

# Unit 110: Papermaking and Printmaking

<b>Unit code:</b>	<b>Y/502/5439</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

The aim of the unit is to encourage learners to develop skills in experimenting with different paper and print techniques and processes to enhance and support their textile work.

## ● Unit introduction

In the development of their work, artists, designers and craftspeople need to experiment with a broad range of media and materials. It is important that textile artists and designers have a good knowledge of paper and printmaking skills as they are used widely within the textile world. Professionals apply this knowledge daily.

This unit explores the combination of handmade paper and printmaking techniques. It will encourage learners to experiment with different paper and print techniques and processes to enhance and support their textile work. This will enable learners to develop an understanding of handmade textures and coloured surfaces.

Papermaking will be taught through demonstrating how to mould, cast and form with paper pulps, using different fibres and embedding a variety of materials, for example seeds, sequins, threads and plant matter. Printmaking will be taught through showing how to print using different techniques, such as block and monoprinting. It will then be necessary to combine paper and printmaking by printing on to handmade papers. Learners will be encouraged to produce original and experimental paper designs and artwork that can support specialist fashion and textile pathways. The skills obtained through studying this unit can also be applied in other specialist textile units.

Learners will need to be made aware of health and safety issues associated with the paper and printmaking techniques they study. The appropriate risk assessments and COSHH guidance should be followed at all times.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Be able to investigate papermaking and printmaking media and materials
- 2 Be able to use papermaking and printmaking techniques
- 3 Be able to develop techniques, processes and ideas in papermaking and printmaking.

# Unit content

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## 1 Be able to investigate papermaking and printmaking media and materials

*Papermaking media and materials:* paper pulps; fibres (plant, vegetable); waste papers; part-processed fibres; dyes (natural, chemical); embedding fragments, eg seeds, sequins, threads

*Printmaking media and materials:* block printing inks; screen-printing pigments; solvents; paints; adhesives; varnishes; handmade; papers (recycled, commercial)

## 2 Be able to use papermaking and printmaking techniques

*Combine:* eg collage, montage, bonding, cutting, weaving, stitch

*Influences:* the work of others (historical, contemporary)

*Printmaking techniques and processes:* monoprinting; etching; hand painting; stencilling; relief printing (string, card); block printing (lino, polystyrene, wood); screen printing

*Papermaking techniques and processes:* sheet forming; couching; pressing; drying; embedding; embossing; watermarks; casting; moulding; dyeing; pulp painting

*Health and safety:* Health and Safety Act 1974; elimination of risk to self and others; thinking and working safely within a studio environment; following COSHH guidance on materials and workshop practice

## 3 Be able to develop techniques, processes and ideas in papermaking and printmaking

*Develop techniques, processes and ideas:* eg analyse, modify, adapt, refine; appropriate techniques; successes; failures; working practices; materials

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> investigate papermaking and printmaking media and materials [IE, CT]	<b>M1</b> purposefully investigate papermaking and printmaking media and materials to create experimental and individual ideas	<b>D1</b> integrate investigations with an innovative and sophisticated approach to papermaking and printmaking
<b>P2</b> use papermaking and printmaking techniques [RL, TW, SM]	<b>M2</b> analyse the development of ideas, techniques and processes in order to coherently refine work.	<b>D2</b> independently evaluate experimental techniques to create informed work.
<b>P3</b> develop techniques, processes and ideas in papermaking and printmaking. [RL, EP]		

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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# Essential guidance for tutors

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## Delivery

This unit has been designed to broaden learners' knowledge, skill and understanding of the techniques and processes usually associated with paper and printmaking. Artists, designers and craftspeople use many of these techniques and processes in their work. It is useful to look at other 2D and 3D artists' work to inspire learners and to make links with appropriate materials, techniques and processes. By exploring the use of paper and printmaking techniques and processes learners will understand how to creatively use ideas in their own work.

The majority of experiments will be carried out in studios and workshops, therefore all learners must be aware of the health and safety issues relating to the tools, media and equipment used. All work must be carried out in a safe and well-ventilated area and access to a sink is necessary. A print table will also be useful as this is a messy process and a lot of water is required.

It will be necessary to show learners examples of ready-made paper and prints. This will encourage them to experiment with surfaces, colours and textures. Tutors should encourage learners to explore their ideas and tutors must explain how to document ideas and findings throughout the project. This could be done in sketchbooks or on worksheets. It may also be necessary to work to a brief so that learners have a theme to research and can work with aims or objectives in mind.

Finished pieces of work should demonstrate use of relevant processes. Supporting work must record ideas and show understanding of the techniques. This could include learners' evaluations and analysis of their work.

Learning outcome 1 should be delivered through practical studio and workshop experiences, and tutor demonstration. Learners should have access to paper and printmaking equipment to investigate and explore paper and printmaking techniques. Materials might include pulps, plant and vegetable fibres, waste papers, part-processed fibres, natural and chemical dyes, sequins, flowers, inks, printing pigments, solvents, paints and varnishes.

It is advisable for learners to spend some time experimenting with creating papers first by using a blender to mix different fibres together. Then they can mould, colour, embellish, emboss and cast the papers and pulps to form sheets and 3D pieces. When the paper has been pressed and dried, it can be coloured using printing techniques, for example block, screen, transfer, etching and hand painting.

Learning outcome 2 should be delivered by building on the techniques learnt in learning outcome 1 and combining those ideas to make creative outcomes. Learners should investigate the context in which other artists have combined paper and printmaking with especial regard to historical and contemporary work. Learners need to document how they are making and decorating the paper with different colours and textures by using print methods such as block printing and hand painting. They can decorate and embellish the papers by adding stitch, or by using the pieces to create a collage. In some instances learners may wish to use bonding, moulding and casting techniques to make 3D pieces. If so they will need direction in creating freestanding soft sculptures, raised surfaces and structures. Finally, the papers will need to be presented. This can be done by, for example using them to make a collage, by presenting them as a piece of art or as a greetings card. All techniques and ideas must be documented to show understanding. Evidence for this can be in sketchbooks, design sheets and photography.

Learning outcome 3 should be delivered by teaching learners how to review and refine their work. This can be done by asking them to present their work to the rest of the group as a group critique. Any feedback can be recorded and used to help learners make design decisions about their work. By making mistakes and recording why these happened, learners can find ways to refine and improve their work. Written notes and sketches will be useful for this purpose, including positive comments and alternative ideas. The final piece of work (and the supporting experiments) can be commented on at relevant stages and an evaluation can be included at the end of the project. Some learners may prefer to evaluate their work verbally in the form of a presentation.

The unit is relevant to both textile and fashion specialist units and tutors should consider integrating the delivery and assessment of this unit with other appropriate units. This unit could be coupled with another specialist unit to develop a vocational context. For example, if the learner is working with a textile unit then they could produce a brief that embraces this unit and *Ideas and Concepts in Art and Design*.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit.
Lectures/seminars to introduce historical and contemporary papermaking and printmaking.
Workshops to introduce basic printmaking and papermaking processes – tutor led.
Visits to galleries, museums, craft galleries and individual research to explore diversity of medium.
Introduction to advanced techniques through experimentation – tutor led.
<p><b>Assignment 1:</b> A Small Panel based on 'The Fairground'</p> <p>Learners:</p> <ul style="list-style-type: none"> <li>● brainstorm 'The Fairground'</li> <li>● gather visual materials from primary and/or secondary sources</li> <li>● develop ideas in crayons, pencil and printmaking</li> <li>● experimental samples make in paper</li> <li>● print onto paper samples</li> <li>● review and refine ideas</li> <li>● develop final piece.</li> </ul>
Learner initiated study
<p><b>Assignment 2:</b> 2D/3D Piece Inspired by 'Nature'</p> <p>Learners:</p> <ul style="list-style-type: none"> <li>● brainstorm 'Nature'</li> <li>● gather visual materials from primary and/or secondary sources and develop a mood board</li> <li>● develop ideas in crayons, chalks, paint, collage, printmaking</li> <li>● experimental samples make in paper</li> <li>● print onto paper samples</li> <li>● review and refine ideas</li> <li>● develop final piece.</li> </ul>
Learner-initiated study.
Unit evaluation and group critique.

## Assessment

For P1, learners must carry out methodical investigations and explorations of paper making and printmaking media and materials. Learners need to demonstrate that they can produce basic print and paper ideas safely, with simple written notes to record their ideas. Gathering their paper and print samples together in a book, file or on worksheets will keep evidence together. Learners may wish to present them to the group or display them as an exhibition.

For P2, the samples produced need to be more experimental than those produced for P1. Work may be supported by tutor input and results must show some technical skills but may be limited in their use of original ideas. Learners need to explore and use the distinct processes and also explore combining the two, for example by printing on paper and weaving, glueing or shaping the papers together into a completed 2D or 3D piece.

For P3, learners must review the suitability of techniques and processes during the project and review and refine work accordingly. This can be done in the form of notes alongside media and ideas development work in their sketchbook, verbally or as a more formal piece of written work.

For merit criteria, finished pieces of work should demonstrate skilful use of relevant processes. Supporting work must record original ideas and show understanding of the techniques. This should include learners' evaluations and analysis of their work.

For M1, learners must show an individual approach and that they have purposefully explored print and papermaking, successfully creating innovative and imaginative ideas.

For M2, learners need to continuously and confidently analyse their work and refine it accordingly. As at pass level, work can be assessed by presenting it in sketchbooks, as a critique or as an exhibition.

For D1, learners' work should demonstrate a very high level of skill and sophistication. Learners must show a fluent understanding of all techniques and processes they have used and must document their use. Learners must create complex work that recognises the potential and limitations of paper and printmaking.

For D2, learners must independently evaluate their work showing a high and confident level of understanding.

### Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the Grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3 M1, M2 D1, D2	<b>Assignment 1:</b> A Small Panel based on 'The Fairground'	Fine art printmaker gathers visual materials, develops experimental samples, reviews the samples and then makes a final piece.	Tutor, self and peer assessment.
P1, P2, P3 M1, M2 D1, D2	<b>Assignment 2:</b> 2D/3D Piece Inspired by 'Nature'	Fine art printmaker initially decides on subject then gathers visual material.  Printmaker develops and reviews samples and then makes a final piece.	Tutor, self and peer assessment.  Exhibition.

## Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Art and Design sector suite. This unit has particular links with:

Level 1	Level 2	Level 3
Introduction to Surface Decorations	Working with Textile Briefs.	Visual Recording in Art and Design
Introduction to Printed Textiles	Printmaking	Materials, Techniques and Processes
		Exploring Specialist Textile Techniques
		Extending Specialist Textile Techniques

## National Occupational Standards

This unit also provides development opportunities for some of the underpinning skills, knowledge and understanding of the following National Occupational Standards:

### CCSkills Sector Skills Council

Design (revisions in draft form June 2009)

- DES7 Contribute to the production of prototypes, models, mock-ups, samples or test pieces
- DES8 Explore the use of colour in a creative environment
- DES9 Research, test and apply techniques for the design of products
- DES10 Create visual designs

### Skillfast-UK Sector Skills Council

Textiles and Material Design

- D1 Research design information and ideas for textiles and materials using a range of techniques
- D3 Develop design responses for textiles and materials to meet agreed requirements
- D2 Develop and communicate design ideas for textiles and materials
- D4 Contribute to producing detailed designs for textiles and materials
- D5 Contribute to realising design prototypes for textiles and materials.

## Essential resources

The resources required will vary depending on the print techniques carried out. Simple paper and printmaking resources with access to sinks, sufficient working space and suitable drying space will be adequate. The equipment needed is likely to include: food blender, strainer, large bowl, plastic trays such as cat litter trays or photographic developing trays, mould and deckle, felted blankets for a base, print table, print rollers and drying equipment. Also waste papers, plant fibres and printing dyes and inks are needed.

## Employer engagement and vocational contexts

Centres should develop links with practising artists, craftspeople and designers, to deliver assignments to learners or to provide work experience.

Links with employers are essential to the delivery of the programme for work experience and future employment.

Vocational learning support resources:

- Learning and Skills Network – [www.vocationallearning.org.uk](http://www.vocationallearning.org.uk)

Business and finance advice:

- local and regional Business Link – [www.businesslink.gov.uk](http://www.businesslink.gov.uk)

Assignments should be vocationally relevant; centres should consider the delivery of 'live projects' for example to support the vocational content of the unit and programme.

Creative and cultural skills ([www.ccskills.org.uk](http://www.ccskills.org.uk)), the sector skills council for design have launched the web portal Creative Choices ([www.creative-choices.co.uk](http://www.creative-choices.co.uk)). This portal has a range of information about careers in the design sector, including job descriptions.

Skillfast-UK, the sector skills council for fashion and textiles ([www.skillfast-uk.org](http://www.skillfast-uk.org)), provide details on their careers web pages ([www.skillfast-uk.org/justthejob](http://www.skillfast-uk.org/justthejob)) about careers advice and industry information, plus regularly updated news and events pages.

## Indicative reading for learners

### Textbooks

Ayres J – *Monotype: Mediums and Methods for Painterly Printmaking* (Watson – Guphill Publications, 2000) ISBN 978-0823031283

D'Arcy Hughes A – *Printmaking: Traditional and Contemporary Techniques* (RotoVision, 2009) ISBN 978-2940361533

Grabowski B and Fick B – *Printmaking: A Complete Guide to Materials and Processes* (Laurence King, 2009) ISBN 978-1856696005

Hartill B – *Collagraphs and Mixed Media Printmaking* (A&C Black, 2005) ISBN 978-0713663969

Hiebert H – *Papermaking with Garden Plants and Common Weeds: An Eco-Friendly Approach* (Storey Books US, 2006) ISBN 978-1580176224

Lamb E – *Papermaking for Printmakers* (A&C Black, 2006) ISBN 978-0713665871

Petterson M and Gale C – *The Instant Printmaker* (Collins and Brown, 2003) ISBN 978-0823025268

Plowman J – *Papermaking Techniques Book: over 50 techniques for making and embellishing handmade paper* (Quarto Publishing, 2001) ISBN 978-1840923353

Reimer M and Reimer-Epp H – *300 Papermaking Recipes* (Martingale and Company, 2006) ISBN 978-0715311035

Russon K – *Handmade Silk Paper* (Search Press, 1999) ISBN 978-0855328931

Valentine M – *How to Make Your own Recycled Paper* (Search Press, 1990) ISBN 978-0855326708

Watson D – *Creative Handmade Paper* (Search Press, 1991) ISBN 978-0855327309

## **Journals**

*Crafts Magazine*

*Embroidery Magazine*

## **Websites**

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

[www.design-council.org.uk](http://www.design-council.org.uk)

[www.designmuseum.org](http://www.designmuseum.org)

[www.embroiderersguild.com](http://www.embroiderersguild.com)

[www.vam.ac.uk](http://www.vam.ac.uk)

Crafts Council

Design Council

Design Museums

Embroiderers Guild

Victoria and Albert Museum

## Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS that have been included within the assessment criteria of this unit:

Skill	When learners are ...
<b>Independent enquirers</b>	producing handmade papers and experimenting with printmaking techniques on them
<b>Creative thinkers</b>	producing handmade papers and experimenting with printmaking techniques on them
<b>Reflective learners</b>	learning from experiments and combining techniques and then reviewing, refining and improving on the work
<b>Team workers</b>	working with others in a studio
<b>Self-managers</b>	completing work on time
<b>Effective participators</b>	presenting work to peer group.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	visiting galleries and museums to extend understanding and set ideas in context
<b>Creative thinkers</b>	developing design ideas through to a final outcome
<b>Reflective learners</b>	reviewing samples processes and using experience to improve work considering environmental issues in the design process
<b>Team workers</b>	observing health and safety requirements for the benefit of themselves and the group
<b>Self-managers</b>	independently managing their own research and development of outcomes
<b>Effective participators</b>	participating in group critique and feedback.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	using ICT packages to explore design ideas
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	planning for the production of a final outcome
Manage information storage to enable efficient retrieval	
Follow and understand the need for safety and security practices	aware of obtaining information from secure internet sites
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	researching design ideas, methods and processes including web-based material and CD ROMs
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	exploring, extracting and assessing the relevance of information from websites and CD ROMs
<b>ICT – Develop, present and communicate information</b>	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	communicating with tutor via email using VLE message boards
<b>Mathematics</b>	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	estimating volume of pulp to make paper. working out recipe ratios
Identify the situation or problem and the mathematical methods needed to tackle it	measuring to achieve outcomes mounting and framing work if appropriate
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	

Skill	When learners are ...
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing work of their own and others
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	seeking and reading and responding to research
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	annotating sketchbooks writing up formal evaluation of outcome.