

# Unit 79: Multi-disciplinary Work in Fine Art

<b>Unit code:</b>	<b>A/502/5028</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

Fine artists explore ideas, subjects, materials and processes across disciplines. In some cases artists deliberately combine different disciplines to exploit the qualities of materials and processes involved. Themes or ideas sometimes lend themselves to exploration in this way. Sometimes an artist's intentions can be best communicated through combining disciplines.

## ● Unit introduction

In contemporary practice, opportunities exist for fine artists to produce work that might combine fine art media with less traditional, even unconventional media. Art might combine with science, new technologies used in art, interactivity and art, therapy and art. Other combinations might involve art moving out of traditional display situations such as galleries, and being made a part of the landscape. Fine artists are sometimes involved in collaborative ventures that combine the role of the artists with that of a practitioner from a different field.

This unit provides learners with the opportunity to study multi-disciplinary art through a structured sequence of activities. Learners will build their knowledge in different aspects of multi-disciplinary art. This knowledge will be used to inform learners' practical experimentations and production of final work.

The focus of this unit is to encourage learners to develop their own ideas through their work. Multi-disciplinary art work is often challenging and by its very nature forces the viewer to ask questions. These might be about the role of art today, such as 'Who is it made for? Where is it viewed? How does it differ from traditional art? What is the artist trying to say?' In this unit learners have the opportunity to develop their own response to these questions and to pose some of their own for consideration.

Learners will be taught the skills necessary for the production of multi-disciplinary work. The emphasis will be on learners taking control of their ideas and directing the production and display of experimental and final work. The study of this unit may alter learners' understanding of their own practice. It provides opportunities for personal expression and the identification of personal themes. These may be taken from work produced in previous units or work developed anew. Through exciting and innovative combinations of materials, techniques and processes, learners will extend their knowledge of multi-disciplinary art. This knowledge can be applied to produce vibrant and challenging fine art.

Learners will need to propose, present and make work ready for fixing. This may be learned through internal self-directed assignments or external commissions.

## ● Learning outcomes

### On completion of this unit a learner should:

- 1 Be able to select ideas for own work by researching different disciplines
- 2 Be able to carry out practical experimentation across disciplines
- 3 Be able to propose different combinations of media, techniques and processes for own work
- 4 Be able to present a body of finished work.

# Unit content

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## 1 Be able to select ideas for own work by researching different disciplines

*Researching disciplines:* practical eg art, design, craft, painting, sculpture, printmaking, lens based, audio-visual, textiles, fashion, 3D design, 2D design, time based, computer generated, ceramics, installation, living art; theoretical eg art theory, art history; non-art and design disciplines eg medicine, astronomy, biology, chemistry, physics, geology, ecology, natural history, literature, music, language, history, religion, therapy

*Select ideas:* eg researching, investigating, disciplines, collecting, recording, information, evaluating, developing, analysing, refining ideas; identifying fine art intentions

## 2 Be able to carry out practical experimentation across disciplines

*Practical experimentation:* eg media, materials, techniques, processes, different disciplines; studio; workshop-based; onsite work; health and safety

## 3 Be able to propose different combinations of media, techniques and processes for own work

*Propose combinations:* eg subjects, ideas, influences, media, materials, techniques, processes, technologies; plan production of work; practical experimentation

*Media, techniques and processes:* eg paint, dyes, wood, metal, plastic, textiles, clay, recycled materials, found objects, photographic media, digital media, audio-visual media, sound, light, non-art media, construction methods, production methods, display of work, health and safety, workshop needs

## 4 Be able to present a body of finished work

*Present work:* specialist methods eg tutorial critiques, presentations, slides, video records of work, seminars, presentation portfolios for higher education interviews; formal environments eg libraries, restaurants public, commercial galleries; informal environments eg studios, classrooms, workshops, outside; techniques eg window-mounted, framed, flat mounted, media (on-screen, DVD, web-based) and sketchbooks

*Body of work:* eg identify, review, ideas, subjects, influences; refine eg analyse, modify, adapt; development eg successes, difficulties, working practices, use of materials, use of subjects, ideas, influences, refine, clarify, intentions; quality eg aesthetics, making skills

## 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:
<b>P1</b> select ideas for own work by researching different disciplines [IE, CT, EP]	<b>M1</b> show effective recording in carrying out research into a range of different disciplines	<b>D1</b> show sophistication and an informed understanding in integrating disciplines to produce individual and innovative finished work.
<b>P2</b> carry out practical experimentation across disciplines [IE, CT, EP]	<b>M2</b> show understanding and purpose in effective selection of ideas for an experimental, combined approach to multi-disciplinary art	
<b>P3</b> propose different combinations of media, techniques and processes for own work [IE, CT, RL, SM, EP]	<b>M3</b> show initiative in producing a coherent body of finished work that shows an experimental approach to multi-disciplinary art.	
<b>P4</b> present a body of finished work. [IE, CT, RL, SM, EP]		

**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.

<b>Key</b>	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

# Essential guidance for tutors

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## Delivery

This unit will support the learner in the exploration of multi-disciplinary working practices to inform their own fine art practice

Tutors delivering this unit will need to provide a wide range of vocational, technical and theoretical support to enable learners to explore multi-disciplinary working practices. Tutors may find it useful to provide a theme or an external project brief around which learners can develop proposals by combining disciplines.

Written and visual research into a variety of art and design and non-art and design disciplines to inform fine art practice could act as a focus for planning and developing work. Alternatively, learners may wish to extend and develop ideas from previous explorations or work produced from other units. These can be used as starting points for self-generated briefs.

Learning outcome 1 can be delivered through set research tasks. Learners should be provided with examples of multi-disciplinary work as starting points for research. Initially, research should be encouraged by tutors to cover as wide a range of potential examples as possible. From this research learners should develop ideas for the subjects and production of their own work. Learners will need to be taught to review their ideas against time constraints, limits on availability of materials and so on. As learners move through the unit they should consider the potential in their proposals for achieving learning outcome 4.

Learning outcome 2 involves learners carrying out practical experimentation across disciplines. Tutors will need to provide practical support across a range of disciplines. Technical support should also be accessed where available. Learners must consider and respect relevant health and safety guidance when combining disciplines, and identify any potential hazards. Learners may find it useful to record experiments in combining disciplines by photographing examples. This may be particularly useful when considering installations, live art or environmental art.

Learning outcome 3 will link work with evidence from learning outcome 1 and 2. From this initial stage learners should develop proposals for their own work. Tutors will need to ensure that the proposals are achievable. Learners should record discussion points and any planning agreed through personal tutorials. Learners should remember that their proposals may be refined or modified by experiences gained in working through learning outcome 2 again where intending to work on installations, live art or environmental art.

Learning outcome 4 involves the realisation of initial ideas, reviewed and refined through experimentation. Learners should focus on the practical realisation of their own ideas. They should identify suitable presentation techniques to present finished work.

Learners should be encouraged through the learning activities to keep technical and reflective information which will enable them to evaluate and comment upon their actions. In producing finished work, learners may wish to extend their multi-disciplinary skill and understanding in a broader context outside the fine art pathway. In these cases, tutors should support learners to ensure that they can produce finished work.

In presenting their work, learners should be encouraged to analyse and discuss their practical and theoretical investigations, relating these to their own work. They should show how they have refined ideas as they have progressed through the unit, from research through experimentation to final work. They will need to observe stringent project planning, where there are diverse working and experiential strategies involved in producing a finished piece; and where liaison with an external client may be a factor.

By developing professional specialist links, learners can benefit from opportunities to communicate their innovative ideas and proposals to an external client.

## 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 unit content. <b>Assignment 1:</b> The Four Seasons Activities briefing (which may involve clients from outside). Activities (and any external briefing) analysis and clarification. Identify process methodology in self-initiated or other briefing context.
Project planning. Outline multidisciplinary research proposals. Establish timelines, to include research, experimentation, proposals, evaluations, revisions.
<b>Assignment 2:</b> Cross-discipline Skills Experimentation Linked to the 'Four Seasons' Theme Structure research strategy. Research conventional and unconventional combinations, media, techniques and processes. Investigate methods of recording and illustrating research and analysis. Implement methods of recording and illustrating research and analysis.
Learner initiated study.
<b>Assignment 3:</b> Present Findings Review and develop initial concepts to meet defined proposals. Present interim proposals to individuals, team, and assessors using a range of media techniques. Review interim presentation outcomes. Agree revisions and confirm any variations. Implement revisions and any variations to present coherent body of finished work.
Learner initiated study. Review of unit and assessment.

## Assessment

To achieve a pass grade, learners must achieve the four pass criteria listed on the grading grid provided.

For P1, learners will be able to carry out a basic level of research. Examples of multi-disciplinary work will be noted, and there will be an attempt to explain some of the underlying principles of multi-disciplinary work. Examples chosen may have been tutor led. There will be a basic level of understanding of the reasons for selecting ideas. Any potential for exploration of different disciplines will may have been noted but not in any great detail.

For P2, learners will be able to carry out limited cross-skills practical experimentations. Materials, techniques and processes will be used with a limited amount of skill and understanding. Some of the experimentation may be tutor driven.

For P3, learners will show a basic level of understanding of relationships between disciplines. Links between specific disciplines may have been discussed but opportunities for extending links through common threads or ideas into own work will be limited.

For P4, learners will be able to finish and present multi-disciplinary work. The work will demonstrate a basic level of understanding of multi-disciplinary principles. There may be potential for developing the work further but this will not have been explored. Skill levels in using and applying materials, techniques and processes will be at a basic level. Ideas will be visible from initial research through to the final piece/s. Explanations regarding the combinations of materials used will be factual. Language used in verbal and/or written presentation will be basic, and will provide evidence of a limited understanding of multi-disciplinary principles.

To achieve a merit grade, the learner must achieve all of the pass grade criteria and the three merit grade criteria.

For M1, learners will independently research across disciplines. There will be a consistency in the approach to sourcing information. Records of research will be clear. Information gained will be clearly noted.

For M2, learners will show an understanding of multi-disciplinary principles gained from their initial research. This will be used to inform the independent selection of ideas for experimentation. Ideas will be independently selected and will be consistent with proposals for experimentation. There will be an understanding of how the materials, techniques and processes might combine in own work.

For M3, learners will show initiative in producing a coherent body of experimental practical work that shows understanding of materials, techniques and processes. There will be skill shown when independently evaluating and refining working practice through the unit.

To achieve a distinction grade, the learner must achieve all of the pass and merit grade criteria and the distinction grade criterion.

For D1, learners will show sophistication and personal involvement with multi-disciplinary artwork. Disciplines will have been researched thoroughly, with information used to make well-informed decisions for experimentation. Subsequent finished work will show a high level of skill in combining materials, techniques and processes in an individual way.

## 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	<b>Assignment 1:</b> The Four Seasons	An artist investigates examples of how artists/designers/craftworkers have approached the theme of the four seasons. They document and record their findings.	Portfolio evidence containing: <ul style="list-style-type: none"> <li>documents, sketches, photographs, 2D and 3D imagery and recordings which demonstrate how creatives, working in other disciplines, have depicted the four seasons.</li> </ul>
P1, M1 P2, M2	<b>Assignment 2:</b> Cross-discipline Skills Experimentation Linked to the 'Four Seasons' Theme	An artist conducts cross-discipline skills experimentation to discover how other specialist artists, designer and craftspeople have implemented media techniques and processes keeping with the four seasons theme	Sketchbook work, 2D samples and 3D models, maquettes: <ul style="list-style-type: none"> <li>initial sketches of others work</li> <li>annotation to describe techniques and processes used across other specialisms</li> <li>2D samplers and 3D models and maquettes demonstrating cross-discipline experimentation.</li> </ul>
P1, P2, P3, P4 M1, M2, M3 D1	<b>Assignment 3:</b> Present Findings	A designer makes a pitch to clients on new cross-disciplinary approaches to a brief.	Portfolio evidence of: <ul style="list-style-type: none"> <li>completed project demonstrating cohesion of cross-discipline design influences informing own individual, innovative project outcome.</li> </ul>

## 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 knowledge and skill derived through specialist *Unit 56: Generating Fine Art Ideas*, *Unit 57: Fine Art Principles* and *Unit 58: Developing and Realising Fine Art Ideas*. Together these units provide the fundamental underpinning units for all other units in the fine art pathway. This unit can be linked with any of the specialist units.

Level 1	Level 2	Level 3
Creative Use of Materials, Techniques and Processes	Materials, Techniques and Processes	Visual Recording in Art and Design
	Using Ideas to Explore, Develop and Produce Art and Design	Materials, Techniques and Processes in Art and Design
	Working with Visual Arts Briefs	Ideas and Concepts in Art and Design

### 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)

- DES7 Contribute to the production of prototypes, models, mock-ups, samples or test pieces
- DES9 Research, test and apply techniques for the design of products
- DES36 Develop and extend your design skills and practices.

### Essential resources

This unit will demand a flexible approach when allocating suitable resources. The initial ideas that learners generate will often determine the specific physical, material and practical resources required. A broad range of 2D and 3D workshop and computer facilities will provide the necessary technical support for the production of the learners' work. Where possible, technicians might assist tutors in covering what may potentially be a substantial range of disciplines. Photographic, digital equipment and studios may be required to record some of the learners' practical experimentation.

## 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](http://www.vocationallearning.org.uk)

Business and finance advice:

- local and regional Business Link – [www.businesslink.gov.uk](http://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](http://www.ccskills.org.uk)), the sector skills council for design have launched the web portal Creative Choices ([www.creative-choices.co.uk](http://www.creative-choices.co.uk)). This portal has a range of information about careers in the design sector, including job descriptions.

## Indicative reading for learners

### Textbooks

Braddock Clarke S E – *Techno Textiles: Bk. 2: Revolutionary Fabrics for Fashion and Design: Bk 2 Thames & Hudson Ltd* (Jan 2007) ISBN 978-0500286845

Celant G – *Vertigo: A Century of Multimedia Art from Futurism to the Web* (Skira Editore 2008) ISBN 978-8861305625

Foster H – *Art Since 1900: Modernism, Antimodernism and Postmodernism* (Thames & Hudson, 2004) ISBN 978-0500238189

Müller F – *Art and Fashion (Fashion Memoir)* (Thames & Hudson, 2000) ISBN 978-0500019962

Phaidon Press – *Vitamin 3-D: New Perspectives in Sculpture and Installation* (Phaidon, 2005) ISBN 978-0714849744

Wallis B and Kastner J – *Land and Environmental Art* (Phaidon, 2005) ISBN 978-0714845197

Warr T (editor) – *The Artist's Body (Themes and Movements)* (Phaidon, 2006) ISBN 978-0714835020

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

Wright M – *An Introduction to Mixed 2/3D Media (DK Art School)* (Dorling Kindersley 1999) ISBN 978-0789400000

### Journals

*Creative Review*

*Design Week*

*Tate etc*

## Websites

[www.dummies.com/how-to/content/understanding-installation-art.html](http://www.dummies.com/how-to/content/understanding-installation-art.html)

[www.frieze.com](http://www.frieze.com)

[www.greenmuseum.org](http://www.greenmuseum.org)

[www.parkettart.com](http://www.parkettart.com)

## 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 ...
<b>Independent enquirers</b>	planning and carrying out research into cross-discipline media techniques and technology
<b>Creative thinkers</b>	exploring cross-discipline media techniques and technology and generating informed ideas
<b>Reflective learners</b>	reviewing, reflecting on and evaluating own and others work
<b>Self-managers</b>	organising time, planning resources, handling budgets when working on own specialist project brief
<b>Effective participators</b>	allow for own requirements and proposals to be respected, considered and reviewed.

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 ...
<b>Independent enquirers</b>	planning and carrying out research into cross-discipline media techniques and technology to impact on cross-discipline media, techniques and technology in own design work
<b>Creative thinkers</b>	trying out alternative ways of developing concepts, following ideas through to complete an art and design brief, adapting their ideas as circumstances change
<b>Reflective learners</b>	setting goals with success criteria for their art and design work inviting feedback on their own work and dealing positively with praise, setbacks and criticism evaluating their experiences and learning to inform future progress
<b>Self-managers</b>	seeking out challenges or new responsibilities and showing flexibility when priorities change deal with competing pressures, including personal and work-related demands, where external briefing is involved responding positively to change, seeking advice and support when needed
<b>Effective participators</b>	implementing opportunities, during a project schedule, to allow for own requirements and proposals to be respected, considered, reviewed and actioned where appropriate allowing project scheduling to encompass implementation of action points.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching different disciplines
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	planning for a design project which involves practical cross-discipline skills experimentation
Manage information storage to enable efficient retrieval	developing appropriate methods of storing visual and written materials relating to own multidisciplinary fine art project
Follow and understand the need for safety and security practices	creating and finding appropriate materials, techniques and processes, and adapting them for use in own multidisciplinary fine art project
Troubleshoot	exploring, extracting and assessing the relevance of information from design-related specialists and associated sources
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	creating and finding appropriate resources, materials, techniques, technologies and processes, and adapting them as principles in own multidisciplinary fine art project
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	exploring and assessing the relevance of information from cross-discipline related websites
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	sourcing, evaluating and testing appropriate information to influence ideas, underpin proposals and effect safe use of cross discipline media, materials, techniques and processes
Bring together information to suit content and purpose	implementing own multidisciplinary fine art proposals, bringing together a variety of ideas, concepts, materials, techniques and processes gathered through research and development
Present information in ways that are fit for purpose and audience	using specialist media, techniques and processes to present own multidisciplinary fine art proposals
Evaluate the selection and use of ICT tools and facilities used to present information	evaluating the appropriate use of tools and software in the design development and presentation of own 2D and 3D multidisciplinary fine art proposals
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	investigating different disciplines

Skill	When learners are ...
<b>Mathematics</b>	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	using appropriate calculations and tests to develop creative ideas and eventual multidisciplinary fine art project proposals
Identify the situation or problem and the mathematical methods needed to tackle it	considering a range of techniques, processes and materials which can be investigated through mathematical calculation
Select and apply a range of skills to find solutions	considering appropriate media, techniques, processes and specialist skills need to implement multidisciplinary fine art development and project proposals
Use appropriate checking procedures and evaluate their effectiveness at each stage	implementing the appropriate project reviews to evaluate concepts and own multidisciplinary fine art proposals
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	implementing a range of specialist techniques, processes and materials which have be proven through mathematical calculation
Draw conclusions and provide mathematical justifications	evaluate, analyse and record findings and results of mathematical testing in a multidisciplinary fine art context
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	being a part of design project reviews and critiques presenting conclusions
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading information gathered from a range of visual, written and electronic sources to gather ideas, influence development and effect own multidisciplinary fine art proposals
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	recording written research, analysis and evaluation producing design project reports summaries which confirm ideas and proposals effectively, purposefully and sustainably.