

# **Pearson BTEC Level 1 Award in Visual Arts**

## **Specification**

BTEC Specialist qualifications

For first teaching September 2010

Issue 2

## **Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](http://qualifications.pearson.com/contactus)

## **About Pearson**

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at [qualifications.pearson.com](http://qualifications.pearson.com)

This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

This qualification was previously known as:

Pearson BTEC Level 1 Award in Visual Arts (QCF)

The QN remains the same.

*References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

*All information in this specification is correct at time of publication.*

ISBN 9781446956977

All the material in this publication is copyright  
© Pearson Education Limited 2017

## Summary of Pearson BTEC Level 1 Award in Visual Arts specification Issue 2 changes

Summary of changes made between previous Issue 1 and this current Issue 2	Page number
All references to the following qualifications have been removed from the specification as they have expired: 501/0587/5 Edexcel BTEC Level 1 Certificate in Visual Arts (QCF) 501/0588/7 Edexcel BTEC Level 1 Diploma in Visual Arts (QCF) 501/0567/X Edexcel BTEC Level 2 Award in Visual Arts (QCF) 501/0565/6 Edexcel BTEC Level 2 Certificate in Visual Arts (QCF) 501/0564/4 Edexcel BTEC Level 2 Diploma in Visual Arts (QCF)	Throughout
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
TQT value added	5
QCF references removed from unit titles and unit levels in all units	17-61
Guided learning definition updated	73

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html).

# **BTEC Specialist qualification title covered by this specification**

## **Pearson BTEC Level 1 Award in Visual Arts**

This qualification is eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

The qualification and unit codes will appear on learners' final certification documentation.

The Qualification Number for the qualification in this publication is:

Pearson BTEC Level 1 Award in Visual Arts

501/0582/6

This qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

This qualification is accredited by Ofqual as being Stand Alone.

# Welcome to BTEC Level 1 Award in Visual Arts

## Focusing on the BTEC Level 1 Award in Visual Arts

This document contains the units and associated guidance for the Pearson BTEC Level 1 Award in Visual Arts. This qualification is designed to meet a range of different needs. It offers:

- the opportunity to certificate a smaller block of learning, which is designed to motivate learners and encourage widening participation in education and training
- a course that relates to the particular training and employment patterns in the Visual Arts industry
- the opportunity to use a range of teaching methods
- opportunities for learners to develop skills that support career and professional development
- a programme that can enable progression either to higher levels of study or to other courses at the same level of study.

## Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to easily fit into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

## **Engaging for everyone**

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

## **Recognition**

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs – in this case Creative and Cultural Skills, the Sector Skills Council for crafts, cultural heritage, design, literature, music, performing, and visual arts, the Design Council, and Skillset, the Sector Skills Council for the creative media industries. Many industry and professional bodies offer successful BTEC learners exemptions for their own accredited qualifications.

## **All you need to get started**

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Pearson vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

# Contents

---

<b>What are BTEC Specialist qualifications?</b>	<b>1</b>
Sizes of Specialist qualifications	1
Pearson BTEC Level 1 Award	2
Key features of the Pearson BTEC Level 1 in Visual Arts	2
National Occupational Standards	3
<b>Rules of combination</b>	<b>4</b>
Rules of combination for the Pearson BTEC Level 1 Award in Visual Arts	4
Pearson BTEC Level 1 Award in Visual Arts	5
<b>Assessment</b>	<b>6</b>
Guidance	6
Qualification grade	7
<b>Quality assurance of centres</b>	<b>7</b>
Approval	8
Quality assurance guidance	8
<b>Programme design and delivery</b>	<b>8</b>
Mode of delivery	8
Resources	9
Delivery approach	9
<b>Access and recruitment</b>	<b>10</b>
Restrictions on learner entry	10
Access arrangements and special considerations	10
Recognition of Prior Learning	11
<b>Unit format</b>	<b>12</b>
Unit title	12
Unit reference number	12
Level	12
Credit value	12
Guided learning hours	12

Unit aim	12
Unit introduction	13
Learning outcomes	13
Assessment criteria and grading grid	13
Unit content	13
Essential guidance for tutors	14
<b>Units</b>	<b>15</b>
Unit 1: Drawing Materials and Techniques	17
Unit 2: Creative Use of Materials, Techniques and Processes	23
Unit 3: Painting Skills in Visual Arts	31
Unit 4: Presenting Creative Work	37
Unit 5: Printmaking	43
Unit 6: Explore Artists' and Designers' Work	51
Unit 7: Working to Visual Arts Briefs	57
<b>Further information and useful publications</b>	<b>62</b>
Additional resources	62
How to obtain National Occupational Standards	63
<b>Professional development and training</b>	<b>64</b>
BTEC training and support for the lifetime of the qualifications	64
Your Pearson support team	64
<b>Annexe A</b>	<b>65</b>
The Pearson BTEC qualification framework for the Art and Design sector	65
<b>Annexe B</b>	<b>69</b>
Wider curriculum mapping	69
<b>Annexe C</b>	<b>71</b>
National Occupational Standards mapping	71
<b>Annexe D</b>	<b>73</b>
Glossary of accreditation terminology	73



# What are BTEC Specialist qualifications?

---

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

## Sizes of Specialist qualifications

For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

## **Pearson BTEC Level 1 Award**

The Pearson BTEC Level 1 Award provides an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

### **Key features of the Pearson BTEC Level 1 in Visual Arts**

At Level 1 the focus is on the basic skills and knowledge required to work as a visual artist.

The Pearson BTEC Level 1 in Visual Arts has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques in visual arts, and the personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised Level 1 vocationally related qualification in visual arts
- possibly progress to employment in a visual arts-related job
- progress to related general and/or vocational qualifications.

## National Occupational Standards

Where relevant, Pearson BTEC Level 1 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Pearson BTEC Level 1 qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS in *Annexe C*.

The Pearson BTEC Level 1 Award in Visual Arts relates to the following National Occupational Standards:

### **Cultural and Creative Skills**

Crafts

Design

Jewellery

### **Skillset**

Animation

Design for the Moving Image

Interactive Media and Computer Games

Photo Imaging

Textiles and Materials Design.

# Rules of combination

---

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications have rules of combination.

## Rules of combination for the Pearson BTEC Level 1 Award in Visual Arts

When combining units for the Pearson BTEC Level 1 Award in Visual Arts, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

- 1 Qualification credit value: a minimum of 10 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 10 credits.
- 3 All credits must be achieved from the units listed in this specification.

## Pearson BTEC Level 1 Award in Visual Arts

The Pearson BTEC Level 1 Award in Visual Arts is a 10-credit and 60-guided-learning-hour (GLH) qualification.

The Total Qualification Time (TQT) for this qualification is 100.

To achieve the whole qualification, a learner must successfully complete 10 credits from the following specialist optional units.

Pearson BTEC Level 1 Award in Visual Arts			
Unit	Specialist optional units	Credit	Level
1	Drawing Materials and Techniques	10	1
2	Creative Use of Materials, Techniques and Processes	10	1
3	Painting Skills in Visual Arts	10	1
4	Presenting Creative Work	10	1
5	Printmaking	10	1
6	Explore Artists' and Designers' Work	10	1
7	Working to Visual Arts Briefs	10	1

# Assessment

---

All units within this qualification are internally assessed. The qualification is criterion referenced, based on the achievement of all the specified learning outcomes.

Each unit within the qualification has specified assessment criteria and grading criteria which must be used. A summative unit grade can be awarded at pass, merit or distinction:

- To achieve a 'pass' a learner must have successfully completed **all** the assessment criteria
- To achieve a 'merit' a learner must **additionally** have successfully completed **all** the merit grading criteria
- To achieve a 'distinction' a learner must **additionally** have successfully completed **all** the distinction grading criteria.

## Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

## Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In the Pearson BTEC Level 1 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

## Quality assurance of centres

---

Pearson BTEC Level 1 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering the Pearson BTEC Level 1 must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Pearson.

The Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for the Pearson BTEC Level 1 qualifications and units
- **compulsory** Pearson-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system
- quality review of the centre verification practice
- centre risk assessment by Pearson of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

## Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

## Quality assurance guidance

Details of quality assurance for Pearson BTEC Level 1 qualifications are set out in centre guidance which is published on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).

# Programme design and delivery

---

## Mode of delivery

Pearson does not normally define the mode of delivery for Pearson BTEC Entry to Level 3 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.



## Resources

Pearson BTEC Level 1 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

## Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Pearson BTEC Level 1 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

## Access and recruitment

---

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

### Restrictions on learner entry

The Pearson BTEC Level 1 Award in Visual Arts is accredited for learners aged 14 and above.

### Access arrangements and special considerations

Pearson's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Pearson website ([qualifications.pearson.com](http://qualifications.pearson.com)).

## Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

# Unit format

---

All units in Pearson BTEC Level 1 Specialist qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

## Unit title

This is the formal title of the unit that will appear on the learner's certificate.

## Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

## Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

## Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

## Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

## Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

## **Unit introduction**

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

## **Learning outcomes**

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

## **Assessment criteria and grading grid**

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

## **Unit content**

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

### **Relationship between content and assessment criteria**

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

## Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

## Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.
- *Indicative resources* – gives a list of learner resource material that benchmarks the level of study.

# Units

---





# Unit 1: Drawing Materials and Techniques

**Unit code:** J/601/8593

**Level:** 1

**Credit value:** 10

**Guided learning hours:** 60

---

## Unit aim

The aim of this unit is to enable learners to develop skills in the use of drawing materials and techniques and to apply these in their own work.

## Unit introduction

In this unit learners will explore and develop basic drawing skills and discover what mark-making skills and drawing media can do. They will develop a visual vocabulary exploring basic materials and techniques. Learners will be made aware of the importance of observational drawing and develop skills in and knowledge of formal elements. They will learn the value of experimentation and exploration with mark-making and the importance of making observations when interpreting a subject. They will learn how to apply and develop these skills into creative visual work.

## Learning outcomes

### To achieve this unit a learner must:

- 1 Be able to use mark-making skills using drawing materials and techniques
- 2 Be able to use observational drawing skills when working from primary and secondary sources
- 3 Be able to use formal elements when working from primary and secondary sources
- 4 Be able to explore expressive drawing techniques.

## Unit content

---

### **1 Be able to use mark-making skills using drawing materials and techniques**

*Mark-making processes:* eg wet, dry, collage, montage

*Drawing materials:* working characteristics eg dry (pencils, graphic pens, pastels, charcoal, Conté), wet (paints, marker pens, inks); papers eg cartridge, sugar, tissue, tracing, card

*Drawing techniques:* eg frottage, hatching, crosshatching, blending, impressing, sgraffito, pen, wash, wax resist, photocopy, drawing, collage, mixed media; creating effects eg textures, tone, pattern

*Health and safety:* responsible studio practice; safe use of equipment; adherence to COSHH guidelines

### **2 Be able to use observational drawing skills when working from primary and secondary sources**

*Drawing devices:* eg mark-making, negative space, one-point perspective, asymmetry, simple measuring, viewfinders, space frames, enlarging, formal elements

*Primary sources:* eg observation, natural forms, landscapes, built environment, human form, man-made structures, artefacts, objects, own photos, own drawings, sketches

*Secondary sources:* visual references eg books, magazines, postcards, photos, photocopies, videos, internet, exhibitions, museums

### **3 Be able to use formal elements when working from primary and secondary sources**

*2D formal elements:* eg line, shape, tone, colour, pattern, texture, scale, proportion, symmetry, asymmetry, balance, focal point, composition, perspective

*Visual references:* primary sources; secondary sources

*Approaches:* eg realistic, abstract, progressive, experimental

### **4 Be able to explore expressive drawing techniques**

*Expressive drawing techniques:* response to stimuli eg music, smell, touch; ways of seeing eg viewpoints, angles, close-ups, distance, use of space frames, altering scale; formal elements eg line, shape, tone, colour, pattern, texture, scale, proportion, perspective

*Exploration:* eg drawing materials, mixed media, techniques

*Recording processes:* eg annotations, discussions, appropriate language, terminology, responses, approaches

## Assessment criteria and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
<p><b>P1</b> explore mark-making skills using different drawing materials and techniques</p> <p><b>P2</b> explore observational drawing skills when working from primary and secondary sources</p> <p><b>P3</b> explore formal elements when working from primary and secondary sources</p> <p><b>P4</b> explore different expressive drawing techniques.</p>	<p><b>M1</b> explore a range of mark-making skills with effective use of drawing materials and techniques</p> <p><b>M2</b> purposefully and competently explore observational drawing skills when working from a range of primary and secondary sources</p> <p><b>M3</b> explore formal elements effectively when working from a range of primary and secondary sources</p> <p><b>M4</b> effectively explore a range of expressive drawing techniques.</p>	<p><b>D1</b> explore a wide range of mark-making skills with creative use of drawing materials and techniques</p> <p><b>D2</b> creatively and confidently explore observational drawing skills when working from a wide range of primary and secondary sources</p> <p><b>D3</b> explore formal elements confidently and creatively when working from a wide range of primary and secondary sources</p> <p><b>D4</b> imaginatively explore a wide range of expressive drawing techniques.</p>

## Essential guidance for tutors

---

### Delivery

This unit will provide the opportunity to introduce learners to basic drawing skills and allow them to develop their observational skills by exploring materials and techniques and ways of approaching drawing work. Practical drawing activities could take place both in the studio and out of doors. It would be beneficial to learners for tutors to demonstrate how to use materials and techniques where possible. Learners should develop an appreciation of experimentation in order to broaden their understanding of drawing. Learners should become accustomed to recording drawing materials, techniques, methods used and opinions through annotations.

Where necessary learners will need to be advised of, and adhere to, appropriate aspects of current legislation associated with health and safety practices in the studio or workspace and should observe appropriate COSHH guidance material.

### Assessment

Evidence for this unit will come from practical drawing and mark-making activities associated with art, craft or design. Much of this will involve exploration through the use of formal elements and a variety of methods and materials, using black and white and colour. Evidence should come in the form of an experimental/work in progress sketchbook, although some final outcomes could be possible. It will also come from discussion with the learner about the formal elements used in their own work. Annotations made to the work provide useful, but not essential, back-up evidence but could serve as evidence of learners' acknowledgement of health and safety procedures.

### Employer engagement and vocational contexts

Centres should develop links with practising craftspeople and designers to provide assignments or work experience. A lecture or visit by a designer, craft worker or practitioner local to the centre may provide useful and pertinent information on working practice.

Vocational learning support resources:

- Learning and Skills Network – [www.vocationallearning.org.uk](http://www.vocationallearning.org.uk)
- business and finance advice, and local business links – [www.businesslink.gov.uk](http://www.businesslink.gov.uk).

Creative and Cultural Skills, the Sector Skills Council for design, has 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.

Skillset, the Sector Skills Council for creative media, provides details on its website about careers and the industry ([www.skillset.org](http://www.skillset.org)) and has a regularly updated news and events page.

## Essential resources

Access to studio space suitable for observational and experimental drawing and for mark-making activities is essential for this unit together with a range of appropriate materials and equipment. Library and learning facilities, which enable learners to access examples of drawing in art, design and craft should be made available.

## Indicative resources

### Textbooks

Edwards B – *The New Drawing on the Right Side of the Brain*  
(Harper Collins, 2001) ISBN 978-0007116454

Edwards B – *The New Drawing on the Right Side of the Brain Workbook: Guided Practice in the 5 Basic Skills of Drawing* (Souvenir Press, 2003)  
ISBN 978-0285636644

Kaupelis R – *Experimental Drawing Techniques*  
(Watson-Guptill Publications, 1992) ISBN 978-0823018226

Kaupelis R – *Learning to Draw: A Creative Approach to Drawing*  
(Watson-Guptill Publications, 1989) ISBN 978-0823026760

Nicolaides K – *The Natural Way to Draw* (Andre Deutsch, 1972)  
ISBN 978-0233963440

Simpson I – *Encyclopaedia of Drawing Techniques* (Headline, 1987)  
ISBN 978-0747200513

Simpson I – *Drawing, Seeing and Observation* (A & C Black, 1982)  
ISBN 978-0713622113

Stanyer P and Rosenberg T – *A Foundation Course in Drawing*  
(Watson-Guptill Publications, 2003) ISBN 978-0823018687

Wright M – *DK Art School: Introduction to Mixed Media*  
(Dorling Kindersley, 1999) ISBN 978-0789443021

### Journals

*Artists' Newsletter*

*Creative Review*



## Unit 2: Creative Use of Materials, Techniques and Processes

Unit code: R/602/0976

Level: 1

Credit value: 10

Guided learning hours: 60

---

### Unit aim

The aim of this unit is to enable learners to develop skills in using different techniques and processes to explore and experiment with media and materials.

### Unit introduction

The intention of this unit is to explore both 2D and 3D materials, techniques and processes. Ideally this unit should be integrated with other practical units. The work generated in this unit may influence the final work produced within the other specialist areas. The experimental work should demonstrate the learner's skills and understanding. Whilst developing their work learners need to be made aware of the relevant health and safety requirements and COSHH guidance.

(This is a generic unit and should be contextualised through the specialist areas.)

### Learning outcomes

#### To achieve this unit a learner must:

- 1 Be able to explore different materials, techniques and processes
- 2 Be able to demonstrate the use of materials, techniques and processes in own work
- 3 Be able to review the suitability of selected materials, techniques and processes used in own work.

## Unit content

---

### 1 Be able to explore different materials, techniques and processes

*Materials:* 2D eg papers, card, fabrics (natural, synthetic), yarns; 3D resistant eg glass,

perspex, aluminium (foil, sheet), wood, plastics, concrete, steel; 3D non-resistant eg clay, textiles, papier mâché, found materials, plastics

*2D processes:* eg printing (monoprinting, relief), tapestry, weaving, machine embroidery,

pigment printing, imprinting/transfer printing, painting, mixed media drawing, thumbnail

sketches; lens-based eg black and white photography, exposing, developing and printing

photo-sensitive films

*3D processes:* eg maquette making, armature construction, clay processes (hand building, wheel work, mould-making), sculptural processes (carving, shaping, forming), mixed media work, toiles, model making, paper engineering for realisation purposes

*Mark-making:* eg wet, dry, lens-based (photograms, pin-hole cameras), textiles (dyeing, printing, distorted weft), collage, montage, 3D shaping,

fabricating (carving, modelling, gluing, welding, riveting, tying)

*Technological media:* eg computers, scanners, cameras, photocopiers

*Health and safety:* responsible studio practice; safe use of equipment eg sharp tools, electrical equipment; maintenance; cleaning; personal protective equipment (PPE); adherence to appropriate COSHH guidelines on materials

### 2 Be able to demonstrate the use of materials, techniques and processes in own work

*Selecting:* appropriate materials eg 2D, 3D, resistant, non-resistant; techniques; processes

*Tools and equipment:* painting eg brushes, paint (gouache, acrylic, oil, watercolour), canvas, board; drawing eg pencils, pastels (hard, soft), charcoal, papers (cartridge, sugar, tissue, tracing, card); design work eg spatial (rulers, technical drawing instruments, drawing boards), printing (rollers, lino blocks, cutting tools), clay work (modelling tools, banding wheels, potter's wheel, kilns), textiles (fabrics, dyes, needles, pins, sewing machines), wood working (saws, hammers, drills, chisels, nails, screws), paper-based (scissors, blades, guillotine, glues)

*Experimentation:* creative potential eg materials, techniques, processes, limitations; experimental techniques eg combining (materials, processes), testing, sample pieces; design development eg research, generating ideas, sketchbook work, drawings, maquette making, reviewing, refining



**3 Be able to review the suitability of selected materials, techniques and processes used in own work.**

*Review:* evaluate suitability eg materials, techniques, processes, alternative combinations; aesthetic qualities; fitness for purpose

*Comment:* describe working processes eg successes, disappointments; assess results eg strengths, weaknesses, opportunities for improvement; appropriateness eg techniques, processes, materials, aesthetics, fitness for purpose; explain decisions eg suitability (materials, techniques, processes)

## Assessment criteria and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
<p><b>P1</b> experiment with different materials, techniques and processes</p> <p><b>P2</b> use materials, techniques and processes in own work</p> <p><b>P3</b> review the suitability of selected materials, techniques and processes used in own work.</p>	<p><b>M1</b> methodically experiment with a range of materials, techniques and processes</p> <p><b>M2</b> effectively use a range of materials, techniques and processes in own work</p> <p><b>M3</b> coherently review the suitability of selected materials, techniques and processes in own work.</p>	<p><b>D1</b> purposefully experiment with a wide range of materials, techniques and processes</p> <p><b>D2</b> creatively use a wide range of materials, techniques and processes in own work</p> <p><b>D3</b> critically review the suitability of selected materials, techniques and processes in own work.</p>

## Essential guidance for tutors

---

### Delivery

Learners achieving this unit in their chosen pathway will develop their knowledge, skill and understanding of the materials, techniques and processes normally associated with the nature of the vocational discipline. Exploration of a variety of materials, techniques and processes will enable learners to consolidate their learning. Learners will need to be advised of, and adhere to, all aspects of current legislation associated with health and safety practices in the studio or workplace. Tutors should encourage learners to develop an experimental approach. When describing the suitability of different materials, techniques and processes learners should be invited to discuss, and comment on, success and/or failure with regard to the 'fitness for purpose' or quality of the work produced.

### Assessment

The main purpose of this unit is the exploration and application of skills and an integrated approach should be encouraged as this unit can 'feed' into or enhance work produced in other units. Exploration may arise from the needs of a given situation but may also be stimulated by curiosity, extending a developing personal style. Learners should expect to produce a range of work that demonstrates a broad experimentation with related materials, techniques and processes.

Evidence should include annotated sketchbook work showing development of design ideas, technical notes, samples, test pieces and finished work. Evidence of awareness of appropriate health and safety regulations may be in the form of annotations. Learners should be able to describe and reflect upon the exploratory work undertaken and the final outcomes.

### Employer engagement and vocational contexts

Centres should develop links with practising craftspeople and designers to provide assignments or work experience. A lecture or visit by a designer, craft worker or practitioner local to the centre may provide useful and pertinent information on working practice.

Vocational learning support resources:

- Learning and Skills Network – [www.vocationallearning.org.uk](http://www.vocationallearning.org.uk)
- business and finance advice, and local business links – [www.businesslink.gov.uk](http://www.businesslink.gov.uk).

Creative and Cultural Skills, the Sector Skills Council for design, has 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.

Skillset, the Sector Skills Council for creative media, provides details on its website about careers and the industry ([www.skillset.org](http://www.skillset.org)) and has a regularly updated news and events page.

### Essential resources

The resources needed for this unit will vary according to the specific technical and material demands of the learners' work.

For clay: clay tools, wheels, slip trailers, brushes, kilns etc.

For textiles: scissors, needles, tape measures, looms, sewing machines etc.

For wood: saws, planes, drills, chisels, carving tools, hammers, screwdrivers, sanding machines etc.

For light metals and plastics: saws, snips, files, drills, soldering irons, hammers, vices, pliers, power drills, vacuum former etc.

Learners will need access to information on historical and contemporary professional practice in a design craft context, plus library and internet access. Visits to galleries, museums, exhibitions and working studios are recommended.

### Indicative resources

#### Textbooks

Cole D – *1000 Patterns* (A&C Black, 2003) ISBN 978-0713667165

Fiell C and P – *Designing the 21st Century* (Taschen, 2005)  
ISBN 978-3822848029

Herbert T and Huggins K – *The Decorative Tile* (Phaidon Press, 2000)  
ISBN 978-0714839790

Mills J – *Encyclopaedia of Sculptural Techniques* (B T Batsford, 2005)  
ISBN 978-0713489309

Powers A – *Nature in Design* (Conran Octopus, 2002) ISBN 978-1840912579

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

Terraroli V – *Skira Dictionary of Modern Decorative Arts* (Skira Editore, 2001)  
ISBN 978-8884910257

Trow A – *Surface* (RotoVision, 2002) ISBN 978-2880465568

Willacy D M – *Craft & Design in Wood* (Nelson Thornes, 1987)  
ISBN 978-0748710669

#### Journals

*Artists Newsletter*

*Crafts*

*Creative Review*

**Websites**

<a href="http://www.caa.org.uk">www.caa.org.uk</a>	Contemporary Applied Arts gallery – exhibitions of contemporary crafts
<a href="http://www.craftscouncil.org.uk">www.craftscouncil.org.uk</a>	National development agency for contemporary crafts – exhibitions and register of craft workers
<a href="http://www.vam.ac.uk">www.vam.ac.uk</a>	Victoria and Albert Museum – art and design museum



## Unit 3: Painting Skills in Visual Arts

**Unit code:** L/602/0426

**Level:** 1

**Credit value:** 10

**Guided learning hours:** 60

---

### Unit aim

The aim of this unit is to enable learners to develop skills in a range of painting methods and techniques, using a variety of painting media and materials.

### Unit introduction

Artists need to continually explore new methods and approaches to their work in order to develop their painting skills and achieve their intention. In this unit learners will experiment with different painting media, materials and techniques. They will be introduced to colour theory through a range of practical activities of observed studies from primary sources in response to given themes.

Experimentation with a range of painting media, tools and techniques will enable learners to gain the painting skills required for personal development of their own ideas in given or negotiated project briefs.

### Learning outcomes

#### **To achieve this unit a learner must:**

- 1 Know how to apply colour theory and colour mixing
- 2 Be able to explore painting media and materials
- 3 Be able to explore painting methods and techniques
- 4 Be able to comment on own work.

## Unit content

---

### 1 Know how to apply colour theory and colour mixing

*Colour theory and colour mixing:* colour properties; colour qualities eg primary, secondary, tertiary, complementary, harmonies, contrasts, tones, tints, shades; observed studies eg natural, manmade forms

### 2 Be able to explore painting media and materials

*Media:* traditional eg inks, gouache, watercolour, oil, acrylic, wax, mixed media; non-traditional media eg varnishes, resins, industrial paints, water-soluble marker pens, pencils, acrylic colour, glass paints

*Materials:* hard materials eg card, wood, medium density fibreboard (MDF), perspex, vinyl, recycled materials, glass; soft materials eg canvas, cloth, mixed fabrics, papers; found materials; tools eg brushes, spray diffusers, palette knives, sponges, handmade tools

*Explore:* preparation eg underpriming, grounds, paint binders, stretching paper, stretching canvas, masking, paint thinning; aftercare eg cleaning brushes, storing brushes, paint storage, disposing of paint, preserving work

### 3 Be able to explore painting methods and techniques

*Explore:* investigate; experiment; properties; materials; potential eg trials, roughs, samples, manipulating, testing, layering, collage, paper making, resist techniques, textural effects

*Painting methods and techniques:* eg wet and dry brush, underpainting, glazing, stumbling, impasto, texture, wet into wet, dabbing, sgraffito, blending, broken colour, transferring

*Record primary sources:* eg drawing, painting, photography, video, from objects, places, people, galleries, exhibitions, museums

*Record secondary sources:* eg magazines, commercial products, advertising, television, DVDs, film, CD ROMs, internet

### 4 Be able to comment on own work

*Comment:* review eg strengths, weaknesses; analyse eg techniques, approaches, visual effects, ideas, formal elements; visual language eg line, shape, form, tone, colour, surface, composition

*Work:* annotated sketchbooks, worksheets, rough designs, sketches, experimental work, finished pieces

*Format:* eg sketchbook annotations, written notes, verbal feedback, tape or video recordings, witness statements, illustrated oral presentations



## Assessment criteria and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
<p><b>P1</b> experiment with using and mixing colour and tone</p> <p><b>P2</b> explore a selected range of painting media and materials</p> <p><b>P3</b> explore painting methods and techniques</p> <p><b>P4</b> comment on the strengths and weaknesses of own work.</p>	<p><b>M1</b> experiment effectively with using and mixing colour and tone</p> <p><b>M2</b> purposefully explore a diverse range of painting media and materials</p> <p><b>M3</b> individually explore painting methods and techniques effectively</p> <p><b>M4</b> comment on own work in a considered way.</p>	<p><b>D1</b> creatively develop a fluent understanding of colour and tone</p> <p><b>D2</b> independently explore a comprehensive range of painting media and materials effectively</p> <p><b>D3</b> creatively explore painting methods and techniques in innovative ways</p> <p><b>D4</b> independently comment on own work in an informed way.</p>

## Essential guidance for tutors

---

### Delivery

This unit will provide the opportunity for learners to develop skills in a range of painting methods and techniques using different painting media and materials. Learners need to develop an understanding of basic colour theory and colour mixing. This may include how to use and mix primary, secondary, tertiary and complementary colours to achieve desired visual effects, together with encouraging an exploratory approach to the use and application of paint. Practical demonstrations will give learners insight into colour theory and mixing together with experimental methods, helping to broaden their understanding of creative painting.

Learners will need to be taught how to comment on their work and working processes through ongoing review of their progress.

Learners should observe appropriate health and safety guidance material.

### Assessment

Evidence for this unit will come from practical painting, experimental colour mixing and mark-making through different activities and projects. Learners will need opportunities to produce a selection of visual outcomes, which may include sketchbooks, experimental roughs, worksheets, paintings, collages and mixed media pieces. Activities might be based on observation studies from primary or secondary sources, from imagination, or as progression from an existing project brief where a final outcome could be produced.

Evidence for learners' ability to comment critically on their work might include: sketchbook annotations, written notes, verbal feedback, tape or video recordings, witness statements and illustrated oral presentations. They will need to demonstrate their understanding of what went well or badly and why, what the strengths and weaknesses of their work are and how they might improve.

Where necessary, learners should produce evidence of health and safety awareness. This could be included in their written annotations or recorded discussions.

### 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. A lecture or visit by an artist, designer, craftworker, programmer or practitioner local to the centre may provide useful and pertinent information on working practice.

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 links – [www.businesslink.gov.uk](http://www.businesslink.gov.uk).

Links with employers are essential to the delivery of the programme for work experience and future employment. Assignments should be vocationally relevant; centres should consider the delivery of 'live projects' for example to support the vocational content of the unit and programmes.

Creative and Cultural Skills ([www.ccskills.org.uk](http://www.ccskills.org.uk)), the Sector Skills Council for design, has 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.

Skillset, the Sector Skills Council for creative media, provides details on its website ([www.skillset.org](http://www.skillset.org)) about careers and the industry and has a regularly updated news and events page.

### Essential resources

The resources essential for this unit must include access to a well-equipped studio or workshop, with painting and mixed media materials, tools and equipment suitable for experimental painting activities. Digital media with associated hardware and software are important for research purposes together with related journals and reference materials.

### Indicative resources

#### Textbooks

Gottsegen M D – *The Painter's Handbook* (Watson-Guptill Publications, 2006)  
ISBN 978-0823034963

Jennings S – *Collins Artist's Colour Manual* (Collins, 2006)  
ISBN 978-0007232130

Sherrill K – *Creating with Paint* (Martingale & Co, 2001)  
ISBN 978-156477205

Smith R – *DK Art School: An Introduction to Art Techniques*  
(Dorling Kindersley, 2000) ISBN 978-0789451514

Smith R – *The Artist's Handbook* (Dorling Kindersley, 2009)  
ISBN 978-1405348775

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

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

#### Journals

*a-n Magazine for Artists*

*Art Monthly*

*Artnet Magazine*

*Creative Review*

*Visual Arts*

**Websites**

<a href="http://www.bubl.ac.uk/link/p/painting.htm">www.bubl.ac.uk/link/p/painting.htm</a>	Links to resources on painting
<a href="http://www.glasgowmuseums.com/photolibrary.cfm">www.glasgowmuseums.com/photolibrary.cfm</a>	Information on Glasgow museums
<a href="http://www.liverpoolmuseums.org.uk/walker">www.liverpoolmuseums.org.uk/walker</a>	website for the Walker Museum, Liverpool
<a href="http://www.nationalgallery.org.uk">www.nationalgallery.org.uk</a>	Website for the National Gallery
<a href="http://www.tate.org.uk">www.tate.org.uk</a>	Website for the National Gallery
<a href="http://www.nmni.com/um">http://www.nmni.com/um</a>	Link to museums in Northern Ireland

## Unit 4: Presenting Creative Work

**Unit code:** H/602/0478

**Level:** 1

**Credit value:** 10

**Guided learning hours:** 60

---

### Unit aim

The aim of this unit is to enable learners to acquire skills in selecting and presenting their own creative work.

### Unit introduction

In this unit learners will explore both formal and informal methods of presentation. This may include verbal presentations, illustrated presentations, portfolio presentation, exhibition techniques and digital presentations.

It is intended that this unit be taught alongside other practical units so that learners have the opportunity to learn how to present their work to its best advantage. Presentation methods may include, for example, framing, mounting, portfolio presentations, digital and reprographic techniques, displays, exhibitions, CD ROM, projection, poster presentations.

### Learning outcomes

#### **To achieve this unit a learner must:**

- 1 Be able to select creative work for presentation
- 2 Be able to use materials and techniques to present selected creative work
- 3 Be able to comment on own creative work.

## Unit content

---

### **1 Be able to select creative work for presentation**

*Purpose of presentation:* eg written report, website, interview, exhibition, show, television programme

*Selection of work for illustrated presentations:* consideration of work; availability of work; consideration of purpose; consideration of audience

### **2 Be able to use materials and techniques to present selected creative work**

*Presentation techniques:* eg reviews, reports, oral presentation, audio-visual presentation, electronic presentation, portfolio; planning of presentation eg sketches, design plans, ordering of materials, arranging venue; restraints of selected presentation media and situations

*Situations:* formal eg job interview, client presentation, exhibition, formal presentation to peers; informal eg classroom display

*Health and safety:* cutting; adhesives; COSHH

### **3 Be able to comment on own creative work**

*Format:* eg sketchbook, mounted work, annotations, written notes, video diary, illustrated oral presentations

*Work:* eg strengths, weaknesses, processes, technical issues, skills development, future improvements, suitability for intended purpose, impact, aesthetics

## Assessment criteria and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
<p><b>P1</b> select some creative work for presentation</p> <p><b>P2</b> use appropriate materials and techniques to present selected creative work</p> <p><b>P3</b> identify strengths and weaknesses of own presentation work.</p>	<p><b>M1</b> select creative work for presentation which shows range of own work</p> <p><b>M2</b> use materials and techniques effectively to present selected creative work</p> <p><b>M3</b> comment on the strengths and weaknesses of own presentation work.</p>	<p><b>D1</b> select creative work for presentation that shows an informed understanding of the requirements of the presentation</p> <p><b>D2</b> use materials and techniques imaginatively to present selected creative work</p> <p><b>D3</b> comment with some detail on the strengths and weaknesses of own presentation work.</p>

## Essential guidance for tutors

---

### Delivery

This unit needs to be taught alongside or subsequent to a practical unit in order for learners to have outcomes to present. Learners should be encouraged to discuss and question the appropriateness of materials, techniques and proposed presentation methods.

Learners need to present work in both formal and informal situations. Formal presentations of final outcomes to peers followed by a public display of mounted work would meet these requirements and help build confidence and self-esteem in the learner. Alternatively, learners may present their portfolio of work to a client/panel in a mock interview situation in order to prepare them for employment or progression on to higher level courses.

### Assessment

Evidence for assessment should be provided through ongoing workshop/classroom observation, ongoing critical feedback and submission of final photographic outcomes presented in an appropriate format for formal and informal situations.

Learners should also keep a record of decisions taken affecting the selection of materials, techniques and presentation methods they use. This may be in the form of a simple diary, log, sketchbook or work journal. Learners should be encouraged to make this evidence as visually stimulating as possible.

Video or audio recordings of presentations would provide excellent evidence with the additional benefit of allowing playback to the learner for further reflection on their own performance.

### Employer engagement and vocational contexts

Centres should develop links with practising craftspeople and designers to provide assignments or work experience. A lecture or visit by a designer, craft worker or practitioner local to the centre may provide useful and pertinent information on working practice.

Vocational learning support resources:

- Learning and Skills Network – [www.vocationallearning.org.uk](http://www.vocationallearning.org.uk)
- business and finance advice, and local business links – [www.businesslink.gov.uk](http://www.businesslink.gov.uk).

Creative and Cultural Skills, the Sector Skills Council for design, has 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.

Skillset, the Sector Skills Council for creative media, provides details on its website about careers and the industry ([www.skillset.org](http://www.skillset.org)) and has a regularly updated news and events page.



### **Essential resources**

The resources needed for this unit include mounting and exhibition materials, studio tools and equipment, and digital media with associated hardware and software.

### **Indicative resources**

#### **Textbooks**

Boylan B – *What's Your Point? The 3-Step Method for Making Effective Presentations* (Adams Media Corporation, 2001) ISBN 978-1580624602

Comfort J and Utley D – *Effective Presentations* (Oxford University Press, 1995) ISBN 978-0194570893

Finkelstein E et al – *A Beginner's Guide to Creating Effective Presentations with PowerPoint* (Po Po press, 2007) ISBN 978-0615158068

Oppenheim S – *Portfolios That Sell: Professional Techniques for Presenting and Marketing Your Photographs* (Amphoto Books, 2003) ISBN 978-0817455439

#### **Journals**

*Creative Review*

*Design Week*



## Unit 5: Printmaking

Unit code: A/602/0471

Level: 1

Credit value: 10

Guided learning hours: 60

---

### Unit aim

The aim of this unit is to enable learners to explore, experiment with and develop skills and understanding of the use of printmaking materials, techniques and processes.

### Unit introduction

In this introductory unit learners will acquire skills in printmaking methods through practical experience. They will learn how to use tools and equipment safely and appropriately and be encouraged to experiment with a variety of approaches to discover possibilities and develop creative works. They will demonstrate understanding of printmaking by making comments about their working processes and results.

### Learning outcomes

**To achieve this unit a learner must:**

- 1 Be able to explore printmaking materials
- 2 Be able to use printmaking techniques and processes
- 3 Be able to use printmaking equipment safely and responsibly
- 4 Understand the use of printmaking materials, techniques and processes.

## Unit content

---

### 1 Be able to explore printing materials

*Materials:* paper eg newspaper, newsprint, wrapping, tracing, tissue, handmade, thin card; non-paper surfaces eg clay, fabrics, foil, acetate, perspex, glass, plasticine, wax; inks eg oil-based, water-based, paints; varnishes for sealing plates; materials for stamps and stencils eg card, string, root vegetables, pulses, wood, linoleum, perspex, polystyrene, found materials

*Explore:* shapes; textures; mark-making; colours; pattern eg repeat, configurations, layers, overprinting, overlaying colours, working into and over prints, cutting up and reassembling, collaging, using surfaces of different textures and colours, collecting and using found materials

### 2 Be able to use printmaking techniques and processes

*Techniques:* eg monoprint, relief, intaglio, silkscreen

*Processes:* eg handprints, fingerprints, image transfer by drawing, image transfer by painting, image transfer by subtracting, frottage, scoring and cutting into card for block printing, scoring and cutting into rubber for block printing, scoring and cutting into linoleum for block printing, scoring and cutting into wood for block printing, stamping with rubber, stamping with clay, stamping with found organic or manmade objects, embossing, scoring, engraving, collaging mixed media textured surfaces for collagraphs, cutting and printing through stencils

### 3 Be able to use printmaking equipment safely and responsibly

*Correct use of equipment:* eg rollers, printing press, cutting tools, files, brushes, inks, paints, squeegee, cutting mats, bench hooks

*Preparation:* eg making and varnishing collagraph, making and varnishing card plates; applying ink eg rolling, dabbing, painting, wetting paper, mixing inks and paints, tracing, drawing, masking, monoprint preparation, paper registration; cutting eg blocks, paper, card, stencils, found materials

*Safely and responsibly:* health and safety requirements and procedures; setting up; putting away (materials, tools and equipment); cleaning eg brushes, rollers, surfaces for mixing and rolling inks; cleaning materials eg rags, water, soap, white spirit, grease cleaner; disposing of hazardous materials eg white spirit, paint/inks; storage eg cutting tools, paints/inks

**4 Understand the use of printmaking materials, techniques and processes**

*Record materials, techniques and processes:* eg sketchbook annotations, written notes, verbal feedback, tape or video recordings, witness statements, illustrated oral presentations

*Identify and comment:* eg decisions made, strengths and weaknesses, technical problems and difficulties experienced, problems encountered, problems solved, technical successes, visual results, suggestions for improvement, ideas and potential for future applications, skills learned

## Assessment criteria and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
<b>P1</b> explore appropriate printmaking materials	<b>M1</b> explore diverse printmaking materials	<b>D1</b> explore printmaking materials imaginatively
<b>P2</b> use printmaking techniques and processes	<b>M2</b> use printmaking techniques and processes effectively	<b>D2</b> use printmaking techniques and processes imaginatively
<b>P3</b> follow guidelines when using printmaking equipment	<b>M3</b> use printmaking equipment competently	<b>D3</b> display confident skills when using printmaking equipment
<b>P4</b> identify strengths and weaknesses in own work.	<b>M4</b> explain strengths and weaknesses in own work.	<b>D4</b> make perceptive comments about strengths and weaknesses in own work.

## Essential guidance for tutors

---

### Delivery

Tutors should demonstrate safe and responsible use of basic printmaking techniques, tools and equipment and monitor learners undertaking practical activities. Learners should collect and use different printing materials and be encouraged to create imaginative prints without complex materials and expensive equipment. Practical work should take place in the studio, to ensure learners experiment widely with mark-making, colours, textures and surfaces to broaden understanding of creative possibilities, supported by contextual examples. Source materials for design ideas may be primary, secondary or based on a theme. Drawings, digital photography and computer manipulation could be translated into printmaking processes. Learners should acquire an appropriate working methodology of the whole process including preparation and aftercare responsibilities. Learners' annotations could record information about influences, source material, and methods used and review their work through discussions.

### Assessment

Assessment should be made on the learners' technical skill, practical outcomes and level of understanding by their ability to comment on their work and progress. Evidence of skills learned will come from series of experimental prints using a range of materials, techniques and processes, which could be presented in sketchbook form or mounted sheets. Printmaking skills will be further evidenced by tutor observations of working practices including correct use and safe handling of printmaking tools, equipment, preparation and aftercare procedures. Learners could evidence their level of understanding of technical processes, visual considerations and potential for future works by annotations in sketchbooks or presentations, in groups or individually.

### 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. A lecture or visit by an artist, designer, craftworker, programmer or practitioner local to the centre may provide useful and pertinent information on working practice.

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 links – [www.businesslink.gov.uk](http://www.businesslink.gov.uk).

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

Skillset, the Sector Skills Council for creative media, provides details on its website ([www.skillset.org](http://www.skillset.org)) about careers and the industry and has a regularly updated news and events page.

### Essential resources

The unit requires a well-equipped studio/workshop (appropriate to basic printmaking) suitable for experimental use of printmaking activities. Library and learning facilities, which enable learners to access examples of creative printmaking.

### Indicative resources

#### Textbooks

Ayres J – *Monotype: Mediums and Methods for Painterly Printmaking* (Watson-Guptill Publications, 2001) ISBN 978-0823031283

Bonnell M – *Printmaking on a Budget* (A & C Black, 2008) ISBN 978-0713673494

Desmet A – *Handmade Prints: An Introduction to Creative Printmaking without a Press* (A & C Black, 2005) ISBN 978-0713677089

Diehn G – *Simple Printmaking* (Lark Books, 2002) ISBN 978-1579903121

Dorit E – *Printmaking and Mixed Media: Simple Techniques and Projects for Paper and Fabric* (Interweave Press, 2009) ISBN 978-1596680951  
Grabowski B and Fick B – *Printmaking: A Complete Guide to Materials and Processes* (Laurence King, 2009) ISBN 978-1856696005

Hartill B – *Collagraphs and Mixed Media Printmaking* (A & C Black, 2005) ISBN 978-0713663969

Newell J – *Monoprinting* (A & C Black, 2006) ISBN 978-0713667462

Stobart J – *Printmaking for Beginners* (A & C Black, 2005) ISBN 978-0713674637

Stromquist A – *Simple Screenprinting: Basic Techniques and Creative Projects* (Lark Books, 2005) ISBN 978-1579906641

Westerly A – *Relief Printmaking* (Watson-Guptill, 2002) ISBN 978-0713672558

Woods L – *The Printmaking Handbook* (Search Press, 2008) ISBN 978-1844483792

#### Journals

*Creative Review*

*Printmaking Today*

*Printworks Magazine*



**Websites**

<a href="http://www.cellopress.co.uk">www.cellopress.co.uk</a>	Web pages for <i>Printmaking Today</i>
<a href="http://www.craftscouncil.org.uk">www.craftscouncil.org.uk</a>	The Crafts Council
<a href="http://www.printmaker.co.uk">www.printmaker.co.uk</a>	The Printmakers' Council



## Unit 6: Explore Artists' and Designers' Work

**Unit code:** J/602/0991

**Level:** 1

**Credit value:** 10

**Guided learning hours:** 60

---

### Unit aim

The aim of this unit is to enable learners to gain the investigative, recording and presentation skills required to carry out a visual enquiry from primary and secondary sources.

### Unit introduction

This unit involves investigating and exploring the work of other artists, craftspeople and designers and their influences. This can be a broad investigation or it can be specific to a specialist art and design pathway. The aim of the unit is that it is primarily a visual enquiry which encourages learners to investigate a range of historical and contemporary art, craft and design work. They will develop the skills needed to find, organise, select and record their information, which should be from primary and secondary sources. This research is intended to provide inspiration when developing their own work. This unit should be taught alongside and integrated with other practical units. Learners will be encouraged to develop their own responses to the research and develop appropriate presentation skills.

### Learning outcomes

#### To achieve this unit a learner must:

- 1 Be able to investigate the work of others and the influences of historical and contemporary art and design developments
- 2 Be able to record information from primary and secondary sources
- 3 Be able to develop own responses to the work of other artists, craftspeople and designers
- 4 Be able to present information.

## Unit content

---

### **1 Be able to investigate the work of others and the influences of historical and contemporary art and design developments**

*Work of other artists and designers:* contemporary; historical; key movements eg styles, schools, individuals; Western; non-Western cultures

*Influences:* technical eg formal elements, materials, techniques, processes; cultural influences eg social, political, personal, global, contemporaries, literature, media

### **2 Be able to record information from primary and secondary sources**

*Primary sources:* observational drawing, photography, recordings from first-hand observation eg trips, visits, digital recording, annotation, commentary

*Secondary sources:* visual information eg images, clippings, buildings, photographs, books, work of others, poetry, music, leaflets, brochures, postcards, notes, photocopies, books, magazines, journals; digital sources eg recordings from interviews with people, internet sources, videos, CD ROMs

### **3 Be able to develop own responses to the work of other artists, craftspeople and designers**

*Own response:* visual eg mark-making, formal elements, 2D materials, 3D materials, digital, web-based, photographic, written, oral

### **4 Be able to present information**

*Present information:* developmental work eg drawings, notes, photographs, sketchbooks, research findings, discussion notes, recordings, factual information, personal response

*Evaluation:* eg what the artist or designer made or makes, what formal elements have been used, how visual language has been used, how the work was made, materials, techniques and processes used by the artist

*Presentation:* eg spoken, visual, written, performed, 2D, 3D, digital

## Assessment criteria and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria for a pass grade describes the level of achievement required.

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
<p><b>P1</b> investigate the work of different artists and designers and the influences of historical and contemporary art and design developments</p> <p><b>P2</b> record information from a range of different primary and secondary sources</p> <p><b>P3</b> produce own responses developed from research into the work of different artists, craftspeople and designers</p> <p><b>P4</b> present information in an appropriate format.</p>	<p><b>M1</b> competently investigate the work of different artists and designers and identify the influences of historical and contemporary art and design developments</p> <p><b>M2</b> competently record information from a range of primary and secondary sources</p> <p><b>M3</b> competently develop and produce own responses to the work of other artists, craftspeople and designers researched</p> <p><b>M4</b> present information in an appropriate format with some skill.</p>	<p><b>D1</b> confidently investigate the work of different artists and designers and identify the influences of historical and contemporary art and design developments</p> <p><b>D2</b> confidently record information from a wide range of primary and secondary sources</p> <p><b>D3</b> confidently develop and produce own responses to the work of other artists, craftspeople and designers researched</p> <p><b>D4</b> present information in an appropriate format with skill.</p>

## Essential guidance for tutors

---

### Delivery

This unit should be a creative, practical, visual enquiry, which involves looking at and making direct responses to the work of historical and contemporary artists and designers. Investigations can be broad, or subject specific and should focus on the techniques and materials used by the artist and the context in which the work studied has been produced.

### Assessment

This unit is assessed through evidence in learners' portfolios. Visual records about the chosen artist and the information about the work and its background are the two areas that will be required as evidence for assessment. Learners should also include a personal response to the work studied. Assessment can be based on a creative combination of written and visual information.

### Employer engagement and vocational contexts

Centres should develop links with practising craftspeople and designers to provide assignments or work experience. A lecture or visit by a designer, craft worker or practitioner local to the centre may provide useful and pertinent information on working practice.

Vocational learning support resources:

- Learning and Skills Network – [www.vocationallearning.org.uk](http://www.vocationallearning.org.uk)
- business and finance advice, and local business links – [www.businesslink.gov.uk](http://www.businesslink.gov.uk).

Creative and Cultural Skills, the Sector Skills Council for design, has 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.

Skillset, the Sector Skills Council for creative media, provides details on its website about careers and the industry ([www.skillset.org](http://www.skillset.org)) and has a regularly updated news and events page.

### Essential resources

Learners should have access to background information about the work of others. This may be obtained through a combination of printed and searchable sources as well as visits to galleries, museums, workshops, visits from guest artists, object handling sessions and skill building workshops.

## Indicative resources

### Textbooks

Langmuir E – *The Yale Dictionary of Art and Artists* (Yale University Press, 2000)  
ISBN 978-0300064582

Murray L and Murray P – *The Penguin Dictionary of Art and Artists* (Penguin, 2007)  
ISBN 978-0140513004

Smith R– *The Artist's Handbook* (Dorling Kindersley, 2009)  
ISBN 978-1405348775

### Journals

*Arts Journal*

*The Art Newspaper*

### Websites

- |  |   |
|--|---|
| <a href="http://www.apollo-magazine.com">www.apollo-magazine.com</a>   | Online version of <i>Apollo</i> magazine, giving an up-to-date view on contemporary arts                              |
| <a href="http://www.arthistory.about.com">www.arthistory.about.com</a> | A website offering links to useful sources of information on historical and contemporary artists                      |
| <a href="http://www.craftscouncil.org.uk">www.craftscouncil.org.uk</a> | This website includes access to a list of current designers and makers, and a searchable image bank called Photostore |





# Unit 7: Working to Visual Arts Briefs

**Unit code:** F/602/0472

**Level:** 1

**Credit value:** 10

**Guided learning hours:** 60

---

## Unit aim

The aim of this unit is to develop learners' skills and knowledge in identifying themes or topics for development and production of work that responds to a visual arts brief.

## Unit introduction

In this unit learners should gain knowledge and practical experience in tackling a visual arts brief. Learners should develop skills in recognising and understanding what the brief is asking them to do and how to respond to the topic or theme. They should produce evidence of searches and designs related to their creative response, address any constraints and explore and develop their ideas and presentation skills to produce a final outcome. These aspects of the unit reflect current practice in contemporary visual arts.

## Learning outcomes

### To achieve this unit a learner must:

- 1 Know how to explore the topic or theme of the brief
- 2 Be able to meet the demands and requirements stated in the brief
- 3 Be able to produce a final outcome matched to the brief
- 4 Be able to present the finished work.

## Unit content

---

### 1 Know how to explore the topic or theme of the brief

*Explore:* collect information; identify audience; identify user needs; outline purpose; deadlines; budget

*Primary sources:* eg first-hand observations, drawings, visits, museums, galleries, visual, tactile, built environment, natural environment

*Secondary sources:* eg images, clippings, photographs, books, work of others, poetry, music

*Record:* primary eg images, ideas, sketches, drawings, photographs; secondary eg postcards, leaflets, annotations, photocopies, web-based, video, CD ROM, books, magazines, journals

### 2 Be able to meet the demands and requirements stated in the brief

*Demands:* client's needs; audience; purpose; issues eg age, gender, culture, professional practice

*Requirements:* eg materials, techniques, production, cost, scale, legislation, health and safety, deadlines, budget, planning, time management, presentation skills, ongoing evaluation

*Visual factors:* properties eg size, weight, form, colour; suitability eg location, permanence, fragility, interior, exterior

### 3 Be able to produce a final outcome matched to the brief

*Production process:* eg generating ideas, presenting ideas, making techniques, developing ideas, refining, selecting, health and safety

*Monitoring progress:* eg checking timescales, organising materials, liaising with technical support, making decisions

### 4 Be able to present the finished work

*Presentation techniques:* eg format, environment, location, audience needs, information, software-based

*Review:* eg progress, audience feedback, use of materials, fitness for purpose, time management, research skills, idea development, strengths, weaknesses, future improvements

## Assessment criteria and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
<p><b>P1</b> explore the topic or theme of the brief</p> <p><b>P2</b> meet the demands and requirements stated in the brief</p> <p><b>P3</b> produce a final outcome matched to the brief</p> <p><b>P4</b> present the finished work appropriately</p> <p><b>P5</b> review and reflect upon the effectiveness of own contribution to the project.</p>	<p><b>M1</b> coherently explore the topic or theme of the brief</p> <p><b>M2</b> effectively meet the demands and requirements stated in the brief</p> <p><b>M3</b> produce an effective final outcome matched to the brief</p> <p><b>M4</b> effectively present the finished work reaching coherent conclusions.</p>	<p><b>D1</b> imaginatively explore the topic or theme of the brief</p> <p><b>D2</b> imaginatively meet the demands and requirements stated in the brief</p> <p><b>D3</b> produce a sophisticated final outcome matched to the brief</p> <p><b>D4</b> comprehensively present the finished work reaching fluent conclusions.</p>

## Essential guidance for tutors

---

### Delivery

The brief should provide enough detail for learners to be able to research the topic or theme, and should include information on requirements, constraints and deadlines. Learners should consider client or audience needs and this would be through briefs that reflect current practice. Learners need to be able to choose suitable materials, techniques and processes to realise their ideas and respond to the brief. The learners should be taught to explore the creative use of materials and techniques and be allowed to investigate an area of personal preference.

### Assessment

The main purpose of this unit is the development of skills in response to a brief. Learners should focus on developing skills and understanding about different materials and techniques and how they can be used to meet the requirements of given briefs. This unit is assessed through work in learners' portfolios and their final outcome.

### 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. A lecture or visit by an artist, designer, craftworker, programmer or practitioner local to the centre may provide useful and pertinent information on working practice.

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 links – [www.businesslink.gov.uk](http://www.businesslink.gov.uk).

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

Skillset, the Sector Skills Council for creative media, provides details on its website ([www.skillset.org](http://www.skillset.org)) about careers and the industry and has a regularly updated news and events page.

**Essential resources**

Learners should have access to adequate equipment and technical resources in order to produce work that is appropriate to the brief. This may include studios for drawing, painting and 3D production as well as digital and film facilities. Learners may wish to document their work in progress and the eventual outcome using lens-based media. If possible visits to both national and local visual arts exhibitions and sites (if 3D or installation) should be made to support delivery.

**Indicative resources****Textbooks**

Ellegood A – *Vitamin 3-D: New Perspectives in Sculpture and Installation* (Phaidon, 2009) ISBN 978-0714849744

McDaniel C and Robertson J – *Themes of Contemporary Art: Visual Art after 1980* (OUP USA, 2009) ISBN 978-0195367577

Murray L and Murray P – *Penguin Dictionary of Art and Artists* (Penguin Books, 2007) ISBN 978-0140513004

Schwabsky B – *Vitamin P* (Phaidon, 2002) ISBN 978-0714842462

**Journals**

*a-n*

*Creative review*

*Portfolio*

**Websites**

[www.a-n.co.uk](http://www.a-n.co.uk) Artists' newsletter

[www.axisweb.org](http://www.axisweb.org) Axis – contemporary visual arts

[www.tate.org.uk](http://www.tate.org.uk) The Tate Gallery

## Further information and useful publications

---

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

### Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

## How to obtain National Occupational Standards

### **Creative and Cultural Skills**

Lafone House  
The Leathermarket  
Weston St  
London  
SE1 3HN

Telephone: 020 7015 1800  
Fax: 020 7015 1847  
Email: [info@ccskills.org.uk](mailto:info@ccskills.org.uk)  
Website: [www.ccskills.org.uk](http://www.ccskills.org.uk)

### **Skillset**

Focus Point  
21 Caledonian Road  
London  
N1 9GB

Telephone: 020 7713 9800  
Fax: 020 7713 9801  
Email: [info@skillset.org](mailto:info@skillset.org)  
Website: [www.skillset.org](http://www.skillset.org)

# Professional development and training

---

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

## BTEC training and support for the lifetime of the qualifications

**Training and networks:** our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

**Regional support:** our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

## Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)



## Annexe A

---

### The Pearson BTEC qualification framework for the Art and Design sector

Progression opportunities within the framework.

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
8				
7				
6				
5		BTEC Level 5 HND Diploma in Art and Design/Fashion and Textiles/Fine Art/Graphic Design/Interactive Media/Photography/3D Design		

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
4		<p>BTEC Level 4 Foundation Diploma in Art and Design</p> <p>BTEC Level 4 HNC Diploma in Art and Design/Fashion and Textiles/Fine Art/Graphic Design/Interactive Media/Photography/3D Design</p>		Level 4 NVQ Design Management
3	<p>GCE AS in Art and Design</p> <p>GCE Advanced in Art and Design</p> <p>AS in Applied Art and Design</p> <p>Advanced in Applied Art and Design</p>	<p>BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Art and Design/Art and Design (Design Crafts)/Art and Design (Fashion and Clothing)/Art and Design (Fine Art)/Art and Design (Graphic Design)/Art and Design (Interactive Media)/Art and Design (Photography)/Art and Design (Textiles)/Art and Design (3D Design)</p> <p>BTEC Level 3 Foundation Diploma in Art and Design</p>	BTEC Level 3 Award, Certificate and Diploma in Design Crafts/Fashion and Clothing/Fine Art/Graphic Design/Interactive Media/Photography/Textiles/3D Design	Level 3 NVQ Design

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
2	GCSE in Art and Design GCSE Short Course in Art and Design	BTEC Level 2 Certificate, Extended Certificate and Diploma in Art and Design	BTEC Level 2 Award, Certificate and Diploma in Fashion and Clothing/Graphic Design/Interactive Media/Photography/Textiles/Visual Arts/3D Design  BTEC Level 2 Subsidiary Certificate, Certificate and Diploma in Design	Level 2 NVQ Design Support
1	GCSE in Art and Design GCSE Short Course in Art and Design	BTEC Level 1 Award/Certificate/Diploma in Art and Design	BTEC Level 1 Award, Certificate and Diploma in Fashion and Clothing/Graphic Design/Interactive Media/Photography/Textiles/Visual Arts/3D Design	
Entry		BTEC Entry Level Award in Art and Design (Entry 3)		



# Annexe B

---

## Wider curriculum mapping

Study of the Pearson BTEC Level 1 qualification gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

### **Spiritual, moral, ethical, social and cultural issues**

Throughout the delivery of this qualification learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

### **Citizenship**

Learners undertaking this qualification will have the opportunity to develop their understanding of citizenship issues.

### **Environmental issues**

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

### **European developments**

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

### **Health and safety considerations**

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

### **Equal opportunities issues**

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.



# Annexe C

---

## National Occupational Standards mapping

The grid below maps the knowledge covered in the Pearson BTEC Level 1 Award in Visual Arts against the general categories of the Creative and Cultural Skills and Skillset National Occupational Standards.

### KEY

# indicates partial coverage of the specified category of National Occupational Standards

a blank space indicates no coverage.

National Occupational Standards	Units						
	1	2	3	4	5	6	7
<b>CCSkills</b>							
Crafts	#	#		#	#	#	#
Design	#	#	#	#	#	#	#
Jewellery	#	#		#		#	
<b>Skillset</b>							
Animation				#		#	#
Design for the Moving Image		#		#		#	#
Interactive Media and Computer Games				#		#	
Photo Imaging				#		#	#
Textiles and Material Design	#	#		#		#	





## Annexe D

---

### Glossary of accreditation terminology

The following information about this qualification can also be found on the Pearson website.

<b>Accreditation start/end date</b>	The first/last dates that Pearson can register learners for a qualification.
<b>Certification end date</b>	The last date on which a certificate may be issued by Pearson.
<b>Credit value</b>	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
<b>Guided Learning Hours (GLH)</b>	Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.
<b>Learning Aims Database</b>	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
<b>Learning Aim Reference</b>	Unique reference number given to the qualification by the funding authorities on accreditation.
<b>Level</b>	All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.
<b>Performance tables</b>	This qualification is listed on the Department for Education (DfE) website School and College Achievement and Attainment Tables (SCAAT) as performance indicators for schools and colleges.
<b>Qualification Number (QN)</b>	Unique reference number given to the qualification by the regulatory authorities on accreditation.
<b>Register of Regulated Qualifications</b>	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.

<b>Section 96</b>	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
<b>Section 97</b>	Section 97 is a section of the Learning and Skills Act 2000. This shows whether the qualification is publicly funded for learners aged 19 and over.
<b>Title</b>	The accredited title of the qualification.

**November 2017**

**For information about Edexcel, BTEC or LCCI qualifications visit [qualifications.pearson.com](http://qualifications.pearson.com)**

**BTEC is a registered trademark of Pearson Education Limited**

**Pearson Education Limited. Registered in England and Wales No. 872828  
Registered Office: 80 Strand, London WC2R 0RL.  
VAT Reg No GB 278 537121**