

Unit 77: Fine Art Principles

Unit code:	L/502/5339
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The aim of this unit is to develop learners' skills, knowledge and understanding of the principles underpinning fine art work. Learners will do this by carrying out research into the work of selected fine artists, analysing how and what influenced the development of ideas and finished work. Learners will apply and present such findings in their own projects.

● Unit introduction

The work of fine artists can be influenced by a range of external factors; they are constantly on the look out for ideas around them to inform work in practice, with particular interest to the work of other fine artists past and present.

Awareness of current events around them may in some cases influence work produced; this may be a conscious or unconscious application by the artist.

Other influences on the artists work, which may not always be obvious to them includes, fashion, music, literature, architecture, film from the past and present; personal life and background may also shape ideas, attitudes and approach to art work.

For this unit learners are required to consider ideas, subjects and external factors that have been used by artist; and explain how these have been considered and used to influence and direct art work.

Historical and contextual reference will also be considered.

From these considerations learners will develop and explore ideas, subjects and external influences that have been or could be used in the production of their own work.

Knowledge and understanding gained from enquiry into the work of others should be used to inform the development process in future projects.

Learners will be encouraged to develop analytical and evaluation skills when considering the work of others and their own work. These skills should be recorded in technical logbooks, journals, sketchbooks or worksheets. An evaluation of all work collected should contribute to the final presentation.

Information and insights gained by learners in this unit may also be used as starting points for, or linked to practical work in other units.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to research ideas and subject matter in fine art work
- 2 Know about the influence of external factors on others' fine art work
- 3 Understand external influences in relation to own fine art work
- 4 Be able to present evaluated research findings.

Unit content

1 Be able to research ideas and subject matter in fine art

Research: eg locate, review, subject matter, analyse, compile, collate, relevant materials, conclude, synthesise, apply

Ideas: eg expressive, abstract, concrete, formalist, realist, conceptual, symbolic, representational, narrative, modernist, post-modernist, culturally specific, new developments

Subject matter: primary sources eg the human figure, still life, natural form, inorganic form, landscapes, environments; secondary sources eg photographs, photocopies, magazines, books, downloads, computer-generated imagery, audio visual information

2 Know about the influence of external factors on others' fine art work

External factors: eg cultural, political, religious, environmental, technological, historical, contemporary

3 Understand external influences in relation to own fine art work

External influences: eg others' work, ideas, locations, materials, processes, themes, concepts, circumstances, opportunities, constraints

Own fine art work: as developed in other units eg painting, sculpture, printmaking, mixed media, ceramics, textiles, illustrations, photography, film, digital installation, performance, interactive work, planned work

4 Be able to evaluate and present research findings

Evaluate: eg record, review, conclusions

Present research findings: discussion eg forums, individual, group presentations, critiques, seminars; to colleagues eg peers, clients, tutors; in research work eg written, verbal, 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 research ideas and subject matter in fine art work [IE]	M1 purposefully research fine art ideas and subject matter, clearly relating the influence of external factors on the generation of others' fine art work	D1 independently undertake thorough research of others' fine art work and practice, connecting all influences on fine art work
P2 identify influences of external factors on others' fine art work [IE, CT]	M2 show considered understanding of a range of influences directly related to own fine art work and how this has been generated and developed	D2 demonstrate informed understanding of a broad range of influences that have explicitly and implicitly influenced own work from initial ideas through development to final realisation
P3 discuss external influences in relation to own fine art work [IE, CT]	M3 produce a considered evaluation of investigations, linking to a coherent presentation of a broad range of research findings.	D3 produce a comprehensive evaluation of all research, closely aligning influences of factors on others' and own work, providing a sophisticated and comprehensive presentation of findings.
P4 evaluate research findings [RL]		
P5 present research findings. [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 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.

For successful delivery of this unit it is essential that learners are made aware of historical and contemporary subjects and influences on fine art work; and support is given to learners to develop an understanding on how external factors influence the work of others.

Learning outcome 1 can be delivered through a series of tasks that require the learner to develop research and evaluation skills, looking at primary and secondary sources and ideas such as conceptual art and realism for example.

On collecting the research learners must establish how they connect and influence fine art ideas.

Closely linked to outcome 2, visits to galleries and lectures will support the delivery of this unit.

Building on information collected for outcome 1, outcome 2 requires learners to research external factors past and present that have influenced fine art work.

Learners should be encouraged to research fine art work and influences within their own specific discipline eg painting, sculpture.

Learning outcome 3 connects with, and builds on, knowledge gained through learning outcome 1 and particularly learning outcome 2. Understanding of how external factors influence others' work should be used to develop insights into factors, issues and contexts which influence learners' own ideas and work. This analysis will enable the learners to have deeper understanding of methods and practices when developing future practical work.

Learning outcome 4 will involve learners in evaluating their research and presenting their findings. Learners should be encouraged to consider the complete body of work produced for the unit when concluding their evaluation. They should aim to make clear statements in verbal and written feedback that demonstrate understanding of influences and external factors in others' and their own work. Learners should aim to use information from their technical notebooks, journals, sketchbooks and worksheets to inform their conclusion, and tutors should consider a full range of presentation opportunities which allow the learners to fully articulate their ideas and findings. Learners should be encouraged to utilise practical work from other units where applicable to show links between their ideas and practice and external influences. Learners should demonstrate understanding about the relationships between their own work and the principles of fine art.

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.
Lecture – class discussion. Question and answers – whole class. Selected fine artists: Examples of 2D and 3D pieces. Style of work: Abstract, symbolic, conceptual etc. External factors: Personal, historical, religious.
Task 1 Learners working in groups. Need to collect the following research on selected pieces of fine art work provided by tutor: <ul style="list-style-type: none">• name of artist responsible for the work• description of the work/s• factors influencing the selected pieces of work.
Presentation of work collected for task 1 presented to the group using the most appropriate presentation techniques. <i>Review and assessment of work presented – contribute to final assessment.</i> Work collected and presented here must contribute to final assessment.
Assignment 1: Fine Art Ideas Presented to learners – whole group. Learners need to put together a project proposal for a fine art piece that they will produce at a later date. The piece should be influenced by the work of an artist chosen by the learner. The proposal must be divided into three parts. Learner must discuss the contents of each part with tutor.
Part 1: Research the work of chosen fine artist/factors influencing their work. Research should consist of: <ul style="list-style-type: none">• primary and secondary sources• appropriate visits: galleries/exhibitions• methods of collecting research (documented)• factors influencing the examples of work collected. One-to-one support provided by tutor. Presentation to the group.
Learner initiated study.

Topic and suggested assignments/activities and/assessment

Part 2:

What you intend to develop:

- 2D/3D piece
- conceptual/symbolism
- size
- material
- what external influence your work and why.

Visuals, samples and models should be used and developed to support this part of the report.

One-to-one support provided by tutor.

Presentation to the group.

Learner initiated study.

Part 3: Evaluation

All material collected including analysis of research, feedback from presentations, discussion with tutors.

Learner initiated study.

Presentation to group using appropriate presentation techniques.

Presentation of final report (all work).

Assessment

Evidence for assessment for this unit can be generated through a number of activities for example: fine art work, essays, written report or verbal presentations (supported with written notes).

Learners need to document all reviews, evaluations, discussions with tutors/peers in journals, as these will support assessment.

For P1, learners will originate appropriate research which may be significantly tutor directed. Relevant links between fine art ideas and subject matter will be shown.

For P2, learners will demonstrate ability to identify the influences of external factors on others' fine art work, but this may not be consistent or coherent throughout, nor explore a diverse range.

For P3 learners will show a relevant understanding of influences in the generation of their own fine art work. They will be able to explain these connections appropriately.

For P4, learners will be able to produce an evaluation that is appropriate to the original intention.

For P5, learners will be able to present research-related findings that are appropriate to the original intention.

For M1, learners will show purposefulness in their approach to researching fine art ideas and subject matter. They will take the opportunity to clearly relate this research to investigations into the analysis of external factors influencing others' fine art work.

For M2, learners will show analysis of a range of direct influences on their own work. Clear links will be made to these external factors and their ideas and practice.

For M3, learners will show some 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 across a comprehensive range. They will show informed research skills that demonstrate a sophisticated level of enquiry.

For D2, learners should demonstrate informed understanding of factors that have influenced their own practice. Connections between these factors will be indicated through material directly relating to their practical work across a range of areas taken from other units, including finished pieces, initial ideas, sketches and notes.

For D3, learners should show perceptive comprehension when evaluating, through clear analysis of all research undertaken through the project. Connections between own and others' work will be explicitly indicated through material directly relating to their practical work across a diverse range of areas. 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
	Assignment 1: Fine Art Ideas	Fine artist researching and integrating ideas into new work.	Portfolio of evidence. Presentation to group using appropriate presentation techniques: <ul style="list-style-type: none"> • research • development • evaluation.
PI, P2, MI, DI	Part I	Identifying ideas and influences.	Research the work of chosen fine artist/factors influencing their work. Research should consist of: <ul style="list-style-type: none"> • primary and secondary sources • appropriate visits: galleries/exhibitions • methods of collecting research (documented) • factors influencing the examples of work collected. One-to-one support provided by tutor. Presentation to the group.

Criteria covered	Assignment title	Scenario	Assessment method
P3, M2, D1, D2	Part 2	Applying ideas and implementing findings.	<p>What you intend to develop:</p> <ul style="list-style-type: none"> • 2D/3D piece • conceptual/symbolism • size • material • what external influence your work and why. <p>Visuals, samples and models should be used and developed to support this part of the report.</p> <p>One-to-one support provided by tutor.</p> <p>Presentation to the group.</p>
P4, P5, M3, D2, D3	Part 3	Presenting outcomes.	All material collected including analysis of research, feedback from presentations and discussion with tutors.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Art and Design sector suite. This unit has particular links with the following unit titles in the BTEC Art and Design suite:

Level 1	Level 2	Level 3
Creative use of Materials, Techniques and Processes	Contextual References in Art and Design	Presenting Fine Art Work
Explore Artists' and Designers' Work	2D Visual Communication	Developing and Realising Fine Art Ideas
		Generating Fine Art Ideas

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.

Essential resources

This unit requires a flexible approach to resources. Ideas generated by learners will to some degree determine resources, materials and physical space.

Learners need access to a variety of specialist workshops: photography, wood, metal, print, computers for example.

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

Visits to galleries, museums, in particular to exhibitions by specific artists will support the delivery of this unit and should be scheduled into the assignment briefs.

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

Beckett W – *The Story of Painting* (Dorling Kindersley, 2000) ISBN 978-0789468055

Bowness A – *Modern European Art* (Thames & Hudson, 1986) ISBN 978-0500202050

Chilvers I – *The Concise Oxford Dictionary of Art and Artists* (Oxford University Press, 2003)
ISBN 978-0198604778

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

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

Fineberg 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 Ltd, 1982) ISBN 978-1853960321

Gombrich E H – *The Story of Art* (Phaidon Press, 2006) ISBN 978-0714847030

Hall J – *Dictionary of Subjects and Symbols in Art* (John Murray, 1989) ISBN 978-0719541476

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

Lucie-Smith E – *Art Today* (Phaidon, 1999) ISBN 978-0714838885

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

Schwabsky B – *Vitamin P* (Phaidon, 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

Websites

www.art-review.com

Art review

www.parkettart.com

Parkett

www.rawvision.com

Raw Vision (Outsider Art)

www.tate.org.uk

Tate etc

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 carry out research relevant to project proposal research should consist of a combination of primary and secondary sources
Creative thinkers	generate 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	support conclusions, using reasoned arguments and evidence
Creative thinkers	try out alternatives or new solutions and follow ideas through
Reflective learners	review progress, acting on the outcomes invite feedback and deal positively with praise, setbacks and criticisms evaluate experiences and learning to inform future progress
Team workers	collaborate with others to work towards common goals provide constructive feedback and support to others
Self-managers	organise time and resources, prioritising actions
Effective participators	present a persuasive case for action identify improvements that would benefit others as well as themselves.

● 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 specific artists and identifying influences as encouraged and directed by tutor
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 project proposal
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 of 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 measuring perspective
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	presenting: <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	researching historical and contemporary information: <ul style="list-style-type: none"> • work • themes • materials ... etc
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	reviewing and evaluating evidence of influences.