

# Unit 117: Surface Pattern

**Unit code:** **R/502/5018**

**QCF Level 3:** **BTEC National**

**Credit value:** **10**

**Guided learning hours:** **60**

## ● Aim and purpose

The aim of the unit is to explore the research and practical skills used in the development of surface pattern design ideas. A variety of media, materials, techniques and processes will be used. Learners will be encouraged to analyse, review and refine ideas to produce a range of surface pattern samples.

## ● Unit introduction

Designers apply surface pattern in many ways. There are applications in architecture, decoration, interiors, wall coverings, papers, cards, furnishings, tiles and flooring. Alongside colour, it is an important aspect of textile design but can also be found across the crafts field, for example in ceramic work. In its everyday use it enriches and enlivens our surroundings. It can also be applied to protective and functional surfaces. Surface pattern is found worldwide, in some form, in every culture.

Within an interior space surface pattern can be used to promote a sense of traditional values. Alternatively, it can signify a contemporary and dynamic treatment of a space. It can create a sense of space and mood or demonstrate mathematical qualities in its complexities. In fashion it can denote a trend, a decade or an era. There are a number of famous design companies that became known for their unique treatment and use of motifs in their surface pattern. Many of these designs are still used today to inspire contemporary pattern.

Learners will need to research the work of other artists in addition to collating primary and secondary source materials which will inform ideas. They will develop design ideas by selecting, combining and using a variety of media, materials, techniques, technologies and processes. This information should be documented.

Learners will then have the opportunity to explore the potential of surface pattern making use of a range of surfaces and a variety of media and materials. Learners will explore the potential of surface pattern via the application of decoration to a diverse range of surfaces and materials. They will experiment with the formal elements of surface pattern by using media and materials together with the processes and technologies associated with printed, constructed and embroidered textiles. Learners will also be encouraged to reflect on and evaluate their use of different design approaches when creating surface pattern work. They are encouraged to work to present samples and other outcomes, through an assignment for a given scenario. They are encouraged to reflect on their work and evaluate strengths and areas for development.

## ● Learning outcomes

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

- 1 Know about visual sources for surface pattern
- 2 Be able to explore and develop ideas for surface pattern
- 3 Understand surface pattern ideas and processes
- 4 Be able to produce surface pattern outcomes.

# Unit content

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## 1 Know about visual sources for surface pattern

*Research:* identify eg visual material, textiles, craft objects, artefacts, design objects; critically analyse material; select specific visual sources suitable for developing surface pattern ideas

*Visual sources:* primary sources eg natural world, constructed world, exhibitions, museum collections; secondary sources eg libraries, photography, paper based, online publications, audio-visual

## 2 Be able to explore and develop ideas for surface pattern

*Explore and develop:* formal elements eg line, colour, texture, tone, structure, composition, proportion, pattern, perspective systems, scale, balance, movement; repeats eg square, half-drop, brick; non-repeated designs

*Use different media:* eg dry media, pencil, compressed charcoal, willow charcoal, oil pastels, coloured pencils, chalk pastels, wet media, inks, dyes, acrylic pigments, gouache, handmade papers, commercially produced papers

*Use mark-making and surface embellishment techniques:* eg drawing, painting, collage, montage, embossing, mixed media, resist (ink, wax, batik, paste, tie dye, masking fluid), distressing

*Use materials:* fabrics eg cotton, wool, silk, fake fur, acrylic, acetate, viscose, foils, lace, nets, linen, yarns, threads, embroidery, machine, ribbon, tapestry; metals eg wire, metallics, sheet material; other eg glass, wood, plastics, ceramics, PVC

*Use textile techniques:* eg hand painting, screen printing, photo stencils, paper stencils, wax resist, heat transfers, transfer inks, digital imagery, spraying, embroidery

## 3 Understand surface pattern ideas and processes

*Review:* success; development; working practices; use of media; techniques; quality; aesthetics

*Review and refine ideas:* eg consider ideas, subjects, influences, consider fitness for purpose, clarify intentions and working practices, consider test results, own views and feedback from others

## 4 Be able to produce surface pattern outcomes

*Produce outcomes:* eg for functional applications (fashion, interior, accessories)

*Non-functional applications:* eg freestanding structures, hangings, installations, soft sculptures

## 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.

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
<b>P1</b> identify surface pattern work of artists, designers and crafts people [IE, CT, RL]	<b>M1</b> describe diverse surface pattern work	<b>D1</b> independently integrate research into sources, with imaginative development of ideas, for surface pattern
<b>P2</b> select visual sources for surface pattern [IE, CT, RL]	<b>M2</b> use visual sources to explore and develop individual ideas for surface pattern	<b>D2</b> evaluate, refine and apply imaginative ideas to produce exciting and innovative outcomes.
<b>P3</b> explore and develop surface pattern design ideas [IE, CT, RL]	<b>M3</b> analyse, refine and apply diverse ideas and processes effectively to produce coherent outcomes.	
<b>P4</b> review surface pattern ideas and processes [RL, SM]		
<b>P5</b> produce surface pattern outcomes. [RL, SM]		

**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**

For this unit learners should have access to the appropriate equipment. This may include the use of IT in addition to paper-based and art media for research and design work. Learners will also need to have access to print workshops and studio space to develop their own work and ideas.

At the start of the unit learners will be introduced to examples of surface pattern. This can be delivered through short lectures, by visiting exhibitions or presentations focusing on specific examples of designers' work and a range of the possible applications of surface pattern, such as designs for wall coverings, tiles, floors, ceilings, papers, accessories and so on. Evidence for learning outcomes 1 and 2 should show research of visual sources that can be studied and developed into ideas for surface designs. This evidence should then be supported by learner work from primary sources to reinforce the relevance of drawing and studying colour from real objects.

Learning outcome 2 involves learners working through their visual research from learning outcome 1 to develop ideas for surface pattern work. Tutors will need to demonstrate relevant techniques, technologies and processes. This will give learners the knowledge and skills they require to investigate and explore for themselves. Learners should be encouraged to explore a wide range of ideas and processes, using a variety of mark-making and embellishment techniques. Experiments and ideas should relate to the initial visual research and learners should be given the opportunity to work their ideas in different scales. In this way, they will gain knowledge of the suitability of their visual research for development, and form opinions as to which processes and techniques they can use to produce their samples and, subsequently, their final outcomes.

Learning outcome 3 can overlap with learning outcome 2 at certain stages. Learners should review and then refine the direction of their ideas and choice of materials and processes. This can be delivered through a blend of short, mid-point group critiques and one-to-one tutorials. Learners should record all aspects of feedback alongside their personal judgements and conclusions in a suitable sketchbook or work journal.

Learning outcome 4 involves learners developing a range of final outcomes. Learners should explain how their understanding from learning outcome 3 has informed the production of the outcomes. Attention should be paid to health and safety considerations throughout delivery of the unit. All demonstrations and inductions should ask learners to record points relating to potential risk, and any tutor handouts should be stored to provide reference material for future use.

## 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 and printing workshop.
<b>Assignment 1:</b> The Work of Other Artists and Designers Using Surface Pattern <ul style="list-style-type: none"><li>lecture and presentation (supported by visit to gallery or visiting speaker)</li><li>learners research on the work of other artists</li><li>learners present the work of other artists, with portfolio.</li></ul>
<b>Assignment 2:</b> Visual Sources and Techniques for Surface Pattern <ul style="list-style-type: none"><li>lecture and presentation</li><li>demonstration of surface pattern techniques and processes</li><li>independent practical exercises</li><li>independent portfolio work</li><li>analysis, review and refining of ideas</li><li>evaluation of work</li><li>presentation.</li></ul>
<b>Assignment 3:</b> Surface Pattern for Practitioners Learners will each be given a scenario and asked to produce surface pattern ideas in a presentation format: <ul style="list-style-type: none"><li>source ideas for design</li><li>generate ideas</li><li>develop ideas independently</li><li>plan production process</li><li>carry out test pieces</li><li>review and refine work</li><li>produce final outcome independently</li><li>evaluate work</li><li>participate in group critique.</li></ul>

## Assessment

Learning outcome 1 can be evidenced by the research on the work of other artists. The work should be presented individually and be accompanied by annotation. This can also be evidenced by learners' collection of visual source materials gathered from a variety of sources, again accompanied by annotation.

Learning outcome 2 can be evidenced by observation of individual learners when selecting and making use of appropriate visual sources to develop and explore a range of ideas for surface pattern. It can take the form of a series of worksheets or a sketchbook. Evidence for learning outcome 3 will be incorporated into the worksheets or sketchbook and learners should be able to demonstrate through their work that ideas have been understood as the work has progressed. This may take a visual or written form, or a combination of both.

Evidence for learning outcome 4 will be the outcomes produced by learners. This may be in the form of mounted samples or final pieces as detailed in the assignment brief. Learners should explain how their analysis in learning outcome 4 has informed the production of their outcomes.

To achieve P1, learners should research the work of other artists, designers and crafts people. This will provide learners with the scope and range of possible applications of surface pattern. Learners should present their research work in a portfolio providing visual evidence and accompanied by annotation.

To achieve P2, learners should research suitable visual sources. The work will demonstrate knowledge of how the visual research can be applied, and learners will be able to explain why they chose their sources.

To achieve P3, learners can explore and develop ideas that are appropriate for surface pattern work. They will be able to communicate their intentions clearly and explain how their ideas will be developed into final outcomes.

To achieve P4, learners will demonstrate an ability to review their ideas and working processes at relevant stages in the design process, with some consideration of how the review has changed the direction of their ideas.

To achieve P5, learners should ensure that they produce a range of suitable outcomes that show a clear link through initial research, design analysis and review stages. The work will develop design ideas in an appropriate manner.

Evidence for M1 should show that learners are able to describe diverse work of other artists, designers and crafts people.

For M2, learners will use their explorations of various visual sources towards the development of individual ideas for surface pattern. This will demonstrate a greater sense of personal involvement with themes and subjects, and work produced may have original qualities. The work should be presented in a portfolio in the form of worksheets or a sketchbook.

For M3, learners will be able to analyse, review and refine diverse ideas effectively and apply this understanding to produce coherent outcomes that show skill and considered use of materials and processes. This process will be well focused. Choice of processes will be adapted accordingly with a degree of skill and consistency.

Evidence for D1 must demonstrate that learners have worked independently to research a comprehensive range of sources and bring this understanding to develop informed and imaginative ideas. Learners may produce original responses and these should be presented in a portfolio.

For D2, learner evaluation and review will be perceptive and informed. Interim judgements will be applied imaginatively in the development of outcomes. These outcomes will be exciting and innovative. The treatment of subjects and ideas will be well informed and fully developed.

## Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and 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 M1 D1	<b>Assignment 1:</b> The Work of Other Artists and Designers Using Surface Pattern	Interior designer makes a report on the work of other artists and designers.	Portfolio of work to include: <ul style="list-style-type: none"> <li>lecture notes</li> <li>research material</li> <li>visual reference material</li> <li>annotation.</li> </ul>
P2, P3, P4 M2, M3 D2	<b>Assignment 2:</b> Visual Sources and Techniques for Surface Pattern	Designer produces a portfolio for presentation at interview or to a client.	Portfolio of work to include: <ul style="list-style-type: none"> <li>tutor observations</li> <li>information on health and safety</li> <li>visual source materials</li> <li>design development ideas</li> <li>practical exercises</li> <li>review, analysis and refining of ideas</li> <li>evaluation of work</li> <li>annotation</li> <li>sample and test pieces.</li> </ul>
P1, P2, P3, P4, P5 M1, M2, M3 D1, D2	<b>Assignment 3:</b> Surface Pattern for Practitioners	Flooring designer creates surface pattern ideas for a new hotel.	Portfolio of work to include: <ul style="list-style-type: none"> <li>source ideas for design</li> <li>ideas generated</li> <li>development of ideas</li> <li>plan production process</li> <li>test pieces</li> <li>evidence of review and refining work</li> <li>final outcome</li> <li>evaluation</li> <li>participation in group critique.</li> </ul>

## Links to National Occupational Standards, 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 the following unit titles in the BTEC Art and Design suite:

Level 1	Level 2	Level 3
Introduction to Surface Pattern	Developing Surface Pattern	Exploring Specialist Textile Techniques
Explore Printmaking	Working with Fashion Design Briefs	Pattern Repeat
Explore and Create Surface Relief	2D Visual Communication	Printed Textiles

## 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)

- DES1 Apply research on the history and theory of design to your own design activities
- DES2 Apply design industry knowledge to inform your own design work practice and work
- 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
- DES15 Research and evaluate the nature of design in a specific industry context
- DES23 Create 2D Designs using a Computer Aided Design System
- DES32 Apply concepts and theories of creativity and innovation to your own design work

### Skillfast-UK Sector Skills Council

Textiles and Material Design

- H51 Health, safety and security at work
- 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
- D6 Contribute to realising final textiles and materials design
- D9 Clarify textile and material design briefs and research information
- D10 Develop alternative textile and material design ideas
- D12 Develop, produce and present design responses
- D13 Plan and manage design work
- D14 Realise design prototypes.

## Essential resources

This unit is predominately studio or workshop based, and centres need to provide sufficient workspace and facilities for learners to develop work in printed, constructed and embroidered textiles. Learners will also need access to paper-based design studios. Library resources in the form of visual material should be available to provide stimulating sources to enhance creative outcomes in addition to the ILT facilities. Learners are encouraged to visit exhibitions and view the work of other artists.

## Employer engagement and vocational contexts

Centres should develop links with local textile artists and galleries as this may provide the opportunity for visiting lecturers and site visits for learners. Some galleries may also provide the opportunity for workshops.

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 delivery of the programme in terms of work experience and future employment.

Vocational learning support resources include:

- 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 & Cultural Skills ([www.ccskills.org.uk](http://www.ccskills.org.uk)), the sector skills council for arts, crafts and 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 arts, crafts and 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 ([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

Fish J – *Designing and Printing Textiles* (The Crowood Press Ltd, 2005) ISBN 978-1861267764

Fogg M – *Print in Fashion* (Batsford Ltd, 2006) ISBN 978-0713490121

Jerde J – *Encyclopedia of Textiles* (Facts on File, 1992) ISBN 978-0816021055

Meller S and Elfers J – *Textile Designs* (Thames & Hudson, 2002) ISBN 978-0810925083

Messent J – *Designing with Pattern* (Crochet Design, 1998) ISBN 978-0951634837

Nakamura S – *Pattern Sourcebook: Around the World: 250 Patterns for Projects and Designs* (Rockport, 2008) ISBN 978-1592534968

Schmidt P – *Patterns in Design, Art and Architecture* (Birkhauser, 2007) ISBN 978-3764377502

Wolff C – *The Art of Manipulating Fabric* (Chilton Book Company, 1996) ISBN 978-0801984969

### Journals

*International Textiles* – ITBD Publications

*Selvedge* – Selvedge Ltd

### Websites

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

Crafts Council

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

Design Council

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

Design Museum

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

Victoria and Albert Museum

[www.braintreegov.uk/Braintree/leisure/](http://www.braintreegov.uk/Braintree/leisure/)

Warner+Archive/default.htm

Warner Textile Archive

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

<b>Skill</b>	<b>When learners are ...</b>
<b>Independent enquirers</b>	independently researching the work of other artists and designers and visual sources for the development of surface pattern outcomes
<b>Creative thinkers</b>	creatively exploring and developing a range of ideas for surface pattern
<b>Reflective learners</b>	analysing, reviewing and refining ideas when producing designs ideas and final outcomes for surface pattern
<b>Self-managers</b>	managing own time to complete all work and to meet deadlines
<b>Effective participants</b>	effectively participating in group discussions, tutorials and group critiques.

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.

<b>Skill</b>	<b>When learners are ...</b>
<b>Independent enquirers</b>	planning and carrying out research into the work of other artists and designers to develop understanding of the inspiration and techniques used planning and carrying out research to source design ideas from both primary and secondary source materials carrying out design development ideas for their own work
<b>Creative thinkers</b>	trying out a variety of development ideas for design and pattern development adapting ideas and new techniques
<b>Reflective learners</b>	setting individual goals and targets inviting feedback on work evaluating the experience and learning to inform progress
<b>Team workers</b>	working within a group environment working with others
<b>Self-managers</b>	seeking out new challenges and approaches prioritising and organising own work responding to change working with initiative
<b>Effective participants</b>	working with others effectively working to meet criteria.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	researching the work of other artists and designers and visual source information to inform ideas
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including:	producing annotation to accompany research work producing an evaluation of the finished outcomes
<ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	participating in group discussions participating in group critiques
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading journals and magazine articles on the work of other artists
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing evaluations writing critiques.