

Unit 6: Application, Exploration and Realisation in Art and Design

Unit code:	H/502/4973
QCF Level 3:	BTEC National
Credit value:	20
Guided learning hours:	120

● Aim and purpose

In this unit learners will develop and extend their specialist subject understanding and skills, realising their creative potential through personal research, experimentation and communication of ideas using specialist art and design media.

● Unit introduction

In this unit, learners will use the specialist skills they have developed in other units through exploring and using media, materials and techniques. They will develop and extend their specialist subject knowledge, realising their creative potential through personal research, experimentation and communication of ideas.

The process of exploring, applying and realising art and design ideas is integral to the work of all professional practitioners. In response to given or self-initiated briefs, practitioners need to draw on their experience and understanding to extend the boundaries of their creativity, gain commissions and meet client needs.

This unit brings together learner knowledge, and understanding of and skills in, craft and design practice gained during their course. This unit covers the whole design cycle in order to maximise the opportunities for learners to demonstrate creative, innovative visual thinking within their specialist pathways.

Learners will analyse the requirements of negotiated or self-initiated briefs and create a detailed proposal of their intention. They will explore the principles of design through creative visual studies. This will involve carrying out wide ranging and relevant research from primary and contextual sources, through which they will develop their specialist visual language skills and their ability to communicate ideas.

Analysis and the critical review of their ideas and use of specialist materials will form an essential part of learners' developing work. Learners will demonstrate an understanding of the potential and limitations of selected media, tools and techniques through their experimentation and ongoing review of their progress.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to carry out personal research from contextual sources
- 2 Be able to generate solutions to a negotiated brief
- 3 Be able to select and experiment safely with specialist media, materials and techniques
- 4 Understand factors when reviewing work and developing outcomes
- 5 Be able to realise and present final outcomes to meet a brief

Unit content

1 Be able to carry out personal research from contextual sources

Personal research and study: primary contextual sources eg organic, built environment, shows, collections, galleries, exhibitions, museums, workshops; secondary contextual sources eg historical, contemporary, cultural influences (period, style, key movements, western, non-western, events, lifestyle trends, literature, music, theatre, films), libraries, photography, paper-based, online publications, digital, audio-visual sources

Record information: eg explore, formal elements, drawings, digital, photographs, video clips, notes, sketches, video clips, digital cameras, picture phones, internet

Research: eg visits, interviews, questionnaires, reports, sketchbooks, files

2 Be able to generate solutions to a negotiated brief

Negotiate and work to a brief: eg client, consumer, audience needs, requirements, limitations, constraints; develop solutions eg generating initial ideas, formalising ideas

Generate ideas: identify; select; record; refine eg visual research, formal elements, drawings, ideas; evaluate work eg developments, final pieces, aesthetics, form, function, quality, fitness for purpose; alternative presentation formats eg reference files, sketchbooks, lens-based media, design boards, customer/audience profiles, critiques

Visual language: media; materials; mark-making techniques; visual communication; appropriate format eg specialist area, storyboards, sketchbooks, design sheets, lens-based media imagery, models, maquettes; presenting completed work eg critique, display, exhibition

3 Be able to select and experiment safely with specialist media, materials and techniques

Materials, equipment and techniques: materials eg 2D, 3D, time-based, papers, fabrics, card, glass, clay, plastics, steel, computers; equipment eg hand tools, machinery; techniques eg construction processes, cutting, forming, moulding, weaving, joining, CAD/CAM, finishing processes

Health and safety: Health and Safety at Work Act 1974; elimination of risk to self and others; thinking and working safely within a workshop environment; following COSHH guidance on material and workshop practice

Visual communication: characteristics eg surface, colour; ideas eg expression, subject matter, influences, thoughts; working drawings eg flats, scale drawings, site plans, technical drawings, specification drawings

4 Understand factors when reviewing work and developing outcomes

General factors: influences eg historical, contemporary, cultural, technological, social, period, style, key movements, western, non-western, events, lifestyle trends, music, theatre and films

Specialist factors: eg new technologies, market level, direction, scale of production, cost of materials, communication, function, form

Developing and reviewing: eg examining, recording, drawing, observing, note making, explaining, combining, comparing, refining, contrasting, reproducing, reconstructing, evaluating

5 Be able to realise and present final outcomes to meet a brief

Realise: plans eg stages, components, order of work, timings; interpreting eg drawings, samples, models; construction eg accuracy, finish; fault finding; quality issues eg cost, quantity, design

Present: development eg decisions, structure, criticising, criteria, brief, needs, constraints, issues, aesthetic, technical, personal; outcomes eg paintings, sculptures, prints, on screen, websites, clothing, pieces, sets, one-offs, finish, display; evaluation eg modifications, improvements, design

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 carry out personal research from contextual sources [IE, SM, RL]	M1 research and respond to sources, showing clear consistent and direction and intention	D1 research informed, independently selected references, showing innovative personal thinking and creative direction
P2 develop solutions for a negotiated brief, developing and extending visual language skills [CT, RL, SM]	M2 show initiative in selecting and using materials, equipment and techniques, applying understanding of the factors that influence the specialism in evaluating work against the brief	D2 show perceptive critical appreciation, meeting the brief through applying an understanding of the factors that influence the specialism.
P3 select and experiment safely with specialist media, materials and techniques to develop visual communication skills [IE, CT, SM]	M3 show an individual approach to structuring, reviewing and presenting work in a coherent and considered format	
P4 review work and develop outcomes [IE, SM]	M4 produce effective and skilful outcomes that show a consistent level of knowledge, skill and understanding.	
P5 realise and present final outcomes to meet a brief [IE, CT, SM]		

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 is intended to bring together learners' knowledge, skills and understanding gained over the whole course. It encompasses the processes of exploration, application and realisation of an art, craft or design brief. In negotiation with the tutor, learners will need to devise and agree a brief that builds on their specialist skills and personal interests, and encourages them to work independently.

Projects at this level should be challenging and encourage learners to carry out in-depth work. Programmes of work should enable learners to achieve the intended outcomes and meet deadlines. Learners will formulate an initial proposal using the BTEC project proposal forms available on the Edexcel website www.edexcel.com. Tutors will need to provide guidance on how to complete the project proposals.

For learning outcome 1, learners will need to use their research skills to source initial ideas. This will involve learning how to identify, select, record and refine ideas through visual research, exploring formal elements in drawings, photographs, models, film clips and other means of recording appropriate to their specialism. Learners will need to use visual language in a way that is appropriate to their specialism.

Learning outcome 2 requires learners to generate solutions to a negotiated brief. Developing and extending visual language skills should be encouraged as part of this process. For effective planning, learners will first need to analyse the requirements of the brief considering a range of factors, which may include client, consumer or audience needs, and limitations and constraints such as scale and costs. From this analysis they will produce a plan, including the stages and components involved in carrying out the brief and the order of work and timings. They will also need to consider influences on their specialism such as contextual and cultural influences, period, style, key movements, western, non-western, events, lifestyle trends, music, theatre and films, market level and direction, scale of production and function and form.

For learning outcome 3, the format, conventions and vocabulary learners used to expand on their ideas will vary and may involve exploring, for example, how to communicate material characteristics such as colour and texture, pattern, and ideas such as moods, subject matter, influences and thoughts. Depending on their specialism learners may need to produce technically accurate working drawings with appropriate details such as flats, scale drawings, site plans, technical and specification drawings.

Learners will need to apply their knowledge of, and skill in, working with a variety of specialist materials, equipment and techniques when exploring and developing ideas and realising outcomes. This could involve selecting and using appropriate hand tools, digital equipment, machinery and techniques, and developing an understanding of current and new developments related to materials, equipment and techniques. An experimental, 'hands on' approach will be most useful for learners; the skills needed to achieve these outcomes are developed as a result of practice and trial and error. However, tutors expertise and demonstrations in the subject, supported by handouts, and videos, are important aids to delivery.

Learners should be made aware of legislation and potential risks relating to health and safety when using materials, equipment and processes within their specialism, with an understanding of associated risks to self and others.

From their visual explorations and analysis of others' use of visual language, methods and ideas, learners will generate and develop work communicating different ideas to meet the requirements of their specialist brief. Learners will need to focus on conveying appropriate messages for specific audiences and planning and producing work in a format appropriate to their specialism. This format can be storyboards, sketchbooks, design sheets and lens-based media imagery, developing an individual style of visual communication. Learners need to consider using alternative presentation formats such as reference files, sketchbooks, lens-based media, design boards, customer/audience profiles and critiques.

For learning outcome 4, learners will need to evaluate and justify their decisions at all stages of the creative process. Planned critical reviews, following practical activity, might take the form of learner presentations, group discussions or individual tutorials. Reviews encouraging constructive critical analysis and value judgements from peers or other audiences should be based on the requirements of individual learner briefs. These will include identifying ways in which learners have responded to the needs of the brief, constraints, their analysis of aesthetic and technical issues and the quality of their design ideas.

Learners will need to communicate their understanding of quality issues such as costs, scale of production, quality of design and costing. They should be encouraged to comment on the strengths and weaknesses of their work, learn to compare the results of their experiments and assess the appropriateness of images in conveying their intended message or meaning. They should evaluate their developing ideas and final work against the brief, for example in terms of aesthetics, form, function, quality and fitness for purpose. They should suggest improvements, such as for construction or finish and design in and present completed work in suitable formats such as for a critique, display or exhibition.

Learners could have opportunities to develop their skills in communicating their ideas to the public, including both commercial and private sectors.

Learners will need to develop ideas thoroughly from initial concept to final outcome, investigating factors that are significant to their specialism, and using this understanding to inform the development of ideas. They will need to sustain their investigations to produce outcomes inspired by their research and personal enquiry.

Learners ideas might be explored and developed through recording, drawing, observing, note taking, making comparisons and contrasts and reproducing and reconstructing. In interpreting and realising designs, learners will use a range of relevant specialist media, materials and techniques.

To achieve learning outcome 5, learners will present their development and final outcomes. This might be through written evaluation, tutorial interview or group evaluation sessions. They could present their final designs using a range of methods appropriate to their specialism and intended audience.

Special factors

These notes provide details of the kinds of factors that will need to be taken into account in this unit. Learners will need to investigate factors that are significant to their specialism and use this understanding to inform the development of their ideas.

Fashion and Clothing

Specialist factors will relate to the type of product that is designed such as womenswear, childrenswear, menswear, active sportswear and lingerie. Factors influencing fashion include market level such as designer labels, couture, street culture and mass market, for example high street, boutique, chain stores, mail order; forecasting trends such as colour trends, fabric predictions and new materials development.

Graphic Design

Specialist factors will relate to the type of application required for example book cover, web page, poster, packaging, signs and illustration. Factors influencing design include methods of reproduction or transmission such as print media, broadcast media such as TV, film or digital media, for example CD ROMs, intranets or the internet.

Interactive Media

Specialist factors will relate to the context for the work such as interactive TV, CD ROM or online. Factors influencing multi-media include market and design directions such as market segment, for example in terms of personal aspirations, lifestyle, age and gender, trends, predictions, new technology and media; transmission issues such as bandwidth, browser and target computer screen size.

Photography

Specialist factors will relate to the context for the work such as advertising, photojournalism, reportage, fashion photography, medical or scientific photography. Factors influencing photography include market and design directions such as style trends and conventions, new technology and materials; methods of reproduction or transmission such as end print, print media, broadcast media or digital media.

Textiles

Specialist factors will relate to the context for the design such as fashion, interiors and fine art. Factors influencing textiles include market and design directions such as designer collections or mass market, colour trends, fabrics, predictions, new technology and materials; methods of production such as print, construction, for example knit, weave, felting or bonding or embellishment, for example embroidery, manipulation or felting.

3D Design

Specialist factors will relate to the context for the design such as interior, exterior, domestic, public or scientific. Factors influencing 3D design include market and design directions such as one-off customised, small-scale production or mass market, trends, predictions, new technology and materials; scale of production such as one-off, small batch or large scale.

Fine Art

Specialist factors will relate to the context for the work such as 2D approaches with mixed media, painting, drawing, illustration, lens-based for example photography and film, printmaking, textiles and computer generated/digitally developed; in 3D approaches such as modelling, carving, casting, constructing and maquettes; and in time-based approaches such as audio-visual, digital and interactive media. Other contexts might include installation and performance which might use digital recording methods. Factors influencing fine art include self-promotion and marketing of personal responses, exhibiting in galleries or on websites, or working to commissions with considerations of materials and methods of production, application of new technology, scale of work, such as one-off or batch as in prints.

Design Crafts

Specialist factors will relate to the context for design crafts such as ceramics, pottery, furniture design and making, forge work, spot welding, kiln-formed glass, jewellery, mixed media, constructed and printed textiles, weaving and stone or wood carving. Factors influencing design crafts include developments in craft media, production of single handmade pieces, one-off customised or small batch quantity production working in studios, workshops and factories and exhibiting in galleries, markets, festivals, craft fairs and local business outlets.

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 and group discussion on possible research methods and sources – whole group
Assignment 1: Major Project Research Learners research suitable briefs in their selected specialism Learners negotiate brief with tutor Learners complete BTEC project proposal forms
Learners research primary and contextual sources for their initial ideas Learners independently work
Assignment 2: Major Project Ideas Learners generate solutions to the brief Learners analyse the requirements of the brief considering a range of factors Learners produce detailed plans for the management of their project
Learners produce a range of suitable ideas using appropriate media, materials and techniques Learner independent working
Assignment 3: Major Project Production Learners develop an understanding of the factors that influence their specialism when reviewing work and developing outcomes Learners review and evaluate their work through critical reviews – groups discussions and/or individual tutorials Learners produce final outcomes Learner independently work
Learners evaluate and present their final outcomes appropriate to their specialist pathway and the requirements of the brief

Assessment

The evidence produced for P1 should demonstrate learners' ability to identify possible source material relevant to the negotiated brief and to carry out personal research from primary and contextual sources.

The selection of sources for recording should be based on the requirements of the brief which learners will use to develop specific design ideas for P2. There should be evidence of selection from a variety of primary, contextual and other sources. Evidence for recording will be specific to learners' specialisms but should include a range of studies such as annotated imagery, video clips, interviews and other methods of recording information.

For P2, learners need to construct a brief with help from their tutor. The briefs should include consideration of client/consumer/audience needs and limitations and constraints. Learners will evidence their ability to identify, select, record and refine their ideas. For this they might produce a range of competent studies from their visual research for P1.

Evidence of their ability to evaluate developing ideas against the brief might be written notes, tutorial feedback sheets, audio/video presentations or verbal evidence sheets. Evidence for learner presentations might include reference files, sketchbooks, lens-based media, design boards or customer/audience profiles.

Evidence for P3 will be specific to learners' individual specialisms and the requirements of their brief but will include a range of annotated experimental trials, test pieces, printouts, video clips, models and other media explorations. Evidence of learners' ability to select and evaluate their use of appropriate media materials and techniques might include written or recorded evaluations, reviews and observation evidence sheets. These methods could also be used to demonstrate an understanding of relevant legislation and potential risks to health and safety within the specialist area.

For P3, learners should present evidence showing how media and method in visual recording can be used to communicate specific information. Learners could consider the needs of different audiences by presenting a range of visual studies which include plans, projections, patterns, layout drawings, video clips and spatial information that may be of particular relevance to their specialist pathway.

For P4, learners should present evidence of their ability to analyse and refine their design ideas to meet the requirements of their brief. This could be design ideas worksheets, annotated sketchbook studies and computer printouts, video clips, models and maquettes showing experimental trials and notes or recorded evidence of comments reviewing the qualities of different ideas and reasons for their decisions.

Evidence of learners' understanding of the specialist factors influencing their brief might include notes on subject-specific methods of production or reproduction, market and design directions and issues of transmission. Evidence for P4 should also include the influence of contextual and cultural factors, which might be gathered through recorded discussions, essays, notes and annotated images collected from gallery visits, books and journals, market research or work experience.

For P5, learners should produce evidence to support their planning and demonstrate a sequential development from initial intention through to outcome. This will be through presenting all the evidence for P1, P2, P3 and P4.

For P5, learners will produce, present and evaluate their final work. Work will vary according to the specialist pathways and the requirements of the briefs. Evidence of presentation planning might be plans, notes, slides, video, presentations, annotated worksheets, drawings, samples or models. Effective communication to different audiences might be shown through questionnaires, feedback sheets and recorded responses. Evaluation of the final outcome should be evidenced through notes, annotated studies or as part of a recorded presentation where learners suggest improvements for any aspect or element of their final design.

For M1, learners should evidence their ability to research diverse information showing skilful visual recording from which to identify and select ideas.

For M2, learners might produce a carefully planned brief with a clear structure showing a time plan, recognition of deadlines, and a detailed analysis of the requirements of their brief and an understanding of specialist needs and constraints. Learners need to show initiative when selecting, exploring and using materials. Evidence for this might be through samples, trials, printouts, worksheets and construction methods demonstrating creative exploratory skills in the use of specialist materials and equipment.

For M3, learners could produce plans for presentations, investigating and collating the needs of different audiences to develop a range of presentation methods. For example, for a technical audience they would use clear visual instructions on construction methods, but for a company marketing and sales department they might use richly coloured, aesthetically pleasing visuals. Learners might produce planning sheets to demonstrate their understanding of the need for different approaches to presenting information.

Learners could show the effectiveness of their presentations by taping comments and collating and analysing information from planned questionnaires.

Evidence for M4 will depend on learners' specialisms and the requirements of their individual brief, but whatever form it takes, the outcome should be a coherent presentation of an effective idea, with evidence of a consistent level of knowledge of the relevant specialist vocational factors.

For D1, learners will, independently, develop a highly challenging personal brief with creative direction and informed reference material.

For D2, learners will show resourcefulness and critical appreciation, sophistication and discrimination by synthesising their understanding of specialist media, materials, techniques and processes. They will evidence a high level of skill in their use of specialist visual language in response to the requirements of their brief with in-depth understanding of factors that influence the specialism.

For the distinction grade, learners will evidence the ability to synthesise their knowledge, skills and understanding through creating and presenting visually exciting, high-quality final work. Learners will evidence informed analysis of their sources for the purpose of creating exciting and imaginative ideas. They will demonstrate perceptive skills of review and refinement. There will be clear evidence of in-depth knowledge of the needs of different audiences, and learners will apply that knowledge through fluent and versatile visual recording, development and presentation skills.

Those working in time-based media may wish to explore more widely than the areas listed in the unit content. Sequential and time lapse photography, animation, drawing and painting onto film, index cards and sound recording could also provide sources of evidence at pass, merit and distinction level.

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 M1, M2 D1, D2	Assignment 1: Major Project Research	Learners research suitable briefs for study in their selected specialism Learners negotiate brief with their tutor Learners complete BTEC project proposal forms	Portfolio of evidence consisting of: <ul style="list-style-type: none"> • research log • evaluations • BTEC project proposal forms • project plan with timescales/ deadlines etc
P2, P3 M2, M3 D1, D2	Assignment 2: Major Project Ideas	Learners produce a range of suitable ideas using appropriate media, materials and techniques Learners record their findings in an appropriate format describing and comparing the effectiveness of different solutions to the brief	Portfolio of evidence consisting of: <ul style="list-style-type: none"> • examples of various ideas suitable for the brief • all preparatory studies – sketches, drafts, maquettes etc appropriate to the specialism • evidence of health and safety considerations • evaluations as appropriate
P4, P5 M4 D2	Assignment 3: Major Project Production	Learners review work and develop possible outcomes Learners review and evaluate their outcomes through critical reviews – groups discussions and/or individual tutorials Learners realise and evaluate their final outcomes appropriate to their specialist pathway and the requirements of their brief Learners use the most effective and appropriate presentation methods for their work Learners evaluate the success of their presentations	Portfolio of evidence consisting of: <ul style="list-style-type: none"> • a range of possible final outcomes, demonstrating a variety of techniques • realised final outcomes for the brief • evaluations as appropriate

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
A Personal Project	Using Ideas to Explore, Develop and Produce Art and Design	This unit may be linked with any specialist unit in this qualification to create a final major project.

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
- DES38 Manage design realisation
- DES39 Manage a design project

Skillset Sector Skills Council

Photo Imaging

- P6 Conceive and Take Photographs

Skillfast-UK Sector Skills Council

Textiles and Material Design

- HSI Health, safety and security at work
- D1 Research design information and ideas for textiles and materials using a range of techniques
- D3 Develop design responses for textiles and materials to meet agreed requirements
- D2 Develop and communicate design ideas for textiles and materials
- D4 Contribute to producing detailed designs for textiles and materials
- D5 Contribute to realising design prototypes for textiles and materials
- D6 Contribute to realising final textiles and materials design
- D9 Clarify textile and material design briefs and research information
- D10 Develop alternative textile and material design ideas
- D12 Develop, produce and present design responses
- D13 Plan and manage design work
- D14 Realise design prototypes
- D15 Plan and contribute to the realisation of final textile and material design

Essential resources

Learners need access to specialist workspaces: for example studios, workshops, computer suites, video and film editing suites.

Learners may also need access to a range of digital applications as part of their experience in covering the learning outcomes. Library and learning facilities that enable learners to access examples of art and design work should be available.

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 work experience and future employment.

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

Assignments should be vocationally relevant. Centres should consider the delivery of 'live projects' to support the vocational content of the unit and programme.

Centres should try to establish links with professional artists and designers to enable learners to access the key elements that influence their choice of working and presentation methods. Learners are motivated by finding out how a professional works. Open days at Further Education and Higher Education establishments can also broaden learners' horizons and to show a variety of examples of design presentations and how the methods chosen affect the audience.

Learners should be exposed to as wide a range of materials, methods and techniques as possible, from notebook presentations through to online galleries. Reviews of museum/gallery visits, online exhibitions or virtual galleries may be used to support this process.

Creative & 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), provide details (www.skillset.org/careers) about careers advice and industry information, plus a regularly updated news and events page.

Skillfast-UK, the sector skills council for fashion and textiles (www.skillfast-uk.org), provide details (www.skillfast-uk.org/justthejob) about careers advice and industry information, plus regularly updated news and events pages.

Indicative reading for learners

Textbooks

Barrett E – *Practice as Research: Approaches to Creative Arts Inquiry* (I B Tauris & Co. Ltd, 2007)
ISBN 978-1845114329

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

Ferguson B – *Thinking About Exhibitions* (Routledge, 1996) ISBN 978-0415115902

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

Kress G and van Leeuwen T – *Reading Images: The Grammar of Visual Design* (Routledge, 2006)
ISBN 978-0415319157

Marincola P – *What Makes a Great Exhibition* (University of the Arts, 2007) ISBN 978-0970834614

McAlhone B – *A Smile in the Mind: Witty Thinking in Graphic Design* (Phaidon Press Ltd., 1998)
ISBN 978-0714838120

Nielsen D and Hartmann K – *Inspired: How Creative People Think, Work and Find Inspiration* (Book Industry Services (BIS), 2005) ISBN 978-9063691103

Noble I and Bestley R – *Visual Research: An Introduction to Research Methodologies in Graphic Design* (Ava Publishing, 2007) ISBN 978-2940373208

O'Doherty B – *Inside the White Cube* (University of California Press, 2000) ISBN 978-0520220409

Pricken M – *Creative Advertising* (Thames and Hudson, 2008) ISBN 978-0500287330

Rose G – *Visual Methodologies: An Introduction to the Interpretation of Visual Methods* (Sage Publications Ltd, 2006)
ISBN 978-1412921916

Sullivan G – *Art Practice as Research: Inquiry into the Visual Arts* (Sage Publications Ltd, 2005)
ISBN 978-1412905367

Van Leeuwen T – *The Handbook of Visual Analysis* (Sage Publications Ltd., 2000) ISBN 978-0761964773

Journals

Architectural Review

Creative Review

Design Week

Modern Painters

New Design

RA

Tate Etc magazine

Wallpaper

Websites

www.artchive.com	art and design resources
www.theaoi.com	website for the Association of Illustrators
www.cnac-gp.fr	Pompidou Centre
www.craftscouncil.org.uk	the national development agency for contemporary crafts in the UK
www.designmuseum.org.uk	website of the Design Museum, dedicated to contemporary design
www.guggenheim.org	Guggenheim museum
www.iconeye.com	website for Iconeye, architecture and design magazine
www.metmuseum.org	Metropolitan Museum of Art
www.moma.org	Museum of Modern Art
www.nationalgallery.org.uk	National Gallery
www.npg.org.uk	National Portrait Gallery
www.photonet.org.uk	Photographers' Gallery
www.royalacademy.org.uk	Royal Academy
www.saatchi-gallery.co.uk	Saatchi gallery
www.tate.org.uk	Tate galleries
www.vam.ac.uk	Victoria and Albert museum

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit:

Skill	When learners are ...
Independent enquirers	planning and carrying out research
Creative thinkers	generating ideas and exploring possibilities for the research, development and presentation of their work
Reflective learners	reviewing and reflecting on their work and acting on the outcomes to modify, refine and improve their work
Team workers	taking part in group discussions to analyse the brief taking part in group presentations of work and commenting on the work of others
Self-managers	producing effective plans for the development of their design projects organising time and resources and prioritising actions when producing work for the brief.

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	using own initiative to investigate possible sources for research researching a wide range of media, methods and techniques
Creative thinkers	reviewing and reflecting on their research and acting on the outcomes to modify and improve their own work trying out alternative media and techniques adapting their ideas as circumstances change deciding on the most effective final outcome
Reflective learners	setting goals for their final outcomes inviting feedback on their own work and dealing positively with both praise and criticism evaluating their experiences and learning to inform future progress
Team workers	working with others during group presentations working with technical staff to achieve a high level of professionalism
Self-managers	discussing and action planning presentation methods and techniques to be used in own work planning exhibition layout
Effective participators	taking on various roles in producing a video collaborating in a community arts project contributing to a group crit.

● 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 presentation methods
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	planning their own presentations
Manage information storage to enable efficient retrieval	storing research
Follow and understand the need for safety and security practices	observing health and safety recommendations
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching a variety of presentation methods and adapting them for their own use
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	exploring, extracting and assessing the relevance of information from design websites
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 	presenting their research
Present information in ways that are fit for purpose and audience	presenting their own work to an audience
Evaluate the selection and use of ICT tools and facilities used to present information	evaluating the success of their work
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	communicating with other members of the group
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	understanding estimation and calculation when planning design work using estimation and calculation to work out timings for their presentations
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing own presentations in group critiques
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching across a wide range of techniques and evaluating accordingly
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.	producing detailed plans for their work writing critical evaluations of their work.