

Unit 45: Graphic Image Making

Unit code:	D/502/5247
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The aim of the unit is to develop learners' knowledge and skills using graphic imagery in a variety of situations. They will learn skills in both traditional and digital media to develop their creative graphic image making skills and techniques.

● Unit introduction

Graphic designers need to understand and use imagery in a wide variety of situations. They need to be skilled in the use of traditional media in order to develop drawings, paintings or mixed media work for illustrations used in advertisements, posters, CDs, magazines etc, and often this work is further developed using digital media. Much modern graphic design imagery features the multi-layering of a variety of traditional and digital media using both simple mechanical technologies and more complex electronic or lens-based equipment.

Learners will experiment with traditional and digital media in practical investigations, which focus on making images in either or both a literal and an abstract sense. They will discover and record the effects of different combinations of graphic image-making media the effects of on the communication of literal and abstract concepts, and working with them in random or more controlled ways.

To make this experimentation more effective, learners will explore existing examples of graphic design images. This will further their understanding of how artists and designers work to create a wide variety of images in very diverse graphic media. Primary sources for graphic design images can include gallery visits, which will provide first-hand material from which drawings, sketches, colour studies, diagrams and photographs may be made. Alternatively, learners may make studies from work in books and magazines or from the internet. Learners may then take these studies further by applying the information to experiments or to the development of ideas.

In this unit, learners also look at the way in which the work of artists and designers, in a historical and current context, can influence their work and provide further impetus for the generation and development of ideas.

In working through this unit learners could extend their knowledge of graphic media, techniques and visual language skills gained in the core units and possibly combine or integrate this with other specialist graphic units.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know about graphic image making
- 2 Be able to develop ideas for graphic image making
- 3 Be able to use media safely to produce graphic image outcomes
- 4 Be able to present own design outcomes against a given theme or assignment brief.

Unit content

1 Know about graphic image making

Graphic image: symbols eg logos, diagrams, letters, signs; images eg illustrations, photographs; narratives eg comic strips, storyboards, photo-journalism; historical eg 19th century satirical illustrations, 1940s propagandist photomontage, 19th and 20th century book illustration; contemporary eg mixed media magazine illustrations, advertisements, packaging, product labels, television channel idents, on-screen, corporate identity

Work of others: primary sources eg galleries, exhibitions, workshops, studios, design artefacts, print, on-screen, guest speakers; secondary eg internet, books, magazines

2 Be able to develop ideas for graphic image making

Develop ideas: ideas generation methods eg brainstorming, word association, group work; primary sources eg field trips, gallery visits; secondary sources eg internet, books, magazines; recording, eg drawing, painting, photography, video, storyboards, mood boards, worksheets, thumbnail sketches, visuals, collage, cut and paste, organise information eg found imagery, photographs, lettering, text, illustrations

3 Be able to use media safely to produce graphic image outcomes

Health and safety: health and safety issues within a studio or classroom environment; COSHH guidelines (Health and Safety Act 1974)

Outcomes: dry media eg graphite pencils, coloured pencils, charcoal, chalk, oil pastels; wet media eg paint, drawing inks, printing ink, bleach, spray paint, photographic chemicals; digital media eg computer software, digital cameras, scanners, printers, copiers

4 Be able to present own design outcomes against a given theme or assignment brief

Present: audience eg peers, tutors, public groups; presentation eg portfolio, exhibition, critiques, formal informal; format eg mounted prints, digital files, audio, visual, on-screen

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 identify the use of graphic image making [IE, CT, EP, SM, TW]	M1 describe the use of graphic image making and use to inform development of ideas for graphic image making to a given theme or assignment brief	D1 apply investigations to development and presentation of work, evaluating techniques and processes to produce innovative graphic image outcomes.
P2 develop ideas for graphic image making that relate to a given theme or assignment brief [IE, CT, SM, EP]	M2 demonstrate a considered approach to using graphic image making media in order to produce effective outcomes	
P3 use media safely to produce graphic image outcomes [IE, RL, SM, EP]		
P4 present own design outcomes against a given theme or assignment brief. [IE, CT, RL, SM]	M3 coherently present final outcomes against a given theme or assignment brief.	

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
------------	--	---	--

Essential guidance for tutors

Delivery

Successful delivery of this unit should provide learners with opportunities to research and investigate all of the aspects relevant to producing graphic design imagery using mixed media, whether for print based or screen based outcomes. Learners should be given a variety of specific tasks so that they can familiarise themselves with the use of traditional and digital media working together.

Tutors delivering this unit should provide learners with opportunities to investigate a wide range of graphic design image making. The majority of the learners' work will be carried out in a studio or workshop environment where they should be able to participate in highly directed sessions. They will benefit greatly from demonstrations and discussions. To contextualise this investigation and experimentation, and to reinforce learning, the teaching should include visits to galleries and, if possible, visits from professional practitioners. Learners should be directed towards examples of the work of others and be encouraged to research these and their own examples using the internet, libraries and multimedia sources, which will inform the learning, by encouraging analytical skills.

This unit should be delivered to provide a very broad introduction to a wide range of traditional and digital media such as graphite and coloured pencils, charcoal, chalk, oil pastels, paint, printing inks and photographic chemicals as well as computer software and digital cameras, scanners, printers and copiers. The equipment necessary to teach the techniques associated with these media (such as print-making tools, screens and presses, photographic studio and darkroom equipment, hand tools such as brushes and rollers, projectors, light boxes, photocopiers, computers) should be available.

Tutors could consider integrating the delivery and assessment of this unit with any other relevant units the learner is taking as part of their programme of study, especially those requiring illustrative graphics in the production of graphic design outcomes. In planning delivery of the assignment briefs, tutors should be aware of the need to track the relevant learning outcomes of the units being covered.

Learning outcome 1 involves learners in research activities. They should be shown where to find relevant examples of graphic design imagery and how to extract pertinent information from visiting lecturers, design workshops, books, the internet and art galleries. Learners should be directed towards a range of historical and current examples of graphic design image making across a variety of applications.

Learning outcome 2 should be delivered using a variety of strategies to encourage experimentation across the disciplines. Learners need sufficient time to fully explore the use of selected traditional and digital media to give them the confidence to work more independently. It is suggested that some activities, particularly complex ones, be repeated in response to a variety of sources to vary outcomes and improve motivation. Tutors should encourage learners to analyse the way in which a variety of traditional and digital graphics media work separately and in combination using a range of processes. They should annotate this work to demonstrate their levels of understanding of these processes. Learners should discuss their activities with the tutor using the correct technical terminology. Learners should be encouraged to develop ideas using a variety of methods such as brainstorming as an individual or as a group. They should use the primary and contextual source material generated during their research for learning outcome 1 and the media experiments in their workbooks/sketchbooks to develop ideas. These could be extended using thumbnail sketches, visuals, collage, photography and the computer to combine a variety of traditional and digital graphic image making media to produce graphic design images.

For learning outcome 3, tutors should stress health and safety issues must be stressed, particularly when learners are in workshops combining traditional media with digital and electrical technologies. Teaching of the correct use of relatively dangerous hand tools (for example lino cutters, knives and guillotines) should be part of the workshop activity, and learners should be made aware of the rules governing the use of VDUs, hazardous substances and general electrical safety. Learners need to develop final outcomes against a given theme or assignment brief using a variety of mixed media. To develop digital work, learners should be encouraged to experiment but should be guided through the correct use of industry standard image manipulation software for images and vector graphics programs. Learners should be given the opportunity to develop ideas into final outcomes using traditional media such as drawing, painting, collage, and mixed media alongside digital media.

For learning outcome 4, learners should be taught how to reproduce their work using a variety of reproduction techniques using the correct equipment and tools. Techniques should include those to reproduce traditional image making media such as printmaking (eg linocut, collograph, silkscreen and, if possible, etching and lithography), lens-based (eg traditional photographic printing, photocopying, scanning) and digital reproduction processes (laser printing, inkjet printing, digital photographic printing). Learners should be shown how to effectively present these outcomes in a variety of ways, including: the preparation of a suitable portfolio of work; the ways in which work can be mounted for an exhibition; how to video or photograph work and present it to peers and staff face to face in a short verbal seminar presentation using a projector or pre-recorded for on-screen 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
<p>Introduction to unit.</p> <p>Introduction to brief – white on white</p> <ul style="list-style-type: none"> • Discussion – initial thoughts • Potential, constraints, contexts • Possible outcomes • Ideas generation.
<p>Assignment 1: Graphic Design Image Investigation</p> <ul style="list-style-type: none"> • Past and present examples • Different media – web, print, advertising, packaging • Literal and abstract examples.
<p>Supported study time</p> <ul style="list-style-type: none"> • Individual learning plans • Production of sketchbook work, mood boards, thumbnails and roughs • Annotation and research • Ideas development • Informal discussions • Production of ideas and final piece/s.
<p>Learner initiated study.</p>

Topic and suggested assignments/activities and/assessment

Assignment 2: Practical Exploration

Workshops

- Collage
- Photography
- Software/hardware task and training
- Short studio based challenges – thumbnailing workshop.

Learner initiated study.

Assignment 3: Graphic Image Brief: White on White (learner initiated study)

- Individual learning plans
- Ideas development
- Time management
- Formal discussion with tutors
- Assignment feedback
- Evaluations
- Formal and informal presentation/discussion
- Production of ideas and final pieces.

Peer assessment

- Individual learning plans
- Ideas generation and development
- Interim critique
- Final critique
- Discussion group.

Visiting designer.

Field trip

- Exhibition
- Museum
- Studio.

Review of unit and assessment.

Assessment

To achieve a pass grade, learners need to show they have investigated the work of others. Evidence can be in the form of sketchbooks, worksheets, technical notebooks, taped presentations, interim critiques, computer print-outs, individual learning plans that cover the learning that has taken place including the generation and development of ideas, the production, presentation and review of final outcomes.

For a merit grade, learners must achieve all of the pass criteria plus all of the merit criteria. Learners must provide a variety of evidence in the form of digital or paper-based annotated sketchbooks, design boards, discussion evidence that shows they have effectively investigated the work of others and can use correct terminology within their work. Learners must demonstrate effective application of the results of their investigations to the origination and development of ideas and final outcomes. Learners should show evidence of diverse and effective experiments with mixed media. A coherent and individual approach to the development of ideas and image making outcomes should be evident within learners' work. Justification of these ideas and solutions should also be evident in the form of written notes, verbal feedback, photographs of processes undertaken using, for example, annotated worksheets, storyboards, sketchbooks or journals.

For a distinction grade, learners must achieve the pass and merit criteria plus the distinction criterion.

Learners should evidence their results of investigations through informed development and presentation of work. This may be through perceptive evaluations of their use of techniques and processes showing how they have developed and produced original and exciting graphic image outcomes. Learners should demonstrate their use of traditional and digital media to originate and produce innovative graphic design images, which show a sophisticated use, and understanding of visual language. Learners should evidence independently developed and original presentation techniques to evaluate and present creative graphic image making outcomes.

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	Assignment 1: Graphic Design Image Investigation	Designer researching ideas for new brief.	Sketchbook (paper-based or PDF) consisting of research into examples of images, annotated notes.
P2, P3 M2 D1	Assignment 2: Practical Exploration	Designer exploring possibilities for a brief.	Experiments with design ideas using traditional and digital media (P2, P3, M2, D1).
P3, P4 M2, M3 D1	Assignment 3: Graphic Image Brief: White on White	Designer given brief to promote new range of artists' drawing paper.	Final piece/s mounted to a professional standard. Formal presentation/critique that incorporates an overall evaluation of learner's 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
Introduction to Creative Drawing	2D Visual Communication	Ideas and Concepts in Art and Design
Introduction to Graphic Visual Language	Working With Graphic Design Briefs	Words and Images in Graphic Design

Essential resources

Learners require access to specialist graphic design studios and digital workshops. These should be equipped with appropriate hardware, software and materials to fulfil the practical work in this unit. Access to digital media and design software is essential. A well-stocked learning resource centre should be available with appropriate research materials in the form of books, magazines and internet facilities.

The computer software and hardware will vary depending on the specialism/pathway as well as the centre's resources but are likely to include:

- computers with appropriate hardware and software
- digital cameras
- printers
- scanners
- internet access
- digital storage devices.

Employer engagement and vocational contexts

Centres should develop links with practising graphic 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

- Berger J – *100 Habits of Successful Graphic Designers: Insider Secrets from Top Designers on Working Smart and Staying Creative* (Rockport, 2005) ISBN 978-1592531882
- Cates C et al – *Photoshop CS4 Bible* (John Wiley and Sons, 2009) ISBN 978-0470345177
- Danaher S – *The Complete Guide to Digital 3D Design* (Ilex, 2004) ISBN 978-1904705383
- Fletcher A – *The Art of Looking Sideways* (Phaidon Press, 2001) ISBN 978-0714834498
- Fuller R and Fuller L – *Photoshop CS3 Bible* (Wiley Publishing, 2007) ISBN 978-0470115411
- Haslam A – *Book Design (Portfolio Series)* (Laurence King, 2006) ISBN 978-1856694735
- Heller S and Ilic M – *Handwritten: Expressive Lettering in the Digital Age* (Thames & Hudson, 2006) ISBN 978-0500285954
- Hornung D – *Colour: a Workshop for Artists and Designers* (Laurence King, 2005) ISBN 978-1856694193
- Jones G and Shaner P – *Real World Digital Video* (Peachpit Press, 2004) ISBN 978-0321238337
- Kerlow I – *The Art of 3D Computer Animation and Effects* (John Wiley and Sons, 2009) ISBN 978-0470084908
- Lhotka B, Krause D and Schminke K – *Digital Art Studio: Techniques for Combining Inkjet Printing with Traditional Art Materials* (Watson-Guptill, 2004) ISBN 978-0823013425
- Lupton E – *DIY: Design It Yourself* (Princeton Architectural Press, 2005) ISBN 978-1568985527
- McAlhone B and Stuart D – *A Smile in the Mind* (Phaidon Press, 1998) ISBN 978-0714838120
- Odling-Smee A and For H – *The New Handmade Graphics: Beyond Digital Design* (RotoVision, 2003) ISBN 978-2880467036
- Pohlmann K – *Principles of Digital Audio* (McGraw-Hill, 2005) ISBN 978-0071348195
- Williams R – *The Animator's Survival Kit: A Working Manual of Methods, Principles and Formulas for Computer, Stop-motion, Games and Classical Animators* (Faber and Faber, 2002) ISBN 978-0571212682
- Zeegen L – *Digital Illustration: A Masterclass in Digital Image-Making* (RotoVision, 2005) ISBN 978-2880467975
- Zappaterra Y – *Editorial Design (Portfolio Series)* (Laurence King, 2007) ISBN 978-1856694339

Journals

Artists & Illustrators (Quarto Group)
Association of Illustrators Journal (Jo Davies)
Baseline
Computer Arts
Computer Arts Projects
Creative Review
Graphics World (Graphics World Publications Ltd)
Typographic (The Design Press)
Visual Studies (Taylor & Francis Informa PLC)

Websites

www.computerarts.co.uk	Computer Arts News and tips
www.creativereview.co.uk	Creative Review Magazine
www.dandad.org	D & AD: representing creative industries
www.davidcarsondesign.com	David Carson Design
www.dmoz.org/arts/graphic_design/typography	List of typography websites
www.eyemagazine.com	Eye Magazine
www.graphicthoughtfacility.co.uk	Graphic Thought Facility design consultancy
www.ilovetypography.com	Celebrating Typography
www.limitedlanguage.org	Platform for discussion about
www.linotype.com	Linotype
www.microsoft.com/typography/default.msp	Microsoft Typography
www.portfolios.com	Showcases designers' portfolios and list design vacancies
www.rsub.com/typographic	All about Typography
www.typography.com	Hoefler & Frere Jones fonts
www.webstyleguide.com/wsgz/8-typography/index.html	Web Style Guide Information on typography
www.wpdfd.com/issues/23/typography	Typography for the web

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	discussing assignment requirements researching and annotating evaluating work
Creative thinkers	generating and developing ideas developing final outcomes evaluating work
Reflective learners	evaluating their own work and that of others presenting ideas and final solutions
Team workers	researching and annotating discussing ideas generating ideas developing software and hardware skills
Self-managers	researching and annotating developing ideas and final solutions managing time and workload
Effective participators	generating ideas peer assessing discussing work participating in workshops.

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 ...
Reflective learners	giving feedback on assessment decision
Self-managers	organising time and managing resources effectively
Effective participators	participating in critiquing their own work and that of others.

● 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	researching imagery developing and producing final outcomes
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 when appropriate evaluating outcomes and the appropriateness of medium
Manage information storage to enable efficient retrieval	effectively backing up digital files 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	working through any issues arising using correct procedures
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	finding related examples to support development of ideas
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	finding and using relevant information to support the development of ideas and the formulation of opinions
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 	designing digitally using scanners inputting and formatting information from sources
Bring together information to suit content and purpose	researching, developing ideas and producing final outcomes
Present information in ways that are fit for purpose and audience	developing design ideas digitally importing visual and textual information relevant to brief/activity
Evaluate the selection and use of ICT tools and facilities used to present information	using digital means to plan, create and give presentations to different audiences
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	assessing their progress and commenting on the appropriateness of their selection of ICT tools and facilities eg use of software

Skill	When learners are ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	working with: <ul style="list-style-type: none"> • scale • paper sizes and formats • font sizes
Identify the situation or problem and the mathematical methods needed to tackle it	using software to observe and modify designs from 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 describing the physical properties and characteristics of different materials contributing to group discussions and the sharing of ideas evaluating own and others' designs and finished work presenting to target audiences
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	using contextual texts and images to relate to own design ideas
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	evaluating results of designs to meet the brief annotating recordings and ideas analysing and evaluating selected artists' images for the purpose of developing their own work, using personal judgements and relating research to their own ideas preparing presentations of final work.