

Unit 16: Promoting Art and Design Work

Unit code:	H/502/5511
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit enables learners to develop knowledge and understanding of promotional campaigns and introduces skills in designing and making promotional materials. It explores ways of promoting art, craft and design work and can be linked with a specialist unit to promote the work produced.

● Unit introduction

Promotion and marketing is one area that is common across all sectors of art and design, Learners should see these as transferable skills rather than something exclusively in the domain of Graphic Designers. Learners will be encouraged to promote their own art and design work and promote themselves as artists and designers. Promotion in art and design is used to raise awareness, share information; or explain techniques, meanings and materials. It is also most commonly associated with exhibiting and selling work.

Learners must develop promotion and marketing skills in order to build sustainability into their careers and should be able to promote and discuss their own work, the work of others and themselves as artists and designers.

Promotion might be linked to progression goals and interviewing and presentation skills might be part of the campaign where the learner is the client and the goal is to hold a successful interview.

In the context of this unit learners might be set an open brief that reflects their interests. They might choose to devise a promotional campaign for a new band that includes internet virals on Myspace and Youtube, tour schedules, t-shirts, posters, free gigs, CD covers and booklets. Or it might be set as a live brief to promote their own work in the context of an off site or end of year exhibition. There are opportunities for groups to work collaboratively eg graphics, design crafts and music groups acting as each other's client and working together to build a promotional campaign and materials.

This unit can be delivered as a standalone unit or in conjunction with any of the specialist units to promote work produced. It can also be used for professional development and progression to give learners a greater understanding of how to promote their work and work with clients and customers.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know about promoting art and design work
- 2 Be able to plan a promotional campaign
- 3 Be able to produce promotional material
- 4 Understand art and design promotion.

Unit content

1 Know about promoting art and design work

Promote art and design work: promote eg advertise, enhance, inform others, raise profile, give meaning to, set in a context, add value, raise awareness

How to promote: eg advertising, use of media, experiencing, participating, discussing, teaching, giving guidance about, presenting information (visually, verbally)

2 Be able to plan a promotional campaign

A promotional campaign: convey meaning; target audience eg product, service; client eg business, colleague, self); message; materials; costs; budget; desired outcome eg visitor numbers, sales, raise awareness, make new contacts

3 Be able to produce promotional material

Promotional material: eg leaflets, postcards, posters, business cards, 'Moo' cards, brochures, booklets, adverts, banners, coupons, tags, badges, photos, samples, CD ROMs, press pack, press release, statement; recordings eg audio, radio, pod cast, TV, DVD, film; internet eg; viral, trailer, teaser trailer, social networking sites, websites, blogs; experiential eg free concerts, spoken word, word of mouth, exhibition, reading, showcase; merchandising eg t-shirts, tour schedules, CD's and booklets, key rings, stickers, badges, posters

4 Understand art and design promotion

Sources of information: self-evaluation; comments from others eg audience, peers, tutors, clients

Process: planning; preparation; time management; reviewing work in progress; technical competencies, creative abilities

Finished product: extent to which intentions have been realised; needs of audience; content; style; skills evidenced; skills development; areas for improvement, fitness for purpose

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:
P1 outline different ways to promote art and design work [IE, CT,]	M1 describe different ways to promote art and design work with considered examples	D1 produce a detailed and illustrated explanation of ways to promote art and design work
P2 plan a promotional campaign to a brief [IE, CT, RL, TW, SM, EP]	M2 create a purposeful promotional campaign	D2 create a comprehensive and creative promotional campaign
P3 design and make promotional material [IE, RL, CT, TW, SM, EP]	M3 produce individual and coherent promotional material	D3 produce independently, innovative and comprehensive promotional material
P4 review the effectiveness of own and other's promotional material. [IE, RL, EP]	M4 analyse the effectiveness of own and other's promotional material.	D4 evaluate the effectiveness of own and selected promotional material.

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.

Key	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

Delivery

This unit can be used to give learners an insight into promoting and marketing art and design work. This would be most effective if they are promoting their own work or promoting themselves as artists and designers. Promotion and marketing activities should be seen as a common area in all art and design disciplines rather than just the confines of Graphic Design.

This unit could be approached as a series of tasks related to researching promotion, working with a client and identifying audiences and the message being promoted. The application of skills and knowledge through producing outcomes. There should also be an element of evaluation or reflection into how effective the promotion was and how this can be measured. Learners will need to explore different types of promotion and collect and evaluate the examples.

Learning outcome 1 examines ways to promote art and design work. Learners should explore different ways by finding out information and collecting examples of promotional material. To put the learning into context a vocational or live brief will give the unit more realism. It could be to promote something that the learners have made or have done, or something they are working on concurrently. Learners should address why there is a need to promote art and design work and give examples of how this can be achieved.

Learning outcome 2 looks at putting together a promotional campaign. There should be a client, even if this is the learner, a message to promote or aims, a target audience and a way of measuring the campaign. It may be useful to have a budget or constraints. There should be a context for the promotion eg to increase numbers at the end of year show, to raise profile of their course by publicising an open day, to create a web based campaign for a surface pattern designer. There should be a strategy in place and learners may need guidance on what to include. Working with an external client can be useful to give the learners experience of working professionally and working to deadlines. It can be useful to work from case studies to see how a campaign is put together and how different promotional items are used to attract different audiences.

Learning outcome 3 covers the production of the promotional material. This should only be embarked upon when the client, message and method have been fully resolved.

Learners should be encouraged to generate designs and discuss them with clients, keep notes of meetings or emails and justify why and how ideas have changed. There should be evidence of design development to support outcomes and this should also show where choices have been made about the work. The meaning, message, aims and the target audience must also be considered throughout.

Evidence might include:

- *Promotional material* eg leaflets, postcards, posters, business cards, 'Moo' cards, brochures, booklets, adverts, banners, coupons, tags, badges, photos, samples, CD ROMs, press pack, press release, statement.
- *Recordings* eg audio, radio, pod cast, TV, DVD, film.
- *Internet* eg viral, trailer, teaser trailer, social networking sites, websites, blogs.
- *Experiential* eg free concerts, spoken word, word of mouth, exhibition, reading, showcase.

Learning outcome 4 develops understanding of the success of promotional campaigns. For this, learners must refer back to the aims of the promotion eg to increase visitor numbers would be measured by recording visitors, it may be necessary to gain audience feedback through a questionnaire or survey, client feedback may also be useful in determining the success of the promotion. If the learner is the client, they should evaluate if their own aims were met eg to have a good university interview. When forming an evaluation learners should be encouraged to discuss their research and evaluate the effectiveness of material available to them, some of which will have been collected for outcome one.

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 the unit.

Assignment 1: Fact Finding Mission

Introduction to the brief, mind map, discuss approach. Set independent study or off site visit to gather information – eg leaflets postcards, website addresses, adverts, give examples of other promotions eg radio and TV adverts, film trailers, coupons, free samples. Collate information and annotate eg *where it came from, what it's promoting, who the audience is, do you think it's effective? What could be different? What is it made from? How is it distributed?* Gather information that promotes Art and Design work, not just anything!

Assignment 2: A Promotional Campaign Research

Explore what a promotional campaign is and how it would be used, case study how art is promoted eg Flickr, Etsy, V&A museum, Saatchi online. Give examples of situations when range of promotional materials and methods have been used.

Assignment 3: A Promotional Campaign Development

Your brief is to devise a promotional campaign for the end of year graduation show that is creative and experimental. Think broader than the usual posters and invitations to mums and dads. Generate a series of workable ideas for a promotional campaign.

Include in your planning:

- times and dates
- audience
- cost
- materials
- distribution
- how you will evaluate the effectiveness eg a survey, audience numbers, audience feedback.

Assignment 4: Coming up with the Goods

Now it is time to develop your promotional material, all the work will be submitted and you will be able to vote for one to be professionally produced and distributed. In your development include how you would evaluate the effectiveness of your campaign, how do you know it would work?

Use appropriate materials to produce the outcomes for your promotional materials.

Topic and suggested assignments/activities and/assessment

Assignment 5: Evaluation

Using the guidance from your initial plan, work as a team to gather feedback. This could be from recording and analysing visitor numbers compared to previous years, you could speak to people and ask them what made them come and what they thought of the promotional material. In your evaluation explain why it is important to promote art and design work, and how different ways can be used to attract different audiences and give out different meanings.

Review of unit and assessment.

Assessment

For P1, learners must investigate several different ways to promote art and design work and give annotated examples of promotional material. They should refer to clients and the need for aims and a target audience. Learners may need guidance on where to gather information and how to evaluate it.

For P2, learners must develop a plan for a promotional campaign. It should have the clients needs addressed, the message, aims or meaning, the method to be used and how it is going to be evaluated. The plan can be simplistic with limited detail but should refer to material budgets and a time frame. Learners should provide evidence of their design development process. They should include client feedback where applicable and justification of any changes to design ideas. Any research should be logged, evidence may be presented in the form of sketchbooks, visuals, presentation sheets, power points or other relevant format eg a blog.

For P3, learners should concentrate on making the promotional material. This may be to a prototype or sample level or presented as saved CAD files for printing. This will vary depending on the nature of the outcomes produced. Evidence should relate to the client brief and be appropriate to the aims and target audience.

For P4, learners should review their own work and the work of others eg the sample material gathered throughout the unit. To be able to describe the effectiveness of the promotional material they will need to obtain feedback from the client and the audience. It may also be useful to include peer feedback. If the promotion did not go as well as it should then the learner should explain why this happened.

If this unit is delivered towards the end of the course there should be an expectation of self-motivation and independent working at every level.

For M1, the investigation should include considered examples with supporting information eg details about the client, the audience, the aims, where it was collected, how it was made and the learners feelings about it.

For M2, the learner must compose a purposeful promotional campaign that meets the needs of the client and show awareness of the target audience. Work should show that alternative ideas have been generated and that materials and budget have been considered when choosing the best approach.

For M3, the learner must put into action their plan and produce individual promotional material of a consistent quality eg robust, presentable, meets clients needs, is well thought out, appropriate to audience and client, within budget and time-scale, is achievable. These may be of a prototype or sample quality depending on the assignment.

For M4, the learner must show that they can evaluate how effective their promotion was against the aims of the project. They should include feedback from client, audience, peers and tutor as well as self- reflection. Conclusions should be supported by evidence.

For distinction level work, the learner must produce a comprehensive body of work that shows a strong level of detail and application of knowledge meeting all of the four distinction criteria.

For D1, the research into promotion will be detailed and illustrated with examples and supporting explanation. The learner will be able to make comparisons between similar and different approaches to promotional campaigns.

For D2, the learner should be able to articulate their ideas and show a level of professionalism. Ideas should be creative and comprehensive in their attention to detail.

For D3, evidence should meet the needs of the assignment brief but be produced to a professional standard eg visuals should be colour copied, power points used for presentation to client, costings and budgets using accurate data, creative and individual approach to promotional material. Supporting evidence presented appropriately eg sketchbook, folder, notebook, ring binder, contents page, appendix, handouts.

For D4, evidence should include the learners ability to be self-reflective and to make thoughtful comparisons with own and sample promotional materials. There should be a level of analysis based on research, application of skill and feedback.

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, P4 M1, M4 D1, D4	Assignment 1: Fact Finding Mission	Artist/Designer/Craftworker researches ideas of others' for promotion strategies	Compilation of notes and investigations into a document eg sketchbook, folder, notebook. Supported conclusions with examples. Make comparisons, discuss aims and target audience.
P1, P4 M1, M4 D1, D4	Assignment 2: A Promotional Campaign Research	Artist/Designer/Craftworker explores promotional campaigns. Case study eg Flickr, Etsy, V&A museum, Saatchi online.	Sketchbook, notebook or folder with annotated examples from investigation.
P2, P3, P4 M2, M3, M4 D2, D3, D4	Assignment 3: A Promotional Campaign Development	Artist/Designer/Craftworker briefed to devise a promotional campaign for group exhibition.	Folder of supportive evidence. Presentations to client and peers.
P3 M3 D3	Assignment 4: Coming up with the Goods	Artist/Designer/Craftworker implements promotion brief.	Evidence showing <ul style="list-style-type: none"> • design development • feedback from client • how the project will be evaluated • materials list • outcomes appropriate.

Criteria covered	Assignment title	Scenario	Assessment method
P4 M4 D4	Assignment 5: Evaluation	Artist/Designer/Craftworker reviews the effectiveness of own work.	Evidence including <ul style="list-style-type: none"> overview of project influence of research feedback from client/audience how the aims were met.

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 Artists' and Designers' Work	2D Visual Communication	Design Principles in Art and Design
Working to a Visual Arts Brief	3D Visual Communication	Design Methods in Art and Design
	Building an Art and Design Portfolio	Personal and Professional Development
	Working in the Art and Design Industry	

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
- DES3 Use Critical Thinking Techniques in your design work
- DES4 Communicate the importance of the design brief
- DES5 Follow a design process
- DES6 Work effectively with others in a creative environment
- DES10 Create visual designs
- DES11 Provide written information in relation to your design work
- DES12 Make a presentation

Skillset Sector Skills Council

- IM9 Provide Creative and Strategic Direction for Interactive Media Projects

Skillfast-UK Sector Skills Council

Textiles and Material Design

- D3 – Develop design responses for textiles and materials to meet agreed requirements
- DI5 – Plan and contribute to the realisation of final textile and material design.

Essential resources

For the research and collection of information learners should have access to a LRC, internet and printing facilities. It may be necessary to organise an off site visit to collect appropriate source material and gain an understanding of the context of this unit. This might be set in conjunction with another unit or assignment.

Employer engagement and vocational contexts

Learners will benefit from working with a client for this unit. The client could be in-house eg a head of department or another faculty, another learner. Or it could be external and either live or simulated live eg a local charity, a newspaper, a theatre company. If the learner is the client then the context might be to prepare for an interview, or to design their own website and promotional material with a strategy as to how the information would be distributed.

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

Business and finance advice:

- local and regional Business Link – 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), the Sector Skills Council for Arts, Crafts and Design have launched the web portal Creative Choices (www.creative-choices.co.uk). This portal has a range of information about careers in the arts, crafts and design sector, including job descriptions.

Skillset, the Sector Skills Council for Creative Media (www.skillset.org), provides details (www.skillset.org/careers) on careers and the industry and has plus a regularly updated news and events page.

Indicative reading for learners

Textbooks

Caves R E – *Creative Industries: Contracts Between Art and Commerce* (Harvard University Press, 2002)
ISBN 978-0674008083

Hill E, O'Sullivan T and O'Sullivan C – *Creative Arts Marketing* (Butterworth-Heinemann, 2003)
ISBN 978-0750657372

Ruston A – *The Artist's Guide to Selling Work* (A & C Black, 2005) ISBN 978-0713671599

Silber L – *Self-Promotion for the Creative Person* (Crown Publications, 2002) ISBN 978-0609806265

Journals

Artists Newsletter

Crafts magazine

Creative Review

Design Week

Elle Decoration

Eye magazine

Selvedge

Wallpaper

Websites

www.a-n.co.uk

www.apd-network.info

www.cockpitarts.com

www.designcouncil.org.uk

www.designermakerwm.co.uk

www.designfactory.org.uk

www.inclusivedesign.org.uk

the Artists Information Company

artists Professional Development Network

London based arts incubator

Design Council

designer maker opportunities and events

West Midlands based opportunities

RSA Inclusive Design

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 ...
Independent enquirers	researching types of promotional material, gathering information, exploring ways to promote art and design work, generating ideas for clients
Creative thinkers	generating and developing ideas for promotion, planning presentations, developing visuals
Reflective learners	reviewing own and other's progress, giving and receiving feedback about materials, analysing feedback from client and audience
Team workers	working with a client, sharing ideas, presenting ideas, sharing feedback about work produced
Self-managers	working to deadlines and budgets, keeping motivated, using goal setting, working independently to meet aims produce outcomes
Effective participators	work with external partners to meet aims, take part in presentations and feedback sessions produce outcomes.

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 ...
Independent enquirers	give guidelines about what to research, and where to gather information encourage informed discussion about client, audience, budget investigate meaning and how to get message across in materials allow learners to personalise assignment and take ownership of goals
Creative thinkers	use buzz groups to generate solutions, feedback ideas to larger groups to develop presentation skills and confidence encourage delivery across groups so that learners take on roles of client and designer
Reflective learners	develop a writing frame for evaluating promotional material and own progress use smart target setting to set and review goals
Team workers	explore other points of view eg target audience, client work with peers and tutor to discuss and resolve ideas work with external visitors and realistic briefs set by clients
Self-managers	encourage development through problem solving, set clear time frame and deadlines
Effective participators	ensure tasks are interesting to learners, relevant and beneficial to their goals use target setting to manage goals and to give praise.

● Functional skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	use power point, internet, word processing, computer aided design packages
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	collect and store information on USB
Follow and understand the need for safety and security practices	work to college guidelines, make reference to guidelines where applicable eg safe working, internet safety
Troubleshoot	
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	find information about promotional material and methods of promoting art and design work log websites, journals and adverts
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	review and evaluate the promotional material
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	present information to clients and peers using power point, handouts, leaflets, promotional materials. Use CT to design and make promotional materials use spreadsheets for planning, logging costs, budgeting
Bring together information to suit content and purpose	submit for assessment in appropriate format,
Present information in ways that are fit for purpose and audience	include contents page and appendix where relevant
Evaluate the selection and use of ICT tools and facilities used to present information	refer to systems used in evaluation or reflective annotation
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	managing mailing lists using email to liaise with clients and suppliers/printers

Skill	When learners are ...
ICT – Use ICT systems	
Mathematics	
Identify the situation or problem and the mathematical methods needed to tackle it	use spreadsheets to devise budgets and costings calculate pages and sizes for printing
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	presentations to peers, tutors and clients produce promotional material that communicates ideas effectively
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	read promotional material from a range of sources, make evaluative comparisons
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	produce promotional material, supporting evidence, analysis, comparisons, communicate ideas and consider opinions.