

Unit 78: Developing and Realising Fine Art Ideas

Unit code:	J/502/5341
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit aims to develop learners' skills and understanding in selecting ideas for development. Learners will use initial research to produce creative development work, by exploring dynamic combinations of different media, processes, techniques and materials. This will provide the basis for the learners' review of their working practices and methodologies.

● Unit introduction

Fine artists continually develop ideas and subjects in their work. In many examples a single theme remains constant while the processes, media or production methods used are subject to vigorous experimentation and development. In this way fine artists are involved in an ongoing review of their output which informs subsequent developments.

Learners may use ideas from initial research that has been carried out in other units or practical work. This may be in the form of unexplored ideas, preparatory work, drawings or plans in journals, or development work in previous projects. Learners will consider how the ideas could be developed, and what strategies could be employed to enable this process.

Tutors will provide learners with opportunities to explore as wide a range of subjects and ideas as possible. Learners will be expected to develop personal responses in a medium of their choice from a range of 2D, 3D and time-based or electronic disciplines.

Learners will be supported in developing the skills necessary to carry out an effective ongoing review of their ideas and working practices. In reviewing these practices, they should develop understanding of how to consolidate their ideas and refine the original scope of ideas for development, and their use of materials and processes. This will provide them with information and knowledge about their personal development that can be used in other units involving practical work.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to select ideas and subjects from initial research
- 2 Be able to create developmental work in fine art
- 3 Understand ideas and working practices.

Unit content

1 Be able to select ideas and subjects from initial research

Select ideas: personal themes eg environmental issues, sustainability, recycled materials; 2D work in progress eg drawing, painting, mixed media, printmaking, computer generated, lens based; 3D work in progress eg sculpture, installation, relief, drawings, lens based, computer generated; time-based work in progress eg drawings, storyboards, interactive, audio-visual, lens based, computer generated

Initial research: eg own artwork, ideas generated, previous work, preparatory work, journals, previous research

2 Be able to create developmental work in fine art

Developmental work: exploratory work eg media, combinations, formal elements (colour, tone, texture, shape, composition, pattern, perspective, line, weight, balance, mass, form, structure); ideas; subjects; making links

3 Understand ideas in own working practices

Review: eg examining, fitness for purpose, analysis, strengths, areas for development

Working practices: eg bringing together, ideas, subjects, working practices, imagery, formal elements, media, techniques, processes

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 select ideas and subjects from initial research [IE]	M1 select and compare diverse ideas and subjects from initial research	D1 independently select diverse ideas and subjects from initial research, integrating into own work
P2 create developmental work within fine art specialism [CT]	M2 show consistency in development of visual work through effective experimentation with a range of media linking to ideas and subjects	D2 show independence and flair in developing original and exciting work that explores a comprehensive range of media
P3 review ideas and working practices. [RL]	M3 analyse ideas and working practices to inform ongoing work.	D3 evaluate ideas and working practices to inform and consolidate ongoing work and practice.

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

The unit focuses on the development of ideas and practical outcomes for personal fine art work, based on existing areas of research, preparatory work, ideas learners may have generated in previous units, or new directions.

Tutors delivering this unit should support learners in locating and recognising potential areas for development and realisation. Learners may need to access a range of possible media and technical areas when developing their work, such as 2D media, 3D and 4D media, film, video and installation. Learners will also require sufficient studio and display space to be able to present and evaluate their work.

Learners should be encouraged to discuss the relationships between working practices, their ideas, and the subjects used to convey and express fine art ideas. Consequently, tutors will need to provide theoretical, practical and technical support to assist the learners in the development of their ideas and the production of practical work.

Learners should initially identify the ideas they wish to start from, and explain why these have been chosen. This may involve previous work or ideas that learners have not yet fully realised. As such the unit requires learners to review their working practices and output, and to refine their intention. This may take the form of a presentation or group critique of initial ideas. Individual and group tutorials should be used where possible to assist tutors in the organisation of learning activities. Assignment 1 in the outline learning plan suggests a way in which this process could be delivered by tutors, culminating in a presentation at which learners would receive an interim assessment of their output up to that point.

This stage of the unit will lead directly to the learners embarking on the production of their work. In this way learners will further explore their ideas through generating practical work. Tutors may need to cover a range of different disciplines within this unit if learners are developing work in various media. Learners should ensure all aspects of relevant health and safety guidelines and legislation are considered and adhered to as part of the developmental process.

A key aspect of this unit is the process of proposing ideas, exploring them practically and reviewing the results. Learners should be directed to use ongoing review at all times in the assignments they cover. Assignment 2 in the outline learning plan details a structure that might be usefully applied to the delivery and monitoring of this review process, through the different stages within the assignment. This process of ongoing evaluation would be useful if timetabled by tutors to occur at regular intervals, thus ensuring learners remain in contact with the process of critical review. It may be that a series of ideas are proposed that result in a range of experimental pieces, and these in turn suggest further development in other directions. Learners recording this process and analysing these results will be able to evidence their learning in more detail if their review is periodically and consistently applied.

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
Ideas for Development; group based read through of assignment and outline of possible evidence sources. Evidence can include short report or presentation.
Assignment 1: Exhibition of Work Part A: Developing ideas Learners review ideas/subjects in own work to date. Compile presentation/report. Present ideas- report/presentation at group crit. Assessment – interim grade.
Part B: Realising Ideas Group read through of assignment – individual learners to use parameters of brief to develop own work.
Stage 1 – using ideas from assignment 1, explore media, techniques and processes; identify subjects and refine ideas as work progresses; review successes and areas for further development in use of materials, techniques and processes.
Stage 2 – review developmental stage – group presentation/1:1 tutorials; identify strengths and weaknesses, and make proposals to refine work/ideas/range and subjects to be carried through.
Stage 3 – realise fine art outcomes, in format agreed through negotiation with tutor; refine media exploration to use materials appropriate to intentions.
Stage 4 – critically review realisation and present conclusions; review work against ideas identified at original starting points.
Assessment of Assignment 2.
Learner initiated study.
Review of unit and assessment.

Assessment

Learning outcome 1 can be evidenced through a set assignment, such as Assignment 1 in the outline learning plan, involving which involves a series of tasks that facilitate the learners' review of previous research, ideas and practical work. This will then form the basis for developmental work and ideas to be taken forward.

Learners should record the results of individual and group tutorials in a work journal or sketchbook. They should be encouraged to tackle aspects of learning outcome 3 from the beginning of the project, as ongoing review will form an important part of the evidence produced for assessment. Learners may find a presentation particularly effective as a means of consolidating their initial research and selection of ideas. Tutors may wish to use controlled peer assessment as part of this process.

Learning outcome 2 should be evidenced through the development of practical work. Where possible, learners should be encouraged to develop personal responses, which will be enhanced by undertaking as wide a range of possible working practices. Consequently tutors should aim to provide technical and practical support across as wide a range of applications as is possible.

Learners should learn how to define visually stimulating work, by referring to likely characteristics. They should be encouraged to explore working practices where they are combining materials, media, techniques and processes in varied ways. Tutors should challenge overly simple solutions to choices in working practices. Referring learners to the differences in the grading criteria at regular intervals may be useful in reinforcing the need to explore ideas, materials and processes in as sophisticated and perceptive way as possible, in order to achieve the higher grade.

Evidence for learning outcome 3 will be generated through work addressing learning outcomes 1 and 2, and as such will run in parallel. Learners should be taught how to recognise strengths and areas for development in their work. Ongoing review should be emphasised as vital to generating evidence, and as a way of learners gaining insight and subsequently better direction of their explorations. They should carefully record this ongoing review, and tutor records of discussions could also form part of the evidence for this learning outcome. Assignment 2 in the outline learning plan provides an example of the structure of an assignment that addresses learning outcomes 2 and 3.

To achieve P1, learners must be able to apply research techniques in selecting ideas for development, but these may lack some of the insights of work produced in the higher grades. For P2, learners will produce work that shows ability to explore and develop relevant visual work primarily located within the subject specialism.

For P3, learners will undertake a primarily tutor led review, which shows consolidation of ideas and subjects.

For M1, learners will show an individual approach in the selection of a diverse range of ideas and subjects.

For M2, learners will demonstrate skill and understanding in experimenting with media, materials, processes and techniques in developing a coherent response. Creative work produced will show considered application and development between ideas, subjects, media and materials.

For M3, learners will analyse work effectively throughout, with strengths and areas for development clearly identified. Reviews will show links into and inform the development and consolidation of the work. There will be a strong sense of individuality in the work produced and in reaching conclusions.

For D1, learners will show independence in selecting from a comprehensive selection of a diverse range of ideas and subjects. The potential for development in the choices made will be clearly understood.

For D2, learners will demonstrate independence and flair, applying skill and knowledge in developing original and exciting visual work. There will be evidence of a fluency in making links between generation of ideas, experimentation, development and synthesis of practical work.

For D3, learners will maintain ongoing reviews and evaluation which will inform processes at all stages of the project, including the consolidation of the work into a unified whole with evidence that indicates possible future developments.

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 P2, M2, D2 P3, M3, D3	Assignment 1: Exhibition of Work	An artist is aiming to develop their work towards an exhibition, and is looking at their earlier work in order to generate ideas. They are reviewing their work to consider the scope it may have for further development.	Portfolio of evidence consisting of: <ul style="list-style-type: none"> work journal/sketchbook showing review of ideas/ subjects in own work notes to be used as a report/ for presentation presentation showing examples of work reviewed, and ideas selected for development learner notes from tutorials/ presentations/interim critiques presentation showing examples of work reviewed, and ideas selected for development fine art outcomes, in format agreed with tutor/s evidence of critical evaluation and ongoing review – work journal and presentation conclusions from reviewing fine art outcomes tutor/peer feedback.

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 Drawing	Working with Visual Arts Briefs	Fine Art Principles
Explore Artists' and Designers' Work	2D and 3D Communication	Developing and Realising Design Craft Ideas

Essential resources

This unit will demand a flexible approach when allocating suitable resources. The development and realisation of fine art work will often depend on the specific physical, technical and material resources used by the learner to express and convey their ideas. A broad range of 2D and 3D workshop facilities, computer and lens-based studios should be available. Tutors and technicians should support learners by providing appropriate practical assistance in the generation of the learners' evidence.

Employer engagement and vocational contexts

Centres should aim to develop links to local galleries and museums. There may be opportunities for learners to work with artists in local area. Visiting exhibitors may also be able to provide visiting artists' lectures and workshops. Contemporary art galleries may be interested in developing links with the centre and in encouraging learner participation at gallery events. Artists working in the area may be able to provide workshop or studio visits. Local councils and similar organisations generally have arts workers who may provide live project scenarios.

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, 2005) ISBN 978-0714844879

Chipp H B – *Theories of Modern Art* (University of California, 1970) ISBN 978-0520014503

Collings M – *Art Crazy Nation: The Post Blimey Art World* (21 Publishing, 2002) ISBN 978-1901785081

Collings M – *Blimey!: From Bohemia to Brit Pop: The London Artworld from Francis Bacon to Damien Hirst* (21 Publishing Ltd, 1998) ISBN 978-1901785005

De Bono E – *Serious Creativity: Using the Power of Lateral Thinking to Create New Ideas* (HarperCollins, 1992) ISBN 978-0002551434

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

Dvorak M – *The History of Art as the History of Ideas* (Routledge and Kegan Paul, 1984) ISBN 978-0710099693

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

Harrison C and Wood P – *Art in Theory 1900-2000: An anthology of changing ideas* (Wiley Blackwell Publishing, 2002) ISBN 978-0631227083

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

Lawson S – *The 20th Century Art Book* (Phaidon, 1996) ISBN 978-0714835426

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

Nairne S, Dunlop G and Wyver J – *State of the Art: Ideas and Images in the 1980s* (Chatto and Windus, 1987) ISBN 978-0701130879

Osborne H – *The Oxford Companion to Art* (Oxford University Press, 1970) ISBN 978-0198661078

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

Taylor B – *Collage: The making of Modern Art: How Today's Artists Think and Work* (Thames & Hudson, 2004) ISBN 978-0500238165

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

Journals

Art Review – www.art-review.com

Parkett – www.parkettart.com

Raw Vision (Outsider Art) – www.rawvision.com

Website

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	identifying ideas and making selections through research
Creative thinkers	creating visual development work and reacting to possibilities suggested by exploratory work
Reflective learners	reviewing their initial ideas, and through continual ongoing critical analysis and review.

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	planning and carrying out research tasks selecting ideas for further development
Creative thinkers	exploring different media, processes and techniques considering the effects of different media on their initial ideas adapting their ideas according to the results of their explorations with techniques
Reflective learners	critically reviewing their work setting targets for success in their work evaluating feedback from tutors/peers.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	sourcing information from websites and electronic publications about fine art disciplines and individual artists
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing ideas and working practices presenting work at a group critique
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	sourcing information about artists relevant to the learners intentions sourcing information about specific techniques, materials, media and processes
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing up any notes and comments relating to the evaluation of their work.