

# Unit 14: Community Art

<b>Unit code:</b>	<b>Y/502/5022</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 this unit is to develop learner skills in and knowledge of art-making with, and for the benefit of, a community. Work can take a variety of forms. In 2D these could be murals, mosaics, banners. In 3D they could be sculpture, bas reliefs, furniture, and constructions.

## ● Unit introduction

This unit has been designed for learners who are interested in the high profile area of community art where people work together, sometimes in places other than educational venues, helping the local community enjoy and participate in cultural activity. Art for community purposes is flourishing in the UK especially where it has fed into urban regeneration programmes.

Community art thrives on the contact between artists and local organisations, groups and societies. Artists may work closely with local groups of people representing a wide cross section of society, from play centre employees to the local football club to history societies. The aim of local and regional community artists is to engage as many people as possible from a wide range of ages, backgrounds and abilities. This can include everyone regardless of skill or talent, often providing opportunities for those who have limited access to the arts. Getting involved in a group effort can boost confidence and can be exciting for individuals to know that their finished work may be seen in public. Artists often specialise in working with certain groups, for example under privileged young people from difficult backgrounds or adults with learning difficulties and disabilities. Community artists can help people to increase, or even rediscover, their creativity and provide opportunities for people to develop practical skills. The primary aim of community artists is often to improve an environment in order to enhance the quality of life there.

This unit will involve learners in individual and teamwork. Good organisational planning and idea development are needed before production of a final art work. Decisions must be taken early on the agreed requirements regarding the purpose and use of either 2D or 3D materials within a given environment. Health and safety legislation should be observed at all times.

Learners will need to carry out research and prepare relevant grant proposals to obtain funding for any actual or simulated projects. They will need to be aware of any legislation and the health and safety issues associated with working on projects in the studio or in situ.

Learners will undertake a range of practical studies in two and three dimensions. The complete work can then take a variety of forms. Learners will need to present their work in formal meetings with their tutor, peer group and any external clients.

## ● Learning outcomes

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

- 1 Know how to write a proposal for a community arts project
- 2 Be able to develop ideas for a community arts project
- 3 Be able to produce developmental work that leads to a final outcome
- 4 Be able to present a community arts project.

# Unit content

---

## 1 Know how to write a proposal for a community arts project

*Community arts project:* community organisations eg schools, play centres, youth groups, multi-cultural societies, health services, voluntary organisations, local councils, senior citizen groups, church groups, festival events

*Proposal:* organise; plan; develop; grant application eg community aim, group membership, community involvement, sponsorship

*Constraints:* physical information eg size, exterior site, interior site, materials, deadlines, costs, site management, local authority

*Contextual information:* eg location, local history, style

*Health and Safety requirements:* Health and safety legislation affecting studios and workshops; Health and Safety at Work Act 1974; Control of Substances Hazardous to Health (COSHH) Regulation 2002; Electricity at Work Act (Portable Appliance Testing) 1989; Health And Safety (Display Screen Equipment) Regulations 1997; the Management of Health and Safety at Work Regulations 1999, Working at Height Regulations; safe handling of materials; machinery, equipment; induction, training, supervision requirements; risk assessments

## 2 Be able to develop ideas for a community arts project

*Development of ideas:* identify; generate; select; primary sources eg architecture, landscapes, fashion, urban, rural, coastal, local environments, interiors, community spaces; observational drawing; photography; focus eg theme, brief; museums; galleries; the work of others in the community; secondary eg books, internet; techniques; methods eg sketchbooks, design sheets, painting, drawing, video, photography, maquettes, scale models, samples, swatches, test pieces

## 3 Be able to produce developmental work that leads to a final outcome

*Developmental work:* production eg 2D, 3D studies, exploration, experimentation, media, materials, techniques, processes; studies eg visual realisations, scale models, scale drawings, photographic, digital realisations, site plans; finished community artwork eg 2D (mural, mosaic, banner, mixed media piece, digital piece) 3D (sculpture, bas relief, furniture, constructions)

*Review and refine ideas:* review eg analyse, ideas, successes, failures; refine eg adapt, modify, intentions, process; working practices; materials; subjects; influences; quality eg aesthetic, technical

## 4 Be able to present a community arts project

*Project:* developmental work eg proposal, research notebook, journal, 2D studies, 3D studies; finished work eg drawings, models, completed work in situ (banners, murals, mosaics, sculpture, mobiles, hangings)

*Present:* display eg select work, presentation, peers, tutors, project commissioner, others; methods eg techniques, maquettes, screen based, seminar, critique, interviews, panels, simulation; formal environments eg library, restaurant, public space, commercial space; informal environments eg studio, classroom, workshop

## 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> research and generate a proposal for a community arts project [IE, TW, EP]	<b>M1</b> research and generate a clear, well-planned proposal for a community arts project	<b>D1</b> research independently, a comprehensive proposal for a community arts project
<b>P2</b> develop ideas for a community arts project [CT, RL]	<b>M2</b> develop diverse ideas that support the aims of the proposal and produce individual development work leading to a presentation of an effective outcome	<b>D2</b> develop original ideas that fully exploit the potential of materials and techniques, leading to an informed presentation of a visually exciting community arts project.
<b>P3</b> produce developmental work [CT, SM]		
<b>P4</b> review and refine ideas [RL]		

**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
------------	--	---	--

# Essential guidance for tutors

---

## Delivery

Opportunities should be available for learners to work with real or simulated community art projects. The activity can range in scale and ambition but must involve working with individuals, groups or communities.

The highly specialised community arts sector is organised through partnerships between artists and public and private agencies. This involves working with individuals, groups and communities. It can often be actively helping people to participate in and enjoy creative visual art activity. The British Council especially supports community arts in urban regeneration schemes through projects which aim to give all sections of society equal access to the arts. In preparing to deliver this unit, tutors should be aware of the diverse range of community arts projects that are supported by public and private bodies.

An example of an idea for community art could be a local primary school requiring a multi-cultural themed painting to promote an atmosphere of equality and diversity. This could become a mural that is realised on a large wall in the playground. Artists would survey the school environment in terms of its character and the games and social behaviour of the children. Issues such as negative behaviour, racism and victimisation could be addressed through planned opportunities for creative expression from the children. The primary school tutor could organise and coordinate a range of work to be carried out before, during and after the visit by the artist.

For learning outcome 1, tutors will need to provide learners with specific background information when guiding them through the process of writing a proposal. A formal introduction to the subject can be made using real examples found in the locality. Tutors can base their delivery upon scenarios and possible visits from community artists that will enrich learners' knowledge before writing the proposal.

The proposal can be in the form of an application for a community arts project grant. The documentation can be for a grant-awarding arts action team within a local council that administers a small grants programme.

Priorities are usually given to projects which:

- demonstrate how they can help to meet community needs and council aims
- identify a need and/or local support
- are clearly planned to make an impact and help meet the identified need
- are planned to ensure high quality content and finish
- have a realistic budget and management system
- include support, in financial terms, from other partners
- have a potential to continue beyond the grant funding.

Learners should consider the scale of the work; costings for materials and time shown against income from further grants or other income.

The simulated proposal or application form will need to have:

- usual contact details in the first section
- a total cost for the project and the amount requested.

Learning outcome 1 must address the health and safety issues that surround a community arts project. Learners should show awareness of the legislation and understand how to address the issues. Learners could follow up their research with educational visits to community artist/activities and completed artwork.

Learning outcome 2 involves generating and developing ideas. Learners should consider the aim of the project and what differences it will make to the culture of the local community in the long and short term; the ages and roles and responsibilities of those involved; the type of activities and whether they take place inside or outside. Visual source materials should be identified and learners should record and develop their ideas using a range of techniques. The work of others should be considered, with visits to galleries, museums and actual community arts projects where possible.

Learning outcome 3 is the practical development of learner work. Learners should be encouraged to experiment with a variety of media, materials, techniques and technologies when exploring ideas and creating finished work. Learning outcomes 2 and 3 should be delivered in studios or workshops developing ideas in two and three dimensions, making notes, drawings and annotating design sheets.

For learning outcome 3, learners should review ideas, subjects and influences and the effect of these refinements on ideas and working practices. They should analyse, modify, adapt and refine ideas, before presenting their finished work. In reviewing, they will need to analyse the success or failure of their working practices, their materials, subjects, ideas and influences, and the quality and aesthetics of their work. When making modifications, learners will need to refine and clarify their intentions and working practices.

Learning outcome 4 requires learners to analyse and present an effective community arts project. This will involve selecting methods of presentation, collating supporting developmental work, the proposal brief, a research notebook, journal, and 2D or 3D studies.

Learners will need to present their work by identifying, selecting and using appropriate presentation techniques. This could be mounted work the use of digital methods. Presentation may be to the project sponsor or local initiator, through tutorial critiques and/or seminars in environments such as studio, classroom, workshop, libraries, restaurants, public or commercial galleries.

## 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 structure of programme.
Introduction to community art and local artists who have worked on projects.
Whole class introduction to health and safety legislation applicable to community art projects.
Whole class. Understand p paper work needed for the proposal. Identify information needed to develop a proposal. Discuss constraints.
<b>Assignment 1:</b> Developing a Proposal (Simulated or Actual) Meet with community group or sponsors. Research requirements. Plan project. Feed back to community group or sponsors, refine ideas. Write proposal.
Whole class visits to community art projects.
<b>Assignment 2:</b> Self-written Brief to Develop Ideas from Proposal Research theme. Develop ideas. Present to sponsors. Refine ideas.
<b>Assignment 3:</b> Independently Implement Brief to Carry out Project from Proposal Develop work into maquettes or flat work. Present to community group or sponsors. Review and refine ideas. Work to produce final outcomes. This can be done with a community group if a real project.
Assessment – presentation of outcomes.

## Assessment

In this unit, learners need to produce both practical and written evidence. For all criteria tutors might use witness statements to observe and record learner activity and their progress while working, to record learner discussions with groups and their ability to communicate at tutorials, and in observing and recording learner presentations. Assignments should emphasise development and communication of ideas through practical experimentation for a real or simulated community arts project. Learners do not need to establish real links with a community group. However, identifying a community group and an environment is essential to create contextual understanding.

For P1, learners will be expected to research information on community art in order to generate a realistic proposal for a community arts project grant. The written proposal should outline their practical intentions and should be supported by a sketchbook containing written notes and visual research.

P2 will be met through the development and production of practical work. This will be evidenced in annotated sketches, design sheets, 2D/3D studies, samples, maquettes.

Evidence for P3 will be annotated sketches, worksheets, notes, written pieces, ongoing evaluations and tape/audio presentations, demonstrating the appropriate review, refinement and development of their ideas.

Evidence for P4 will be the final presented work and annotated sketches, worksheets, notes, written pieces, ongoing evaluations and tape/audio presentations.

Work that achieves a pass usually will be supported by the tutor and limited in scope.

For M1, learners will be expected to research and generate a clearly planned proposal for a community arts project. Learners must demonstrate a purposeful approach to their investigations through a list of associated ideas in visual and note form.

For M2, learners will be expected to develop 2D/3D work that shows effective ideas that support the aims of the proposal. Learners will need to use diverse visual resource material and experimental approaches to media and techniques. To achieve M2, learners will need to evidence considered ideas and coherent understanding of the strengths and weaknesses of their working practices leading to the final outcome. Evidence for analysis and refinement might be through similar methods as for pass level.

For D1, learners will be expected to produce extensive research and review ideas to produce a comprehensive proposal covering all aspects of a realistic community arts project grant proposal.

For D2, learners will be expected to develop original ideas taking a lead role in presenting the community arts project. Development work must evidence the fully explored use of materials and techniques. The final work must be visually exciting and stimulating, and fit for purpose in theme and subject matter. Learners must analyse and present an innovative and creatively stimulating set of visual work.

## 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> Developing a Proposal (Simulated or Actual)	Artists meet with groups of sponsors to understand local needs and suitability of community arts projects.  Proposal is developed.	Assessment methods might include:  1 Using witness statements to: <ul style="list-style-type: none"> <li>observe and record learner activity and their progress while working</li> <li>record learner discussions with groups and ability to communicate at tutorials</li> <li>observe and record learner presentations</li> </ul>
P2, P3, P4 M2, D2	<b>Assignment 2:</b> Self-written Brief to Develop Ideas from Proposal	Artists develop artwork to communicate their ideas to a wider audience. Feedback enables them to refine ideas.	
P4, P5 M2, D2	<b>Assignment 3:</b> Independently Implement Brief to Carry out Project from Proposal	Artists produce either scale models of their community arts project or actual pieces of work.	2 Reports of progress from work experience placements  3 Learner's own ongoing review of progress and self-evaluation evidenced through statements, notes and annotated sketchbooks/worksheets  4 Evidence of visual studies from portfolio of ongoing and final work.

## 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
Explore and Create Surface Relief	Working with Site Specific Briefs	Materials, Techniques and Processes in Art and Design
Working to a Visual Arts Brief	2D Visual Communication	Personal and Professional Development in Art and Design
Introduction to Surface Decorations	Working with Visual Arts Briefs	Professional Practice in Art and Design

## 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
- DES10 Create visual designs
- DES18 Interpret the design brief and follow the design process
- DES21 Articulate, present and debate ideas in a creative environment
- DES23 Create 2D Designs using a Computer Aided Design System
- DES38 Manage design realisation
- DES39 Manage a design project

### Skillset Sector Skills Council

Animation

- ANIM 1 Work Effectively In Animation
- Interactive Media and Computer Games
- IM1 Work Effectively in Interactive Media
- IM6 Use Authoring Tools to Create Interactive Media Products
- IM9 Provide Creative and Strategic Direction for Interactive Media Projects

Photo Imaging

- P2 Organise and Carry Out Photographic Assignments
- P5 Take Specified Photographs
- P6 Conceive and Take Photographs

### Skillfast-UK Sector Skills Council

Textiles and Material Design

- HSI – 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.

## Essential resources

Learners will need access to a variety of art materials, methods and processes including basic hand tools and power tools. Learners may wish to construct mock-ups of their intended ideas in action which should not necessarily require of high specification equipment. Much of the evidence generated will be in the form of sketchbooks, drawings and paper engineered models. This normally be created in a general studio environment. Learners will need access to an environment suitable for presenting their ideas to an audience.

As well as access to well-equipped two and three dimensional workshops, learners will also need photographic or video equipment for recording purposes, which will include gathering primary source material and keeping a record of models, maquettes and work in progress.

Access to design studios for group teaching and evaluation sessions, including design idea origination and development, is essential. Facilities with both specialist and general learning support materials, including books, journals and periodicals, are vital for research purposes. Computers with appropriately up-to-date design software programmes are required to support learners' digital ideas, technical development and expertise. Access to the internet is needed for historical, cultural and contemporary contextual research.

## 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 delivery of the programme in terms 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' to support the vocational content of the unit and programme.

Centres forming compacts with universities to provide progression routes will give learners a greater opportunity to pursue and develop their art and design career through appropriate higher education courses.

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.

## Indicative reading for learners

### Textbooks

Balkin Bach P – *New Landmarks: Public art, community and the meaning of place* (HarperCollins Design International, 2006) ISBN 978-0967914343

Congdon KG – *Community Art in Action* (Davis Publications, 2004) ISBN 978-0871926319

Dwelly T – *Creative Regeneration: Lessons from 10 community arts projects* (Joseph Rowntree Foundation, 2001) ISBN 978-1859350652

Goldstein – *Public Art by the Book* (University of Washington Press, 2005) ISBN 978-0295985213

Howze R – *Stencil Nation: Graffiti, Community, and Art* (Manic D Press, 2008) ISBN 978-1933149226

Knight K and Schwarzmann M – *Beginners Guide to Community Based Arts* (New Village Press, 2005) ISBN 978-0976605430

MacGregor E and Harding A – *Out of Here: Creative Collaborations Beyond the Gallery* (Ikon Gallery, 1998) ISBN 978-0907594574

Mercier J – *Art That Heals* (Prestel, 1997) ISBN 978-3791316062

Shove G – *Untitled: Street Art in the Counter Culture* (Pro-Actif Communications, 2008) ISBN 978-0955912108

Shove G – *Untitled II. The Beautiful Renaissance: Street Art and Graffiti* (Pro-Actif Communications, 2009) ISBN 978-0955912115

Spillane-Doherty L – *Drawing a Balance* (Art Link, 2000) ISBN 978-0953960507

### Journals

*AN Magazine: Community Arts Update/News/Reviews/Networking/Opportunities*

*Art Monthly*

*Art Review*

*Contemporary*

*Crafts Magazine*

*Creative Review*

*Dazed and Confused*

*Design Magazine*

### Websites

[www.britishcouncil.org/arts-for-development-social-and-community-arts.htm](http://www.britishcouncil.org/arts-for-development-social-and-community-arts.htm) the British Council arts pages

[www.communityarts.net](http://www.communityarts.net) Community Arts Network

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

[www.creativehandbook.co.uk](http://www.creativehandbook.co.uk) directory of creative practitioners

[www.design-council.org.uk](http://www.design-council.org.uk) the national strategic body for design in the UK

[www.designmuseum.org](http://www.designmuseum.org) website of the Design Museum, dedicated to contemporary design

[www.publicartonline.org.uk](http://www.publicartonline.org.uk) Public art online

[www.vam.ac.uk](http://www.vam.ac.uk) Victoria and Albert Museum

## 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.

Skill	When learners are ...
<b>Independent enquirers</b>	<ul style="list-style-type: none"> <li>researching and generating a proposal for a community arts project</li> <li>developing ideas for a community arts project</li> <li>producing developmental work</li> <li>reviewing and refining ideas</li> <li>presenting a final outcome</li> </ul>
<b>Creative thinkers</b>	<ul style="list-style-type: none"> <li>researching and generating a proposal for a community arts project</li> <li>developing ideas, producing developmental work and producing a final outcome</li> <li>reviewing and refining ideas</li> <li>presenting a final outcome</li> </ul>
<b>Reflective learners</b>	<ul style="list-style-type: none"> <li>researching and generating a proposal for a community arts project</li> <li>developing ideas and reviewing and refining ideas</li> </ul>
<b>Team workers</b>	<ul style="list-style-type: none"> <li>researching and generating a proposal for a community arts project</li> <li>developing ideas for a community arts project</li> <li>researching and generating a proposal and producing a final outcome</li> <li>reviewing and refining ideas</li> <li>presenting a final outcome</li> </ul>
<b>Self-managers</b>	<ul style="list-style-type: none"> <li>researching and generating a proposal for a community arts project</li> <li>developing ideas for a community arts project</li> <li>reviewing and refining ideas</li> <li>producing and presenting work on time</li> </ul>
<b>Effective participators</b>	<ul style="list-style-type: none"> <li>researching and generating a proposal for a community arts project</li> <li>reviewing and refining ideas</li> <li>presenting a final outcome.</li> </ul>

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>	researching grant applications and comparing successful bids generating, developing and reviewing the work as it develops producing and planning presentation of final work
<b>Creative thinkers</b>	showing awareness of previous projects and building on best practice researching sources, generating, developing and refining ideas producing and presenting the final project
<b>Reflective learners</b>	responding to feedback reviewing and refining research, ongoing ideas and use of media evaluations, annotations, critical analysis of own and others' work
<b>Team workers</b>	working with others in planning, developing and producing the project working in groups to review and refine the work planning an exhibition of proposals as part of a team
<b>Self-managers</b>	working independently and to a professional standard
<b>Effective participators</b>	working with others to analyse, generate, develop and review work for the brief displaying work in an exhibition.

## ● 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 produce ideas
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	researching design ideas, methods and processes including web-based material and CDs
Manage information storage to enable efficient retrieval	exploring, extracting and assessing the relevance of information from websites and CDs
Follow and understand the need for safety and security practices	
Troubleshoot	
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	researching ideas, methods and processes including web based material and CDs
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 CDs
<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	exchanging emails with tutor using VLE message boards
<b>Mathematics</b>	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	working out financial commitments for a project measuring out and allocating space for large-scale projects mounting and displaying work
Identify the situation or problem and the mathematical methods needed to tackle it	
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	
Draw conclusions and provide mathematical justifications	

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	<p>discussing community issues in a group seminar</p> <p>presenting ideas</p> <p>responding to community feedback</p>
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	writing up a community arts proposal. Writing up course notes, annotations to art and design developments, rationale for art, craft or design work.