative processes of different makers who are defined or define themselves outside art and craft boundaries, including desk research, visits, interviews, note taking, review, writing up.
Session 5	LO1	Topic: Makers and crafters Sub-topic(s): Final write up and presenting Sample activities: <ul style="list-style-type: none"> Review, writing up, student presentations to group, feedback.
Session 6	LO2	Topic: Producing an idea Sub-topic(s): Making something of an idea 1 Sample activities: <ul style="list-style-type: none"> Discussion of ideas students came across in other units and for LO1, current issues and creative concerns. Scope for working with an idea within the scope of LO2. Initial practical experiments. Decisions on pursuit of art/craft or mixed approach.
Session 7	LO2	Topic: Producing an idea Sub-topic(s): Reflective practice Sample activities: <ul style="list-style-type: none"> Models for reflective practice, how 'thinking in doing' can help students' awareness and progression. Practical/reflective activities and discussion. Application within LO2.

Sessions	Learning Outcome(s)	Session Activities
Session 8	LO2	Topic: Producing an idea Sub-topic(s): Making something of an idea 2 Sample activities: <ul style="list-style-type: none"> • Studio/workshop experimentation and practice with art/craft production.
Session 9	LO2	Topic: Producing an idea Sub-topic(s): Making something of an idea 3 Sample activities: <ul style="list-style-type: none"> • Studio/workshop experimentation and practice with art/craft production.
Session 10	LO2	Topic: Producing an idea Sub-topic(s): Making something of an idea 4 Sample activities: <ul style="list-style-type: none"> • Studio/workshop experimentation and practice with art/craft production.
Session 11	LO2	Topic: Producing an idea Sub-topic(s): Making something of an idea 5 Sample activities: <ul style="list-style-type: none"> • Studio/workshop show, discussion, crit, progress check, discussion of any issues, difficulties, alternative approaches.
Session 12	LO3	Topic: Art/craft brief Sub-topic(s): Client briefing Sample activities: <ul style="list-style-type: none"> • Client (community, business, gallery, self) presents requirement, with outline of specific needs/parameters. • Discussion of practical issues and group discussion of creative production potential.
Session 13	LO3	Topic: Art/craft brief Sub-topic(s): Production 1 Sample activities: <ul style="list-style-type: none"> • Working in groups or individually, investigating and applying appropriate production methods, troubleshooting, seeking technical assistance, applying learning from LO2.
Session 14	LO3	Topic: Art/craft brief Sub-topic(s): Production 2 Sample activities: <ul style="list-style-type: none"> • Working in groups or individually, investigating and applying appropriate production methods, troubleshooting, seeking technical assistance, applying learning from LO2.
Session 15	LO3	Topic: Art/craft brief Sub-topic(s): Production 3 Sample activities: <ul style="list-style-type: none"> • Working in groups or individually, investigating and applying appropriate production methods, troubleshooting, seeking technical assistance, applying learning from LO2.

Sessions	Learning Outcome(s)	Session Activities
Session 16	LO3	Topic: Art/craft brief Sub-topic(s): Production 4 Sample activities: <ul style="list-style-type: none"> Working in groups or individually, investigating and applying appropriate production methods, troubleshooting, seeking technical assistance, applying learning from LO2.
Session 17	LO3	Topic: Art/craft brief Sub-topic(s): Production 5 Sample activities: <ul style="list-style-type: none"> Completion of production.
Session 18	LO4	Topic: Fine tuning the production Sub-topic(s): How feedback can work in a creative/industrial/technical context Sample activities: <ul style="list-style-type: none"> Case studies of feedback and ways it has influenced production.
Session 19	LO4	Topic: Fine tuning the production Sub-topic(s): Organising ongoing feedback Sample activities: <ul style="list-style-type: none"> Techniques to elicit feedback from peers, clients, seeking feedback on production in early stages.
Session 20	LO4	Topic: Fine tuning the production Sub-topic(s): Feedback in the closing stages of a production Sample activities: <ul style="list-style-type: none"> Getting useful feedback without derailing a production, getting timely feedback, focusing on specific issues, showing how you have responded to feedback.

Unit 18: Digital Design Practices

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	4
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Unit Title:	Digital Design Practices	Tutor:	
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Unit Number:	18	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Investigate the use of digital design principles in the production of user experience, through research and analysis.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop a usability strategy, integrating interface design and user experience, in response to a brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produce a digital design product, based on a usability strategy, in response to a brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present a digital design interface for testing and evaluation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic: Project brief</p> <p>Sub-topic(s): Establish design problem, contextualise product, historic and contemporary example solutions, identify specific product constraints, platforms</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual or group mind-map of mobile application ideas. • Preliminary investigation into similar and existing products. • Group discussion of design process for brief.
Session 2	LO1	<p>Topic: Research methods</p> <p>Sub-topic(s): Opportunities for undertaking focused research using strategic methods including hits and views, demographics testing and similar and existing comparison</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Practice research techniques for brief. • Case study on research techniques for digital design development.
Session 3	LO1	<p>Topic: Constraints</p> <p>Sub-topic(s): Investigation of compatibility, regulators and accessibility</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Group work and presentation on selective area of constraints that apply across a specific platform. • Lecture on regulators, compatibility and accessibility followed by practical research.
Session 4	LO1	<p>Topic: Design principles</p> <p>Sub-topic(s): Exploration of different design principles and purposes</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Student presentation of case study findings of interface. • Worksheet production showing analysis of innovative material exploitation. • Group discussion of exemplar similar and existing work.
Session 5	LO1	<p>Topic: The user</p> <p>Sub-topic(s): User experience and user interface within digital design</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Case study revision. • Student static responses to exemplar material. • Testing and critique of different interfaces.

Sessions	Learning Outcome(s)	Session Activities
Session 6	LO2	<p>Topic: Visual interface</p> <p>Sub-topic(s): Placement, ergonomics and anthropometrics, typography, identity, structure and hierarchy</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Case studies seminar. • Proposals by students on their own ideas. • Student-led seminar on exemplar work.
Session 7	LO2	<p>Topic: Interaction and narrative</p> <p>Sub-topic(s): Investigating opportunities for usability and interaction with visual, audio, tactile/haptic, inertia and sensors</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Learners present an idea based on a response to an existing product. • Case study review with independent research following the study.
Session 8	LO2	<p>Topic: Project management</p> <p>Sub-topic(s): Quality assurance, methods of review, testing, critique and reflection, standards</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Case study reviews of the application of quality assurance within the design development of graphic products. • Group discussion of quality assurance cycle. • Lecture on quality assurance and its place within the design cycle.
Session 9	LO2	<p>Topic: Writing the proposal</p> <p>Sub-topic(s): Draft proposals</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Practical session with 1:1 revision of proposal. • Group work creating team proposal. • Review of others' proposals with peer feedback.
Session 10	LO2	<p>Topic: Proposal pitch</p> <p>Sub-topic(s): Usability strategy proposal needs, visual communication for digital design techniques</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Group critique of proposal. • Peer evaluation of proposal. • Pitch of proposal to client.

Sessions	Learning Outcome(s)	Session Activities
Session 11	LO3	Topic: Prototyping Sub-topic(s): Prototyping applications, wire-framing and flow maps Sample activities: <ul style="list-style-type: none"> Review of a specific workflow process and analysis of issues therein. Practical test using different software for each sub-topic.
Session 12	LO3	Topic: Production methods Sub-topic(s): Image production, image manipulation, compatibility, opportunities to exploit frameworks or templates and themes Sample activities: <ul style="list-style-type: none"> Practical test of productivity in exploiting ready available resources. Case study review of exemplar material. Student presentation on efficiencies and issues with ready available resources.
Session 13	LO3	Topic: Digital workspace and efficient workflow Sub-topic(s): Efficiency tools for automation, collaboration, organisation, asset management and appropriate tools Sample activities: <ul style="list-style-type: none"> Production test with specific standards. Practical task with observed practice of workflow. Group test with specific standards and file sharing. Production of prototype(s).
Session 14	LO3	Topic: Quality Sub-topic(s): Risk assessment and risk management in the design studio, review and self-reflection and analysis Sample activities: <ul style="list-style-type: none"> Review of a specific workflow process and analysis of issues therein. Test of knowledge of risks to the digital design workflow.
Session 15	LO3	Topic: Release of prototype Sub-topic(s): Optimisation, export, visuals, assets, directories and delivery to the client Sample activities: <ul style="list-style-type: none"> Lecture on techniques. Seminar on techniques followed by student application of learning in a practical test. Review of case study with personal action plans. Pitch of personal methods and critique.

Sessions	Learning Outcome(s)	Session Activities
Session 16	LO4	<p>Topic: Prototype 1</p> <p>Sub-topic(s): Application of skills to a prototype, mock up, visualisation</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Practical studio production exercise. • Critique of prototype and project. • Presentation of prototype.
Session 17	LO4	<p>Topic: Testing and review</p> <p>Sub-topic(s): Emulation, compatibility, usability</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Workshop testing on different platforms. • Comparison of prototypes to similar and existing products. • Focus group feedback.
Session 18	LO4	<p>Topic: Market</p> <p>Sub-topic(s): Review of relationship of product to marketplace constraints covering system guidelines and marketplace policies</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Critique in response to guidelines and policies. • Case study review of adaptations by other companies. • Practical revision of product in response to policies.
Session 19	LO4	<p>Topic: Critique</p> <p>Sub-topic(s): Review of individual student final work in response to competition, production process, fitness for purpose, target market, brief and proposal</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual appointments to address individual student development needs. • Managed peer review of developmental work. • Worksheet questions on development work. • Self-assessment.
Session 20	LO4	<p>Topic: Presentation</p> <p>Sub-topic(s): Presentation of product along with evaluation</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual or group presentations of products with evaluation to a panel. • Individual or group presentations of products with evaluation to a class. • Individual or group presentations of products with evaluation to a client.

Unit 19: Packaging Design

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	4
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Unit Title:	Packaging Design	Tutor:	
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Unit Number:	19	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Explain how the functions of packaging impact on its design, with reference to historical and contemporary precedent.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate the requirements for packaging in response to a brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop packaging prototypes in support of a given product.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present a product packaging strategy for a given product.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic: Functions of packaging</p> <p>Sub-topic(s): Introductions to packaging function: advertise the product</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Discuss a range of packaging, define audience and visual cues that give indication of audience and concept for aesthetic style. • Students to find examples for similar products that are packaged to appeal to different categories of consumers.
Session 2	LO1	<p>Topic: Functions of packaging</p> <p>Sub-topic(s): Introductions to packaging function: protect the product</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Discuss a range of packaging materials, why a product may need protection. • Students to find examples from a range of materials and constructions used to protect contents; they should look throughout different product categories. Identify the risk to the content and how that is minimised through effective packaging.
Session 3	LO1	<p>Topic: Functions of packaging</p> <p>Sub-topic(s): Introductions to packaging function: facilitate use of the product</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Discuss examples of how packaging can facilitate use. • Students to find example of how the form can facilitate use, ergonomics. • Students to find examples of how surface graphics encourage intended use. • Also review standards for labelling, ingredients, weights and warnings.
Session 4	LO1 LO2	<p>Topic: Define requirement for packaging</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Analyse the brief • What are the parameters for success? <p>Sample activities:</p> <ul style="list-style-type: none"> • Taste the product, initial ideas generation. • Design sketches, using iterative variations. • Consider form, broader advertising concept, surface graphics.

Sessions	Learning Outcome(s)	Session Activities
Session 5	LO2	Topic: Define the competition Sub-topic(s): Analyse the brief Sample activities: <ul style="list-style-type: none"> • In small groups, analyse the competition to the client's product. • How does its packaging fulfil its functions? • What does its packaging look like and to whom is it marketed? • What materials is it made from and why do you think that is? • How does its packaging facilitate use?
Session 6	LO3	Topic: Developing packaging prototypes Sub-topic(s): Ideas generation Sample activities: <ul style="list-style-type: none"> • Design sketches, using iterative variations. • Consider form, broader advertising concept, surface graphics. • Material sampling and evaluation.
Session 7	LO3	Topic: Developing packaging prototypes Sub-topic(s): Ideas generation Sample activities: <ul style="list-style-type: none"> • Exploring materials and forms. • Test very early prototypes in a range of material. • Evaluate suitability.
Session 8	LO3	Topic: Developing packaging prototypes Sub-topic(s): Sense checking Sample activities: <ul style="list-style-type: none"> • Is the design so far suitable for the audience, clients and other key stakeholders? • Consider other product and design in the life of your audience, how your packaging fits into their world.
Session 9	LO3	Topic: Developing packaging prototypes Sample activities: <ul style="list-style-type: none"> • Develop surface graphics using Adobe Illustrator. • Formatting text. • Drawing shapes. • Bezier Pen tool. • Pathfinder. • Align. • Defining colours (process and spot).
Session 10	LO3	Topic: Developing packaging prototypes Sub-topic(s): Creating cut path in Illustrator Sample activities: <ul style="list-style-type: none"> • Demonstration of creating and printing with cut path. • Using Roland printer and cutter.

Sessions	Learning Outcome(s)	Session Activities
Session 11	LO3	Topic: Developing packaging prototypes Sub-topic(s): Initial realisation Sample activities: <ul style="list-style-type: none"> • Test print mock-up test folds and forms. • Evaluate examples, identify areas for development.
Session 12	LO4	Topic: Developing packaging prototypes Sub-topic(s): Initial group critique Sample activities: <ul style="list-style-type: none"> • Discuss solution created so far, identify areas for improvement. • Record comments and suggestions for improvements.
Session 13	LO3	Topic: Developing packaging prototypes Sub-topic(s): Refine realisation Sample activities: <ul style="list-style-type: none"> • Make modifications to the proposed solution based on reflection since the group critique. • Work through iterative variations. • Compare against existing products. • Identify where conventions can be challenged.
Session 14	LO1 LO2	Topic: Design studio visit Sample activities: <ul style="list-style-type: none"> • Discuss with the creative director packaging work produced by the studio. • Discuss the design process and special considerations. • Group to plan questions to ask design team. • Write a report on what was learnt from the visit.
Session 15	LO3	Topic: Developing packaging prototypes Sub-topic(s): Refine realisation Sample activities: <ul style="list-style-type: none"> • Make modifications to the proposed solution based on reflection since the design studio visit. • Consider card stock. • Identify sustainability issues. • Discuss: how can the packaging design contribute to a sustainable future?
Session 16	LO1 LO2	Topic: Printers (packaging specialists) visit Sample activities: <ul style="list-style-type: none"> • Meeting with technical director and sales lead. • Discuss the substrates used for different products and why. • Discuss the use of standard forms used for a number of products. • Discuss specifications for artwork. • Group to plan question to ask team.

Sessions	Learning Outcome(s)	Session Activities
Session 17	LO3	Topic: Finalise packaging prototypes Sub-topic(s): Finalise realisation Sample activities: <ul style="list-style-type: none"> • Make modifications to the proposed solution based on visit to the printers. • Refine digital artwork so suitable for professional printing. • Breaking/embedding type. • Checking colour separations. • Adding printer's notes.
Session 18	LO4	Topic: Preparing the pitch Sample activities: <ul style="list-style-type: none"> • Presentation techniques. • Eye contact, use of notes, volume, pausing, gestures, extemporaneous delivery. • Examples of good and bad supporting materials. • Prepare supporting slide and practice presentations.
Session 19	LO4	Topic: Presentations Sample activities: <ul style="list-style-type: none"> • Each student to give a five-minute presentation. • Outline the strategy for the packaging solution. • Highlight how it fulfils its functions. • Upload supporting slides. • Hand in research and visual journal and prototypes • Upload unit evaluation.
Session 20	LO4	Topic: Feedback and review Sample activities: <ul style="list-style-type: none"> • Read and respond to written feedback. • 1:1 discussion.

Unit 20: Ceramic and Glass

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	4
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Unit Title:	Ceramic & Glass	Tutor:	
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Unit Number:	20	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Evaluate contemporary and historic precedents through contextual research into ceramic and glass.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explore materials, processes and conventions through the production of ceramic and glass samples.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop a design proposal for ceramic and glass artefacts, through research and experimentation, in response to a brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present a collection of finished ceramic and glass artefacts, in response to a brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	All	<p>Topic: Ceramic and glass and the creative material context</p> <p>Sub-topic(s): Historic and contemporary precedent</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Introduction to the subject and the unit's content and assessment strategy.
Session 2	LO1	<p>Topic: Overview of primary research methods in ceramic and glass</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • How to navigate museum and gallery institutions. • Professional conventions and strategies to access art and design studios. <p>Sample activities:</p> <ul style="list-style-type: none"> • Explore the visual recording techniques of ceramics and glass with drawings, illustrations, photographs and accumulation of promotional material of contemporary and historical types of ceramic and glass. • Make a study visits to museums, galleries, stores and art/design studios with relevant ceramic and glass collections.
Session 3	LO1	<p>Topic: Demonstration of primary research methods and techniques in ceramic and glass</p> <p>Sub-topic(s): Recognition of past experience of expression and development on new techniques</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • How to use a sketchbook to record and reflect inspiration, contextual research and demonstrate how it feeds the iteration of design work. • Explore a range of graphic approaches and how they relate to research development and production. • Using a sketchbook, students undertake a variety of methods of recording and illustrating primary research.

Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1	<p>Topic: Overview of secondary research in ceramic and glass</p> <p>Sub-topic(s): Originality, understanding 'genre' in the arts and 'simultaneous invention'</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Learn to use the online resources for ceramics and glass institutionally, nationally and internationally with appropriate selection, citation conventions and storage of research material. • Gain access to the institution's libraries and collections, record key texts, periodicals available either already provided by the reading list or through own research. • Using research, identify key inspirational images and information in the development for the design work. • How to collate and prioritise research material for design intentions. • In groups, students share range of resources related to individual design interests.
Session 5	LO2	<p>Topic: Overview and demonstration of health and safety in the workshop</p> <p>Sub-topic(s): Housekeeping and personal responsibility</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Use Safe Systems of Work (SSOW). • Use the Control of Substances Hazardous to Health (COSHH). • Testing and recording conventions in ceramics and glass. • Students undertake a small group quiz on session content to reinforce learning and understanding of health and safety issues in the subjects.
Session 6	LO2	<p>Topic: Overview and demonstration of ceramic and glass material preparation for production</p> <p>Sub-topic(s): Material choices and specialist producers</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Preparation of materials in ceramics and glass including wedging of clay and cutting sheet glass. • Introduction of metal additions into glass for fusing. • Staff demonstrations and lecture followed by the undertaking techniques of wedging and preparing clay. Also cutting sheets of glass and elements to fuse with metal additions.

Sessions	Learning Outcome(s)	Session Activities
Session 7	LO2	<p>Topic: Overview and demonstration of batch, volume and unique production in ceramic and glass</p> <p>Sub-topic(s): Timelines of manufacture</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Forming processes in ceramics and glass including pinching, coiling, modelling, soft and firm slabbing of clay. The moulding processes in ceramics and glass including plaster work with casting and pressing.
Session 8	LO2	<p>Topic: Overview and demonstration of ceramic finishing and kiln use</p> <p>Sub-topic(s): Eutectics</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Electric kiln firing processes in ceramic. Finishing techniques in ceramic. Prepare ceramic work for firing, pack kiln and fire to bisque.
Session 9	LO2	<p>Topic: Overview and demonstration of kiln work in glass</p> <p>Sub-topic(s): Managing kiln time effectively</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Electric kiln firing processes in glass. Finishing techniques in glass. Free slumping and in moulds. Firing of prepared glass in kiln, explore use of slumping techniques. Inside and on top of bisque ceramic forms.
Session 10	LO2	<p>Topic: Overview and demonstration in the use of colour in ceramic and glass</p> <p>Sub-topic(s): Understanding testing conventions</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Coloured decorating slips, underglazes, coloured chips and enamels. Production of colour samples which reinforce design intentions using different application techniques. These are prepared for firing in an electric kiln in ceramic and glass.
Session 11	LO3	<p>Topic: What is a personal three-dimensional design approach in ceramic and glass?</p> <p>Sub-topic(s): Professional conventions of design processes</p> <p>Sample activities:</p> <ul style="list-style-type: none"> The use of maquettes, models and prototypes in design development. Staff demonstration and lecture with production of a selection of maquettes in clay and other materials relating to sketchbooks and iteration of design ideas. Discussion of design process and its value and impact.

Sessions	Learning Outcome(s)	Session Activities
Session 12	LO3	<p>Topic: Overview of integral surfaces in ceramic and glass</p> <p>Sub-topic(s): Bas and high relief</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Experimentation of surfaces between ceramics and glass. Staff demonstration and lecture with creation of forms which are complex in their structure as a plane which can be biscuit-fired for glass to be slumped onto both flat sheet and as pressed and hump forms.
Session 13	LO3	<p>Topic: Overview of applied surfaces in ceramic and glass</p> <p>Sub-topic(s): Composition and focus in an object</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Experimentation of modelled and applied surfaces applied to ceramic forms. Staff demonstration and lecture with creation of forms with an asymmetric surface which can be used to define areas relating to glass.
Session 14	LO3	<p>Topic: Overview of pattern and surface qualities in ceramic and glass</p> <p>Sub-topic(s): Scale and surface pattern</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Experimentation with the use of stamps and pattern construction to ceramic forms. Staff demonstration and lecture with creation of forms with relief surfaces and complex symmetrical patterns which will subsequently be biscuit-fired for glass to be slumped onto both flat sheet and as pressed and hump forms.
Session 15	LO3	<p>Topic: How to develop a range in ceramic and glass</p> <p>Sub-topic(s): How to develop a design narrative as opposed to an arts concept</p> <p>Sample activities:</p> <ul style="list-style-type: none"> What is a range of ceramics and glass artefacts? How to characterise a range from samples and design development undertaken. Development of a strategy for a range of glass and ceramics using research in both ceramic and glass samples and experiments. Demonstrating through sketchbook and maquettes the creative potential to be undertaken. Using these elements, discussion in pairs: opportunities and pitfalls technically and aesthetically.

Sessions	Learning Outcome(s)	Session Activities
Session 16	LO4	<p>Topic: How to reflect on the refinement and finished qualities of ceramic and glass</p> <p>Sub-topic(s): Language in analysis of artefacts</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Interrogation of detail in forms and surfaces of ceramics and glass artefacts. How do you know the work presented in ceramics and glass is finished? Small group session with a formal written analysis of a colleague's artefact/s using a staff questionnaire to interrogate the quality and impact of the artefact/s.
Session 17	LO4	<p>Topic: Expressing the visual and technical identity of ceramic and glass artefacts</p> <p>Sub-topic(s): Professional exemplars and use of expression in ceramics and glass</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Drawings and arrangements of current and potential artefacts to explore the rationale and context of the work. Produce drawings which visually explore the different material qualities expressed by ceramic and glass. Are visual languages being demonstrated coherently?
Session 18	LO4	<p>Topic: The presentation of a ceramic and glass range so diverse audiences can engage effectively from an art or design perspective</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Management of research within the presentation. Management of the presentation verbally and visually. <p>Sample activities:</p> <ul style="list-style-type: none"> Articulate the art or design context appropriately with impact. Staff lecture and demonstration; working in pairs, students identify three key aspects of their range and discuss and demonstrate their initial presentation intentions.
Session 19	LO4	<p>Topic: Demonstration and presentation in the power of display and installation of ceramic and glass artefacts</p> <p>Sub-topic(s): Space and place</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Introduction to exemplars of display and installation of design and artworks in ceramics and glass, indicating three key aspects of the range presented. Staff demonstration followed by group work with some of the artefacts produced with display materials to explore the potential of their artefacts.
Session 20	All	<p>Topic: Completion of unit review</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Feedback on assessment.

Unit 21: Accessories

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	4
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Unit Title:	Accessories	Tutor:	
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Unit Number:	21	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Explore contemporary and historical precedents related to fashion accessories, through contextual research.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate materials and processes through experimentation and testing, to produce initial accessory design prototypes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Design a collection of accessories based on research and development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present designs for an accessory collection, reflecting suitability for market, use of materials and sustainability.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1		<p>Topic: Introduction to the brief</p> <p>Sub-topic(s): Scenario, references to industry practice, creative, cultural, social, political, economic trends and contexts.</p> <p>Sample activities:</p> <ul style="list-style-type: none"> ○ Introductory discussion on brief/scenario. ○ Ongoing schedule updates for project given coursework tasks/units. ○ Highlight high-grade examples of previous students' work. ○ Research the work of particular accessory designers, the cultural aspects of that time, music, politics, film, art etc. ○ Produce design pages and mood-board. ○ Look at a diverse range of historical and contemporary accessory designers/craftspeople. ○ Begin designs for an accessory inspired by research.
Session 2	LO1	<p>Topic: Contemporary and historical precedents related to fashion accessories</p> <p>Sub-topic(s): Industrial developments – shoemakers, milliners, leatherwork, jewellery (silversmith).</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Complete visual and written evidence of knowledge of several historical and contemporary periods. • Describe history and society's influence on accessory design and production. • Focus on the discoverers and inventors of different accessories. • Document the changes in accessory manufacture and industry. • Analyse the environmental and ethical implications of some manufacturing processes (use of mercury in millinery – mad hatter's disease – Hat Works, Stockport). • Create a timeline. • Present findings in a book.

Sessions	Learning Outcome(s)	Session Activities
Session 3	LO1	<p>Topics: Drawn ideas for an accessory inspired by personal research</p> <p>Sub-topic(s): Choosing materials/fabrics for specific garments, function and purpose. Material/fabric analysis methods, design, illustrations.</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Identify different fashion accessories – function, purpose, aesthetic. Create a small portfolio of materials/fabrics/fibres/stitched samples. Produce some designs for an accessory based on research. Present ideas to the group. Create some fashion illustrations of accessories.
Session 4	LO1	<p>Topic: Investigation into the production of accessories</p> <p>Sub-topic(s): Production techniques – pattern cutting, creating prototypes, fittings and final production, sewing, over-locking, ironing, basting, construction.</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Research the production techniques involved in producing accessories. Visit a local milliner or shoe manufacturer – interview craftspeople. Carry out a series of practical tasks – create different seams, over-lock etc.
Session 5	LO1	<p>Topic: Investigation into the manufacturing of accessories</p> <p>Sub-topic(s): Production techniques – pattern cutting, creating prototypes, fittings and final production, sewing, over-locking, ironing, basting, construction.</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Research the manufacturing techniques involved in producing accessories. Visit a local milliner or shoe manufacturer – interview craftspeople. Carry out a series of practical tasks – create different seams, over-lock etc.

Sessions	Learning Outcome(s)	Session Activities
Session 6	LO2	<p>Topic: Experimentation and testing Sub-topic(s): Testing of materials, experimentation and sampling in leather, wood, metal, resin, digital print, plastics, recyclable and 3D resistant materials etc.</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Highlight importance of material/fabric testing, sampling with techniques in any project/paid commission. • Working from initial drawings, develop a body of sampling work using a wide range of materials/techniques. • Show how this initial work will feed directly into some extensive sampling where students will consider how textiles and sculptural materials can move and be worn on the human body. • Draw different body shapes, measuring specific areas of the body, acknowledging the how accessories will fit/complement body/outfit.
Session 7	LO2	<p>Topic: Design development and selection of pattern Sub-topic(s): Using gathered research, consider and plan ideas for an accessory. Organise materials for production. Select a pattern and suitable materials/fabrics/lining materials.</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Visit a haberdashery stockist (Abakhan, Manchester) to choose a suitable pattern and fabric (including trimmings) to work with. • Prepare pattern-cut to size and arrange on fabric. • Create a flow chart of stages of production.
Session 8	LO2	<p>Topic: Design development – social, cultural and environmental awareness – influence on design decisions Sub-topic(s): Create different design elements to accessories, shape, structure, proportion, pockets, hemline, fastenings, height, length and width.</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Understand pattern symbols and the general key. • Using own designs, begin to adapt a pattern so it fits requirements. • Document production process in the form of a flow diagram or step-by-step guide.

Sessions	Learning Outcome(s)	Session Activities
Session 9	LO2	<p>Topic: Evaluation of potential and limitations of materials, techniques and processes</p> <p>Sub-topic(s): Documented production process in the form of a flow diagram or step-by-step guide, create different shape to accessory, sleeves, pockets, neckline, hemline, fastenings, length and width.</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Understand pattern symbols and the general key. • Using own designs, begin to adapt a pattern so it fits requirements. • Document production process in the form of a flow diagram or step-by-step guide.
Session 10	LO2	<p>Topic: Produce prototypes</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Propose new designs for fashion forward, luxury and high-street markets. • Record social and cultural awareness when considering the environment and design decisions.
Session 11	LO3	<p>Topic: Operate equipment and machinery safely</p> <p>Sub-topic(s): Health and safety, environmental risks and hazards, safe operation of machinery, documented production process flow diagrams, step-by-step guides, experiments with production techniques.</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Health and safety seminar. • Carry out a risk assessment of workplace/studio. • Further selection and sampling. • Analyse collection of mood-board imagery. • Present ideas in a group critique setting.
Session 12	LO3	<p>Topic: Produce collection of fashion accessories based on research and development</p> <p>Sub-topic(s): Construction, modifications and adaptations, fully and appropriately assemble a prototype, fashion forward, luxury and high-street markets.</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Drawn ideas for accessory – fashion design illustrations. • Select appropriate shapes and forms of accessories, including specific patterns and textures. • Final design development. • Pattern-cutting and visualisation.

Sessions	Learning Outcome(s)	Session Activities
Session 13	LO3	Topic: Produce outcomes Sample activities: <ul style="list-style-type: none"> Modification and further development. Make final decisions about the style and design of accessory. This may involve lengthening/shortening, embellishing adding a collar, frill pocket etc.
Session 14	LO3	Topic: Produce outcomes Sample activities: <ul style="list-style-type: none"> Students work in studios on the development of their accessory collections.
Session 15	LO3	Topic: Produce outcomes Sample activities: <ul style="list-style-type: none"> Students work in studios on the development of their accessory collections.
Session 16	LO4	Topic: Present an evaluation of a collection of fashion accessories, in relation to suitability for market, use of materials and sustainability. Sub-topic(s): Record of the product's construction and manufacture. The sequence of operation could take the form of a creative flow diagram or step-by-step guide. Sample activities: <ul style="list-style-type: none"> Modification and further development. Make final decisions about the style and design of accessory, adapting commercial pattern accordingly. This may involve lengthening/shortening, embellishing adding a collar, frill pocket etc.
Session 17	LO4	Topic: Evaluate suitability for market, use of materials and sustainability Sub-topic(s): Final fitting, adaptations made. Sample activities: <ul style="list-style-type: none"> Students work in studio on final fitting and adaptations.
Session 18	LO4	Topic: Critically evaluate and reflect upon own ideas, development, concepts, planning and production Sub-topic(s): Final fitting, adaptations made. Sample activities: <ul style="list-style-type: none"> Video final stages of production. Organise exhibit/photo shoot.

Sessions	Learning Outcome(s)	Session Activities
Session 19	LO4	<p>Topic: Carry out quality checks</p> <p>Sub-topic(s): Final fitting, adaptations made, quality checks to professional standards, photographs of various stages of garment production, feedback from model/client.</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Produce final product. • Finalise the production process. • Document this process from start to finish. • Any alterations or amendments to be carefully noted. • Create a flow diagram or step-by-step guide including the sequence of operation, specific techniques used, threads, trims and quality checks.
Session 20	LO4	<p>Topic: Evaluate</p> <p>Sub-topic(s): Analysis of own planning and development, designs and ideas, photographic evidence, reflections and evaluations, quality checks to professional standards, timeline, step-by-step, flow chart of accessory production, photographs of various stages of accessory production, feedback from model/client.</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Present sketchbook/file and outcome to the group. • Create a blog documenting contextual research, ideas generation, development, experimentation and processes. • Peer assessment through reflection on work and development from evaluations. • Evaluation of entire project. • Group critique.

Unit 22: Printmaking

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	4
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Unit Title:	Printmaking	Tutor:	
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Unit Number:	22	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Explore the development of printmaking technologies and practices through historic and contemporary precedent research.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate printmaking processes and techniques through experimentation using different materials and technologies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop propositions towards a final outcome through an iterative design process.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present a body of printmaking work that communicates both development process and final outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	Topic: Building on Level 3 printmaking Sub-topic(s): Relating to other course units Sample activities: <ul style="list-style-type: none"> • Introduction, the studio, health and safety, basic print activity. • Introduction to the unit. • Teaching activities: overview of key elements of the module.
Session 2	LO1	Topic: Basic prints, monotypes – relationship to other units Sub-topic(s): Historical and contemporary references – illustrated examples of the process Sample activities: <ul style="list-style-type: none"> • Personal research into printmaking processes.
Session 3	LO2	Topic: Graphics applications; image and text via basic print techniques Sub-topic(s): Historical and contemporary references – illustrated examples of the process Sample activities: <ul style="list-style-type: none"> • Font selection and manipulation. • Photo-screen exposure.
Session 4	LO2	Topic: Textiles applications; repeat pattern via basic print techniques Sub-topic(s): Historical and contemporary references – illustrated examples of the process Sample activities: <ul style="list-style-type: none"> • Photo-screen exposure. • Fabric selection for print trials. • Repeat pattern composition.
Session 5	LO2	Topic: Fine art applications; drawing and painting via basic print techniques Sub-topic(s): Historical and contemporary references – illustrated examples of the process Sample activities: <ul style="list-style-type: none"> • Photo-screen exposure. • Convert drawing/design to acetate for photo silkscreen. • Plate preparation for dry-point etching.

Sessions	Learning Outcome(s)	Session Activities
Session 6	LO2	<p>Topic: 3D applications; construction and vac forming via basic print techniques</p> <p>Sub-topic(s): Historical and contemporary references – illustrated examples of the process</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Photo-screen exposure. • Vac-form demonstration – allow for image distortion. • Materials experiments for construction; wood, card, plastic.
Session 7	LO2	<p>Topic: Photo applications; making photo-screens</p> <p>Sub-topic(s): Historical and contemporary references – illustrated examples of the process</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Photo-screen exposure. • Trial different surfaces – colour combinations.
Session 8	LO3	<p>Topic: Extension activity – basic print techniques – interim evaluation for selection of appropriate techniques to apply to specialism</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Student-led discussion to determine print pathways for personal outcomes.
Session 9	LO3	<p>Topic: Combinations of processes to increase complexity of imagery</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Student-led discussion to determine print pathways for personal outcomes.
Session 10	LO3	<p>Topic: Select techniques to apply to specialist subject area – trial these</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Student-led discussion to determine print pathways for personal outcomes, progress review.
Session 11	LO3	<p>Topic: Apply techniques to personal imagery – adapted from other units with appropriate combinations</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Student-led discussion showing how work from previous units has been adapted to printmaking.
Session 12	LO3	<p>Topic: Personal studio practice; 3D application – vac forming and sculpture</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Student-led interim progress review.
Session 13	LO3	<p>Topic: Personal studio practice; textiles application – fabrics, digital transfer print, combine stitch</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Student-led interim progress review.

Sessions	Learning Outcome(s)	Session Activities
Session 14	LO3	Topic: Personal studio practice; graphics applications – fonts plus image, photo-collage Sample activities: <ul style="list-style-type: none"> Students work with supplied material to explore photo-collage process.
Session 15	LO3	Topic: Personal studio practice; fine art applications – etching, screen-print – handmade marks Sample activities: <ul style="list-style-type: none"> Students work with supplied materials to explore etching processes.
Session 16	LO3	Topic: Personal studio practice; photo applications – multiples, colour applications Sample activities: <ul style="list-style-type: none"> Students develop multiples and create colour collections.
Session 17	LO3	Topic: Assessment workshop Sample activities: <ul style="list-style-type: none"> Students work on pieces for assessment; tutor available for support and guidance.
Session 18	LO4	Topic: Resolve final images to complete outcomes Sample activities: <ul style="list-style-type: none"> Group critique. Personal presentation. Respond to peer commentary.
Session 19	LO4	Topic: Assessment surgery Sample activities: <ul style="list-style-type: none"> Students sign up for individual or small group tutorials in support of assessment submissions.
Session 20	LO4	Topic: Assessment submission/unit review Sample activities: <ul style="list-style-type: none"> Students submit work for assessment. Tutor presentation reviewing the unit content and processes. Student-led discussion of unit content.

Unit 23: Fashion Collection

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	4
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Unit Title:	Fashion Collection	Tutor:	
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Unit Number:	23	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Investigate trends, through contextual research, to inform the strategy for a fashion collection.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicate a fashion collection strategy, based on research and experimentation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop a cohesive fashion collection, in response to a brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present a fashion collection, identifying areas for further development and best practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic: Introduction to key elements of the unit and assignment brief</p> <p>Sub-topic(s): Thematic research and assignment deadlines</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led presentation (briefing) on theme/customer/client element. • Discussion around possible outcomes. • Planning and organisation of assignment. • Students will begin to research into the assignment theme.
Session 2	LO1	<p>Topic: Research techniques, documentation and research presentation methods</p> <p>Sub-topic(s): Identify sources of research and techniques to ensure the relevant information is selected</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Discussion and mind-mapping suitable sources of research. • Introduce referencing methodology and how to correctly demonstrate sources. • Peer review previous examples of research work and use these to analyse good practice.
Session 3	LO1	<p>Topic: Researching market trends and forecasting</p> <p>Sub-topic(s): Investigation into fashion market trends and forecasting techniques and agencies</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Explore sources of trend and forecasting information. • Present a number of trend options in chosen format (explore digital techniques/manual media forms). • Analyse which trend is most suitable for the customer/client/market/theme. • Present final chosen composition for portfolio.
Session 4	LO1	<p>Topic: Conducting customer research to identify criteria for design consideration</p> <p>Sub-topic(s): Retail/client report to compare competitive market brands and identify key elements</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Research elements of customer's lifestyle which would be relevant to aid in the design process. • Create customer profile outlining the important lifestyle factors for consideration for design based on concluded/analysed customer research. • Create customer profile presentation board for portfolio suitable for client/customer/ market.

Sessions	Learning Outcome(s)	Session Activities
Session 5	LO1	<p>Topic: Produce a retail sector report to research the brand and competition</p> <p>Sub-topic(s): Retail report to compare competitive market brands and identify key elements to aid the design process</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Research the brand/retail sector: garment range/size range/fabrics/embellishments/fastenings. • Present a range of competitive brands to compare their place in the retail sector. • Discuss presentation methods for report and methods of analysis and conclusions.
Session 6	LO1	<p>Topic: Develop a personal theme as a result of contextual thematic research into designers, fashion houses, trend agencies and the retail design sector to inspire innovative design development</p> <p>Sub-topic(s): Personal theme research</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Create mood-board of imagery to conclude colours, thematic and contextual research for portfolio. • Peer review mood-boards to ensure that the information to communicate the theme to the customer is clear and relevant. • Self-analysis to explain results of peer review and any amendments undertaken as a result.
Session 7	LO2	<p>Topic: Applying knowledge of the design process</p> <p>Sub-topic(s): Create a personal development plan</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Analyse and conclude research to set design development targets. • Create a personal design strategy and set tasks for design. • Group critique of design strategy, taking into account economic and market factors to meet the theme.
Session 8	LO2	<p>Topic: Fabric investigation and selection</p> <p>Sub-topic(s): Market fabric analysis</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Investigate fabrics used within targeted market identified within the retail report. • Collect fabric samples based on brand research to aid in the design process. • Create a fabric analysis chart to explore the properties (drape/ease of sewing/weave/knit/fibre).

Sessions	Learning Outcome(s)	Session Activities
Session 9	LO2	<p>Topic: Developing experimental design ideas using thematic, colour, trend and fabric research</p> <p>Sub-topic(s): Combining ideas and interpreting research to create initial designs</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Garment design exercise using research and mood-board/trend board/customer board/fabrics. • Self and peer analysis exercise of initial designs. • Evaluation of initial designs against design strategy/customer's requirements.
Session 10	LO2	<p>Topic: Design development in relation to customer/client/market requirements</p> <p>Sub-topic(s): Analyse design developments in terms of suitability for customer/client/market</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Continue to build the range of garments to ensure all the elements of the brief have been met. • Analysis through annotation to explore design ideas against original intentions.
Session 11	LO3	<p>Topic: Rendering fabric and illustration development</p> <p>Sub-topic(s): Rendering design ideas to illustrate fabrics effectively</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Research and analyse illustrator's techniques in rendering various fabrics. • Experimentation in rendering in a variety of media. • Evaluate experimentation to choose the appropriate technique/media.
Session 12	LO3	<p>Topic: Developing a cohesive collection</p> <p>Sub-topic(s): Combine garments to form outfits which are suitable for the customer/brief</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Transfer flat designs onto suitable poses to create/style outfits. • Annotate outfits to explain technical and production features. • Self/peer analysis to evaluate success of design exercise.

Sessions	Learning Outcome(s)	Session Activities
Session 13	LO3	<p>Topic: Range/Collection building</p> <p>Sub-topic(s): Selection of garments to form a cohesive collection suitable for the market/client/brief</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Create a range of colourways using selected colours from the mood-board. • Change and contrast garments to create the best collection options. • Analyse the most successful options and final chosen garments/outfits/colourways.
Session 14	LO3	<p>Topic: Illustration research</p> <p>Sub-topic(s): Research and analyse a range of traditional media and digital illustrator's work</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Research activity to explore contemporary/traditional illustration techniques. • Analyse the appropriate techniques which are appropriate for the theme/customer. • Conclude the pose/media/technique to use to develop final illustration for portfolio.
Session 15	LO4	<p>Topic: Illustration technique experimentation</p> <p>Sub-topic(s): Illustration experimentation with a range of media and techniques</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Studio-based illustration based on previous research and planning. • Analyse and conclude chosen methods and development against planning.
Session 16	LO4	<p>Topic: Researching and selection of presentation techniques to generate outcomes for client and portfolio</p> <p>Sub-topic(s): Exploring examples of presentation formats</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Research professional standard presentations to aid planning for own final presentation boards. • Plan the elements of the final composition; working drawings/layout/fabric presentation methods/text/backgrounds/imagery. • Collate the elements in the plan – documenting and analysing the choices.

Sessions	Learning Outcome(s)	Session Activities
Session 17	LO4	Topic: Working drawing development Sub-topic(s): Professional presentation Sample activities: <ul style="list-style-type: none"> Research styles of working drawings used in the fashion industry. Analyse the suitability of the working drawing styles for the customer/presentation plan. Using the most suitable medium, render the working drawings for the garments in the capsule collection.
Session 18	LO4	Topic: Client presentation techniques Sub-topic(s): Students present work in chosen format to client/customer/market Sample activities: <ul style="list-style-type: none"> Practise presentation techniques to peers and tutor and get feedback to reflect on personal visual and verbal presentation techniques. Analyse feedback from peers/tutor to plan personal presentation strategies and refine technique.
Session 19	LO4	Topic: Final collection presentation and final evaluation Sub-topic(s): Conclusion of project Sample activities: <ul style="list-style-type: none"> Final presentation to client/peers to explain the collection and ideas behind it/why it is relevant to the original assignment. Critically evaluate against original intentions set out in the collection strategy and feedback from client/peers.
Session 20	LO4	Topic: Completion of unit review Sub-topic(s): Feedback on assessment

Unit 24: Visual Merchandising

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	4
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Unit Title:	Visual Merchandising	Tutor:	
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Unit Number:	24	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Discuss visual merchandising through historic and contemporary precedents.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate an identified brand or product to determine the context for a visual merchandising strategy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop a visual merchandising strategy based on market research.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present a visual merchandising strategy for a given product/brand.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic: Introduce promotional material and advertising used in either fashion, graphics or interior design</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Show ways to research and assimilate a written/visual archive of promotional material related to either fashion, graphics or interior design. • Explain and identify the design process through visual interpretation. <p>Sample activities:</p> <ul style="list-style-type: none"> • Select and interpret relevant research of promotional material and advertising used in either fashion, graphics or interior design. • Investigation into the development of an innovative visual merchandising campaign or a promotional design.
Session 2	LO1	<p>Topic: Introduce and explain these elements, environmental concerns, ethical matters, materials and finances for set genre</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Demonstrate how to show evidence that environmental concerns, ethical matters, materials and finances have been considered and referred to in design concepts. <p>Sample activities:</p> <ul style="list-style-type: none"> • Collect a range of research to show evidence of how environmental concerns, ethical matters, materials and finances can influence set concepts. • Complete a financial breakdown for costs and develop this into your final concept.
Session 3	LO1	<p>Topic: Introduce these set research areas to develop concepts</p> <ul style="list-style-type: none"> • Spatial awareness. • Exhibition design. • Context. <p>Sample activities:</p> <ul style="list-style-type: none"> • Explore relevant research areas.
Session 4	LO3	<p>Topic: Introduce contextual sources for inspiration</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Introduce past and present contextual sources for either fashion, graphics or interior design. <p>Sample activities:</p> <ul style="list-style-type: none"> • Describe the influences of designers, fashion houses and trend agencies on the retail design sector. • Explore, consider and define past, present and future trends.

Sessions	Learning Outcome(s)	Session Activities
Session 5	LO3	<p>Topic: Introduce contextual sources for inspiration</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Introduce past and present contextual sources for either fashion, graphics or interior design. <p>Sample activities:</p> <ul style="list-style-type: none"> Carry out research on the theoretical, historical, social and cultural concepts of aesthetics which inform and drive the innovation in design.
Session 6	LO2	<p>Topic: Introduce the design process to help develop a proposal</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Show evidence that environmental concerns, ethical matters, materials and finances have been considered and referred to in design work. <p>Sample activities:</p> <ul style="list-style-type: none"> Create a design proposal that includes these elements: environmental concerns, ethical matters, materials, finances.
Session 7	LO2 LO3 LO4	<p>Topic: Visual merchandise or promotional design technique workshops</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Demonstrate digital solutions through a variety of software. Develop visual, verbal and written communication. Develop exploration in 2D and 3D spatial awareness. Technical skills: drawing and modelling, promotional design, digital solutions, visual merchandising, CAD, interior design modelling. <p>Sample activities:</p> <ul style="list-style-type: none"> Complete visual and written evidence of knowledge of several historical and contemporary periods or movements. Show evidence of exploration and manipulate a variety of digital solutions to enable the creative development of work. Research and evaluate creative processes and technologies in the production of a successful visual merchandise campaign or a promotional design. Evaluate creative processes and technologies in the production of a successful promotional campaign. Develop and apply a variety of practical and technical skills relating to visual merchandising.

Sessions	Learning Outcome(s)	Session Activities
Session 8	LO2	<p>Topic: Introduce industrial briefs for visual merchandising or promotional</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Demonstrate how to respond effectively to the requirements of industry-led briefs. <p>Sample activities:</p> <ul style="list-style-type: none"> • Create visual merchandise campaign or a promotional design that links to consumer research and contextual source or sources. • Produce a reflective diary that examines and explores current industry trends. • Show evidence of problem-solving concepts that have been planned and reviewed. • Link brief to proposal written earlier and develop further with clear concept ready for development.
Session 9	LO2 LO3	<p>Topic: Introduce planning and time management</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Plan and create visual concepts that have contextual references. • Demonstrate and identify their production influence and how this has shaped creativity and future practice.
Session 10	LO2	<p>Topic: Independent idea development sessions</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Demonstrate how set activities need to be completed. <p>Sample activities:</p> <ul style="list-style-type: none"> • Produce a set of creative and innovative designs or design for a visual merchandise campaign or a promotional design that is targeting potential consumers. • Demonstrate and identify their production influence and how this has shaped creativity and future practice. • Demonstrate time management and organisation skills. • Demonstrate the knowledge and ability to research visual and technical reference material and apply the same to solving design problems. • Demonstrate the ability to apply research, idea generation, creative thinking, experimentation, scale and function in the production process. • Develop ideas through a series of design preliminary outcomes, for example concept designs, scale models, prototypes etc.

Sessions	Learning Outcome(s)	Session Activities
Session 11	LO1 LO2 LO3	<p>Topic: Introduce examples of professional requirement for a portfolio and presentation</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Explain professional procedures for completing a set timed presentation. <p>Sample activities:</p> <ul style="list-style-type: none"> Produce a body of self-initiated professional work for presentation, exhibition, employment or further study. Communicate design concepts verbally, visually and practically.
Session 12	LO2	<p>Topic: Introduce examples of professional requirement for final outcomes</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Explain professional procedures for displaying final outcomes. <p>Sample activities:</p> <ul style="list-style-type: none"> Produce final three-dimensional outcomes appropriate to professional design practice for interior design. Window display for exhibit. Promotional final designs.
Session 13	LO4	<p>Topic: Introduce and direction on how to professionally evaluate</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Evaluate the design ideas in relation to suitability for customer and contextual influence. Evaluate the visual concept in terms of technical quality and aesthetic appeal. Evaluate and reflect upon strategies, concepts, planning and execution of the campaign or design.

Sessions	Learning Outcome(s)	Session Activities
Session 14	LO1	<p>Topic: Introduce promotional material and advertising used in either fashion, graphics or interior design</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Show ways to research and assimilate a written/visual archive of promotional material related to either fashion, graphics or interior design. • Explain and identify the design process through visual interpretation. <p>Sample activities:</p> <ul style="list-style-type: none"> • Select and interpret relevant research of promotional material and advertising used in either fashion, graphics or interior design. • Investigation into the development of an innovative visual merchandising campaign or a promotional design.
Session 15	LO1	<p>Topic: Introduce and explain these elements, environmental concerns, ethical matters, materials and finances, for set genre</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Demonstrate how to show evidence that environmental concerns, ethical matters, materials and finances have been considered and referred to in design concepts. <p>Sample activities:</p> <ul style="list-style-type: none"> • Collect a range of research to show evidence of how environmental concerns, ethical matters, materials and finances can influence set concepts. • Complete a financial breakdown for costs and develop this into your final concept.
Session 16	LO1	<p>Topic: Introduce these set research areas to develop concepts</p> <ul style="list-style-type: none"> • Spatial awareness. • Exhibition design. • Context. <p>Sample activities:</p> <ul style="list-style-type: none"> • Explore relevant research areas.

Sessions	Learning Outcome(s)	Session Activities
Session 17	LO3	<p>Topic: Introduce contextual sources for inspiration.</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Introduce past and present contextual sources for either fashion, graphics or interior design. <p>Sample activities:</p> <ul style="list-style-type: none"> Describe the influences of designers, fashion houses and trend agencies on the retail design sector. Explore, consider and define past, present and future trends.
Session 18	LO3	<p>Topic: Introduce contextual sources for inspiration</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Introduce past and present contextual sources for either fashion, graphics or interior design. <p>Sample activities:</p> <ul style="list-style-type: none"> Carry out research on the theoretical, historical, social and cultural concepts of aesthetics which inform and drive the innovation in design.
Session 19	LO2	<p>Topic: Introduce the design process to help develop a proposal</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Show evidence that environmental concerns, ethical matters, materials and finances have been considered and referred to in design work. <p>Sample activities:</p> <ul style="list-style-type: none"> Create a design proposal that includes these elements: environmental concerns, ethical matters, materials, finances.

Sessions	Learning Outcome(s)	Session Activities
Session 20	LO2 LO3 LO4	<p>Topic: Visual merchandise or promotional design technique workshops</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Demonstrate digital solutions through a variety of software. • Develop visual, verbal and written communication. • Develop exploration in 2D and 3D spatial awareness. • Technical skills: drawing and modelling, promotional design, digital solutions, visual merchandising, CAD, interior design modelling. <p>Sample activities:</p> <ul style="list-style-type: none"> • Complete visual and written evidence of knowledge of several historical and contemporary periods or movements. • Show evidence of exploration and manipulate a variety of digital solutions to enable the creative development of work. • Research and evaluate creative processes and technologies in the production of a successful visual merchandise campaign or a promotional design. • Evaluate creative processes and technologies in the production of a successful promotional campaign. • Develop and apply a variety of practical and technical skills relating to visual merchandising.

Unit 25: Surveying and Measuring

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	4
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Unit Title:	Surveying & Measuring	Tutor:	
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Unit Number:	25	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Discuss the role of surveying and measuring in the context of a specific creative industry.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate the tools and technologies available for use in measuring within a given art and design context.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illustrate the process of taking an accurate set of measurements, within a given art and design context.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Record a series of measurements, in a given art and design context, and check for accuracy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	All	Topic: Unit intro/assessment briefing Sample activities: <ul style="list-style-type: none"> Tutor presentation of unit content, introducing the unit and general concepts. Student-led discussion of assignment, learning outcomes and assessment criteria.
Session 2	LO1	Topic: Surveying/measuring Sample activities: <ul style="list-style-type: none"> Tutor presentation on different types of surveying and measurement used in the creative industries. (It is suggested that all topics are discussed, but tutors will focus on those that are specifically relevant to the centre/students.) Student discussion of how different industries use survey and measurement data to support creative practice.
Session 3	LO1 LO2	Topic: Surveying workshop Sample activities: <ul style="list-style-type: none"> Students work in groups to undertake different types of survey, considering the different skills and types of information gathered. Student-led discussion of how different types of survey may inform their thinking about specific pathway/practice.
Session 4	LO1 LO2	Topic: Measuring workshop 1 Sample activities: <ul style="list-style-type: none"> Students work in groups to undertake different types of measuring, considering the different skills and types of information gathered. Student-led discussion of how different types of measurement may inform their thinking about specific pathway/practice.
Session 5	LO1 LO2	Topic: Measuring workshop 2 Sample activities: <ul style="list-style-type: none"> Students work in groups to undertake different types of measuring, considering the different skills and types of information gathered. Student-led discussion of how different types of measurement may inform their thinking about specific pathway/practice.

Sessions	Learning Outcome(s)	Session Activities
Session 6	LO2	Topic: Manual measuring and surveying Sample activities: <ul style="list-style-type: none"> Tutor demonstration of the use of 'traditional' (non-digital) measuring and surveying equipment. Working in groups, students will undertake measuring/surveying using 'traditional' equipment.
Session 7	LO2	Topic: Precision measurement Sample activities: <ul style="list-style-type: none"> Tutor presentation and demonstration on the use of precision equipment for measurement (micrometers, laser measures, etc.). Students undertake measurements using non-precision and precision instruments, discussing the margin of difference and the implications on projects.
Session 8	LO2	Topic: 3D scanning Sample activities: <ul style="list-style-type: none"> Guest presentation by a manufacturer of 3D scanning/body scanning technology. Student Q&A.
Session 9	All	Topic: Assessment workshop Sample activities: <ul style="list-style-type: none"> Students work in class, with tutor support, on developing their assessment submissions.
Session 10	LO2	Topic: Environmental measuring Sample activities: <ul style="list-style-type: none"> Tutor presentation on different types of environmental measure (temperature, humidity, light, pressure). Students work in groups to take sets of measurement in different locations, discussing changes in environment. Student-led discussion on the implication of environmental conditions, and how measurement can support projects to better manage environmental conditions.
Session 11	LO3	Topic: Surveying processes Sample activities: <ul style="list-style-type: none"> Guest presentation by a surveyor, discussing the different processes required to accurately measure and record buildings/spaces. Guest will take students through the entire process, showing equipment used and methods of accurately recording. Student Q&A.

Sessions	Learning Outcome(s)	Session Activities
Session 12	LO3	Topic: Measuring processes – objects Sample activities: <ul style="list-style-type: none"> Guest presentation by a packaging designer, showing process of accurately measuring different types of objects so that packaging can be designed to support and present the object. Student Q&A.
Session 13	LO3	Topic: Measuring processes – human body Sample activities: <ul style="list-style-type: none"> Guest presentation by a tailor, showing process of accurately measuring a human body. Student Q&A.
Session 14	LO3	Topic: Measuring process – full body scanning Sample activities: <ul style="list-style-type: none"> Field trip to a 3D body scanning facility to be introduced to the equipment and have a presentation on the benefits and opportunities offered by 3D body scanning. Student Q&A.
Session 15	All	Topic: Assessment workshop Sample activities: <ul style="list-style-type: none"> Students work in class, with tutor support, on developing their assessment submissions.
Session 16	LO4	Topic: Recording measurement workshop Sample activities: <ul style="list-style-type: none"> Students work in class to begin developing records of their measurement projects. Drawing workshop.
Session 17	LO4	Topic: Accuracy checking Sample activities: <ul style="list-style-type: none"> Tutor presentation on different methods of checking for accuracy in measurement. Students work on checking measurement accuracy, discussing their findings.
Session 18	All	Topic: Assessment workshop Sample activities: <ul style="list-style-type: none"> Students work in class, with tutor support, on developing their assessment submissions.
Session 19	All	Topic: Assessment presentations/assessment submissions Sample activities: <ul style="list-style-type: none"> Students give presentations and submit material for assessment. Peer and tutor feedback on presentations.

Sessions	Learning Outcome(s)	Session Activities
Session 20	All	Topic: Unit review Sample activities: <ul style="list-style-type: none"> • Tutor presentation, reviewing unit content and assignments. • Student-led discussion of unit content and how this contributes to other areas of study.

Unit 26: Darkroom Techniques

Please note that Schemes of Work are for guidance and support only.

They can be customised and amended according to localised needs and requirements. All Schemes of Work can be adapted to suit specific establishment time frames in line with GLH delivery.

Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	4
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Unit Title:	Darkroom Techniques	Tutor:	
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Unit Number:	26	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Explore the development of darkroom techniques and their application within the creative industries.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Process and print photographic images using darkroom processes; applying safe practices and procedures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modify and finish photographic images in response to a brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present photographic prints, and development work, to identified audiences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic: Introduction to darkroom practice</p> <p>Sub-topic(s): Historical context of darkroom manipulation, induction to darkroom resources, health and safety requirements</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation about the historical context of darkroom manipulation. • Tutor presentation providing an introduction and overview of module, and clarifying assessment and criteria. • Health and safety induction: safe use and storage of chemicals, health and safety checks, working under safelights, materials use and storage.
Session 2	LO1 LO2	<p>Topic: Cameraless photography</p> <p>Sub-topic(s): Pin-hole photography, photograms, chemigrams, luminograms, chemicals for printing (developer, stop bath, fixer)</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation detailing the basis of cameraless photography. • Students to construct and use a pin-hole camera. • Experiment with photograms, chemigrams and luminograms. • Process prints using correct chemistry.
Session 3	LO2	<p>Topic: 35mm camera operation</p> <p>Sub-topic(s): Exposure determination and control: use manual settings of the camera to control shutter speed, aperture, depth of field; understand film types and speed</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor demonstration on how to operate a 35mm camera in manual setting. • Students to shoot film using 35mm SLR – a pair of students sharing a roll of film (12 frames each). • Experiment with varying shutter speeds and aperture settings, and understand readings of in-built light-meter. • Vary depth of field.

Sessions	Learning Outcome(s)	Session Activities
Session 4	LO2	<p>Topic: 35mm film processing</p> <p>Sub-topic(s): Measuring/mixing chemicals to right temperature, film loading, processing and storing</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Students to process B/W 35mm film following tutor demonstration on how to unload film from camera and load onto a processing spool, as well as measuring chemicals and correct use of developing tanks. Tutor explanation of good practice in storing and organising negatives.
Session 5	LO1 LO2	<p>Topic: Test prints and contact sheets</p> <p>Sub-topic(s): Operating a darkroom enlarger, timer, lenses and aperture settings, setting up of contact frames</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Students to make test prints to gauge print exposure after tutor demonstration of basic enlarger operation. Make a contact sheet. Tutor to conduct test with checklist to confirm student knowledge of health and safety procedures and good working practices.
Session 6	LO1 LO2	<p>Topic: Making a B/W print</p> <p>Sub-topic(s): Selection and printing refinements, cropping and masking, using filters and focus scopes</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor demonstration of effects of filter changes, as well as the use of masking frames and focus scopes. Students to experiment with different filters on multigrade RC paper to obtain optimum results for individual negatives. Students to make sharp and tonally balanced B/W prints.
Session 7	LO2 LO4	<p>Topic: Understanding wet processes</p> <p>Sub-topic(s): Contemporary applications using wet photography</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation on wet processes and their contemporary currency. Engage in seminar discussion about materials, form and abstraction. Students to research and share relevant visual examples in group discussion.

Sessions	Learning Outcome(s)	Session Activities
Session 8	LO4	<p>Topic: Research and sketchbook documentation</p> <p>Sub-topic(s): Different research methods, analysis of contextual material</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation on a range of research methods and evaluating particular approaches. • Tutor explanation of critical evaluation. • Visual and contextual analysis of appropriate examples. • Engage in discussion about effective sketchbook documentation.
Session 9	LO3 LO4	<p>Topic: The project brief</p> <p>Sub-topic(s): Concept of 'place'; landscape; subjectivity and personal expression</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation on visual explorations of 'place' (cityscapes, landscapes, interiors etc.) and traditions in landscape photography. • Engage in seminar discussion about notions of truth, objectivity, subjectivity, audience interpretation. • Tutor presentation of practical project brief. • Individual tutorials about possible choice of subject matter and individual approaches to practical project.
Session 10	LO3	<p>Topic: Advanced camera techniques</p> <p>Sub-topic(s): Large format camera on location, shift and tilt functions, Scheimpflug principle</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor explanation and demonstration of how to operate a large format camera. • Students to go on location shoot using a 5 x 4 camera, shooting 1–2 sheets each.
Session 11	LO3	<p>Topic: Advanced camera techniques</p> <p>Sub-topic(s): Using a medium format camera, understanding reflective and incident light-meter readings, exposing for push and pull processing</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor demonstration of hand-held light meter, and 120 camera control. • Alter film speed settings for either push or pull processing. • Students to work in pairs to shoot a roll of 120 B/W film.

Sessions	Learning Outcome(s)	Session Activities
Session 12	LO3	Topic: Film processing for 120 and 5 x 4 Sub-topic(s): Film processing; push and pull processing Sample activities: <ul style="list-style-type: none"> Process 120 and 5 x 4 films following tutor demonstration. Alter processing times based on push or pull method.
Session 13	LO2 LO3	Topic: Advanced printing Sub-topic(s): Dodging and burning; refining print quality; toning Sample activities: <ul style="list-style-type: none"> Tutor demonstration on how to make a mask to dodge and burn. Refine contrast and tone. Experiment with toning.
Session 14	LO2 LO3	Topic: Advanced printing Sub-topic(s): Paper types and print processes, testing scale Sample activities: <ul style="list-style-type: none"> Make a print with fibre-based printing paper. Introduction to other paper options. Experiment with scale e.g. make a large print.
Session 15	LO3 LO4	Topic: Project review Sub-topic(s): Evaluation and feedback on work in progress Sample activities: <ul style="list-style-type: none"> Group critique to present work, exchange ideas and obtain peer feedback. Individual tutorials to review progress and obtain formative feedback.
Session 16	LO3	Topic: Alternative darkroom techniques Sub-topic(s): Liquid emulsion Sample activities: <ul style="list-style-type: none"> Print on a variety of surfaces using liquid emulsion – stone, fabric, paper, wood etc. following tutor demonstration.
Session 17	LO3	Topic: Alternative darkroom techniques Sub-topic(s): Examples – multiple exposure, solarisation, posterisation Sample activities: <ul style="list-style-type: none"> Experiment with solarisation techniques. Print with multiple negatives.

Sessions	Learning Outcome(s)	Session Activities
Session 18	LO3	Topic: Alternative darkroom techniques Sub-topic(s): Cyanotypes Sample activities: <ul style="list-style-type: none"> • Tutor explanation of principles of cyanotypes. • Students to create cyanotypes (note that printing surfaces need to have been pre-prepared by the tutor).
Session 19	LO3	Topic: Print finishing Sub-topic(s): Retouching/spotting, trimming Sample activities: <ul style="list-style-type: none"> • Retouch a final portfolio print following tutor demonstration. • Tutor presentation on professional standards of presentation.
Session 20	LO3	Topic: Preparing a portfolio Sub-topic(s): Print presentation methods, editing and selection, sequencing and arranging Sample activities: <ul style="list-style-type: none"> • Tutor demonstration/workshop on presentation methods (e.g. mounting, portfolio boxes etc.).

Unit 27: Textile Technology

Please note that Schemes of Work are for guidance and support only.

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	4
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Unit Title:	Textile Technology	Tutor:	
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Unit Number:	27	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Explain the processes and equipment required for the manufacture of woven, knitted and non-woven textiles.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate fibre composition, yarn type and fabric structure across a range of textiles.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produce a detailed fabric specification for a given context.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produce textile samples using a range of technologies for manufacture and finishing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic: Introduction to the unit's content and the unit assessment</p> <p>Sub-topic(s): Overview of key dates and activities</p> <ul style="list-style-type: none"> • Introduction to textile technology: fibres, yarns, fabrics. • Textile terms and definitions. • Fabric analysis as an introductory activity. <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led introduction to unit. Discussion of learning outcomes, overview of key issues in textile technology. • Design a specification sheet: group activity. Discuss what information is required when making textiles, think about how to organise information logically. Use this information to design a specification sheet for a textile product. • Analysis of a textile product. This group activity requires students to analyse all aspects of a given textile product (t-shirt or pillowcase, for example).
Session 2	LO1	<p>Topic: Fibres and yarns</p> <p>Sub-topic(s): Introduction to textile technology: fibres, yarns, fabrics</p> <ul style="list-style-type: none"> • Fibres: natural and synthetic fibres production and properties. • Fibre identification using a range of fibre samples. • Yarns: spinning processes and yarn technology. • Yarn identification: types of yarn. <p>Sample activities:</p> <ul style="list-style-type: none"> • Fibre analysis chart. This activity requires students to research fibre properties and apply their findings to real-world applications. • Yarn specification sheet: this activity requires students to identify a range of yarns including singles, plied yarns and a range of fancy yarns. The special properties should be recorded and the key applications identified. The outcome should be presented professionally and content ordered in a logical manner. • Mill visit/demonstration of spinning process.

Sessions	Learning Outcome(s)	Session Activities
Session 3	LO1 LO2 LO3	<p>Topic: Weaving technology</p> <p>Sub-topic(s): Weaving technology; preparatory weaving processes, weaving as a fabric formation process and weaving operations</p> <ul style="list-style-type: none"> • Woven fabric structures; plain weave and derivatives. • Woven fabric properties. • Health and safety. • Designing woven fabrics; technical and aesthetic considerations. <p>Sample activities:</p> <ul style="list-style-type: none"> • Introduction to weaving part 1; through demonstrations, students are introduced to the key considerations when setting up a loom. Students will be introduced to the primary motions of shedding, weft insertion and beating up. Students will weave a sample of plain weave. After weaving woven fabric, samples are analysed as a group and appropriate finishing techniques are discussed. Completed fabric is presented in a technical file with the full specification.
Session 4	LO1 LO2 LO3	<p>Topic: Weaving technology</p> <p>Sub-topic(s): Weaving technology; preparatory weaving processes, weaving as a fabric formation process and weaving operations</p> <ul style="list-style-type: none"> • Woven fabric structures; twills, satins and sateens. • Woven fabric properties. • Machine requirements. • Designing woven fabrics: fashion, sportswear and interior applications. • Designing woven fabrics; technical textiles, smart textiles and sustainable textiles. <p>Sample activities:</p> <ul style="list-style-type: none"> • Introduction to weaving part 2: through demonstrations and experimentation, students create twill, satin and sateen fabrics. Technical specifications for woven fabrics, including drawing-in, denting and lifting plans, are explained. Fabrics are analysed and appropriate finishing is discussed. Each fabric is presented professionally in a technical file with full specification.

Sessions	Learning Outcome(s)	Session Activities
Session 5	LO1 LO2 LO3	<p>Topic: Knitting technology</p> <p>Sub-topic(s): Knitting technology: fabric production methods and knitting machines and knitting actions</p> <ul style="list-style-type: none"> • Knitted fabrics plain knit. • Knitted fabric properties. • Health and safety. • Designing knitted fabrics; technical and aesthetic considerations. <p>Sample activities:</p> <ul style="list-style-type: none"> • Introduction to knitting machines part 1; through demonstrations, students are introduced to the key considerations when setting up the machine. After setting up machine students knit swatches including plain knit, coloured and textured stripes. After knitting, fabrics are analysed as a group and appropriate finishing techniques are discussed. Each fabric is presented in a technical file with the full specification.
Session 6	LO1 LO2 LO3	<p>Topic: Knitting technology</p> <p>Sub-topic(s): Knitting technology: fabric production methods and knitting machines and knitting actions</p> <ul style="list-style-type: none"> • Knitted fabrics, miss and tuck. • Knitted fabric properties. • Machine requirements. • Designing knitted fabrics: fashion, sportswear and interior applications. • Designing knitted fabrics; technical textiles, smart textiles and sustainable textiles. <p>Sample activities:</p> <ul style="list-style-type: none"> • Introduction to knitting 2: through demonstrations and experimentation students create rib fabrics and introduce tuck and miss stitches to plain and rib structures. Students develop fabrics that incorporate the functional and aesthetic properties of tuck and miss. Fabrics are analysed and appropriate finishing is discussed. Each fabric is presented professionally in a technical file with full specification.

Sessions	Learning Outcome(s)	Session Activities
Session 7	LO1 LO2 LO3	<p>Topic: Printing technology</p> <p>Sub-topic(s): Print technology including screen printing, transfer printing and digital printing</p> <ul style="list-style-type: none"> • Colouration and colourfastness. • Dyes and dyeing processes. • Health and safety. • Designing printed fabrics; repeat pattern and technical considerations. <p>Sample activities:</p> <ul style="list-style-type: none"> • Screen printing. This activity provides students with the opportunity to create screen-printed fabrics and consider the technical aspects of the process. The activity includes making the screen from original imagery, selecting colours and printing fabrics. Students will be instructed in necessary finishing processes. Once finished appropriately, each fabric is presented professionally in a technical file with full specification.
Session 8	LO1 LO2 LO3	<p>Topic: Printing technology</p> <p>Sub-topic(s): Print technology including screen printing, transfer printing and digital printing</p> <ul style="list-style-type: none"> • Colouration and colourfastness. • Dyes and dyeing processes. • Health and safety. • Designing printed fabrics; repeat pattern and technical considerations. <p>Sample activities:</p> <ul style="list-style-type: none"> • Designing a printed textile using CAD and digital processes. During the session students will use CAD to design technical repeat patterns for printing. Designs will be printed digitally and using transfer printing technology. Outcomes will be analysed for the colour, resolution and handle of the printed fabric. Each fabric is presented professionally in a technical file with full specification.

Sessions	Learning Outcome(s)	Session Activities
Session 9	LO1 LO2	<p>Topic: Preparation of case study</p> <p>Sub-topic(s): Review of production requirements for textiles</p> <ul style="list-style-type: none"> • Review of manufacturing processes. • Design applications: fashion, interiors sportswear. • Design applications: technical textiles, smart textiles, sustainable textiles. <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion on textile design applications. • Group discussion analysing key functional and aesthetic properties of textiles for specific applications. • Cast study planning and development (including market research and materials research). • Materials sourcing. • Textile sampling.
Session 10	LO1 LO2	<p>Topic: Preparation of case study</p> <p>Sub-topic(s): Review of production requirements for textiles</p> <ul style="list-style-type: none"> • Review of manufacturing processes. • Design applications: fashion, interiors sportswear. • Design applications: technical textiles, smart textiles, sustainable textiles. <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual feedback on case study plans. • Undertake textile sampling for case study. • Complete manufacturing specifications. • Case study preparation and presentation. • Submit case study.
Session 11	LO1 LO2 LO3	<p>Topic: Factory or mill visit</p> <p>Sub-topic(s): Commercial manufacturing considerations</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Visit to a local mill will reinforce all the technical and commercial aspects of textiles technology for the particular production process. • Discussion with in-house design team and/or technical managers. • Factory/mill tour. • Write up visit focusing on textile materials, structures, products and finishing.

Sessions	Learning Outcome(s)	Session Activities
Session 12	LO2 LO3 LO4	<p>Topic: Fabrics for fashion and introduction to second assignment</p> <p>Sub-topic(s): Fabrics for fashion</p> <ul style="list-style-type: none"> • Functionality of textiles: comfort, appearance and special properties. • Colouration and colourfastness. • Requirement for textiles used in clothing. • Finishing: chemical finishes, the selection and application of finishing processes. • Environmental issues surrounding materials and processes. <p>Sample activities:</p> <ul style="list-style-type: none"> • Fabric analysis activity applying enhanced knowledge of subject. • Tutor-led discussion: functionality of textiles with a focus on comfort, appearance and special properties. • Experimentation with dyes and pigments: testing material substrates. • Group discussion of environmental issues surrounding materials and processes within the textile industry. • Design and make A3 research boards investigating the key technical considerations for fabrics for fashion.
Session 13	LO3 LO4	<p>Topic: Fabrics for interiors</p> <p>Sub-topic(s): Fabrics for interiors</p> <ul style="list-style-type: none"> • Functionality of textiles: appearance and special properties. • Colouration and colourfastness. • Requirement for textiles used in interiors. • Finishing: chemical finishes, the selection and application of finishing processes. • Environmental issues surrounding materials and processes. <p>Sample activities:</p> <ul style="list-style-type: none"> • Read <i>Chapter 7: Interior Textiles</i> (in QUINN, B. (2010) <i>Textile Futures</i>. London: Bloomsbury). • Group discussion; conventional uses of textiles in interiors, innovation in textiles in interiors and future applications. • Design and make A3 research boards investigating the key technical considerations for fabrics for interiors.

Sessions	Learning Outcome(s)	Session Activities
Session 14	LO3 LO4	<p>Topic: Technical, smart and sustainable textiles</p> <p>Sub-topic(s): Material considerations</p> <ul style="list-style-type: none"> Enhanced functionality of textiles. Applications. Non-woven fabrics. Composite fabrics. <p>Sample activities:</p> <ul style="list-style-type: none"> Read: Stronger, Faster, Lighter, Safer and Stronger (in MCQUAID, M (2005) <i>Extreme Textiles</i>. New York: Princeton Architectural Press) and discuss the new and surprising applications for textiles. Design experimentation with e-textiles. Fabric analysis of non-woven fabrics followed by discussion of manufacturing processes and design applications. Mini research assignment investigating key applications for technical, smart and sustainable textiles: group divided into teams focused on one area. Findings presented on A3 research boards and fed back to class.
Session 15	LO3 LO4	<p>Topic: Colour in textiles</p> <p>Sub-topic(s): Dyes and dyeing</p> <ul style="list-style-type: none"> Colour in knit. Colour in weave. Embroidery and embellishment <p>Sample activities:</p> <ul style="list-style-type: none"> Analyse emerging colour trends using WGSN or other online sources. Develop colour palettes appropriate for seasons. Produce colour palettes using CAD and in yarn and fabric. Using yarn wraps and fabric swatches, produce colour palettes with consideration given to proportion and qualities of colour. Analyse colour quality in relation to yarn; discuss special colour properties of yarn; marls, melanges, spacedyed, as well as shine and sheen in synthetic materials. Using CAD, design jacquard fabrics for knit and/or weave. Analyse the design considerations for each approach and detail any alternative production methods. Introduction to embroidery; machine and or hand processes. Experimentation with a range of stitch types.

Sessions	Learning Outcome(s)	Session Activities
Session 16	LO3 LO4	<p>Topic: Planning innovative fabric portfolio</p> <p>Sub-topic(s): Defining a context</p> <ul style="list-style-type: none"> • Selection and justification of materials and production methods. • Design applications. <p>Sample activities:</p> <ul style="list-style-type: none"> • In this session students will begin to plan the innovative fabric portfolio. After considering the context and application, students will begin to test materials and undertake initial experimentation with processes. All technical and design experiments should be recorded with justification of the materials and production methods. • Individual research planning innovative fabric portfolio. • Individual tutorials discussing design ideas or group tutorial discussing design ideas. • Materials sourcing. • Textiles sampling.
Session 17	LO3 LO4	<p>Topic: Materials experimentation and fabric development</p> <p>Sub-topic(s): Yarn selection</p> <ul style="list-style-type: none"> • Knitted fabric experimentation and development. • Woven fabric experimentation and development. • Printed fabric experimentation and development. <p>Sample activities:</p> <ul style="list-style-type: none"> • In this session students will begin to produce fabric samples for the innovative fabric portfolio. • Reviewing and refining the context and application. • Students will undertake experimentation and development of knitted, woven and/or printed fabrics. • All technical and design experiments should be recorded with justification of the materials and production methods.
Session 18	LO4	<p>Topic: Fabric development and refinement</p> <p>Sub-topic(s): Yarn selection</p> <ul style="list-style-type: none"> • Knitted fabric development. • Woven fabric development. • Printed fabric development. <p>Sample activities:</p> <ul style="list-style-type: none"> • Internal/external portfolio review. • In this session students will develop fabric samples from initial experimentation. • All technical developments will be supported by full manufacturing specifications.

Sessions	Learning Outcome(s)	Session Activities
Session 19	LO4	<p>Topic: Fabric development and refinement</p> <p>Sub-topic(s): Yarn selection</p> <ul style="list-style-type: none"> • Knitted fabric outcomes. • Woven fabric outcomes. • Printed fabric outcomes. <p>Sample activities:</p> <ul style="list-style-type: none"> • In this session students will create the final innovative fabric collections based on the development work. • Collection review: discussion and analysis of materials and fabric structures. • Compilation of full manufacturing specifications. • Fashion illustration workshop.
Session 20	LO4	<p>Topic: Innovative fabric portfolio presentation</p> <p>Sub-topic(s): Full manufacturing specifications</p> <ul style="list-style-type: none"> • Justification of all materials and production methods. • Justification of design applications. <p>Sample activities:</p> <ul style="list-style-type: none"> • In this session students will complete full manufacturing specifications for the fabrics produced and finalise the presentation of their innovative fabric portfolios. By the end of the session all work will be submitted. • Fashion drawing session. • Individual presentations of innovative fabric portfolio.

Unit 28: Communication in Art and Design

Please note that Schemes of Work are for guidance and support only.

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	4
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Unit Title:	Communication in Art & Design	Tutor:	
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Unit Number:	28	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Discuss the role of communication, in the creative industries, through historical and contemporary precedent research.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyse a brief to define the context of a communication strategy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop a communication strategy, through experimentation, in response to a given brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present a communication strategy and finished work in relation to a given brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	All	<p>Topic: Introduction to the unit, course content and assessment</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Overview of key elements of the module. • Visual communication techniques. • Communicating creative intentions. • Responding to a brief. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students are asked to discuss and identify previous experience of using visual communication techniques in relation to a specialist field of study.
Session 2	LO1	<p>Topic(s): Research methodologies</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Overview of methods of researching visual communications techniques and practitioners and recording research results. • Primary research. • Secondary research. • Action research. • Analysing results. • Comparing and contrasting findings. • Recording findings. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students undertake research activities to explore visual communication precedents in historical and contemporary work.
Session 3	LO1 LO2	<p>Topic(s): Elements of visual communication</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Analysis of the elements of visual communication. • Shape. • Orientation. • Vectors. • Documenting analysis of visual examples. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students analyse visual communication techniques in the work of visual arts practitioners.

Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1 LO2	<p>Topic(s): Elements of visual communication</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Analysis of the elements of visual communication. • Contrast. • Repetition. • Alignment. • Documenting analysis of visual examples. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students analyse visual communication techniques in the work of visual arts practitioners.
Session 5	LO1 LO2	<p>Topic(s): Elements of visual communication</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Analysis of the elements of visual communication. • Proximity. • Concept. • Documenting analysis of visual examples. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students analyse visual communication techniques in the work of visual arts practitioners.
Session 6	LO1 LO2	<p>Topic(s): Elements of visual communication</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Analysis of the elements of visual communication. • Metaphor. • Association. • Symbolism. • Documenting analysis of visual examples. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students analyse visual communication techniques in the work of visual arts practitioners.
Session 7	LO1 LO2	<p>Topic(s): Elements of visual communication</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Analysis of how visual communication techniques work. • Hierarchy. • Grouping. • Sequencing. • Documenting analysis of visual examples. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students analyse visual communication techniques in the work of visual arts practitioners.

Sessions	Learning Outcome(s)	Session Activities
Session 8	LO3	<p>Topic(s): Interpreting and analysing a brief Sub-topic(s):</p> <ul style="list-style-type: none"> • Analysis of the content of the brief. • Interpreting the requirements of a brief. • Identifying any limitations within the brief. • Identifying specified target audience. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students analyse the content of the brief to plan a creative response.
Session 9	LO3	<p>Topic(s): Identifying creative intentions Sub-topic(s):</p> <ul style="list-style-type: none"> • Analysis of the content of the brief. • Understand the implications of creative intentions. • Matching communication method to intended intention. • Communicating an intended meaning. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students identify and record their creative intentions.
Session 10	LO3	<p>Topic(s): Generating initial ideas Sub-topic(s):</p> <ul style="list-style-type: none"> • Introduction to methods of generating initial ideas. • Using idea generation techniques. • Documenting initial ideas. • Identifying areas for research. • Identifying materials, techniques and processes to explore. • Annotating work to evaluate work and working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students explore and experiment with appropriate materials, techniques and processes in response to a brief.
Session 11	LO3	<p>Topic(s): Research Sub-topic(s):</p> <ul style="list-style-type: none"> • Research in relation to the brief. • Gathering information in response to the brief. • Interpreting research to inform creative design solutions. • Demonstrating the ability to integrate research into developing creative design solutions. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students collate relevant research to inform the development of creative design solutions.

Sessions	Learning Outcome(s)	Session Activities
Session 12	LO3 LO4	<p>Topic(s): Critique and reflection</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Facilitation of group critique. • Presentation and reflection on work undertaken. • Discussion of ideas for further development. • Offering constructive criticism to peers. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students to present work completed and engage in critical discussion within peer group.
Session 13	LO3 LO4	<p>Topic(s): Application of materials, techniques and processes</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Selecting and applying materials, techniques and processes. • Exploring the properties and characteristics of materials. • Exploring associated tools and equipment. • Producing experiments/samples/test pieces in response to a brief. • Documenting work produced. • Annotating work to evaluate work and working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students explore and experiment with appropriate materials, techniques and processes in response to a brief.
Session 14	LO3	<p>Topic(s): Developing of visual communication practice</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Development of visual communications solution in response to a brief. • Combining materials. • Experimenting with techniques and processes. • Producing experiments/samples/test pieces in response to a brief. • Documenting work produced. • Annotating work to evaluate work and working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students extend experiments with visual communication materials, techniques, technologies and processes.

Sessions	Learning Outcome(s)	Session Activities
Session 15	LO3	<p>Topic(s): Refining visual communication practice</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Refining visual communication practice in response to a brief. Using a range of different materials, techniques and processes. Producing a series of studies showing development of ideas. Producing work on different scales. Practising and refining control of materials, techniques, technologies and processes over a period of time. Making links to relevant artists and designers researched. Documenting work produced. Annotating work to evaluate work and working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> Students extend experiments with visual communication materials, techniques and processes and refining visual communication practice.
Session 16	LO3 LO4	<p>Topic(s): Critique and reflection</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Facilitation of group critique. Presentation and reflection on work undertaken. Discussion of ideas for further development. Offering constructive criticism to peers. <p>Sample activities:</p> <ul style="list-style-type: none"> Students to present work completed and engage in critical discussion within peer group.
Session 17	LO3	<p>Topic(s): Production</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Production of visual communications outcome. Consolidating experimental work. Review development and refinement to inform final piece. Produce final visual communication outcome. Documenting work produced. Annotating work to evaluate work and working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> Students consolidate and produce a piece of visual communication work in response to a brief.

Sessions	Learning Outcome(s)	Session Activities
Session 18	LO4	<p>Topic(s): Presenting</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Presenting final work and gathering feedback. • Select and organise work. • Order the work in a logical and aesthetically pleasing way. • Present final visual communication work to identified target audience. • Gather feedback to inform evaluative process. • Documenting feedback process and analysing results. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students pitch/present final outcome and gather feedback on work.
Session 19	LO4	<p>Topic(s): Identifying strategy</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Reflecting on work and working practice. Considering future practice. • Reflecting on strengths and weaknesses of work produced. • Reflecting on strengths and weaknesses of own working practice. • Suggesting changes for refining or reworking visual communication work. • Suggesting future development of working practice. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students produce a written evaluation of their visual communication work.
Session 20	All	<p>Topic(s): Unit review</p> <ul style="list-style-type: none"> • Completion of unit review. • Feedback on assessments.

Unit 29: Workflows

Please note that Schemes of Work are for guidance and support only.

They can be customised and amended according to localised needs and requirements. All Schemes of Work can be adapted to suit specific establishment time frames in line with GLH delivery.

Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	4
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Unit Title:	Workflows	Tutor:	
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Unit Number:	29	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Identify the skills and technologies required to manage an art and design project life cycle.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Define a project workflow system to utilise available technologies, resources and skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply a workflow to an art and design project in response to a brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examine the implementation of a workflow system and how it has affected the overall project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic: Introduction to the unit content and assessment Sub-Topic: The historical development of workflow models and related occupational areas Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation on the historical development of workflow models. • Group discussion on the various occupational areas within the creative industry sector.
Session 2	LO1	<p>Topic: Introduction to the unit content and assessment Sub-Topic: The historical development of workflow models and relevant industry skillsets Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation on workflow models – examples of best practice implementation. • Group discussion on the industry skillsets most appropriate to producing a successful workflow.
Session 3	LO1 LO2	<p>Topic: The workflow model Sub-Topic: Workflow technologies Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation on current industry-standard software and hardware technologies used to develop successful workflows. • Group discussion on the streamlining of the project life cycle.
Session 4	LO1 LO2	<p>Topic: The workflow model Sub-Topic: Workflow technologies Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation on the workflow as a project life cycle optimisation tool – with consideration given to timeline development. • Group discussion on sourcing alternative resources within the workflow model.
Session 5	LO1 LO2	<p>Topic: The workflow timeline Sub-Topic: Creating a workflow timeline Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation on existing workflow systems (manual, digital, cloud-based), software, codecs, platforms and related technologies. • Group discussion on identifying areas of concern within the workflow.

Sessions	Learning Outcome(s)	Session Activities
Session 6	LO2	Topic: The workflow timeline Sub-Topic: Creating a workflow timeline Sample activities: <ul style="list-style-type: none"> Tutor presentation on budgetary constraints and workflow timetabling. Group discussion on optimising the use of available technologies, resources and skills.
Session 7	LO1 LO2	Topic: The workflow timeline Sub-Topic: Implementing a workflow timeline Sample activities: <ul style="list-style-type: none"> Group practical project to produce a sample workflow timeline using available technologies, resources and skills within an assigned brief.
Session 8	LO2 LO3	Topic: Documenting the workflow Sub-Topic: Implementing a workflow timeline Sample activities: <ul style="list-style-type: none"> Tutor presentation on documenting meetings, targets, status, progression. Group discussion on documenting the workflow timeline and budget.
Session 9	LO3	Topic: Contingency plans Sub-Topic: Developing viable contingency plans for a specific workflow timeline Sample activities: <ul style="list-style-type: none"> Tutor presentation on developing contingency plans. Group discussion on the issues related to contingency plan preparation.
Session 10	LO3	Topic: Creating a workflow for a given brief Sub-Topic: Group project work – week 1 Sample activities: <ul style="list-style-type: none"> Group project – developing a workflow for an art and design project brief. Tutor guidance, supervision and critical feedback.
Session 11	LO3	Topic: Creating a workflow for a given brief Sub-Topic: Group project work – week 2 Sample activities: <ul style="list-style-type: none"> Group project – developing a workflow for an art and design project brief. Tutor guidance, supervision and critical feedback.

Sessions	Learning Outcome(s)	Session Activities
Session 12	LO3	<p>Topic: Creating a workflow for a given brief</p> <p>Sub-Topic: Group project work – week 3</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Group project – developing a workflow for an art and design project brief. • Tutor guidance, supervision and critical feedback. • Presentation of work and group discussion to consider the suitability of the chosen workflow and its advantages.
Session 13	LO2	<p>Topic: The budget</p> <p>Sub-Topic: Preparing a budget document</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation on budget projections and man-day rates. • Group project – considering budget projections, researching man-day rates of various occupational areas.
Session 14	LO2	<p>Topic: The budget</p> <p>Sub-Topic: Preparing a budget document</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation on working with spreadsheets, project roles and tasks. • Group project – scheduling specific project roles and tasks, working with spreadsheets.
Session 15	LO3	<p>Topic: Applying a workflow to an art and design project</p> <p>Sub-Topic: Negotiating options within the project workflow</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Group project – students consider the various workflow elements appropriate to the given art and design project. Tutor guidance, supervision and feedback throughout.
Session 16	LO3	<p>Topic: Applying a workflow to an art and design project</p> <p>Sub-Topic: Selecting workflow criteria</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Group project – workflow criteria appropriate to the specific project are considered and selections are made. • Tutor guidance, supervision and feedback throughout.

Sessions	Learning Outcome(s)	Session Activities
Session 17	LO3	<p>Topic: Applying a workflow to an art and design project</p> <p>Sub-Topic: Finalising the workflow</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Group project – completing the workflow, consideration given to industry best practice and professionalism. Tutor guidance, supervision and feedback throughout.
Session 18	LO4	<p>Topic: Workflow evaluation</p> <p>Sub-Topic: Improving the workflow</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Group project – students evaluate the strengths and weaknesses of the developed workflow and recommend improvements. Group discussion. Student presentations.
Session 19	LO4	<p>Topic: Workflow evaluation</p> <p>Sub-Topic: Evaluating own contribution</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Group project – students evaluate both their own and each other's contribution to the development of the workflow during the module delivery. What improvements can be made for future workflow implementation? Reflecting on strengths and weaknesses of working practices. Group discussion. Student presentations.
Session 20	All	<p>Topic: Module review</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Completion of module review. Feedback on assignment submissions.

Unit 30: Surface Design

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	4
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Unit Title:	Surface Design	Tutor:	
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Unit Number:	30	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Investigate the application of surface design in different art and design contexts.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop and test surface designs in response to a brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create a surface design strategy and specifications for production.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present a surface design proposal, for a given context, in response to a brief.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	Topic: Surface design contexts Sub-topic(s): Scratching the surface Sample activities: <ul style="list-style-type: none"> • Tutor presentation on use of surface design in different contexts, definition of terms. • Discussion of surface design qualities in different applications. • Demonstration of way to visually investigate surface design use by others. • Group work on ideas for exploring.
Session 2	LO1	Topic: Surface design contexts Sub-topic(s): Surface design in textiles and fashion Sample activities: <ul style="list-style-type: none"> • Visiting speaker shows samples of work. • Visit to fashion agency to see approach to surface design. • Review case studies of practitioners. • Discussion/crit of sample works.
Session 3	LO1	Topic: Surface design contexts Sub-topic(s): Surface design in 2D and 3D Sample activities: <ul style="list-style-type: none"> • Visit to Design Museum to see surface design exhibition. • Visit to retail outlets to research application of surface design. • Focused study of four examples in local built environment. • Practical exploration of techniques and processes. • Desk research and discussion on contrasting examples in games and advertising.
Session 4	LO1	Topic: Surface design contexts Sub-topic(s): Surface design technical application and visual communication Sample activities: <ul style="list-style-type: none"> • Online study of digital applications and workflows. • Research into visual communication techniques and processes. • Witnessing a demonstration of techniques by experienced practitioner. • Discussion of health and safety issues and legislation.

Sessions	Learning Outcome(s)	Session Activities
Session 5	LO1	<p>Topic: Surface design contexts</p> <p>Sub-topic(s): Final write-up and presenting</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Group critique of surface design experiments. • Discussion of scope of surface design in industry and within course context. • Paired evaluation of efficacy of solutions in case study problems. • Information on referencing and presentation requirements.
Session 6	LO2	<p>Topic: Problem-solving surface design</p> <p>Sub-topic(s): Case studies of surface design problems and solutions</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Lecture and seminars on case studies. • Discussion on framing of problems, finding potential alternative solutions. • Small group discussion of brief and possible connections to personal interests. • Practical experiments with specialist materials and processes.
Session 7	LO2	<p>Topic: Problem-solving surface design</p> <p>Sub-topic(s): Finding a practical solution 1</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor discusses and explores the brief in the context of exemplar design problems. • Specialist practitioner conducts masterclass with students. • Small groups work as teams to work through one facet of a design problem. • Students hold a series of mini-crits as they work through narrowly defined issues.
Session 8	LO2	<p>Topic: Problem-solving surface design</p> <p>Sub-topic(s): Finding a practical solution 2</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Workshop introduction to technical processes. • Practical workshop on aspects of surface design problems. • Group exercise problem-solving design problem. • Group crit of progress with brief.

Sessions	Learning Outcome(s)	Session Activities
Session 9	LO2	<p>Topic: Problem-solving surface design</p> <p>Sub-topic(s): Finding a practical solution 3</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Supported studio experimentation with techniques. Presentation of case studies of technical issues and creative solutions. Designer visits studio to review and discuss progress. Client gives interim feedback on proposed solutions.
Session 10	LO2	<p>Topic: Problem-solving surface design</p> <p>Sub-topic(s): Review and write-up</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Group crit of design solutions. Client gives final verdict, group discuss. Tutor draws parallels with student work and work by others examined previously. Tutor reviews critical literature on design problems, seminars to discuss application to student work.
Session 11	LO3	<p>Topic: Creating and refining a surface design strategy and specification</p> <p>Sub-topic(s): Working on a surface design strategy</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Lecture/workshop on drafting a specification. Presentation on strategic issues case studies. Visit to production facility, discussion of key issues, observation of processes. Workshop on preparing samples and drawings.
Session 12	LO3	<p>Topic: Creating and refining a surface design strategy and specification</p> <p>Sub-topic(s): Testing and getting user feedback</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Seminar on meeting client needs. Presentation/discussion on eliciting valuable feedback from clients. Examination of consumer preferences and changing requirements in one aspect of surface design. Discussion on ways to adapt designs following feedback.

Sessions	Learning Outcome(s)	Session Activities
Session 13	LO3	<p>Topic: Creating and refining a surface design strategy and specification</p> <p>Sub-topic(s): Creating using specialist equipment and techniques 1</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Supported studio practice. • Adapt and develop approaches through practical exploration. • Tutor highlights key learning points as work progresses. • Ongoing critical review.
Session 14	LO3	<p>Topic: Creating and refining a surface design strategy and specification</p> <p>Sub-topic(s): Creating using specialist equipment and techniques 2</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Sample preparation, using supporting drawings. • Individual students identify problems and articulate solutions – reviewed by peers. • Sharing progress and iterations through learning platform.
Session 15	LO3	<p>Topic: Creating and refining a surface design strategy and specification</p> <p>Sub-topic(s): Creating using specialist equipment and techniques 3</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Practical workshop on aspects of design workflows. • Group exercise problem-solving design issues. • Practical task with observed practice of workflow. • Group test of techniques to specified standards.
Session 16	LO3	<p>Topic: Creating and refining a surface design strategy and specification</p> <p>Sub-topic(s): Creating using specialist equipment and techniques 4</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Document and comment on client and consumer feedback. • Reflective consideration of interim findings. • Annotation on production processes required for manufacture of design. • Illustrate final ideas for strategy.

Sessions	Learning Outcome(s)	Session Activities
Session 17	LO3	<p>Topic: Creating and refining a surface design strategy and specification</p> <p>Sub-topic(s): Getting the best solution</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Group crit, with client/consumer input. • Reflecting on working process and final outcomes. • Drawing comparisons with professional designers.
Session 18	LO4	<p>Topic: Surface design proposals in context</p> <p>Sub-topic(s): Presentation methods</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Group discussion on suitable presentation methods. • Workshop on verbal/face-to-face presentation. • Workshop on writing a business report. • Online training for digital presentation software.
Session 19	LO4	<p>Topic: Surface design proposals in context</p> <p>Sub-topic(s): Clients, consumers, manufacturers</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Visit to trade fair, focused questioning of participants. • Case studies of satisfied customers, with group analysis and discussion. • Small group presentation to client on proposals. • Reflection on response to brief.
Session 20	LO4	<p>Topic: Surface design proposals in context</p> <p>Sub-topic(s): Specification problems and resolutions</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Lecture on ways a design solution can find a home in a changing commercial market. • Review video of presentation to clients, discuss follow-up points. • Seminar on action plans following publication of a business report.

Unit 31: Visual Narratives

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	4
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Unit Title:	Visual Narratives	Tutor:	
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Unit Number:	31	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Analyse how visual narratives are used across a range of media to tell stories.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explore the codes and conventions relevant to visual narratives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present a visual narrative to an identified audience.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate the effectiveness of storytelling in a visual narrative.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1		<p>Topic: Introduction to the unit, course content and assessment</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Overview of key elements of the module. • Visual narrative formats. • Visual narrative codes and conventions. • Visual approaches to telling stories. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students are asked to identify and discuss a range of contexts where visual narratives are used.
Session 2	LO1	<p>Topic: Research methodologies</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Overview of methods of researching visual narrative formats and practitioners and recording research results. • Primary research. • Secondary research. • Action research. • Analysing results. • Comparing and contrasting findings. • Recording findings. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students undertake research activities to explore visual narrative formats.
Session 3	LO1 LO2	<p>Topic: Types of narrative</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Understanding types of narrative. • Linear narrative. • Non-linear narrative. • Analysing results. • Comparing and contrasting findings. • Recording findings. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students undertake research activities to explore types of narrative.
Session 4	LO1 LO2	<p>Topic: Visual narrative conventions</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Understanding conventions of visual narratives. • Voice. • Point of view. • Pace. • Comparing and contrasting findings. • Recording findings. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students undertake practical activities to explore conventions of visual narrative.

Sessions	Learning Outcome(s)	Session Activities
Session 5	LO1 LO2	<p>Topic: Visual narrative conventions</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Understanding conventions of visual narratives. • Balance of word and image. • Creative writing and visual scripting. • Relationship with the viewer. • Clarity of narrative. • Comparing and contrasting findings. • Recording findings. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students undertake practical activities to explore conventions of visual narrative.
Session 6	LO1 LO2	<p>Topic: Semiotics</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Semiotics – understanding codes of visual narratives. • Iconic codes. • Comparing and contrasting findings. • Recording findings. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students undertake practical activities to explore codes of visual narrative.
Session 7	LO1 LO2	<p>Topic: Semiotics</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Semiotics – symbolic codes. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students undertake practical activities to explore codes of visual narrative.
Session 8	LO1 LO2	<p>Topic: Semiotics</p> <p>Sub-topic(s): Semiotics – indexical codes</p> <ul style="list-style-type: none"> • Recording findings. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students undertake practical activities to explore codes of visual narrative.
Session 9	LO3 LO4	<p>Topic: Interpreting and analysing a brief</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Analysis of the content of the brief. • Interpreting the requirements of a brief. • Identifying any limitations within the brief. • Identifying specified target audience. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students analyse the content of the brief to plan a creative response.

Sessions	Learning Outcome(s)	Session Activities
Session 10	LO3 LO4	<p>Topic: Audience identification</p> <p>Sub-topic(s): Establishing the audience need</p> <ul style="list-style-type: none"> • Analysis of the audience. • Identifying the needs/desires/triggers for that audience. • Identifying how to meet the needs/desires/triggers of the audience. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students analyse specific target audiences to support understanding.
Session 11	LO3 LO4	<p>Topic: Ideas generation</p> <p>Sub-topic(s): Introducing ideas generation techniques</p> <ul style="list-style-type: none"> • Using idea generation techniques. • Documenting initial ideas. • Identifying areas for research. • Identifying materials, techniques and processes to explore. • Annotating work to evaluate work and working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students generate a range of initial ideas in response to the brief.
Session 12	LO4	<p>Topic: Facilitation of group critique</p> <p>Sub-topic(s): Facilitation of group critique</p> <ul style="list-style-type: none"> • Reflection on work undertaken. • Discussion of ideas for further development. • Offering constructive criticism to peers. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students to present work completed and engage in critical discussion within peer group.
Session 13	LO3 LO4	<p>Topic: Material experimentation</p> <p>Sub-topic(s): Selecting and applying materials, techniques and processes</p> <ul style="list-style-type: none"> • Exploring the properties and characteristics of materials. • Exploring associated tools and equipment. • Producing experiments/samples/test pieces in response to a brief. • Documenting work produced. • Annotating work to evaluate work and working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students explore and experiment with appropriate materials, techniques and processes in response to a brief.

Sessions	Learning Outcome(s)	Session Activities
Session 14	LO3 LO4	<p>Topic: Development of visual narratives Sub-topic(s): Development of visual narrative work in response to a brief</p> <ul style="list-style-type: none"> Combining materials. Experimenting with techniques and processes. Producing experiments/samples/test pieces in response to a brief. Documenting work produced. Annotating work to evaluate work and working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> Students extend experiments with visual narrative materials, techniques, technologies and processes.
Session 15	LO4	<p>Topic: Facilitation of group critique Sub-topic(s): Facilitation of group critique</p> <ul style="list-style-type: none"> Reflection on work undertaken. Discussion of ideas for further development. Offering constructive criticism to peers. <p>Sample activities:</p> <ul style="list-style-type: none"> Students to present work completed and engage in critical discussion within peer group.
Session 16	LO3 LO4	<p>Topic: Refining visual narratives Sub-topic(s): Refining visual narrative work in response to a brief</p> <ul style="list-style-type: none"> Using a range of different materials, techniques and processes. Producing a series of studies showing development of ideas. Practising and refining control of materials, techniques, technologies and processes over a period of time. Making links to relevant artists and designers researched. Documenting work produced. Annotating work to evaluate work and working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> Students extend experiments with visual narrative materials, techniques and processes and refining visual narrative work.
Session 17	LO3 LO4	<p>Topic: Production of final work Sub-topic(s): Production of visual narrative outcome</p> <ul style="list-style-type: none"> Consolidating experimental work. Review development and refinement to inform final piece. Produce final visual narrative outcome. Documenting work produced. Annotating work to evaluate work and working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> Students consolidate and produce a piece of visual narrative work in response to a brief.

Sessions	Learning Outcome(s)	Session Activities
Session 18	LO3 LO4	<p>Topic: Presenting and gathering feedback</p> <p>Sub-topic(s): Presenting final work and gathering feedback</p> <ul style="list-style-type: none"> • Select and organise work. • Order the work in a logical and aesthetically pleasing way. • Present final visual narrative work to identified target audience. • Gather feedback to inform evaluative process. • Documenting feedback process and analysing results. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students pitch/present final outcome and gather feedback on work.
Session 19	LO4	<p>Topic: Reflecting on work and working practice; considering future practice</p> <p>Considering the following:</p> <ul style="list-style-type: none"> • Visual narrative conventions and codes used. • Use of materials, techniques and processes. • How well creative intentions have been communicated. • How well the planned narrative has been communicated. • How well it meets the needs of the audience. <p>Sample activities: Students produce a written evaluation of their visual narrative work.</p>
Session 20	All	<p>Topic: Module review</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Completion of module review. • Feedback on assessments.

Unit 32: Professional Practice

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	5
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Unit Title:	Professional Practice	Tutor:	
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Unit Number:	32	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Review own skills and abilities to support future employment or self-employment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Investigate business structures, legal frameworks and legislation to construct a business plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop material to support future employment or self-employment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present own skills, abilities and work to an employer or client.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic: Introduction to the unit</p> <p>Sub-topic(s): Overview of the key elements of the module and assessment methods and key dates</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Discussion on assignment requirements. • Reflection on previous unit: 1 Professional Development. • Samples of previous high-grade student work. • Group discussion on career path. • Mind-map own skills required for specific career.
Session 2	LO1	<p>Topic: Career aspirations</p> <p>Sub-topic(s): Career trends and options, graduate attributes, employability skills</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Case studies of professionals' and past students' career paths. • Visit a professional studio. • Research through interviews, marketing information, collecting and collating data, past experiences and industry contacts. • Guest lecture. • Analyses and evaluation of findings.
Session 3	LO1	<p>Topic: Career plan</p> <p>Sub-topic(s): Recognising constraints, strategies and critical analysis</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Discuss best practice for career planning. • Group discussion on goals. • Produce a career plan. • Peer assessment of outcomes.
Session 4	LO1	<p>Topic: Work shadowing or placement</p> <p>Sub-topic(s): Cold calling, internships, assistant, employability skills</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Identify possible internships. • Workshop on cold calling. • Research and evaluate suitable organisations that could provide industry experience. • Contact employers to undertake negotiations for work experience. • Workshop from careers.

Sessions	Learning Outcome(s)	Session Activities
Session 5	LO2	<p>Topic: Business models Sub-topic(s): Market needs and approach, USP, mission statement Sample activities:</p> <ul style="list-style-type: none"> • Lecturer on varied business models. • Case studies of business plans from professionals or past students. • Local bank visit. • Group discussion on USP. • Research local/regional competitors. • Research mission statements, analysis and reflection. • Produce own USP and mission statement. • Peer assessment of outcomes.
Session 6	LO2	<p>Topic: Costing and cash flow Sub-topic(s): Record keeping, contracts Sample activities:</p> <ul style="list-style-type: none"> • Visit by professional on managing business. • Group analyses of cash flow samples. • Research current costing of creative work. • Produce own costing and cash flow. • Draft a contract for a potential client.
Session 7	LO2	<p>Topic: Art/creative professional bodies Sub-topic(s): Membership, grants, residencies/internships Sample activities:</p> <ul style="list-style-type: none"> • Visit by professional on applying for grants. • Research professional bodies associated with specialism. • In groups, research current art grants available.
Session 8	LO2	<p>Topic: Liabilities Sub-topic(s): Tax/VAT, self-employed/sole trader, registering with HMRC, PAYE Sample activities:</p> <ul style="list-style-type: none"> • Lecturer on money matters. • Discussion on the pros and cons of employment versus freelance. • Research and understanding of tax/VAT to embed in own practice.
Session 9	LO2	<p>Topic: Legalities Sub-topic(s): Public liability insurance, professional indemnity insurance, intellectual property (e.g. copyright and licensing laws) Sample activities:</p> <ul style="list-style-type: none"> • Case studies of public liability. • Compare cost and cover. • Lecturer on copyright and licensing law.

Sessions	Learning Outcome(s)	Session Activities
Session 10	LO2	Topic: Business plan Sub-topic(s): Collate and clarify business ideas, goals, services, pricing, market needs Sample activities: <ul style="list-style-type: none"> Collect all data and research to formulate business plan. Present plan to group 'Dragons' Den'. Evaluate the success of plan based on feedback.
Session 11	LO3	Topic: Portfolio building Sub-topic(s): Purpose and production, types of portfolio Sample activities: <ul style="list-style-type: none"> Discussion on print versus digital. Research practising professional portfolios and analyses. Demonstration of the production of a portfolio. Gather a selection of own work for peer review. Analyse own work for development and final outcome.
Session 12	LO3	Topic: Social and professional networking Sub-topic(s): Facebook, Instagram, Twitter, Behance, LinkedIn, blogging, SEO Sample activities: <ul style="list-style-type: none"> Lecture on the importance of using social and professional networking. Identify the characteristics of varied social and professional networking. Select appropriate platforms for marketing self-employment. Link all platforms for a coherent representation. Peer assessment of outcomes.
Session 13	LO3	Topic: Marketing materials – initial designs Sub-topic(s): Identifying requirements related to specialist practice Sample activities: <ul style="list-style-type: none"> Demonstration/presentation on varied media for specific audiences. Analysing other professionals' self-promotion within your chosen discipline. Create design boards. Group discussion and peer feedback.
Session 14	LO3	Topic: Portfolio Sub-topic(s): Refine and presentation Sample activities: <ul style="list-style-type: none"> Refine final portfolio. Present to group or visiting professional for review. Reflection and evaluation.

Sessions	Learning Outcome(s)	Session Activities
Session 15	LO3	Topic: Contacting employers Sub-topic(s): CV, covering letter and artist or personal statement Sample activities: <ul style="list-style-type: none"> Research and analyse a range of CVs. Create own CV for specific audience. Produce a letter of application. Write an artist statement for social/professional networks.
Session 16	LO3	Topic: Marketing materials – final designs Sub-topic(s): Analysis of final designs Sample activities: <ul style="list-style-type: none"> Select and complete refined ideas for final production. Use within all areas of marketing. Individual peer assessments.
Session 17	LO4	Topic: Preparing for interview Sub-topic(s): 'Dress for success' <ul style="list-style-type: none"> Workshop from careers. Mock interview. Group critique.
Session 18	LO4	Topic: Working for an employer or client Sample activities: <ul style="list-style-type: none"> Undertake interview with client. Produce a plan of work. Show evidence of input from employer/client. Analyse the benefits of proposed activities.
Session 19	LO4	Topic: Reflection on work Sample activities: <ul style="list-style-type: none"> Reflect on the work. Make suggestions for improvement and review these with employer/client. Monitor and reflect on your progress and evaluate the quality of your own performance and learning.
Session 20	LO4	Topic: Evaluation Sample activities: <ul style="list-style-type: none"> Reflection on work process and development. Evaluate the success of project in terms of professional practice.

Unit 33: Applied Practice - Collaborative Project (Pearson-set)

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Schemes of Work

Programme Title:	Art & Design	Level:	5
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Unit Title:	Applied Practice – Collaborative Project (Pearson-set)	Tutor:	
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Unit Number:	33	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Evaluate own and group skills, in support of a collaborative team.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan and manage a collaborative project, based on a Pearson-set theme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present collaborative project outcomes, highlighting own contributions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critically evaluate own work, and the work of others in a collaborative project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	Topic: Introduction and overview of the unit Sample activities: <ul style="list-style-type: none"> Group discussion identifying independent approaches to the theme set by Pearson. Tutor presentation approaches to collaborative practice. Group work – brainstorm theme set by Pearson, students working in groups of two which feed back approaches and proposals to group. Group discussion on approaches to the collaborative project, which identifies project direction and available opportunities.
Session 2	LO1 LO2	Topic: Exploration in response to theme. Sample activities: <ul style="list-style-type: none"> Students generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively (group work) in response to theme. Research task (group work) – each group given a different task to research: <i>Industry – live projects/Consortia bids</i> <i>Competitions – ^{[1][2]}_{SEP} cultural organisations</i> <i>Community art or design projects ^{[1][2]}_{SEP}</i> <i>Non-governmental organisations</i> <i>Charitable organisations</i> <i>Exhibitions</i> <i>Public and community art</i> <i>Trans-disciplinary projects</i> <i>Collaborative networks and relationships</i>
Session 3	LO1 LO2	Topic: Exploration in response to theme Sample activities: <ul style="list-style-type: none"> Continuation of research task (group work) – each group given a different task to research: <i>Industry – live projects/Consortia bids</i> <i>Competitions – ^{[1][2]}_{SEP} cultural organisations</i> <i>Community art or design projects ^{[1][2]}_{SEP}</i> <i>Non-governmental organisations</i> <i>Charitable organisations</i> <i>Exhibitions</i> <i>Public and community art</i> <i>Trans-disciplinary projects</i> <i>Collaborative networks and relationships</i> Students working in small research groups creating evidence to present to the student group (presentation of research findings).

Sessions	Learning Outcome(s)	Session Activities
Session 4	LO3	Topic: Exploration in response to theme Sample activities: <ul style="list-style-type: none"> Students' feed back and present findings and proposals to group in response to theme and their research task. Tutor facilitates group presentations on research tasks. Tutor and group analysis on collaborative project approaches to theme.
Session 5	LO3	Topic: Exploration in response to theme Sample activities: <ul style="list-style-type: none"> Tutor and group analysis on collaborative project approaches to themes from all group presentations. Tutor and group decide on chosen approach of the collaborative project and direction for primary and secondary research.
Session 6	LO2	Topic: Project and time management plans Sub-topic(s): Records of discussions/target audience Sample activities: <ul style="list-style-type: none"> Tutor presentation on project and time management plans and target audiences. Tutor will use examples to demonstrate good working practices within the creative industries relating to collaborative projects. Group discussion highlighting the identified roles within collaborative project teams or groups. Each collaborative project team or group to document all records of discussions with project stakeholders.
Session 7	LO1 LO2	Topic: Project and time management plans/idea generation Sub-topic(s): Target audience Sample activities: <ul style="list-style-type: none"> Students undertake primary and secondary artist/designer influences in response to theme. Students generate a series of thumbnail studies/initial ideas outlining approaches to theme and potential project target audience.
Session 8	LO1 LO2	Topic: Idea generation Sub-topic(s): Target audience Sample activities: <ul style="list-style-type: none"> Students present primary and secondary artist/designer influences in response to theme. Students present thumbnail studies/initial ideas outlining approaches to theme and potential project target audience and scope/direction of collaborative project. Group discussion on project idea generation. Each collaborative project team or group to document all records of discussions with project stakeholders.

Sessions	Learning Outcome(s)	Session Activities
Session 9	LO2 LO3	<p>Topic: Location and scale of project Sub-topic(s): Materials, techniques and processes Sample activities:</p> <ul style="list-style-type: none"> • Group discussion on initial design ideas. Student groups present ideas to the group regarding factors relating to location and scale of collaborative project. • Tutor presentation on materials, techniques and processes. Tutor will use examples to demonstrate possible opportunities in approaching theme. • Class discussion on suitability of materials, techniques and processes.
Session 10	LO2	<p>Topic: Cultural and ethical considerations/community and social engagement Sub-topic(s): Intellectual property Sample activities:</p> <ul style="list-style-type: none"> • Question and answer activity – what are cultural and ethical considerations? • Question and answer activity – what is community and social engagement? • Discussion on question and answer activities. • Tutor presentation on intellectual property. Tutor will use examples and case studies to outline within the creative sector.
Session 11	LO2	<p>Topic: Health and safety Sub-topic(s): Project evaluations Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation on health, safety and safe working practices within studio and workshop environments. Tutor will use examples of health, safety and safe working practices with the group; show examples of design reports and project evaluations.
Session 12	LO2	<p>Topic: Applied practice Sample activities:</p> <ul style="list-style-type: none"> • Student-based applied practice with tutor/stakeholder support and guidance as required. • Students develop collaborative project and time management plans in response to theme. • Students document health, safety and safe working practices within their defined collaborative project. <p>Comments: Students working independently and in groups, recognising the place of their individual interests and skills in collaborative project-based practice.</p>

Sessions	Learning Outcome(s)	Session Activities
Session 13	LO2	<p>Topic: Applied practice Sample activities:</p> <ul style="list-style-type: none"> • Student-based applied practice with tutor/stakeholder support and guidance as required. • Students document health, safety and safe working practices within their defined collaborative project. • Students create design reports and project evaluations as project progresses. • Tutor-led constructive critiques of collaborative project. <p>Comments: Students working independently and in groups, recognising the place of their individual interests and skills in collaborative project-based practice.</p>
Session 14	LO2	<p>Topic: Applied practice Sample activities:</p> <ul style="list-style-type: none"> • Student-based applied practice with tutor/stakeholder support and guidance as required. • Students document health, safety and safe working practices within their defined collaborative project. • Students create design reports and project evaluations as project progresses. • Tutor-led constructive critiques of collaborative project. <p>Comments: Students working independently and in groups, recognising the place of their individual interests and skills in collaborative project-based practice.</p>
Session 15	LO2	<p>Topic: Applied practice/Checkpoint 1 Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led constructive critiques of collaborative project/project time management plans. • Stakeholder collaborative project presentations/meetings.
Session 16	LO2	<p>Topic: Applied practice Sample activities:</p> <ul style="list-style-type: none"> • Student-based applied practice with tutor/stakeholder support and guidance as required. • Students document health, safety and safe working practices within their defined collaborative project. • Students create design reports and project evaluations as project progresses. • Tutor-led constructive critiques of collaborative project. <p>Comments: Students working independently and in groups, recognising the place of their individual interests and skills in collaborative project-based practice.</p>

Sessions	Learning Outcome(s)	Session Activities
Session 17	LO2	<p>Topic: Applied practice Sample activities:</p> <ul style="list-style-type: none"> • Student-based applied practice with tutor/stakeholder support and guidance as required. • Students document health, safety and safe working practices within their defined collaborative project. • Students create design reports and project evaluations as project progresses. • Tutor-led constructive critiques of collaborative project. <p>Comments: Students working independently and in groups, recognising the place of their individual interests and skills in collaborative project-based practice.</p>
Session 18	LO2	<p>Topic: Applied practice Sample activities:</p> <ul style="list-style-type: none"> • Student-based applied practice with tutor/stakeholder support and guidance as required. • Students document health, safety and safe working practices within their defined collaborative project. • Students create design reports and project evaluations as project progresses. • Tutor-led constructive critiques of collaborative project. <p>Comments: Students working independently and in groups, recognising the place of their individual interests and skills in collaborative project-based practice.</p>
Session 19	LO2	<p>Topic: Applied practice/Checkpoint 2 Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led constructive critiques of collaborative project/project time management plans. • Stakeholder collaborative project presentations/meetings.
Session 20	LO2	<p>Topic: Applied practice Sample activities:</p> <ul style="list-style-type: none"> • Student-based applied practice with tutor/stakeholder support and guidance as required. • Students document health, safety and safe working practices within their defined collaborative project. • Students create design reports and project evaluations as project progresses. • Tutor-led constructive critiques of collaborative project. <p>Comments: Students working independently and in groups, recognising the place of their individual interests and skills in collaborative project-based practice.</p>

Sessions	Learning Outcome(s)	Session Activities
Session 21	LO2	<p>Topic: Applied practice Sample activities:</p> <ul style="list-style-type: none"> • Student-based applied practice with tutor/stakeholder support and guidance as required. • Students document health, safety and safe working practices within their defined collaborative project. • Students create design reports and project evaluations as project progresses. • Tutor-led constructive critiques of collaborative project. <p>Comments: Students working independently and in groups, recognising the place of their individual interests and skills in collaborative project-based practice.</p>
Session 22	LO2	<p>Topic: Applied practice Sample activities:</p> <ul style="list-style-type: none"> • Student-based applied practice with tutor/stakeholder support and guidance as required. • Students document health, safety and safe working practices within their defined collaborative project. • Students create design reports and project evaluations as project progresses. • Tutor-led constructive critiques of collaborative project. <p>Comments: Students working independently and in groups, recognising the place of their individual interests and skills in collaborative project-based practice.</p>
Session 23	LO2	<p>Topic: Applied practice/Checkpoint 3 Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led constructive critiques of collaborative project/project time management plans. • Stakeholder collaborative project presentations/meetings.
Session 24	LO2 LO3	<p>Topic: Applied practice Sub-topic(s): Presentation formats Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation on presentation formats, showing examples of how to present and exhibit work. • Student-based applied practice with tutor/stakeholder support and guidance as required. • Students document health, safety and safe working practices within their defined collaborative project. • Students create design reports and project evaluations as project progresses.
Session 25	LO2 LO3	<p>Topic: Applied practice/presentation formats Sample activities:</p> <ul style="list-style-type: none"> • Student group/stakeholder discussions on presentation formats. • Tutor-led constructive critique on presentation formats.

Sessions	Learning Outcome(s)	Session Activities
Session 26	LO3	Topic: Applied practice Sub-topic(s): Marketing, promotion and publicity of collaborative practice Sample activities: <ul style="list-style-type: none"> Tutor presentation on marketing, promotion and publicity of collaborative practice, showing examples of collaborative marketing, promotion and publicity. Group activity – research and discuss marketing, promotion and publicity.
Session 27	LO3	Topic: Applied practice Sub-topic(s): Marketing, promotion and publicity of collaborative practice Sample activities: <ul style="list-style-type: none"> Students feed back and present findings and proposals to group in response to marketing, promotion and publicity of collaborative practice. Tutor facilitates group presentations on marketing, promotion and publicity of collaborative practice. Tutor and group analysis on marketing, promotion and publicity.
Session 28	LO3	Topic: Marketing, promotion and publicity of collaborative practice Sample activities: <ul style="list-style-type: none"> Group discussion: cross-channel marketing platforms.
Session 29	LO3	Topic: Marketing, promotion and publicity of collaborative practice Sample activities: <ul style="list-style-type: none"> Student groups to generate ideas and concepts for marketing, promotion and publicity material for their collaborative project. Student groups/stakeholders identify appropriate cross-channel marketing platforms.
Session 30	LO3	Topic: Marketing, promotion and publicity of collaborative practice Sample activities: <ul style="list-style-type: none"> Group presentations on marketing, promotion and publicity material for their collaborative project, which identifies which cross-channel marketing platforms are appropriate.
Session 31	LO3	Topic: Marketing, promotion and publicity of collaborative practice Sample activities: <ul style="list-style-type: none"> Student groups to create marketing, promotion and publicity material for their collaborative project.

Sessions	Learning Outcome(s)	Session Activities
Session 32	LO3	Topic: Marketing, promotion and publicity of collaborative practice Sample activities: <ul style="list-style-type: none"> • Student groups to create marketing, promotion and publicity material for their collaborative project. • Students create design reports and project evaluations as project progresses.
Session 33	LO2 LO3	Topic: Exhibition, installation, performance or presentation Sample activities: <ul style="list-style-type: none"> • Student group/stakeholder planning on presentation formats (exhibit, installation, performance, presentation). • Site and location visits, access to exhibition, installation, performance or presentation. • Health and safety requirements in relation to exhibition, installation, performance or presentation space.
Session 34	LO3	Topic: Exhibition, installation, performance or presentation Sub-topic(s): Community participation Sample activities: <ul style="list-style-type: none"> • Group presentations/discussions on presentation formats (exhibit, installation, performance, presentation), showing examples of how to present resolved outcome to an audience. • Question and answer activity – how to integrate community participation?
Session 35	LO3	Topic: Exhibition, installation, performance or presentation Sub-topic(s): Community participation Sample activities: <ul style="list-style-type: none"> • Present resolved outcome to an informed audience in an appropriate format, through effective professional collaboration, personal reflection on applied practice with ethical and community awareness. <p>Comments: Presentation of resolved outcome to be documented/recorded as evidence for learning outcome.</p>
Session 36	LO3	Topic: Exhibition, installation, performance or presentation Sub-topic(s): Community participation Sample activities: <ul style="list-style-type: none"> • Present resolved outcome to an informed audience in an appropriate format, through effective professional collaboration, personal reflection on applied practice with ethical and community awareness. <p>Comments: Presentation of resolved outcome to be documented/recorded as evidence for learning outcome.</p>

Sessions	Learning Outcome(s)	Session Activities
Session 37	LO4	Topic: Reflective practice Sub-topic(s): Industry-specific terminology/collaborative project diary/journal Sample activities: <ul style="list-style-type: none"> Tutor-led activity on industry-specific terminology within collaborative project documenting individual reports. Students will individually create a collaborative project diary/journal, reflecting all aspects of the project, which demonstrates perceptive reflection through analysis and annotation using appropriate subject-specific terminology about decisions undertaken with the collaborative project. Students will individually analyse working relationships within project groups, participation and relationships with others.
Session 38	LO4	Topic: Reflective practice Sub-topic(s): Collaborative project diary/journal Sample activities: <ul style="list-style-type: none"> Students will individually create a collaborative project diary/journal, reflecting all aspects of the project, which demonstrates perceptive reflection through analysis and annotation using appropriate subject-specific terminology about decisions undertaken with the collaborative project. Students will individually analyse working relationships within project groups, participation and relationships with others.
Session 39	LO4	Topic: Evaluation of the creative process Sample activities: <ul style="list-style-type: none"> Students will individually assess the outcomes produced for the project in the dissemination of works to an external audience.
Session 40	All	Completion and submission of unit

Unit 34: Advanced Interior Design Studies

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Schemes of Work

Programme Title:	Art & Design	Level:	5
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Unit Title:	Advanced Interior Design Studies	Tutor:	
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Unit Number:	33	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Explore interior design through historical and contemporary precedents.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate the needs of different types of interior.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present finished design proposals for a given interior context.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop technical documentation for the construction and installation of interior design outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	Topic: Introduction and overview of the unit Sample activities: <ul style="list-style-type: none"> Group discussion identifying independent approaches to the theme set by Pearson. Tutor presentation approaches to collaborative practice. Group work – brainstorm theme set by Pearson, students working in groups of two which feed back approaches and proposals to group. Group discussion on approaches to the collaborative project, which identifies project direction and available opportunities.
Session 2	LO1	Topic: Exploration in response to theme Sample activities: <ul style="list-style-type: none"> Students generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively (group work) in response to theme. Research task (group work) – each group given a different task to research: <ul style="list-style-type: none"> Industry – live projects/Consortia bids Competitions^[SEP] Cultural organisations Community art or design projects^[SEP] Non-governmental organisations Charitable organisations Exhibitions Public and community art Trans-disciplinary projects Collaborative networks and relationships
Session 3	LO1	Topic: Exploration in response to theme Sample activities: <ul style="list-style-type: none"> Continuation of research task (group work) – each group given a different task to research: <ul style="list-style-type: none"> Industry – live projects/Consortia bids Competitions Cultural organisations Community art or design projects^[SEP] Non-governmental organisations Charitable organisations Exhibitions Public and community art Trans-disciplinary projects Collaborative networks and relationships Students working in small research groups creating evidence to present to the student group (presentation of research findings).

Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1	Topic: Exploration in response to theme Sample activities: <ul style="list-style-type: none"> Students feed back and present findings and proposals to group in response to theme and their research task. Tutor facilitates group presentations on research tasks. Tutor and group analysis on collaborative project approaches to theme.
Session 5	LO1	Topic: Exploration in response to theme Sample activities: <ul style="list-style-type: none"> Tutor and group analysis on collaborative project approaches to themes from all group presentations. Tutor and group decide on chosen approach of the collaborative project and direction for primary and secondary research.
Session 6	LO1	Topic: Project and time management plans Sub-topic(s): Records of discussions/target audience Sample activities: <ul style="list-style-type: none"> Tutor presentation on project and time management plans and target audiences. Tutor will use examples to demonstrate good working practices within the creative industries relating to collaborative projects. Group discussion highlighting the identified roles within collaborative project teams or groups. Each collaborative project team or group to document all records of discussions with project stakeholders.
Session 7	LO1 LO2	Topic: Project and time management plans/idea generation Sub-topic(s): Target audience Sample activities: <ul style="list-style-type: none"> Students undertake primary and secondary artist/designer influences in response to theme. Students generate a series of thumbnail studies/initial ideas outlining approaches to theme and potential project target audience.
Session 8	LO1 LO2	Topic: Idea generation Sub-topic(s): Target audience Sample activities: <ul style="list-style-type: none"> Students present primary and secondary artist/designer influences in response to theme. Students present thumbnail studies/initial ideas outlining approaches to theme and potential project target audience and scope/direction of collaborative project. Group discussion on project idea generation. Each collaborative project team or group to document all records of discussions with project stakeholders.

Sessions	Learning Outcome(s)	Session Activities
Session 9	LO2	<p>Topic: Location and scale of project Sub-topic(s): Materials, techniques and processes. Sample activities:</p> <ul style="list-style-type: none"> • Group discussion on initial design ideas. Student groups present ideas to the group regarding factors relating to location and scale of collaborative project. • Tutor presentation on materials, techniques and processes. Tutor will use examples to demonstrate possible opportunities in approaching theme. • Class discussion on suitability of materials, techniques and processes.
Session 10	LO2	<p>Topic: Cultural and ethical considerations/community and social engagement Sub-topic(s): Intellectual property Sample activities:</p> <ul style="list-style-type: none"> • Question and answer activity – what are cultural and ethical considerations? • Question and answer activity – what is community and social engagement? • Discussion on question and answer activities. • Tutor presentation on intellectual property. Tutor will use examples and case studies to outline within the creative sector.
Session 11	LO2	<p>Topic: Health and safety Sub-topic(s): Project evaluations Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation on health, safety and safe working practices within studio and workshop environments. Tutor will use examples of health, safety and safe working practices with the group; show examples of design reports and project evaluations.
Session 12	LO2	<p>Topic: Applied practice Sample activities:</p> <ul style="list-style-type: none"> • Student-based applied practice with tutor/stakeholder support and guidance as required. • Students develop collaborative project and time management plans in response to theme. • Students document health, safety and safe working practices within their defined collaborative project. <p>Comments: Students working independently and in groups, recognising the place of their individual interests and skills in collaborative project-based practice.</p>

Sessions	Learning Outcome(s)	Session Activities
Session 13	LO2	<p>Topic: Applied practice Sample activities:</p> <ul style="list-style-type: none"> • Student-based applied practice with tutor/stakeholder support and guidance as required. • Students document health, safety and safe working practices within their defined collaborative project. • Students create design reports and project evaluations as project progresses. • Tutor-led constructive critiques of collaborative project. <p>Comments: Students working independently and in groups, recognising the place of their individual interests and skills in collaborative project-based practice.</p>
Session 14	LO2	<p>Topic: Applied practice Sample activities:</p> <ul style="list-style-type: none"> • Student-based applied practice with tutor/stakeholder support and guidance as required. • Students document health, safety and safe working practices within their defined collaborative project. • Students create design reports and project evaluations as project progresses. • Tutor-led constructive critiques of collaborative project. <p>Comments: Students working independently and in groups, recognising the place of their individual interests and skills in collaborative project-based practice.</p>
Session 15	LO2	<p>Topic: Applied practice/Checkpoint 1 Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led constructive critiques of collaborative project/project time management plans. • Stakeholder collaborative project presentations/meetings.
Session 16	LO2	<p>Topic: Applied practice Sample activities:</p> <ul style="list-style-type: none"> • Student-based applied practice with tutor/stakeholder support and guidance as required. • Students document health, safety and safe working practices within their defined collaborative project. • Students create design reports and project evaluations as project progresses. • Tutor-led constructive critiques of collaborative project. <p>Comments: Students working independently and in groups, recognising the place of their individual interests and skills in collaborative project-based practice.</p>

Sessions	Learning Outcome(s)	Session Activities
Session 17	LO2	<p>Topic: Applied practice Sample activities:</p> <ul style="list-style-type: none"> • Student-based applied practice with tutor/stakeholder support and guidance as required. • Students document health, safety and safe working practices within their defined collaborative project. • Students create design reports and project evaluations as project progresses. • Tutor-led constructive critiques of collaborative project. <p>Comments: Students working independently and in groups, recognising the place of their individual interests and skills in collaborative project-based practice.</p>
Session 18	LO2	<p>Topic: Applied practice Sample activities:</p> <ul style="list-style-type: none"> • Student-based applied practice with tutor/stakeholder support and guidance as required. • Students document health, safety and safe working practices within their defined collaborative project. • Students create design reports and project evaluations as project progresses. • Tutor-led constructive critiques of collaborative project. <p>Comments: Students working independently and in groups, recognising the place of their individual interests and skills in collaborative project-based practice.</p>
Session 19	LO2	<p>Topic: Applied practice/Checkpoint 2 Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led constructive critiques of collaborative project/project time management plans. • Stakeholder collaborative project presentations/meetings.
Session 20	LO2	<p>Topic: Applied practice Sample activities:</p> <ul style="list-style-type: none"> • Student-based applied practice with tutor/stakeholder support and guidance as required. • Students document health, safety and safe working practices within their defined collaborative project. • Students create design reports and project evaluations as project progresses. • Tutor-led constructive critiques of collaborative project. <p>Comments: Students working independently and in groups, recognising the place of their individual interests and skills in collaborative project-based practice.</p>

Sessions	Learning Outcome(s)	Session Activities
Session 21	LO2	<p>Topic: Applied practice Sample activities:</p> <ul style="list-style-type: none"> • Student-based applied practice with tutor/stakeholder support and guidance as required. • Students document health, safety and safe working practices within their defined collaborative project. • Students create design reports and project evaluations as project progresses. • Tutor-led constructive critiques of collaborative project. <p>Comments: Students working independently and in groups, recognising the place of their individual interests and skills in collaborative project-based practice.</p>
Session 22	LO2	<p>Topic: Applied practice Sample activities:</p> <ul style="list-style-type: none"> • Student-based applied practice with tutor/stakeholder support and guidance as required. • Students document health, safety and safe working practices within their defined collaborative project. • Students create design reports and project evaluations as project progresses. • Tutor-led constructive critiques of collaborative project. <p>Comments: Students working independently and in groups, recognising the place of their individual interests and skills in collaborative project-based practice.</p>
Session 23	LO2	<p>Topic: Applied practice/Checkpoint 3 Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led constructive critiques of collaborative project/project time management plans. • Stakeholder collaborative project presentations/meetings.
Session 24	LO2 LO3	<p>Topic: Applied practice Sub-topic(s): Presentation formats Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation on presentation formats, showing examples of how to present and exhibit work. • Student-based applied practice with tutor/stakeholder support and guidance as required. • Students document health, safety and safe working practices within their defined collaborative project. • Students create design reports and project evaluations as project progresses.
Session 25	LO2 LO3	<p>Topic: Applied practice/Presentation formats Sample activities:</p> <ul style="list-style-type: none"> • Student group/stakeholder discussions on presentation formats. • Tutor-led constructive critique on presentation formats.

Sessions	Learning Outcome(s)	Session Activities
Session 26	LO3	Topic: Applied practice Sub-topic(s): Marketing, promotion and publicity of collaborative practice Sample activities: <ul style="list-style-type: none"> Tutor presentation on marketing, promotion and publicity of collaborative practice, showing examples of collaborative marketing, promotion and publicity. Group activity – research and discuss marketing, promotion and publicity.
Session 27	LO3	Topic: Applied practice Sub-topic(s): Marketing, promotion and publicity of collaborative practice Sample activities: <ul style="list-style-type: none"> Students feed back and present findings and proposals to group in response to marketing, promotion and publicity of collaborative practice. Tutor facilitates group presentations on marketing, promotion and publicity of collaborative practice. Tutor and group analysis on marketing, promotion and publicity.
Session 28	LO3	Topic: Marketing, promotion and publicity of collaborative practice Sample activities: <ul style="list-style-type: none"> Group discussion: cross-channel marketing platforms.
Session 29	LO3	Topic: Marketing, promotion and publicity of collaborative practice Sample activities: <ul style="list-style-type: none"> Student groups to generate ideas and concepts for marketing, promotion and publicity material for their collaborative project. Student groups/stakeholders identify appropriate cross-channel marketing platforms.
Session 30	LO3	Topic: Marketing, promotion and publicity of collaborative practice Sample activities: <ul style="list-style-type: none"> Group presentations on marketing, promotion and publicity material for their collaborative project, which identifies which cross-channel marketing platforms are appropriate.
Session 31	LO3	Topic: Marketing, promotion and publicity of collaborative practice Sample activities: <ul style="list-style-type: none"> Student groups to create marketing, promotion and publicity material for their collaborative project.

Sessions	Learning Outcome(s)	Session Activities
Session 32	LO3	Topic: Marketing, promotion and publicity of collaborative practice Sample activities: <ul style="list-style-type: none"> Student groups to create marketing, promotion and publicity material for their collaborative project. Students create design reports and project evaluations as project progresses.
Session 33	LO2 LO3	Topic: Exhibition, installation, performance or presentation Sample activities: <ul style="list-style-type: none"> Student group/stakeholder planning on presentation formats (exhibit, installation, performance, presentation). Site and location visits, access to exhibition, installation, performance or presentation. Health and safety requirements in relation to exhibition, installation, performance or presentation space.
Session 34	LO3	Topic: Exhibition, installation, performance or presentation Sub-topic(s): Community participation Sample activities: <ul style="list-style-type: none"> Group presentations/discussions on presentation formats (exhibit, installation, performance, presentation), showing examples of how to present resolved outcome to an audience. Question and answer activity – how to integrate community participation?
Session 35	LO3	Topic: Exhibition, installation, performance or presentation Sub-topic(s): Community participation Sample activities: <ul style="list-style-type: none"> Present resolved outcome to an informed audience in an appropriate format, through effective professional collaboration, personal reflection on applied practice with ethical and community awareness. <p>Comments: Presentation of resolved outcome to be documented/recorded as evidence for learning outcome.</p>
Session 36	LO3	Topic: Exhibition, installation, performance or presentation Sub-topic(s): Community participation Sample activities: <ul style="list-style-type: none"> Present resolved outcome to an informed audience in an appropriate format, through effective professional collaboration, personal reflection on applied practice with ethical and community awareness. <p>Comments: Presentation of resolved outcome to be documented/recorded as evidence for learning outcome.</p>

Sessions	Learning Outcome(s)	Session Activities
Session 37	LO4	<p>Topic: Reflective practice Sub-topic(s): Industry-specific terminology/collaborative project diary/journal Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led activity on industry-specific terminology within collaborative project documenting individual reports. • Students will individually create a collaborative project diary/journal, reflecting all aspects of the project, which demonstrates perceptive reflection through analysis and annotation using appropriate subject-specific terminology about decisions undertaken with the collaborative project. • Students will individually analyse working relationships within project groups, participation and relationships with others.
Session 38	LO4	<p>Topic: Reflective practice Sub-topic(s): Collaborative project diary/journal Sample activities:</p> <ul style="list-style-type: none"> • Students will individually create a collaborative project diary/journal, reflecting all aspects of the project, which demonstrates perceptive reflection through analysis and annotation using appropriate subject-specific terminology about decisions undertaken with the collaborative project. • Students will individually analyse working relationships within project groups, participation and relationships with others.
Session 39	LO4	<p>Topic: Evaluation of the creative process Sample activities:</p> <ul style="list-style-type: none"> • Students will individually assess the outcomes produced for the project in the dissemination of works to an external audience.
Session 40	All	Topic: Completion and submission of unit

Unit 35: Advanced Product Design Studies

Please note that Schemes of Work are for guidance and support only.

They can be customised and amended according to localised needs and requirements. All Schemes of Work can be adapted to suit specific establishment time frames in line with GLH delivery.

Schemes of Work

Programme Title:	Art & Design	Level:	5
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Unit Title:	Advanced Product Design Studies	Tutor:	
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Unit Number:	35	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Develop a strategic design approach; responding to design constraints and requirements, in relation to a brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illustrate the connections between product design and manufacturing in relation to a design strategy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produce design prototypes, through analysis and testing, in support of a design strategy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present development work and final product design proposal in response to a brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic: Project brief</p> <p>Sub-topic(s): Establish design problem, contextualise product, identify specific product constraints and design proposal formats</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Briefing of design problem. • Individual or group mind-map of product ideas. • Group discussion of design process for brief and fundamental constraints. • Practical proposal exercise with either peer review or group discussion.
Session 2	LO1	<p>Topic: Historic solutions</p> <p>Sub-topic(s): Researching historic and contemporary example solutions</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Preliminary investigation into similar and existing products for contextualisation of design problem. • Practical proposal exercise with either peer review or group discussion. • Presentation of case studies.
Session 3	LO1	<p>Topic: User-centred design</p> <p>Sub-topic(s): Usability, accessibility, ergonomics and anthropometrics</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Case study lecture – user-centric analysis to push design process and key theories of consumer empathy, utility, usability, accessibility, ergonomics and anthropometrics. • Practical measuring workshop for ergonomics and anthropometrics. • Student presentation on separate sub-topics.
Session 4	LO1	<p>Topic: Scenario analysis</p> <p>Sub-topic(s): Utility, scenario analysis, consumer empathy, product service systems, quality function deployment principles</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Field study or studio-based action research using scenario analysis. • Comparative study of innovation in the sector with an introduction to product service systems. • Student-led seminar with scenario analysis of an example product with reference to product service systems.
Session 5	LO1	<p>Topic: Trends and forces</p> <p>Sub-topic(s): Historic and contemporary innovations, trends and forces on design</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Student-led seminar on relevant twentieth-century trends divided among the group. • Discussion on trends and market forces on design – students have pre-read material and bring their own examples for discussion.

Sessions	Learning Outcome(s)	Session Activities
Session 6	LO1	<p>Topic: Design innovation</p> <p>Sub-topic(s): Incremental and radical approaches to design problems</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Student-led seminar on relevant product innovations. • Presentation of an incremental and a radical approach with comparative analysis. • Practical workshop responses to case studies where students visualise and plan their own rapid responses to the design problem.
Session 7	LO1	<p>Topic: Manufacturing</p> <p>Sub-topic(s): Impact of production on design, manufacturing innovations, mass customisation and new technologies</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Lecture on relationship between designer and manufacturers. • Case study review of exemplar designs that changed in response to manufacturing issues. • Students report on personal product in response to production concerns.
Session 8	LO1	<p>Topic: Production concerns</p> <p>Sub-topic(s): Sustainability, budgets, lifespan, maintenance, running costs (where applicable)</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Case study review exemplar designs that changed in response to consumer end issues affected by manufacturing. • Students report on personal product in response to sustainability and lifespan issues. • Practical scenario analysis of maintenance issues in relation to products.
Session 9	LO1 LO3	<p>Topic: Review</p> <p>Sub-topic(s): Review of individual student work, revisit brief, match communication with original intentions</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual appointments to address individual student development needs. • Managed peer review of developmental work. • Worksheet questions on development work. • Self-assessment.
Session 10	LO1 LO3	<p>Topic: Personal design strategy</p> <p>Sub-topic(s): Project proposal pitch, visualisation of ideas, consultation of design strategy</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Students pitch ideas to client or the studio group. • Each student leaves time at end of pitch for consultation and review.

Sessions	Learning Outcome(s)	Session Activities
Session 11	LO2 LO3	Topic: Starting design – risks Sub-topic(s): Risk assessment and management, safety Sample activities: <ul style="list-style-type: none"> Lecture on risks in production and after production, real standards and ethical standards. Observation of practical operation of equipment. Certificated workshop inductions.
Session 12	LO2 LO3	Topic: Starting design – legislation Sub-topic(s): Risk assessment and management, safety and standards, legislation covering products, liability and indemnity Sample activities: <ul style="list-style-type: none"> Lecture on life after production, real standards and ethical standards. Practical exercise researching quiz covering legislation and standards. Student-led seminar on the relevant legislation covering their ideas based on pitch
Session 13	LO2	Topic: Project management files Sub-topic(s): Application of efficient project management tools, scheduling, budget control and resource planning Sample activities: <ul style="list-style-type: none"> Seminar introducing project management files. Case studies and reviews of good practice within the design industry. Practical workshop using tools where students set up their own and management file. Review of initial project management file.
Session 14	LO2	Topic: Management tools Sub-topic(s): Application of efficient project management tools, scheduling, budget control and resource planning Sample activities: <ul style="list-style-type: none"> Practical software workshop with management tools. Presentation of basic schedule, budget and resource plan with critique. Streamlining scheduling, budget and resource planning using efficient shared project management tools online.
Session 15	LO2	Topic: Stakeholders Sub-topic(s): Introduction to stakeholders in the design and production process Sample activities: <ul style="list-style-type: none"> Lecture on stakeholders and their relationship to the design production process. Presentations by students on different stakeholders and their connection to the process. Case study review of a single product and all of the stakeholders connected to the product.

Sessions	Learning Outcome(s)	Session Activities
Session 16	LO2	<p>Topic: Communication principles</p> <p>Sub-topic(s): Positive design communication strategies with client, suppliers, manufacturers, retailers and users</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Case study of communication with a production cycle including the importance of communicating with retailers and users. • Role-play of communication scenarios. • Practical test of communication with at least three suppliers for materials relevant to product including. • Practical test to budget labour and materials with cost comparison and price setting for product.
Session 17	LO2	<p>Topic: Materials and form</p> <p>Sub-topic(s): Alternative materials consideration and impact on form</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Practical test to review and make at least three material options – students could work in pairs here. • Critique or peer assessment of interim work. • Analyses of model made with different materials.
Session 18	LO2	<p>Topic: Manufacturing measures</p> <p>Sub-topic(s): Application of design for assembly and design for manufacture measures on materials and structure</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Lecture on principles of design for assembly and design for manufacture. • Practical test to review and make at least three changes to design that would benefit user or manufacturer – students could work in pairs here. • Critique or peer assessment of outcomes.
Session 19	LO2 LO3	<p>Topic: Conformance</p> <p>Sub-topic(s): Introduction to conformance, production processes and contractual obligations</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Lecture on conformance and ensuring standards. • Field study looking at how conformance is applied in the workplace. • Practical application of conformance and specifications within the production folder.

Sessions	Learning Outcome(s)	Session Activities
Session 20	LO2 LO3	Topic: Quality principles Sub-topic(s): Introduction to conformance, quality testing and revision of contractual obligations Sample activities: <ul style="list-style-type: none"> Lecture on quality testing processes and key points within the production cycle. Field study looking at how quality testing and conformance is applied in the workplace. Practical application of quality testing measures to project folder.
Session 21	LO3	Topic: Modelling Sub-topic(s): Efficiency in modelling methods Sample activities: <ul style="list-style-type: none"> Discussion on the differences between model, prototype and mock-up. Discussion on opportunities for modelling. Practical workshop assessing feasibility with a report on modelling methods.
Session 22		Topic: Feasibility principles 1 Sub-topic(s): Feasibility of technical, economic and legal principles Sample activities: <ul style="list-style-type: none"> Discussion on the differences between model, prototype and mock-up. Discussion on opportunities for modelling. Practical workshop assessing feasibility with a report on modelling methods.
Session 23		Topic: Feasibility principles 2 Sub-topic(s): Feasibility of scheduling and resource requirements and value engineering opportunities Sample activities: <ul style="list-style-type: none"> Discussion on the differences between model, prototype and mock-up. Discussion on opportunities for modelling. Practical workshop assessing feasibility with a report on modelling methods.
Session 24	LO3 LO4	Topic: Material and form Sub-topic(s): Material and form sampling, similar and existing Sample activities: <ul style="list-style-type: none"> Student-led presentation of creative materials, innovative form and the relationship between form and material. Practical workshop activities exploiting materials and experimenting with form and structure.

Sessions	Learning Outcome(s)	Session Activities
Session 25		Topic: Reliability Sub-topic(s): Introduction to principles of reliability Sample activities: <ul style="list-style-type: none"> Lecture on reliability. Case study analysis in seminar group using products and reliability. Practical application of performance and reliability standards definition in production folder.
Session 26	LO3	Topic: Performance testing Sub-topic(s): Performance testing measures Sample activities: <ul style="list-style-type: none"> Lecture on performance in different sectors. Case study analysis in seminar group using product performance testing. Practical application of performance standards definition in production folder.
Session 27	LO3	Topic: Practical prototyping 1 Sub-topic(s): Machining, fabricating, moulding and forming Sample activities: <ul style="list-style-type: none"> Technical support on machining, fabricating, moulding and forming within a workshop.
Session 28	LO3	Topic: Practical prototyping 2 Sub-topic(s): Machining, fabricating, moulding and forming Sample activities: <ul style="list-style-type: none"> Technical support on machining, fabricating, moulding and forming within a workshop with individual performance targets.
Session 29	LO3	Topic: Practical prototyping 3 Sub-topic(s): Machining, fabricating, moulding and forming Sample activities: <ul style="list-style-type: none"> Technical support on machining, fabricating, moulding and forming within a workshop with individual performance targets.
Session 30	LO3	Topic: Scenario testing Sub-topic(s): Test within an actual scenario or real-world testing Sample activities: <ul style="list-style-type: none"> Analysis of mock-up of scenario of product. Field trip and real-world analysis of prototype.
Session 31	LO3 LO4	Topic: Prototype pitch Sub-topic(s): Review, justification and consultation Sample activities: <ul style="list-style-type: none"> Presentation on prototype to class, client or panel. Q&A on justification of specification. Review of approaches.

Sessions	Learning Outcome(s)	Session Activities
Session 32	LO3 LO4	Topic: Affective design application Sub-topic(s): Revision of design semantics Sample activities: <ul style="list-style-type: none"> • Pre-reading with critique of design semantics of product. • Discussion on personal opportunities for development of design semantics. • Revision report on design semantics.
Session 33	LO3 LO4	Topic: Affective design application Sub-topic(s): Revision of affective design principles to individual product designs Sample activities: <ul style="list-style-type: none"> • Case study analysis of affective design. • Discussion on personal opportunities for affective design. • Revision report on affective design qualities.
Session 34	LO4	Topic: Specifications Sub-topic(s): Design specification communication Sample activities: <ul style="list-style-type: none"> • Seminar on different sectors and their protocols. • Practical production of portfolio with 1:1 support. • Critique of design specs.
Session 35	LO4	Topic: Plans Sub-topic(s): Management of production plans for industry Sample activities: <ul style="list-style-type: none"> • Practical production of portfolio with 1:1 support. • Critique of production plans.
Session 36	LO3 LO4	Topic: Review Sub-topic(s): Suitability of production methods Sample activities: <ul style="list-style-type: none"> • Short presentations of progress. • Structured critique of production process in relation to suitability of methods. • Self-assessment.
Session 37	LO4	Topic: Critique Sub-topic(s): Review of individual student final work in response to competition, production process, fitness for purpose, target market, brief and proposal Sample activities: <ul style="list-style-type: none"> • Individual appointments to address individual student development needs. • Managed peer review of developmental work. • Worksheet questions on development work. • Self-assessment.
Session 38	LO4	Topic: Delivery codes and conventions Sub-topic(s): Specifications and requirements for deliverables Sample activities: <ul style="list-style-type: none"> • Case study analysis. • Field trip to company and input from guest speaker.

Sessions	Learning Outcome(s)	Session Activities
Session 39	LO4	<p>Topic: Presentation codes and conventions</p> <p>Sub-topic(s): Presenting ideas, digital and traditional presentation media, narratives within presentations</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Case study reviews. • Mock presentations and multiple-choice test for delivery specifications. • Practical test development of mock presentation materials.
Session 40	LO4	<p>Topic: Design presentation</p> <p>Sub-topic(s): Presentation of final ideas using methods relevant to market area, justification of project solution and product specifications</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Pitch to a real client. • Pitch to the studio group with questions and answer time at end. • Panel presentation. • Group presentation.

Unit 36: Advanced Fashion Studies

Please note that Schemes of Work are for guidance and support only.

They can be customised and amended according to localised needs and requirements. All Schemes of Work can be adapted to suit specific establishment time frames in line with GLH delivery.

Schemes of Work

Programme Title:	Art & Design	Level:	5
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Unit Title:	Advanced Fashion Studies	Tutor:	
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Unit Number:	36	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Develop a strategy for a capsule collection; supported by market and contextual research, in response to a brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create patterns for a capsule collection, based on initial designs and working drawings.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produce a capsule collection using standard production techniques and processes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present a collection of fashion design toiles and final garments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic: Introduce assignment brief and project planning</p> <p>Sub-topic(s): Identifying market specifics relevant to developing the collection Analysis of research into client/customer/market/trends</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Produce a collection using appropriate choices of fabric and employing industry-standard techniques. • Briefing and discussion regarding requirements. • Group discussion regarding development of ideas. • Planning activity – decide how many outfits collection will contain depending on complexity. • Research into markets/fabrics.
Session 2	LO2	<p>Topic: Development of collection working drawings</p> <p>Sub-topic(s): Produce working drawings of garments which accurately communicate technical information</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Research working drawings used in relevant sector of industry. • Practise techniques from analysing examples from research. • Identify back and front technical drawings in appropriate media. • Evaluate outcomes and update record of progression/blog.
Session 3	LO2	<p>Topic: Collection production plan development</p> <p>Sub-topic(s): Produce specification and layplan costings for the capsule collection demonstrating effective use of resources</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Select appropriate range of garments to develop into collection. • Discuss sequence of operation necessary to complete garments for deadline. • Calculate the budget necessary to purchase necessary fabric/components. • Analyse potential issues and risks to mitigate issues. • Group discussion to share ideas and develop solutions. • Planning and managing sequences and processes involved in producing collection.

Sessions	Learning Outcome(s)	Session Activities
Session 4	LO3	<p>Topic: Fabric selection process</p> <p>Sub-topic(s): Fabric sourcing, selection and analysis for suitability for proposed designs Identify fabric requirement related to budget</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Research suitable fabrics in relation to trends in relation to customer/client. • Trip to fabric shops/supplier/ordering quantities of fabric for samples. • Sewing sampling and properties testing. • Create fabric analysis and evaluation.
Session 5	LO2	<p>Topic: Developing pattern cutting techniques and block selection for garments contributing to outfit 1</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Select and apply processes for creating patterns. • Flat pattern cutting experimentation. • Modelling on the stand, 3D prototyping, moulage. • Pattern drafting techniques. • Identify and use safe working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> • Prepare necessary blocks for flat pattern cutting suitable for garments. • Experimenting with advanced techniques of pattern cutting. • Modelling/moulage/fabric manipulation on the stand activity.
Session 6	LO2	<p>Topic: Continue to develop patterns from blocks and modelling for outfit 1</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Flat pattern-cutting experimentation. • Further modelling on the stand, 3D prototyping, moulage. • Developing pattern drafting techniques. <p>Sample activities:</p> <ul style="list-style-type: none"> • Continuing refining the blocks for each garment. • Transferring moulage garments onto paper to create patterns. • Checking pattern measurements before cutting out fabric to toile garments.

Sessions	Learning Outcome(s)	Session Activities
Session 7	LO2	<p>Topic: Conclude initial patterns for garments for outfit 1</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Create a set of patterns with instructions for sizing, cutting, manufacture and finishing. • Flat pattern cutting further experimentation and finishing. • Experimenting and developing pattern drafting techniques. • Documenting practical application of contribution to safe working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> • Marking up patterns by adding markings/grain lines and balance points. • Complete patterns for all garments for collection. • Quality check all pattern pieces ready for cutting out in fabric. • Document progress in blog/progress log.
Session 8	LO2	<p>Topic: Toiling sample garments for outfit 1</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Toiling and sample garments to refine designs. • Safe working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> • Researching and analysing manufacturing methods appropriate to fabric and garment type. • Planning document to calculate sequence of operations for making garments. • Risk assessments for cutting, pressing and sewing activities. • Producing layplans for most economical use of resources. • Cutting fabric and marking up pieces. • Stitching/constructing toiles to check patterns and fit are correct.
Session 9	LO3	<p>Topic: Refining garments from toiles for outfit 1</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Toiling and sample garments to refine design of outfit 1. • Garment production sampling. • Manufacturing methods. • Safe working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> • Practical session to continue to assemble garments. • Fittings on models/stands to analyse fit and aesthetics and subsequent requirements for alterations. • Analysis in blog/production log of alterations and developments. • Further design refinements where necessary to adapt designs.

Sessions	Learning Outcome(s)	Session Activities
Session 10	LO3	<p>Topic: Developing garments (outfit 1)</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Continuing toiling and sample garments to refining designs. Garment production sampling. Refining and developing manufacturing methods. Review of safe working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> Peer progress review. Plan review and update what is needed to complete outfit. Workshop to complete outfit 1 garment production. Complete sequence of operation for each garment. Evaluate chosen prototyping production methods in relation to industrial manufacturing techniques. Quality checks and review of garment progression against intension.
Session 11	LO1 LO4	<p>Topic: Developing garment (outfit 1)</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> First outfit critique. Progress check. <p>Sample activities:</p> <ul style="list-style-type: none"> Present outfit 1 with completed patterns and toiles. Critique involving peers and client representatives. Self-assessment against initial plans and adjust plans if necessary for subsequent outfits/garments.
Session 12	LO2	<p>Topic: Developing pattern cutting techniques and block selection for garments contributing to outfit 2</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Develop and refine a capsule collection in response to market research, linked to the client brief. Select and apply processes for creating patterns following the specifications. Flat pattern cutting experimentation. Modelling on the stand, 3D prototyping, moulage. Pattern drafting techniques. Apply safe working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> Review outfit 2 specification sheets and working drawings. Prepare necessary blocks for flat pattern cutting suitable for garments. Experimenting with advanced techniques of pattern cutting. Modelling/moulage/fabric manipulation on the stand activity. Update progress journal/blog.

Sessions	Learning Outcome(s)	Session Activities
Session 13	LO2	<p>Topic: Continue to develop patterns from blocks and modelling for outfit 2</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Flat pattern cutting development. Modelling on the stand, 3D prototyping, moulage. Developing pattern drafting techniques. <p>Sample activities:</p> <ul style="list-style-type: none"> Continuing refining the patterns for each garment. Transferring moulage garments onto paper to create patterns. Checking pattern measurements before cutting out fabric to toile garments. Self-assessment and update progress journal.
Session 14	LO2	<p>Topic: Conclude initial patterns for garments for outfit 2</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Create a set of patterns with instructions for sizing, cutting, manufacture and finishing. Flat pattern cutting further experimentation and finishing. Experimenting and developing pattern drafting techniques. Documenting practical application of contribution to safe working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> Marking up patterns by adding markings/grain lines and balance points. Complete patterns for all garments for collection. Quality check all pattern pieces ready for cutting out in fabric. Document progress in blog/progress log.
Session 15	LO3	<p>Topic: Toiling sample garments for outfit 2</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Toiling and sample garments to refined designs for outfit 2. Cutting accurately according to industry-standard measurements. Safe working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> Researching and analysing manufacturing methods appropriate to fabric and garment type. Producing layplans for most economical use of resources. Planning document to calculate sequence of operations for making garments. Risk assessments for cutting, pressing and sewing activities. Cutting fabric and marking up pieces. Stitching/constructing toiles to check patterns and fit are correct.

Sessions	Learning Outcome(s)	Session Activities
Session 16	LO3	<p>Topic: Refining garments from toiles for outfit 2</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Toiling and sample garments to refining designs. • Garment production sampling. • Manufacturing methods. • Safe working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> • Practical session to continue to assemble garments. • Fittings on models/stands to analyse fit and aesthetics and subsequent requirements for alterations. • Analysis in blog/production log of alterations and developments. • Further design refinements where necessary to adapt designs.
Session 17	LO3	<p>Topic: Developing garments (outfit 2)</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Continuing toiling and sample garments to refining designs. • Garment production sampling. • Refining and developing manufacturing methods. • Review of safe working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> • Peer progress review. • Plan review and update. • Mid-project critique. • Workshop to continue garment production. • Evaluate chosen prototyping production methods in relation to industrial manufacturing techniques.
Session 18	LO3	<p>Topic: Developing garments (outfit 2)</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Continuing toiling and sample garments to refining designs. • Garment production sampling. • Refining and developing manufacturing methods. • Review of safe working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> • Peer progress review. • Plan, review and update what is needed to complete outfit. • Workshop to complete outfit 2 garment production. • Complete sequence of operation for each garment. • Evaluate chosen prototyping production methods in relation to industrial manufacturing techniques. • Quality checks and review of garment progression against intension.

Sessions	Learning Outcome(s)	Session Activities
Session 19	LO1 LO4	<p>Topic: Developing garment (outfit 2)</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Second outfit critique. • Collection progress check. <p>Sample activities:</p> <ul style="list-style-type: none"> • Present outfit 1 with completed patterns and toiles. • Critique involving peers and client representatives. • Self-assessment against initial plans and adjust plans if necessary for subsequent outfits/garments.
Session 20	LO2	<p>Topic: Developing pattern cutting techniques and block selection for garments contributing to outfit 3</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Select and apply processes for creating patterns. • Flat pattern cutting experimentation. • Modelling on the stand, 3D prototyping, moulage. • Pattern drafting techniques. • Identify and use safe working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> • Prepare necessary blocks for flat pattern cutting suitable for garments. • Experimenting with advanced techniques of pattern cutting. • Modelling/moulage/fabric manipulation on the stand activity.
Session 21	LO2	<p>Topic: Continue to develop patterns from blocks and modelling for outfit 3</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Flat pattern cutting experimentation. • Modelling on the stand, 3D prototyping, moulage. • Developing pattern drafting techniques. <p>Sample activities:</p> <ul style="list-style-type: none"> • Continuing refining the blocks for each garment. • Transferring moulage garments onto paper to create patterns. • Checking pattern measurements before cutting out fabric to toile garments.

Sessions	Learning Outcome(s)	Session Activities
Session 22	LO2	<p>Topic: Conclude initial patterns for garments for outfit 3</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Create a set of patterns with instructions for sizing, cutting, manufacture and finishing. • Flat pattern cutting, further experimentation and finishing. • Experimenting and developing pattern drafting techniques. • Documenting practical application of contribution to safe working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> • Marking up patterns by adding markings/grain lines and balance points. • Complete patterns for all garments for collection. • Quality check all pattern pieces ready for cutting out in fabric. • Document progress in blog/progress log.
Session 23	LO3	<p>Topic: Toiling sample garments for outfit 3</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Develop a capsule collection in response to market research, linked to the client brief. • Toiling and sample garments to refining designs. • Safe working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> • Researching and analysing manufacturing methods appropriate to fabric and garment type. • Planning document to calculate sequence of operations for making garments. • Risk assessments for cutting, pressing and sewing activities. • Producing layplans for most economical use of resources. • Cutting fabric and marking up pieces. • Stitching/constructing toiles to check patterns and fit are correct.
Session 24	LO3	<p>Topic: Refining garments from toiles for outfit 3</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Toiling and sample garments to refining designs. • Garment production sampling. • Manufacturing methods. • Safe working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> • Practical session to continue to assemble garments. • Fittings on models/stands to analyse fit and aesthetics and subsequent requirements for alterations. • Analysis in blog/production log of alterations and developments. • Further design refinements where necessary to adapt designs.

Sessions	Learning Outcome(s)	Session Activities
Session 25	LO3	<p>Topic: Developing garments (outfit 3)</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Continuing toiling and sample garments to refining designs. Garment production sampling. Refining and developing manufacturing methods. Review of safe working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> Peer progress review. Plan review and update. Mid-project critique. Workshop to continue garment production. Evaluate chosen prototyping production methods in relation to industrial manufacturing techniques.
Session 26	LO3	<p>Topic: Developing garments (outfit 3)</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Continuing toiling and sample garments to refining designs. Garment production sampling. Refining and developing manufacturing methods. Review of safe working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> Peer progress review. Plan, review and update what is needed to complete outfit. Workshop to complete outfit 3 garment production. Complete sequence of operation for each garment. Evaluate chosen prototyping production methods in relation to industrial manufacturing techniques. Quality checks and review of garment progression against intension.
Session 27	LO1 LO4	<p>Topic: Developing garment (outfit 3)</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Third outfit critique. Collection progress check. <p>Sample activities:</p> <ul style="list-style-type: none"> Present outfit 1 with completed patterns and toiles. Critique involving peers and client representatives. Self-assessment against initial plans and adjust plans if necessary for subsequent outfits/garments.

Sessions	Learning Outcome(s)	Session Activities
Session 28	LO3	<p>Topic: Developing pattern cutting techniques and block selection for garments contributing to outfit4</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Select and apply processes for creating patterns. • Flat pattern cutting experimentation. • Modelling on the stand, 3D prototyping, moulage. • Pattern drafting techniques. • Identify and use safe working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> • Prepare necessary blocks for flat pattern cutting suitable for garments. • Experimenting with advanced techniques of pattern cutting. • Modelling/moulage/fabric manipulation on the stand activity.
Session 29	LO3	<p>Topic: Continue to develop patterns from blocks and modelling for outfit 4</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Flat pattern cutting experimentation. • Modelling on the stand, 3D prototyping, moulage. • Developing pattern drafting techniques. <p>Sample activities:</p> <ul style="list-style-type: none"> • Continuing refining the blocks for each garment. • Transferring moulage garments onto paper to create patterns. • Checking pattern measurements before cutting out fabric to toile garments.
Session 30	LO3	<p>Topic: Conclude initial patterns for garments for outfit 4</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Create a set of patterns with instructions for sizing, cutting, manufacture and finishing. • Flat pattern cutting, further experimentation and finishing. • Experimenting and developing pattern drafting techniques. • Documenting practical application of contribution to safe working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> • Marking up patterns by adding markings/grain lines and balance points. • Complete patterns for all garments for collection. • Quality check all pattern pieces ready for cutting out in fabric. • Document progress in blog/progress log.

Sessions	Learning Outcome(s)	Session Activities
Session 31	LO3	<p>Topic: Toiling sample garments for outfit 4</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Develop a capsule collection in response to market research, linked to the client brief. • Toiling and sample garments to refining designs. • Safe working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> • Researching and analysing manufacturing methods appropriate to fabric and garment type. • Planning document to calculate sequence of operations for making garments. • Risk assessments for cutting, pressing and sewing activities. • Producing layplans for most economical use of resources. • Cutting fabric and marking up pieces. • Stitching/constructing toiles to check patterns and fit are correct.
Session 32	LO4	<p>Topic: Refining garments from toiles for outfit 4</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Toiling and sample garments to refining designs. • Garment production sampling. • Manufacturing methods. • Safe working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> • Practical session to continue to assemble garments. • Fittings on models/stands to analyse fit and aesthetics and subsequent requirements for alterations. • Analysis in blog/production log of alterations and developments. • Further design refinements where necessary to adapt designs.
Session 33	LO4	<p>Topic: Developing garments (outfit 4)</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Continuing toiling and sample garments to refining designs. • Garment production sampling. • Refining and developing manufacturing methods. • Review of safe working practices. <p>Sample activities:</p> <ul style="list-style-type: none"> • Peer progress review. • Review plans and update. • Workshop to continue garment production. • Evaluate chosen prototyping production methods in relation to industrial manufacturing techniques.

Sessions	Learning Outcome(s)	Session Activities
Session 34	LO1 LO4	<p>Topic: Developing garment (outfit 4)</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Toiling and sample garments manufacture. Garment production sampling. Developing manufacturing methods. <p>Sample activities:</p> <ul style="list-style-type: none"> Group/one-to-one discussions to review progress and plan development. Workshop to advance collection production. Quality checks and review of garment progression against intension.
Session 35	LO4	<p>Topic: Developing and refining collection</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Complete garments for collection. Analyse full collection and reflect on any changes necessary to make collection more cohesive. <p>Sample activities:</p> <ul style="list-style-type: none"> Garment critique. Peer review of garments and collection cohesion. Practical garment assembly workshop. Final stages of collection assembly. Update blog/production log with peer feedback from critique.
Session 36	LO4	<p>Topic: Concluding and refining collection</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Final model fitting and garment alterations. <p>Sample activities:</p> <ul style="list-style-type: none"> Garments are modelled and assessed for fit. Peer assessment. Adjustments and alterations planned and documented following fitting. Workshop to conclude garments and make necessary alterations.
Session 37	LO3 LO4	<p>Topic: Concluding and finishing collection</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Finishing garments. <p>Sample activities:</p> <ul style="list-style-type: none"> Sewing on buttons and buttonholes, sewing hems, making final adjustments and finishes. Refining and updating final patterns. Reviewing, planning and analysing progress against intentions. Update progress journal/blog.

Sessions	Learning Outcome(s)	Session Activities
Session 38	LO4	<p>Topic: Research and preparation for final presentation</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Presentation methods; critiques, catwalk show, website, digital portfolio, photoshoot. • Specification and costing sheets and layplans to devise economic use of resources. <p>Sample activities:</p> <ul style="list-style-type: none"> • Planning location for photoshoot. • Finalising planning catwalk show (group activity). • Rehearsals for presentation and catwalk show. • Justification for presentation method analysed in blog/production log.
Session 39	LO4	<p>Topic: Final presentation</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Presentation and evaluation. <p>Sample activities:</p> <ul style="list-style-type: none"> • Presentation to client. • Styling collection for photoshoot. • Conducting photoshoot with model(s) in studio or location. • Catwalk show. • Group/peer presentation with peer feedback. • Collate photographs of collection for portfolio.
Session 40	LO4	<p>Topic: Analyse the finished collection in terms of suitability for client, creativity and quality of manufacture</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Evaluation against intentions; fitness for purpose, innovation, adaptability. • Client/market/customer feedback. <p>Sample activities:</p> <ul style="list-style-type: none"> • Evaluation of feedback from peers/clients. • Group/peer review/discussions. • Presentation of project conclusion/evaluation.

Unit 37: Advanced Textile Studies

Please note that Schemes of Work are for guidance and support only.

They can be customised and amended according to localised needs and requirements. All Schemes of Work can be adapted to suit specific establishment time frames in line with GLH delivery.

Schemes of Work

Programme Title:	Art & Design	Level:	5
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Unit Title:	Advanced Textile Studies	Tutor:	
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Unit Number:	37	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Undertake market research related to a specific end use, in support of a new range of textiles.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop textile concept designs through drawing, experimentation and testing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present initial textile design proposals, for a specific end use, and respond to feedback.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present a portfolio of finished textile designs, for a specified end use.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic: Introduction to unit</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Project 1 briefing. Defining a context; the historic, contemporary and emerging textile design agenda. <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation presenting overview of unit: introduction to first brief inspired by historic textiles. Group discussion: sourcing ideas, key historic periods. Analysis of historic periodicals; findings presented as A3 design boards focused on 1: historic period, 2: colour palette, 3: textures and materials, 4: motif, 5: repeat structures. Tutor-led discussion of inspiration from historic pattern and key periods in textile history. Shop report: identify historic pattern in contemporary textile collections.
Session 2	LO1 LO2	<p>Topic: Textile archive visit</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Historic textiles collections. Fabric and pattern analysis. <p>Sample activities:</p> <ul style="list-style-type: none"> Archive or exhibition visit exploring historic pattern from specific periods. Textiles handling session; analysis of samples from perspective of colour, motif, structure, processes, pattern, history and application. Curator/archivist talk presenting the collection. Drawing session in gallery creating visual research based on collection.

Sessions	Learning Outcome(s)	Session Activities
Session 3	LO1 LO2	<p>Topic: Creating ideas; visual research for textile design 1</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Presentation of initial contextual research. • Visual research techniques for observation and analysis. • Drawing processes. <p>Sample activities:</p> <ul style="list-style-type: none"> • Student presentations of initial contextual research in response to set brief. Group discussion and feedback. • Refine research into the development of a series of A3 design boards detailing 1: historic period, 2: colour palette, 3: textures and materials, 4: motif, 5: repeat structures. Each design board is supported by a written analysis detailing the key points of reference. • Using initial research, undertake a series of drawing exercises appropriate to theme. These may include experimental processes such as extended arm, continuous line, negative space, tonal work. • Exploration of texture; analysis of objects related to project 1 explored through mark-making using a variety of found materials.
Session 4	LO1 LO2	<p>Topic: Creating ideas; visual research for textile design 2</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Colour. • Applying colour theory to textiles. <p>Sample activities:</p> <ul style="list-style-type: none"> • Colour analysis: developing a colour palette from research. • Colour application and analysis; colour theory and application workshop working in paint/collage/stitch investigating the use of primary colours, secondary colour and complementary colour in textiles. • Tutor-led workshop: colour effects achieved through optical mixing. • Analysis of key periodicals; use of colour (findings presented as A3 design board).

Sessions	Learning Outcome(s)	Session Activities
Session 5	All	<p>Topic: Advanced textiles processes 1 repeat pattern</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Researching and developing repeat patterns. Printed fabric design. <p>Sample activities:</p> <ul style="list-style-type: none"> Individual studio practice; sketchbook work developing pattern and motifs from source materials and original visual research. Hand drafting block, and half drop repeats. Workshop using CAD processes to develop repeat patterns using rotation, reflection and translation. Materials investigation; research into appropriate types and qualities of fabrics based on set brief, historic and visual research. Group discussion focused on materials sourcing.
Session 6	ALL	<p>Topic: Advanced textiles processes 1 printed textiles</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Repeat pattern development. Screen printing workshop. <p>Sample activities:</p> <ul style="list-style-type: none"> Repeat pattern development (hand drafting or CAD). Colouration workshop; investigating inks and dyes. Workshop session in print room; experimentation with screen printing process and technique. Individual tutorial; review of repeat pattern development. Seminar: the future of printed textiles; new approaches to colouration and digital print processes.
Session 7	ALL	<p>Topic: Design development</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Review of market. Portfolio development. <p>Sample activities:</p> <ul style="list-style-type: none"> Individual studio practice: plan a series of 10 printed textile designs using one or more printed textile processes to demonstrate proposed outcomes. Group discussion; review of brief from perspective of practice developed during workshops and experimental work. Individual tutorials: discuss proposal for design collection.

Sessions	Learning Outcome(s)	Session Activities
Session 8	ALL	<p>Topic: Design collection</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Project 1: Final design realisation. Fabric printing. Review of practice. <p>Sample activities:</p> <ul style="list-style-type: none"> Individual studio practice: produce a series of 10 printed textile designs applying one or more print processes. Group discussion; analyse design collection against historic and visual research. Reflective practice; evaluate design development against commercial applications.
Session 9	ALL	<p>Topic: Interim portfolio review</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Portfolio development. Individual design practice. <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led workshop; professionally finishing textile designs; using good and bad examples, discuss industry expectations of fabric finishing. Individual design practice; prepare portfolio for interim submission (including market research, visual research, materials experimentation file, 10 textile designs). Individual research and development work; evaluate design practice and prepare presentation based on all aspects of project work.
Session 10	ALL	<p>Topic: Individual presentation</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Project 1 presentation. <p>Sample activities:</p> <ul style="list-style-type: none"> Students will present project 1 work to peer group and tutors. Individual student presentation; for this presentation research and development work must be complete, and a series of 10 textile designs showing the design outcomes should be completed. Individual feedback; after the presentation students will be provided with feedback detailing the best ways for their design work to progress. Review and revise research methodologies; drawing processes, information gathering analysis and evaluation.

Sessions	Learning Outcome(s)	Session Activities
Session 11	LO1 LO2 LO3	<p>Topic: Project 2 briefing; constructed textiles design</p> <p>Sub-topics:</p> <ul style="list-style-type: none"> • Requirements for constructed textiles. • Market and visual research for constructed textiles. <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion; requirements for constructed textiles; processes and materials. • Group discussion: defining a context for constructed textiles design. The context/theme for this project can either be negotiated by students or set by tutors. • Tutor-led discussion: visual research techniques for constructed textiles; exploring texture, colour, pattern and form. • Workshop session; analysis of trend information and key periodicals to determine context and market for design practice.
Session 12	LO1 LO2 LO3	<p>Topic: Advanced processes 2: woven fabric design</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Visual research for constructed textiles. • Woven fabric design. <p>Sample activities:</p> <ul style="list-style-type: none"> • Colour analysis workshop: investigation of colour proportion and quality of colours using a variety of media and surfaces, painting, inks, collage, mixed media. • Workshop session: visual research processes: collage, intercutting and lasercut techniques. • Yarn workshop; yarns for weaving, create yarn wraps based on colour palettes; consider colour proportion and colour quality in yarns. • Tutor-led discussion; woven fabric design considerations. • Weave workshop; setting up looms, woven structures, design potential of available technology. • Individual tutorials; discuss how visual research can be applied to woven fabric design.

Sessions	Learning Outcome(s)	Session Activities
Session 13	LO1 LO2 LO3	<p>Topic: Advanced processes 3: knitted fabric design</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Materials for constructed textiles design. Knitted fabric design. <p>Sample activities:</p> <ul style="list-style-type: none"> Review of knitting, knitting machines and knitted structures. Lecture: properties of fibres and yarns. Materials investigation; unconventional yarns for knitting: monofilament, lycra, wire, lurex, conductive and responsive materials. Group discussion; review materials investigation, evaluate how new fabric properties could be used in design context. Individual studio practice developing design ideas based on visual research.
Session 14	LO1 LO2	<p>Topic: Advanced textiles processes 4: embroidered surfaces</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Researching and developing embroidered surfaces. Embellished fabric design. <p>Sample activities:</p> <ul style="list-style-type: none"> Fabric analysis session: analysis of stitch types and colour effects in stitch. Visual research exercise; observational drawing in stitch. Workshop session; hand embroidery processes and materials. Small group tutorials evaluating design practice and analysing project development ideas. Workshop: CAD for digital stitch.
Session 15	LO1 LO2	<p>Topic: Advanced textiles processes 5: manipulated surfaces</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Researching and developing manipulated surfaces. 3D fabric design. <p>Sample activities:</p> <ul style="list-style-type: none"> Visual research exercise; folding and cutting to create form using a variety of different substrates. Group discussion of outcomes; scale, materials, implication for textile design. Individual studio practice; materials manipulation; creating 3D form through textile process; pattern cutting, pleating, smocking. Workshop: experimentation with combined processes and mixed media technique.

Sessions	Learning Outcome(s)	Session Activities
Session 16	LO1 LO2 LO3	<p>Topic: Collection development</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Fabric development. Archive of advanced textiles processes. <p>Sample activities:</p> <ul style="list-style-type: none"> Individual tutorial: discuss project progression, specialist practice and evaluate market and visual research. Group discussion: analysis of materials experimentation undertaken in previous sessions. Individual design practice; trim and finish experimental samples and compile within archive of advanced textiles processes. Compile market research into standardised format.
Session 17	LO2 LO3 LO4	<p>Topic: Collection development</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Focused studio practice Editing portfolio for industry <p>Sample activities:</p> <ul style="list-style-type: none"> Individual studio practice; collection development working individually within their chosen constructed textiles specialism. Group tutorial; review work of peers and discuss refining collections and evaluating suitability for applications. Group discussion; editing portfolio for industry; consider how portfolio should be managed to respond to different job interview situations.
Session 18	LO2 LO3 LO4	<p>Topic: Design collection</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Design specifications. Finishing processes. <p>Sample activities:</p> <ul style="list-style-type: none"> Studio practice: complete design collection comprising 10 final constructed textile designs. Seminar: design specifications for constructed textiles processes. Classification of materials and structures. Individual tutorials: review specification sheets. Group discussion: the application of finishing processes, enhancing aesthetic and performance characteristics.

Sessions	Learning Outcome(s)	Session Activities
Session 19	LO2 LO3 LO4	<p>Topic: Design collection</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Fashion illustration: hand drafting techniques. Collection review. <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led fashion drawing workshop; approaches to fashion illustration using hand drafting processes. Explore techniques including painting, print, collage and mixed media compositions. Individual studio practice; refining final design collection. Student-led troubleshooting session, mini-workshops resolving technical issues for design collection. Individual tutorials; evaluate design collection.
Session 20	LO2 LO3 LO4	<p>Topic: Portfolio presentation</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Collection presentation. Portfolio submission. <p>Sample activities:</p> <ul style="list-style-type: none"> Individual studio practice; mount all work professionally. Observe conventions of particular textile specialism. Presentation to group critically evaluating the project from the perspective of context, market, materials, processes and applications. Submission of complete portfolio supported by written commentary of research, visual and market research, design development and final design collection.
Session 21	LO1 LO2	<p>Topic: Project 3: Industry brief</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Project 3 briefing. The UK textiles industry. Market research for textiles. <p>Sample activities:</p> <ul style="list-style-type: none"> Industry briefing presenting project 3: commercial design brief. The textile processes developed during the project will be determined by the industry partner. Therefore the sessions can be adapted for knit/weave/stitch/print as appropriate. Group discussion: sourcing ideas – what is market research for textiles? Individual research assignment; brainstorming current trends in textile design, mind-maps, visualisations. Present findings to group. Analysis of key periodicals focused on the following topics; 1: theme, 2: colour palette, 3: textures and materials, 4: motif and patterning, 5: design application. Shop report; analysis of key trends in high-street and designer collections.

Sessions	Learning Outcome(s)	Session Activities
Session 22	LO1 LO2	<p>Topic: Market research for textiles</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Presentation of initial market research. • Trend forecasting. <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion; trend forecasting for textiles. • Refine market research into the development of a series of A3 design boards based on project briefing, detailing 1: theme, 2: colour palette, 3: textures and materials, 4: motif and patterning, 5: design application. • Mini presentation; initial market research, group discussion and feedback. • Experimental drawing processes inspired by theme introduced during briefing.
Session 23	LO1 LO2	<p>Topic: Visual research for textiles</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Observational drawing processes. • Visual research and analysis. <p>Sample activities:</p> <ul style="list-style-type: none"> • Exploration of texture; analysis of theme explored through collage and mixed media compositions. • Observation exercise identifying patterns in colour, structure and textures in the local environment. • Observational drawing: positive and negative space and monoprinting. • Group discussion of outcomes; interpreting visual research for commercial textile design developments.
Session 24	LO1 LO2	<p>Topic: Research visit</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Current and emerging issues in textile design. • Textiles production in the UK. • Working as a textile designer. <p>Sample activities:</p> <ul style="list-style-type: none"> • Mill or factory visit: tour of the facilities explaining production processes. • Talk led by in-house design team, discussion of design requirements for commercial fabric design. • Studio visit: visit to a design studio and discussion with in-house design team about working practices, current and emerging issues within the discipline. • Tutor-led discussion; fabric analysis and fabric specifications. • Masterclass; commercial design and production. • Analysis of design requirements and restrictions for commercial brief. • Tutorials with design professionals analysing market and visual research.

Sessions	Learning Outcome(s)	Session Activities
Session 25	LO1 LO2 LO3	<p>Topic: Materials experimentation</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Review of market. Experimentation with materials and processes. <p>Sample activities:</p> <ul style="list-style-type: none"> Group discussion; reflection on external visit. Review of requirements of brief from perspective of visual and market research. Materials experimentation, based on visual research and market research and feedback from design professionals. Experimentation with textile processes appropriate to brief. Individual tutorials: discuss proposal for design development.
Session 26	ALL	<p>Topic: Design development</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Review of practice. Portfolio development. <p>Sample activities:</p> <ul style="list-style-type: none"> Materials experimentation, based on visual research and market research. Experimentation with textile processes appropriate to brief. Individual studio practice: plan a series of six textile designs using one or more textile processes to demonstrate proposed outcomes. Individual tutorials: discuss proposal for design development.
Session 27	ALL	<p>Topic: Design development</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Individual design development. Portfolio development. <p>Sample activities:</p> <ul style="list-style-type: none"> Individual studio practice: produce a series of six textile designs developing technique in one or more textile processes. Produce designs on site with commercial partner. Group discussion; analysis of design development against market and visual research. Reflective practice; evaluate design development against commercial applications.

Sessions	Learning Outcome(s)	Session Activities
Session 28	ALL	<p>Topic: Interim portfolio review</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Portfolio development. Individual design practice. Presentation preparation. <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led workshop; spec drawing and visualisation techniques. Fabric specification workshop. Individual design practice; prepare portfolio for presentation (including market research, visual research, materials experimentation file, six textile designs). Individual research and development work; evaluate design practice and prepare presentation based on all aspects of project work.
Session 29	ALL	<p>Topic: Commercial presentations</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Individual design presentation. Commercial portfolio evaluation. <p>Sample activities:</p> <ul style="list-style-type: none"> Students will present research and development work to industry professionals. Individual student presentation; a collection of six commercial textile designs should be presented supported by market research, design development and manufacturing specifications. Individual feedback; after the presentation students will be provided with feedback detailing the best ways for their design work to progress. Review and revise market research and visual research.
Session 30		<p>Topic: Introduction to project 4: Negotiated project</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Project 4 briefing. Fabric analysis workshop. <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussions: opportunities for final project, situating practice, context/concept-driven brief. Group discussion: reflecting on commercial brief and advanced textiles processes. Reflective practice: determine aims and objectives for final project. Fabric analysis workshop; identify formal qualities of commercial textile collections. Analysis of colour palettes, pattern structures and materials properties in the context of design applications.

Sessions	Learning Outcome(s)	Session Activities
Session 31	ALL	<p>Topic: Negotiated project: specialist processes and applications</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Textiles for fashion. Specialist processes and techniques for fashion textiles. <p>Sample activities:</p> <ul style="list-style-type: none"> In-depth analysis of textiles for fashion identifying colour, materials and techniques. Textiles masterclass; experimental pattern cutting and construction processes. Demonstration: advanced CAD processes for textiles; working within specialisms, look at potential for CAD to enhance design work for fashion textiles. Textiles masterclass; advanced knit processes and knitwear design.
Session 32	ALL	<p>Topic: Negotiated project: specialist processes and applications</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Textiles for interiors. Specialist processes and techniques for interior textiles. <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led discussion; design considerations for interior textiles; aesthetics, performance and protection. Textiles masterclass: materials and scale. Textiles masterclass: digital design for constructed textiles. CAD for weaving. Digital woven fabrics. Textiles masterclass: digital design for constructed textiles. CAD embroidery and material requirements.
Session 33	LO1 LO2 LO3 LO4	<p>Topic: Negotiated project: specialist processes and applications</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Future textiles. Specialist processes and techniques for textile design. <p>Sample activities:</p> <ul style="list-style-type: none"> Lecture by tutor: future textiles emerging in textile design practice. Industry visit; group visit to research lab within university or industry focused on textile design research (e.g. TFRC, The University of Leeds, camera fabrics, skinwear). Guest speaker; future textiles discussing practice within the field. Group exercise; researching the emerging areas of textile design practice (for example, e-textiles, smart textiles, sustainable textiles, medical textiles, engineering textiles). Create mind-map and present to rest of group. Textiles masterclass; future materials; e-textiles workshop experimenting with embroidery, print and constructed textiles using conductive materials and e-textiles.

Sessions	Learning Outcome(s)	Session Activities
Session 34	ALL	<p>Topic: Negotiated Project: specialist processes and applications</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Art textiles. • Design considerations for art textiles. <p>Sample activities:</p> <ul style="list-style-type: none"> • Lecture; art textiles, contexts and materiality. • Exhibition visit as appropriate. • Group discussion, art practice and craft practice, how can the methodology be appropriated for textile design practice? • Group workshop; how can the conventions of the discipline be challenged using scale of materials and scale of outcomes? • Textiles masterclass; experimental materials for textiles. • Textile masterclass; challenging the conventional scale of textiles through structure and repetition.
Session 35	LO1 LO2	<p>Topic: Presentation of design context</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Justification of market. • Visual research and analysis. • Materials experimentation. <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual presentation outlining design context and market research. • Evaluate key competitors and identify market opportunities • Group tutorials: analysis of visual research and potential for design development. • Individual studio practice: materials experimentation.
Session 36	LO2 LO3 LO4	<p>Topic: Materials experimentation</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Materials sourcing. • Collection development. <p>Sample activities:</p> <ul style="list-style-type: none"> • Materials experimentation informed by design context, market and visual research. • Experimentation with materials and processes appropriate to brief. • Individual studio practice: plan textile design collection. • Individual tutorials: discuss proposal for portfolio development. • Group tutorial: review of portfolio; discuss hand processes and technique and potential for CAD to extend practice.

Sessions	Learning Outcome(s)	Session Activities
Session 37	LO2 LO3 LO4	<p>Topic: Design development</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Manufacturing specifications. • Professional practice. <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual studio practice; collection development based on design context. Students will work individually within their chosen specialism developing sophisticated design ideas based on market and visual research. • Tutor-led group discussion; specification sheets; review of technical requirements for specialist practice. • Individual study; compile specification sheets for completed fabrics and plan final outstanding pieces. • Student-led troubleshooting session, mini-workshops resolving technical issues for design collection.
Session 38	LO3 LO4	<p>Topic: Final design collection</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Fashion illustration: CAD. • Collection review. <p>Sample activities:</p> <ul style="list-style-type: none"> • Fashion drawing workshop: approaches to fashion illustration using CAD processes. Explore techniques to simulate fabric design using textile packages (Lectra, Ned Graphics) and/or general CAD packages (Photoshop and Illustrator). • Individual studio practice; refining and completing final design outcomes. • Tutorials focused on fashion illustration techniques and their appropriateness to market and outcomes. • Individual practice; complete fashion illustrations using technique developed from workshops to illustrate the intended applications for each fabric. • Group discussion analysing the key achievements throughout the unit.

Sessions	Learning Outcome(s)	Session Activities
Session 39	LO3 LO4	<p>Topic: Exhibition planning</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Exhibition format for textile design. Requirements for end-of-unit portfolio submission. <p>Sample activities:</p> <ul style="list-style-type: none"> Individual studio practice; finish project 4 design collection; trim, steam, press as appropriate. Tutor-led discussion: format of final submission for unit. Individual studio practice; mount all work professionally. Observe conventions of particular textile specialism. Seminar: exhibition of outcomes; exhibiting textiles in galleries, trade shows and other public display. Group discussion; format of exhibition, hanging and presenting textiles in exhibition.
Session 40	LO3 LO4	<p>Topic: Exhibition</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Exhibition of design collection. Portfolio submission. <p>Sample activities:</p> <ul style="list-style-type: none"> Individual studio practice; mount all work professionally for exhibition. Hang exhibition, following format determined by group or defined by tutors. Submission of complete portfolio comprising projects 1, 2, 4, (project 3 assessed individually). Total of 30 final fabrics within three collections. Submit sketchbooks, design development work and fabric specifications. Work should be supported by written commentary reflecting on design practice.

Unit 38: Advanced Photography Studies

Please note that Schemes of Work are for guidance and support only.

They can be customised and amended according to localised needs and requirements. All Schemes of Work can be adapted to suit specific establishment time frames in line with GLH delivery.

Schemes of Work

Programme Title:	Art & Design	Level:	5
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Unit Title:	Advanced Photography Studies	Tutor:	
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Unit Number:	38	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Explore historical and contemporary precedents to support the development of photographic work.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply project management processes in order to realise photographic work, in response to a brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present photographic work that illustrates the development of a personal style.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate the success of photographic work by reviewing response of intended audience.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1 LO2	Topic: Introduction to unit and project brief Sub-topic(s): Interpreting a brief, establishing the visual problem, techniques for researching key practitioners, inspiring a creative/conceptual response Sample activities: <ul style="list-style-type: none"> Individual or group scoping of project topic ideas. Preliminary research investigation.
Session 2	LO1 LO2	Topic: Responding to a project brief Sub-topic(s): Contextualising your practice, narrowing down your focus, implementing effective project management, researching, planning and organising Sample activities: <ul style="list-style-type: none"> Individual or group scoping of project topic ideas. Preliminary research investigation.
Session 3	LO1 LO2	Topic: Choosing a theme Sub-topic(s): Identifying areas of interest, satisfying curiosity, making connections and establishing commonalities for project work Sample activities: <ul style="list-style-type: none"> Lucky dip question bank and group discussion to identify project themes/subject, group discussion of project ideas and constraints.
Session 4	LO2	Topic: Improving your research 1 Sub-topic(s): Establishing an applied practice question approach to your work – what is your project trying to do? Sample activities: <ul style="list-style-type: none"> Present exemplar past student work and ask group to identify how research may have contributed, students to identify sources of info that are non-web based for three questions relating to their project theme, discuss strategies and efficiency of these methods.
Session 5	LO1 LO3	Topic: Photographic voice – lecture on historical/contemporary topic 1 and associated technique workshop e.g. William Eggleston: happenstance and the heightened use of colour Sub-topic(s): What is photographic voice? How is it determined? What is my personal visual language for this project? Sample activities: <ul style="list-style-type: none"> Individual or group exercises in reading images. Evaluate how effective a range of photographs are at creating a pre-determined meaning. Progress project ideas and planning.
Session 6	LO2	Topic: Project proposal to peers Sample activities: <ul style="list-style-type: none"> Individual 'PechaKucha'-style project proposal presentations to peers and staff for feedback.

Sessions	Learning Outcome(s)	Session Activities
Session 7	LO2	<p>Topic: Improving your research 2</p> <p>Sub-topic(s): Using primary and secondary research to enhance knowledge and practice of photography</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Definition and examples of primary and secondary research relating to project theme, reliability of research, tracking and informing the creative journey.
Session 8	LO1 LO3	<p>Topic: Determining photographic style – lecture on historical/contemporary topic 2 and associated technique workshop e.g. Duane Michals: motion, transparency and ghosting</p> <p>Sub-topic(s): What is photographic style? Genre, audience and cultural context</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Seminar introducing key concepts of topic, individual or group technique exercises experimenting with technical codes to establish photographic style. Submission of formal project proposal.
Session 9	LO1 LO2 LO3	<p>Topic: Project management – field trip/gallery visit/visiting lecturer</p> <p>Sub-topic(s): Analysis of project management of photographic project, establishing the stages of a project, identifying and resolving ethical issues</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Arrange Q&A session at gallery or with visiting photographer.
Session 10	LO1 LO2 LO3	<p>Topic: Continuation of independent research and development</p> <p>Sub-topic(s): Becoming more critical; encounter, interpret, analyse, appraise, evaluate</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Group critique of project progress, students working test shoots, blogs, research, logistics, editing and analysis.
Session 11	LO1 LO2 LO3	<p>Topic: Continuation of independent research and development</p> <p>Sub-topic(s): Becoming more critical; encounter, interpret, analyse, appraise, evaluate</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Group critique of project progress, students working test shoots, blogs, research, logistics, editing and analysis.

Sessions	Learning Outcome(s)	Session Activities
Session 12	LO1 LO3	<p>Topic: Evolving a photographic style – lecture on historical/contemporary topic 3 and associated technique workshop e.g. British 1980s documentary: medium format fill-in flash photography</p> <p>Sub-topic(s): Selecting equipment and techniques to inform photographic style, manipulating lighting to impact photographic style, achieving consistency of approach across a project.</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Seminar introducing key concepts of topic, individual or group technique exercises experimenting with technical codes to establish photographic style.
Session 13	LO1 LO3	<p>Topic: Determining a photographic style – lecture on historical/contemporary topic 4 and associated technique workshop e.g. personal history making – Mann, Goldin and diarist mode photography</p> <p>Sub-topic(s): Selecting equipment and techniques to inform photographic style, achieving consistency of approach across a project</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Seminar introducing key concepts of topic, individual or group technique exercises experimenting with technical codes to establish photographic style.
Session 14	LO2 LO4	<p>Topic: Formal one-to-one project tutorials</p> <p>Sub-topic(s): Preparing for one-to-one project tutorials, engaging in critique; encounter, interpret, analyse, appraise, evaluate, evidencing the creative journey</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Student to present progress portfolio reflecting project progress during one-to-one project tutorial with unit staff.
Session 15	LO1 LO3	<p>Topic: Harnessing photographic style – lecture on historical/contemporary topic 4 and associated technique workshop e.g. The environmental portrait – photographic stillness, lighting and large format photography</p> <p>Sub-topic(s): Selecting equipment and techniques to inform photographic style, achieving consistency of approach across a project</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Seminar introducing key concepts of topic, individual or group technique exercises experimenting with technical codes to establish photographic style.

Sessions	Learning Outcome(s)	Session Activities
Session 16	LO1 LO3	<p>Topic: Directing photographic style – lecture on historical/contemporary topic 5 and associated technique workshop – Wall and Crewdson – directorial modes and still photography</p> <p>Sub-topic(s): Manipulating lighting to impact photographic style, achieving consistency of approach across a project</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Seminar introducing key concepts of topic, individual or group technique exercises experimenting with technical codes to establish photographic style.
Session 17	LO1 LO2 LO3	<p>Topic: Continuation of independent research, development and production</p> <p>Sub-topic(s): Becoming more critical; encounter, interpret, analyse, appraise, evaluate</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Group critique of project progress, students working shoots, blogs, research, logistics, editing and analysis.
Session 18	LO1 LO2 LO3	<p>Topic: Continuation of independent research and development</p> <p>Sub-topic(s): Becoming more critical; encounter, interpret, analyse, appraise, evaluate</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Group critique of project progress, students working on shoots, blogs, research, logistics, editing and analysis.
Session 19	LO4	<p>Topic: Who is your audience?</p> <p>Sub-topic(s): Different audiences, defining an audience, age, race and gender</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Presentation on target audience, group discussion on different audiences, small group exercises on how to define your specific audience.
Session 20	LO4	<p>Topic: Different audiences</p> <p>Sub-topic(s): Knowing your viewer – online and offline, mass and niche</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Individual or group research into different audience sub-topics, undertake exercises examining different approaches to online and offline presentation of photographic project, identifying strategies to maximise both platforms.
Session 21	LO1 LO2 LO3	<p>Topic: Continuation of independent research, development and production</p> <p>Sub-topic(s): Becoming more critical; encounter, interpret, analyse, appraise, evaluate</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Group critique of project progress, students working on shoots, blogs, research, logistics, editing and analysis.

Sessions	Learning Outcome(s)	Session Activities
Session 22	LO2 LO4	<p>Topic: Preparing for one-to-one project tutorials and independent project progression</p> <p>Sub-topic(s): Preparing for one-to-one project tutorials, engaging in critique; encounter, interpret, analyse, appraise, evaluate</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Critique of practical formative assignment on historical/contemporary topic 2 theme, students working test shoots, on blogs, research, logistics, editing and analysis.
Session 23	LO2 LO4	<p>Topic: Formal one-to-one project tutorials</p> <p>Sub-topic(s): Preparing for one-to-one project tutorials, engaging in critique; encounter, interpret, analyse, appraise, evaluate, evidencing the creative journey</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Student to present progress portfolio reflecting project progress during one-to-one project tutorial with unit staff, students working on shoots, blogs, research, logistics, editing and analysis.
Session 24	LO2 LO4	<p>Topic: Formal one-to-one project tutorials</p> <p>Sub-topic(s): Preparing for one-to-one project tutorials, engaging in critique; encounter, interpret, analyse, appraise, evaluate, evidencing the creative journey</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Student to present progress portfolio reflecting project progress during one-to-one project tutorial with unit staff, students working on shoots, blogs, research, logistics, editing and analysis.
Session 25	LO3 LO4	<p>Topic: Analogue space – presenting photographic images</p> <p>Sub-topic(s): Presenting for a wall space, site-specific work, 3D photo work, projections, portfolios, presenting in book form and traditional print</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Students to access and evaluate photographic books, photographs presented through magazine layouts and galleries to consider presentation techniques.
Session 26	LO3 LO4	<p>Topic: Digital space – presenting photographic images</p> <p>Sub-topic(s): Screen-based still image audio presentation, presenting book form (online services), presenting on screen, e-portfolio, CD/DVD/pen drives, online gallery, blogs</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Students to access and evaluate photographic books/eBooks, photographs presented through magazine layouts, online galleries to consider presentation techniques.

Sessions	Learning Outcome(s)	Session Activities
Session 27	LO3 LO4	<p>Topic: Promoting a body of work – gallery visit and/or visiting lecturer</p> <p>Sub-topic(s): Analysis of photographic presentation techniques, developing brand identity, securing a digital presence, networking identifying and resolving ethical issues</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Arrange Q&A session at gallery or with visiting photographer.
Session 28	LO2	<p>Topic: Engage in one-to-one formative progress check on project</p> <p>Sub-topic(s): Relating research and planning to the creation of photographic work, expressing opinion and justifying choices, evidencing improvements to your project work, demonstrating an appreciation of how images construct meaning</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Small group peer reviews to build confidence, one-to-one staff student project tutorial. Students to be independently working, sourcing project and undertaking shoots based on proposal.
Session 29	LO4	<p>Topic: Accessing audience feedback</p> <p>Sub-topic(s): Sources of feedback, feedback channels, measuring outcomes, using feedback to inform positive change</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Small group tasks to determine audience samples relating to project theme, devise sample e-survey, paper survey and focus group survey questions relating to their project themes, discuss strategies and efficiency of these methods.
Session 30	LO2	<p>Topic: Continuation of independent research, development and production</p> <p>Sub-topic(s): Becoming more critical; encounter, interpret, analyse, appraise, evaluate</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Group critique of project progress, students working on final presentation methods blogs, research, logistics, editing and analysis.
Session 31	LO4	<p>Topic: Evaluating personal project work and preparation for final critique</p> <p>Sub-topic(s): Successfully participating in a critique, objectivity, subjectivity, interpretation, technical consideration, artistic consideration, identifying good points, identifying areas for improvement</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Presentation on how to conduct a detailed critical analysis of processes and results, using appropriate evaluation techniques.

Sessions	Learning Outcome(s)	Session Activities
Session 32	LO1 LO2 LO3	Topic: Continuation of independent research, development and production Sub-topic(s): Becoming more critical; encounter, interpret, analyse, appraise, evaluate Sample activities: <ul style="list-style-type: none"> Group critique of project progress, students working on final presentation methods, blogs, research, logistics, editing and analysis.
Session 33	All	Topic: Assessment workshop Sample activities: <ul style="list-style-type: none"> Students may receive individual or group tutorials in support of final assessment submissions.
Session 34	All	Topic: Assessment workshop Sample activities: <ul style="list-style-type: none"> Students may receive individual or group tutorials in support of final assessment submissions.
Session 35	LO2 LO3	Topic: Final group critique of project submission Sub-topic(s): Recording feedback, acting on feedback Sample activities: <ul style="list-style-type: none"> Students should present final images along with their project proposal and be able to identify problem solving and justify decisions.
Session 36	All	Topic: Assessment workshop Sample activities: <ul style="list-style-type: none"> Students may receive individual or group tutorials in support of final assessment submissions.
Session 37	LO2 LO3	Topic: Presentation of photographic project to peers, staff and intended audience Sample activities: <ul style="list-style-type: none"> Students submit/publish complete photographic project to peers, staff and intended audience, source audience feedback through agreed channels.
Session 38	All	Topic: Assessment workshop Sample activities: <ul style="list-style-type: none"> Student discussion of presentation feedback, group/individual tutorials to support integrating response to feedback into final submissions.
Session 39	LO4	Topic: Completion of project Sub-topic(s): End of project wrap-up, presenting support work, compiling audience feedback, self-reflection Sample activities: <ul style="list-style-type: none"> Summative project hand-in.

Sessions	Learning Outcome(s)	Session Activities
Session 40	All	<p>Topic: Unit review</p> <p>Sub-topic(s): Completion of unit review, feedback on assessments, conclusions and recommendations</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Unit surveys, student consultations, one-to-one feedback sessions.

Unit 39: Advanced Graphic Design Studies

Please note that Schemes of Work are for guidance and support only.

They can be customised and amended according to localised needs and requirements. All Schemes of Work can be adapted to suit specific establishment time frames in line with GLH delivery.

Schemes of Work

Programme Title:	Art & Design	Level:	5
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Unit Title:	Advanced Graphic Design Studies	Tutor:	
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Unit Number:	39	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Investigate the relationship between design development, final output and use.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop a graphic design proposal, based on client requirements and design constraints, in response to a brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produce graphic design prototypes, based on research and analysis, in support of a design strategy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present a graphic design solution and production portfolio to a client in response to a brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	Topic: Introduction to unit and overview of project brief Sample activities: <ul style="list-style-type: none"> Tutor presentation on the unit content, learning outcomes and the project brief. Group discussion on the relationship between client needs, target market, and design objectives.
Session 2	LO1	Topic: Careers in graphic design Sub-topic: Industry awareness Sample activities: <ul style="list-style-type: none"> Tutor presentation on graphic design industry occupational areas, industry best practice, career development opportunities, key industry personnel, national and international agencies and organisations. Group discussion on setting key development goals and career objectives.
Session 3	LO1 LO3	Topic: The graphic design project life cycle Sub-topic: Iterative development Sample activities: <ul style="list-style-type: none"> Tutor presentation on iterative development phases including analysing web analytics, user feedback, client feedback, conformance and quality testing. Group discussion on independent/collaborative work practices in graphic design. Preliminary research investigation. Creative practice – research and visualisation.
Session 4	LO1 LO3	Topic: The graphic design project life cycle Sub-topic: Iterative development Sample activities: <ul style="list-style-type: none"> Tutor presentation on iterative development phases including contractual obligations, project management methods and software, project scheduling and budget control. Group discussion on independent/collaborative work practices in graphic design. Preliminary research investigation. Discussion on thematic considerations. Creative practice – prototyping and mock-ups. Students working both independently and in groups.
Session 5	LO1 LO3	Topic: The graphic design project life cycle Sub-topic: Iterative development Sample activities: <ul style="list-style-type: none"> Tutor presentation on iterative development phases including resource planning, automation, collaboration, synching and cost comparison. Group discussion on independent/collaborative work practices in graphic design. Continuation of research investigation. Presentation of research. Creative practice – testing and review.

Sessions	Learning Outcome(s)	Session Activities
Session 6	LO1 LO2	Topic: The graphic design project life cycle Sub-topic: Protocols Sample activities: <ul style="list-style-type: none"> Tutor presentation on graphic design development protocols including colour standards, swatches, fonts, file types, performing back-ups and archiving of materials. Group discussion on client needs and expectations. Creative practice – mock interviews with clients, preparing a brief. Review.
Session 7	LO1	Topic: The graphic design project life cycle Sub-topic: Communication Sample activities: <ul style="list-style-type: none"> Tutor presentation on communicating with graphic design industry stakeholders including clients, printers and distributors. Group project: communication and presentation skills project. Presentation to audience.
Session 8	LO1 LO2	Topic: The graphic design project life cycle Sub-topic: Communication Sample activities: <ul style="list-style-type: none"> Tutor presentation on communicating with graphic design industry stakeholders including hosts and retailers. Consideration should be given to the importance of end user consultation. Group discussion: problem solving and prioritising tasks.
Session 9	LO1 LO2	Topic: The graphic design project life cycle Sub-topic: Communication: client requirements Sample activities: <ul style="list-style-type: none"> Tutor presentation on client requirements including client needs, target market, communication objectives, time factors. Field visit to practitioner's place of work, studio, graphic design agency.
Session 10	LO1 LO2	Topic: The graphic design project life cycle Sub-topic: Communication: client requirements Sample activities: <ul style="list-style-type: none"> Tutor presentation on client requirements including project costs, budgetary factors, identifying target market, managing resources and researching competitors. Visiting guest lecturer – 'Working with Clients in Graphic Design'.
Session 11	LO1	Topic: The graphic design project life cycle Sub-topic: Legislation Sample activities: <ul style="list-style-type: none"> Tutor presentation on copyright, standards, accessibility, ethics and the law.

Sessions	Learning Outcome(s)	Session Activities
Session 12	LO1	Topic: The graphic design project life cycle Sub-topic: Legislation Sample activities: <ul style="list-style-type: none"> Tutor presentation on copyright, standards, accessibility, ethics and the law. Visiting guest lecture – 'Creative Art and Design: Legal Issues'.
Session 13	LO1 LO2	Topic: Unit content review Sub-topic: Course revision Sample activities: <ul style="list-style-type: none"> Tutor-led revision of all unit content covered to date. Clarification of topics and terminology; workflows. Guidance and feedback on work completed.
Session 14	LO2	Topic: Developing a graphic design proposal Sub-topic: Strategic planning Sample activities: <ul style="list-style-type: none"> Tutor presentation on developing a graphic design proposal for a client: identifying unique selling points, conducting market research, choosing a delivery platform, maximising efficiency, increasing cost-efficiency with regard to content development. Group project: allocate specific roles and prepare a graphic design brief for a client.
Session 15	LO2	Topic: Developing a graphic design proposal Sub-topic: Contracts Sample activities: <ul style="list-style-type: none"> Tutor presentation on contractual agreements, obligations and milestones. Group project: in groups, review a graphic design contractual agreement and consider issues that need to be addressed. Present to class for feedback.
Session 16	LO3	Topic: Graphic design prototypes Sub-topic: Review of iterative design Sample activities: <ul style="list-style-type: none"> Tutor-led review discussion on iterative development phases – analysing web analytics, user feedback, client feedback; conformance, quality testing, contractual obligations, project management methods and software; project scheduling and budget control.
Session 17	LO3	Topic: Graphic design prototypes Sub-topic: Design project Sample activities: <ul style="list-style-type: none"> Tutor presentation on creating a design statement, the importance of meeting client needs, identifying and meeting the target market, proofing of work. Individual project. Begin working on a graphic design brief for an art and design client.

Sessions	Learning Outcome(s)	Session Activities
Session 18	LO3	<p>Topic: Graphic design prototypes Sub-topic: Design project Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation on revising and updating project schedules, preparing a cost plan (with accurate content), presenting prototype versions according to pre-agreed schedule of work, building and presenting prototype simulations for feedback, review and project phase sign-off. Individual project. Continue developing and refining the graphic design brief for an art and design client.
Session 19	LO3	<p>Topic: Graphic design prototypes Sub-topic: Design project Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation on defining and implementing appropriate quality control procedures, carrying out a project risk assessment, implementing appropriate level of risk management. Group project: carry out a risk assessment for an art and design project phase – identification of hazards; who are the at-risk personnel; assess the level of risk and identify ways to minimise/avoid the risk; record and implement the findings; regularly review the risk assessment findings.
Session 20	LO3	<p>Topic: Graphic design prototypes Sub-topic: Delivery platforms Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation on traditional graphic design delivery platforms including screen print, experimental channels, tangible modes of delivery. Group project: research various platforms of delivery and present findings to class. Consider strengths and weaknesses of each, evidence notable examples of work created, why were these platforms chosen for a particular graphic design product delivery.
Session 21	LO3	<p>Topic: Graphic design prototypes Sub-topic: Delivery platforms Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation on graphic design delivery (digital) platforms including motion-based graphics; web channels; commercially available and proprietary software applications. Group project: research various platforms of delivery and present findings to class. Consider strengths and weaknesses of each, evidence notable examples of industry-based projects, why were specific platforms chosen for a particular graphic design product delivery?

Sessions	Learning Outcome(s)	Session Activities
Session 22	LO1 LO2 LO3	Topic: Unit content review Sub-topic: Course revision Sample activities: <ul style="list-style-type: none"> Tutor-led revision of all unit content covered to date. Clarification of topics and terminology; workflows. Guidance and feedback on work completed.
Session 23	LO4	Topic: Graphic design major project Sample activities: <ul style="list-style-type: none"> Create a graphic design solution and present a production portfolio to a client – in response to a brief – with continued tutor guidance and support as required. Students will document their research and the consultation process with due consideration given to health and safety issues. Students will create design reports and project evaluations as project progresses. During the major project development period, students will work independently and in groups to produce a design statement, a proposed launch plan, projected costs, detailed specifications, models, prototypes, renders, visuals, simulations, trials, protocols, plans, swatches, pitch. Ongoing tutor-led critiques of work in progress. <p>This project will develop the candidate's individual skillsets and will enhance their ability to work in a collaborative project team. Students will be encouraged to engage in critical analysis of existing works and employ lateral thinking to develop innovative, thought-provoking yet realistic and achievable concepts to develop.</p>
Session 24	LO4	Topic: Graphic design major project Sample activities: <ul style="list-style-type: none"> Create a graphic design solution and present a production portfolio to a client – in response to a brief – with continued tutor guidance and support as required. Students will document their research and the consultation process with due consideration given to health and safety issues. Students will create design reports and project evaluations as project progresses. During the major project development period, students will work independently and in groups to produce a design statement, a proposed launch plan, projected costs, detailed specifications, models, prototypes, renders, visuals, simulations, trials, protocols, plans, swatches, pitch. Ongoing tutor-led critiques of work in progress. <p>This project will develop the candidate's individual skillsets and will enhance their ability to work in a collaborative project team. Students will be encouraged to engage in critical analysis of existing works and employ lateral thinking to develop innovative, thought-provoking yet realistic and achievable concepts to develop.</p>

Sessions	Learning Outcome(s)	Session Activities
Session 25	LO4	<p>Topic: Graphic design major project Sample activities:</p> <ul style="list-style-type: none"> • Create a graphic design solution and present a production portfolio to a client – in response to a brief – with continued tutor guidance and support as required. • Students will document their research and the consultation process with due consideration given to health and safety issues. • Students will create design reports and project evaluations as project progresses. • During the major project development period, students will work independently and in groups to produce a design statement, a proposed launch plan, projected costs, detailed specifications, models, prototypes, renders, visuals, simulations, trials, protocols, plans, swatches, pitch. • Ongoing tutor-led critiques of work in progress. <p>This project will develop the candidate's individual skillsets and will enhance their ability to work in a collaborative project team. Students will be encouraged to engage in critical analysis of existing works and employ lateral thinking to develop innovative, thought-provoking yet realistic and achievable concepts to develop.</p>
Session 26	LO4	<p>Topic: Graphic design major project Sample activities:</p> <ul style="list-style-type: none"> • Create a graphic design solution and present a production portfolio to a client – in response to a brief – with continued tutor guidance and support as required. • Students will document their research and the consultation process with due consideration given to health and safety issues. • Students will create design reports and project evaluations as project progresses. • During the major project development period, students will work independently and in groups to produce a design statement, a proposed launch plan, projected costs, detailed specifications, models, prototypes, renders, visuals, simulations, trials, protocols, plans, swatches, pitch. • Ongoing tutor-led critiques of work in progress. <p>This project will develop the candidate's individual skillsets and will enhance their ability to work in a collaborative project team. Students will be encouraged to engage in critical analysis of existing works and employ lateral thinking to develop innovative, thought-provoking yet realistic and achievable concepts to develop.</p>
Session 27	LO3 LO4	<p>Topic: Unit content review Sub-topic: Course revision Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led revision of unit content covered to date. Clarification of topics and terminology; workflows. • Guidance and feedback on work completed.

Sessions	Learning Outcome(s)	Session Activities
Session 28	LO4	<p>Topic: Graphic design major project</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Create a graphic design solution and present a production portfolio to a client – in response to a brief – with continued tutor guidance and support as required. • Students will document their research and the consultation process with due consideration given to health and safety issues. • Students will create design reports and project evaluations as project progresses. • During the major project development period, students will work independently and in groups to produce a design statement, a proposed launch plan, projected costs, detailed specifications, models, prototypes, renders, visuals, simulations, trials, protocols, plans, swatches, pitch. • Ongoing tutor-led critiques of work in progress. <p>This project will develop the candidate's individual skillsets and will enhance their ability to work in a collaborative project team. Students will be encouraged to engage in critical analysis of existing works and employ lateral thinking to develop innovative, thought-provoking yet realistic and achievable concepts to develop.</p>
Session 29	LO4	<p>Topic: Graphic design major project</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Create a graphic design solution and present a production portfolio to a client – in response to a brief – with continued tutor guidance and support as required. • Students will document their research and the consultation process with due consideration given to health and safety issues. • Students will create design reports and project evaluations as project progresses. • During the major project development period, students will work independently and in groups to produce a design statement, a proposed launch plan, projected costs, detailed specifications, models, prototypes, renders, visuals, simulations, trials, protocols, plans, swatches, pitch. • Ongoing tutor-led critiques of work in progress. <p>This project will develop the candidate's individual skillsets and will enhance their ability to work in a collaborative project team. Students will be encouraged to engage in critical analysis of existing works and employ lateral thinking to develop innovative, thought-provoking yet realistic and achievable concepts to develop.</p>

Sessions	Learning Outcome(s)	Session Activities
Session 30	LO4	<p>Topic: Graphic design major project</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Create a graphic design solution and present a production portfolio to a client – in response to a brief – with continued tutor guidance and support as required. • Students will document their research and the consultation process with due consideration given to health and safety issues. • Students will create design reports and project evaluations as project progresses. • During the major project development period, students will work independently and in groups to produce a design statement, a proposed launch plan, projected costs, detailed specifications, models, prototypes, renders, visuals, simulations, trials, protocols, plans, swatches, pitch. • Ongoing tutor-led critiques of work in progress. <p>This project will develop the candidate's individual skillsets and will enhance their ability to work in a collaborative project team. Students will be encouraged to engage in critical analysis of existing works and employ lateral thinking to develop innovative, thought-provoking yet realistic and achievable concepts to develop.</p>
Session 31	LO4	<p>Topic: Graphic design major project</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Create a graphic design solution and present a production portfolio to a client – in response to a brief – with continued tutor guidance and support as required. • Students will document their research and the consultation process with due consideration given to health and safety issues. • Students will create design reports and project evaluations as project progresses. • During the major project development period, students will work independently and in groups to produce a design statement, a proposed launch plan, projected costs, detailed specifications, models, prototypes, renders, visuals, simulations, trials, protocols, plans, swatches, pitch. • Ongoing tutor-led critiques of work in progress. <p>This project will develop the candidate's individual skillsets and will enhance their ability to work in a collaborative project team. Students will be encouraged to engage in critical analysis of existing works and employ lateral thinking to develop innovative, thought-provoking yet realistic and achievable concepts to develop.</p>

Sessions	Learning Outcome(s)	Session Activities
Session 32	LO3 LO4	Topic: Graphic design major project Sub-topic: Presentation of work Sample activities: <ul style="list-style-type: none"> Tutor-led discussion of the development of good presentation skills. Negotiating Q&A sessions with clients, responding to audience questions. Group presentation of completed major project followed by simulated client Q&A.
Session 33	LO3 LO4	Topic: Graphic design major project Sub-topic: Presentation of work Sample activities: <ul style="list-style-type: none"> Tutor-led discussion of the development of good presentation skills. Negotiating Q&A sessions with clients, responding to audience questions. Group presentation of completed major project followed by simulated client Q&A.
Session 34	LO4	Topic: Major project evaluation Sub-topic: Feedback and analytics Sample activities: <ul style="list-style-type: none"> Tutor presentation on evaluating user feedback, project data analytics, considering the relationship to market. Group discussion.
Session 35	LO4	Topic: Major project evaluation Sub-topic: Processes Sample activities: <ul style="list-style-type: none"> Tutor presentation on evaluating project production processes and their fitness for purpose. Group discussion.
Session 36	LO4	Topic: Major project evaluation Sub-topic: The initial proposal versus the completed project Sample activities: <ul style="list-style-type: none"> Tutor presentation on the relationship of the final project to the brief; review of the initial proposal; managing 'project creep' and client expectations; communicating with stakeholders. Group discussion.
Session 37	LO4	Topic: Project launch Sub-topic: Pre-press/press Sample activities: <ul style="list-style-type: none"> Tutor presentation on pre-press/press considerations. Group discussion.
Session 38	LO4	Topic: Project launch Sub-topic: Launch platforms Sample activities: <ul style="list-style-type: none"> Tutor presentation on considerations with regard to the marketing launch, website launch, print distribution. Group discussion.

Sessions	Learning Outcome(s)	Session Activities
Session 39	LO1 LO2 LO3 LO4	Topic: Module review Sample activities: <ul style="list-style-type: none"> Completion of module review. Feedback on assignment submissions.
Session 40	LO1 LO2 LO3 LO4	Topic: Module review Sample activities: <ul style="list-style-type: none"> Completion of module review. Feedback on assignment submissions.

Unit 40: Advanced Art Practice Studies

Please note that Schemes of Work are for guidance and support only.

They can be customised and amended according to localised needs and requirements. All Schemes of Work can be adapted to suit specific establishment time frames in line with GLH delivery.

Schemes of Work

Programme Title:	Art & Design	Level:	5
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Unit Title:	Advanced Art Practice Studies	Tutor:	
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Unit Number:	40	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Analyse the use of art practices as a means of communication through contextual research.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop an individual approach to art practice, through an iterative process of experimentation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Present work as a means of communication aimed at engaging a specific audience.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate art practices as a means of socio-political critique or commercial promotion.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	Topic: Project brief Sub-topic(s): Art practices Sample Activities: <ul style="list-style-type: none"> Unit descriptor introduction. Briefing on different art practices. Individual or group research into art practices: conceptual art, sequential art, installation art, street art, spray can art, video projection, virtual reality, art in motion, new media art and performance art. Commence independent research and development for written task/report on art practices as a means of visual communication.
Session 2	LO1	Topic: Advanced art practices for different offline and online contexts and environments Sub-topic(s): Galleries, museums, and auction houses Sample activities: <ul style="list-style-type: none"> Briefing on advanced art practices created for different offline and online contexts and environments. Individual or group mind-map on advanced art practices created for different offline and online contexts and environments. Group discussion or peer review on advanced art practices created for different offline and online contexts and environments. Continuation of independent research and development for LO1 written task/report.
Session 3	LO1	Topic: Advanced art practices for different offline and online contexts and environments, cont. Sub-topic(s): Urbanised environments and communal locations Sample Activities: <ul style="list-style-type: none"> Briefing on advanced art practices created for different offline and online contexts and environments, cont. Continuation of individual or group mind-map on advanced art practices created for different offline and online contexts and environments. Group discussion or peer review on advanced art practices created for different offline and online contexts and environments. Continuation of independent research and development for LO1 written task/report.

Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1	<p>Topic: Advanced art practices for different offline and online contexts and environments, cont.</p> <p>Sub-topic(s): Portfolios, communities, platforms and networks accessible and viewable by the general public.</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Briefing on advanced art practices created for different offline and online contexts and environments, cont. • Continuation of individual or group mind-map on advanced art practices created for different offline and online contexts and environments. • Group discussion or peer review on advanced art practices created for different offline and online contexts and environments. • Continuation of independent research and development for LO1 written task/report.
Session 5	LO1	<p>Topic: Visual communication</p> <p>Sub-topic(s): The transmission of information, ideas and beliefs using letters and numbers</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Briefing on visual communication. • Individual or group research into visual communication sub-topics. • Individual or group mind-map on visual communication sub-topics. • Group discussion or peer review on visual communication sub-topics. • Continuation of independent research and development for LO1 written task/report.
Session 6	LO1	<p>Topic: Visual communication, cont.</p> <p>Sub-topic(s): The transmission of information, ideas and beliefs using words, symbols and/or imagery</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Briefing on visual communication. • Individual or group research into visual communication sub-topics. • Continuation of individual or group mind-map on visual communication. • Group discussion or peer review on visual communication sub-topics. • Continuation of independent research and development for LO1 written task/report.

Sessions	Learning Outcome(s)	Session Activities
Session 7	LO1	<p>Topic: Historical and contemporary contextual research Sub-topic(s): Planning, defining objectives and validation Sample activities:</p> <ul style="list-style-type: none"> • Short presentations on historical and contemporary contextual research. • Individual or group research into historical and contemporary contextual research. • Group discussion or peer review on historical and contemporary contextual research. • Presentation and peer assessment of individual or group mind-maps. • Self-assessment of written task/report for LO1.
Session 8	LO2	<p>Topic: Techniques and practices used to create advanced art Sub-topic(s): Traditional art technique; drawing Sample activities:</p> <ul style="list-style-type: none"> • Briefing on how traditional art techniques sub-topic is being applied within advanced art. • Individual or group research into traditional art techniques being applied within advanced art. • Tutorials on traditional art techniques sub-topic. • Group discussion or peer review on traditional art techniques being applied within advanced art. • Commence independent research and project development for LO2.
Session 9	LO2	<p>Topic: Techniques and practices used to create advanced art, cont. Sub-topic(s): Traditional art technique; painting Sample activities:</p> <ul style="list-style-type: none"> • Briefing on how traditional art techniques sub-topic is being applied within advanced art. • Individual or group research into traditional art techniques being applied within advanced art. • Tutorials on traditional art techniques sub-topic. • Group discussion or peer review on traditional art techniques being applied within advanced art. • Continuation of independent research and project development for LO2.

Sessions	Learning Outcome(s)	Session Activities
Session 10	LO2	<p>Topic: Techniques and practices used to create advanced art, cont.</p> <p>Sub-topic(s): Traditional art technique; stencilling</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Briefing on how traditional art techniques sub-topic is being applied within advanced art. • Individual or group research into traditional art techniques being applied within advanced art. • Tutorials on traditional art techniques sub-topic. • Group discussion or peer review on traditional art techniques being applied within advanced art. • Continuation of independent research and project development for LO2.
Session 11	LO2	<p>Topic: Techniques and practices used to create advanced art, cont.</p> <p>Sub-topic(s): Traditional art technique; spray painting</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Briefing on how traditional art techniques sub-topic is being applied within advanced art. • Individual or group research into traditional art techniques being applied within advanced art. • Tutorials on traditional art techniques sub-topic. • Group discussion or peer review on traditional art techniques being applied within advanced art. • Continuation of independent research and project development for LO2.
Session 12	LO2	<p>Topic: Techniques and practices used to create advanced art, cont.</p> <p>Sub-topic(s): Traditional art technique; engraving</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Briefing on how traditional art techniques sub-topic is being applied within advanced art. • Individual or group research into traditional art techniques being applied within advanced art. • Tutorials on traditional art techniques sub-topic. • Group discussion or peer review on traditional art techniques being applied within advanced art. • Continuation of independent research and project development for LO2.

Sessions	Learning Outcome(s)	Session Activities
Session 13	LO2	<p>Topic: Techniques and practices used to create advanced art, cont.</p> <p>Sub-topic(s): Traditional art technique; carving</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Briefing on how traditional art techniques sub-topic is being applied within advanced art. • Individual or group research into traditional art techniques being applied within advanced art. • Tutorials on traditional art techniques sub-topic. • Group discussion or peer review on traditional art techniques being applied within advanced art. • Continuation of independent research and project development for LO2.
Session 14	LO2	<p>Topic: Techniques and practices used to create advanced art, cont.</p> <p>Sub-topic(s): Traditional art technique; installation</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Briefing on how traditional art techniques sub-topic is being applied within advanced art. • Individual or group research into traditional art techniques being applied within advanced art. • Tutorials on traditional art techniques sub-topic. • Group discussion or peer review on traditional art techniques being applied within advanced art. • Continuation of independent research and project development for LO2.
Session 15	LO2	<p>Topic: Techniques and practices used to create advanced art, cont.</p> <p>Sub-topic(s): Traditional art technique; projection</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Briefing on how traditional art techniques sub-topic is being applied within advanced art. • Individual or group research into traditional art techniques being applied within advanced art. • Tutorials on traditional art techniques sub-topic. • Group discussion or peer review on traditional art techniques being applied within advanced art. • Continuation of independent research and project development for LO2. • Self-assessment of research and development for LO2.

Sessions	Learning Outcome(s)	Session Activities
Session 16	LO2	<p>Topic: Techniques and practices used to create advanced art, cont.</p> <p>Sub-topic(s): Traditional art technique; chalking</p> <p>Sample Activities:</p> <ul style="list-style-type: none"> • Briefing on how traditional art techniques sub-topic is being applied within advanced art. • Individual or group research into traditional art techniques being applied within advanced art. • Tutorials on traditional art techniques sub-topic. • Group discussion or peer review on traditional art techniques being applied within advanced art. • Continuation of independent research and project development for LO2.
Session 17	LO2	<p>Topic: Techniques and practices used to create advanced art, cont.</p> <p>Sub-topic(s): Traditional art techniques; filling and outlining</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Briefing on how traditional art techniques sub-topics are being applied within advanced art. • Individual or group research into traditional art techniques being applied within advanced art. • Tutorials on traditional art techniques sub-topics. • Group discussion or peer review on traditional art techniques being applied within advanced art. • Continuation of independent research and project development for LO2.
Session 18	LO2	<p>Topic: Techniques and practices used to create advanced art, cont.</p> <p>Sub-topic(s): Traditional Art technique; scrawling</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Briefing on how traditional art techniques sub-topic is being applied within advanced art. • Individual or group research into traditional art techniques being applied within advanced art. • Tutorials on traditional art techniques sub-topic. • Group discussion or peer review on traditional art techniques being applied within advanced art. • Continuation of independent research and project development for LO2.

Sessions	Learning Outcome(s)	Session Activities
Session 19	LO2	<p>Topic: Techniques and practices used to create advanced art, cont.</p> <p>Sub-topic(s): Traditional art technique; scratching</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Briefing on how traditional art techniques sub-topic is being applied within advanced art. • Individual or group research into traditional art techniques being applied within advanced art. • Tutorials on traditional art techniques sub-topic. • Group discussion or peer review on traditional art techniques being applied within advanced art. • Continuation of independent research and project development for LO2.
Session 20	LO2	<p>Topic: Techniques and practices used to create advanced art, cont.</p> <p>Sub-topic(s): Digital art technique; vector drawing</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Briefing on how digital art techniques sub-topic is being applied within advanced art. • Individual or group research into digital art techniques being applied within advanced art. • Tutorials on digital art techniques sub-topic. • Group discussion or peer review on digital art techniques being applied within advanced art. • Continuation of independent research and project development for LO2.
Session 21	LO2	<p>Topic: Techniques and practices used to create advanced art, cont.</p> <p>Sub-topic(s): Digital art technique; vector tracing</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Briefing on how digital art techniques sub-topic is being applied within advanced art. • Individual or group research into digital art techniques being applied within advanced art. • Tutorials on digital art techniques sub-topic. • Group discussion or peer review on digital art techniques being applied within advanced art. • Continuation of independent research and project development for LO2.

Sessions	Learning Outcome(s)	Session Activities
Session 22	LO2	<p>Topic: Techniques and practices used to create advanced art, cont.</p> <p>Sub-topic(s): Digital art technique; vector painting</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Briefing on how digital art techniques sub-topic is being applied within advanced art. • Individual or group research into digital art techniques being applied within advanced art. • Tutorials on digital art techniques sub-topic. • Group discussion or peer review on digital art techniques being applied within advanced art. • Continuation of independent research and project development for LO2.
Session 23	LO2	<p>Topic: Techniques and practices used to create advanced art, cont.</p> <p>Sub-topic(s): Digital art technique; bitmap drawing</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Briefing on how digital art techniques sub-topic is being applied within advanced art. • Individual or group research into digital art techniques being applied within advanced art. • Tutorials on digital art techniques sub-topic. • Group discussion or peer review on digital art techniques being applied within advanced art. • Continuation of independent research and project development for LO2.
Session 24	LO2	<p>Topic: Techniques and practices used to create advanced art, cont.</p> <p>Sub-topic(s): Digital art technique; bitmap tracing</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Briefing on how digital art techniques sub-topic is being applied within advanced art. • Individual or group research into digital art techniques being applied within advanced art. • Tutorials on digital art techniques sub-topic. • Group discussion or peer review on digital art techniques being applied within advanced art. • Continuation of independent research and project development for LO2.

Sessions	Learning Outcome(s)	Session Activities
Session 25	LO2	<p>Topic: Techniques and practices used to create advanced art, cont.</p> <p>Sub-topic(s): Digital Art technique; bitmap painting</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Briefing on how digital art techniques sub-topic is being applied within advanced art. • Individual or group research into digital art techniques being applied within advanced art. • Tutorials on digital art techniques sub-topic. • Group discussion or peer review on digital art techniques being applied within advanced art. • Continuation of independent research and project development for LO2. • Formative assessment.
Session 26	LO2	<p>Topic: Techniques and practices used to create advanced art, cont.</p> <p>Sub-topic(s): Digital art technique; modelling</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Briefing on how digital art techniques sub-topic is being applied within advanced art. • Individual or group research into digital art techniques being applied within advanced art. • Tutorials on digital art techniques sub-topic. • Group discussion or peer review on digital art techniques being applied within advanced art. • Continuation of independent research and project development for LO2.
Session 27	LO2	<p>Topic: Techniques and practices used to create advanced art, cont.</p> <p>Sub-topic(s): Digital art technique; sculpting</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Briefing on how digital art techniques sub-topic is being applied within advanced art. • Individual or group research into digital art techniques being applied within advanced art. • Tutorials on digital art techniques sub-topic. • Group discussion or peer review on digital art techniques being applied within advanced art. • Continuation of independent research and project development for LO2.

Sessions	Learning Outcome(s)	Session Activities
Session 28	LO2	<p>Topic: Techniques and practices used to create advanced art, cont.</p> <p>Sub-topic(s): Digital art technique; keying</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Briefing on how digital art techniques sub-topic is being applied within advanced art. • Individual or group research into digital art techniques being applied within advanced art. • Tutorials on digital art techniques sub-topic. • Group discussion or peer review on digital art techniques being applied within advanced art. • Continuation of independent research and project development for LO2.
Session 29	LO2	<p>Topic: Techniques and practices used to create advanced art, cont.</p> <p>Sub-topic(s): Digital art technique; motion tracking</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Briefing on how digital art techniques sub-topic is being applied within advanced art. • Individual or group research into digital art techniques being applied within advanced art. • Tutorials on digital art techniques sub-topic. • Group discussion or peer review on digital art techniques being applied within advanced art. • Continuation of independent research and project development for LO2.
Session 30	LO2	<p>Topic: Techniques and practices used to create advanced art, cont.</p> <p>Sub-topic(s): Digital art techniques; animation</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Briefing on how digital art techniques sub-topic is being applied within advanced art. • Individual or group research into digital art techniques being applied within advanced art. • Tutorials on digital art techniques sub-topics. • Group discussion or peer review on digital art techniques being applied within advanced art. • Continuation of independent project development for LO2 and LO3.

Sessions	Learning Outcome(s)	Session Activities
Session 31	LO2	<p>Topic: Techniques and practices used to create advanced art, cont.</p> <p>Sub-topic(s): Digital art technique; compositing</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Briefing on how digital art techniques sub-topic is being applied within advanced art. • Individual or group research into digital art techniques being applied within advanced art. • Tutorials on digital art techniques sub-topic. • Group discussion or peer review on digital art techniques being applied within advanced art. • Continuation of independent project development for LO2 and LO3. • Self-assessment of project development for LO2 and LO3.
Session 32	LO2	<p>Topic: Techniques and practices used to create advanced art, cont.</p> <p>Sub-topic(s): Digital art technique; visual effects (VFX)</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Briefing on how digital art techniques sub-topic is being applied within advanced art. • Individual or group research into digital art techniques being applied within advanced art. • Tutorials on digital art techniques sub-topic. • Group discussion or peer review on digital art techniques being applied within advanced art. • Continuation of independent project development for LO2 and LO3. • Self-assessment of project development for LO2 and LO3.
Session 33	LO3	<p>Topic: Presenting advanced art</p> <p>Sub-topic(s): Presenting ideas, traditional presentation media, and narratives, standardised specifications and requirements</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Presentation on how to present traditional advanced art. • Appropriate traditional presentation techniques and practices. • Continuation of independent project development for LO2 and LO3.
Session 34	LO3	<p>Topic: Presenting advanced art, cont.</p> <p>Sub-topic(s): Presenting ideas, digital presentation media, and narratives, standardised specifications and requirements</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Presentation on how to present digital advanced art. • Appropriate digital presentation techniques and practices. • Continuation of independent project development for LO2 and LO3.

Sessions	Learning Outcome(s)	Session Activities
Session 35	LO3	<p>Topic: Different audiences Sub-topic(s): Online and offline Sample activities:</p> <ul style="list-style-type: none"> • Presentation on different audiences' sub-topics. • Group discussion on different audiences. • Tutorials on how to define your specific audience. • Individual or group research into different audiences sub-topics. • Work in progress and/or final outcomes of individual approach to an advanced art practice presented to tutor and fellow students. • Continuation of independent project development for LO2 and LO3.
Session 36	LO3	<p>Topic: Different audiences, cont. Sub-topic(s): Mass and niche Sample activities:</p> <ul style="list-style-type: none"> • Presentation on different audiences' sub-topics. • Group discussion on different audiences' sub-topics. • Additional tutorials on how to define your specific audience. • Individual or group research into different audiences sub-topics. • Additional work in progress and/or final outcomes of individual approach to an advanced art practice presented to tutor and fellow students. • Continuation of independent project development for LO2 and LO3.
Session 37	LO3	<p>Topic: Different audiences, cont. Sub-topic(s): Age, race and gender Sample activities:</p> <ul style="list-style-type: none"> • Presentation on different audiences' sub-topics. • Group discussion on different audiences' sub-topics. • Additional tutorials on how to define your specific audience. • Individual or group research into different audiences' sub-topics. • Additional work in progress and/or final outcomes of individual approach to an advanced art practice presented to tutor and fellow students. • Continuation of independent project development for LO2 and LO3.
Session 38	LO4	<p>Topic: Evaluating advanced art Sample activities:</p> <ul style="list-style-type: none"> • Presentation on how to conduct a detailed critical analysis of processes and results. • Appropriate evaluation techniques. • Additional work in progress and/or final outcomes of individual approach to an advanced art practice presented to tutor and fellow students. • Evaluation of project for LO2 and LO3.

Sessions	Learning Outcome(s)	Session Activities
Session 39	LO4	Topic: Self-assessment Sample activities: <ul style="list-style-type: none"> • Completion of project for LO2 and LO3. • Additional final outcomes of individual approach to an advanced art practice presented to tutor and fellow students. • Final evaluation of project for LO2 and LO3. • Self-assessment.
Session 40	LO4	Topic: Unit review Sample activities: <ul style="list-style-type: none"> • Completion of unit review. • Feedback on assessments. • Conclusions and recommendations.

Unit 41: Advanced Digital Design Studies

Please note that Schemes of Work are for guidance and support only.

They can be customised and amended according to localised needs and requirements. All Schemes of Work can be adapted to suit specific establishment time frames in line with GLH delivery.

Schemes of Work

Programme Title:	Art & Design	Level:	5
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Unit Title:	Advanced Digital Design Studies	Tutor:	
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Unit Number:	41	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Analyse a client brief to inform the development of a digital design and content strategy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop a digital design product, based on client needs in relation to a digital design and content strategy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate user- and market-testing, to refine a digital product towards final release.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present a finished digital design product, justifying the aesthetic and technical strategies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	Topic: Unit introduction/assessment briefing Sample activities: <ul style="list-style-type: none"> Tutor presentation on introduction to the unit. Student-led discussion on assessment briefing, learning outcomes and assessment criteria.
Session 2	LO1	Topic: Digital content strategy – working with clients Sample activities: <ul style="list-style-type: none"> Tutor presentation on understanding client needs in support of strategy. Student discussion on identifying goals and objectives
Session 3	LO1	Topic: Digital content strategy – market research Sample activities: <ul style="list-style-type: none"> Tutor presentation of examples of market research and analysing market research. Students work in groups to undertake 'desktop' research into market and competition. Discussion of desktop research results.
Session 4	All	Topic: Assessment workshop Sample activities: <ul style="list-style-type: none"> Students present initial thoughts and research on client for project/assessment work. Student and tutor feedback on presentations.
Session 5	LO1	Topic: Digital content strategy – content strategies Sample activities: <ul style="list-style-type: none"> Guest presentation from a content strategist, discussing the elements of a content strategy and giving examples. Student Q&A.
Session 6	LO1	Topic: Digital content strategy – analysis Sample activities: <ul style="list-style-type: none"> Tutor presentation examining different websites, apps and services and explaining how different strategies are involved. Student-led discussion of issues arising from presentation.
Session 7	All	Topic: Assessment workshop Sample activities: <ul style="list-style-type: none"> Students present initial digital content strategies. Tutor and peer review of presentations.
Session 8	LO1	Topic: Technology/platform Sample activities: <ul style="list-style-type: none"> Guest presentation for a content strategist, discussing how digital content strategy relates to the technology/platform that will be used to consume content. Student Q&A.

Sessions	Learning Outcome(s)	Session Activities
Session 9	LO1	Topic: Technology/platform workshop Sample activities: <ul style="list-style-type: none"> Students, working in groups, will analyse a number of different content outlets through different technology platforms, recording differences, effectiveness, issues. Student-led discussion of findings.
Session 10	LO1	Topic: Content/technology workshop Sample activities: <ul style="list-style-type: none"> Students will work on individual projects, developing wireframes/prototypes for different technology platforms, considering user experience and interaction.
Session 11	LO2	Topic: HTML5 workshop Sample activities: <ul style="list-style-type: none"> Tutor presentation and demonstration of advanced HTML5 techniques, including <canvas>,<video>,<audio>,<source>. Student will work on example problems applying HTML5 techniques.
Session 12	LO2	Topic: Advanced CSS workshop – media queries Sample activities: <ul style="list-style-type: none"> Tutor presentation and demonstration of CSS techniques for using media queries to support responsive design. Students will work on example problems applying techniques.
Session 13	LO2	Topic: Advanced CSS workshop – CSS frameworks Sample activities: <ul style="list-style-type: none"> Tutor presentation and demonstration of CSS frameworks (bootstrap, foundation, pure or others) for managing site-wide consistency. Students will work on example problems, applying techniques.
Session 14	LO2	Topic: Advanced CSS workshop – CSS preprocessing Sample activities: <ul style="list-style-type: none"> Tutor presentation and demonstration of CSS preprocessors (Less, Sass or others). Students will work on example problems, applying techniques.
Session 15	LO4	Topic: Aesthetic strategy workshop Sample activities: <ul style="list-style-type: none"> Students work on developing the visual/aesthetic aspects of their digital content strategy, producing sketches, mock-ups, etc. Brief presentations and discussions.
Session 16	All	Topic: Assessment workshop Sample activities: <ul style="list-style-type: none"> Students present work-in-progress. Tutor and peer review of presentations.

Sessions	Learning Outcome(s)	Session Activities
Session 17	All	Topic: Tutorials Sample activities: <ul style="list-style-type: none"> Students sign up for individual or small group tutorials in support of their ongoing projects. Discussion of feedback from previous week.
Session 18	LO2	Topic: Data-driven content Sample activities: <ul style="list-style-type: none"> Tutor presentation on the use of database interactions to manage and deliver content. Overview of MVC architecture and the use of different methods of accessing data. Students work through given process to set up and make use of simple database interactions.
Session 19	LO4	Topic: Technical strategy workshop Sample activities: <ul style="list-style-type: none"> Students work on defining and developing the technical strategy for their digital content strategy, developing interaction models, wireframes, prototypes. Brief presentations and discussions.
Session 20	LO2	Topic: Scripting languages – overview Sample activities: <ul style="list-style-type: none"> Guest presentation from a programmer/coder to introduce general concepts of different scripting languages, comparing the pros and cons of different languages. Students work through simple 'Hello World' examples, to test different languages.
Session 21	LO2	Topic: Scripting languages – PHP Sample activities: <ul style="list-style-type: none"> Tutor demonstration of the basic uses of PHP for dynamic content sites. Students work through basic examples to generate PHP scripts for enacting CRUD (create, read, update, delete) operations and display content.
Session 22	LO2	Topic: PHP workshop Sample activities: <ul style="list-style-type: none"> Students work on developing basic content management and methods of styling dynamic output.
Session 23	LO2	Topic: App technologies Sample activities: <ul style="list-style-type: none"> Tutor presentation on different approaches to app development – considering different development frameworks. Students work on defined tasks to test different app frameworks.

Sessions	Learning Outcome(s)	Session Activities
Session 24	LO2	Topic: Collaborative development Sample activities: <ul style="list-style-type: none"> • Guest presentation from a development project manager, introducing different forms of collaborative development. • Student-led discussion on the pros and cons of different approaches.
Session 25	LO2	Topic: Asset management Sample activities: <ul style="list-style-type: none"> • Tutor presentation on managing assets for digital development, looking at range of assets required for different approaches/platforms.
Session 26	LO2	Topic: Design and development workshop Sample activities: <ul style="list-style-type: none"> • Students work on their project, with tutor support and guidance.
Session 27	LO2	Topic: Version control and staging Sample activities: <ul style="list-style-type: none"> • Guest presentation on the use of version control systems (GIT) and project staging. • Students set up GIT repositories to work on their projects, testing commands.
Session 28	All	Topic: Assessment workshop Sample activities: <ul style="list-style-type: none"> • Students present work-in-progress. • Tutor and peer review of presentations.
Session 29	All	Topic: Tutorials Sample activities: <ul style="list-style-type: none"> • Students sign up for individual or small group tutorials in support of their ongoing projects. Discussion of feedback from previous week.
Session 30	LO3	Topic: User testing Sample activities: <ul style="list-style-type: none"> • Tutor presentation and demonstration of user-testing processes and outcomes. • Students create user-testing programmes to evaluate work-in-progress.
Session 31	LO3	Topic: User testing workshop Sample activities: <ul style="list-style-type: none"> • Students will invite members of the school community to try their 'work-in-progress' digital design project, via the user-testing setup started the previous week. • Student-led discussion of results of user testing.

Sessions	Learning Outcome(s)	Session Activities
Session 32	LO3	Topic: Responding to user-testing workshop Sample activities: <ul style="list-style-type: none"> • Guest presentation from a user-testing/user-experience practitioner to discuss how to interpret user-testing results and how this informs design development. • Student Q&A.
Session 33	ALL	Topic: Assessment workshop Sample activities: <ul style="list-style-type: none"> • Students continue development of their digital design projects.
Session 34	LO4	Topic: Analytics Sample activities: <ul style="list-style-type: none"> • Guest presentation from a web analytics professional, discussing different methods of gathering data, interpreting data and acting on data. • Student Q&A.
Session 35	All	Topic: Assessment workshop Sample activities: <ul style="list-style-type: none"> • Students continue development of their digital design projects.
Session 36	All	Topic: Assessment surgery Sample activities: <ul style="list-style-type: none"> • Students may sign up for individual tutorials in support of assessment work.
Session 37	All	Topic: Assessment presentations Sample activities: <ul style="list-style-type: none"> • Students give presentation of work for assessment. • Peer/student feedback.
Session 38	All	Topic: Assessment presentations Sample activities: <ul style="list-style-type: none"> • Students give presentation of work for assessment. • Peer/student feedback.
Session 39	All	Topic: Assessment submissions Sample activities: <ul style="list-style-type: none"> • Students submit work for assessment.
Session 40	All	Topic: Unit review Sample activities: <ul style="list-style-type: none"> • Tutor presentation of the unit content and assignments. • Student-led discussion.

Unit 42: Styling

Please note that Schemes of Work are for guidance and support only.

They can be customised and amended according to localised needs and requirements. All Schemes of Work can be adapted to suit specific establishment time frames in line with GLH delivery.

Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	5
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Unit Title:	Styling	Tutor:	
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Unit Number:	42	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Discuss the role and responsibilities of the stylist within the historical and contemporary creative industries.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyse fashion images to determine the editorial, branding or marketing approach.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop an editorial, branding or marketing strategy in relation to a given product.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present a portfolio of styled images, in support of an editorial, marketing or branding strategy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic: The role of the stylist</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • What is a fashion stylist? • What does a fashion stylist do? • The work of prominent stylists and their part in fashion over the last 50 years. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students are asked to pick names of prominent stylists out of a hat and go away in groups or pairs to retrieve information about their work. • Students are asked to bring in examples of editorial styling that they admire as a starting point for discussing how the styled images are constructed.
Session 2	LO1	<p>Topic: The role of the stylist</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • The work of prominent stylists and their part in developing fashion narrative. • Working relationships between stylists and other creative positions (designers, photographers, models, make-up artists). • The work of prominent stylists. Suggested stylists: Grace Coddington, Simon Foxton, Judy Blame, Katy England, Anna Dello Russo, Nicola Formichetti, Alister Mackie, Katie Grand and Melanie Ward. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students are given guidance and asked to prepare PowerPoint presentations in pairs or small groups on the work of prominent stylists. • Students work in groups to style one member of the group after the work or personal style of their chosen stylist.

Sessions	Learning Outcome(s)	Session Activities
Session 3	LO1	<p>Topic: The role of the stylist</p> <p>Sub-topic(s): Tasks stylists undertake and different areas of industry that a stylists will produce outcomes for:</p> <ul style="list-style-type: none"> • editorial • advertising • film • online • event • personal • practical styling skills. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students critique different types of styling work and consider the tasks the stylist would be involved with to achieve the outcome. • Look at the online profiles of prominent stylists, understand how they use their personal websites, agency websites and social media such as Snapchat, Tumblr and Instagram. • Practical styling session, work with a range of garments and experiment with layering, combinations of cut and colour, accessories, photograph looks and discuss what is effective. Steam and press garments.
Session 4	LO1	<p>Topic: The work of contemporary stylists</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Discussing contemporary styling work. • Understanding professional networks. • The visual signature and aesthetics of prominent stylists. • Practical styling skills. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students are asked to deliver PowerPoint presentations in pairs or small groups on the work of prominent stylists to the rest of the class. • Map the social media of prominent stylists to understand who they are connected to professionally: are there fashion designers, photographers or models that they have strong professional networks with that are visible through their social media use? Create a visual map of the professional connections to understand the importance of 'networking'. • Practical styling session, work with a range of garments and experiment with layering, combinations of cut and colour, accessories, photograph looks and discuss what is effective. Steam and press garments.

Sessions	Learning Outcome(s)	Session Activities
Session 5	LO1 LO2	<p>Topic: The work of contemporary stylists</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Discussing contemporary styling work. • Understanding professional networks. • The visual signature and aesthetics of prominent stylists. • Practical styling: a stylist's kit. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students are asked to deliver PowerPoint presentations in pairs or small groups on the work of prominent stylists to the rest of the class. • Map the social media of prominent stylists to understand who they are connected to professionally: are there fashion designers, photographers or models that they have strong professional networks with that are visible through their social media use? Create a visual map of the professional connections to understand the importance of 'networking'. • Go through the key items in a stylist's kit with the class, including: clips and pins, masking tape, toupee tape, sewing kits, lint brush, material scissors, spare hosiery and lingerie, robe and slippers, accessories, scarves and signature pieces.
Session 6	LO2	<p>Topic: Fashion and narrative</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • How fashion images tell stories. • Connecting narrative to the brand and the consumer. • Semiotics within fashion images. • The context of fashion images. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students are asked to critically analyse and contrast styled editorial images with styled advertising images and identify the signifiers and the signified within the images. • Students are asked to consider the context of the imagery to help them understand the differences and similarities between styling for editorial and advertising purposes.

Sessions	Learning Outcome(s)	Session Activities
Session 7	LO2	<p>Topic: Fashion and narrative</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • The context of fashion images. • The fashion consumer. • The fashion image reader. • Aspiration and power of images. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students are asked to identify fashion images they are attracted to and to critically analyse why they are attracted to the images and what the images communicate to them as both consumers of images and consumers of fashion products. • Students are asked to identify images they don't like and critique why these images don't appeal to them. Who are they designed to appeal to?
Session 8	LO2	<p>Topic: Fashion and narrative</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Fashion blogs. • Fashion bloggers. • Social media. • Professional sharing. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students are asked to share their favourite blogs and critically analyse posts that are selling a product through a blog post. • Students are asked to find examples of promotional Instagram or Snapchat posts. How explicit are they that they are selling product? Who do the students think has styled the image?
Session 9	LO2	<p>Topic: Fashion and narrative</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Social media. • Professional sharing. • Creating images for social media. <p>Sample activities:</p> <ul style="list-style-type: none"> • Use a range of objects and accessories to create flat lay style images that can be used on social media platforms such as Instagram. Consider product placement, lighting, narrative, and composition for a square frame. • Create styled film clips that could be used on social media focusing on selling a product, perhaps a pair of shoes or a wallet. Create images that will appeal to a particular consumer.

Sessions	Learning Outcome(s)	Session Activities
Session 10	LO3	<p>Topic: Developing concepts</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Client requirements. • Consumer psychology. • Demographics. <p>Sample activities:</p> <ul style="list-style-type: none"> • To understand consumer groups, students make visual illustrations of collages of people that typify particular consumer groups. If you have access to Mintel, this would be useful for definitions of consumer groups. • Undertake online research using websites such as BusinessofFashion.com and Mintel to look at consumer trends and areas of growth in fashion sales.
Session 11	LO3	<p>Topic: Developing concepts</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Target market. • Brand aesthetic. <p>Sample activities:</p> <ul style="list-style-type: none"> • Exercise in matching consumer groups to brands and products. • Analyse the aesthetic of different brands at different market levels. Identify the defining characteristics of their 'look'.
Session 12	LO3	<p>Topic: Developing concepts</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Technical specifications for print, web and moving image. • Brand and sponsorship guidelines. <p>Sample activities:</p> <ul style="list-style-type: none"> • Technical session using InDesign or Photoshop to resize and crop images for different outcomes and experiment with the placement of text on an image. • Analyse which brands advertise with which magazines (online and print), look at how these brands are represented within the editorial content of the magazines.
Session 13	LO3	<p>Topic: Pre-production planning</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Planning a concept based on a fashion product. • Tear sheets, mood-boards, hair and make-up direction. • Model casting. <p>Sample activities:</p> <ul style="list-style-type: none"> • Plan a shoot and anticipate technical considerations. • Look at model agency websites and consider who their ideal models would be for the planned shoot.

Sessions	Learning Outcome(s)	Session Activities
Session 14	LO3	<p>Topic: Pre-production planning</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Planning a concept based on a fashion product. • Tear sheets, mood-boards, hair and make-up direction. • Model casting. <p>Sample activities:</p> <ul style="list-style-type: none"> • Prepare a call sheet. • Prepare mood-boards that consider the image format and output, make-up and hair, lighting and styling.
Session 15	LO3	<p>Topic: Pre-production planning</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Planning a concept based on a fashion product. • Sourcing and crediting. <p>Sample activities:</p> <ul style="list-style-type: none"> • Create an ideal virtual shoot wardrobe using online retail sites, then consider how to source a version of the look as a student and fledgling stylist without a budget. • Consider the 'story' of the shoot and plan look by look how the images will be composed. Use rough sketches and mood-boards to consider each shot in detail, plan model poses, styling, location, props and all relevant details.
Session 16	LO4	<p>Topic: Producing fashion images</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Styling and shooting fashion images. • Creating fashion images through collaging and manipulating found imagery. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students work together in small groups to shoot fashion images based on their concept either in studio or on location. • Students construct collaged fashion images using found imagery and working in layers, use illustration, overlay text and be experimental with the approach, whilst considering branding and consumer tastes.

Sessions	Learning Outcome(s)	Session Activities
Session 17	LO4	<p>Topic: Producing fashion images</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Styling and shooting fashion images. Creating fashion images through collaging and manipulating found imagery. <p>Sample activities:</p> <ul style="list-style-type: none"> Students work together in small groups to shoot fashion images based on their concept either in studio or on location. Students construct collaged fashion images using found imagery and working in layers, use illustration, overlay text and be experimental with the approach, whilst considering branding and consumer tastes.
Session 18	LO4	<p>Topic: Post-production</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Editing. Retouching. <p>Sample activities:</p> <ul style="list-style-type: none"> Students critically analyse their images to select a small edit for their portfolio. Areas for post-production are identified including cropping, brightening, retouching.
Session 19	LO4	<p>Topic: Post-production</p> <p>Sub-topic(s):</p> <p>Retouching</p> <ul style="list-style-type: none"> Adding captions and cover lines. Evaluation. <p>Sample activity:</p> <ul style="list-style-type: none"> Submission of assignment 1. Students undertake post-production of their images, working towards the portfolio assessment outcome. Students evaluate their final outcome in relation to their target audience, production values and styling.
Session 20	All	<p>Topic: Feedback and review</p> <ul style="list-style-type: none"> Completion of module review. Feedback on assessments.

Unit 43: Digital Fabrication

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	5
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Unit Title:	Digital Fabrication	Tutor:	
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Unit Number:	43	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Explore the range of technologies used in digital fabrication and their application.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop digital models for printing or machining using scanning technology and CAD.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate the processes of machine set-up, material selection and material states, and their sustainability.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present finished 3D objects, developed through print/machining, in response to a given brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic: Explore the range of technologies used in digital fabrication</p> <p>Sub-topic(s): Introduction</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Lecture presentation on unit descriptor and introduction to digital fabrication technology. • Individual student research into basic processes. • Group discussion and comparison of digital fabrication versus conventional techniques. • Create individual or group mind maps for additive and subtractive fabrication technology and techniques. • Peer review on contemporary practices in digital fabrication – students have pre-read material and bring their own examples.
Session 2	LO1	<p>Topic: Explore the range of technologies used in digital fabrication</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Additive fabrication. <p>Sample activities:</p> <ul style="list-style-type: none"> • Contextual research on stereolithography process and available machinery. • Contextual research on laser sintering/laser melting processes and available machinery. • Contextual research on extrusion process and available machinery. • Contextual research on jetting/lamination processes and available machinery. • Evaluate material outcomes.
Session 3	LO1	<p>Topic: Explore the range of technologies used in digital fabrication</p> <p>Sub-topic(s): Subtractive fabrication</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Lecture presentation: introduction to subtractive digital fabrication. • Contextual research on CNC milling. • Contextual research on laser cutting/etching. • Contextual research on plasma cutting.
Session 4	LO1	<p>Topic: Explore the range of technologies used in digital fabrication</p> <p>Sub-topic(s): Sustainability</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Lecture presentation on the issues of cost/efficiency/build times. • Explore mass production and adaptability. • Contextual research on sustainability. • Group discussion on the future of digital fabrication.

Sessions	Learning Outcome(s)	Session Activities
Session 5	LO1 LO2	<p>Topic: Develop digital models ready for printing or machining</p> <p>Sub-topic(s): Scanning</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Lecture presentation introducing 3D scanning technology. • Tutor-led introduction to scanning types: lasers, lights or X-rays, point clouds or polygon meshes. • Exemplar case study featuring available equipment. • Group scanning practical workshop. • Practical session to scan students' chosen existing object (element 1).
Session 6	LO2	<p>Topic: Develop digital models ready for printing or machining in response to a given brief</p> <p>Sub-topic(s): CAD modelling construction</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led brief to fabricate three interlocking elements to identify with a particular branch of digital fabrication i.e. automotive/fashion/toy. • Lecture presentation introducing CAD modelling packages. • Tutor-led introduction to CAD modelling construction. • Practical session to construct and manipulate resultant models. • Tutor-led introduction to manipulate scanned element 1 model.
Session 7	LO2	<p>Topic: Develop digital models ready for printing or machining</p> <p>Sub-topic(s): Process suitability and materials</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Lecture presentation introducing materials: binders/resin/plastics/metal/ceramics/food/biomaterials. • Group discussion on material properties. • Research and exploration of material applications in industry. • Research into material states: powder/filament/pellets/granules/resins.
Session 8	LO2	<p>Topic: Develop digital models ready for printing or machining, using scanning technology and CAD</p> <p>Sub-topic(s): Data formatting</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Lecture presentation introducing STL/VRML/AMF/GCode files. • Tutor-led practical session to ascribe wall thickness to element 1. • Tutor-led practical session to achieve 'watertight' surface for element 1. • Practical session to produce print file for element 1 model.

Sessions	Learning Outcome(s)	Session Activities
Session 9	LO3	<p>Topic: Evaluate the processes of machine set-up, material selection and material states, and their sustainability</p> <p>Sub-topic(s): Support structures and build orientation</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Lecture presentation introducing support structures and materials. • Contextual research into support structure types and techniques. • Tutor-led session to construct and manipulate support structures. • Practical session to add support structures to element 1 model. • Practical session to set the build orientation.
Session 10	LO3	<p>Topic: Evaluate the processes of machine set-up, material selection and material states, and their sustainability</p> <p>Sub-topic(s): Sustainability</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Group discussion on sustainability implications of digital fabrication. • Create individual or group mind-maps on digital fabrication sustainability. • Group research into existing manufacture/production in relation to digital fabrication now and in the future. • Individual student case study into a manufacturing journey. • Critique of digital manufacture future potential.
Session 11	LO4	<p>Topic: Present finished 3D objects, developed through print/machining, in response to a given brief</p> <p>Sub-topic(s): Additive fabrication</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led practical session on machine set-up. • Practical session to 3D print element 1. • Student assessment of print quality/accuracy/detail/speed and stability. • Written record of the steps taken to produce the object.
Session 12	LO4	<p>Topic: Present finished 3D objects, developed through print/machining, in response to a given brief</p> <p>Sub-topic(s): Post-processing</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led introduction to post-processing. • Cooling/cleaning/curing/porous infiltration/acetone/firing/glazing. • Practical session to apply post-processing techniques to element 1.

Sessions	Learning Outcome(s)	Session Activities
Session 13	LO2	<p>Topic: Develop digital models to machine Sub-topic(s): Element 2 design/format Sample activities:</p> <ul style="list-style-type: none"> • Practical session to design element 2, an object to interlock with element 1. • Practical session to model element 2 in 3D CAD package. • Practical session to format element 2 ready for machining. • Tutor-led session to introduce fit tolerance.
Session 14	LO4	<p>Topic: Present finished 3D objects, developed through machining Sub-topic(s): Element 2 fabrication Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led practical session to CNC mill element 2. • Tutor-led session to investigate fit tolerance. • Evaluation of interaction between elements 1 and 2.
Session 15	LO4	<p>Topic: Present finished 3D objects, developed through machining Sub-topic(s): Element 2 subtractive post-processing Sample activities:</p> <ul style="list-style-type: none"> • Research subtractive post-processing techniques. • Practical session to apply post-processing techniques to element 2. • Group discussion comparing additive and subtractive techniques and post-processing.
Session 16	LO4	<p>Topic: Present finished 3D objects, developed through machining Sub-topic(s): Elements 3 + 4 design Sample activities:</p> <ul style="list-style-type: none"> • Lecture introduction to laser and plasma cutting. • Contextual research into laser and plasma cutting materials. • Practical session to design elements 3 and 4 to interconnect and complement elements 1 and 2 in CAD modelling packages.
Session 17	LO4	<p>Topic: Present finished 3D objects, developed through machining Sub-topic(s): Element 2 laser cutting element 3 Sample activities:</p> <ul style="list-style-type: none"> • Lecture introduction to laser cutting machine set-up. • Practical session to laser cut element 3. • Critical evaluation of interconnect tolerance with elements 1 and 2.

Sessions	Learning Outcome(s)	Session Activities
Session 18	LO4	<p>Topic: Present finished 3D objects, developed through machining</p> <p>Sub-topic(s): Element 2 plasma cutting element 4</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Lecture introduction to plasma cutting machine set-up. • Practical session to plasma cut element 4. • Critical evaluation of interconnect tolerance with elements 1, 2 and 3.
Session 19	LO4	<p>Topic: Present finished 3D objects, developed through print/machining, in response to a given brief</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Troubleshoot any problems encountered during fabrication of elements 1, 2, 3 and 4. • Review all data recorded during fabrication. • Produce a written evaluation of the assembled collection of fabricated elements.
Session 20	LO4	<p>Topic: Present finished 3D objects, developed through print/machining, in response to a given brief</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Design and produce material to support a presentation to a given audience. • Present to a given audience using support material. • Group session to peer evaluate digitally fabricated outcomes.

Unit 44: Scriptwriting for Design

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	5
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Unit Title:	Scriptwriting for Design	Tutor:	
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Unit Number:	44	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Discuss the characteristics of linear and non-linear narratives in scriptwriting.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Justify the selection of a narrative structure for a specific form of distribution and target market, in response to a given design brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop a script, and supporting material, in response to a given design brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present a completed script, in response to a given brief, highlighting how the narrative meets client needs for an identified target market.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	Topic: Introduction to unit content and assessment Sub-topic(s): The history of scriptwriting Sample activities: <ul style="list-style-type: none"> Tutor presentation on script formats used for various delivery platforms. Group discussion on scriptwriting genres. Consider various historical examples.
Session 2	LO1	Topic: Introduction to the unit content and assessment Sub-topic(s): Narrative structures Sample activities: <ul style="list-style-type: none"> Tutor presentation on narrative structures; linear and non-linear, narratives in design. Group discussion on key industry personnel and their portfolio of work.
Session 3	LO1	Topic: Scriptwriting for a target audience Sub-topic(s): Identifying the audience and selecting an appropriate delivery platform Sample activities: <ul style="list-style-type: none"> Tutor presentation on the user experience, passive versus participative and audience expectations. Group project: brainstorm and pitch a script idea for multiple platform delivery.
Session 4	LO1 LO2	Topic: Narrative features Sub-topic(s): Developing script content, selecting key narrative elements Sample activities: <ul style="list-style-type: none"> Tutor presentation on narrative features: style, pace, language and intertextuality. Group project: story improvisation, experimenting with narrative elements used on various delivery platforms.
Session 5	LO2	Topic: Responding to a given design brief Sub-topic(s): Select a narrative structure for the target market Sample activities: <ul style="list-style-type: none"> Tutor presentation on audience segmentation. Selecting the most appropriate narrative product specifications. Group project: Identify real-world products similar to that which is proposed within the design brief – research their target market and consider reasons for their commercial success/failure. Consider the client needs.

Sessions	Learning Outcome(s)	Session Activities
Session 6	LO2	Topic: Responding to a given design brief Sub-topic(s): Select a narrative structure for a specific distribution platform Sample activities: <ul style="list-style-type: none"> Tutor presentation on distribution platforms and their suitability when employing specific narrative features. Identifying and reaching your target market via various distribution types. Group project: consider the user experience of various delivery platform mechanisms.
Session 7	LO2	Topic: Responding to a given design brief Sub-topic(s): Considering the user experience Sample activities: <ul style="list-style-type: none"> Tutor presentation on the user experience narrative: online navigation, app navigation, product use, service engagement. Group project: describe the strengths and weaknesses of the user experience of various delivery platform mechanisms.
Session 8	LO1 LO2	Topic: Scriptwriting for design – unit content review Sub-topic(s): The characteristics of linear and non-linear narratives Sample activities: <ul style="list-style-type: none"> Tutor-led review of the terminology, working practices and theoretical discourse introduced in LO1. Group project: class discussion.
Session 9	LO1 LO2	Topic: Scriptwriting for design – unit content review Sub-topic(s): Selecting narrative structures for distribution platforms and target markets Sample activities: <ul style="list-style-type: none"> Tutor-led review of the terminology, working practices and theoretical discourse introduced in LO1. Group project: class discussion.
Session 10	LO3	Topic: Script development Sub-topic(s): Ideas generation Sample activities: <ul style="list-style-type: none"> Tutor presentation: concept development, research and ideas generation methodologies for script development. Group project: identify and consider script products that have influenced the student's decision with regard to idea selection.
Session 11	LO3	Topic: Script development Sub-topic(s): The outline Sample activities: <ul style="list-style-type: none"> Tutor presentation on the preparation and presentation of a script outline. Group project: students pitch their script outline to class, for feedback and peer review.

Sessions	Learning Outcome(s)	Session Activities
Session 12	LO3	Topic: Script development Sub-topic(s): Flowcharts and schematics Sample activities: <ul style="list-style-type: none"> Tutor presentation on the preparation and presentation of flowcharts and schematics. Group project: students present their flowcharts and schematics to class, for feedback and peer review.
Session 13	LO3	Topic: Script development Sub-topic(s): Storyboards Sample activities: <ul style="list-style-type: none"> Tutor presentation on the development and presentation of storyboards. Group project: students present their storyboards to class, for feedback and peer review.
Session 14	LO3	Topic: Script development Sub-topic(s): Scriptwriting software Sample activities: <ul style="list-style-type: none"> Tutor presentation on industry-standard scriptwriting software – formatting and presentation. Group project: students prepare scripts in several industry submission formats.
Session 15	LO3 LO4	Topic: Presenting the completed script Sub-topic(s): Presentation methods Sample activities: <ul style="list-style-type: none"> Tutor presentation on script presentation methods including using 'read-throughs', performance, storyboards, wireframes, prototypes. Group project: discussion on the effectiveness of various presentation methods and their suitability to narrative formats.
Session 16	LO4	Topic: Presenting the completed script Sub-topic(s): Evaluation methods Sample activities: <ul style="list-style-type: none"> Tutor presentation on client feedback. Group project: discussion on dealing with the client.
Session 17	LO4	Topic: Presenting the completed script Sub-topic(s): Evaluation methods Sample activities: <ul style="list-style-type: none"> Tutor presentation on user-testing: focus groups, surveys and usability testing. Group project: students conduct focus groups in class to review their developed products.

Sessions	Learning Outcome(s)	Session Activities
Session 18	LO3 LO4	Topic: Scriptwriting for design evaluation Sub-topic(s): Improving scriptwriting for design Sample activities: <ul style="list-style-type: none"> Group project – students evaluate the strengths and weaknesses of their developed scripts and propose improvements. Group discussion. Student presentations.
Session 19	LO4	Topic: Scriptwriting for design evaluation Sub-topic(s): Evaluating own contribution Sample activities: <ul style="list-style-type: none"> Group project – students evaluate both their own and each other's contribution to the development of the narrative scripts during the module delivery. What improvements can be made for future script ideas development? Reflecting on strengths and weaknesses of working practices. Group discussion. Student presentations.
Session 20	All	Topic: Module review Sample activities: <ul style="list-style-type: none"> Completion of module review. Feedback on assignment submissions.

Unit 45: Web Design

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	5
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Unit Title:	Web Design	Tutor:	
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Unit Number:	45	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Discuss the purposes of digital content systems and key UI features.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write code to create and style interactive digital content prototypes, in response to a brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Optimise, validate and organise digital content for delivery via the Internet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate digital content presented through a web browser.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	All	Topic: Unit introduction/assignment launch Sample activities: <ul style="list-style-type: none"> Tutor presentation of unit content, introduction to web design and presentation of assessment requirements. Student-led discussion of learning outcomes and assessment criteria.
Session 2	LO1	Topic: Digital content/digital devices Sample activities: <ul style="list-style-type: none"> Individual student research, exploring different devices and the range of content available on these platforms. Student-led discussion of the relationships between content, device and audience.
Session 3	LO1	Topic: UI principles Sample activities: <ul style="list-style-type: none"> Tutor presentation of key UI features and principles. Student research, looking at different websites to consider their use of UI principles.
Session 4	LO1	Topic: UI principles and user experience Sample activities: <ul style="list-style-type: none"> Tutor presentation of different UI elements and their application in developing user experiences. Students work on simple interface designs (using flip-charts or PowerPoint) and discuss the aim of the user experience. Student-led discussion of interfaces.
Session 5	LO2	Topic: Web coding/content creating Sample activities: <ul style="list-style-type: none"> Tutor presentation on basic HTML5, document structure, meta tags. Students work in groups to analyse a selection of web pages to identify the use of HTML coding to produce basic content. Students present outcomes of group work and discuss how different coding affects content viewing.
Session 6	LO2	Topic: Web coding/stylesheets – appearance Sample activities: <ul style="list-style-type: none"> Tutor presentation on the use of Cascading Stylesheets (CSS) to manage visual appearance and layout. Working individually, students will use CSS to manipulate the appearance of given HTML content.
Session 7	LO2	Topic: Web coding/stylesheets – positioning Sample activities: <ul style="list-style-type: none"> Tutor presentation on the use of Cascading Stylesheets (CSS) to manage visual appearance and layout. Working individually, students will use CSS to manipulate the page layout of given HTML content.

Sessions	Learning Outcome(s)	Session Activities
Session 8	LO2	Topic: Web coding/responsive design 1 Sample activities: <ul style="list-style-type: none"> Tutor presentation of concepts of responsive web design, providing examples of how this changes the visual appearance based on device. Students, individually, explore a range of websites on computer and mobile devices to document how layouts change based on screen size. Student-led discussion of different approaches to responsive design.
Session 9	LO2	Topic: Web coding/responsive design 2 Sample activities: <ul style="list-style-type: none"> Tutor presentation on the use of JavaScript and CSS to achieve responsive design. Students, working individually, develop responsive web pages using JavaScript and CSS. Student-led discussion of responsive web designs.
Session 10	LO2	Topic: Beyond the web Sample activities: <ul style="list-style-type: none"> Tutor presentation of fundamental features of design for alternative digital platforms (apps, games consoles, television). Students, working in groups, examine different platforms to identify similarities and differences in the interface and interaction with different platforms.
Session 11	LO3	Topic: Publishing content – writing good code Sample activities: <ul style="list-style-type: none"> Tutor demonstration of issues related to content publishing and code validation. Students, working with provided code examples, will evaluate and validate code using a range of tools, testing the output to see what changes.
Session 12	LO3	Topic: Media management/media optimisation Sample activities: <ul style="list-style-type: none"> Tutor demonstration of different types of media optimisation for images, video, audio and media management. Students, working on their projects, will carry out optimisations of media and test the results.
Session 13	LO3	Topic: Web hosting Sample activities: <ul style="list-style-type: none"> Tutor presentation on different aspects of server hosting; hosting types, platforms, domain name registration and file uploading and testing. Students, working individually, will prepare a hosting environment for their project.

Sessions	Learning Outcome(s)	Session Activities
Session 14	LO3	Topic: Project workshop Sample activities: <ul style="list-style-type: none"> Students will work to upload their project materials to their hosting environment in preparation for user-testing.
Session 15	LO4	Topic: User-testing Sample activities: <ul style="list-style-type: none"> Tutor presentation of different approaches to user-testing and metrics. Students will develop their user-testing and metrics approach, in preparation for next session.
Session 16	LO4	Topic: User-testing 1 Sample activities: <ul style="list-style-type: none"> Working in pairs, students will use their partner's project website and engage in user-testing. Student-led discussion of experience and testing processes. Individual students will revise/update their sites based on user feedback.
Session 17	LO4	Topic: User testing 2 Sample activities: <ul style="list-style-type: none"> Working in pairs, students will use their partner's project website and engage in user-testing. Student-led discussion of experience and testing processes. Individual students will revise/update their sites based on user feedback.
Session 18	All	Topic: Assessment workshop Sample activities: <ul style="list-style-type: none"> Students may sign up for tutorials in support of their final submissions.
Session 19	All	Topic: Assignment submission/user-testing Sample activities: <ul style="list-style-type: none"> Students will submit all material for assessment. All student websites will be available online for review and evaluation by peers, tutors, guests.
Session 20	All	Topic: Unit review Sample activities: <ul style="list-style-type: none"> Tutor presentation of unit content review. Student-led discussion of unit content, work submitted and how the unit will contribute to further learning.

Unit 46: Technical Drawing

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	5
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Unit Title:	Technical Drawing	Tutor:	
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Unit Number:	46	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Evaluate different types of technical information in the context of diverse project types.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop a set of technical drawings, details, schedules and specifications in support of a given art and design project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpret different types of technical information in order to explain an art and design project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assess ways in which art and design professionals collaborate in the production of technical information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	All	Topic: Unit introduction Sample activities: <ul style="list-style-type: none"> Tutor presentation to introduce the unit. Student-led discussion of learning outcomes and assessment criteria.
Session 2	LO1	Topic: What are technical drawings? Sample activities: <ul style="list-style-type: none"> Tutor presentation on what constitutes a technical drawing and key features of different types of technical drawings. Student-led discussion of the use of technical drawing in different types of art and design practice.
Session 3	LO1	Topic: Orthographic projections Sample activities: <ul style="list-style-type: none"> Demonstration of how to draw orthographic projections. Students, working individually, develop orthographic projections of given objects. Review and discussion of student drawings.
Session 4	LO1	Topic: Section drawing Sample activities: <ul style="list-style-type: none"> Demonstration of how to draw sections. Students, working individually, develop section drawings of given objects. Review and discussion of student drawings.
Session 5	LO1	Topic: Detail drawing Sample activities: <ul style="list-style-type: none"> Demonstration of how to draw details. Students, working individually, develop detail drawings of selected objects. Review and discussion of student drawings.
Session 6	LO1	Topic: Related technical information Sample activities: <ul style="list-style-type: none"> Tutor presentation of different types of related information (schedules, specifications). Student discussion of the use of different forms of related technical information related to their subject specialism.
Session 7	LO2	Topic: Introduce assignment/intro to CAD Sample activities: <ul style="list-style-type: none"> Tutor presentation of requirements for assignment. Tutor-led discussion of the work to be undertaken for assignment. Tutor presentation of basic principles of CAD.
Session 8	LO2	Topic: CAD: software Sample activities: <ul style="list-style-type: none"> Workshop on the use of CAD software. Students work through exercises to familiarise themselves with CAD software.

Sessions	Learning Outcome(s)	Session Activities
Session 9	LO2	Topic: CAD: orthographic projection Sample activities: <ul style="list-style-type: none"> Workshop on the use of CAD for orthographic projection. Students work through exercises to familiarise themselves with CAD software for orthographic projection.
Session 10	LO2	Topic: CAD: sections Sample activities: <ul style="list-style-type: none"> Workshop on the use of CAD for sections. Students work through exercises to familiarise themselves with CAD software for sections.
Session 11	LO2	Topic: CAD: detail and annotation Sample activities: <ul style="list-style-type: none"> Workshop on the use of CAD for details. The use of annotation in drawings. Students work through exercises to familiarise themselves with CAD software for details.
Session 12	LO2	Topic: Specification software Sample activities: <ul style="list-style-type: none"> Workshop on the use of specification software for different industries. Students work through exercises to familiarise themselves with specification software.
Session 13	LO3	Topic: Reading technical information Sample activities: <ul style="list-style-type: none"> Workshop on reading technical information. Students, working with provided bodies of information, prepare short verbal reports on the nature of the project, issues and errors.
Session 14	LO3	Topic: Information coordination/clash-detection/red-lining Sample activities: <ul style="list-style-type: none"> Working with provided information, students review documentation and 'red-line' drawings and specifications to highlight where there are coordination issues and errors. Students present coordination reports.
Session 15	LO4	Topic: Technical information and collaboration: roles and responsibilities Sample activities: <ul style="list-style-type: none"> Tutor presentation on the roles and responsibilities for technical information production, coordination and execution for specific industries. Student-led discussion of how these roles relate and interact.

Sessions	Learning Outcome(s)	Session Activities
Session 16	LO4	Topic: Technical information and collaboration: roles and responsibilities Sample activities: <ul style="list-style-type: none"> • Collaborative workshop – students work in groups (each taking a different role) and work on producing a basic set of technical information. • Student-led discussion of the challenges of collaborative information production and coordination.
Session 17	LO4	Topic: Project collaboration Sample activities: <ul style="list-style-type: none"> • Tutor presentation of different systems/software used to manage online collaboration. • Students, working in groups, explore different cloud-based systems for project collaboration.
Session 18	All	Topic: Assignment workshop Sample activities: <ul style="list-style-type: none"> • Group tutorials in support of assignment submissions.
Session 19	All	Topic: Assignment submission Sample activities: <ul style="list-style-type: none"> • Students submit work for final assessment.
Session 20	All	Topic: Unit review Sample activities: <ul style="list-style-type: none"> • Tutor presentation of review of topics from the unit. • Student-led discussion on unit content and how this will contribute to other areas of study. • Q&A.

Unit 47: Branding and Identity

Please note that Schemes of Work are for guidance and support only.

They can be customised and amended according to localised needs and requirements. All Schemes of Work can be adapted to suit specific establishment time frames in line with GLH delivery.

Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	5
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Unit Title:	Branding & Identity	Tutor:	
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Unit Number:	47	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Discuss the role of branding and identity through historical and contemporary contextual research.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate a given brand to determine core values, mission and audience.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop a style guide/branding guidelines for a given brand.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present a range of promotional material, using branding guidelines, in support of a given brand.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	Topic: Introduction to branding and identity Sub-topic: Unit overview, content, elements and assessment Sample activities: <ul style="list-style-type: none"> An introduction with questions and answer activities on prior understanding of branding and identity. Defining branding and identity. Student-led discussion of unit learning outcomes and assessment criteria.
Session 2	LO1	Topic: Branding and identity in context Sample activities: <ul style="list-style-type: none"> Brand strategy and positioning. Tutor presentation of case studies: Amazon and Coca-Cola comparative studies. What makes the brand? Branding functions, use of straplines. Students research activity through collecting sources. Guest lecturers. Agency visits. Group presentation of findings.
Session 3	All	Topic: Assignment launch Sample activities: <ul style="list-style-type: none"> Tutor presentation of assignment. Tutor-led discussion of work to be submitted for assessment. Student-led discussion of assignment, learning outcomes and assessment criteria.
Session 4	LO1	Topic: Brand awareness/brand values Sample activities: <ul style="list-style-type: none"> Student-led discussion on the recognition of brands. What makes a brand stand out? Why do we recognise/remember certain brands? Students work in groups to explore the brand values of different companies. Groups present research for discussion.
Session 5	LO1	Topic: Company identity, brands, values Sample activities: <ul style="list-style-type: none"> Tutor presentation on the relationship between company, brands and values. Example case studies: General Foods, Procter & Gamble, Pepsi Co. Student discussion of company/brand/value relationships.

Sessions	Learning Outcome(s)	Session Activities
Session 6	LO2	Topic: Company identity: messages, messaging Sample activities: <ul style="list-style-type: none"> Tutor presentation on the use of messaging (communications, advertising, promotion) in defining company identity. Students, working in groups, examine a given company to consider their use of communication/promotional material in defining/supporting identity.
Session 7	LO2	Topic: What makes a brand? Sample activities: <ul style="list-style-type: none"> Tutor presentation on the defining characteristics of a 'brand', brand 'range'. Student-led discussion on identifying the target market for different brands.
Session 8	LO2	Topic: Branding/identity strategy Sample activities: <ul style="list-style-type: none"> Tutor presentation on developing branding and identity strategies. Company/brand philosophy. Mission statement. Messaging/comms. Students, working individually, research a company/product to develop for their assignment. Brief presentation of initial selections and rationale.
Session 9	LO3	Topic: Brand, identity and style Sample activities: <ul style="list-style-type: none"> Based on continued work from previous week, students present current style guidelines for an existing brand, exploring the use of colour, typography, media platforms. Discussion of research.
Session 10	LO3	Topic: The branding and identity industry Sample activities: <ul style="list-style-type: none"> Guest presentation by a branding/identity consultant discussing the industry, skills required, showing examples of work. Q&A.
Session 11	LO3	Topic: The power of imagery Sample activities: <ul style="list-style-type: none"> Tutor presentation on the use of images/imagery in branding and identity. Example case studies: Apple, Toyota, Nike.

Sessions	Learning Outcome(s)	Session Activities
Session 12	LO3	Topic: Text, typography and standards Sample activities: <ul style="list-style-type: none"> Tutor presentation on the use of text and typography in communicating brand and identity Students, working in groups, use texts and typography to experiment with changing identity through different applications of the text and type.
Session 13	LO3	Topic: Communicating brand and identity. Sample activities: <ul style="list-style-type: none"> Tutor presentation on the use of different formats/platforms/media for communication. Students, working in groups, develop case studies of selected companies to explore their use of different media/platforms. Discussion of different case studies and comparing use of media/platforms.
Session 14	All	Topic: Interim assessment review Sample activities: <ul style="list-style-type: none"> Students present current work for the assignment, with peer and tutor comments.
Session 15	All	Topic: Assessment workshop Sample activities: <ul style="list-style-type: none"> Students work on the development of their branding/identity project, giving brief presentation of work-in-progress for discussion.
Session 16	All	Topic: Assessment workshop Sample activities: <ul style="list-style-type: none"> Students work on the development of their branding/identity project, giving brief presentation of work-in-progress for discussion.
Session 17	All	Topic: Assessment workshop Sample activities: <ul style="list-style-type: none"> Students work on the development of their branding/identity project, giving brief presentation of work-in-progress for discussion.
Session 18	All	Topic: Assessment surgery Sample activities: <ul style="list-style-type: none"> Students may sign up for individual or small group tutorials, in support of their assessment work.
Session 19	All	Topic: Assessment submission/presentation Sample activities: <ul style="list-style-type: none"> Students give 10-minute presentations of their work and submit portfolio.

Sessions	Learning Outcome(s)	Session Activities
Session 20	All	Topic: Unit review Sample activities: <ul style="list-style-type: none"> • Tutor presentation of overview of unit content. • Student-led discussion of unit and how it may contribute to further studies.

Unit 48: Conceptual Practice

Please note that Schemes of Work are for guidance and support only.

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	5
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Unit Title:	Conceptual Practice	Tutor:	
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Unit Number:	48	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Investigate conceptual approaches in art and design through contextual research.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop a conceptual approach within an art and design project through experimentation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present a conceptual work of art and design, based on research and experimentation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate own work and the work of others in relation to historical and contemporary precedents.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	Topic: Introduction to unit, brief and assessment criteria Sub-topic(s): Referencing and research good practice Sample activities: <ul style="list-style-type: none"> • Tutor-led: identify prior knowledge of subject – conceptual art. • Q&A related to conceptual art. • What is conceptual art? Discuss and define. • Group exercise on definition through experimental exercise.
Session 2	LO1	Topic: Group discussion on assignment brief/topic Sub- topic(s): Investigate and outline range of related themes which influence conceptual thinking Sample activities: <ul style="list-style-type: none"> • Tutor-led: discuss learning outcomes and possible themes related to conceptual art. • Group: work on themes or objects.
Session 3	LO1	Topic: Visit to gallery Sub-topic(s): Primary, secondary, qualitative, quantitative research Sample activities: <ul style="list-style-type: none"> • Open: discussion relating works and artists. • Individual: documenting evidence of research types and differentiates. • Group: review and summarise findings.
Session 4	LO1	Topic: Synopsis of initial ideas Sub-topic(s): Presentation of initial ideas Sample activities: <ul style="list-style-type: none"> • Present/discuss initial illustrations and ideas. • Peer review. • Individual: review subject analysis. • Tutor-led: samples of how to document notes/sketches/ideas.
Session 5	LO2	Topic: Object analysis Sub-topic(s): Drawing on observation Sample activities: <ul style="list-style-type: none"> • Studio practice: individual drawing and experimental workshops. • Studio practice: quick response drawings and incorporating text.
Session 6	LO2	Topic: Media, text, meaning Sub-topic(s): Concepts through practice Sample activities: <ul style="list-style-type: none"> • Group: discuss and experiment with a wide range of processes and materials. • Individual: interpret response and meaning through development of initial ideas.

Sessions	Learning Outcome(s)	Session Activities
Session 7	LO2	Topic: Identifying concepts Sub-topic(s): Questioning initial ideas Sample activities: <ul style="list-style-type: none"> Tutor-led (demonstration): discuss examples of potential practical exploration. Relate research to initial ideas. Group: consider development through investigation. Individual: personal response and perception related to ideas presented.
Session 8	LO3	Topic: Defining initial ideas and materiality Sub-topic(s): Problem solving Sample activities: <ul style="list-style-type: none"> 1:1 review individual progress. Preparation and selection of ideas for development. Tutor-led: methods of presentation.
Session 9	LO3	Topic: Developing final ideas using a range of materials and processes Sub-topic(s): Identifying suitable materials Sample activities: <ul style="list-style-type: none"> Group critiques. Display working drawings/ processes of representing ideas and annotate. Processes and techniques. Discussions on how to justify concepts using a wide range of language.
Session 10	LO3 LO4	Topic: Identifying final concepts to produce selected outcomes Sub-topic(s): Refine ideas through experimentation Sample activities: <ul style="list-style-type: none"> Studio practice: individual: consolidate and examine work through practical engagement. Annotate and reflect.
Session 11	LO3	Topic: Working on final pieces Sub-topic(s): Documenting processes and development of practice Sample activities: <ul style="list-style-type: none"> Studio practice and experimenting. 1:1 tutorials.
Session 12	LO3	Topic: Problem solving through practice Sub-topic(s): <ul style="list-style-type: none"> Identifying and finding solutions to conceptual thinking and application. Individual: studio practice. 1:1 tutorials.
Session 13	LO2 LO3 LO4	Topic: Preparation of final ideas Sub-topic(s): Methods of presentation Sample activities: <ul style="list-style-type: none"> Group: problem solving, peer review. Tutor-led: methods of evaluating.

Sessions	Learning Outcome(s)	Session Activities
Session 14	LO2 LO3	Topic: Individual critiques on progress Sub-topic(s): Discuss approach to individual ideas Sample activities: <ul style="list-style-type: none"> • Seminar: individual. • Collate work for discussion and present to peers. • Peer review.
Session 15	LO4	Topic: Planning application for exhibiting or presentation Sub-topic(s): Illustrate or document refined ideas Sample activities: <ul style="list-style-type: none"> • Group: sourcing venues, spaces or suitable environment for presenting works. • Resources required and professional approaches to exhibiting.
Session 16	LO1 LO4	Topic: Sample drafts of exhibition planning Sub-topic(s): Proposal copy for discussion of ideas and presentation. Sample activities: <ul style="list-style-type: none"> • Individual: samples of work for presentation look, identify artist in practice. • Tutor-led presentation/discussion. • What do artists do all day? Links. • Samples of exhibition or installation. • Open discussion: examine possible outcomes with reference to learning outcomes. • Q&A.
Session 17	LO2 LO3	Topic: Illustrate and photograph final works Sub-topic(s): Discuss and review final works Sample activities: <ul style="list-style-type: none"> • Identify final solutions.
Session 18	LO4	Topic: Evaluating and development Sub-topic(s): Evaluating to inform good practice Sample activities: <ul style="list-style-type: none"> • Tutor-led. • Group: discuss how to evaluate, analyse and critique own work and others. • Discuss: forms of visual language which supports conceptual thinking. • Prepare written statement related to final work. • Tutor-led: outline requirements for evaluation: format, written evidence and referencing.
Session 19	LO4	Topic: Preparation for final presentation Sub-topic(s): Individual requirements, constraints and resources Sample activities: <ul style="list-style-type: none"> • Individual: review final solutions and collate work for exhibition. • Group: hang or prepare exhibition/or presentation.

Sessions	Learning Outcome(s)	Session Activities
Session 20	LO4	Topic: Evaluation and presentation Sample activities: <ul style="list-style-type: none"> • Present completed work. • Review and peer assessments. • Evaluate.

Unit 49: Art Direction

Please note that Schemes of Work are for guidance and support only.

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	5
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Unit Title:	Art Direction	Tutor:	
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Unit Number:	49	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Explore art direction within the creative industries.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyse a client brief and target market to formulate an art direction strategy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implement an art direction strategy through the creation of an advertising campaign, marketing campaign, fashion spread or editorial.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate the collaborative process of art direction and own role in that process.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic: Introduction to art direction</p> <p>Sub-topic(s): Assignment brief and expectations of working practices</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Overview of the key elements of the unit. • Role of an art director. • What is leadership? • Leadership skills. • How to reference sources. • Students are asked to discuss and identify the role and responsibility of art director within a broad range of creative areas. This could be a paired task followed by a whole group discussion.
Session 2	LO1	<p>Topic: What is leadership and art direction?</p> <p>Sub-topic(s): Overview of the role of art director within the creative industries</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led seminar covering theory-based leadership and visual examples of art direction. • Students to discuss and record what has been explored. • Student-led independent research into leadership and art direction. • Group discussion or group presentations on what has been explored.
Session 3	LO1	<p>Topic: What is leadership and art direction?</p> <p>Sub-topic(s): Examples of art direction and leadership theory</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led seminar covering how to challenge theory, and differences and similarities of the art direction role across creative sectors. • Students to discuss and record what has been explored. • Group work on challenging their previous research. • Written task challenging the role of art director and leadership exploring similarities and differences.
Session 4	LO1	<p>Topic: Critical reflection</p> <p>Sub-topic(s): Examples of critique</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led seminar covering how to formulate an argument and how to show critical awareness. • Students are asked to critique the research they have done on art direction and leadership in the creative industries. Opinions made and supported by research. • Group presentation and/or peer discussions. • Individual work on written report for LO1.

Sessions	Learning Outcome(s)	Session Activities
Session 5	LO1	<p>Topic: Research and critical reflection Sub-topic(s): Review of the learning outcome 1 Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led one-to-ones. • Describe, challenge, critique overview of the differences. • Supported awareness of art direction and leadership. • Sources referenced. • Students are asked to complete research into art direction reflecting their ability to challenge and critique. Take part in group and one-to-one discussions to share information and opinions. • Individual work to complete the written report for LO1.
Session 6	LO2	<p>Topic: Identifying a viable art direction project Sub-topic(s): What makes a good art direction project? Sample activities:</p> <ul style="list-style-type: none"> • Tutor to provide examples of art direction projects. • Peer group and/or one-to-ones to discuss individual project ideas. • Individual research into project ideas to identify viable projects. • Students to discuss and record what has been explored. • Begin to design creative vision for that project.
Session 7	LO2	<p>Topic: Presenting and formulating a project Sub-topic(s): Methods and techniques Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led examples of presentation methods and techniques. • Seminar discussions on projects. Generating ideas. • Ways you can present an intended art direction project to a client. • Group discussions and/or mini presentations to share project ideas. • Individually completing project proposal.
Session 8	LO2	<p>Topic: Project proposal review Sub-topic(s): Review Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led group and one-to-ones discussions to review project proposals and idea generation. • Working professionally. • Students to continue working on individual creative visions along with developing presentations. • Break off peer group discussions depending on presentation methods and techniques. • Paired work to develop skills in presenting such as communication.

Sessions	Learning Outcome(s)	Session Activities
Session 9	LO2	Topic: Presentations Sub-topic(s): Student-led presentations Sample activities: <ul style="list-style-type: none"> • Student-led presentations of their identified project proposal. Client, tutor and/or peer feedback. • Presentations could be PowerPoint, Prezi, tiki-toki, video/film based or more tactile using mood/presentation boards.
Session 10	LO2	Topic: Presentations and review Sub-topic(s): Student-led presentations followed by a review Sample activities: <ul style="list-style-type: none"> • Tutor-led group discussion on project proposals and presentations. • Link to role of art director LO1; has this been applied to the project? • Paired and/or group discussions on professional standards of presentation. • Students will be gathering information from peers and tutors and reviewing the project proposal and presentation. • Individually revising and justifying decisions with reference to prior knowledge (LO1).
Session 11	LO3	Topic: Undertake your art direction project Sub-topic(s): Planning and production Sample activities: <ul style="list-style-type: none"> • Tutor one-to-ones to support students in the planning of their project with clear links to LO1 research into the role and LO2 presentations. • Focused group and/or paired discussions regarding project planning including considering how to plan a project, timescale, finances and contacts. • Individually working to create and document the creative vision intended.
Session 12	LO3	Topic: Undertake your art direction project Sub-topic(s): Production and management Sample activities: <ul style="list-style-type: none"> • Tutor-led seminar on production and collaboration with others. • Managing a project. • Individual work on managing their project and working to create and document. • Focus group discussions, research, off-site visits; all may be appropriate depending on learners' needs.

Sessions	Learning Outcome(s)	Session Activities
Session 13	LO3	<p>Topic: Undertake and manage the development of your art direction project</p> <p>Sub-topic(s): Project management</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussions to support project management. • Refer back to leadership, timescales, finances, contacts. • Individual work on managing their project and working to create and document. • Focus group discussions, research, off-site visits; all may be appropriate depending on learners' needs.
Session 14	LO3	<p>Topic: Manage the development of your selected art direction project</p> <p>Sub-topic(s): Project management</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Group and tutor-led discussions. • Challenge own creative vision for the design. • How to make decisions on a creative project. • Prioritising project needs. • Group and/or paired discussion, challenge their own ideas and documenting decision making. Feedback via presentation. • Individual work to challenge and document all decision making.
Session 15	LO3	<p>Topic: Manage the development of your art direction project</p> <p>Sub-topic(s): Managing a project to the end, fulfilling the set outcomes</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Group discussion on what is a proposed outcome and how can they be met and developed. • Tutor-led seminar to explore methods in managing and meeting proposed creative outcomes • Students to develop their project with reference to the proposed outcomes, documenting all decision making. • Peer reviews to ascertain if a project is meeting the proposed outcomes.
Session 16	LO3	<p>Topic: Stage and manage the development of an art direction project</p> <p>Sub-topic(s): Meeting the intended outcomes</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led group and/or one-to-one tutorials to ensure completion of the project to include a variety of tasks as outlined by the student. • Students working to complete the project, realising the creative vision. • Individual work on managing their project and working to create and document. • Focus group discussions, research, off-site visits; all may be appropriate depending on learners' needs.

Sessions	Learning Outcome(s)	Session Activities
Session 17	LO4	<p>Topic: Evaluate the role of art direction and the project outcome</p> <p>Sub-topic(s): Importance of reflection on a project and what to consider</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led seminar to explore the following: were outcomes met? How was the project managed? How can a project be evaluated? • Client response and meeting the client needs. • Link to LO1 and LO2. • Group and/or paired discussions followed by feedback to share ideas. • One-to-ones with tutor to discuss self-reflection on the project. • Individual reflection on the project.
Session 18	LO4	<p>Topic: Evaluate the role of art direction and the project outcome</p> <p>Sub-topic(s): Effective group critique</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion on constructive criticism. • Group critique on the overall outcome of the project. • Students to take part in group critiques (whole group or focus groups) regarding their projects, giving and receiving feedback to assist in identification of strengths and weaknesses. • Individual reflection on the project using the feedback from the group critique.
Session 19	LO4	<p>Topic: Evaluate the role of art direction and the project outcome</p> <p>Sub-topic(s): Final evaluation</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion. • Critical judgement of the outcome of the project. • Self-reflection following reflection models. • Analysis of own performance. • Quantifiable opinions relating to LO1 and LO2. • Student groups split to focus on one of the themes then present findings. • Independent research into models of reflection. • Individually working on completing the project review as a whole with consideration of the points above.
Session 20	LO1 LO2 LO3 LO4	<p>Topic: Completion of module and review</p> <p>Sub-topic(s): Assessment and feedback</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Students working one-to-one with tutor to receive feedback from assessments. • Peer and/or group assessments to share project outcomes.

Unit 50: Material Selection and Specification

Please note that Schemes of Work are for guidance and support only.

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	5
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Unit Title:	Material Selection & Specification	Tutor:	
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Unit Number:	50	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Analyse a given brief to identify materials appropriate to the project needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate material properties and behaviours, through experiment and testing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop specifications for materials to be used in a final outcome, based on a given brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present material samples, specifications and final outcomes, based on a given brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic: Introduction to project structure</p> <p>Sub-topic(s): Brief samples, key dates, theme or live brief expectations</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led Q&A. • What are project requirements? • Group discussions on definition of specifications.
Session 2	LO1	<p>Topic: Research and characteristics of design</p> <p>Sub-topic(s): Referencing research, historical and contemporary designers, primary and secondary research</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led/group work/individual response. • Group: discuss designers and relate to current client needs. • Group: compare historical and contemporary influences. • Individual: investigations and research techniques.
Session 3	LO1	<p>Topic: Assessing needs of specific clients</p> <p>Sub-topic(s): Identifying constraints, strategies and critical analysis of interim research</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Group: analysis for design project including ergonomics. • Group: discuss resources and components. • Tutor-led: health and safety.
Session 4	LO1	<p>Topic: Time management/planning</p> <p>Sub-topic(s): Design intentions and resources availability and components</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation on managing and planning. • Group work developing creative intentions and suitability. • Individual: discuss and document.
Session 5	LO1 LO2	<p>Topic: Discuss: design for product</p> <p>Sub-topic(s): Designs, what makes a good design/new space/concept or site specific</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Group: studio/workshop/IT. • Preliminary drawings/design work. • Tools and methods for drawing. • AutoCAD, Archi Cad.

Sessions	Learning Outcome(s)	Session Activities
Session 6	LO1	Topic: Product analysis Sub topic(s): Ergonomics and product analysis Sample activities: <ul style="list-style-type: none"> • Seminar and initial presentations of research and preliminary investigations. • Peer review.
Session 7	LO1	Topic: Environmental visits Subtopic(s): Exhibition visit, museum, locations Sample activities: <ul style="list-style-type: none"> • Group/studio practice. • Identify design techniques. • Practical investigations. • Drawing and reflection.
Session 8		Topic: Material analysis and component structures Sub-topic(s): Experimenting with materials related to initial design work Sample activities: <ul style="list-style-type: none"> • Explore a wide variety of material. • Identify suitability for construction and structural enquiry. • Document and illustrate techniques. • 1:1 progress review.
Session 9	LO2 LO3	Topic: Sampling Sub-topic(s): Prototype/measuring/scaling Sample activities: Introduction/demonstration – tutor-led Group/studio practice: <ul style="list-style-type: none"> • Explore ideas through sampling and/or prototype. • Use methods for production. • Identify material suitability. • Surface qualities. • Review.
Session 10	LO2 LO3	Topic: Identify safe working practice in workshops Sub-topic(s): Workshop: availability, methods and techniques Sample activities: <ul style="list-style-type: none"> • Demonstration – tutor led. • Individual practical tasks and exploration on prototypes suitable for production. • Identify problems and development through experimentation.

Sessions	Learning Outcome(s)	Session Activities
Session 11	LO2 LO3	<p>Topic: Construction possibilities</p> <p>Sub-topic(s): Consider alternative approaches to construction, making, forming and engineering</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Demonstration – tutor led. • Individual practical tasks through developing and refining ideas. • Peer reviews of work in progress.
Session 12	LO2 LO3	<p>Topic: 3D printing and developed CAD drawings</p> <p>Sub-topic(s): Identify final design solutions through illustration and prototype</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual studio practice. • Experiment with 3D printing (if available). • Review alternative approaches. • Assemble refined ideas for presentation. • Practical workshop. • 1:1 tutorials.
Session 13	LO1 LO2 LO3	<p>Topic: Recycling and biodegradable products</p> <p>Sub-topic(s): Characteristics of alternative materials and uses</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Group discussion. • Individual: define ideas related to alternative approaches to materials. • Illustrate ideas and reflections.
Session 14	LO1 LO2 LO3	<p>Topic: Manufacturing</p> <p>Sub-topic(s): Suitability of design intentions. Advantages and disadvantages, relevance and productability</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Group work: outline manufacturing constraints and possibilities. • Individual: document quality control and testing. • Reconsider changes and intentions where necessary.

Sessions	Learning Outcome(s)	Session Activities
Session 15	LO4	<p>Topic: Initial design presentations</p> <p>Sub-topic(s): Identifying requirements related to brief/scenario or project</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led: introduction/demonstration/presentation on presenting ideas to specific audiences. • Design boards. • Individual: refine work. • 1:1 discussions.
Session 16	LO3 LO4	<p>Topic: Sampling through marquette/models/drawings</p> <p>Sub-topic(s): Analysis of final designs and prototypes</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual: collate and photograph all techniques and final prototypes. • Select and conclude refined ideas and characteristics of design intentions. • Make changes where necessary. • Review learning outcomes and brief. • 1:1 tutorials: discussions of work in progress.
Session 17	LO4	<p>Topic: Presentation</p> <p>Sub-topic(s): Prepare design board demonstrating requirements and communication of design intentions.</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Student-led: present ideas through design methods. • Individual peer assessments.
Session 18	LO1 LO4	<p>Topic: Client needs</p> <p>Sub-topic(s): Site surveys, product requirements, meeting client needs</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Studio practice. • Finalise plans for all requirements and characteristics of scenario, location for final presentation and justification. • Methods of construction. • Aesthetics and composites of materials. • 1:1 discussions.

Sessions	Learning Outcome(s)	Session Activities
Session 19	LO4	<p>Topic: Preparation of presentation</p> <p>Sub-topic(s): Display and check for all requirements of the brief, criteria and outcomes</p> <p>Sample activities:</p> <p>Group:</p> <ul style="list-style-type: none"> • prepare display area for assessment and presentation • complete an evaluation for portfolio • Q&A.
Session 20	LO4	<p>Topic: Presentation of product and final solutions</p> <p>Sample activities:</p> <p>Individual:</p> <ul style="list-style-type: none"> • present design work and prototype to client or group • reflect on Q&A and document/add developed or changed ideas to evaluative report.

Unit 51: Ceramic Design

Please note that Schemes of Work are for guidance and support only.

They can be customised and amended according to localised needs and requirements. All Schemes of Work can be adapted to suit specific establishment time frames in line with GLH delivery.

Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	5
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Unit Title:	Ceramic Design	Tutor:	
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Unit Number:	51	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Develop a design brief, based on evaluation of a target market and a conceptual approach to ceramic design.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Investigate the relationship between material/formal experimentation and a conceptual approach through the iterative production of ceramic artefacts.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present a collection of finished ceramic artefacts, designed to meet the needs of a target market.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assess a conceptual approach to ceramic design, in meeting the needs of a target market.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1		<p>Topic: Overview of subversion and appropriation within ceramics, art and design</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Historic and contemporary genres. <p>Sample activities:</p> <ul style="list-style-type: none"> • Introduction to the subjects and the unit's content and assessment strategy.
Session 2	LO1	<p>Topic: Overview of material and experimentation as concept development</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Historic and contemporary exemplars. <p>Sample activities:</p> <ul style="list-style-type: none"> • Clarify the visual language of materiality and making by hand and its iterative approach. • Investigate exemplars of practice, for example Anders Ruhwald, Phoebe Cummings, Heather Mae Erickson, Jonathan Wade. • How to build a conceptual approach to creative thinking. • Analyse a number of critical reviews of existing artistic or creative work which explores subversion and appropriation within ceramic design. • Through a lecture and seminar there will be a variety of options presented to enable appreciation of the terms and their value.
Session 3	LO1	<p>Topic: Overview of manufacture, production and artisan intention within ceramics, art and design with specific development of manufacturing development</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Historic, traditional and contemporary. <p>Sample activities:</p> <ul style="list-style-type: none"> • Investigate exemplars of practice, for example Piet Stockmann, Heath Ceramics, Felicity Ayleff, Darwen Terracotta, Bouke De Vries, Arita Potteries, Royal VKB. • Clarify the visual language of manufacturing development. • Understand the commercial context of production and creativity. • Select a series of visual examples of subversion and appropriation from research undertaken which explores manufacture and the commercial context of ceramic design. These should largely be ceramic but other subjects could be used to demonstrate the potential of the idea.

Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1	<p>Topic: Overview of contextual development relating to identity and culture, within ceramics, art and design</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Historic and contemporary genres. <p>Sample activities:</p> <ul style="list-style-type: none"> • Investigate exemplars of practice, for example Vipoo Srivilasa, Neil Brownsword, Clare Twomey, Rosenthal Studio Line, Jonathan Keep. • Understand the creative currency of identity and culture in ceramic design. • Select a series of visual examples of subversion and appropriation from research which explores identity and culture in ceramic design. These should largely be ceramic but other subjects could be used to demonstrate the potential of the idea.
Session 5	LO2	<p>Topic: Overview of the use of digital processes in relation to ceramic design with form</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Historic and contemporary technical and aesthetic development. <p>Sample activities:</p> <ul style="list-style-type: none"> • Using relevant case studies and demonstration of digital and craft techniques. Exemplars of practice should include Michael Eden, Unfold Design Studio, Wedgwood Design & Modelling Studio, Droog. • Introduction to laser cutting in art and design. • Introduction to 3D digital printing. • Undertake exercises in the translation of research material into laser cutting of a Perspex die plate for extrusion and a 3D form as a model for moulding.
Session 6	LO2	<p>Topic: Demonstration of the creation of 3D printed models for moulding and slip casting and laser technology</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Translation of a profile to be cut by laser technology for a die plate and extrusion. <p>Sample activities:</p> <ul style="list-style-type: none"> • How to progress unique production and craft skills in ceramic design using laser cutting. • How to progress unique production and craft skills in ceramic design using 3D printing. • Creation of own die plate using laser technology and a 3D printed model, moulded followed by slip casting.

Sessions	Learning Outcome(s)	Session Activities
Session 7	LO2	<p>Topic: Demonstration in the use of digital elements as models for moulding and laser cut dies for production of extrusions for building clay forms</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Casting and pressing technology. <p>Sample activities:</p> <ul style="list-style-type: none"> • How to progress unique production and craft skills in ceramic design. • Experimentation with techniques shown including extruding through own die plate and moulding 3D digital models followed by casting.
Session 8	LO2	<p>Topic: Presentation and drawing workshop to identify personal cultural and identity narratives</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Design devices such as 'mood-boards', key words and worksheets. <p>Sample activities:</p> <ul style="list-style-type: none"> • 2D and 3D visualisation translation, including the uses of stereo typing and cliché and how to be conscious of personal creative currency or shortcomings. • How to use unique production to translate into the creation of a collection of ceramic artefacts which reflect an individual identity. • Selection of objects and images to the session which will reflect their cultural and personal narrative; these should be in the form of a 'mood-board' and key words. The student will draw and develop design surfaces and shapes in worksheets from this which can be translated into a self-defined brief.
Session 9	LO2	<p>Topic: Demonstration of how to develop a collection from the initial ceramic experiments using digital form making; also designing for the use of numbers of artefacts</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Commercial and artistic practice. <p>Sample activities:</p> <ul style="list-style-type: none"> • How batch and volume production can be commercially accessed and used. • Identification of a context for their multiple designed elements and experiment with visual devices; what these ideas could look like. They will work in small groups to expand their reflection of their ideas. They will swap their designs with colleagues who will also project their response to each other's artefacts and collections.

Sessions	Learning Outcome(s)	Session Activities
Session 10	LO2	<p>Topic: Overview of the use of digital, mechanical and craft processes in relation to ceramic design surfaces</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Commercial and artistic practice. <p>Sample activities:</p> <ul style="list-style-type: none"> Investigate relevant case studies and demonstration of techniques. Exemplars of practice could include Paul Scott, Rob Kessler, Charlotte Hodes, Katie Bunnell, Ella Doran, Alice Mara, Kevin Petrie. Introduction and demonstration of on-glaze ceramic screen printing. Introduction and demonstration of 2D digital printing. Undertake exercises in the translation of research material into surface pattern and prints for their own collection.
Session 11	LO2	<p>Topic: Overview of the use of hand-decorating processes and basic glaze use in relation to ceramic design with surface</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Commercial and artistic practice. <p>Sample activities:</p> <ul style="list-style-type: none"> Investigate relevant case studies and demonstration of techniques. Exemplars of practice could include Emma Bridgewater, Flux, Jessie Higginson, Linda Bloomfield, Louise Taylor. Introduction and demonstration of on-glaze hand painting. Introduction and demonstration to basic earthenware glazes and their use. Undertake exercises in the translation of research material into hand painting and prints for their own collection.
Session 12	LO2	<p>Topic: Overview of advanced model and mould making in ceramics including the use of Jigger/Jolley and Roller production in ceramics and the use of the throwing wheel as a production tool in unique and batch production</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Commercial and artistic practice. <p>Sample activities:</p> <ul style="list-style-type: none"> Investigate relevant case studies and demonstration of techniques. Exemplars of practice could include Sue Pryke, Sabine Teuteberg, Robin Welch, James and Tilla Waters, Lisa Hammond, Walter Keeler. Introduction and demonstration of Jigger/Jolleying and moulding for its use. Introduction and demonstration of throwing. Experimentation of throwing and Jigger/Jolleying to explore production of the collection of artefacts.

Sessions	Learning Outcome(s)	Session Activities
Session 13	LO2	<p>Topic: Overview and demonstration of the use of coloured clays</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Historic and contemporary practice including Nerikomi and agateware. <p>Sample activities:</p> <ul style="list-style-type: none"> Investigate relevant case studies. Exemplars of practice could include Jo Connell, Kathryn Hearn, Sasha Wardell, Jasperware By Wedgwood, Amanda Tong. How to colour clay including body stains and oxides. Different processes of coloured clay use including throwing, casting and extruding. Conduct a series of experiments that use coloured clays, slips and glazes to extenuate form and narrative within the moulding and throwing processes. These techniques will subsequently be used in their collection.
Session 14	LO3	<p>Topic: Discussion and demonstration of risk, experimentation and reflection in action</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> 'In the manner of' analysis of makers' production approach. <p>Sample activities:</p> <ul style="list-style-type: none"> How to speed-make and critically analyse iterative artefacts. Reflection on creative and professional risk in a creative context. Generate and put together from existing artefacts a number of elements in clay, ceramic, plaster and drawings a collection which implies 'taking a risk' in their context. Followed by discussions with staff and colleagues.
Session 15	LO3	<p>Topic: Overview of contemporary markets and trends and how they can inform ceramic design and the sustainability and viability of ceramics in a creative context</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> The commercial marketplace in trade fairs and design festivals. <p>Sample activities:</p> <ul style="list-style-type: none"> How to undertake trend forecasting and analysis. Access and use of trend forecasters. Make an audit of the sustainability and viability of a ceramics project. Working in groups, undertake a magazine trend analysis. Also access organisations such as MINTEL, WGSN for comparison and further insights for the location of their own project. Using a staff-generated system, the student will make an audit of three different ceramic design contexts. These will be discussed within the group on completion. Students will be asked to apply these aspects to their own project.

Sessions	Learning Outcome(s)	Session Activities
Session 16	LO3	<p>Topic: Overview of issue-based ceramics and the role of the audience</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Commercial and artistic practice. <p>Sample activities:</p> <ul style="list-style-type: none"> Understanding the context of issue-based ceramic design. Proposition to a group of colleagues how their own ceramics collection could apply within an issue-based context with consideration of the audience.
Session 17	LO3	<p>Topic: Overview of public engagement, the community and the ceramics maker</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Explanation and use of risk assessment. <p>Sample activities:</p> <ul style="list-style-type: none"> Create a strategy for public engagement with ceramics for the local community. Understand the role of risk assessment in relation to the public. Working in pairs, create a strategy for public engagement of ceramics within the local community within a selected context. Fill out a sample risk assessment form supplied by the tutor.
Session 18	LO4	<p>Topic: Overview of the visual articulation of ceramic designs and demonstration of the photographing of small and large-scale ceramic artefacts</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> What does the context of 'a collection' give a designer or artist in the presentation of their ceramic work? <p>Sample activities:</p> <ul style="list-style-type: none"> Illustration of designs and the audience. How to photograph works to best advantage in this context. The role of the portfolio and audience in this context. Reflection and exploration and the potential of photography, drawing and worksheets of own project and their relation to site, space, environment and audience.

Sessions	Learning Outcome(s)	Session Activities
Session 19	LO4	<p>Topic: Overview of the importance of the use of site specificity and the environmental context of ceramics</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Use function and utility, including the role of decoration and ornamentation in ceramic design. <p>Sample activities:</p> <ul style="list-style-type: none"> • Identify the key aspects of site, space and environment, function, utility, decoration and ornamentation within a variety of contexts. • How to photograph works to best advantage in this context. • Reflect and explore the potential arrangement of their works in photography, drawing and worksheets, considering the key and subordinate aspects of the work in relation to the audience. This will be shared with colleagues and reaction sought and discussed.
Session 20		<p>Topic: Completion of unit review</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Feedback on assessments.

Unit 52: Moving Image

Please note that Schemes of Work are for guidance and support only.

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	5
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Unit Title:	Moving Image	Tutor:	
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Unit Number:	52	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Explore theoretical frameworks to inform the creation of a moving image product.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Devise and plan a moving image product, in response to a brief.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use industry standard equipment, processes and software to produce and edit a moving image product, in response to a brief.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critically evaluate a moving image product, with regard to a brief and target audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic: Introduction to moving image theory</p> <p>Sub-topic(s): Narrative productions, animation, documentary, promotional video, installation</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led walkthrough of the analysis of a short moving image product. Tutor presents a film to cohort then performs a stylistic micro-analysis of chosen scenes, discusses camerawork, lighting, editing, audio, VFX etc. Flipped learning session: students asked to identify stylistic elements within chosen moving image products then share these with the cohort. Launch Assessment 1 – critical analysis of moving image products.
Session 2	LO1	<p>Topic: Audience responses</p> <p>Sub-topic(s): Preferred, oppositional and negotiated readings, polysemy, culture and communication, passive and active audiences</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Lecture on a range of short moving image texts and how they create meaning for different audiences. Triangular relationship between the text, the audience's expectations and the filmmaker or artist. Discussion on examples of texts and their readings within the group based on genre theory and audience expectation. Ideas generation workshop around subversion and abstraction based on a common stimulus.
Session 3	LO1	<p>Topic: Semiotics in moving image</p> <p>Sub-topic(s): Symbolic, technical and aesthetic codes in moving image texts, anchorage and creating meaning</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Student-led seminar groups discussing micro-analyses of moving image products and the intentions of the producer. Lecture on prominent moving image practitioners and authorship/auteur theory. Complete Assessment 1 – critical analysis of moving image products.
Session 4	LO2	<p>Topic: Negotiating a brief</p> <p>Sub-topic(s): Target audience, format, duration, presentation context, client, commissioner, purpose</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Students pitch ideas for further development on the basis of the audience, purpose and form of their moving image product. Seminar groups to develop pitches before choosing one to take to the commissioning stage with the entire cohort. Launch Assessment 2 – planning and producing a moving image product.

Sessions	Learning Outcome(s)	Session Activities
Session 5	LO2	<p>Topic: Project proposal and treatment</p> <p>Sub-topic(s): Creating a treatment document: synopsis, production concept, technical consideration, logistical planning</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led workshop demonstrating how to complete the treatment for a moving image product. • Treatment development workshop in which students develop their ideas. • Individual tutorials to discuss proposals and support treatment writing.
Session 6	LO2	<p>Topic: Production planning I</p> <p>Sub-topic(s): Production paperwork: location sheets, equipment booking, budget, personnel (talent, contributors and crew), shot list, storyboard, script or shooting script</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led workshop on completing moving image production paperwork portfolios. • Students develop their ideas to include logistical and technical details of their production strategy. • Self-directed study; students develop scripts storyboards etc. • Peer assessment, sharing of ideas, script editing and revisions organised in student work groups.
Session 7	LO2	<p>Topic: Production planning II</p> <p>Sub-topic(s): Regulatory and legal concerns: copyright, decency, privacy, risk assessments, release forms, permissions, regulatory codes (Ofcom) etc.</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Students perform research on how their ideas are affected by legal, regulatory and ethical issues. • Documentation (copyright permissions, actor's release forms, risk assessments etc.) is recorded in production folder. • Tutor-led lecture on common, legal and ethical issues in moving image production, citing copyright and privacy law as well as pertinent regulatory frameworks (Ofcom Broadcasting Code, BBC Charter etc.).
Session 8	LO2	<p>Topic: Camera techniques workshop I</p> <p>Sub-topic(s): Manual functions of the camera: focus, aperture, shutter speed, gain, white balance, depth of field, lenses, audio balance</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led workshop demonstrating how to use the manual functions of a camera correctly. • Student-led workshop in which they produce experimental footage, logging their approach in production diaries, blogs or sketchbooks.

Sessions	Learning Outcome(s)	Session Activities
Session 9	LO2	<p>Topic: Camera techniques workshop II</p> <p>Sub-topic(s): Camera mountings (tripod, Steadicam, shoulder, handheld, dolly, jib, crane) and camera movements (pan, track, zoom, tilt, crash zoom, whip pan, trombone shot, pull focus)</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led workshop demonstrating various mounts and movements. • Student-led activity: short film project (including a wide variety of different shots) undertaken by the students.
Session 10	LO2	<p>Topic: Final presentation of proposals and intentions</p> <p>Sub-topic(s): Purpose, audience and influences, production concept, technical considerations, logistical planning</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Students present their production proposals to the cohort and receive feedback on their ideas. Crewing decisions made by group. • Individual tutorial meetings to discuss each proposal.
Session 11	LO3	<p>Topic: Production photography I</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Students film, log and review footage for their projects. • Students complete production diaries, blog or sketchbook. • Tutor review of production footage.
Session 12	LO3	<p>Topic: Production photography II</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Students film, log and review footage for their projects. • Students complete production diaries, blog or sketchbook. • Tutor review of production footage.
Session 13	LO3	<p>Topic: Production photography III</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Students film, log and review footage for their projects. • Students complete production diaries, blog or sketchbook. • Tutor review of production footage.
Session 14	LO3	<p>Topic: Post-production workshop</p> <p>Sub-topic(s): Continuity, montage, rhythmic, graphic, spatial and temporal edits, graphic matches, matches on action, split edits ('J' or 'L' cuts). Post-production software interface</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led workshop using footage shot in Session 9. • Students complete the final edited sequence including examples of different editing styles. • Lecture on continuity editing using examples from classical Hollywood cinema.

Sessions	Learning Outcome(s)	Session Activities
Session 15	LO3	<p>Topic: Post-production I Sub-topic(s): Paper editing, project setup, file management, logging, ingest, audio, graphics, editing sequences Sample activities:</p> <ul style="list-style-type: none"> Students plan and set up their projects within the editing software. Sequences are compiled. Students complete production diaries, blog or sketchbook. Tutor review of progress and individual tutorials.
Session 16	LO3	<p>Topic: Post-production II Sub-topic(s): Editing, visual effects, titles, ADR (automated dialogue replacement), foley, audio mixing Sample activities:</p> <ul style="list-style-type: none"> Students plan and set up their projects within the editing software. Sequences are compiled. Students complete production diaries, blog or sketchbook. Tutor review of progress and individual tutorials.
Session 17	LO3	<p>Topic: Grading and export Sub-topic(s): Colour grading, filters and compositing, analysing audio levels, identifying export format, applying export settings, file management Sample activities:</p> <ul style="list-style-type: none"> Students grade and finalise their moving image productions. Students complete production diaries, blog or sketchbook. Tutor review of progress and individual tutorials. Complete Assessment 2 – planning and producing a moving image product.
Session 18	LO4	<p>Topic: Presentation Sub topic(s): Presentation (exhibition: screening or online), collecting audience feedback, client/commissioner review Sample activities:</p> <ul style="list-style-type: none"> Students present their final exported moving image projects in the intended context. Students survey their audience/peers/clients or commissioners on the effectiveness of the presentation and collate feedback. Tutor-led discussion on critical evaluation techniques. Group discussion on the effectiveness of the productions. Launch Assessment 3 – critically evaluate a moving image product.
Session 19	LO4	<p>Topic: Production review Sub-topic(s): Analysis of feedback, evaluation of the fitness for purpose of the final project, identifying areas for improvement in approach to the project and the final outcome Sample activities:</p> <ul style="list-style-type: none"> Students undertake a critical evaluation of the product, the audience/client feedback and their approach to the project. Individual tutorials to discuss the final project.

Sessions	Learning Outcome(s)	Session Activities
Session 20	LO4	Topic: Feedback and module review Sample activities: <ul style="list-style-type: none"> • Students complete module review. • Individual feedback discussions with tutor on production project. • Complete Assessment 3 – critically evaluate a moving image product.

Unit 53: Workflows and Management

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They can be customised and amended according to localised needs and requirements. All Schemes of Work can be adapted to suit specific establishment time frames in line with GLH delivery.

Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	5
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Unit Title:	Workflows & Management	Tutor:	
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Unit Number:	53	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Examine methods of project and asset management suitable for art and design projects.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate the relationship between project management approach and workflow strategy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employ a workflow management system for a chosen project, monitoring progress throughout.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critically analyse workflow and management strategies, identifying areas of good practice and areas for improvement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	Topic: Introduction to the unit content and assessment Sub-topic(s): Workflows and management in art and design Sample activities: <ul style="list-style-type: none"> Tutor presentation on the historical implementation of workflows and management. Group discussion on management roles within the creative industry sector.
Session 2	LO1	Topic: Introduction to the unit content and assessment Sub-topic(s): Workflows and management in art and design Sample activities: <ul style="list-style-type: none"> Tutor presentation on planning, organisation and control of workflows. Group discussion: introduction to workflow management system technologies.
Session 3	LO1	Topic: The art and design project workflow Sub-topic(s): Management considerations Sample activities: <ul style="list-style-type: none"> Tutor presentation on preparing budgets, scheduling timelines and managing resources. Group discussion: the industry skill-set most appropriate to managing art and design-related organisational activities.
Session 4	LO1	Topic: The art and design project workflow Sub-topic(s): Management considerations Sample activities: <ul style="list-style-type: none"> Tutor presentation on managing personnel, scheduling work and producing documentation. Group project: preparation and evaluation of workflow management documentation.
Session 5	LO1 LO2	Topic: The art and design project workflow Sub-topic(s): Setting objectives Sample activities: <ul style="list-style-type: none"> Tutor presentation on identifying realistic objectives and communicating information to stakeholders. Group discussion on the effective communication of concepts and ideas within art and design projects. Group project: interviews with industry personnel.
Session 6	LO2	Topic: Real-world workflow management scenario Sub-topic(s): KPIs and SLAs Sample activities: <ul style="list-style-type: none"> Tutor presentation on the identification of (and agreement on) Key Performance Indicators (KPIs) and Service-Level Agreements (SLAs). Group project: consider and prepare appropriate KPI and SLA content for a given art and design project.

Sessions	Learning Outcome(s)	Session Activities
Session 7	LO2	Topic: Workflow management procedures and implementation review Sample activities: <ul style="list-style-type: none"> Tutor presentation on preparing budgets, timelines and documentation; managing resources and personnel. Group discussion on general management activities within an art and design project. Questions and answers session.
Session 8	LO2 LO3	Topic: Security issues Sub-topic(s): Implementing a data security strategy Sample activities: <ul style="list-style-type: none"> Tutor presentation on data security issues, security software, legislation and data handling. Group project: interviews with industry personnel. Research relevant legislation and consider data security strategies.
Session 9	LO2	Topic: Workflow management scenario evaluation Sub-topic(s): Workflow management system considerations Sample activities: <ul style="list-style-type: none"> Tutor presentation on the strengths and weaknesses of the workflow management scenario, referring to several real-world cases. Group discussion on what could be improved within the workflow management scenario.
Session 10	LO1 LO2	Topic: Workflows and management recap of unit session activities Sub-topic(s): Management procedures and implementation Sample activities: <ul style="list-style-type: none"> Group session: questions and answers on unit content covered to date. Review of activities.
Session 11	LO3	Topic: Implementing a workflow management system for a chosen project Sub-topic(s): Overview of project; selecting a project brief Sample activities: <ul style="list-style-type: none"> Group project – implementing a workflow management system for a chosen art and design project brief. Ideas generation. Choosing a project brief. Tutor guidance, supervision and critical feedback.
Session 12	LO3	Topic: Implementing a workflow management system for a chosen project Sub-topic(s): Identifying project activities and resources Sample activities: <ul style="list-style-type: none"> Tutor presentation on identification of project activities and resources. Group project – identification of project activities and resources for a chosen project. Tutor guidance, supervision and critical feedback.

Sessions	Learning Outcome(s)	Session Activities
Session 13	LO3	Topic: Implementing a workflow management system for a chosen project Sub-topic(s): Software applications Sample activities: <ul style="list-style-type: none"> Tutor presentation on available software applications for workflow management, both local and cloud-based. Group project – research, consider and select software applications most appropriate for the chosen project. Tutor guidance, supervision and critical feedback.
Session 14	LO3	Topic: Implementing a workflow management system for a chosen project Sub-topic(s): Software applications Sample activities: <ul style="list-style-type: none"> Tutor presentation on workflow management software setup and implementation. Group project – setting up workflow management system software. Tutor guidance, supervision and critical feedback.
Session 15	LO3	Topic: Implementing a workflow management system for a chosen project Sub-topic(s): KPI and SLA Sample activities: <ul style="list-style-type: none"> Tutor presentation on identifying KPIs and SLAs. Group project – describe key elements of appropriate KPIs and SLAs for chosen project. Tutor guidance, supervision and feedback throughout.
Session 16	LO3	Topic: Implementing a workflow management system for a chosen project Sub-topic(s): Data security Sample activities: <ul style="list-style-type: none"> Tutor presentation on restricting information access to key personnel. Group project – setting up information access restrictions. Tutor guidance, supervision and feedback throughout.
Session 17	LO3	Topic: Review workflow management system implementation Sub-topic(s): Workflow management procedures Sample activities: <ul style="list-style-type: none"> Group project – document the workflow management system budget, timeline and resources used. Consider testing methodologies. Tutor guidance, supervision and feedback throughout.

Sessions	Learning Outcome(s)	Session Activities
Session 18	LO4	Topic: Evaluation Sub-topic(s): Evaluating the workflow management system for a chosen project Sample activities: <ul style="list-style-type: none"> Group project – students evaluate the strengths and weaknesses of the developed workflow management system and recommend improvements. Student presentations. Group discussion.
Session 19	LO4	Topic: Evaluation Sub-topic(s): Evaluating own contribution Sample activities: <ul style="list-style-type: none"> Group project – students evaluate both their own and each other's contribution to the development of the workflow management items during the module delivery. What improvements can be made to streamline the workflow management system implementation? Reflecting on strengths and weaknesses of working practices. Student presentations. Group discussion.
Session 20	LO1 LO2 LO3 LO4	Topic: Module review Sample activities: <ul style="list-style-type: none"> Completion of module review. Feedback on assignment submissions.

Unit 54: Professional Model Making

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	5
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Unit Title:	Professional Modelmaking	Tutor:	
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Unit Number:	54	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Explore modelmaking processes, materials, techniques and technologies through historic precedents.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determine model purpose and parameters, responding to design constraints and requirements of a brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilise materials, technologies and processes to achieve model outcomes, in response to a brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present a display of finished models to a defined audience.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic: Explore modelmaking Sub-topic(s): Contemporary and historical practices in modelmaking Sample activities:</p> <ul style="list-style-type: none"> • Museum visit to research model history. • Lecture presentation on unit descriptor introduction and concept of scale. • Contextual research on model development through history. • Contextual research on contemporary model use. • Create individual or group mind-maps for models in historical and contemporary context. • Peer review on contemporary and historical practices in modelmaking – students have pre-read material and bring their own examples.
Session 2	LO1	<p>Topic: Explore modelmaking Sub-topic(s): Model types, materials processes and technologies Sample activities:</p> <ul style="list-style-type: none"> • Visit to materials stockists to research available model materials. • Create individual or group mind-maps on model types. • Discussion on abstraction in models. • Individual or group research into processes and technologies. • Case study of a contemporary or historical model. • Group discussion on a contemporary or historical model.
Session 3	LO2	<p>Topic: Determine model purpose and parameters Sub-topic(s): Design constraints and brief Sample activities:</p> <ul style="list-style-type: none"> • Visit to modelmaking studio to research modelmaking techniques and machinery. • Tutor presentation of brief to generate a character/object design (Model 1). • Individual research into chosen design theme. • Practical workshop to sketch design options. • Lecture introduction to woodworking, metalworking, general fabrication and sculpting.
Session 4	LO2 LO3	<p>Topic: Model outcomes in response to a brief Sub-topic(s): Workshop procedures Sample activities:</p> <ul style="list-style-type: none"> • Lecture on health and safety in the workshop and safe systems of work (SSOW). • Lecture on Control of Substances Hazardous to Health (COSHH). • Make a record of health and safety workshop procedures. • Practical workshop on power tool types and safe use.

Sessions	Learning Outcome(s)	Session Activities
Session 5	LO3	Topic: Model outcomes in response to a brief Sub-topic(s): Introduction to handskills Sample activities: <ul style="list-style-type: none"> • Workshop to introduce materials and their properties. • Tutor-led introduction to cutting, shaping, sculpting. • Tutor-led introduction to forming, moulding/casting. • Tutor-led introduction to painting and spraying. • Practical workshop to develop handskills.
Session 6	LO3	Topic: Model outcomes in response to a brief Sub-topic(s): Explore handskills and materials Sample activities: <ul style="list-style-type: none"> • Practical workshop to develop processes and handskills. • Produce a sketch model of Model 1 design at a minimum of 1:10 scale using only handskills. • Produce a further sketch model to develop the Model 1 character/object design at a minimum of 1:10 scale using a new material. • Tutor-led constructive critique of models.
Session 7	LO3	Topic: Model outcomes in response to a brief Sub-topic(s): Design technologies Sample activities: <ul style="list-style-type: none"> • Tutor-led introduction to available CAD packages. • Tutor-led workshop on breaking the design into components. • Use 2D design software to develop Model 1 design elements. • Use 3D design software to develop Model 1 design.
Session 8	LO3	Topic: Model outcomes in response to a brief Sub-topic(s): 3D printing additive technologies Sample activities: <ul style="list-style-type: none"> • Group research on additive techniques: stereolithography/laser sintering/laser melting/extrusion/jetting/lamination through online resources. • Demonstration of 3D printing technology. • Introduction to available machinery and file setup. • 3D print a model of all or part of the design at a minimum of 1:10 scale.
Session 9	LO3	Topic: Model outcomes in response to a brief Sub-topic(s): Subtractive technologies Sample activities: <ul style="list-style-type: none"> • Research into laser cutting and CNC machining. • Practical workshop on laser cutting and CNC machining. • Cut or machine a model of all or part of Model 1 design at a minimum of 1:10 scale.

Sessions	Learning Outcome(s)	Session Activities
Session 10	LO3	<p>Topic: Model outcomes in response to a brief Sub-topic(s): Finishing and deadlines Sample activities:</p> <ul style="list-style-type: none"> • Practical workshop on finishing techniques. • Create design reports and evaluations as design progresses. • Complete a presentation Model 1. • Tutor-led constructive critique of models. • Critique or peer assessment of outcomes.
Session 11	LO3	<p>Topic: Produce a suite of finished models Sub-topic(s): Scale and context Sample activities:</p> <ul style="list-style-type: none"> • Workshop on reading drawings/sourcing information. • Research and incorporate architectural forms inspired by a real place. • Research integral lighting and the possibility to include this. • Research a case study context model with architectural forms and planting at a scale between 1:1000 and 1:200.
Session 12	LO3	<p>Topic: Produce a suite of finished models Sub-topic(s): Topography Sample activities:</p> <ul style="list-style-type: none"> • Research topography. • Use 2D design software to understand contours. • Experiment stacking veneers/sheet material. • Prepare a file to cnc print a sample of contoured base. • Produce a sample of a contoured sketch model.
Session 13	LO3	<p>Topic: Produce a suite of finished models Sub-topic(s): Context model Sample activities:</p> <ul style="list-style-type: none"> • Design a contoured Model 2 at a scale between 1:1000 and 1:200 to show the earlier design in its context. • Use 2D design software to develop the design. • Use 3D design software to develop the design. • Tutor-led workshop on breaking the design into components.
Session 14	LO3	<p>Topic: Produce a suite of finished models Sub-topic(s): Lighting Sample activities:</p> <ul style="list-style-type: none"> • Research models with integral lighting using online resources. • Lecture on lighting, wiring and electrical safety. • Individual student research into lighting types and effects. • Design integral lighting. • Practical workshop to produce and incorporate lighting.

Sessions	Learning Outcome(s)	Session Activities
Session 15	LO3	Topic: Produce a suite of finished models Sub-topic(s): Base Model 2 Sample activities: <ul style="list-style-type: none"> Fabricate contoured Model 2 base. Laser cut contours. CNC mill contoured base. Design and add scenics.
Session 16	LO3	Topic: Produce a suite of finished models Sub-topic(s): Context/buildings Model 2 Sample activities: <ul style="list-style-type: none"> Fabricate Model 2 buildings. Laser cut/print/fabricate components. Tutor-led workshop on spraying/lacquering/acetate finishing. Consider integral lighting. Short presentations of progress.
Session 17	LO3 LO4	Topic: Produce a suite of finished models Sub-topic(s): Model 2 Sample activities: <ul style="list-style-type: none"> Continuation of Model 2 task. Combining base/building and scenic elements. Finishing and incorporation of digitally fabricated components. Completion of lighting installation. Structured critique of production process.
Session 18	LO4	Topic: Present a display of a suite of finished models to a defined audience. Sub-topic(s): Display strategy Sample activities: <ul style="list-style-type: none"> Tutor-led constructive critique of models. Practical completion of individual model presentation. Collaborate with others to develop a display strategy for finished models. Independently and/or collaboratively (group work) fabricate display.
Session 19	LO4	Topic: Present a display of a suite of finished models to a defined audience. Sub-topic(s): Display strategy Sample activities: <ul style="list-style-type: none"> Evaluate a given audience. Evaluate available exhibition space. Practical workshop for collaborative display fabrication. Mock presentations.

Sessions	Learning Outcome(s)	Session Activities
Session 20	LO4	<p>Topic: Present a display of a suite of finished models to a defined audience</p> <p>Sub-topic(s): Project evaluation</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Panel presentation. • Student-led presentation of model display. • Group discussion on approaches to the collaborative project. • Document with photography and/or video. • Tutor-led constructive critique of display.

Unit 55: Jewellery Design

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	5
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Unit Title:	Jewellery Design	Tutor:	
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Unit Number:	55	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Explore jewellery design through historic and contemporary precedent.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop conceptual designs, for a jewellery collection, based on market research and design experimentation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produce prototype jewellery designs using a range of materials, processes and tools.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present a jewellery collection for an identified market.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	All	Topic: Unit introduction and assignment launch Sample activities: <ul style="list-style-type: none"> Tutor presentation of unit content, introduction to jewellery design and assignment. Student-led discussion of assignment, learning outcomes and assessment criteria.
Session 2	LO1	Topic: Materials Sample activities: <ul style="list-style-type: none"> Tutor presentation of different uses of materials in the development of jewellery through history. Student-led discussion of contemporary jewellery materials.
Session 3	LO1	Topic: Processes 1 Sample activities: <ul style="list-style-type: none"> Tutor demonstration of jewellery processes. Students will work on experimentation with processes.
Session 4	LO1	Topic: Processes 2 Sample activities: <ul style="list-style-type: none"> Tutor demonstration of jewellery processes. Students will work on experimentation with processes.
Session 5	LO1	Topic: Processes 3 Sample activities: <ul style="list-style-type: none"> Tutor demonstration of jewellery processes. Students will work on experimentation with processes.
Session 6	LO1	Topic: Sustainability and design ethics Sample activities: <ul style="list-style-type: none"> Tutor presentation on issues related to sustainability and ethics. Student-led discussion about the relative challenges of materials and processes and their impact on the environment. Discussion about issues of gender and identity in jewellery design.
Session 7	LO2	Topic: Market research Sample activities: <ul style="list-style-type: none"> Tutor presentation on methods of market research, customer profiling and demographics. Student-led discussion about relationships between customer demographics and design expectations.
Session 8	LO2	Topic: Competitor research workshop Sample activities: <ul style="list-style-type: none"> Students will present market research for their jewellery collection, with a focus on competitors' collections' market position. Tutorials to discuss student proposals. Tutor presentation on trend research and analysis.

Sessions	Learning Outcome(s)	Session Activities
Session 9	LO2	Topic: Concept design workshop Sample activities: <ul style="list-style-type: none"> Students, working in the studio, develop concept designs through sketch and model.
Session 10	LO2	Topic: Digital development tools Sample activities: <ul style="list-style-type: none"> Workshop on the use of 3D modelling applications for design development.
Session 11	LO3	Topic: Health and safety Sample activities: <ul style="list-style-type: none"> Tutor presentation on health and safety in the workshop, including personal protection equipment, tool use and safe handling of materials. Quiz on health and safety practices.
Session 12	LO3	Topic: Prototyping workshop Sample activities: <ul style="list-style-type: none"> Students working in studio to develop prototypes of their jewellery collection.
Session 13	LO3 LO4	Topic: Prototyping and finishing Sample activities: <ul style="list-style-type: none"> Students working in studio on developing prototypes and final pieces.
Session 14	LO4	Topic: Jewellery display Sample activities: <ul style="list-style-type: none"> Guest presentation on display of jewellery, including display systems, lighting. Student Q&A.
Session 15	LO4	Topic: Jewellery photography Sample activities: <ul style="list-style-type: none"> Guest presentation and workshop on photographing jewellery. Students work to set up and photograph their collections.
Session 16	LO4	Topic: Assessment workshop Sample activities: <ul style="list-style-type: none"> Students work on completion of assessment submissions and preparation for presentation.
Session 17	LO4	Topic: Display setup Sample activities: <ul style="list-style-type: none"> Students set up work for presentation and review.
Session 18	LO4	Topic: Assessment presentation Sample activities: <ul style="list-style-type: none"> Students complete display of work and give presentations. Gathering audience feedback.

Sessions	Learning Outcome(s)	Session Activities
Session 19	All	Topic: Assessment submission Sample activities: <ul style="list-style-type: none"> Students submit work for assessment.
Session 20	All	Topic: Unit review Sample activities: <ul style="list-style-type: none"> Tutor presentation of unit content and review of subject. Student-led discussion on unit content and personal outcomes.

Unit 56: Project Management

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	5
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Unit Title:	Project Management	Tutor:	
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Unit Number:	56	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Compare project management theories, practices and standards, identifying their appropriateness for different types of project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss the roles of the major stakeholders in an art and design project and how their needs are managed by the project management team.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specify the attributes and competencies of a project manager in leading a complex art and design project.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop a project strategy plan that defines the key policies, procedures and priorities for a complex art and design project.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1		<p>Topic: Introduction to unit/assignment launch</p> <p>Sub-topic(s): Unit overview, content and assessment, concurrent and previous learning</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led unit induction including the course structure, content, timetable, resources, expectations and details of support services. • Tutor-facilitated group discussion on links with other units and previous learning. • Tutor-guided classroom-based research into assessment protocols, procedures and requirements.
Session 2	LO1	<p>Topic: Project management</p> <p>Sub-topic(s): The evolution of creative industries and project management disciplines</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Group definition of the terms 'project' and 'project management'. • Individual study of the history of creative industries and project management. • Tutor-led group discussion on global descriptive variants of project management terminology.
Session 3	LO1	<p>Topic: Professional recognition and standards</p> <p>Sub-topic(s): International views on the discipline of project management</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led review of the previous topic. • Tutor briefing on professional bodies in the creative industries. • Tutor briefing for an independent research assignment on global attitudes and practices to project management in the creative industries. • Tutor-facilitated investigation into internationally available project management systems, techniques and guides. • Group feedback on the key findings for professional recognition and worldwide standards.
Session 4	LO2	<p>Topic: Project stakeholders</p> <p>Sub-topic(s): Description and types of stakeholders. The main dissimilarities and important relationship factors required for successful project outcomes</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Students present findings from the independent research assignment issued in Session 3. • Tutor-facilitated group discussions on stakeholder definitions. • Tutor-led introduction on stakeholder types. • Examination of the key stakeholder differences. • Group presentations on the importance of professional relationships with project stakeholders.

Sessions	Learning Outcome(s)	Session Activities
Session 5	LO2	<p>Topic: Project stakeholders' influences Sub-topic(s): The interest and influence of stakeholders on a project Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led review of Session 4. • Tutor introduction to stakeholders' power and interests including the end user and/or owner. • Examination of client and funding institutions and shareholders. • Tutor-led discussion on project professionals and consultants. • Class exercise on public interests and conflict of interest.
Session 6	LO2	<p>Topic: Stakeholder governance Sub-topic(s): Authority and responsibility of stakeholders Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led review of Sessions 4 and 5. • Discussion into the processes required to identify the people, groups or organisations that may have an impact on the project. • Tutor briefing on the developing management strategies for engaging stakeholders in project decisions.
Session 7	LO2	<p>Topic: Stakeholder management Sub-topic(s): Importance of effective communications with project stakeholders Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led review of Sessions 4 to 6. • Tutor introduction on maintaining communications with stakeholders to ensure their needs, and expectations, are addressed whilst managing conflicting interests.
Session 8	LO3	<p>Topic: Role of the project manager Sub-topic(s): The historical growth of project management as a discipline together with key roles and responsibilities Sample activities:</p> <ul style="list-style-type: none"> • Re-examine individual views on the project manager role. • Small group debate on the industry-recognised definition and role evolution. • Tutor-led discussions on roles and responsibilities including: strategic decision making, understanding the client brief, appointing the design team and working with the production team and external consultants. • Group discussion on health, safety and welfare responsibilities of the project manager. • Examine the role of the project manager in controlling activities.

Sessions	Learning Outcome(s)	Session Activities
Session 9	LO3	<p>Topic: Managing project teams Sub-topic(s): The process of managing construction projects Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led introductory talk on staff management and organisational charts. • Group exercise on staff recruitment and the skills matrix. • Tutor-led discussion on motivation. • Discussion on performance assessment and training. • Tutor-led exercise on managing health, safety and welfare. • Class debate on equal opportunities.
Session 10	LO3	<p>Topic: Project manager attributes Sub-topic(s): The traits, knowledge and skills of the project manager Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led review of Sessions 8 and 9. • Small group tasks examining project manager attributes including: attitude, empathy, receptiveness, clarity of purpose, thoroughness, analytical ability, interrogative skills, pragmatism, realism, leadership skills, respect for others, negotiation skills, planning skills, strategic ability, technical skills, organisation and time management. • Tutor briefing on knowledge of commercial, business and industry contracts. • Group-led mid-unit review of topic areas.
Session 11	LO3	<p>Topic: Project manager competencies Sub-topic(s): The type and extent of the skills and knowledge required by a project manager on complex design projects Sample activities:</p> <ul style="list-style-type: none"> • Consider the competencies of a project manager including personality and psychological factors. • Examine project manager power, authority and accountability. • Tutor-led discussion on the decision-making process, professional practice and ethics. • Tutor-led debate on communication, presentation skills, IT skills, technical knowledge/abilities and training.
Session 12	LO3	<p>Topic: Managerial skills of a project manager Sub-topic(s): The need for and range of management skills appropriate for a creative industries project manager Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led question and answers on people and time management. • Discussion on change and information management. • Consider the skills of negotiation and delegation in design projects.

Sessions	Learning Outcome(s)	Session Activities
Session 13	LO4	<p>Topic: Project management processes</p> <p>Sub-topic(s): The processes involved in successful project management outcomes throughout the whole project</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led introduction on establishing stakeholder commitment including defining the project scope and setting aims and objectives. • Discussion on managing resources and encouraging team working. • Tutor-led debate on managing communications and coordinating collaborators and suppliers. • Consider how the project manager can maintain effective control processes. • Examine the project closure and evaluation stage.
Session 14	LO4	<p>Topic: Corporate social responsibility (CSR)</p> <p>Sub-topic(s): The emergence and implementation of CSR in construction projects</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led debate on socially responsible corporate behaviour in organisations. • Determine the impact of internal and external factors. • Investigate how CSR can be integrated into organisational structures and practices. • Consider the effectiveness of CSR in organisations.
Session 15	LO4	<p>Topic: Project management techniques</p> <p>Sub-topic(s): Techniques used by the project management team in creative industry projects</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led debate on risk management. • Discussion on value management. • Investigate sustainable practices applied to creative industries projects. • Compare quality management systems appropriate to creative industries projects.
Session 16	LO4	<p>Topic: Project management controls</p> <p>Sub-topic(s): Project control systems and their effectiveness</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Identify typical Key Performance Indicators (KPIs) for creative industries projects. • Tutor-led discussion on change control. • Debate on communication management. • Review current progress monitoring activities.
Session 17	LO4	<p>Topic: Digital project management – cloud project management</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor demonstration of key project management software and services. • Students experiment with different systems.

Sessions	Learning Outcome(s)	Session Activities
Session 18	LO4	Topic: Assessment workshop Sample activities: <ul style="list-style-type: none"> Individual or group tutorials in support of assessment submissions.
Session 19	All	Topic: Assessment submission/presentations Sample activities: <ul style="list-style-type: none"> Students submit work for assessment. Student present verbal reports.
Session 20	All	Topic: Unit review and consolidation Sub-topic(s): A re-examination of the key learning outcomes and links with other units. Sample activities: <ul style="list-style-type: none"> Tutor-led recap on individual session outcomes. Holistic review of unit learning outcomes. Consolidation exercises to quantify learning impact.

Unit 57: 3D Modelling and Rendering

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	5
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Unit Title:	3D Modelling & Rendering	Tutor:	
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Unit Number:	57	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Analyse tools and techniques for 3D modelling and rendering through research and experimentation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyse an art and design project brief to develop a digital visualisation strategy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop a digital model and visualisations in support of a given art and design project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critically evaluate a digital visualisation strategy, and outputs, in relation to an art and design project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	All	Topic: Unit intro/assignment launch Sample activities: <ul style="list-style-type: none"> Tutor presentation, introduction to the subject and assignment. Student-led discussion of assignment, learning outcomes and assessment criteria.
Session 2	LO1	Topic: Modelling 1 Sample activities: <ul style="list-style-type: none"> Tutor demonstration of simple 3D modelling software and translating 2D CAD to 3D. Students experiment with software, working on a given task.
Session 3	LO1	Topic: Modelling 2 Sample activities: <ul style="list-style-type: none"> Tutor demonstration of surface modelling versus solid modelling. Student experiment with software, working on a given task.
Session 4	LO1	Topic: Complex modelling Sample activities: <ul style="list-style-type: none"> Tutor presentation and demonstration of parametric modelling and the use of scripting. Students experiment with software, working on a given task.
Session 5	LO1	Topic: Rendering Sample activities: <ul style="list-style-type: none"> Guest presentation on the different types of rendering and their outputs. Demonstration on the development of textures and shaders.
Session 6	LO1	Topic: Lighting Sample activities: <ul style="list-style-type: none"> Guest presentation on the different forms of lighting used in 3D rendering and their different outputs. Demonstration on the use of different lighting techniques in 3D rendering.
Session 7	LO2	Topic: Project analysis Sample activities: <ul style="list-style-type: none"> Tutor presentation on evaluating client and project needs in defining a visualisation strategy. Students evaluate projects to define a visualisation strategy for their assignment.

Sessions	Learning Outcome(s)	Session Activities
Session 8	LO2	Topic: Visualisation strategies Sample activities: <ul style="list-style-type: none"> • Guest presentation on visualisation strategies and types of output. • Student discussion about how different types of projects may call for different approaches to visualisation.
Session 9	All	Topic: Assessment workshop Sample activities: <ul style="list-style-type: none"> • Students present initial proposals for visualisation strategies. • Student-led discussion.
Session 10	LO3	Topic: Managing assets and pipelines Sample activities: <ul style="list-style-type: none"> • Tutor demonstration and presentation of asset management for model and shaders. • Students prepare model and shader assets in support of their assignments.
Session 11	LO3	Topic: Model development workshop Sample activities: <ul style="list-style-type: none"> • Students work in studio/computer lab on the development of models for their assignment. • Tutor works with students to support model development. • Group discussions on model progress.
Session 12	LO3	Topic: Test rendering/scene adjustment Sample activities: <ul style="list-style-type: none"> • Guest presentation on aspects of scene development for rendering, test rendering and adjustment. • Workshop on test rendering and scene management.
Session 13	LO3	Topic: Rendering strategies – local/network/cloud Sample activities: <ul style="list-style-type: none"> • Guest presentation from a render farm company, discussing the different approaches to rendering. • Demonstration of cloud-based rendering solutions.
Session 14	LO3	Topic: Rendering assets Sample activities: <ul style="list-style-type: none"> • Tutor demonstration of managing render assets to ensure clean rendering and reduce rendering times. • Rendering workshop.
Session 15	LO3	Topic: Modelling and rendering workshop Sample activities: <ul style="list-style-type: none"> • Students work in studio/computer lab on the development of models and renderings for their assignment. • Tutor works with students to support model development. • Group discussions on model progress.

Sessions	Learning Outcome(s)	Session Activities
Session 16	LO3	Topic: Visualisation output/post-processing Sample activities: <ul style="list-style-type: none"> Tutor presentation of different types of rendered output.
Session 17	LO4	Topic: Output workshop Sample activities: <ul style="list-style-type: none"> Students work on developing final outputs for assessment.
Session 18	LO4	Topic: Assessment workshop Sample activities: <ul style="list-style-type: none"> Tutor works with students to complete final assessment elements.
Session 19	All	Topic: Assessment submission/presentation Sample activities: <ul style="list-style-type: none"> Students give 10-minute presentation of final visualisations. Tutor and peer feedback on presentations. Students submit work for final assessment.
Session 20	All	Topic: Unit review Sample activities: <ul style="list-style-type: none"> Tutor presentation recapping the unit content. Student-led discussion of unit and assignments.

Unit 58: Creative Industries Placement

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	5
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Unit Title:	Creative Industries Placement	Tutor:	
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Unit Number:	58	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Select a work-based learning opportunity in response to personal learning needs and opportunities within the context of employment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan and manage a work-based learning experience through consultation with employer/client and tutor.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assess the development of employability skills and professional attributes in relation to activities undertaken during work-based learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate own development, based on personal experience and employer or client feedback, to plan for the future.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic: Scoping the creative industries for work placement opportunities</p> <p>Sub-topic(s): Project briefing, establishing progression pathways into the creative industries, identifying the route to a career, job skill and qualities audit, identifying employability skills and target setting.</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Group exercise in career planning and development. • Creative industry guest lecturer. • The use of career planning tools.
Session 2	LO1	<p>Topic: Placement opportunity searching</p> <p>Sub-topic(s): Searching for vacancies/client opportunities in the creative industries, awareness of institution guidelines on work placement for safeguarding, health and safety requirements</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Simulated activity identifying best strategy for contacting placement opportunity providers.
Session 3	LO1	<p>Topic: The qualities I bring to a work placement opportunity</p> <p>Sub-topic(s): Identifying strengths and weakness (SWOT), carrying out a skills audit, distinguishing between professional and personal goals, determining clear objectives</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Create a SWOT presentation/visual display to represent placement goals and aspirations.
Session 4	LO2	<p>Topic: Securing and preparing for work-based learning opportunity</p> <p>Sub-topic(s): Developing an effective communication strategy, approaching employers/clients, cover letter, email and CV. Conducting a successful interview/client pitch. Guidance on planning, organising and managing a work placement opportunity</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Small group task; design a pre-replacement survey that might allow you to measure impact of placement opportunity.
Session 5	LO1 LO2	Staff/student work-based learning opportunity 1:1 tutorials.
Session 6	LO1 LO2	Staff/student work-based learning opportunity 1:1 tutorials.
Session 7	LO2	<p>Topic: Managing the work-based opportunity</p> <p>Sub-topic(s): Positive personal presentation, using appropriate language, body language, eye contact, dress code, clear communication, client/employer relationships and respect, recording the work-based learning opportunity</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Q+A preparation for creative industry guest lecturer. • Introduction to blogging.

Sessions	Learning Outcome(s)	Session Activities
Session 8	LO3	Topic: Recognising skills development Sub-topic(s): Definition of employability attributes (hard/soft skills), communication skills, critical thinking applying literacy and numeracy, digital skills at work Sample activities: <ul style="list-style-type: none"> Research employability attributes in relation to related creative industry roles. Engage in activity prioritising employability attributes against creative industry posts. Evaluate value judgements.
Session 9	LO3	Topic: Evidencing and evaluating skills development Sub-topic(s): Making the most of your work experience log, introduction to blogging, positive thinking and building resilience, building confidence and becoming more assertive Sample activities: <ul style="list-style-type: none"> Assertiveness techniques and games. Building assertiveness role play exercises.
Session 10	LO3 LO4	Staff/student work-based learning opportunity 1:1 tutorials.
Session 11	LO3 LO4	Staff/student 1:1 work-based learning opportunity tutorials.
Session 12	LO4	Topic: Effective evaluation Sub-topic(s): Measuring personal impact, identifying new techniques and skills, developing and using listening skills, spotting opportunities, succeeding in the workplace Sample activities: <ul style="list-style-type: none"> Return to and complete the pre-placement survey (session 4).
Session 13	LO3 LO4	Staff/student work-based learning opportunity 1:1 tutorials.
Session 14	LO4	Topic: Securing and using feedback Sub-topic(s): Primary/secondary research, surveys, questionnaires, feedback sheets, client testimonials, building networks, selling yourself as a creative, using an online presence Sample activities: <ul style="list-style-type: none"> 10-minute presentations detailing key learning and impact of work-based learning opportunity to peers and staff.
Session 15	LO4	Topic: Evaluating skills Sample activities: <ul style="list-style-type: none"> Skills auditing to consider new skills gained through work-based learning. Students share skills audits for discussion and evaluation.
Session 16	LO4	Topic: Skills planning/CPD Sample activities: <ul style="list-style-type: none"> Based on previous week's skills audits, students develop CPD plans for further skills development. Students share CPD plans for discussion and evaluation.

Sessions	Learning Outcome(s)	Session Activities
Session 17	All	Topic: Assessment workshop Sample activities: <ul style="list-style-type: none"> Students work on final assessment submissions.
Session 18	All	Topic: Assessment surgery Sample activities: <ul style="list-style-type: none"> Students may sign up for individual or small group tutorials to discuss final submissions.
Session 19	All	Topic: Assessment submission Sample activities: <ul style="list-style-type: none"> Students submit work for final assessment.
Session 20	All	Topic: Unit review Sample activities: <ul style="list-style-type: none"> Tutor presentation of unit content and student work. Student-led discussion of unit content and assignments, sharing experience of work placements.

Unit 59: User-testing for Design

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	5
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Unit Title:	User-testing for Design	Tutor:	
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Unit Number:	59	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Explain the potential user-testing phases of a design project life cycle.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assess a user-testing strategy; confirming its suitability for a chosen design project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implement a user-testing strategy for a chosen design project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate the success of an art and design project based on outcomes of user-testing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	Topic: Introduction to the unit content and assessment Sub-topic(s): User-testing for art and design Sample activities: <ul style="list-style-type: none"> Tutor presentation on the historical implementation of user-testing in art and design. Group discussion on user-testing roles within the creative industry sector.
Session 2	LO1	Topic: Introduction to the unit content and assessment Sub-topic(s): User-testing phases of a design project life cycle Sample activities: <ul style="list-style-type: none"> Tutor presentation on user-testing phases including research, product/service, types of user-testing and user-testing stages. Group discussion: user/client needs and expectations.
Session 3	LO1	Topic: User-testing phases of a design project life cycle Sub-topic(s): User research Sample activities: <ul style="list-style-type: none"> Tutor presentation on conducting user research to identify the market and clarifying user needs and expectations. Group project: research user-testing scenarios for several art and design projects.
Session 4	LO1	Topic: User-testing phases of a design project life cycle Sub-topic(s): Product/service Sample activities: <ul style="list-style-type: none"> Tutor presentation on identifying the competition, client needs and expectations. Group discussion: negotiating with clients in an art and design project.
Session 5	LO1 LO2	Topic: User-testing phases of a design project life cycle Sub-topic(s): Types of user-testing Sample activities: <ul style="list-style-type: none"> Tutor presentation on implementing moderated/un-moderated testing, concept testing, prototyping, usability testing, 'Hallway' testing, preference testing and conducting user surveys. Group project: in groups, set up and implement two user-testing methodologies. Compare their success rates.
Session 6	LO1 LO2	Topic: User-testing phases of a design project life cycle Sub-topic(s): User-testing stages Sample activities: <ul style="list-style-type: none"> Tutor presentation on the user-testing process – discovery, research, design, launch and after-market analysis. Iterative testing. Group discussion: the effectiveness of iterative testing in an art and design project.

Sessions	Learning Outcome(s)	Session Activities
Session 7	LO2	<p>Topic: Assessing the suitability of a user-testing strategy for a chosen design project</p> <p>Sub-topic(s): User-testing types</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation on user-testing types employed in best practice implementation of user-testing strategies. • Group discussion: consider the user experience of various user-testing types and stages.
Session 8	LO2	<p>Topic: Assessing the suitability of a user-testing strategy for a chosen design project</p> <p>Sub-topic(s): Assessment aims, data synthesis and benchmarks</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation on the aims of a user-testing strategy, synthesising data and benchmarking. • Group discussion: consider the appropriate industry benchmarks with regard to a chosen user-testing strategy.
Session 9	LO2	<p>Topic: Assessing the suitability of a user-testing strategy for a chosen design project</p> <p>Sub-topic(s): Assessment implementation</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation on assessing best practice considerations with regard to user-testing implementation. • Group discussion: consider the impact of user numbers on the user-testing strategy.
Session 10	LO1 LO2	<p>Topic: User-testing – recap of unit session activities</p> <p>Sub-topic(s): User-testing phases and strategy assessment</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Group session: questions and answers on unit content covered to date. Review of activities.
Session 11	LO3	<p>Topic: Implementing a user-testing strategy for a chosen design project</p> <p>Sub-topic(s): Location and environment</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation on factors influencing the selection of an appropriate user-testing location and controlling the user-testing environment. • Group project: consider the suitability of various locations to implement a user-testing strategy for a chosen design project.

Sessions	Learning Outcome(s)	Session Activities
Session 12	LO3	Topic: Implementing a user-testing strategy for a chosen design project Sub-topic(s): Gathering results Sample activities: <ul style="list-style-type: none"> Tutor presentation on gathering user-testing results – synthesising user feedback, direct/indirect observation. Group project: sample exercises on the synthesis of participant feedback. Exercises on direct/indirect observation of user-test participants.
Session 13	LO3	Topic: Implementing a user-testing strategy for a chosen design project Sub-topic(s): Gathering results Sample activities: <ul style="list-style-type: none"> Tutor presentation on gathering user-testing results – documenting the session (including the production of moderator's notes). Group project: set up a user-testing feedback session. Observe participants and produce moderator's notes that comprehensively/accurately document the results.
Session 14	LO3	Topic: Implementing a user-testing strategy for a chosen design project Sub-topic(s): Responding to user-testing Sample activities: <ul style="list-style-type: none"> Tutor presentation on conducting effective research following consideration of user-testing results. Group project: research project. Analysing user-test results. Tutor guidance, supervision and feedback throughout.
Session 15	LO3	Topic: Implementing a user-testing strategy for a chosen design project Sub-topic(s): Responding to user-testing Sample activities: <ul style="list-style-type: none"> Tutor presentation on implementing design and manufacturing changes following consideration of user-testing results. Group project: research project. What alternative approaches are available within the design and manufacturing process that would satisfy the user-testing responses/concerns?
Session 16	LO3	Topic: Implementing a user-testing strategy for a chosen design project Sub-topic(s): Responding to user-testing Sample activities: <ul style="list-style-type: none"> Tutor presentation on issues that need to be considered with regard to re-testing. Group project: consider alternative user-testing approaches/methodologies to be used when re-testing.

Sessions	Learning Outcome(s)	Session Activities
Session 17	LO4	Topic: Review user-testing strategy and its implementation Sub-topic(s): User-testing procedures Sample activities: <ul style="list-style-type: none"> Group project – document the user-testing system budget, timeline and resources used. Consider testing methodologies and user/client feedback. Tutor guidance, supervision and feedback throughout.
Session 18	LO4	Topic: Evaluation Sub-topic(s): Evaluating the user-testing strategy for a chosen project Sample activities: <ul style="list-style-type: none"> Group project – students evaluate the strengths and weaknesses of the developed user-testing strategy and recommend improvements. Student presentations. Group discussion.
Session 19	LO4	Topic: Evaluation Sub-topic(s): Evaluating own contribution Sample activities: <ul style="list-style-type: none"> Group project – students evaluate both their own and each other's contribution to the development of the workflow management items during the module delivery. What improvements can be made to streamline the user-testing strategy for a design project life cycle? Reflecting on strengths and weaknesses of working practices. Student presentations. Group discussion.
Session 20	LO1 LO2 LO3 LO4	Topic: Module review Sample activities: <ul style="list-style-type: none"> Completion of module review. Feedback on assignment submissions.

Unit 60: Digital Animation

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	5
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Unit Title:	Digital Animation	Tutor:	
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Unit Number:	60	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Explore the development of digital animation and its application in different contexts.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan a digital animation using storyboards, sketches and planning tools.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use industry standard production and post-production tools and techniques to develop a digital animation, for a specific target audience.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critically evaluate a digital animation based on viewer feedback and reflection.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic: Project brief Sub-topic(s): The development and application of digital animations Sample activities:</p> <ul style="list-style-type: none"> • Unit descriptor introduction. • Briefing on the development and application of digital animations. • Individual or group research into digital animations: skeletal animation, key framing/tweening, motion capture, character animation, facial animation, 2D and 3D animations. • Commence independent research and development for written task/report on digital animations.
Session 2	LO1	<p>Topic: Traditional animation techniques and practices Sub-topic(s): The development and application of traditional animations Sample activities:</p> <ul style="list-style-type: none"> • Briefing on the development and application of traditional animations. • Individual or group research into traditional animations: celluloid ('cel') animation, claymation, stop-motion and rotoscoping. • Continuation of independent research and development for LO1 written task/report.
Session 3	LO1	<p>Topic: Digital animations for different contexts Sub-topic(s): Entertainment, advertising, marketing and gaming Sample activities:</p> <ul style="list-style-type: none"> • Briefing on digital animations created for entertainment, advertising, marketing and gaming. • Individual or group mind-map on digital animations created for different contexts. • Group discussion or peer review on digital animations created for Session 2 Sub-topics. • Continuation of independent research and development for LO1 written task/report.
Session 4	LO1	<p>Topic: Digital animations in different contexts, cont. Sub-topic(s): Education, scientific visualisation and simulations Sample Activities:</p> <ul style="list-style-type: none"> • Briefing on digital animations created for education, scientific visualisation and simulations. • Individual or group mind-map on digital animations created for different contexts, cont. • Group discussion or peer review on digital animations created for Session 3 Sub-topics. • Continuation of independent research and development for LO1 written task/report.

Sessions	Learning Outcome(s)	Session Activities
Session 5	LO1	<p>Topic: Digital animations in different contexts, cont. Sub-topic(s): Digital animations for different audiences Sample Activities:</p> <ul style="list-style-type: none"> • Briefing on digital animations created for different audiences e.g. online, offline, mass, niche and demographics. • Individual or group research on digital animations created for different audiences. • Group discussion on digital animations created for different audiences. • Peer review of mind-maps on digital animations created for different contexts. • Continuation of independent research and development for LO1 written task/report.
Session 6	LO2	<p>Topic: Digital animation computer hardware and software applications Sub-topic(s): Computer hardware and software applications industry standards Sample activities:</p> <ul style="list-style-type: none"> • Briefing on industry standards, computer hardware and software applications for digital animation. • Individual or group research on digital animation industry standards in computer hardware and animations software applications. • Group discussion or peer review based on computer hardware and software applications for digital animation. • Introduction to digital animation software applications and digital animation tools and techniques. • Self-assessment of written task/report for LO1.
Session 7	LO2	<p>Topic: Planning a digital animation Sub-topic(s): Overview of pre-production, production and post-production stages of a digital animation Sample activities:</p> <ul style="list-style-type: none"> • Briefing on the three stages of developing a digital animation. • Individual or group research into pre-production, production and post-production stages of a digital animation. • Group discussion or peer review on pre-production, production and post-production stages of a digital animation. • Tutorials on digital animation software applications and digital animation tools and techniques. • Commence independent research and development to create plan for digital animation.

Sessions	Learning Outcome(s)	Session Activities
Session 8	LO2	<p>Topic: Planning a digital animation, cont.</p> <p>Sub-topic(s): Pre-production stage in detail: storyboarding, sketches, layouts, model sheets and animatics/wireframes, pre-production and vocal tracks.</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Briefing on storyboarding, layouts, model sheets and animatics. • Individual or group research into storyboarding, layouts, model sheets and animatics. • Group discussion or peer review on storyboarding, layouts, model sheets and animatics. • Tutorials on digital animation software applications and digital animation tools and techniques. • Continuation of independent research and development to create digital animation plan.
Session 9	LO3	<p>Topic: Developing a digital animation</p> <p>Sub-topic(s): Production stage in detail: modelling, texturing, lighting, rigging, animating and rendering</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Briefing on modelling, texturing, lighting, rigging, animating and rendering techniques. • Individual or group research into modelling, texturing, lighting, rigging, animating and rendering techniques. • Group discussion or peer review on modelling, texturing, lighting, rigging, animating and rendering techniques. • Tutorials on digital animation software applications and digital animation techniques. • Continuation of independent research and project development applying digital animation tools and techniques. • Peer assessment of digital animation plans.
Session 10	LO3	<p>Topic: Developing a digital animation, cont.</p> <p>Sub-topic(s): Post-production stages in detail: compositing, sound editing, video editing, titles and credits</p> <p>Sample activities:</p> <ul style="list-style-type: none"> • Briefing on compositing, sound editing and video editing techniques. • Individual or group research into compositing, sound editing and video editing techniques. • Group discussion or peer review on compositing, sound editing and video editing techniques. • Tutorials on digital animation software applications and digital animation techniques. • Continuation of independent research and project development applying digital animation tools and techniques.

Sessions	Learning Outcome(s)	Session Activities
Session 11	LO3	Topic: Developing a digital animation, cont. Sub-topic(s): Digital animation (production) tutorials Sample activities: <ul style="list-style-type: none"> Briefing on digital animation software applications. Group discussion or peer review on digital animation software applications and digital animation techniques. Tutorials on digital animation software applications and digital animation techniques. Continuation of independent research and project development applying digital animation tools and techniques.
Session 12	LO3	Topic: Developing a digital animation, cont. Sub-topic(s): Digital animation (production) tutorials Sample activities: <ul style="list-style-type: none"> Briefing on digital animation software applications. Group discussion or peer review on digital animation software applications and digital animation techniques. Tutorials on digital animation software applications and digital animation techniques. Continuation of independent research and project development applying digital animation tools and techniques.
Session 13	LO3	Topic: Developing a digital animation, cont. Sub-topic(s): Digital animation (production) tutorials Sample activities: <ul style="list-style-type: none"> Additional tutorials on digital animation techniques. Continuation of independent research and project development applying digital animation tools and techniques. Formative assessment.
Session 14	LO3	Topic: Developing a digital animation, cont. Sub-topic(s): Digital animation (post-production) tutorials Sample activities: <ul style="list-style-type: none"> Briefing on digital animation software applications. Group discussion or peer review on digital animation software applications and digital animation techniques. Tutorials on digital animation software applications and digital animation techniques. Continuation of independent research and project development applying digital animation tools and techniques.

Sessions	Learning Outcome(s)	Session Activities
Session 15	LO3	Topic: Developing a digital animation, cont. Sub-topic(s): Digital animation (post-production) tutorials Sample activities: <ul style="list-style-type: none"> • Additional tutorials on digital animation techniques. • Continuation of independent research and project development applying digital animation tools and techniques.
Session 16	LO3	Topic: Presenting 2D digital animations Sub-topic(s): Presentation software and 2D animation techniques Sample activities: <ul style="list-style-type: none"> • Appropriate 2D presentation techniques and practices. • Peer review of digital animations. • Continuation of independent project development applying digital animation tools and techniques.
Session 17	LO3	Topic: Presenting 3D digital animations Sub-topic(s): Presentation software applications and techniques for 3D animations Sample activities: <ul style="list-style-type: none"> • Appropriate 3D presentation techniques and practices. • Peer review of digital animations. • Continuation of independent project development applying digital animation tools and techniques.
Session 18	LO3	Topic: Digital animation presentations Sub-topic(s): Presentation and peer review of students' digital animations Sample activities: <ul style="list-style-type: none"> • Students present their digital animations. • Group discussion or peer review on digital animations presented. • Work in progress and/or final outcomes of digital animation developed for a specific audience presented to tutor and fellow students. • Completion of independent project applying digital animation tools and techniques.
Session 19	LO4	Topic: Evaluating digital animations Sample activities: <ul style="list-style-type: none"> • Presentation on how to conduct a detailed critical analysis of processes and results. • Appropriate evaluation techniques. • Additional work in progress and/or final outcomes of digital animation developed for a specific audience presented to tutor and fellow students. • Self-assessment of overall project.

Sessions	Learning Outcome(s)	Session Activities
Session 20	LO4	Topic: Unit review Sample activities: <ul style="list-style-type: none"> • Completion of unit review. • Feedback on assessments. • Conclusions and recommendations.

Unit 61: Creative Entrepreneurship

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	5
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Unit Title:	Creative Entrepreneurship	Tutor:	
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Unit Number:	61	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Explore a creative opportunity, based on own skills and knowledge.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assess the viability of a creative opportunity, through analysis of market research.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present a business plan, for a creative venture, to a panel of potential stakeholders.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate the business plan, for a creative venture, based on stakeholder feedback and reflection.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	Topic: Introduction to the unit content, unit assignment brief and LO1 Sample activities: <ul style="list-style-type: none"> Tutor-led delivery of unit overview of academic requirements/submission format, links to associated units and context of unit. Tutor-led discussion: 'what is creativity in this context?' Group activity: students to create a list of essential 'creative' skills needed to be a creative entrepreneur.
Session 2	LO1	Topic: Typologies of entrepreneurship Sample activities: <ul style="list-style-type: none"> Tutor-led discussion: 'what is an entrepreneur?' 'what is the difference between an entrepreneur and a creative entrepreneur?' Group activity: students to work in small groups and create a 'job description' for a creative entrepreneur.
Session 3	LO1	Topic: The creative entrepreneur Sample activities: <ul style="list-style-type: none"> Discussion activity on ethical, social and environmental considerations when exploring opportunities. Group activity – present and share examples of creative entrepreneurs.
Session 4	LO1	Topic: The entrepreneurial mindset Sample activities: <ul style="list-style-type: none"> Tutor-led session: 'what is reflective practice?' Tutor-led session: discussion on Gibbs reflective cycle and how the six stages of reflection can be applied in context of a creative entrepreneur.
Session 5	LO1	Topic: Creative Opportunities Sample activities: <ul style="list-style-type: none"> Tutor presentation on funding opportunities; grants, government funding, competitions, crowd-funding Student discussion and feedback on researching crowd-funding processes and successes.
Session 6	LO2	Topic: Market Research Sample activities: <ul style="list-style-type: none"> Guest presentation from Market Research firm Student Q&A
Session 7	LO2	Topic: Demographics Sample activities: <ul style="list-style-type: none"> Tutor presentation on the use of demographic research/data in defining market opportunities Students undertake desk-based research to gather demographics related to a specific market and discuss how this may inform a business strategy.

Sessions	Learning Outcome(s)	Session Activities
Session 8	LO2	Topic: Business Strategies Sample activities: <ul style="list-style-type: none"> Tutor presentation of business development strategies. Students research and present ideas for businesses related to specific markets. Discussion of strategies for developing these businesses.
Session 9	LO3	Topic: The Business Plan Sample activities: <ul style="list-style-type: none"> Guest presentation from a bank business account manager, discussing how a business plan informs potential investment and funding. Student Q&A
Session 10	LO3	Topic: Developing a Business Plan Sample activities: <ul style="list-style-type: none"> Tutor presentation on the elements of a business plan Students work in teams to develop the elements of a business plan and discuss their approach.
Session 11	LO3	Topic: Financial Planning Sample activities: <ul style="list-style-type: none"> Guest presentation from a business finance advisor, to discuss the process of financial planning Student Q&A
Session 12	LO3	Topic: Company Types/Company Formation Sample activities: <ul style="list-style-type: none"> Tutor presentation of the different types of company structures and the process of formation. Students, working in groups, prepare short presentations of what they feel is an appropriate form of company for a given type of business.
Session 13	All	Topic: Assessment Workshop Sample activities: <ul style="list-style-type: none"> Students work on development of assessment submission with tutor input and support
Session 14	LO4	Topic: Analysing a Business Plan Sample activities: <ul style="list-style-type: none"> Tutor presentation on what to look for in a business plan. How will funding organisations view the plan? How will a bank view the plan? Students review a given set of business plans and discuss the content.
Session 15	LO4	Topic: The Vision Thing Sample activities: <ul style="list-style-type: none"> Tutor presentation on defining a business vision Student-led discussion of different businesses and how we understand their vision.

Sessions	Learning Outcome(s)	Session Activities
Session 16	LO3	Topic: Management and Structure Sample activities: <ul style="list-style-type: none"> • Guest presentation, by a local business leader, to discuss different types of company structure and management strategies. • Student Q&A
Session 17	LO3	Topic: Assessment Workshop Sample activities: <ul style="list-style-type: none"> • Students work, in class, on assessment submissions with tutor support
Session 18	LO4	Topic: Business Reflection/Personal Reflection Sample activities: <ul style="list-style-type: none"> • Tutor Presentation on the role of reflection in business and personal activity. • Students prepare short reflections on the process of business planning and share with the group. • Student-led discussion
Session 19	LO4	Topic: Assessment Surgery Sample activities: <ul style="list-style-type: none"> • Students may sign-up for individual or small group tutorials in support of final assessment submissions.
Session 20	All	Topic: Assessment Submission & Unit Review Sample Activities: <ul style="list-style-type: none"> • Students submit work for assessment • Tutor presentation, recapping unit content • Student-led discussion of unit content and assignments

Unit 62: Trend Forecasting

Please note that Schemes of Work are for guidance and support only.

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	5
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Unit Title:	Trend Forecasting	Tutor:	
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Unit Number:	62	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Evaluate current trends, for a specific subject area, and consider possible future trends.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critically analyse existing trend/market research to develop a forecast.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop a trend forecast for a given market, using standard methods of research and analysis.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present a trend forecast based on client needs and market research and analysis.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic: Introduction to trend forecasting and prediction</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Areas of trend forecasting. • Structure of trend forecasting. • Current trends. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students are asked to analyse online or print-based magazines and describe current fashion trends. • Students visit a local retail centre and report back on current trends in stores.
Session 2	LO1	<p>Topic: Introduction to trend forecasting and prediction</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Trend timelines, cycles, swings and patterns. • The zeitgeist. • Steps in developing a forecast. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students are asked to identify examples of pendulum swings and trends that are cyclical. • Students brainstorm what they believe to be important in the current zeitgeist.
Session 3	LO2	<p>Topic: Leaders in forecasting</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Li Edlekoort and Trend Union. • WGSN. • Fashion Snoops, Trendstop. <p>Sample activities:</p> <ul style="list-style-type: none"> • Activities will depend upon what the provider has access to – some may have subscription to sites such as WGSN.com in which case students should use this. Otherwise students should be directed to the free information available on Instagram, Tumblr, Snapchat and websites for these forecasting companies.
Session 4	LO2	<p>Topic: Primary and secondary research in trend forecasting</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Using reliable sources. • Qualitative and quantitative data analysis. • Trade shows. • Street style spotting. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students undertake their own retail or street wear primary research through collecting data based on a particular product. For example: photographing examples of customised denim. • Online research of trade shows such as Pitti Umo and Premiere Vision.

Sessions	Learning Outcome(s)	Session Activities
Session 5	LO2	<p>Topic: Primary and secondary research in trend forecasting</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Street style spotting. • Retail research. <p>Sample activities:</p> <ul style="list-style-type: none"> • Students undertake their own retail or street wear primary research through collecting data based on a particular product. For example: photographing examples of customised denim. • Undertake online research to understand how high-street brands are communicating trends on their websites and linking these to product.
Session 6	LO2	<p>Topic: Primary and secondary research in trend forecasting</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Influencers. • Interviews and focus groups. • Online research (netnography). <p>Sample activities:</p> <ul style="list-style-type: none"> • Identify trend influencers: gather images and describe how they embody a particular trend. • Interview other students to find out who they are following on social media, who they are influenced by and how.
Session 7	LO2	<p>Topic: Primary and secondary research in trend forecasting</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Influencers. • Interviews and focus groups. • Online research (netnography). <p>Sample activities:</p> <ul style="list-style-type: none"> • Students undertake netnography research using Instagram to follow a trend through a hashtag, tracking who is performing the trend, how many people are using the hashtag and documenting how it is developing. • Identify the roots of the trend, what are the motivations for the trend, can these be communicated through images?
Session 8	LO2	<p>Topic: Primary and secondary research in trend forecasting</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> • Influencers. • Interviews and focus groups. • Online research (netnography). <p>Sample activities:</p> <ul style="list-style-type: none"> • Having identified an area of interest, design questions for a focus group. • Interview an expert/individual from an identified consumer group.

Sessions	Learning Outcome(s)	Session Activities
Session 9	LO2	<p>Topic: Primary and secondary research in trend forecasting Sub-topic(s):</p> <ul style="list-style-type: none"> Analysing data. Identifying patterns within qualitative research. <p>Sample activities:</p> <ul style="list-style-type: none"> Having done either an interview or a focus group work in the session to analyse the data, are there key words that emerge repeatedly? Does the data support or contradict the findings from your secondary research? Undertake further secondary research to develop the trend idea, find more examples and aim to understand the motivating factors for the trend.
Session 10	LO2	<p>Topic: Primary and secondary research in trend forecasting Sub-topic(s):</p> <ul style="list-style-type: none"> Analysing data. Identifying patterns within qualitative research. Narrowing the focus. <p>Sample activities:</p> <ul style="list-style-type: none"> Build on the initial primary and secondary research through starting to narrow the focus. Identify key words and ideas to focus upon in doing further secondary research. Create a draft colour palette for the trend.
Session 11	LO3	<p>Topic: Forecasting process Sub-topic(s):</p> <ul style="list-style-type: none"> Narrowing the focus. Refining the trend. Colour references. <p>Sample activities:</p> <ul style="list-style-type: none"> Edit a selection of images that communicate a trend idea. Consider key silhouettes for the trend.
Session 12	LO3	<p>Topic: Forecasting process Sub-topic(s):</p> <ul style="list-style-type: none"> Narrowing the focus. Refining the trend. Colour references. Key ideas. <p>Sample activities:</p> <ul style="list-style-type: none"> Describe the key ideas for the trend and give examples of these that might reference exhibitions, cultural events, social, geographical or design concerns. Give examples of materials and prints in line with the trend idea.

Sessions	Learning Outcome(s)	Session Activities
Session 13	LO3	<p>Topic: Forecasting process</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Refining the trend. Colour references. Key ideas. <p>Sample activities:</p> <ul style="list-style-type: none"> Write a paragraph describing the key colours and tones, how they work as a colour palette for the season and the mood/feeling this creates; use emotive and descriptive language. Consider how the trend might evolve in seasons to come.
Session 14	LO3	<p>Topic: Forecasting process</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Working with client needs. Creating packages for different clients and markets. <p>Sample activities:</p> <ul style="list-style-type: none"> Consider how an identified trend would need to be presented to a particular client. Analyse the needs of a high-street fashion brand and aim to identify what information they would require in a trend package for their market.
Session 15	LO3	<p>Topic: Forecasting process</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Working with client needs. Creating packages for different clients and markets. <p>Sample activities:</p> <ul style="list-style-type: none"> Consider how your identified trend would need to be presented to a particular client. Develop content that meets the needs of an identified client – this might be focused on print, silhouette, packaging or retail display.
Session 16	LO3	<p>Topic: Forecasting process</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Working with client needs. Creating packages for different clients and markets. <p>Sample activities:</p> <ul style="list-style-type: none"> Consider how your identified trend would need to be presented to a particular client. Develop content that meets their needs – this might be focused on print, silhouette, packaging or retail display.

Sessions	Learning Outcome(s)	Session Activities
Session 17	LO4	<p>Topic: Presenting a trend package</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Editing visual research. Refining communication. Writing descriptive text, package titles and keywords. <p>Sample activities:</p> <ul style="list-style-type: none"> Write keywords, a paragraph that introduces your trend and provides context to the ideas. Consider cultural, social and geographical influences. Give your trend a name. Create a layout of the trend as a 'package' (InDesign or Photoshop).
Session 18	LO4	<p>Topic: Presenting a trend package</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Editing visual research. Refining communication. Writing descriptive text, package titles and keywords. <p>Sample activities:</p> <ul style="list-style-type: none"> Create a layout of the trend as a 'package' (InDesign or Photoshop). Peer review the developing trend packages in class. Complete a self-assessment of the final trend package against the learning outcomes and grading criteria; how can the work be improved?
Session 19	LO4	<p>Topic: Presenting a trend package</p> <p>Sub-topic(s):</p> <ul style="list-style-type: none"> Pantone references. <p>Sample activities:</p> <ul style="list-style-type: none"> Students to sample colours and add pantone references to their trend packages. Peer review the developing trend packages in class. Complete a self-assessment of the final trend package against the learning outcomes and grading criteria; how can the work be improved? Submission of assignment 1
Session 20	All	<p>Topic: Completion of module review</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Feedback on assessments.

Unit 63: Principles of Lifedrawing

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	4
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Unit Title:	Principles of Lifedrawing	Tutor:	
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Unit Number:	63	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Illustrate the principles and practices of lifedrawing through historic and contemporary precedents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Explore anatomy, structure and form through lifedrawing media and techniques.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Develop lifedrawing work; applying principles of proportion, volume, and movement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Present a portfolio of lifedrawing work that reflects evaluation and reflection.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	ALL	Topic: Unit Introduction Sample activities: <ul style="list-style-type: none"> Tutor presentation of unit, overall topics and introduction Group exploration of examples and precedents, with discussion Student-led discussion of unit learning outcomes and assessment criteria
Session 2	LO1	Topic: Project Briefing and Discussion Sub-topic(s): Introduction to assignment brief, and discussion Sample activities: <ul style="list-style-type: none"> Tutor presentation of the Assignment Brief and requirements Student-led discussion of how Assignment Brief relates to learning outcomes and assessment criteria Initial student research on topic for assignment
Session 3	LO1	Topic: Historical influences Sub-topic(s): Developments, lifedrawing in the arts, traditions Sample activities: <ul style="list-style-type: none"> Lecture on case studies of lifedrawing in history and its major traditions Learner led presentations of key historical artists that have used lifedrawing
Session 4	LO1	Topic: Contemporary influences Sub-topic(s): Techniques, sketching, outline, contour, silhouette, shape, gesture, formulaic and measuring, continuous line, negative space, perspective and foreshortening, 2D and 3D process, tonal studies Sample activities: <ul style="list-style-type: none"> Lecture on case study of specific contemporary artists that use lifedrawing Seminar looking at uses of techniques by contemporary artists and designers using lifedrawing
Session 5	LO1/LO3	Topic: Lifedrawing principles Sub-topic(s): Anatomy, proportion, ergonomics, anthropometrics, weight and mass, gravity, perspective, ethics, formal elements, measurement, volume Sample activities: <ul style="list-style-type: none"> Lecture discussing the principles and processes for measuring anatomy used in lifedrawing Practical workshop applying measuring to illustrate principles of lifedrawing

Sessions	Learning Outcome(s)	Session Activities
Session 6	LO1	Topic: Practical lifedrawing workshop Sub-topic(s): Health and safety, anatomy, proportion, ethics Sample activities: <ul style="list-style-type: none"> Practical lifedrawing workshop with series of short exercises exploring anatomical techniques Seminar debrief discussing ethics and health and safety of lifedrawing practice
Session 7	LO3	Topic: Evaluation and reflection 1 Sub-topic(s): Intentions, context, process, techniques, materials Sample activities: <ul style="list-style-type: none"> Visiting lecturer discusses their reflective and evaluative process in context of their outcomes Seminar on the evaluation and reflection process for developing lifedrawing Practical activity completing a reflective log on development so far and sharing it with the group
Session 8	LO2	Topic: Traditional media Sub-topic(s): Traditional media and surfaces for drawing Sample activities: <ul style="list-style-type: none"> Seminar looking at how traditional media supports lifedrawing processes Practical lifedrawing workshop exploring traditional media and surfaces
Session 9	LO2	Topic: Non-traditional media Sub-topic(s): Non-traditional media and surfaces for drawing Sample activities: <ul style="list-style-type: none"> Seminar looking at how non-traditional media supports lifedrawing processes Practical lifedrawing workshop exploring non-traditional media and surfaces
Session 10	LO2	Topic: Poses and settings Sub-topic(s): Natural, static, body language, emotion Sample activities: <ul style="list-style-type: none"> Learner led seminar on poses and settings relevant to their own responses to brief Practical lifedrawing workshop exploring body language and poses
Session 11	LO2	Topic: Gravity Sub-topic(s): Weight, centre of gravity, plumb line, bearing, balance Sample activities: <ul style="list-style-type: none"> Critique and review of learner work assessing the application of gravity in work with formative feedback Practical lifedrawing workshop exploring gravity

Sessions	Learning Outcome(s)	Session Activities
Session 12	LO2/LO3	Topic: Kinetics Sub-topic(s): Movement, animation, sequential movement Sample activities: <ul style="list-style-type: none"> Guest speaker introduces their own work that explores movement in lifedrawing and the figure Practical lifedrawing workshop with dynamic movement
Session 13	LO3/LO4	Topic: Evaluation and reflection 2 Sub-topic(s): Intentions, response, craftsmanship, development, materials, techniques, context, principles, industry practice Sample activities: <ul style="list-style-type: none"> Peer review of development work in relation to intentions, craftsmanship, materials, techniques, context, principles and industry practice Practical lifedrawing workshop responding to feedback and refining lifedrawing
Session 14	LO3	Topic: Iteration and strategy Sub-topic(s): Testing, revising, re-working Sample activities: <ul style="list-style-type: none"> Practical workshop on quality control measures, techniques for revising and reworking existing drawings Seminar on devising strategies for using lifedrawing in the context of a brief
Session 15	LO2/LO3	Topic: Development Sub-topic(s): Quick poses, large and small scale work, memory drawing, close ups, varied poses Sample activities: <ul style="list-style-type: none"> Seminar on applying development techniques to the lifedrawing process Practical workshop applying, quick similar poses in succession for revision, large and small scale work testing, close ups and memory drawing techniques
Session 16	ALL	Topic: Application to brief 1 Sub-topic(s): Development, revision, feedback, evaluation Sample activities: <ul style="list-style-type: none"> 1 to 1 feedback on individual development in relation to the brief settings targets for project Practical lifedrawing workshop with learner led poses and work towards targets
Session 17	ALL	Topic: Application to brief 2 Sub-topic(s): Development, revision, feedback, evaluation Sample activities: <ul style="list-style-type: none"> 1 to 1 feedback on individual development in relation to the brief settings targets for project Practical lifedrawing workshop with learner led poses and work towards targets

Sessions	Learning Outcome(s)	Session Activities
Session 18	LO4	Topic: Critique Sub-topic(s): Feedback, quality review, peer assessment Sample activities: <ul style="list-style-type: none"> • Peer review of draft portfolio work • Group critique of development and outcomes with formative feedback for improvement
Session 19	LO3/LO4	Topic: Presentation and communication Sub-topic(s): Portfolio formats, industry standards, communication process Sample activities: <ul style="list-style-type: none"> • Seminar introducing portfolios containing lifedrawing and professional conventions • Practical demonstration of how to use photographic equipment to digitise large scale lifedrawing work and digital processes of presenting portfolios
Session 20	ALL	Topic: Final Submission & Review Sample activities: <ul style="list-style-type: none"> • Students submit work for final assessment • Student-led discussion of unit topics, assignment and reflection on how unit contributes toward future development.

Unit 63: Advanced Lifedrawing

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Schemes of Work

Programme Title:	Higher Nationals in Art & Design	Level:	5
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Unit Title:	Advanced Lifedrawing	Tutor:	
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Unit Number:	64	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Analyse a creative brief to define a lifedrawing approach.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Develop characters and contexts through the application of lifedrawing techniques.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Use an iterative approach to refine composition, mood and form in lifedrawing work.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Evaluate lifedrawing outcomes and process in support of a creative brief.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sessions	Learning Outcome(s)	Session Activities
Session 1	ALL	Topic: Unit Introduction Sample activities: <ul style="list-style-type: none"> • Tutor presentation of unit, overall topics and introduction • Group exploration of examples and precedents, with discussion • Student-led discussion of unit learning outcomes and assessment criteria •
Session 2	LO1	Topic: Lifedrawing for clients Sub-topic(s): Interpreting a brief, responding to a brief with a proposal Sample activities: <ul style="list-style-type: none"> • Visiting lecturer demonstrates lifedrawing use in a range of their own products relevant to the project • Group work deconstructing example briefs and identifying needs and processes for managing a project involving lifedrawing • Seminar on specific aspects of a proposal and communicating personal intentions to the client
Session 3	LO1	Topic: Lifedrawing in context Sub-topic(s): Industry applications of lifedrawing Sample activities: <ul style="list-style-type: none"> • Lecture on the history of applied lifedrawing • Student led seminar where each present a unique innovation and development in the history of lifedrawing for different products
Session 4	LO1	Topic: Project Briefing and Discussion Sub-topic(s): Introduction to assignment brief, and discussion Sample activities: <ul style="list-style-type: none"> • Tutor presentation of the Assignment Brief and requirements • Student-led discussion of how Assignment Brief relates to learning outcomes and assessment criteria • Initial student research on topic for assignment
Session 5	LO1	Topic: Applied lifedrawing Sub-topic(s): Working with models, communication, managing the model Sample activities: <ul style="list-style-type: none"> • Practical lifedrawing workshop where learners observe the management of the model • Practocal workshop where learners take turns defining poses suitable to their own project

Sessions	Learning Outcome(s)	Session Activities
Session 6	LO2	Topic: Character Sub-topic(s): Physiology, age, gender, behaviour, ethnicity, posture Sample activities: <ul style="list-style-type: none"> • Seminar on the historical and contemporary use of life and figure drawing to define character • Practical lifedrawing workshop applying drawing skills to accentuate physiology, age, gender, behaviour, ethnicity through posture and form
Session 7	LO2	Topic: Context and environment Sub-topic(s): Time, event, narrative, surroundings Sample activities: <ul style="list-style-type: none"> • Learner led presentations on creative demonstration of time, event, narrative and surroundings in lifedrawing work • Practical lifedrawing workshop applying drawing skills to communicate time, events, narrative, sequence and connection with surroundings with the model and props
Session 8	LO2	Topic: Representation Sub-topic(s): Lifedrawing styles, products and their respective audiences Sample activities: <ul style="list-style-type: none"> • Learner led discussion of different styles and connecting these to products and respective audiences • Practical led workshop with 1 to 1 support of development of style in relation to the project brief and personal intentions
Session 9	LO2	Topic: Poses and props Sub-topic(s): Face, expressive poses, body language, clothes, props Sample activities: <ul style="list-style-type: none"> • Learner led presentation of self-directed work and development of facial expressions and expressive poses • Collaborative work with the drama department enabling learners to work 1 to 1 with actors on facial expressions and poses with props
Session 10	LO3	Topic: Assignment Workshop Sample activities: <ul style="list-style-type: none"> • Desk-based tutorials on student's progress toward assignment, particular emphasis on design iteration quality control methods and reflection •
Session 11	LO3	Topic: Iteration Sub-topic(s): Iteration, revision, critique, reflection Sample activities: <ul style="list-style-type: none"> • Group critique of design development so far focusing on iteration steps and revision methods • Guest speaker discussing their work and iterative design process for characters •

Sessions	Learning Outcome(s)	Session Activities
Session 12	LO3	<p>Topic: Depth and volume</p> <p>Sub-topic(s): Colour palettes, shading, layering, contours and contrast</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Review of drawing techniques to support depth and volume with case studies Practical lifedrawing workshop applying colour, shade, layers, contours and contrast to poses
Session 13	ALL	<p>Topic: Mood</p> <p>Sub-topic(s): Colour theory, cultural associations, qualities of marks</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Lecture on colour and mood with reference to case study examples from industry Practical lifedrawing workshop applying colour and marks focusing on: intensity, confidence, pace, exaggeration, reduction
Session 14	LO3	<p>Topic: Composition</p> <p>Sub-topic(s): Positioning, scales and ratios, negative space, angles and shapes, focal points</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Case study review of inventive composition techniques and formats Practical lifedrawing workshop using compositional techniques in relation to project brief and personal intentions
Session 15	All	<p>Topic: Assignment Workshop</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Desk-based tutorials on student's progress toward assignment, particular emphasis on design individual character design feedback and strategies for meeting the client needs
Session 16	LO4	<p>Topic: Review</p> <p>Sub-topic(s): Intentions, client needs, relationship to brief, comparison with market material, contribution to product overall, influence on communication, techniques and process, workflow and project management, future developments</p> <p>Sample activities:</p> <ul style="list-style-type: none"> Student led presentation of project and opportunities to respond to feedback Group critique of development material

Sessions	Learning Outcome(s)	Session Activities
Session 17	LO4	Topic: Character development Sub-topic(s): Iterative stages and testing of characters Sample activities: <ul style="list-style-type: none"> Lecture on character development 1 to 1 feedback on character development in relation to the project brief
Session 18	LO3/LO4	Topic: Character in scenes Sub-topic(s): Creating a scene, placing characters in scenes and relationship of character to scene Sample activities: <ul style="list-style-type: none"> Lecture with case studies of working with characters in scenes Learner led presentation of scene work
Session 19	LO3/LO4	Topic: Assignment Workshop Sample activities: <ul style="list-style-type: none"> Desk-based tutorials on student's progress toward assignment; particular emphasis application of the lifedrawing strategy to the project needs
Session 20	ALL	Topic: Final Submission & Review Sample activities: <ul style="list-style-type: none"> Students submit work for final assessment Student-led discussion of unit topics, assignment and reflection on how unit contributes toward future development.

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