

Unit 80: Painting in Fine Art

Unit code:	H/502/4987
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit aims to develop learners' skills and knowledge in investigating and exploring the physical properties of different painting media and materials. Learners will also consider various painting techniques and their links with specific media. Through a process of experimentation and ongoing evaluation learners will build up a personal record of their investigation that should be used to their inform ideas for a finished piece or pieces of work.

● Unit introduction

Fine artists use painting to communicate ideas, feelings, responses and intentions. The versatility of the medium makes it receptive to artist manipulation and direction, allowing a wide range of applications from naturalistic representation and 'hyper-realism' through to the broadest non-figurative self-expression.

Tutors may engage learners with artists' work through museum or gallery visits, or through general research. Learners should use this information to further enhance their understanding of painting techniques, and how these might be applied to their own practice.

As in the practice of fine art painting, learners will be able to select suitable materials and processes to combine in their final work. Selection will be aided by the tutor, although there should be opportunity for learners to feel motivated and inspired to develop personal themes and to experiment with as wide a range of media as possible. The unit concludes with a presentation of the body of work produced. Learners should be shown mounting and framing techniques, where appropriate, and advised on how to present a display of their work as necessary. Learners should also be able to discuss their progress through the unit, the work they have produced and their personal responses to their investigations, as summarised in the finished work. Learners should be clear about the possibility of their evaluation informing the final presentation.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know about painting techniques
- 2 Be able to investigate and explore media and materials
- 3 Be able to combine media, materials and techniques
- 4 Be able to present finished work.

Unit content

1 Know about painting techniques

Painting techniques: eg wet and dry brush, underpainting, washes, grisaille, glazing, scumbling, impasto, texturing, wet into wet, alla prima, sgraffito, frottage, hard edge, masking, stippling, airbrushing, blending, broken colour, transferring, scaling up, digital

2 Be able to investigate and explore media and materials

Investigate and explore: properties eg dilution, workability, drying time, tinting strength, colour permanence, samples, manipulating; testing

Media: inks; gouache; watercolour; oil; acrylic; wax; mixed media; non-traditional media eg polishes, resins, industrial paints, digital

Materials: supports, hard materials eg card, wood, medium density fibre board (MDF), perspex, vinyl, recycled materials, glass; soft materials eg canvas, cloth, mixed fabrics, papers; found materials

3 Be able to combine media, materials and techniques

Combine: eg glazing over, texturing, overlaying, imagery, adhesion, fixing, layering, collaging

Media and materials: photographic, prints, printed materials, primers, inks, wood, metal, plastic, perspex, card, medium eg acrylic, oil, gum arabic

Techniques: controlling paint; 'broken brush'; colour mixing, overlaying techniques; painting processes eg light to dark in watercolour painting, lean to fat in oil painting, acrylic-based glazing

4 Be able to present finished work

Review: techniques; visual effects achieved; ideas eg themes (harmony, discord), juxtaposition, components, composition

Finished work: finished piece(s) eg stand alone, series, installation; portfolio; display eg mounted, framed

Present: eg forums, individual, group presentations, critiques, seminars; audience eg colleagues, peers, clients, tutors

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 identify painting techniques [IE]	M1 describe diverse painting techniques	D1 apply knowledge of painting techniques to own work
P2 carry out practical investigations of painting media and materials [IE]	M2 experiment with diverse materials and media purposefully through investigation, exploration and combination	D2 refine the selection, investigation, exploration and combination of materials and media to produce exciting and original painting
P3 produce work that combines media, materials and techniques [CT]	M3 produce considered work that demonstrates coherent and effective combination of media, materials and techniques	D3 produce a sophisticated body of work that combines media, materials and techniques imaginatively
P4 create a review of finished work [RL]	M4 make considered judgements on own work	D4 use imaginative and perceptive analysis in reaching judgements on own work
P5 present finished work. [SM]	M5 produce a coherent presentation of finished work.	D5 produce an imaginative and persuasive presentation of finished work.

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

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

Essential guidance for tutors

Delivery

Learning outcome 1 will involve learners recording their understanding of painting techniques in a suitable format, for example a journal or sketchbook. This recording should be evaluative rather than purely descriptive, and should focus on the specific characteristics of the different media and techniques used. Tutors may deliver this learning outcome through Assignment 1 in the *Outline learning plan*, which involves tutor input and subsequent learner independent research. Learners should be encouraged to present ideas in formats best suited to their intentions. The group critique, supported by notes and evidence in the work journal, can be an ideal forum for assessing progress and for learners to gauge their efforts and learn from each other. Factors such as methods of application, fitness for purpose, issues of scale affecting techniques should be considered. This learning outcome can be supported through research into the history of painting, gallery or museum visits and a structured review of the work of specific painters. Learners should be actively encouraged to consider what they have learned from viewing the work of others and how this reinforces or informs their ongoing evaluation of painting techniques.

Learning outcome 2 can be delivered through a sequential series of exercises and activities, each focusing on an identified material or technique. For example, tutors may use exercises based on direct observation from a primary source. This could enhance the potential for learners to contrast and compare the same subject painted using different media and materials. Alternatively, tutors may develop a series of activities exploring the qualities of different media in manipulating and altering secondary source material. Whichever system is used, learners should be exposed to as wide a range of media and techniques as possible. Tutors should provide appropriate health and safety protocols, information on hazards and any relevant COSHH data sheets.

Learning outcome 3 can be delivered through a set tutor-devised project, such as Assignment 2 in the *Outline learning plan*, that will allow learners to engage with personal themes. The project should allow for the combination of a range of specific media, materials and techniques. Learners should continue their evaluation in their sketchbook or journal, recording how the media and materials combine and the effectiveness of the techniques they have used. This combination of materials and media will become part of their investigation and exploration. Learners should be directed to conclude this project by producing a piece or body of finished work. Projects should allow learning outcome 2 to develop as part of learning outcome 3, with learner investigations into painting techniques informing these processes.

Learning outcome 4 involves learners evaluating and presenting finished work developed from learning outcomes 2 and 3. Learners should refer back to earlier investigations and explorations into media, particularly where techniques used in the finished work have suggested that other materials might have produced more satisfying results. Tutors should encourage learners to consider the strengths of their investigations and support them in developing independent, evaluative responses where possible. Learners will need to see examples of different presentation methods and consider how best to present their explorations and investigations. Wherever possible, a display of learner work and group discussion would be the best opportunity for learners and the tutor to discuss conclusions.

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
Group introduction to unit and structure of the programme.
Assignment 1: Painting Techniques
Group-based read through of assignment and description of sources to be reviewed. This will include a review of examples of artists' work.
Tutor presentation on painting techniques.
Learners make notes and collect visual reference materials.
Learners work independently.
Compile information.
Present ideas – report/presentation at group critique.
Assessment – interim grade.
Assignment 2: Exploring Paint
Group read through of assignment – individual learners to use parameters of brief to develop own work.
Stage 1 – learners select theme and identify different media, materials and processes to be explored; all relevant primary and secondary source materials are sourced.
Learners work independently.
Stage 2 – explore painting materials and media (traditional and non-traditional) and experiment with techniques and evaluate results. Learners collate information on materials, techniques and processes used.
Learners work independently.
Stage 3 – learners work with different painting media in combinations (exploring non-traditional painting). Learners collate results and pursue finished work using media and techniques appropriate to intention.
Learners work independently.
Stage 4 – learners present finished work at group critique/exhibition. Learners critically review finished work and present conclusions, evaluating use of painting media and techniques.
Assessment of Assignment 2.
Review of unit and assessment.

Assessment

At pass level work will have engaged with the assignments within the unit and produced work that shows a basic level of understanding and skill in applying a limited range of painting techniques.

For P1, learners will show some understanding of a basic range of painting techniques but the level of enquiry will not go beyond simple appreciation.

For P2, the level of investigation and exploration will be basic and primarily tutor driven. Learners will show limited ability to select media and materials.

For P3, learners will combine media, materials and processes with some degree of success, but the level of fluency and control media will be limited. Learners will produce work in response to a tutor-driven task, with clear parameters that the learner has followed but not exceeded. There will be little or no evidence of self-determination in selecting materials and processes to explore. It is important that tutors set a brief that allows learners to develop personal themes. This should encourage learners to engage with the brief with some degree of independence. Through self-determination and direction, more able learners would then exhibit characteristics of the higher grades.

For P4, learners will show some ability describing their working practices and the outcomes produced. The depth of this enquiry will be limited, with learners stating obvious conclusions that describe the processes used without developing considered insights into their effects and potential.

For P5, learners will be able to present a body of finished work that demonstrates some understanding of the processes used and their potential. Techniques will be understood but not exploited or developed.

For M1, learners will show levels of understanding that begin to move beyond basic appreciation to a considered understanding of diverse painting techniques and the differences between them.

For M2, learners will show an exploration of diverse materials through purposeful experimentation and combination, and there will be suggestions additional material to study beyond those outlined by the tutor. The work produced for this criterion may be the result of hard work and a consistent approach, but it will lack the originality and excitement of work produced to achieve distinction grade.

For M3, learners will produce a coherent body of work that shows an ability to combine media, materials and techniques effectively. The sense of enquiry and willingness to explore the inherent qualities of the media and to react to the results will be more in evidence here than for the pass grade.

For M4, learners will produce a considered assessment across the range of their investigations, explorations and techniques. Although being thought out in some detail, there will still be some room for further consideration which would move the work into the higher grade. This assessment will be clearly linked to the presentation of work.

For M5, learners will be able to present a body of work skilfully. The selection and display of work will show a sense of coherent enquiry and realisation.

For D1, learners will have, independently, demonstrated an informed understanding of painting techniques and made explicit connections between these and their own work. This will be across a range of applications including written annotation, notes, verbal responses and through the development of their painting. Connections between D1 and D2 will be apparent.

For D2, learners will demonstrate a convergence in the selection, investigation, exploration and combination of materials and media. Learners will be prepared to experiment with materials, media and techniques in order to discover hidden properties and extend the range and potential of their work. Work undertaken in D1 will clearly underpin work for D2, and all elements will be brought together to produce exciting and original painting.

For D3, learners will demonstrate an imaginative approach to exploring the qualities of painting media, materials and techniques. Work will be realised and the potential for exploring the relationship between subject matter or source and the materials themselves will have been explored through meaningful dialogue. The work produced will have a degree of sophistication.

For D4, learners will produce a comprehensive analysis of experimentations and techniques. It will be evident that they have clearly understood the purpose of the investigative process. Information gained in initially will be used to inform subsequent enquiries. Learner records will show purpose and information will be recorded efficiently. The evaluation will complement a sophisticated body of work which incorporates presentation skills using mount board, framing devices and display work as appropriate.

For D5, learners will be able to use perception in selecting, mounting and arranging their presentation. The presentation will highlight their imaginative approach to the unit.

Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2 M1, P2 D1, D2	Assignment 1: Painting Techniques	An artist is actively researching different painting techniques through the gates, in order to broaden their knowledge and understanding of painting media, materials and techniques.	Portfolio of evidence consisting of: <ul style="list-style-type: none"> work journals, containing notes and research materials section in work journal showing how information is compiled presentation of findings as a presentation or short report.
P1, P2, P3, P4, P5 M1, M2, M3, M4, M5 D1, D2, D3, D4, D5	Assignment 2: Exploring Paint	A fine artist has developed an interest in returning to painting after a break. Their recent work has been in printmaking and collage and they are keen to explore different combinations of mixed media in their work in paint.	Portfolio of evidence consisting of: <ul style="list-style-type: none"> work journals, containing notes preliminary work, including primary and secondary sources exploration of media eg test, samples, visual ideas, sketches tutor observation of studio practice practical work and final outcomes review of working practices and outcomes presentation at close of assignment.

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
Explore Painting	Working with Visual Arts Briefs	Generating Fine Art Ideas
Introduction to Painting Skills	Creative Painting	Fine Art Principles
Explore Artists' and Designers' Work	Materials, Techniques and Processes	Developing and Realising Fine Art Ideas

Essential resources

This unit will require a well-equipped studio/workshop to facilitate learners' independent exploration of media, materials and practical techniques. Learners will need to have access to both broad and specialist library resources in order to research and explore the historical, contemporary and contextual influences on the realisation and production of paintings. Learners will need access to an environment that is suitable for presenting of finished work to an audience.

Employer engagement and vocational contexts

Centres should aim to develop links with local galleries and museums. There may be opportunities for learners to work with artists in the local area. Visiting exhibitors may also be able to give 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.

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

Vocational learning support resources include:

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

Business and finance advice:

- local and regional Business Link – www.businesslink.gov.uk

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

Creative & Cultural Skills (www.ccskills.org.uk), the sector skills council for design have launched the web portal Creative Choices (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

Archimbaud M – *The Art Book* (Phaidon, 2005) ISBN 978-0714844879

Edison D – *Colour Painting: Using the Full Palette* (Laurence King, 2008) ISBN 978-1856695510

Gibson R – *Painting the Century* (Watson-Guption Publications, 2001) ISBN 978-0823035915

Hornung D – *Colour: a Workshop for Artists and Designers* (Laurence King, 2005) ISBN 978-1856694193

Mayer R – *The Artist's Handbook of Materials and Techniques, 5th Edition* (Viking Books, 1991)
ISBN 978-0670837014

Monahan P et al – *Art School: A Complete Painter's Course* (Hamlyn, 2005) ISBN 978-0600614135

Pearce E – *Artist's Materials: The Complete Sourcebook of Methods and Media* (Arcturus Foulsham, 2005)
ISBN 978-0572031466

Smith R – *New Artist's Handbook* (Dorling Kindersley, 2003) ISBN 978-0789493361

Tauchid R – *(The New Acrylics): Complete Guide to the New Generation of Acrylic Paints* (Watson-Guption Publications, 2005) ISBN 978-0823031597

Van Wyk H – *Your Painting Questions Answered from A to Z* (North Light Books, 1997) ISBN 978-0929552040

Websites

www.bubl.ac.uk/link/p/painting.htm	catalogue of internet resources related to painting
www.glasgowmuseums.com/photolibrary.cfm	website for Glasgow museums
www.liverpoolmuseums.org.uk/walker	website for Liverpool museums
www.nationalgallery.org.uk	National Gallery website
www.tate.org.uk	Tate Gallery website
www.ulstermuseum.org.uk	Ulster Museum website

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	researching ideas information about painting techniques
Creative thinkers	developing alternative approaches to combining media and techniques adapting ideas in response to results of media exploration
Reflective learners	recognising links between techniques and subject evaluating working practices and final outcomes
Self-managers	managing time to select, prepare and install presentation of work.

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	collecting information about specific painting techniques collating research materials
Creative thinkers	reviewing ideas about painting and refining these ideas through practical application
Reflective learners	making links between own work and that of others
Self-managers	managing the production process.

● 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	sourcing information from websites and electronic publications about painting techniques and individual artists
Mathematics	
Select and apply a range of skills to find solutions	scaling work for a specific space
English	
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	sourcing and reading information about painting and artists reading and absorbing information about health and safety/ COSHH data relating to media and materials to be used
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	gathering and recording relevant technical information about painting media, materials and techniques compiling information from reviews.