

Unit 89: Developing and Realising Design Craft Ideas

Unit code:	F/502/5354
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The aim of this unit is to enable learners to generate a range of 2D and 3D work relating to contemporary design craft practice. The focus will be on the whole design process from research for generating ideas through to the making of finished pieces.

● Unit introduction

This unit will involve the collation and study of visual information relating to the work of craftspeople. This will engage learners in selecting and gathering information on such crafts as ceramics, pottery, furniture design and making, forge work, spot welding, kiln formed glass, jewellery, mixed media, constructed and printed textiles, weaving and stone or wood carving.

Artists and craftspeople can work in a variety of ways, making single handmade pieces or small-batch quantity production, working in studios, workshops or factories. Learners will investigate craft activities in their locality by visiting galleries, exhibitions, markets, festivals, craft fairs and local business outlets where possible. Heritage and tourist venues often display local craftwork. Learners can gather inspiration from the range of select merchandise on view, for example pottery, jewellery, painted containers, cards and decorated papers.

Exploration and experimentation in craft-making skills will be nurtured through the use of open-ended thematic assignments. The development and realisation of ideas will directly relate to the quality of research and the availability of specialist materials and equipment. Decisions will have to be made as to purpose: whether to develop purely decorative forms, or objects with practical functions that respond to clear aims set out in a design and craft project or projects. Learners can develop their ideas, elaborating themes on paper while making small test samples and maquettes, leading to finished craft pieces. As well as using traditional 2D and 3D craft media, the opportunity to use discarded materials and common everyday objects could be investigated. It is useful to consider what is available when operating on a tight budget. These materials may be transformed into interesting craft objects through creative repurposing.

Learners can also benefit from visits to the centre by local craftspeople or opportunities to see open studios or workshops, should they be available. The makers are often keen to talk about how they develop and realise their ideas, as they have to be confident enough to sell their work to shops, galleries and the general public.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to carry out research on design crafts to inform idea development
- 2 Be able to produce design craft solutions
- 3 Understand working methods and design crafts outcomes.

Unit content

1 Be able to carry out research on design crafts to inform idea development

Primary sources: drawings from life, eg recording shapes, colours, textures, patterns; seed cases, seashells, archaeological fragments, driftwood, eroded stone; landscape features; sea, sand, ripples and reflections; exhibits from museum collections; built environment, eg architectural features in towns and cities; transport systems; industrial placements; street signs and symbols

Secondary sources: eg books, magazines, photographs, internet sites, videos

2 Be able to produce design crafts solutions

Characteristics and properties: eg strength in compression and tension, durability, stability, weight, density, malleability, surface texture, reflective, absorbent, patina, transparent, opaque

Drawing and modelling techniques: eg speculative drawings, technical drawings, design sheets, 3D maquettes and prototypes

Formal elements: eg colour, texture, tone, shape, pattern, line, weight, balance, mass, form, structure, scale

Design principles: eg aesthetics, ergonomics, function, context

3 Understand working methods and design crafts outcomes

Evaluate: effectiveness of individual elements of the project; design development; outcome against expectation; indicate strengths and weaknesses; level of success and potential of individual elements; choice of materials; functionality; form and aesthetics; effectiveness of tools, techniques and processes against outcomes

Record refinements: eg written notes, lists, technical records; visual notes, eg annotated sketches, technical drawings, collages, photographs, video recordings

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 carry out and record research [IE]	M1 effectively select ideas and subjects from purposeful research	D1 demonstrate an independent analytical approach in selecting ideas and subjects from comprehensive research
P2 develop ideas for design crafts outcomes [IE, CT]	M2 consistently develop ideas for effective design crafts outcomes	D2 independently develop sophisticated ideas for design crafts outcomes
P3 produce design crafts outcomes [CT]	M3 produce effective and considered design solutions	D3 produce comprehensive, sophisticated and creative design solutions
P4 review working methods and design crafts outcomes. [RL]	M4 effectively analyse and evaluate working methods and design crafts outcomes.	D4 demonstrate an independent approach to analysing and evaluating working methods and design crafts outcomes, reaching sophisticated conclusions.

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 must ensure learners have access to good quality information covering historical development and contexts in contemporary design craft practice. Work researching existing artists and craftspeople will provide a solid foundation of underpinning knowledge, informing learners' ideas development when working to a project brief. This will also enable learners to identify processes, use of materials and equipment when planning themes.

Tutors should set design craft projects that have clear aims and allow a choice of specialist outcome from the learner. An example would be a commissioned work to celebrate an anniversary or particular event.

Learning outcome 1 requires that learners carry out and record appropriate research; Assignment 1 in the outline learning plan provides a structure for delivering this outcome. Collected material needs to be identified and recorded with relevant reference to its context in terms of purpose and craft process. Contextual references could be historical, a school, movement, popular culture or other disciplines, political, religious, sociological, ecological or environmental. Learners need to annotate their materials.

Tutors can organise lectures, discussions and visits at various stages of the project's development. Individual and group tutorials can be used to assist the organisation of learner activities. Tutors need to advise learners on how to carry out their research, including the investigation of forms from primary and secondary sources. Through the use of observational drawing, learners will develop strong visual elements in realising their design craft ideas.

Learning outcome 2 requires that learners develop ideas and relevant design solutions. In Assignment 2 in the outline learning plan, a series of stages are shown that could be applied to delivering the practical stages of this unit. As learners are likely to continue their research as part of their practical work, learners can develop further work to be considered against learning outcome 1. Tutors should provide technical and practical support during the design process. This will involve guidance in developing creative solutions exploring the use of material and techniques. To arrive at a solution, the making will include samples, tests, preparatory work and prototypes leading to finished craft pieces. Learners should record their observations in sketchbooks, notebooks and visual planner diaries. Drawings should be annotated with supporting information and notes from visits, interviews, reading and the internet collected. Working methods should involve the use of a range of 2D wet and dry drawing and painting materials and techniques. Photography can be used to record images for development.

A range of model-making materials including wood, metal, plastic and clay should be available to extend 3D research.

To achieve learning outcome 3, learners need to evaluate and develop working methods to realise outcomes. Learners should be encouraged to discuss the relationship between working practices, their ideas and their intentions in realising designs. They should use their findings to inform both the development and realisation of their ideas. This may include written notes, evaluative statements, presentations and informal discussions, supported by tutorial records and practical studio work.

Learners need to be taught how to identify and evaluate strengths and weaknesses, and successes and failures, in development work and to use evaluative findings to inform work in progress and future projects.

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: Research into Design Crafts Group based read through of assignment and description of sources to be researched. This will include a review of examples of design craftwork.
<ul style="list-style-type: none">• Tutor presentation on design crafts.• Learners make notes and independently collect reference materials.• Compile information.• Present ideas – short report/presentation. Assessment – interim grade.
Learner initiated study.
Assignment 2: Developing Design Crafts Outcomes Group read through of assignment – individual learners to use parameters of brief to develop own work.
<ul style="list-style-type: none">• Stage 1 – learners select design crafts area/s within which to work – this will relate to their specialist areas of interest. Learners identify scope of required research and source relevant primary and secondary source materials.• Stage 2 – learners develop design work from primary and secondary source materials. Scope of the design work to include relevant design constraints, consideration of materials and processes and design development, to include examples of drawing, modelling maquettes and tests as required.• Stage 3 – learners review design ideas and tests, samples, maquettes and preliminary work. Evaluation to propose format and production methods of final outcomes.• Stage 4 – learners produce final outcomes. Assessment of assignment 2.
Learner-initiated study.
Review of unit and assessment.

Assessment

For P1, learners must research from a variety of sources a selection of suitable ideas for development. This will involve observation drawing from life, recording objects and features that can be developed into design craft outcomes.

For P2, they must carry out investigative research into a range of craft disciplines and practising artists or craftspeople.

For P3, learners must explore and develop creative design solutions using a range of materials and techniques. They should provide evidence of different combinations of formal elements in art design leading to their final design craft object, such as colour, line, pattern, shape and texture.

For P4, learners need to evaluate and refine their working methods when realising an effective piece of finished design artwork.

For M1, learners should demonstrate an independent focus in research from a variety of sources, selecting good ideas for development. Observational drawings from life will provide themes that develop into strong craft outcomes.

For M2, research must include thorough investigation of the history of design crafts.

For M3, learners must explore and develop clearly focused creative solutions. They need to use a range of materials and techniques in their design work. Well-prepared evidence on the use of formal elements in art and design must be provided.

For M4, learners must demonstrate fully creative evaluations and refinements during their project work, leading to an effective piece of design craft.

For D1, learners must demonstrate an independent analytical approach, researching a wide variety of sources to select exemplary ideas for development. Observational drawings from life will reflect individual themes that develop into exciting craft outcomes.

For D2, research must include a comprehensive investigation of design crafts history and artists or craftspeople, making value judgments.

For D3, learners must explore and develop an extensive range of clearly focused creative design solutions using a full range of materials and techniques. In-depth evidence must be provided on use of formal elements in learners' thematic assignment work.

For D4, learners must document individual and perceptive approaches to producing creatively original developmental work. The final outcome must be fit for purpose and possess strong design craft qualities.

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
PI, M1, D1	Assignment 1: Research into Design Crafts	A craftsperson has decided to extend the range of their portfolio by developing work in new design craft areas. They are researching different areas within the field to gain ideas.	Work journals, containing notes and research materials. Section in work journal showing how information is compiled. Presentation of findings – presentation or short report.
PI, P2, P3, P4 M1, M2, M3, M4 D1, D2, D3, D4	Assignment 2: Developing Design Crafts Outcomes	A craftsperson producing a new range of products.	Work journals, containing notes. Learners' design work, including primary and secondary sources. Tutor observation of studio practice. Learners' practical work, final outcomes, test pieces and maquettes. Learners' review of working practices and outcomes.

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 3D Design Crafts	Working with Textiles Briefs	Materials, Techniques and Processes in Art and Design
Introduction to Textiles	Working with 3D Design Crafts Briefs	Design Methods in Art and Design
Introduction to 3D Design Products	Working in 3D Design Crafts	Design Principles in Art and Design.
		Exploring Specialist Techniques
		Extending Specialist Techniques

National Occupational Standards

This unit also provides development opportunities for some of the underpinning skills, knowledge and understanding of the following National Occupational Standards:

CCSkills Sector Skills Council

Design (revisions in draft form June 2009)

- DES1 Apply research on the history and theory of design to your own design activities
- DES2 Apply design industry knowledge to inform your own design work practice and work
- DES9 Research, test and apply techniques for the design of products
- DES15 Research and evaluate the nature of design in a specific industry context
- DES28 Developing your own design offer
- DES36 Develop and extend your design skills and practices
- DES38 Manage design realisation
- DES39 Manage a design project.

Essential resources

Learners require a range of 2D and 3D workshop facilities, preferably covering the areas of wood, metal, clay and mixed media. Learners will need technical support, advice and guidance on use of materials and equipment in line with health and safety requirements.

Employer engagement and vocational contexts

Centres should develop links with practising artists, craftspeople and designers to deliver assignments to learners or to provide work experience.

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

Vocational learning support resources:

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

Business and finance advice:

- local and regional Business 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

Benton T and C (editors) – *Form and Function: a Source Book for the History of Architecture and Design 1890-1939* (Crosby Lockwood Staples, 1975) ISBN 978-0258970164

Champeney A and Rogers B (Foreword) – *Reclaimed: Recycling in Contemporary British Craft and Design*, (British Council, 1999) ISBN 978-0863554414

Collins M and Papadakis A – *Post Modern Design* (Wiley-Academy, 1990) ISBN 978-0856709432

De Sausmarez M – *Basic Design: The Dynamics of Visual Form* (Herbert Press, 2007) ISBN 978-0713683660

Dormer P – *The Art of the Maker* (Thames & Hudson, 1994) ISBN 978-0500277782

Gilhooley D and Costin S – *Unclasped: Contemporary British Jewellery* (Black Dog, 2001) ISBN 978-1901033359

Grillo P J – *Form, Function and Design* (Dover Publications, 1975) ISBN 978-0486201825

McDermott C – *Essential Design* (Bloomsbury, 1992) ISBN 978-0747508960

Sweet F – *Alessi* (Thames & Hudson, 1998) ISBN 978-0500018576

Thackara J and Jane S – *New British Design* (Thames & Hudson, 1986) ISBN 978-0500274460

Journals

American Craft American Craft Council

Ceramics Art and Perception

Ceramic Review

Crafts The Crafts Council

New Glass Ritterbach Verlag

Object Australian Centre for Craft and Design,

Website

www.fiberarts.com

Fiber Arts magazine

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 and possible subject matter reviewing working practices
Creative thinkers	developing and proposing design craft ideas adapting design solutions in response to results of media exploration realising design intentions
Reflective learners	considering test pieces, samples and maquettes evaluating final outcomes.

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	sourcing information about individual craftspeople researching the field of design crafts exploring ideas through research based tasks
Creative thinkers	adapting design ideas through using different media and processes
Reflective learners	setting success criteria for design work
Self-managers	managing the production process of their work.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Find and select information	
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	sourcing information from websites and electronic publications about design crafts and individual craftspeople/designers
English	
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	sourcing and reading information about design crafts reading and absorbing information about health and safety/ COSHH data
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	gathering and recording relevant technical information about design crafts techniques and processes.