

# Unit 19: Educating Through Art and Design

<b>Unit code:</b>	<b>K/502/5512</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 learners' skills, knowledge and understanding in enhancing learning through art and design. Learners will be given the opportunity to visit a number of venues related to art and design and education, enabling them to gather information to support the learning process.

## ● Unit introduction

After completion of art and design qualifications a high percentage of artists, designers and craftspeople choose to supplement their incomes by transferring skills and knowledge as visiting lecturers at further education and higher education institutions.

This is beneficial for both parties: learners in colleges are supported by practitioners with up to date knowledge of developments in the art and design world; and the practitioners can support their practice with the teaching income.

Art & Design education can be delivered in a range of environments, such as studios, workshops, specialist classrooms and in community settings using a range of materials, techniques and processes, such as painting, drawing, model making, printmaking and photography relevant to art, design and craft areas.

Assignments for this unit should enable learners to apply their specialist skills to construct a learning programme on a range of historical and contemporary topics, either determined by the centre or learner.

Learners should be aware of health and safety factors that need to be taken into account when arranging visits or working with off-site partners.

## ● Learning outcomes

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

- 1 Understand how art and design can be used for education purposes
- 2 Know about learning styles and their application
- 3 Be able to develop a teaching resource using art and design.

# Unit content

---

## 1 Understand how art and design can be used for education purposes

*Education:* eg early years, foundation stage, primary, secondary, further education, higher education, adult and community learning, museum and gallery, leisure, therapy

*Application:* curriculum eg art and design teaching; using art and design to enhance learning in other subjects; other benefits eg building confidence and self-esteem, recuperation, socialising, communicating

## 2 Know about learning styles and their application

*Learning styles:* theory eg VAK (Visual, Auditory, Kinaesthetic), practical, visual, auditory, whole brain model, left brain, right brain, PAR (present, apply, review); watching demonstrations, taking part, listening, writing, following diagrams, problem solving

## 3 Be able to develop a teaching resource using art and design

*Learning situation:* formal eg nursery, school, pupil referral unit, prison, college, university; community eg leisure, evening class, private tuition, group learning, residency, workshop, work related learning, training, workplace training

*Theme or topic:* set brief; learner derived eg relating to National Curriculum, art and design teaching, using art to teach other subjects (history, citizenship, religious education)

*Resource:* eg worksheet, self study pack, lesson plan, project, workshop materials, family learning trail for a museum, quiz, presentation, display, props for a performance, story book, 'handling' objects, sketchbooks, podcast, interactive activity

## 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> discuss how art and design can be used for education [IE]	<b>M1</b> clearly explain the variety of ways that art and design can be used in an educational context	<b>D1</b> design and produce an innovative teaching resource related to art and design and explain the context of how it should be used and how learners can benefit from using it.
<b>P2</b> present information on learning styles and their application [CT, RL]	<b>M2</b> research learning styles and create a stimulating teaching resource related to art and design.	
<b>P3</b> develop a teaching resource using art and design. [IE, CT, TW, SM, 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.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

# Essential guidance for tutors

---

## Delivery

For this unit learners need to research learning styles and issues surrounding education and art and design. They need access to the internet and would benefit from off-site visits and speakers related to education and the arts.

Most art and design students learn best from creative, visual and practical activities and the delivery of this unit should reflect this.

Learners may use their own educational experience as a starting point and should be encouraged to investigate how art and design is taught and how it can be used to enhance educational experiences. Learners can use their specialism to inform the outcomes for this unit and there are opportunities to link this unit with a specialist practical unit.

Learning outcome 1 can be delivered through a combination of lectures/presentations introducing learners to art and design and education. Learners should explore a range of education settings and look not only at art and design education but education in a broader sense with a view to using art and design to enhance learning. Learners should also investigate the benefits of creativity and art and design for learners in a variety of settings both formal and informal eg art groups for recuperating patients, young parent groups. Learners should also look at the benefits of working with practitioners and artists in education settings and investigate residencies in schools as a way of enriching the curriculum.

For learning outcome 2, tutors could set a series of tasks that require learners to gather information on learning styles and teaching methodology. Learners should investigate the ways that people learn theory by watching demonstrations, taking part, listening, writing, following diagrams and problem solving. Higher level learners will be able to relate this research to their resource and explain how it will be beneficial to learning (as listed in the unit content).

The knowledge gained from learning outcomes 1 and 2 should inform learning outcome 3 and should be applied through designing and producing a teaching resource for an art and design subject or a different topic taught using art and design methods. Learners should look to their own knowledge and experience to develop the resource, whether its teaching another group of learners something that they feel confident with or a visual or physical resource for delivering topics eg props from a story, a clothing project for geography, a 3D puzzle for teaching maths. The resource produced might be a worksheet or a plan for a workshop. It could be a more in-depth practical resource or guide. Learners should be able to describe how and when it would be used and in what way it would enhance learning. This brief can be set by the centre, learners or a combination of both.

## 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 – whole class.
Presentations and discussions on learning styles and stages of education.
<b>Assignment 1:</b> Using Museums and Galleries for Learning Galleries and museums: <ul style="list-style-type: none"><li>• Locations.</li><li>• What they offer eg educational departments.</li><li>• Importance for art and design education.</li><li>• Specialist collections eg graphics, fashion, textiles, furniture design and product design.</li><li>• Research learning styles and how people learn.</li><li>• Ways in which they have developed learning materials eg family, interactive, visual, related workshops and talks, hands-on sessions, handling sessions, 'Craft box' touring exhibits.</li><li>• Task: produce a family learning art box for a museum.</li></ul>
Learner-initiated study.
<b>Assignment 2:</b> Design and Plan a Community Arts Workshop Related to Your Specialism Choose theme, identify audience and location for workshop, plan materials, plan how it will be delivered, discuss how audience learns best and how to make the workshop effective. Learners produce any resources needed eg visual instruction sheets, samples, models.
Learner-initiated study.
<b>Assignment 3:</b> Design and Produce a Resource for Teaching a Different Subject Using Art and Design Learners research National Curriculum, formal education, education settings, choose audience and topic. Learners design a resource eg a wooden game for teaching maths, a fashion project for teaching about world cultures. Learners plan and produce the resource and describe why it would be effective.
Learner-initiated study.
Review of unit and assessment.

## Assessment

Most art and design students learn best from creative, visual and practical activities, and the resources produced should reflect this understanding of how people learn and how art and design can be used to enhance learning. Outcomes produced could be presented in a variety of ways, for example worksheets, props, story books, learning boxes, handling objects, visual guides, instruction sheets, and should show creativity and innovation.

For P1, learners must demonstrate an understanding of how art and design can be used in education. This may be as a simple list but should explore formal and other educational settings.

For P2, learners should list the ways that people learn and present information on learning styles. They should also relate this to an activity, for example practical learners learn best through hands-on activities.

For P3, learners should design and produce a teaching resource. At pass level this may be simplistic and may be instructions or a plan of how something could be delivered to a specific audience.

For M1, learners should clearly document the way in which art and design can be used in an educational context. Learners must demonstrate that they have researched different types of education and explored the needs of learners in different settings. Work produced must recognise that art and design can be used to deliver a range of subjects as well as art and design subjects.

For M2, learners must demonstrate knowledge and understanding of teaching and learning styles. Learners must have explored some theory behind the way in which people learn and are motivated to learn. This research does not need to be a detailed essay but learners should demonstrate that they understand at people learn in a variety of ways, and their teaching resource should be designed to accommodate this. Evidence should make reference to the formal curriculum, for example National Curriculum, Key Stages, higher education. The teaching resource should be appropriate to the age, level and context of delivery and show a creative approach to producing material.

There should be an organised and considered approach to the presentation of work.

For D1, learners must demonstrate an informed understanding of how art and design can be applied through a broad investigation into types of educational context and teaching and learning theory. The resource(s) produced should be innovative and creative, demonstrating the learner's art and design knowledge. Learners must discuss, either verbally or in writing, how their resource will be beneficial.

## 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
PI, P2, P3 M1, M2 D1	<b>Assignment 1:</b> Using Museums and Galleries for Learning	A museum education officer creates a family learning box for a museum.	Family learning box with supporting information.
PI, P2, P3 M1, M2 D1	<b>Assignment 2:</b> Design and Plan a Community Arts Workshop Related to Your Specialism	A community arts worker negotiates a theme, identifies the audience and location for workshop, plans materials, plans how it will be delivered, discusses how the audience learns best and how to make the workshop effective. Produces any resources needed eg visual instruction sheets, samples, models.	A workshop plan and a list of resources needed.  Instruction sheets and samples.
PI, P2, P3 M1, M2 D1	<b>Assignment 3:</b> Design and Produce a Resource for Teaching a Different Subject Using Art and Design	A Primary teacher researches the National Curriculum, formal education and education settings, to produce art and design resources to support the teaching of English, History and Mathematics.	The designed, resource eg a wooden game for teaching maths, a fashion project for teaching about world cultures.  Plans for the resource and a description of why it would be effective.

## 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
Creative Use of Materials, Techniques and Processes	Contextual References in Art and Design	Visual Recording in Art and Design
Presenting Work	Working in the Art and Design Industry	Application, Exploration and Realisation in Art and Design
		Art and Design Specialist Contextual Investigation

## 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
- 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
- DES28 Developing your own design offer.

### Essential resources

For this unit learners should have access to a well equipped library or learning resource centre with books, journals and internet access. Off-site visits to educational settings and to gather information from museums and galleries will enhance delivery of this unit. Learners also need access to workshops and studios to produce their learning resource in their selected medium.

There should be suitable seminar, group tutorial or studio space available for presentations and group discussions.

### 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 Arts, Crafts and Designs has 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.

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

Skillfast-UK, the Sector Skills Council for Fashion and Textiles ([www.skillfast-uk.org](http://www.skillfast-uk.org)), provides details on careers ([www.skillfast-uk.org/justthejob](http://www.skillfast-uk.org/justthejob)) and the industry and has regularly updated news and events pages.

## Indicative reading for learners

### Textbooks

Hickman R – *Why Make Art And Why We It Is Taught* (Chicago University Press, 2005)  
ISBN 978-1841501260

Perrella L – *Artists' Journals and Sketchbooks: Exploring and Creating Personal Pages* (Rockport, 2007)  
ISBN 978-1592530199

Wilkinson S, Clive S and Blain J – *Developing Cross Curricular Learning in Museums and Galleries*  
(Trentham Books, 2001) ISBN 978-1858562360

### Websites

[www.britainsfinest.co.uk](http://www.britainsfinest.co.uk)

Leading attractions, museums and galleries

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

Design museum

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

The Hayward Gallery, Southbank Centre

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

Tate online

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

V & A 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>	planning and carrying out research into art, design and craft education
<b>Creative thinkers</b>	asking questions to extend their thinking connecting their own and others' ideas and experiences in inventive ways.

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 education and learning styles, supporting conclusions, using reasoned arguments and evidence
<b>Creative thinkers</b>	trying out different ways of organising visits and events to support selected assignments exploring opportunities to enhance learning through art and design, and developing innovative design work
<b>Reflective learners</b>	setting goals with success criteria for the development of work inviting feedback and dealing positively with praise, setbacks and criticism evaluating experiences and learning to inform future progress
<b>Team workers</b>	providing constructive feedback and support to others working with others to produce outcomes and, presenting outcomes to others to test out
<b>Self-managers</b>	organising time and resources, prioritising actions dealing with competing pressures, including personal and work-related demands
<b>Effective participators</b>	discussing issues of concern, seeking resolution where needed identifying improvements that would benefit others as well as themselves producing outcomes that promote engagement with arts and learning.

## ● 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	researching art, design and craft education. researching learning styles and teaching methodology
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	finding information that demonstrates educational resources available from museums and galleries, and other sources
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	designing and producing a teaching resource using the most appropriate techniques and processes; this must include support materials eg worksheets
Present information in ways that are fit for purpose and audience	presenting resource and research to the group using the most appropriate techniques eg PowerPoint, workshop
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	presenting ideas, giving and receiving feedback, testing out ideas on peers
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching education and learning, finding out about techniques and information to develop resource
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	reviewing and evaluating work produced. producing a teaching resource and appropriate supporting evidence.