Unit 84: Presenting Fine Art Work

Unit code: D/502/5491

QCF Level 3: BTEC National

Credit value: 10

Guided learning hours: 60

Aim and purpose

The aim of this unit is to introduce learners to the techniques used by professional artists to present their work. Learners will research a variety of presentation methods in order to evaluate their effectiveness and experiment with different techniques to present their own fine art work.

Unit introduction

The visual presentation of work is a key element of an artist's practice. Discussions, presentations and written statements can also form an important part of contemporary practice. The practical skills in selecting work, mounting and framing, and hanging, lighting and installing work can make a major contribution to the overall effectiveness of the work and the way in which it is seen. Audience participation is a dynamic aspect that may also be considered by artists.

In this unit learners will research and evaluate the presentation methods used by artists. This forms a basis for learners' practical experimentation with different presentation techniques. Learners will experience as wide a range of presentation methods as possible, and should reflect upon and review the effectiveness of the methods and techniques employed. Tutors will deliver practical workshops that build the technical skills used in a range of presentation methods. Learners will evaluate how different techniques are suited to specific presentation scenarios.

A key principle of fitness for purpose forms the basis of further evaluation. This will inform learners' action planning in deciding which presentation methods to use when presenting their own work. Where possible, learners should be encouraged to explore theoretical issues relating to presenting their work. Learners will also refine their practical skills, communicate their intentions and evaluate their strengths and weaknesses.

Learners will consider health and safety issues and identify safe practice. The importance of understanding and developing communication skills will also be emphasised. Work produced in previous units will be presented for display or discussion through the activities and learning outcomes to be studied in this unit.

Learning outcomes

On completion of this unit a learner should:

1 Be able to research how others have used presentation techniques

2 Be able to experiment with presentation techniques

3 Know about different presentation methods

4 Be able to use presentation techniques in own art work.

Unit content

1 Be able to research how others have used presentation techniques

Research: eg identify techniques used by others; identify influences on choice of presentation methods used by others; identify different stages of work eg developmental stage; nature of ideas to be presented; materials used; technology available; the environment, eg gallery space, commercial spaces; installation and site specific work; health and safety considerations and regulations; audience needs; time available; costs

Fine art ideas and subject matter: eg consider different modes of expression such as narrative, expressive, symbolic, representational, abstract, formalist, realist and conceptual; consider different working methods and subject matter; working from primary sources through direct observation, eg human figure, still life, natural form, inorganic form, landscapes, environments; working from secondary sources such as photographs, photocopies, magazines, books, downloads, computer generated imagery and audiovisual information

2 Be able to experiment with presentation techniques

Presentation techniques: eg dry, flat, window, accurate measuring; presenting methods, eg sketchbooks, portfolio, storyboards, slides, electronic, digital, interactive, exhibition, installation of work, siting, lighting, hanging, projection, screen, portable devices, oral presentations, eg use of language, organisation, discussion, interview, one-to-one, group, audiovisual, client group; written presentation, eg correct use of spelling, punctuation and grammar, organisation of materials, clarity of layout, titles, commentary and criticism, proposals, artists statement

Own work: eg 2D work, drawing, painting, mixed media, printmaking, lens-based and installation; 3D work, eg sculpture, installation, maquettes, models, samples and test pieces; time-based work, eg audiovisual, computer generated and interactive

3 Know about different presentation methods

Effectiveness: eg working practices, choice of materials and equipment, space and layout of presentation, exhibition space, choice of language used in verbal and written presentations, evaluation of audience needs and audience feedback, understanding and developing guidelines for selecting work

4 Be able to use presentation techniques in own art work

Use presentation techniques: eg select appropriate presentation methods, demonstrate skills in using materials, processes and equipment to be used for presentation, review and evaluate effectiveness of methods used to present own work

Own art work: eg illustrated notebooks, sketchbooks, models, painting, drawing, printmaking, mixed media, installation, computer generated, interactive

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 information on presentation techniques [IE, SM, RL]	**M1** effectively research a diverse selection of presentation techniques	**D1** research a comprehensive selection of presentation techniques forming coherent conclusions
P2 experiment with presentation techniques for own work [CT, SM]	**M2** experiment with presentation techniques in a purposeful and considered manner	**D2** experiment with presentation techniques in an innovative and exciting manner
P3 describe use of presentation methods for different audiences [IE, CT, RL, SM]	**M3** show an effective approach in reaching pertinent conclusions on the effectiveness of presentation techniques for different audiences	**D3** show a high level of independent enquiry and comprehension in reaching reasoned conclusions on the effectiveness of presentation techniques for different audiences
P4 use presentation techniques for own art work. [SM, EP]	**M4** use diverse presentation techniques with skill and understanding.	**D4** use a comprehensive selection of exciting presentation techniques demonstrating evidence of their potential.

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

Tutors delivering this unit will need to provide specific vocational and technical knowledge on a range of theoretical and practical approaches to presenting fine art work. Factors such as clarity of communication, organisation, appraisal of audience needs and audience participation should be considered.

Learning outcome 1 can be delivered through a series of research-based tasks that focus on specific presentation methods. These should be considered in relation to the key elements that influence choices on presentation methods made by artists. Other factors such as technology, audience needs, interactivity and so on should be researched.

Learners should be exposed to as wide a range of techniques as possible, from notebook presentations through to online galleries. Learners should be also be encouraged to identify and evaluate factors such as communication of information and clarity of presentations. Reviews of museum gallery visits, online exhibitions or virtual galleries may be used to support this process.

Learning outcome 2 can be delivered through a blend of discussion-based sessions and practical workshops. These sessions should address how choices in presentation method and technique are made, and what skills are required to achieve the presentation. The practical workshops should learners the opportunity to develop technical skills in as wide a range of methods as possible in the centre. Practical skills should be developed in producing written artists' statements and material to support oral presentations. Learners should be taught how to select work for mounting and display from a larger body of work. Learners should be encouraged to recognise the factors that influence the selection process, and develop the skills to evaluate their own work.

Learning outcome 3 will allow learners to review and evaluate specific presentation techniques against identified criteria. Learners should be taught how to understand and develop personal guidelines about presenting their own work, through evaluating the presentation methods used by others. Learners should maintain an ongoing record of their reviews and evaluations in a technical file or journal. The key factor of fitness for purpose will see learners develop an understanding of an audience's needs. This learning outcome will also be informed by learners evaluating the strengths and weaknesses resulting from experimentation in learning outcome 2.

For learning outcome 4 the learners apply the understanding and knowledge gained from aspects of the three previous learning outcomes. Learners should select appropriate presentation methods to present a body of their own work. Where possible this task should contain different aspects of presentation, eg oral discussion in group critiques with accompanying handouts, written presentation of the learners' own artists' statements, presentation of notebooks, selecting and mounting work, framing, lighting and hanging or installing 2D and 3D work. Learners will need to record their reasons for using various methods, and should evaluate the fitness for purpose of the presentations they have undertaken.

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 and group discussion on possible research methods and sources – whole group.
Assignment 1: Exhibition Design Learners: • research a range of presentation techniques used by others and evaluate the effectiveness of each • record their findings in an appropriate format • present findings to the group.
Learner-initiated study.
Assignment 2: Exploring Presentation Learners: • experiment individually with a variety of presentation techniques using their own fine art work • record their findings – describing and comparing the effectiveness of different presentation methods • gather feedback on the effectiveness of their presentations for different audiences.
Learner-initiated study.
Assignment 3: Presenting Own Work Learners: • use the most effective and appropriate presentation methods for a range of their own fine art work • evaluate the success of their presentations.
Learner-initiated study.
Review of unit and assessment.

Assessment

Fine Art work produced in other units should be used as the starting point for generating evidence. A number of activities or projects may be used to generate evidence for this unit, at either separate learning outcome or whole unit level. Assignments and projects may demand visual, oral or written presentation. Evidence may include visual records in the form of illustrated research notebooks, sketchbooks, plans, models. Technical notation and learners' commentary will provide evidence of their understanding of presentation and exhibiting techniques. Learners will need to maintain records of discussions with peers and tutors, and explain their reasons for selecting techniques.

For P1, the level of research demonstrated will be at a basic level, and will be primarily tutor-driven. There will be some understanding of how others have used different presentation methods, and conclusions reached will tend to be obvious. For example, ideas about selection of work and using spaces in galleries effectively will not be explored.

For P2, learners will show some ability to experiment with presentation methods and techniques, but the range will be limited. Their work will demonstrate a basic approach to using materials safely, and the presentations that they discuss will tend to be simplistic. Work will not be mounted or framed with great sensitivity.

For P3, learners will show a basic understanding of fitness for purpose, and there will be little enquiry into the factors that affect artists. The range of presentation techniques they consider in use will be limited, and their conclusions will be affected adversely by this limitation. There will be some attempt to link the methods in use to their own ideas and work, but these will tend to be underdeveloped.

For P4, learners will employ a basic range of methods and techniques when presenting their own work. There will be limited evaluation and a basic level of skill. Work will be presented with some understanding of selection and appropriateness of materials. Potential to introduce interesting methods and variations will not be explored in any detail.

For M1, learners will show willingness to expand the range of research, and some ability to engage with some of the complex issues of the relationship between artist and audience. Conclusions reached will be more in depth than in work assessed at P1. There will be more purpose and understanding in the research.

For M2, the learners will show purpose and initiative in conducting their experiments. A broader range of ideas will be considered than at P2 level. They will demonstrate a greater ability to explore variations and experiment than in learners assessed at pass level. Ideas will be carried through with more consistency.

For M3, the learners will demonstrate some understanding of fitness for purpose, and this will be marked by some skill in evaluating effectiveness. Their analysis of methods in use will yield conclusions and demonstrate awareness of the uses applied to different audiences.

For M4, learners will employ a broader range of presentation methods, demonstrating skills and an ability to explore materials and ideas. Work will be mounted and presented with a greater sense of sensitivity to content and subject, and presentation methods will be carried out with purpose.

For D1, the learners should independently research an extensive range of presentation techniques, across a wide range of examples. Factors such as clarity of intention, effective communication, deliberate disorientation and audience participation will have been considered and clear conclusions reached.

For D2, learners will use a high level of skill to experiment across a wide range of methods. There will be a sense of purpose and self-direction that set their work apart from the lower grades. Learners will show a high level of understanding when evaluating experiments.

For D3, learners will show a high level of understanding of fitness for purpose. They will have considered a broad range of potential methods and techniques, and review and evaluation will be concise and thorough.

For D4, learners will demonstrate a high level of practical skills in employing a broad range of methods. There will be evidence in learners' technical files or journals of clear understanding and comments will be informed. Records kept will detail reasons and justifications for their choice of techniques. Evaluation will be concise.

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	**Assignment 1:** Exhibition Design	Fine artist researches a range of presentation techniques used by others and evaluates the effectiveness of each.	Collated research data. Research log. Evaluations. Presentation.
P2, M2, D2 P3, M3, D3	**Assignment 2:** Exploring Presentation	Fine artist experiments with a variety of presentation techniques using their own fine art work.	Examples of various presentation techniques. All ideas, notes, sketches and drafts. Evaluations as appropriate.
P4, M4, D4	**Assignment 3:** Presenting Own Work	Fine artist uses the most effective and appropriate presentation methods for a range of their own fine art work.	A range of presentations of fine art work, demonstrating a variety of techniques. Final evaluations.

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 Art and Design suite:

Level 1	Level 2	Level 3
Presenting Work	Working with Visual Arts Briefs	Developing and Realising Fine Art Ideas

Essential resources

Learners need access to studio/workshop resources independent exploration of practical presentation techniques. Learners need access to specialist library resources in order to research and understand the use of different presentation techniques when organising the presentation of ideas and/or finished fine art work. Learners also need access to an environment suitable for the presentation of ideas and/or finished work to an audience. They may require laptops or IT for presentations, and photographic equipment or studio space for photographing work.

Employer engagement and vocational contexts

Centres should try to establish links with professional artists to enable learners to access the key elements that influence the choice of their presentation methods. Learners are enlightened and motivated by finding out how a professional works. Open days at further education and higher education establishments are also of interest to broaden learners' horizons and to show a variety of examples of fine art presentations and the effects on the audience of the methods chosen.

Learners should be exposed to as wide a range of techniques as possible, from notebook presentations through to online galleries. Reviews of museum gallery visits, online exhibitions or virtual galleries may be used to support this process.

Vocational learning support resources:

● 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', 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, has 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

Burke S – *Fashion Artist: Drawing Techniques to Portfolio Presentation* (Burke Publishing, 2006)
ISBN 978-0473054380

Eisenman E – *Building Design Portfolios: Innovative Concepts for Presenting Your Work* (Rockport Publishers, 2006) ISBN 978-1592534388

Foster A – *Picture Framing: A Complete Guide* (A&C Black, 2006) ISBN 978-0713673869

Greusel D – *Architect's Essentials of Presentation Skills* (Wiley Blackwell, 2002) ISBN 978-0471176756

Khan-Panni P – *Getting Your Point Across* (How to Books, 2007) ISBN 978-1845281915

Logan D – *Mat, Mount and Frame it Yourself* (Watson-Guptill Publications, 2001) ISBN 978-0823030385

Linton H – *Portfolio Design* (WW Norton & Co, 2004) ISBN 978-0393730951

Mason D and Lewis A – *Materials, Process, Print: Creative Solutions for Graphic Design* (Laurence King, 2007) ISBN 978-1856695107

Oulton N – *Killer Presentations* (How to Books, 2007) ISBN 978-1845281847

Powell D – *Presentation Techniques* (Little, Brown, 1990) ISBN 978-0316912433

Ruston A – *Artist's Guide to Selling Work* (A&C Black, 2005) ISBN 978-0713671599

Taylor K – *The Internet for Artists: A Guide to Exhibiting and Selling Your Work on the Web* (Eyelevel Books, 2002) ISBN 978-1902528151

Journals

Architectural Review

Creative Review

Design Week

Modern Painters

New Design

RA

Tate Etc magazine

Wallpaper

Websites

www.artchive.com	The Artchive
www.theaoi.com	The Association of Illustrators
www.cnac-gp.fr	Centre Pompidou
www.craftscouncil.org.uk	Crafts Council
www.designmuseum.org.uk	Design Museum
www.guggenheim.org	Guggenheim
www.iconeye.com	Iconeye
www.metmuseum.org	The Metropolitan Museum of Art
www.moma.org	The Museum of Modern Art
www.nationalgallery.org.uk	National Gallery
www.npg.org.uk	National Portrait Gallery
www.newbritishartists.co.uk	New British Artists
www.photonet.org.uk	The Photographers' Gallery
www.royalacademy.org.uk	Royal Academy
www.saatchi-gallery.co.uk	Saatchi Online
www.tate.org.uk	Tate Online
www.vam.ac.uk	Victoria & Albert Museum

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS that have been included within the assessment criteria of this unit:

Skill	When learners are ...
Independent enquirers	planning and carrying out research
Creative thinkers	generating ideas and exploring possibilities for the presentation of their work
Reflective learners	evaluating fitness for purpose of presentation methods used for their own work
Team workers	discussing their own presentations in group critiques
Self-managers	planning and implementing presentations
Effective participators	involved in the discussions around their own and others' 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	using their own initiative to investigate possible sources for research researching a wide range of presentation methods and techniques
Creative thinkers	reviewing and reflecting on their research and acting on the outcomes to modify and improve their own presentations trying out alternative presentation methods adapting their ideas as circumstances change
Reflective learners	setting goals for their final presentations inviting feedback on their own work and dealing positively with both praise and criticism evaluating their experiences and learning to inform future progress
Team workers	working with others during group presentations working with technical staff to achieve a high level of professionalism
Self-managers	discussing and action planning presentation methods and techniques to be used in their own work planning exhibition layout.

● 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 presentation methods
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	planning presentations
Manage information storage to enable efficient retrieval	storing research
Follow and understand the need for safety and security practices	observing health and safety recommendations during own presentations
Troubleshoot	
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching a variety of presentation methods and adapting them for their own use
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	exploring, extracting and assessing the relevance of information from art websites
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: • text and tables • images • numbers • records	presenting their research
Present information in ways that are fit for purpose and audience	presenting their own work to an audience
Evaluate the selection and use of ICT tools and facilities used to present information	evaluating the success of their own presentations
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	communicating with other members of the group
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	understanding estimation and calculation when planning presentations using estimation and calculation to work out timings for their presentations

Skill	When learners are …
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing their own presentations in group critiques
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching across a wide range of presentation techniques and evaluating accordingly
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	discussing and action planning presentation methods and techniques to be used in their own work.