

Unit 76: Generating Fine Art Ideas

Unit code:	F/502/5337
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit aims to develop learners' skills and knowledge through generating and developing fine art ideas. To do this they will research examples of concepts and possible subjects and from these, experiment with ways of generating ideas for their own work.

● Unit introduction

Fine artists use a range of different processes and techniques to develop their ideas and produce final pieces of work.

This includes collecting information and research from a range of sources such as art work, music, written pieces and drama; interpreting these in ways that are personal to them.

Artists have produced work that has changed the way we look at the world, through presenting imagery in a new way.

In this unit learners will develop and generate fine art ideas; to do this they will research examples of concepts and possible subjects. The skills required to research effectively are an essential part of contemporary art practice. In learning how to apply research methods and collate information, learners will be gaining a valuable experience in this field.

Learners will experiment with different techniques for development of ideas, based on research of selected themes provided in the assignment. This study will be both theoretical and practical, and will enable learners to make informed choices about how they may be able to develop their own personal voice or personality in their work.

Much of the information and knowledge learners' gain for this unit may be applied to other units in the qualification, to support the development of further practical work.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to explore subjects and concepts on a specific theme
- 2 Be able to gather research material for fine art ideas
- 3 Be able to experiment with methods and materials to generate ideas
- 4 Know how to develop and present ideas for fine art work.

Unit content

1 Be able to explore subjects and concepts on a specific theme

Explore subjects: forms eg natural, constructed, figure, gender, architecture, exteriors, interiors, urban spaces, landscapes, objects, iconic

Explore concepts: eg the individual, the collective, interaction, audience participation, isolation, passion, spirituality, movement, love, death, the observed, the observer

2 Be able to gather research material for fine art ideas

Research material: primary sources eg natural world (plants, humans, animals, insects, landscapes), constructed world (architecture, objects, street furniture, landscapes, galleries, exhibitions, museums), exhibitions, museum collections; secondary sources eg libraries, photography, paper-based, online publications, audio visual; contextual references, eg art, historical, popular culture, general history; other areas eg political, religious, ecological, environmental

3 Be able to experiment with methods and materials to generate ideas

Methods and materials: 2D eg mark-making, mixed media, painting, drawing, lens-based, printmaking, textiles, digital media; 3D eg modelling, carving, casting, constructing, maquettes, digital media; time-based eg audio-visual, digital media, interactive media

4 Know how to develop ideas for fine art work

Personal response: eg initial ideas; proposals for further development; work in progress; revise; modify; processes eg methods, materials, techniques; final ideas

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 explore subjects and concepts on a specific theme [IE]	M1 gather and collect considered visual material from diverse sources when researching ideas	D1 develop and present innovative ideas, independently integrating research and demonstrating full potential in use of media and methods.
P2 gather research material for fine art ideas [IE]	M2 experiment purposefully with materials and methods in creating individual ideas	
P3 experiment with methods and materials to generate ideas [CT]	M3 develop and present individual ideas effectively.	
P4 select and present ideas for development of fine art work. [CT, RL]		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

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

Delivery

For this unit learners should have access to a range of resources and materials that will allow for them to successfully achieve the unit outcomes.

These include studios, specialist staff and workshops.

Introduction to the work of historical and contemporary artists through lectures and visits will also support the delivery of this unit.

Tasks set for this unit should introduce learners to a range of research and development techniques, to support the development of fine art ideas.

Learners should be creative and experimental in their approach to assignments set.

Introduction to learning outcomes 1 and 2, which are closely connected, can take the form of lectures introducing fine artists and their work. These sessions should introduce the learners to various concepts that are central to fine art practice and provide a basis for their research.

Learners will need to work from a specific theme on which to focus their research, and produce ideas for their own work. Research skills are a key part of this unit and learners will need to show a clear plan of how they intend to investigate their subject and theme. Learners should keep a record of all discussions with tutor/s and present an ordered body of research in their sketchbooks or work journals. Where any changes to the plan are made, learners should provide clear evidence of how the decisions were reached and how they refined their research plan. Learners may need support to tackle some of the more demanding aspects of conceptual art.

Learning outcome 3 develops from learning outcomes 1 and 2. Using their research and findings, learners need to experiment with materials and techniques to generate ideas for fine art work. It should be stressed that in this unit they are not necessarily producing final finished art piece. This unit can provide work and ideas that may be used as starting points that can be developed further in other units.

Learners have the opportunity to experiment with materials to test the validity of some of their findings in their research. They could also consider testing some of the methodologies they have looked at, and make notes, models or test pieces that try out the concepts behind their ideas.

Learning outcome 4 should bring together the learners' initial research and experimentation completed for learning outcome 3.

For learning outcomes 1, 2 and 3 learners should be continuously developing ideas. This process can be supported with guidance from tutors; during which support and advice can also be given on how strengths and weakness can be identified in work produced.

Because work produced for this unit may be used for further development, it is essential that learners' have engaged with the process of selecting ideas that are best suited to their intended aims in developing personal work. Learners should record all aspects of the selection process in their work journals or sketchbooks.

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 – whole class.
Lecture/class discussion – whole class: <ul style="list-style-type: none">• selected fine artists• factors influencing their work:<ul style="list-style-type: none">◊ subject matter eg human form◊ concepts eg alone.
Assignment 1: Researching Ideas Learners select one of the fine artists presented to them during the lecture, complete the following: <ul style="list-style-type: none">• research the artist; where and when they were born, studied etc• collect four pieces of work by the artist to discuss• explore ideas and concepts used for the chosen examples• research appropriate primary and secondary sources – this should include at least one visit to a gallery.• produce a report on findings – typed, using appropriate illustrations to support findings. Support provided by tutor – one-to-one.
Learner initiated study.
Learners presentation to the group: <ul style="list-style-type: none">• work of fine artist collected for task 1• summary of work collected for report• learner to consider the way work will be presented using the most appropriate techniques and illustrations• review of work presented – support assessment.
Assignment 2: Thematic Work on 'Time' Outlining what learners are required to complete for the assignment: <ul style="list-style-type: none">• theme eg time – this will inform research for outcomes 1 and 2• development ideas – this will inform outcome 3 and 4. Class discussion – whole class. Questions and answers.
Learners response to the assignment brief: Proposal: <ul style="list-style-type: none">• how they intend to carry out research – intended visits etc• what they intend to develop• presentation. <i>Learners proposal is subject to change as they begin working on the assignment.</i>

Topic and suggested assignments/activities and/assessment

Presentation of proposal to the group.

Class discussion – whole class.

Questions and answers.

Support and direction provided by tutor as appropriate.

Learners begin research relevant to the assignment brief:

- subjects and concepts
- primary and secondary sources
- historical and contextual reference
- sketch book
- journals
- note taking.

Presentation of research to the group.

Class discussion – whole class.

Questions and answers:

- review of work presented – support assessment.

Learner initiated study.

Development of ideas:

- experiments with methods and materials:
 - ◇ sketch book
 - ◇ models
 - ◇ maquettes
 - ◇ samples
 - ◇ paintings
 - ◇ video
 - ◇ photographs ... *relevant to learners proposal*
 - ◇ evaluation.

Review of work produced to date – individual presentations – whole group.

Support assessment.

Action plan provided to learners for further development.

Completion of all work for final assessment.

Final presentation of work.

Learner initiated study.

Review of unit and assessment.

Assessment

Evidence for this unit can be generated from a number of activities.

As part of the assignment brief learners may be asked to produce practical fine art work, essays, written reports or verbal presentations (supported by written notes).

Learners should maintain a record of all their reviews and ongoing evaluations. Discussions with tutors/peers will support the development of ideas. Learners should record in their journals their discussions with peers/tutors.

For P1 and P2, learners will explore and gather a range of research that looks at and explores subjects, concepts, work of fine artists, design history etc as directed by the tutor in the assignment brief.

For P3, learners demonstrate the development of ideas through experiments with materials and processes, and document the influences on the work from information collected and gained for P1 and P2, using appropriate methods of presentation.

For P4, learners will be able to produce an evaluation that is appropriate to the original intention and present research-related findings.

For M1, learners will collect research from a diverse range of sources. There will be detailed analysis and evaluation of work, coherently presented.

For M2, learners will show analysis of a range of direct influences on their own work through the experimentation with materials and processes. Clear links will be made to ideas through materials and practice.

For M3, learners will show consistent understanding in evaluating their work and presenting their research findings. There will be evidence of a diverse range of materials and sources studied, with effective connections made. There will be a considered approach to the presentation of a consistent body of work.

For D1, learners should demonstrate independence in developing their investigations and be able to integrate informed research. Learners should show understanding of factors that have influenced their own practice. Connections between these factors will be indicated through material directly relating to their practical work. Presentation of the work will show fluency, flair and originality.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
PI, P2, P3, P4 M1, M2, M3 D1	Assignment 1: Researching Ideas	Fine artist developing new ideas for work.	Portfolio of evidence consisting of: <ul style="list-style-type: none"> research development of ideas (experiments with materials, techniques relevant to proposal)
PI, P2, P3, P4 M1, M2, M3 D1	Assignment 2: Thematic Work on 'Time'	Fine artist creating new set of work.	<ul style="list-style-type: none"> final piece (including presentation sheets) evaluation (development and analysis of design ideas and final piece; strengths and weaknesses of design ideas and final piece.

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 Painting Skills	Creative Painting	Materials, Techniques and Processes in Art and Design
Introduction to Printmaking	Creative Drawing	Fine Art Principles
Working to a Visual Arts Brief	Printmaking	Painting in Fine Art
		Presenting Fine Art Work

Essential resources

For this unit learners should have access to general and specialist research facilities such as libraries and internet, in order to gather information on historical and contemporary influences.

They will need access to a range of 2D and 3D workshop facilities to support the development of ideas depending on materials and techniques they have chosen to work with.

Tutors may need access to presentation equipment to support lectures and discussion groups; studios or rooms suitable for tutorial activities should also be provided.

Employer engagement and vocational contexts

Centres should develop links with practising artists, craftspeople and designers, to deliver assignments to learners or to provide work experience.

Links with employers are essential to the delivery of the programme for work experience and future employment.

Vocational learning support resources:

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

Business and finance advice:

- local and regional Business links – 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.

Indicative reading for learners

Textbooks

The Art Book (Phaidon Press, 2005) ISBN 978-0714844879

Chipp H B – *Theories of Modern Art* (University of California Press, 1992) ISBN 978-0520052567

De Bon E – *Lateral Thinking: A Textbook of Creativity* (Penguin, 1990) ISBN 978-0140137798

Dexter E – *Vitamin D* (Phaidon, 2005) ISBN 978-0714845456

Digby J and J – *The Collage Handbook* (Thames & Hudson, 1987) ISBN 978-0500274361

Fineburg J – *Art Since 1940, Strategies of Being* (Laurence King, 2000) ISBN 978-1856691918

Franscina F and Harrison C – *Modern Art and Modernism: A Critical Anthology* (Paul Chapman Publishing, 1982) ISBN 978-1853960321

Godfrey T – *Conceptual Ideas (Art & Ideas)* (Phaidon Press, 1998) ISBN 978-0714833880

Gombrich E H – *The Story of Art* (Phaidon Press, 1995) ISBN 978-0500275825

Harrison C and Wood P (editors) – *Art in Theory: An Anthology of Changing Ideas* (WileyBlackwell, 2002) ISBN 978-0631227083

Harrison H – *The Encyclopedia of Drawing Techniques* (Search Press, 2004) ISBN 978-1844480197

Hughes R – *The Shock of New* (Thames & Hudson, 1991) ISBN 978-0500275825

Lawson S – *The 20th Century Art Book* (Phaidon Press, 1999) ISBN 978-0714838502

Riemschneider B and Grosenick U – *Art at the Turn of the Millenium* (Taschen, 1999) ISBN 978-3822873939

Schwabsky B – *Vitamin P* (Phaidon Press, 2004) ISBN 978-0714844466

Weintraub L – *Making Contemporary Art: How Today's Artists Think and Work* (Thames & Hudson, 2003) ISBN 978-0500284230

Journals

Arts Monthly

Contemporary

Crafts Magazine

Website

www.artjournal.co.uk

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 relevant to the assignment brief. analysing and evaluating information, judging its relevance and value.
Creative thinkers	generating ideas and explore possibilities.

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	supporting conclusions, using reasoned arguments and evidence
Creative thinkers	trying out alternatives or new solutions and follow ideas through
Reflective learners	reviewing progress, acting on the outcomes inviting feedback and deal positively with praise, setbacks and criticisms evaluating experiences and learning to inform future progress
Team workers	providing constructive feedback and support to others
Self-managers	organising time and resources, prioritising actions.

● 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 fine art historical and contemporary influences and ideas
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	finding illustrative materials to support the development of ideas relevant to the assignment brief
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 work: <ul style="list-style-type: none"> • research • development (experiments with materials and process) • final ideas • analysis and evaluation
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	scaling timing
Identify the situation or problem and the mathematical methods needed to tackle it	measuring perspective
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	making presentations: <ul style="list-style-type: none"> • research • development • final ideas • analysis and evaluation
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading historical and contemporary information on artists work, themes, materials
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	reporting or demonstrating experiments and ideas for further development evaluating.