Unit 3: Ideas and Concepts in Art and Design

Unit code: K/502/5736

QCF Level 3: BTEC National

Credit value: 10

Guided learning hours: 60

Aim and purpose

This unit aims to broaden and deepen learner skills, knowledge and understanding of creative thinking, across contemporary and historical art and design, in order to inform their own practice.

Unit introduction

Ideas and concepts are the core of all creative art and design thinking. Innovation, imagination and intuition in the vocational world of art and design are essential for practitioners to create successful artwork, designs and products. Professionals use a wide range of intellectual, intuitive and perceptual skills in generating and developing their ideas. In order to secure commissions, practitioners must generate innovative ideas and be able to refine and present their ideas in exciting, persuasive and convincing ways.

They will investigate contextual sources to explore and analyse the creative ideas of different practitioners. Through this process learners will analyse the ideas and concepts used by practitioners for different purposes. This will involve studying language, images, artefacts, meaning, direct observation, perceptual sensitivity and the practitioners' own motivations in art and design.

Researching and analysing the thought processes of art and design practitioners and theorists should inform and inspire learners' own creative thinking in generating, developing and communicating their ideas and concepts. Learners will develop an understanding of their own innovative thought processes through carrying out activities and briefs that give them opportunities to explore possibilities within a range of ideas and concepts.

In working through this unit, learners will develop their communication skills. In preparing to progress to professional practice, learners must appreciate the need to create informed and stimulating presentations of their ideas for different audiences.

Learning outcomes

On completion of this unit a learner should:

1   Understand how ideas and concepts inform art and design work

2   Know how to generate ideas

3   Be able to generate and refine ideas in response to given briefs

4   Be able to communicate and present ideas and outcomes to different audiences

Unit content

1 Understand how ideas and concepts inform art and design work

References: visual references; non-visual references; contemporary; historical; ideas eg Dada, Surrealism (psychoanalysis, automatic writing, advertising), Symbolists (visions, metaphor), Picasso (sketchbooks, development of ideas), religious belief (symbols, buildings, artefacts), Modernism (Bauhaus, architecture, literature, music, applied arts); art related eg sustainability, art and society, the media, performing arts, art and the environment, philosophy, religion

Ideas: influences eg visual, written, verbal, other artists, designers, visionaries, mythologies; communication eg meaning, concepts, semantics, metaphor, icon, ambiguity, equivalents

2 Know how to generate ideas

Investigating techniques: eg first-hand observation, practical exploration, testing, free association, serial thinking, lateral thinking, word and image associations, instinct, intuition

Focus: eg originality, feeling, meaning, communication, innovation, verbal, non-verbal, issue, aesthetic, process, resources

3 Be able to generate and refine ideas in response to given briefs

Analysis of brief: eg clarifying demands, client needs, creative thinking, problem solving, action planning; constraints, reviewing ideas, response to feedback

Generate and refine ideas: eg notes, audio, video recordings, rough studies, mock-ups, lists, flow charts, mind maps, thumbnail sketches

Context: market eg client, audience, users, consumer, demographics, preferences, needs; environments; realisation eg site, scale, production, construction, installation, final product, quantities, timescale

4 Be able to communicate and present ideas and outcomes to different audiences

Visualising techniques: eg ideas worksheets, sample textile pieces, model-making, fly-throughs, maquettes, location shots, contact sheets, proofs, video clips, animations, storyboards, web pages

Communicate ideas: eg analyse, modify, adapt, refine, ideas, reviews, analysis, response, success, failure, working practices, materials, techniques, quality, aesthetics

Presentation methods: eg mounting, display, installation, event, forum, meeting, discussion, onscreen, projection, visual, written, notation, verbal, commentary, voice-over, soundtrack, music, performance, blogs, vlogs, podcasts

Different audiences: eg tutors, peers, audiences (specialist, non-specialist), age groups, professional practitioners, office workers, home workers, technicians, industrialists, managers, company directors, employees, self-employed, unemployed, employers, voluntary, private, public

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 compare ideas and concepts in art and design work [IE, CT, RL, SM, EP]	**M1** use the results of purposeful research and investigation to inform own ideas and concepts, demonstrating coherent direction in originating and developing ideas	**D1** independently analyse and interpret research to generate personal ideas and concepts, applying sophisticated thinking in generating, modifying and synthesising original ideas
P2 investigate ideas generating techniques [EP, CT, IE, SM]	**M2** demonstrate a considered approach to producing purposeful ideas and solutions in response to briefs, presenting work coherently and effectively.	**D2** demonstrate an individual and perceptive approach to producing and communicating innovative and engaging work, using sophisticated presentation methods.
P3 generate and refine ideas in response to given briefs [TW, EP, CT, IE, SM, RL]		
P4 communicate and present ideas and outcomes to different audiences. [RL, 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

This unit aims to broaden and deepen learner understanding of what constitutes creative thinking, across contemporary and historical art and design, in order to inform their own practice.

Assignments covering the criteria for this unit might include research into others' work and investigating and comparing ideas and concepts in response to a range of briefs or themes for learners' chosen specialist pathways.

The specialist brief would encompass the criteria for ideas and concepts within one of the following:

- Fine Art
- Photography
- Textiles
- Interactive Media
- Graphic Design
- Design Crafts
- 3D Design
- Fashion and Clothing.

For this unit learners need to investigate techniques of creative thinking and generating of innovative ideas. Through this process learners will analyse the ideas and concepts used by artists for different purposes and, from their research, develop skills to generate and develop creative personal ideas. Learners will need to explore and broaden their use of visual, written and verbal communication skills in order to structure coherent presentations for different audiences.

The unit is the basis for learner understanding of the techniques employed in lateral thinking and, where relevant, could be integrated with other core and specialist unit assignments. Tutors might consider opportunities for individual and group discussions and activities in order to explore techniques of creative thinking.

Videos, demonstrations and presentations could be used to show good examples of innovation in contemporary and historical works, stimulating discussion, exploration and analysis. Learners could use these sessions as springboards for investigating and developing creative thinking techniques when generating ideas for set briefs or, later in the course, for learner-initiated briefs. Visits to galleries, designers' studios and workshops would provide vocational relevance for learners' understanding of the creative thought processes of professional practitioners.

An important part of this unit is to develop learners' innovative and imaginative abilities to generate and develop personal ideas. Practical activities such as techniques creating storyboards, thumbnails, annotated sketches, model-making or working on digitally manipulated designs should be planned alongside research and discussions.

For learning outcome 1, learners need to recognise and compare differences and similarities in the contexts and factors that influence and inform the development of ideas. It is vital that learners investigate examples of creative, innovative thinking processes. Learners will need to be taught how ideas and concepts can inform art and design work and how they can use this understanding to generate ideas for their own work. Learners will need opportunities to extend their linguistic skills to record, explain and analyse how the context of the examples they identify influences and informs their own ideas. Tutorials, group discussions, verbal and visual presentations, and using structured frameworks, might all contribute to the development of language and communication skills.

For learning outcome 2, learners will need to investigate techniques for ideas generation in the work of others and, through varied practical exercises, consider ways in which they can generate ideas for their own work.

For learning outcome 3, initial idea generation could be followed up by planned, interim critical evaluations, in groups or individually, of learners' initial ideas, leading to further practical activities. For example, worksheets, maquettes and video clips can be reviewed and modified in the light of critical review. When reviewing, learners will need to analyse the successes and/or failures of their working practices, their use of materials and techniques, and the quality and aesthetics of their work.

For learning outcome 4, planned opportunities for the development of presentation skills are essential to enable effective communication of learners' ideas. Presentation methods will include a range of different approaches suited to the ideas and intended audiences, for example mounting and display, presentation of visual and written work, verbal and visual presentation, and using bullet points and prompt cards. Methods could include combinations of digital and verbal presentation. Learners will need to research audience or client requirements in order to focus and select the appropriate information. Opportunities to practise the techniques of capturing audience interest and holding their attention will also be essential.

Learners should be made aware of the potential of this unit to enhance and develop their understanding of ideas and concepts in all areas of design.

Those working in time-based media may wish to explore more widely than the areas listed in the unit content section. Sequential and time lapse photography, stop animation, drawn animation and sound recording could also provide sources of evidence for presenting creative thinking techniques at pass, merit and distinction levels for this unit.

This unit will be assessed through observation, ongoing critique and submission of work undertaken in response to problem-solving exercises covering the three learning outcomes.

Evidence should include learners' analysis of problems, developmental work and ideas in response to given tasks. Documentation of contextual reference material, identification of key influences on the thinking process in design, and evaluations of learners' work and the thinking processes they have undertaken, will supplement evidence for the learning outcomes.

Learners should be able to explain clearly the techniques used in the development of their ideas through display and oral presentation.

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: Ideas and Concepts within Specialist Study Area Assignment brief given to learners. To give this unit a focus for investigation, it would be helpful to integrate the content with learners' selected specialist pathway units Whatever the brief or theme the centre will provide: • project theme, definition of terms • expected outcomes • methods of research and development that need to be followed • timescale for the assignment Lecture/presentation/discussion Questions and answers
Examples of ideas and concepts in art and design work – presentation, discussion
Research, presentations, discussion of examples of ideas and concepts and ideas generating techniques
Learners present project proposals to the group/client: • discussion • question and answers
Learners research their brief To include: • primary and secondary sources • visits: museums, galleries, exhibitions • studio work • one-to-one support from tutor
Presentation of ideas – group/client: • class discussion • question and answers Feedback: action plan given to learners to develop further
Learners begin development of ideas, concepts Experiments with materials and techniques relevant to their specialism One-to-one support from tutor
Review of unit and assessment

Assessment

Evidence for this unit might be found across the learner's portfolio. This evidence will consist of: research into and analysis of ideas and concepts in the work of others; learner understanding of generating and refining ideas through their own visual studies; annotated exploratory use of media, evidencing understanding of conceptual development; ongoing analysis and evaluation of their progress in understanding how their ideas were formed and shaped; final outcomes.

Evidence produced for P1 should demonstrate the ability to identify and compare, as clearly as possible, a range of visual and verbal references to ideas and concepts in art and design, through notes, extended pieces of written texts, bibliographies and lists of references, annotated studies, recorded discussions, observation sheets, activity feedback and completed frameworks.

For P2, learners should show evidence of investigations of how mental and practical activities such as mind-mapping, drawing, modelling and free association can generate ideas for art and design work.

Evidence for P3 could be through audio/visual recorded critical review sessions, observation sheets and witness statements, but also through results of practical activities, for example in ideas worksheets, model-making and samples or test pieces supported by annotated studies.

P4 could be evidenced through learner plans, notes or charts from their market research and audience analysis, and video clips demonstrating effective presentation and communication skills. Learners might use varied presentation methods for different activities, using audio-visual equipment such as video, film, annotated slides or PowerPoint slides that are of particular relevance to their ideas.

To achieve a merit learners should show they are able to find and use their research to generate creative and personal ideas.

Evidence for M1 could take the form of explanatory notes, descriptive and analytical pieces of text or detailed annotated visual studies. There should be evidence of a coherent, clearly defined and planned approach to generating independent and creative ideas.

M2 builds on M1 and learners need to evidence their ability to further refine and modify their creative ideas, showing reasoned judgements in decision making. This evidence might be presented through detailed worksheets, refined maquettes, film clips with accompanying, clearly annotated storyboards and planned audio-visual presentations.

For M2, learners should show coherent connections between their own and others' concepts and ideas using informed linguistic skills. They should show an individual, imaginative approach to communicating and presenting information. Evidence for this might be through investigating and collating research into different audience needs and developing a range of well-planned presentation methods as suggested in the unit content.

For D1, learners will analyse and interpret research independently, evidencing their understanding of creative thinking techniques through analytical written pieces and combinations of visual and textual analysis, using in-depth critical vocabulary. Similarly, learners will evidence their ability to apply divergent and lateral thinking to generate, develop and synthesise exciting and innovative ideas.

For D2, learners will demonstrate highly articulate skills of review and refinement towards providing informed and sophisticated ideas for different purposes. Learners will show clear evidence of highly articulate communication skills through independently planned, engaging presentations. Evidence of effective presentations to different audiences might be a chart or graph showing the results of their analysis of audience 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, P2, P3, P4 M1, M2 D1, D2	**Assignment 1**: Ideas and Concepts Within Specialist Study Area	A designer or artist investigating a new field of study as part of a commission or brief	May include witness statements to: • observe and record learner activity and their progress while working • record learners' discussions with groups and ability to communicate at tutorials • observe and record learner presentations Reports of progress from work experience placements Learner's own ongoing review of progress and self-evaluation evidenced through statements, notes and annotated sketchbooks/worksheets 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 Drawing	2D Visual Communication	Visual Recording in Art and Design
Explore Artists' and Designers' Work	3D Visual Communication	Communication Through Art and Design
		Design Methods 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
- 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
- DES7 Contribute to the Production of Prototypes, Models, Mock-ups, Samples or Test Pieces
- DES14 Explore the History and Social Impact of Creativity and How it Can Influence Your Own Design Work
- DES15 Research and Evaluate the Nature of Design in a Specific Industry Context
- DES18 Interpret the Design Brief and Follow the Design Process
- DES21 Articulate, Present and Debate Ideas in a Creative Environment
- DES32 Apply Concepts and Theories of Creativity and Innovation to Your Own Design Work

Skillset Sector Skills Council

Interactive Media and Computer Games

- IM9 Provide Creative and Strategic Direction for Interactive Media Projects
- IM16 Plan Content for Web and Multimedia Products

Skillfast-UK Sector Skills Council

Textiles and Material Design

- D3 Develop Design Responses for Textiles and Materials to Meet Agreed Requirements
- D2 Develop and Communicate Design Ideas for Textiles and Materials
- D10 Develop Alternative Textile and Material Design Ideas
- D15 Plan and Contribute to the Realisation of Final Textile and Material Design

Essential resources

This is a core unit and is therefore mandatory across all specialist subject pathways. The resources needed for this unit will vary according to the specific technical and material demands of learners' work.

Essential resources include:

- *specialist workspaces*: eg studios, workshops, computer suites, video and film editing suites

- *materials*, *equipment and tools*: eg for 2D, 3D, time-based and associated materials, equipment and tools across all specialist areas

- *specialist staff*: eg for the different specialist pathways and this might also include technical support staff.

Visits to galleries, exhibitions, film reviews, plays, performance and live art, workshops, studios and advertising agencies could play an important role in designing assignments for this unit. Alternatively, bringing professional practitioners from art, design or media backgrounds in to talk about their work could help learners with the evidence requirements for this unit.

Learners should have access to a well-stocked learning centre, where resources include a broad coverage of ideas and concepts across the spectrum of art, craft and design. These should include written and visual materials for example books, journals, DVD, video, CD ROMs. The collection should be sufficient to enable learners to source ideas and thinking in artcraft and design, and to find a wide range of reference material for personal research. Learners will need access to specialist media and materials to complete this unit successfully.

Learners will also need to access information via other methods, such as the internet, and should also be encouraged to undertake visits to museums and galleries to research, select and record from relevant and appropriate work first hand.

There must be sufficient access to audio-visual and digital resources to enable learners to understand the range of possible presentation methods appropriate to their ideas and audiences.

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 of relevant work experience and employment.

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.

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

Vocational learning support resources include:

- Learning and Skills Network – www.vocationallearning.org.uk

Business and finance advice:

- local and regional Business Link – www.businesslink.gov.uk

Creative & Cultural Skills (www.ccskills.org.uk), the sector skills council for design have launched the web portal Creative Choices (www.creative-choices.co.uk). This portal has a range of information about careers in the design sector, including job descriptions.

Indicative reading for learners

Textbooks

Annink E and Schwartz I – *Bright Minds: Beautiful Ideas; Bruno Manari, Charles and Ray Eames, Marti Guixe and Jurgen Bey* (Book Industry Services, 2004) ISBN 978-9063690625

Berger J – *Ways of Seeing* (Penguin Books/BBC, 2008) ISBN 978-0141035796

Chipp H – *Theories of Modern Art* (University of Californian Press, 1984) ISBN 978-0520052567

Clement R – *Four French Symbolists* (Greenwood Press, 1996) ISBN 978-0313297526

De Bono E – *Serious Creativity: Using the Power of Lateral Thinking to Create New Ideas* (Harper Collins, 2005) ISBN 978-1861976741

Dormor R, Holmes S, Mott T, Schofied J, Thomas L, Wicks S, Wilson G – *Edexcel Level 3 BTEC National Art and Design Student Book* (Edexcel, 2010) ISBN 978-1846906374

Dormor R, Holmes S, Mott T, Schofied J, Thomas L, Wicks S, Wilson G – *Edexcel Level 3 BTEC National Art and Design Teaching Resource Pack* (Edexcel, 2010) ISBN 978-1846906374

Fletcher A – *The Art of Looking Sideways* (Phaidon Press Ltd 2001) ISBN 978-0714834498

Hopkins, D – *Dada and Surrealism* (Oxford University Press, 2004) ISBN 978-0192802545

Hughes R – *The Shock of the New – Art and the Century of Change, Revised edition,* (Thames & Hudson Ltd, 1992) ISBN 978-0070311275

James K – *Bauhaus Culture* (University of Minnesota Press, 2006) ISBN 978-0816646883

Kristian G and Schlempp-Ülker N – *Visualising Ideas* (Thames & Hudson, 2006) ISBN 978-0500286128

Macleod K – *Thinking Through Art: reflections on art as research* (Routledge, 2005) ISBN 978-0415364782

McAlhone B and Stuart D – *A Smile in the Mind* (Phaidon, 1998) ISBN 978-0714833286

Peterson B – *Learning to See Creatively* (Amphoto Books; Revised edition 2003) ISBN 978-0817441814

Zafran E – *Surrealism and Modernism* (Wadsworth Athenium, 2003) ISBN 979-0300102031

Journals

Artists and Illustrators

Art Monthly

Art Review

British Journal of Photography

Contemporary

Crafts Magazine

Creative Review

Dazed and Confused Magazine

Design

Fashion Theory

Interior Design

Websites

www.artjournal.co.uk	online guide to books and journals
www.craftscouncil.org.uk	the national development agency for contemporary crafts in the UK
www.creativehandbook.co.uk	directory of creative practitioners
www.design-council.org.uk	the national strategic body for design in the UK
www.designmuseum.org	website of the Design Museum, dedicated to contemporary design
www.fashion-era.com/C20th_costume_history	links to resources on fashion
www.graphicdesign.about.com/arts/graphicdesign	graphic design links
www.masters-of-photography.com	photography links
www.symbols.com	an online encyclopedia of Western signs and ideograms
www.tate.org.uk	website for the Tate galleries
www.tate.org.uk/podcasts	links to podcasts from the Tate
www.vam.ac.uk	website for the 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 …
Independent enquirers	comparing ideas and concepts in art and design work
	investigating ideas generating techniques
Creative thinkers	generating and refining ideas in response to given briefs
	communicating and presenting ideas and outcomes to different audiences
Reflective learners	comparing ideas and concepts in art and design work
	generating and refining ideas in response to given briefs
Team workers	comparing ideas and concepts in art and design work
	generating and refining ideas in response to given briefs
	communicating and presenting ideas and outcomes to different audiences
Self-managers	investigating ideas generating techniques
	generating and refining ideas in response to given briefs
Effective participators	communicating and presenting ideas and outcomes to different audiences

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	researching ideas and concepts and making contextual comparisons across different artists, movements, cultures
	researching ideas generating techniques from contextual studies
	generating and refining ideas towards final work
	planning, researching and preparing presentations
	reviewing and assessing own ideas and outcomes
Creative thinkers	making comparisons and finding connections between contextual references
	originating and developing ideas
	discussing progress, refining ideas and moving forward
	exploring different ways to communicate and present ideas
Reflective learners	reviewing own and peers' progress
	analysing and evaluating the work of others
	discussing problems encountered and seeking solutions and reviewing progress with tutor
	producing plan or proposal with set targets
	giving and receiving feedback and acting on advice and guidance, reflecting on, adapting plans and recording stages of their learning
	annotating sketchbooks/worksheets, writing evaluative notes and evaluating finished work at close of the project
Team workers	participating in group activities and discussions
	working on joint briefs/projects/activities and working with tutor/peers to agree approaches to planning their project or learning activity
	working in groups for self and peer assessment
	planning and mounting displays and exhibitions
Self-managers	managing their time by planning and structuring project/assignment tasks
	planning and managing requirements and constraints of a brief
	using their plans to produce work within the set time constraints of the activity
	reflecting on, adapting plans and recording stages of their learning
	initiating discussion and developing awareness of own qualities
Effective participators	participating in group activities and discussions
	working on briefs/projects/activities
	participating in self-and peer assessment
	planning and mounting displays and exhibitions

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	scanning and developing ideas digitally using software programmes to develop image creation researching contextual and secondary source information to investigate others' ideas and concepts
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	planning project briefs and where and how ICT might be used evaluating outcomes
Manage information storage to enable efficient retrieval	researching from internet sources, downloading information creating folders for storage and retrieval
Follow and understand the need for safety and security practices	undergoing induction period – introduction to the ICT centre and systems and working practices
Troubleshoot	
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching internet sources, selecting from their research and developing own response informed by research planning how to obtain information on the creative ideas of different practitioners using ICT and non-ICT sources
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching information for different briefs and activities evaluating results
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: • text and tables • images • numbers • records	designing digitally using scanners inputting and formatting information from sources annotating work to identify any changes made entering and combining information to appropriate software packages, using respective features to improve efficiency
Bring together information to suit content and purpose	developing design ideas digitally importing visual and textual information relevant to brief/activity
Present information in ways that are fit for purpose and audience	using digital means to plan, create and give presentations to different audiences presenting an analysis of the ideas and concepts employed by artists for different purposes
Evaluate the selection and use of ICT tools and facilities used to present information	assessing their progress and commenting on the appropriateness of their selection of ICT tools and facilities eg use of software programmes
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	using email to submit written work – emailing a draft copy of work to tutor for feedback downloading information from internet sources, storage of information – creating folders for access

Skill	When learners are ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	recording visually scaling, timing, measuring using perspective and other methods of projection
Identify the situation or problem and the mathematical methods needed to tackle it	using measuring and orthographic projection for accuracy, and scaling using software to observe and modify designs taken from visual recordings checking and modifying different viewpoints
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing the project brief, contributing to group discussions and the sharing of ideas, comparing ideas and concepts found in others' work, evaluating own ideas, presenting ideas to different audiences participating in a group discussion on the creative presentation of ideas and concepts for specific audiences making an informed and stimulating presentation of research into others' and individual ideas
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching, reading, selecting text and images annotating, commenting and comparing using text and image to relate to own work and evidencing understanding of ideas and concepts through discussions, evaluations and presentations investigating contextual sources to explore and analyse the creative ideas of different artists for different purposes
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing an analytical account of the creative ideas of different practitioners, synthesising information from research activity evaluating results of research into ideas and concepts and reviewing qualities of own ideas analysing and evaluating selected artists' images for the purpose of developing own work, using personal judgements and evaluating final ideas