

ABC Awards

SEG Awards ABC Level 3 Awards and Certificates in Visual Art

Qualification Guidance

England

Level 3 Award – [50087940]

Level 3 Certificate – [5008799X]

Wales

Level 3 Award – [C0008276]

About Us

At the Skills and Education SEG Awards (ABC)¹ we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

ABC has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password:

https://secure.ABCawards.co.uk/ors/secure_login.asp

Sources of Additional Information

The ABC website www.ABCawards.co.uk provides access to a wide variety of information.

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Guide is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Introduction

The ABC Level 3 Award, Certificate and Diploma in Visual Art offers learners a range of pathways in specific areas of visual art. Each pathway enables learners to develop methodological and technical skills within the specific area.

This qualification has been included in the ASL catalogue.

Aims

The ABC Level 3 Award, Certificate and Diploma in Visual Art aims to

- Provide specialist and transferable skills and knowledge training and development relevant to the creative industries
- Provide learners with opportunities to explore their creative potential through applied art and design learning
- Enable learners to engage with current industry practice and contextualise their learning across a range of creative industry sectors
- Enable learners to develop their portfolio of skills and knowledge through
- incremental and individualised learning programmes within the framework
- Encourage an evaluative approach to personal and professional development
- Enable progression to employment within the creative industries
- Support career change and up-dating for existing creative industries employees
- Facilitate progression to further and higher-level learning programmes

Target Group

These qualifications are designed for:

16 - 19 year olds in post-school education or training, who are undertaking other vocational qualifications and wish to complete these programmes to acquire relevant skills and knowledge relating to the Art, Design and Media sector, as a foundation to employment and/or further education.

Candidates who, for a number of reasons, have not been able to previously access appropriate provision and accreditation across the sector, to facilitate progression to further education/training and/or employment.

Adults returning to education/training, candidate from non-traditional backgrounds and existing Creative Industries.

Professionals wishing to re-skill and undertake vocational updating, leading to enhanced opportunities for career progression and diversification.

ABC expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit/s or the full qualification.

Progression Opportunities

The ABC Awards Level 3 Award, Certificate and Diploma in Visual Art will enable learners to progress to further and higher education or training through the development of specific technical and creative skills. Progression could be through the ABC Awards Level 4 Diploma in Foundation Studies in Art, Design and Media.

Centres should be aware that reasonable Adjustments which may be permitted for assessment may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Tutor/Assessor Requirements

We require those involved in the assessment process to be suitably experienced and / or qualified. In general terms, this usually means that the assessor is knowledgeable of the subject / occupational area to a level above that which they are assessing.

Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Language

These specifications and associated assessment materials are in English only.

Qualification Summary

ABC Awards Level 3 Awards, Certificates and Diplomas in Visual Art/

Qualifications and Pathways	
Level 3 Award in Visual Art (3D Materials Exploration) Level 3 Award in Visual Art (3D Materials Exploration) Level 3 Award in Visual Art (Colour Theory and Practice) Level 3 Award in Visual Art (Context and History of Visual Art) Level 3 Award in Visual Art (Design Visualisation) Level 3 Award in Visual Art (Employment and Freelancing in the Creative Industries) Level 3 Award in Visual Art (Exploratory Model Making) Level 3 Award in Visual Art (Life Drawing) Level 3 Award in Visual Art (Narrative Image Making) Level 3 Award in Visual Art (Studio-Based Printmaking) Level 3 Award in Visual Art (Visual Thinking) Level 3 Certificate in Visual Art (2D Art) – (Op End 31/12/16 / Cert End 31/12/19) Level 3 Certificate in Visual Art (3D Art) – (Op End 31/12/16 / Cert End 31/12/19) Level 3 Certificate in Visual Art (Printmaking) – (Op End 31/12/16 / Cert End 31/12/19) Level 3 Certificate in Visual Art (Narrative Illustration) – (Op End 31/12/16 / Cert End 31/12/19) Level 3 Certificate in Visual Art (Unendorsed) – (Op End 31/12/16 / Cert End 31/12/19)	
Regulated	The qualifications, as identified above, are all regulated by Ofqual
Assessment	Internal assessment, internal and external moderation Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.
Grading	Award: Pass Certificate and Diploma: Pass, Merit, Distinction
Progression	The ABC Awards Level 3 Award, Certificate and Diploma in Visual Art will enable learners to progress to further and higher education or training through the development of specific technical and creative skills. Progression could be through the ABC Awards Level 3/4 Diploma in Foundation Studies in Art, Design and Media. Centres should be aware that reasonable Adjustments which may be permitted for assessment may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression

Operational Start Date	01/04/2010
Review Date	Award - 31/12/2019
Operational End Date	Award – 31/12/2019 Certificate – 31/12/2016 Diploma – 31/07/2013
Certificate End Date	Award – 31/12/2020 Certificate – 31/12/2019 Diploma – 31/07/2014
ABC Sector	Art, Design and Creative Industries
Ofqual SSA Sector	9.2 Crafts, Creative Arts and Design
Support from sector bodies	Supported by Creative and Cultural Skills
Contact	See ABC website for the Centre Support Officer responsible for these qualifications

Level 3 Award in Visual Art

Rules of Combination: Learners must achieve a minimum of 8 credits from one pathway.

Unit	Level	Credit Value	GLH
2D Materials Exploration Pathway			
2D materials exploration [L/601/5937]	3	8	60
3D Materials Exploration Pathway			
3D materials exploration [R/601/5938]	3	8	60
Colour Theory and Practice Pathway			
Colour theory and practice [L/601/4206]	3	8	60
Context and History of Visual Art Pathway			
Context and history of visual art [L/601/5940]	3	8	60
Design Visualisation Pathway			
Design visualisation [K/601/5945]	3	8	60
Employment and Freelancing in the Creative Industries Pathway			
Employment and freelancing in the creative industries [J/601/3619]	3	8	60
Exploratory Model Making Pathway			
Exploratory model making [A/601/5948]	3	8	60
Life Drawing Pathway			
Life drawing [A/601/5951]	3	8	60
Narrative Image Making Pathway			
Narrative image making [L/601/5954]	3	8	60
Studio-based Printmaking Pathway			
Studio-based printmaking [D/601/5957]	3	8	60
Visual Thinking Pathway			
Visual thinking [H/601/5961]	3	8	60

Numbers in box brackets indicate unit number

If learners achieve credits from units of the same title (or linked titles) at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification

Qualification Purpose	B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area B1. Prepare for further learning or training					
Entry Requirements	16+					
Section 96/97	Pre 16		16 – 18	✓	19 +	✓
Learning Aim Reference	50087940					
Recommended GLH²	60					
Recommended TQT³	80					
Credit Value	8					
Type of Funding Available	See LARA (Learning Aims Reference Application)					

² See Glossary of Terms

³ See Glossary of Terms

Qualification/Unit Fee	See ABC web site for current fees and charges
Additional Information	See ABC website for resources available for this qualification.

Level 3 Certificate in Visual Art

Rules of Combination: Learners must achieve a minimum of 32 credits from one pathway.

Unit	Level	Credit Value	GLH
2D Art Pathway			
Mandatory Units			
Applying specialist knowledge and skills to visual art problem solving [K/601/6593]	3	8	40
2D materials exploration [L/601/5937]	3	8	60
Visual thinking [H/601/5961]	3	8	60
Optional Units (learners must achieve one unit from this group)			
Colour theory and practice [L/601/4206]	3	8	60
Context and history of visual art [L/601/5940]	3	8	60
Design visualisation [K/601/5945]	3	8	60
Employment and freelancing in the creative industries [J/601/3619]	3	8	60
Life drawing [A/601/5951]	3	8	60
Narrative image making [L/601/5954]	3	8	60
Studio-based printmaking [D/601/5957]	3	8	60
Calligraphy skills [A/601/6355]	3	8	60
Creative book structures [R/601/6359]	3	8	60
Screen printing skills [A/601/6369]	3	8	60
Communication drawing [Y/601/5486]	3	8	60
Design research and development process [D/601/5506]	3	8	60
Digital illustration [L/601/5565]	3	8	60
Illustration skills [H/601/5572]	3	8	60
Pixel-based image manipulation [L/601/3542]	3	8	60
Vector-based image generation [A/601/4203]	3	8	60
Digital photo imaging techniques [R/601/2571]	3	8	60
Exploring photographic imaging [T/601/2577]	3	8	60
3D Art Pathway			
Mandatory Units			
Applying specialist knowledge and skills to visual art problem solving [K/601/6593]	3	8	40
3D materials exploration [R/601/5938]	3	8	60
Visual thinking [H/601/5961]	3	8	60
Optional Units (learners must achieve one unit from this group)			
Colour theory and practice [L/601/4206]	3	8	60
Context and history of visual art [L/601/5940]	3	8	60
Design visualisation [K/601/5945]	3	8	60
Employment and freelancing in the creative industries [J/601/3619]	3	8	60
Exploratory model making [A/601/5948]	3	8	60
Life drawing [A/601/5951]	3	8	60
Narrative image making [L/601/5954]	3	8	60
Studio-based printmaking [D/601/5957]	3	8	60

Calligraphy skills [A/601/6355]	3	8	60
Creative book structures [R/601/6359]	3	8	60
Screen printing skills [A/601/6369]	3	8	60
Communication drawing [Y/601/5486]	3	8	60
Design research and development process [D/601/5506]	3	8	60
Digital illustration [L/601/5565]	3	8	60
Illustration skills [H/601/5572]	3	8	60
Pixel-based image manipulation [L/601/3542]	3	8	60
Vector-based image generation [A/601/4203]	3	8	60
Digital photo imaging techniques [R/601/2571]	3	8	60
Exploring photographic imaging [T/601/2577]	3	8	60
Printmaking Pathway			
Mandatory Units			
Applying specialist knowledge and skills to visual art problem solving [K/601/6593]	3	8	40
Studio-based printmaking [D/601/5957]	3	8	60
Visual thinking [H/601/5961]	3	8	60
Optional Units (learners must achieve one unit from this group)			
2D materials exploration [L/601/5937]	3	8	60
Context and history of visual art [L/601/5940]	3	8	60
Design visualisation [K/601/5945]	3	8	60
Employment and freelancing in the creative industries [J/601/3619]	3	8	60
Life drawing [A/601/5951]	3	8	60
Narrative image making [L/601/5954]	3	8	60
Colour theory and practice [L/601/4206]	3	8	60
Visual thinking [H/601/5961]	3	8	60
Calligraphy skills [A/601/6355]	3	8	60
Creative book structures [R/601/6359]	3	8	60
Letterpress skills [D/601/6364]	3	8	60
2D design software for layouts [J/601/5483]	3	8	60
Communication drawing [Y/601/5486]	3	8	60
Design research and development process [D/601/5506]	3	8	60
Digital illustration [L/601/5565]	3	8	60
Pixel-based image manipulation [L/601/3542]	3	8	60
Typographic investigation and design [A/601/5755]	3	8	60
Vector-based image generation [A/601/4203]	3	8	60
Narrative Illustration Pathway			
Mandatory Units			
Applying specialist knowledge and skills to visual art problem solving [K/601/6593]	3	8	40
Narrative image making [L/601/5954]	3	8	60
Illustration skills [H/601/5572]	3	8	60
Optional Units (learners must achieve one unit from this group)			
2D materials exploration [L/601/5937]	3	8	60
Colour theory and practice [L/601/4206]	3	8	60
Context and history of visual art [L/601/5940]	3	8	60
Design visualisation [K/601/5945]	3	8	60

Employment and freelancing in the creative industries [J/601/3619]	3	8	60
Exploratory model making [A/601/5948]	3	8	60
Life drawing [A/601/5951]	3	8	60
Studio-based printmaking[D/601/5957]	3	8	60
Visual thinking [H/601/5961]	3	8	60
Calligraphy skills [A/601/6355]	3	8	60
Creative book structures [R/601/6359]	3	8	60
Screen printing skills [A/601/6369]	3	8	60
Communication drawing [Y/601/5486]	3	8	60
Design research and development process [D/601/5506]	3	8	60
Digital illustration [L/601/5565]	3	8	60
Pixel-based image manipulation [L/601/3542]	3	8	60
Vector-based image generation [A/601/4203]	3	8	60
Digital photo imaging techniques [R/601/2571]	3	8	60
Exploring photographic imaging [T/601/2577]	3	8	60
Unendorsed Pathway			
Mandatory Units			
Applying specialist knowledge and skills to visual art problem solving [K/601/6593]	3	8	40
Optional Units (learners must achieve three units from this group)			
2D materials exploration [L/601/5937]	3	8	60
3D materials exploration [R/601/5938]	3	8	60
Colour theory and practice[L/601/4206]	3	8	60
Context and history of visual art [L/601/5940]	3	8	60
Design visualisation [K/601/5945]	3	8	60
Employment and freelancing in the creative industries [J/601/3619]	3	8	60
Exploratory model making [A/601/5948]	3	8	60
Life drawing [A/601/5951]	3	8	60
Narrative image making [L/601/5954]	3	8	60
Studio-based printmaking[D/601/5957]	3	8	60
Visual thinking [H/601/5961]	3	8	60
Calligraphy skills [A/601/6355]	3	8	60
Creative book structures [R/601/6359]	3	8	60
Letterpress skills [D/601/6364]	3	8	60
Screen printing skills [A/601/6369]	3	8	60
2D design software for layouts [J/601/5483]	3	8	60
Communication drawing [Y/601/5486]	3	8	60
Design research and development process [D/601/5506]	3	8	60
Digital illustration [L/601/5565]	3	8	60
Illustration skills [H/601/5572]	3	8	60
Pixel-based image manipulation [L/601/3542]	3	8	60
Vector-based image generation [A/601/4203]	3	8	60
35mm camera techniques [F/601/2548]	3	8	60
Digital photo imaging techniques [R/601/2571]	3	8	60
Exploring photographic imaging [T/601/2577]	3	8	60
Photographic darkroom skills[J/601/2583]	3	8	60

Presenting photographic images[A/601/2614]	3	8	60
Studio photography [J/601/2616]	3	8	60

Numbers in box brackets indicate unit number

If learners achieve credits from units of the same title (or linked titles) at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification

Entry Requirements	16+					
Section 96/97	Pre 16		16 – 18	✓	19 +	✓
Learning Aim Reference	5008799X					
Recommended GLH⁴	220					
Recommended TQT⁵						
Credit Value						
Type of Funding Available	See LARA (Learning Aims Reference Application)					
Qualification/Unit Fee	See ABC web site for current fees and charges					
Unit Fee	Unit fees are based upon a unit's individual credit value. Please see the ABC web site for the current fee charged per credit.					
Additional Information	See ABC website for resources available for this qualification.					

⁴ See Glossary of Terms

⁵ See Glossary of Terms

Level 3 Diploma in Visual Art (Certification End Date 31/07/2014)

Rules of Combination: Learners must achieve a minimum of 64 credits from one pathway.

Unit	Level	Credit Value	GLH
Illustrative Art Pathway			
Mandatory Units			
Visual art project planning, implementation and review [F/601/6695]	3	16	90
Visual thinking [H/601/5961]	3	8	60
Communication drawing [Y/601/5486]	3	8	60
Illustration skills [H/601/5572]	3	8	60
Optional Units (learners must achieve three units from this group)			
2D materials exploration [L/601/5937]	3	8	60
Colour theory and practice [L/601/4206]	3	8	60
Context and history of visual art [L/601/5940]	3	8	60
Design visualisation [K/601/5945]	3	8	60
Employment and freelancing in the creative industries [J/601/3619]	3	8	60
Exploratory model making [A/601/5948]	3	8	60
Life drawing [A/601/5951]	3	8	60
Narrative image making [L/601/5954]	3	8	60
Studio-based printmaking [D/601/5957]	3	8	60
Calligraphy skills [A/601/6355]	3	8	60
Creative book structures [R/601/6359]	3	8	60
Screen printing skills [A/601/6369]	3	8	60
Design research and development process [D/601/5506]	3	8	60
Digital illustration [L/601/5565]	3	8	60
Pixel-based image manipulation [L/601/3542]	3	8	60
Vector-based image generation [A/601/4203]	3	8	60
Digital photo imaging techniques [R/601/2571]	3	8	60
Exploring photographic imaging [T/601/2577]	3	8	60
Fine Art Pathway			
Mandatory Units			
Visual art project planning, implementation and review [F/601/6695]	3	16	90
Context and history of visual art [L/601/5940]	3	8	60
Employment and freelancing in the creative industries [J/601/3619]	3	8	60
Visual thinking [H/601/5961]	3	8	60

Optional Units (learners must achieve three units from this group)			
2D materials exploration [L/601/5937]	3	8	60
3D materials exploration [R/601/5938]	3	8	60
Colour theory and practice[L/601/4206]	3	8	60
Design visualisation [K/601/5945]	3	8	60
Exploratory model making [A/601/5948]	3	8	60
Life drawing [A/601/5951]	3	8	60
Narrative image making [L/601/5954]	3	8	60
Studio-based printmaking[D/601/5957]	3	8	60
Calligraphy skills [A/601/6355]	3	8	60
Creative book structures [R/601/6359]	3	8	60
Screen printing skills [A/601/6369]	3	8	60
2D design software for layouts [J/601/5483]	3	8	60
Communication drawing [Y/601/5486]	3	8	60
Design research and development process [D/601/5506]	3	8	60
Digital illustration [L/601/5565]	3	8	60
Illustration skills [H/601/5572]	3	8	60
Pixel-based image manipulation [L/601/3542]	3	8	60
Vector-based image generation [A/601/4203]	3	8	60
35mm camera techniques [F/601/2548]	3	8	60
Digital photo imaging techniques [R/601/2571]	3	8	60
Exploring photographic imaging [T/601/2577]	3	8	60
Photographic darkroom skills[J/601/2583]	3	8	60
Creative Printmaking Pathway			
Mandatory Units			
Visual art project planning, implementation and review [F/601/6695]	3	16	90
Colour theory and practice[L/601/4206]	3	8	60
Studio-based printmaking[D/601/5957]	3	8	60
Visual thinking [H/601/5961]	3	8	60
Screen printing skills [A/601/6369]	3	8	60
Optional Units (learners must achieve two units from this group)			
2D materials exploration [L/601/5937]	3	8	60
Context and history of visual art [L/601/5940]	3	8	60
Design visualisation [K/601/5945]	3	8	60
Employment and freelancing in the creative industries [J/601/3619]	3	8	60
Life drawing [A/601/5951]	3	8	60
Narrative image making [L/601/5954]	3	8	60
Calligraphy skills [A/601/6355]	3	8	60
Creative book structures [R/601/6359]	3	8	60
Letterpress skills [D/601/6364]	3	8	60
2D design software for layouts [J/601/5483]	3	8	60
Communication drawing [Y/601/5486]	3	8	60
Design research and development process [D/601/5506]	3	8	60
Digital illustration [L/601/5565]	3	8	60
Pixel-based image manipulation [L/601/3542]	3	8	60

Typographic investigation and design [A/601/5755]	3	8	60
Vector-based image generation [A/601/4203]	3	8	60
Digital photo imaging techniques [R/601/2571]	3	8	60
Exploring photographic imaging [T/601/2577]	3	8	60
Unendorsed Pathway			
Mandatory Unit			
Visual art project planning, implementation and review [F/601/6695]	3	16	90
Optional Units (learners must achieve six units from this group)			
2D materials exploration [L/601/5937]	3	8	60
3D materials exploration [R/601/5938]	3	8	60
Colour theory and practice [L/601/4206]	3	8	60
Context and history of visual art [L/601/5940]	3	8	60
Design visualisation [K/601/5945]	3	8	60
Employment and freelancing in the creative industries [J/601/3619]	3	8	60
Exploratory model making [A/601/5948]	3	8	60
Life drawing [A/601/5951]	3	8	60
Narrative image making [L/601/5954]	3	8	60
Studio-based printmaking [D/601/5957]	3	8	60
Visual thinking [H/601/5961]	3	8	60
Calligraphy skills [A/601/6355]	3	8	60
Creative book structures [R/601/6359]	3	8	60
Letterpress skills [D/601/6364]	3	8	60
Screen printing skills [A/601/6369]	3	8	60
2D design software for layouts [J/601/5483]	3	8	60
Communication drawing [Y/601/5486]	3	8	60
Design research and development process [D/601/5506]	3	8	60
Digital illustration [L/601/5565]	3	8	60
Illustration skills [H/601/5572]	3	8	60
Pixel-based image manipulation [L/601/3542]	3	8	60
Vector-based image generation [A/601/4203]	3	8	60
35mm camera techniques [F/601/2548]	3	8	60
Digital photo imaging techniques [R/601/2571]	3	8	60
Exploring photographic imaging [T/601/2577]	3	8	60
Photographic darkroom skills [J/601/2583]	3	8	60
Presenting photographic images [A/601/2614]	3	8	60
Studio photography [J/601/2616]	3	8	60

Numbers in box brackets indicate unit number

If learners achieve credits from units of the same title (or linked titles) at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification

Entry Requirements	16+					
Section 96/97	Pre 16		16 – 18	✓	19 +	✓
Learning Aim Reference	50087988					
Recommended GLH	450					
Type of Funding	See LARA (Learning Aims Reference Application)					

Available	
Qualification/Unit Fee	See ABC web site for current fees and charges
Additional Information	See ABC website for resources available for this qualification.

Unit Details

Applying Specialist Knowledge and Skills to Visual Art Problem Solving

Unit Reference	K/601/6953
Level	3
Credit Value	8
Guided Learning Hours	40
Unit Summary	This unit will enable learners to utilise specialist visual art skills and knowledge to solve visual art problems. Through planning, implementation and review learners will be able to apply their visual art skills in a realistic professional context
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.2) <i>The learner can</i>
1. Be able to assess a visual art problem	<p>1.1 Assess a visual art brief to include</p> <ul style="list-style-type: none"> • Description of the initial intended outcome • Identification of the intended medium • Initial assessment of anticipated resources • Identification of any initial concerns <p>1.2 Explore the potential of at least three potential approaches in terms of their likely feasibility to include preliminary consideration of</p> <ul style="list-style-type: none"> • resource requirements • skills requirements • time limitations • creative influences and preferences • other restrictions or challenges <p>1.3 Evaluate the initial creative approaches explored in 1.2 in order to select the most appropriate one for further development</p>
2. Be able to recognise visual art skills requirements	<p>2.1 Assess current level of own visual art skills</p> <p>2.2 Determine skills necessary to achieve intended outcome</p>

<p>3. Be able to produce a visual art project plan</p>	<p>3.1 Agree a detailed plan to include</p> <ul style="list-style-type: none"> • availability and access to required resources including media, tools, specialist workspace and specialist support • processes and practices to be employed • required research • utilisation of their visual art skills and knowledge • schedules, including milestones, timescales and deadlines for each activity • identification of potential risks, ways of addressing and/or reducing them and planning for contingencies • potential or required adaptations or alternatives to initial creative intention
<p>4. Be able to implement a visual art project plan</p>	<p>4.1 Implement the plan assessing progress against proposed deadline and timescales</p> <p>4.2 Justify any adaptations or amendments to project plan</p>
<p>Mapping to National Occupational Standards No Direct Mapping</p>	

Supporting Unit Information

K/601/6953 Applying specialist knowledge and skills to visual art problem solving - Level 3

INDICATIVE CONTENT

This unit aims to provide learners with an opportunity to apply their specialist knowledge and skills to solve visual art problems through the planning and development of an agreed visual art project.

Learners should initially explore a range of potential creative approaches before agreeing a detailed project plan. In realising the project plan learners should be encouraged to critically assess the progress of their ideas, making adaptations as necessary in order to fulfil their creative intentions.

Learners should present their work in a format of their choice, considering the suitability of their chosen presentation method to their visual art outcome/audience.

Learners should be encouraged to carry out ongoing evaluation of personal progress in terms of both technical knowledge and photographic outcomes in for example journals or workbooks.

This unit is common to all ABC Level 3 Certificate in Visual Art pathways

TEACHING STRATEGIES AND LEARNING ACTIVITIES

This unit constitutes the final stage of the Certificate

Appropriate consultation and negotiation of resources will be necessary.

Once the learners' detailed project plan has been agreed internally, they will be responsible for organising and implementing the plan against deadlines and timescales.

There are no restrictions upon the teaching and learning strategies that can be used for this unit. It is not anticipated that this unit has to be undertaken in a traditional learning environment as it can be undertaken in a range of settings and locations.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

METHODS OF ASSESSMENT

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and

assessment criteria.

This unit is graded Pass, Merit and Distinction, and determines the final overall grade awarded for the Level 3 Certificate in Visual Art

To achieve a Pass grade, learners must achieve all the Learning Outcomes and Assessment Criteria in the unit details. To achieve a Merit or Distinction Grade, learners must achieve additional grading criteria which can be found in Appendix 1 of this specification.

EVIDENCE OF ACHIEVEMENT

For this unit a project plan must be agreed and made available, it is suggested that it should not exceed 500 words.

Evidence may be presented in a range of formats that may include any number of the following:

- Exhibition/display
- Selected portfolio of images
- Reflective journal
- Models and test pieces
- Sketchbooks/Workbooks
- Written evidence
- Annotated photographic prints
- Multi media presentation
- Sequenced images
- Blog/s

These examples are for illustrative purposes and are not intended to be exhaustive or prescriptive.

However the evidence is presented, there must be confirmation of achievement of every learning outcome and criteria for assessment within the unit which must be clearly signposted

ADDITIONAL INFORMATION

Centres offering this unit should ensure that learners have access to sufficient equipment, as detailed in the indicative content, for each learner to use. Where there is an expectation that learners will need to provide resources in order to achieve the unit, centres should ensure this is made clear to learners at the point of recruitment.

Visual Art Project Planning, Implementation and Review

Unit Reference	F/601/6695
Level	3
Credit Value	16
Guided Learning Hours	90
Unit Summary	This unit will enable learners to place their visual art practice in to a relevant professional context through the coherent articulation of their creative intentions. The development of a comprehensive project will enable learners to recognise creative influences in their own work and develop an understanding of their own creative ambitions. Through planning, implementation and review learners will be able to assess and develop their visual art and presentation skills
Learning Outcomes (1 to 7) <i>The learner will</i>	Assessment Criteria (1.1 to 7.2) <i>The learner can</i>
1. Be able to recognise creative influences on own visual art work	1.1 Analyse influence of recognised designers upon own creative choices and vision 1.2 Assess their own creative ambitions, preferences and areas of interest
2. Be able to articulate their visual art project intentions	2.1 Assess a visual art project brief to include <ul style="list-style-type: none"> • Description of the initial project intention • Identification of the intended medium • Initial assessment of anticipated resources • Identification of any initial concerns 2.2 Explore the potential of at least three initial creative approaches in terms of their likely feasibility to include preliminary consideration of <ul style="list-style-type: none"> • resource requirements • skills requirements • time limitations • creative influences and preferences • other restrictions or challenges

	2.3 Evaluate the initial creative approaches explored in 2.2 in order to select the most appropriate one for further development
3. Be able to recognise visual art skills needs	3.1 Assess current level of own visual art skills 3.2 Determine skills necessary to achieve creative intention 3.3 Identify skills gaps, development needs and opportunities
4. Be able to agree a detailed project plan	4.1 Agree a detailed project plan to include <ul style="list-style-type: none"> • rationale for the development • availability and access to required resources including media, tools, specialist workspace and specialist support • processes and practices to be employed • required research • incorporation and development of their visual art skills and knowledge • schedules, including milestones, timescales and deadlines for each activity • identification of potential risks, ways of addressing and/or reducing them and planning for contingencies • potential or required adaptations or alternatives to initial creative intention
5. Be able to realise a visual art project	5.1 Implement the project plan assessing progress against proposed deadline and timescales 5.2 Justify any adaptations or amendments to project plan
6. Be able to present final outcomes of visual art project	6.1 Select and justify methods chosen to present visual art outcomes in terms of intended purpose 6.2 Organise presentation in accordance with expectations and protocols of identified professional environment 6.3 Review success of presentation in terms of its intended purpose or reaction
7. Be able to review	7.1 Analyse their aesthetic and skills development

own development	7.2 Evaluate opportunities for further development of their visual art skills and knowledge
Mapping to National Occupational Standards No Direct Mapping	

Supporting Unit Information

VA002-03 Visual art project planning, implementation and review - Level 3

INDICATIVE CONTENT

This unit aims to provide learners with an opportunity to independently research, plan, develop, and complete a visual art project which extends their understanding of, and creative skills within the context of visual art.

Based on an analysis of the individual learners own creative ambitions and areas of interest, and their analysis of the work of others in the field, the learner should initially explore a range of potential creative approaches before agreeing a detailed project plan. In realising the project plan learners should be encouraged to critically assess the progress of their ideas, making adaptations as necessary in order to fulfil their creative intentions.

Learners should present their work in a format of their choice, considering the suitability of their chosen presentation method to their visual art outcome/audience. Appropriate attention to detail and the quality of presentation are essential.

Learners should carry out ongoing evaluation of personal progress in terms of both technical knowledge and visual art outcomes in for example journals or workbooks. In addition learners should also be encouraged to undertake a retrospective evaluation of technical knowledge gained and applied in for example a page of reflective writing or annotated portfolio

This unit is common to all ABC Level 3 Diploma in Visual Art pathways

TEACHING STRATEGIES AND LEARNING ACTIVITIES

This unit constitutes the final stage of the Visual Art Diploma

Appropriate consultation and negotiation of resources will be necessary.

Once the learners' detailed project plan has been agreed internally, they will be responsible for organising and directing their own programme of activity and implementing the project plan against deadlines and timescales.

There are no restrictions upon the teaching and learning strategies that can be used for this unit. It is not anticipated that this unit has to be undertaken in a traditional learning environment as it can be undertaken in a range of settings and locations.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

METHODS OF ASSESSMENT

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

This unit is graded Pass, Merit and Distinction, and determines the final overall grade awarded for the Level 3 Diploma in Visual Art

To achieve a Pass grade, learners must achieve all the Learning Outcomes and Assessment Criteria in the unit details. To achieve a Merit or Distinction Grade, learners must achieve additional grading criteria which can be found in Appendix 2 of this specification.

EVIDENCE OF ACHIEVEMENT

For this unit a project plan must be agreed and made available, it is suggested that it should not exceed 700 words.

Evidence may be presented in a range of formats that may include any number of the following:

- Exhibition/display
- Selected portfolio of images
- Reflective journal
- Sketchbooks/Workbooks
- Models and test pieces
- Written evidence
- Annotated photographic prints
- Multi media presentation
- Sequenced images
- Blog/s

These examples are for illustrative purposes and are not intended to be exhaustive or prescriptive.

However the evidence is presented, there must be confirmation of achievement of every learning outcome and criteria for assessment within the unit which must be clearly signposted

ADDITIONAL INFORMATION

Centres offering this unit should ensure that learners have access to sufficient equipment, as detailed in the indicative content, for each learner to use. Where there is an expectation that learners will need to provide resources in order to achieve the unit, centres should ensure this is made clear to learners at the point of recruitment.

2D Materials Exploration

Unit Reference	L/601/5937
Level	3
Credit Value	8
Guided Learning Hours	60
Unit Summary	This unit enables learners to explore the qualities and applications of 2D materials and related processes. Learners will explore, select and apply materials, technical knowledge and craft skills to develop art and design intentions
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.1) <i>The learner can</i>
1. Understand approaches to the use of 2D materials	<p>1.1 Evaluate approaches to the use of 2D materials by artists and designers, to include at least two examples each in relation to at least three of the following</p> <ul style="list-style-type: none"> • objective representation • the communication of meaning • the communication of visual quality • the relationship between surfaces and tactile qualities • environmental implications • elegant and economic use of materials • visual extravagance <p>1.2 Assess with the use of at least six physical examples the use of 2D materials to explore paired combinations of the above</p>
2. Be able to explore 2D materials and processes to develop art and design ideas	<p>2.1 Explore materials and processes through experimental application</p> <p>2.2 Explore materials and processes in relation to creative intention</p> <p>2.3 Explore visual relationships through the use of materials and processes.</p> <p>2.4 Evaluate how materials dictate the selection and</p>

	<p>use of processes</p> <p>2.5 Evaluate the changes to the physical and aesthetic characteristics of materials through the application of processes</p>
<p>3. Be able to apply 2D materials and processes to address a selected brief</p>	<p>3.1 Interpret a selected brief to identify</p> <ul style="list-style-type: none"> • professional context • creative intentions • appropriate media • suitable techniques • technical parameters <p>3.2 Plan and organise own work to meet deadlines and requirements of the brief</p> <p>3.3 Produce 2D art and design solutions from roughs through to resolution</p>
<p>4. Be able to review own creative and technical development</p>	<p>4.1 Evaluate their personal progress in relation to 2D materials exploration</p>
<p>Mapping to National Occupational Standards Creative and Cultural Skills Design NOS 2009 DES3 PS: a, e, f, h. K&U: 3, 4 DES4 PS: c, d, e. K&U: 2, 3 DES7 PS: a, b, c. K&U: 1, 5, 7, 8, 9, 10, 15 DES10 PS: a, c, d, e, f, h, I, j, k, n. K&U: 2, 4, 5</p>	

Supporting Unit Information

L/601/5937 2D materials exploration - Level 3

INDICATIVE CONTENT

This unit is designed to provide learners with an awareness of the existing uses of 2D materials and processes and with a practical understanding enhanced by their own practical experimentation. It is designed to give learners a practical understanding of 2D materials exploration in order to apply this understanding to the interpretation of a selected project brief.

Learning Outcome 1. Understand approaches to the use of 2D materials

In order to facilitate comparative evaluation learners are required to identify different existing instances of the application of 2D materials, each in relation to selected context, e.g. at least two different examples of the use of 2D materials by artists or designers to investigate objective representation or two different examples by artists or designers of the use of 2D materials to investigate the communication of visual extravagance.

Learners should also assemble and assess examples of the use of 2D materials, as used to explore paired combinations of approaches to the use of 2D materials, e.g. six examples of the elegant and economic use of materials paired with the communication of visual quality.

Learning Outcome 2. Be able to explore 2D materials and processes to develop art and design ideas

Learners should explore 2D materials and Processes through selection and experimental application. They will evaluate their explorations in relation the interplay of processes, the inherent characteristics of materials and potential applications.

Learning Outcome 3. Be able to apply 2D materials and processes to address a selected brief

Learners are required to apply selected 2D materials and processes to the interpretation of a selected brief, planning and organising their own work to meet the requirements of the brief including the meeting of deadlines.

Learning Outcome 4. Be able to review own creative and technical development

Learners should carry out ongoing evaluation of personal progress in terms of technical knowledge, materials exploration and applied 2D outcomes; in for example journals or workbooks.

In addition learners should also be encouraged to undertake a retrospective evaluation in for example a page of reflective writing or annotated portfolio

TEACHING STRATEGIES AND LEARNING ACTIVITIES

This unit is designed to provide learners with an awareness of, and practical skills in, 2D materials exploration. Learners will require access to relevant reference sources and a range of 2D materials.

There are no restrictions upon the teaching and learning strategies that can be used for this unit. It is not anticipated that this unit has to be undertaken in a traditional learning environment as it can be undertaken in a range of settings and locations.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

METHODS OF ASSESSMENT

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

EVIDENCE OF ACHIEVEMENT

Evidence may be presented in a range of formats that may include any number of the following:

- Portfolio of selected images
- Reflective journal
- Sketchbooks/Workbooks
- Written evidence
- Annotated Worksheets
- Web based presentation
- Sequenced images
- Blogs
- Witness statements/observation records
- Records of tutorials/one-to-one discussions
- Worksheets/gapped handouts

These examples are for illustrative purposes and are not intended to be exhaustive or prescriptive.

However the evidence is presented, there must be confirmation of achievement of every learning outcome and criteria for assessment within the unit which must be clearly signposted

ADDITIONAL INFORMATION

Centres offering this unit should ensure that learners have access to sufficient equipment, as detailed in the indicative content, for each learner to use. Where

there is an expectation that learners will need to provide resources in order to achieve the unit, centres should ensure this is made clear to learners at the point of recruitment.

3D Materials Exploration

Unit Reference	R/601/5938
Level	3
Credit Value	8
Guided Learning Hours	60
Unit Summary	This unit enables learners to explore the qualities and applications of 3D materials and related processes. Learners will explore, select and apply materials, technical knowledge and craft skills to develop art and design intentions
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.1) <i>The learner can</i>
1. Understand approaches to the use of 3D materials	<p>1.1 Evaluate approaches to the use of 3D materials by artists and designers, to include at least two examples each in relation to at least three of the following</p> <ul style="list-style-type: none"> • the exploration of structural integrity • the communication of visual quality • the relationship between surfaces and tactile qualities • implied fragility • implied strength • environmental context • flexibility and rigidity • tensile and compressive strength • prototyping and short run production • elegant and economic use of materials • visual extravagance <p>1.2 Assess with the use of at least six physical examples the use of 3D materials to explore paired combinations of the above</p>
2. Be able to explore 3D materials and processes to develop art and design ideas	<p>2.1 Explore materials and processes through experimental application</p> <p>2.2 Explore materials and processes through the use of developmental and technical drawings</p>

	<p>2.3 Explore geometry and structure through the use of materials and processes</p> <p>2.4 Evaluate how materials dictate the selection and use of processes</p> <p>2.5 Evaluate the changes to the physical and aesthetic characteristics of materials through the application of processes</p>
<p>3. Be able to apply 3D materials and processes to address a selected brief</p>	<p>3.1 Interpret a selected brief to identify</p> <ul style="list-style-type: none"> • professional context • appropriate media • suitable techniques • creative intentions • technical parameters <p>3.2 Plan and organise own work to meet deadlines and requirements of the brief</p> <p>3.3 Produce 3D art and design solutions from roughs through to resolution</p>
<p>4. Be able to review own creative and technical development</p>	<p>4.1 Evaluate their personal progress in relation to 3D materials exploration</p>
<p>Mapping to National Occupational Standards Creative and Cultural Skills Design NOS 2009 DES3 PS: a, e, f, h. K&U: 3, 4 DES4 PS: c, d, e. K&U: 2, 3 DES7 PS: a, b, c. K&U: 1, 5, 7, 8, 9, 10, 15 DES10 PS: a, c, d, e, f, h, I, j, k, n. K&U: 2, 4, 5</p>	

Supporting Unit Information

R/601/5938 3D materials exploration - Level 3

INDICATIVE CONTENT

This unit is designed to provide learners with an awareness of the existing uses of 3D materials and processes and with a practical understanding enhanced by their own practical experimentation. It is designed to give learners a practical understanding of 3D materials exploration in order to apply this understanding to the interpretation of a selected project brief.

Learning Outcome 1. Understand approaches to the use of 3D materials

In order to facilitate comparative evaluation learners are required to identify different existing instances of the application of 3D materials, each in relation to selected context, e.g. at least two different examples of the use of 3D materials by artists or designers to investigate structural integrity or two different examples by artists or designers of the use of 3D materials to investigate the communication of visual extravagance.

Learners should also assemble and assess examples of the use of 3D materials, as used to explore paired combinations of approaches to the use of 3D materials, e.g. six examples of the elegant and economic use of materials paired with the communication of visual quality.

Learning Outcome 2. Be able to explore 3D materials and processes to develop art and design ideas

Learners should explore 3D materials and Processes through selection and experimental application. They will evaluate their explorations in relation the interplay of processes, the inherent characteristics of materials and potential applications.

Learning Outcome 3. Be able to apply 3D materials and processes to address a selected brief

Learners are required to apply selected 3D materials and processes to the interpretation of a selected brief, planning and organising their own work to meet the requirements of the brief including the meeting of deadlines.

Learning Outcome 4. Be able to review own creative and technical development

Learners should carry out ongoing evaluation of personal progress in terms of technical knowledge, materials exploration and applied 3D outcomes; in for example journals or workbooks.

In addition learners should also be encouraged to undertake a retrospective evaluation in for example a page of reflective writing or annotated portfolio

TEACHING STRATEGIES AND LEARNING ACTIVITIES

This unit is designed to provide learners with an awareness of, and practical skills in, 3D materials exploration. Learners will require access to relevant reference sources and a range of 3D materials.

There are no restrictions upon the teaching and learning strategies that can be used for this unit. It is not anticipated that this unit has to be undertaken in a traditional learning environment as it can be undertaken in a range of settings and locations.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

METHODS OF ASSESSMENT

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

EVIDENCE OF ACHIEVEMENT

Evidence may be presented in a range of formats that may include any number of the following

- Portfolio of selected images
- Reflective journal
- Sketchbooks/Workbooks
- Written evidence
- Annotated Worksheets
- Photographic records of experimental processes and applications
- Models
- Test pieces and finished constructions
- Web based presentation
- Sequenced images
- Blogs
- Witness statements/observation records
- Records of tutorials/one-to-one discussions
- Worksheets/gapped handouts

These examples are for illustrative purposes and are not intended to be exhaustive or prescriptive.

However the evidence is presented, there must be confirmation of achievement of every learning outcome and criteria for assessment within the unit which must be clearly signposted

ADDITIONAL INFORMATION

Centres offering this unit should ensure that learners have access to sufficient equipment, as detailed in the indicative content, for each learner to use. Where there is an expectation that learners will need to provide resources in order to achieve the unit, centres should ensure this is made clear to learners at the point of recruitment.

Colour Theory and Practice

Unit Reference	L/601/4206
Level	3
Credit Value	8
Guided Learning Hours	60
Unit Summary	This unit will enable learners to enhance their understanding of colour theory and how it can be effectively and creatively applied. Learners will investigate the objective characteristics and applications of colour. Learners will also explore the subjective responses that colour can produce when used in a variety of design contexts and how this may be influenced by the materials and media used, or the cultural and social conventions, of the intended audience
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.2) <i>The learner can</i>
1. Understand existing approaches to the use of colour	<p>1.1 Evaluate a minimum of six examples of the use of colour by artists and/or designers to determine the</p> <ul style="list-style-type: none"> relationship between the approach of the artists/designers to final applications, formats and outcomes potential to employ similar approaches in own work <p>1.2 Analyse elements of established colour theory to include at least six of the following</p> <ul style="list-style-type: none"> principles of additive/transmissive colour theory principles of subtractive/reflective colour theory primary and secondary colours hue, value, tone, intensity colour wheels and other graphic visualisations of colour theory system calibration on digital devices describing colours in different colour spaces, such as RGB, CMYK, hexadecimal notation, and pantone system differences between colour management in screen, print and film based devices

	<ul style="list-style-type: none"> • principles of human colour vision - to include cone and rod light receptors • wavelength principle of colour differentiation and the visual light spectrum • human colour perception versus that of film or digital media
2. Understand the effects of colour on the subjective perception of design outcomes	2.1 Explore the effect of colour on perceptions of images and/or products to include at least four of <ul style="list-style-type: none"> • uses of colour to convey status • perceptions of utility as affected by colour coding (signalling purpose / safety etc) • symbolism of colour in different societies/cultures • uses of colour to effect mood • differing perceptions of harmonic, complementary and clashing colours • colour forecasting
3. Be able to experiment with colour techniques and processes	3.1 Experiment with colour techniques and processes to include at least six of <ul style="list-style-type: none"> • colour harmonies based on the colour wheel • colour value and saturation to create moods • colour mixing with light • colour mixing with pigment • mood-boards • colourways • accessorising • optical colour filters/gels • digital colour manipulation
Mapping to National Occupational Standards Creative and Cultural Skills Design NOS 2009 DES1 PS: b, c, d, f, h. K&U 2, 3 DES PS: b. K&U 1, 7, 8, 10 DES8 PS: a, b, c, d, f, g, h, i. K&U: 1, 2, 3, 4, 5, 6	

Supporting Unit Information

L/601/4206 Colour theory and practice - Level 3

INDICATIVE CONTENT

This unit is designed to provide learners with a understanding of colour theory, through practical experimentation and the exploration of the principles of colour perception.

Learning Outcome 1. Understand existing approaches to the use of colour

Learners will be introduced to methods of visual research, planning and organised record keeping through the investigation of at least six examples of the historical and contemporary application of colour. Through a study of a selection of artists and/or designers work, learners will be encouraged to compare examples of the application of colour in order to identify the relationship between the approaches employed and final outcomes.

It is suggested that the artists and/or designers selected should be chosen in order to explore a range of approaches to the application of colour theory. It may be useful to investigate more than one application of colour by each of the selected artists and/or designers.

To aid and determine the potential to employ similar approaches in own work learners should be encouraged to note potential connections to their own work through annotation and visual comparison.

The list in 1.2 is provided to indicate some of the wide range of elements of colour theory possible and is by no means exhaustive. Learners may wish to tailor their selection to the context of their own specialist area and/or aspirations. Learners should however be reminded that to meet the assessment criteria their investigations should include six examples from the list provided.

Learning Outcome 2. Understand the effects of colour on the subjective perception of design outcomes

To assist the development of an understanding

Learners should both explore and compare existing uses of colour in order to develop an understanding of the effect of colour on a range of outputs, for example

- road signage
- product design
- packaging
- spatial design
- fashion accessorising
- information design

Learning Outcome 3. Be able to experiment with colour techniques and processes

Learners should experiment and apply their understanding of colour theory and

practice. The focus of the experimentation should include, but not be limited to six examples from the given list. Learners may wish to tailor their selection to the context of their own specialist area and/or aspirations.

TEACHING STRATEGIES AND LEARNING ACTIVITIES

This unit is designed to extend learners understanding of colour theory and practice through exploration and application.

There are no restrictions upon the teaching and learning strategies that can be used for this unit. It is not anticipated that this unit has to be undertaken in a traditional learning environment as it can be undertaken in a range of settings and locations.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

METHODS OF ASSESSMENT

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

EVIDENCE OF ACHIEVEMENT

Evidence may be presented in a range of formats that may include any number of the following

- Portfolio of selected images
- Reflective journal
- Sketchbooks/Workbooks
- Written evidence
- Annotated Worksheets
- Photographic records of experimental processes and applications
- Models
- Garments
- Web based presentation
- Sequenced images
- Blogs
- Witness statements/observation records
- Records of tutorials/one-to-one discussions
- Worksheets/gapped handouts

These examples are for illustrative purposes and are not intended to be exhaustive or prescriptive.

However the evidence is presented, there must be confirmation of achievement of every learning outcome and criteria for assessment within the unit which must be clearly signposted

ADDITIONAL INFORMATION

Centres offering this unit should ensure that learners have access to sufficient equipment, as detailed in the indicative content, for each learner to use. Where there is an expectation that learners will need to provide resources in order to achieve the unit, centres should ensure this is made clear to learners at the point of recruitment.

Context and History of Visual Art

Unit Reference	L/601/5940
Level	3
Credit Value	8
Guided Learning Hours	60
Unit Summary	This unit enables learners to gain an understanding of the contemporary significance of visual art and to place their own creative work in a historical and cultural context
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.4) <i>The learner can</i>
1. Understand the influences on visual artists' work	<p>1.1 Assess the degree to which, prevailing influences - eg. social, cultural, political, economic, personal and ideological - have had an effect upon at least three visual artists' work</p> <p>1.2 Illustrate how these influences were reflected in their work</p> <p>1.3 Assess the extent to which prevailing and emerging technologies are evidenced in their work</p>
2. Recognise the visual qualities in artists' work	<p>2.1 Analyse the work of three chosen visual artists in terms of</p> <ul style="list-style-type: none"> • Visual language used • Rationale for the production of the artwork
3. Recognise influences upon their own visual art work	<p>3.1 Assess the extent to which their own work is influenced by contemporary factors e.g. social, cultural, political, economic and ideological</p> <p>3.2 Illustrate the extent to which established and new technologies affect the work they produce</p> <p>3.3 Explain how other visual artists continue to influence their own work</p>

Mapping to National Occupational Standards

Creative and Cultural Skills, Design NOS 2009

DES1 PS: a, b, c, e, f, g. K&U: 1, 2, 3, 4

DES2 PS: a, b, c, d, g, K&U: 3, 4, 14

DES3 PS: a, b, f, h. K&U: 1, 2, 3

Supporting Unit Information

L/601/5940 Context and history of visual art - Level 3

INDICATIVE CONTENT

This Unit is designed to provide learners with an understanding and knowledge of visual art history and developments gained through directed independent research. Learners will gain an understanding of how their own visual art work is influenced by both the work of others and by contemporary factors.

Learning Outcome 1. Understand the influences on visual artists' work

Learners will be able to reflect upon the work of chosen visual artists. Learners should be encouraged to include a diverse range of artists in their research. Artists chosen for analysis could usefully include examples representing a wide range of approaches, both historical and contemporary. Learners should analyse reasons and rationales behind the production of the artists work, which may include social, cultural, economic, political, personal and ideological factors, as well as materials and processes available to visual artists' at the time.

Learning Outcome 2. Recognise the visual qualities in artists' work

Learners should be encouraged and supported to utilise a range of research methods and resources in their exploration of others' work. Their research should include both primary and secondary research methods. It is anticipated that they will require some guidance in order to undertake this. Methods and resources might include:

- Gallery visits
- Interviews/discussions with practitioners
- Internet sources
- Books
- Journals
- Newspapers
- TV/Radio broadcasts
- Video/DVD/CD libraries
- Archives
- Public and institutional libraries

This list is not intended to be exhaustive or prescriptive.

Learning Outcome 3. Recognise influences upon their own visual art work

In assessing influences upon their own visual art work, learners should reflect upon their research and mirror this analysis in evaluating the influences upon themselves and the visual art work they produce. The two activities should not be seen as separate processes but one informing the other. The process of personal reflection should reflect the ongoing nature of this activity and could be explored through any range of processes and formats, for example:

- Developmental Workbooks/sketchbooks
- Reflective Journals and writings

- On-line blogs
- Annotated images of artworks

These examples are for illustrative purposes and are not intended to be exhaustive or prescriptive.

TEACHING STRATEGIES AND LEARNING ACTIVITIES

This unit is designed to provide learners with an understanding of research methods relevant to the context and history of visual art and therefore may require access to both primary and secondary resources such as galleries and libraries. Learners are encouraged to employ standard citation and bibliographic conventions where appropriate.

There are no restrictions upon the teaching and learning strategies that can be used for this unit. It is not anticipated that this unit has to be undertaken in a traditional learning environment as it can be undertaken in a range of settings and locations.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

METHODS OF ASSESSMENT

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

EVIDENCE OF ACHIEVEMENT

Evidence may be presented in a range of formats that may include any number of the following

- Written critical evaluations
- Illustrated essays
- Reflective journals
- Series of short analytical explorations
- Sketchbooks/Workbooks
- Annotated photographic prints
- Web based presentation
- Multi media presentation
- Blogs
- Witness statements/observation records
- Records of tutorials/one-to-one discussions

These examples are for illustrative purposes and are not intended to be

exhaustive or prescriptive.

However the evidence is presented, there must be confirmation of achievement of every learning outcome and criteria for assessment within the unit which must be clearly signposted

Design Visualisation

Unit Reference	K/601/5945
Level	3
Credit Value	8
Guided Learning Hours	60
Unit Summary	<p>This unit will enable learners to develop their skills and knowledge in the selection and application of drawing and other visualisation systems in the creation, exploration and communication of design ideas and information.</p> <p>Learners are encouraged to experiment with a variety of materials and media, and select forms of drawing and visualisation appropriate to the intended purpose</p>
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.3) <i>The learner can</i>
1. Understand approaches to design visualisation	<p>1.1 Investigate a range of approaches to problem solving for professional design visualisation</p> <p>1.2 Evaluate a minimum of six examples of design visualisation produced by at least three professional designers in order to identify</p> <ul style="list-style-type: none"> • the relationship between the selection and application of materials, techniques and formats in relationship to the intended purpose • the stylistic approaches used to meet differing objectives • technical and creative parameters • commercial intentions
2. Be able to use specialist techniques and processes to visualise design ideas	<p>2.1 Explore approaches to design visualisation to include at least four of the following</p> <ul style="list-style-type: none"> • freehand drawing/sketching • mood boards • constructed drawing systems • observational drawing • assembled visual elements • rendered CAD visuals

	<p>2.2 Develop and adapt a range of approaches from the above list to explore design visualisation for the following purposes</p> <ul style="list-style-type: none"> • origination of design ideas • development of design ideas • testing of design ideas • review of design ideas <ul style="list-style-type: none"> • communication of design intentions • presentation of design ideas
<p>3. Understand the aesthetic and technical qualities of design visualisation for different purposes</p>	<p>3.1 Evaluate, with the use of the design visuals produced above, the suitability of the chosen approaches for each of the chosen purposes</p> <p>3.2 Analyse the aesthetic qualities of the design visuals produced</p> <p>.</p> <p>3.3 Assess the technical qualities of the design visuals produced</p>
<p>Mapping to National Occupational Standards Creative and Cultural Skills Design NOS 2009 DES3 PS: a, e, f, h. K&U: 3, 4 DES4 PS: c, d, e. K&U: 2, 3 DES7 PS: a, b, c. K&U: 1, 5, 7, 8, 9, 10, 15 DES10 PS: a, c, d, e, f, h, I, j, k, n. K&U: 2, 4, 5</p>	

Supporting Unit Information

K/601/5945 Design visualisation - Level 3

INDICATIVE CONTENT

This unit is designed to provide learners with an awareness of the existing uses of design visualisation and with a practical understanding enhanced by their own practical experimentation.

Learning Outcome 1. Understand approaches to design visualisation

In order to facilitate comparative evaluation learners are required to identify different existing instances of the application of design visualisation, each in relation to the given range of considerations. It is suggested that learners select a wide range of examples covering a broad spectrum of professional design applications.

Learning Outcome 2. Be able to use specialist techniques and processes to visualise design ideas

Learners should explore techniques and processes through selection and experimental application. They will build upon their exploration by developing and adapting their selected techniques and processes in order to explore the suitability of approaches to design visualisation for different purposes as listed in assessment criteria 2.2.

Learning Outcome 3. Understand the aesthetic and technical qualities of design visualisation for different purposes

Learners should undertake a retrospective evaluation of approaches to design visualisation identified in relation to learning outcome 1, and those explored in relation to learning outcome 2.

Learners should be encouraged to carry out ongoing evaluation of the design visuals produced in terms of suitability for purpose, technical qualities, aesthetic qualities and applied outcomes; in for example journals or workbooks.

TEACHING STRATEGIES AND LEARNING ACTIVITIES

This unit is designed to provide learners with an awareness of, and practical skills in design visualisation. Learners will require access to relevant reference sources and a range of processes and materials.

There are no restrictions upon the teaching and learning strategies that can be used for this unit. It is not anticipated that this unit has to be undertaken in a traditional learning environment as it can be undertaken in a range of settings and locations.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be

considered and appropriate support mechanisms put in place.

METHODS OF ASSESSMENT

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

EVIDENCE OF ACHIEVEMENT

Evidence may be presented in a range of formats that may include any number of the following

- Portfolio of selected images
- Reflective journal
- Sketchbooks/Workbooks
- Written evidence
- Annotated Worksheets
- Photographic records of experimental processes and applications
- Web based presentation
- Sequenced images
- Blogs
- Witness statements/observation records
- Records of tutorials/one-to-one discussions
- Worksheets/gapped handouts

These examples are for illustrative purposes and are not intended to be exhaustive or prescriptive.

However the evidence is presented, there must be confirmation of achievement of every learning outcome and criteria for assessment within the unit which must be clearly signposted

ADDITIONAL INFORMATION

Centres offering this unit should ensure that learners have access to sufficient equipment, as detailed in the indicative content, for each learner to use. Where there is an expectation that learners will need to provide resources in order to achieve the unit, centres should ensure this is made clear to learners at the point of recruitment.

Employment and Freelancing In the Creative Industries

Unit Reference	J/601/3619
Level	3
Credit Value	8
Guided Learning Hours	60
Unit Summary	This unit enables learners to gain an understanding of professional employment and self-employment opportunities within the creative industries. It covers how economic factors can affect the practices of the creative industries, and how independent agencies can help individuals gain employment or develop enterprise ideas. Learners will produce a business plan and suitable self promotion materials to aid personal progression
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.3) <i>The learner can</i>
1. Understand business and economic influences on opportunities in the creative industries	1.1 Assess the significance of two key economic trends upon employment and freelancing opportunities in the creative industries
2. Be able to recognise commercial and professional opportunities	<p>2.1 Identify at least one potential employment / freelancing opportunity in the creative industries</p> <ul style="list-style-type: none"> • locally/regional • nationally • internationally <p>2.2 Evaluate the commercial and/or professional benefit of at least one enterprise or employment opportunity in the creative industries</p> <p>2.3 Assess the value to themselves of the support available from careers and enterprise support mechanisms</p>

<p>3. Be able to produce a business development plan for a creative enterprise</p>	<p>3.1 Determine key milestones to support their own continuing personal and professional progression</p> <p>3.2 Evaluate the commercial potential of their own work in relation to wider professional practice</p> <p>3.3 Set goals and objectives for a specified potential creative enterprise</p> <p>3.4 Produce a business plan for a creative enterprise to include</p> <ul style="list-style-type: none"> • goals and objectives • costs • potential risks • market analysis • measures and methods for monitoring and evaluating the plan
<p>4. Be able to use self promotion methods to support personal progression</p>	<p>4.1 Assess the significance of self promotion to the creative practitioner</p> <p>4.2 Evaluate the effectiveness of two methods of self promotion used by creative practitioners</p> <p>4.3 Produce two examples of self promotion material to support personal progression and assess their effectiveness as self promotion tools</p>
<p>Mapping to National Occupational Standards Creative and Cultural Skills, Standards in Freelancing for Creative and Cultural Industries 2009 FL1 PI: a, b, f, g, j. K&U: 2, 7, 9, 10, 12 FL2 PI: a, c, d, g, j, l. K&U: 1, 2, 5, 7 FL3 PI: a, c, d, h, i, j, m. K&U: 1, 2, 6, 7, 8, 11, 12, 13, 14 FL4 PI: a, b, j, m, o. K&U: 1, 6, 10, 11 FL11 PI: b, d, f, h. K&U: 1, 2, 3</p>	

Supporting Unit Information

J/601/3619 Employment and freelancing in the creative industries - Level 3

INDICATIVE CONTENT

This unit is designed to provide learners with an awareness of employment opportunities and freelance opportunities, by both looking at how economic factors affect employment opportunities, and how effective self promotion can increase both employment and freelance opportunities. Learners will apply knowledge and understanding gained in order to produce a business plan and appropriate self promotion materials.

Learning Outcome 1. Understand business and economic influences and opportunities in the creative industries

In order to develop an understanding of economic influences in the creative industries, learners should be encouraged to explore a wide range of factors potentially affecting employment in the creative industries prior to investigating two key economic trends in depth and assessing their significance.

Learning Outcome 2. Be able to recognise commercial and professional opportunities

Learners should explore opportunities available for creative industries employment and enterprise by, for example research through specialist journals, internet recruitment sources, project funding bodies, invitations to tender, careers advice, local creative support networks, industry visits, discussions with practitioners.

Through their exploration learners should evaluate the potential benefit to themselves financially, creatively, professionally of one of the opportunities which may include work experience, internships and voluntary work, as well as the traditional routes to employment.

Learning Outcome 3. Be able to produce a business plan for a creative enterprise

Learners should be encouraged to reflect upon their own strengths and weaknesses in order to identify areas for personal and professional progression towards the development of a business plan that supports their own creative and professional ambition.

Learning Outcome 4. Be able to use self promotion methods to support personal progression

Learners should be encouraged to critically evaluate examples of self promotion material used by professional creative practitioners, this should include methods and/or strategies used to communicate with differing target audiences, as well as the commercial value of these materials to the creative practitioner. Self promotion materials may include; presentation portfolio, exhibitions, business cards, personal web sites, social networks, magazine/journal features, viral promotion, etc.

Learners will be required to produce their own self promotion material, informed by their research of promotional materials and methods and critically assess these through testing and retrospective evaluation.

TEACHING STRATEGIES AND LEARNING ACTIVITIES

This unit is designed to provide learners with an awareness of employment and freelance opportunities in the creative industries and practical skills business planning and self promotion. Learners will require access to relevant reference sources and a range of processes and materials.

There are no restrictions upon the teaching and learning strategies that can be used for this unit. It is not anticipated that this unit has to be undertaken in a traditional learning environment as it can be undertaken in a range of settings and locations.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

METHODS OF ASSESSMENT

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

EVIDENCE OF ACHIEVEMENT

Evidence may be presented in a range of formats that may include any number of the following

- Portfolio of selected outcomes
- Reflective journal
- Sketchbooks/Workbooks
- Written evidence
- Annotated Worksheets
- Web based presentation
- Sequenced images
- Blogs
- Witness statements/observation records
- Records of tutorials/one-to-one discussions
- Worksheets/gapped handouts

These examples are for illustrative purposes and are not intended to be exhaustive or prescriptive.

However the evidence is presented, there must be confirmation of achievement of every learning outcome and criteria for assessment within the unit which must be clearly signposted

ADDITIONAL INFORMATION

Centres offering this unit should ensure that learners have access to sufficient equipment, as detailed in the indicative content, for each learner to use. Where there is an expectation that learners will need to provide resources in order to achieve the unit, centres should ensure this is made clear to learners at the point of recruitment.

Exploratory Model Making

Unit Reference	A/601/5948
Level	3
Credit Value	8
Guided Learning Hours	60
Unit Summary	This unit focuses on how artists and designers use modelling as a working tool, in order to visualise their ideas and develop concepts. Learners will explore visualising and model making approaches in order to analyse and develop model making solutions for a wide range of purposes and applications
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.1) <i>The learner can</i>
1. Understand approaches to using model making as a developmental tool	<p>1.1 Evaluate approaches to modelling and model making as used by professional artists and designers, to include at least one example of each of the following</p> <ul style="list-style-type: none"> • architectural model • industrial model • theatrical model • concept model • communication model <p>1.2 Assess with the use of at least six physical examples the use of models to</p> <ul style="list-style-type: none"> • visualise potential outcomes • verify design information • evaluate design alternatives • test and review design possibilities • frame design problems • optimise solutions • communicate intentions • explain ideas • communicate requirements • present solutions
2. Be able to use model making to support the development of	2.1 Explore the application of sketch and concept models

concepts in art and design	<p>2.2 Explore the application of drawing as a modelling activity</p> <p>2.3 Evaluate the outcomes from the model making exploration in terms of</p> <ul style="list-style-type: none"> • potential design development • viability of design ideas • materials needed to realise solution • tools needed to realise solution • timescales <p>2.4 Select and justify design ideas for further development</p>
3. Be able to use appropriate materials and processes to develop models	<p>3.1 Select and justify model making materials and processes with reference to</p> <ul style="list-style-type: none"> • purpose • scale • materials • use of colour • precision • level of detail • construction techniques <p>3.2 Select and use model making materials and processes to develop 2D and 3D models</p>
4. Be able to realise a model making task	<p>4.1 Realise a model making task with reference to</p> <ul style="list-style-type: none"> • exploration of concept/intention • model making as working process • model making as visualisation • use of Physical elements • model construction methods • model presentation methods
5. Be able to review own creative and technical development	<p>5.1 Evaluate their personal progress in relation to model making</p>
<p>Mapping to National Occupational Standards Creative and Cultural Skills Design NOS 2009 DES3 PS: a, e, f, h. K&U: 3, 4 DES7 PS: a, b, c. K&U: 1, 5, 7, 8, 9, 10, 15 DES10 PS: a, c, d, e, f, h, I, j, k, n. K&U: 2, 4, 5</p>	

Supporting Unit Information

A/601/5948 Exploratory model making - Level 3

INDICATIVE CONTENT

This unit is designed to provide learners with an understanding of a range of alternative approaches to model making in order to visualise ideas, develop concepts and construct models for a wide range of purposes and applications.

Learners will reflect upon the outcomes of their exploration in terms of conceptual, technical and aesthetic qualities.

It is anticipated that learners undertaking this unit will cover the following methods and techniques:

Consideration of widest range of models types

eg. scale model, structural model, theatrical model, concept model, communication model, 3D or CAD models, diagrams, drawings, maps, graphs, charts, flowcharts

Use of models to explore concepts

eg. ideas development, mind mapping, imaging and imagining, describing and focussing intentions, defining end goal,

Model making as working process

eg. sketch models, maquettes, detail models, scale models, descriptions of wider context (terrain models, overall layout, bigger idea)

Identification of appropriate model type(s)

eg. Scale models, diagrammatic/schematic models, 2D and 3D models, CAD modelling, levels of simplicity or complexity

Selection and Manipulation of physical elements

eg. materials choice, construction/engineering decisions, resolution of detail, materials and construction, testing and evaluation, model presentation methods

Learning Outcome 1. Understand approaches to using model making as a developmental tool

In order to facilitate comparative evaluation learners are required to identify different existing instances of model making, each in relation to selected context.

Learners should be encouraged to explore different techniques and processes for model making in order to create models that fulfil the purposes as listed in assessment criteria 1.2.

Learning Outcome 2. Be able to use model making to support the development of concepts in art and design

Learners should use models and model making to explore and test their own art and design intentions in the process of concept development. Learners will need

to evaluate their outcomes in terms of suitability for purpose, potential scope and feasibility in order to select and suitably justify concepts to be developed further.

Learning Outcome 3. Be able to use appropriate materials and processes to develop models

Learners are required to apply selected materials and processes to model making justifying their use in terms of the list stated in assessment criteria 3.1. It is anticipated that learners will use aspects of learning outcomes 1, 2 and 3 in the process of identifying the model making task to be undertaken in relation to learning outcome 4.

Learning Outcome 4. Be able to realise a model making task

Learners will bring together the knowledge and skills explored above to undertake a model making task with reference to the list in assessment criteria 4.1.

Learning Outcome 5. Be able to review own creative and technical development

Learners should carry out ongoing evaluation of personal progress in terms of technical knowledge, materials exploration and applied model making processes.

It is suggested that learners may benefit from both the keeping of ongoing reflective journals or workbooks, and also from the completion of a retrospective evaluation, in for example a page of reflective writing or annotated portfolio.

TEACHING STRATEGIES AND LEARNING ACTIVITIES

This unit is designed to provide learners with an awareness of, and practical skills in, model making. Learners will require access to relevant reference sources, workshops and a range of 3D and 2D materials.

There are no restrictions upon the teaching and learning strategies that can be used for this unit. It is not anticipated that this unit has to be undertaken in a traditional learning environment as it can be undertaken in a range of settings and locations.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

METHODS OF ASSESSMENT

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

EVIDENCE OF ACHIEVEMENT

Evidence may be presented in a range of formats that may include any number of

the following

- Developmental models and test pieces
- Final Models
- Portfolio of selected images
- Reflective journal
- Sketchbooks/Workbooks
- Written evidence
- Annotated Worksheets
- Photographic records of experimental processes and applications
- Web based presentation
- Sequenced images
- Blogs
- Witness statements/observation records
- Records of tutorials/one-to-one discussions
- Worksheets/gapped handouts

These examples are for illustrative purposes and are not intended to be exhaustive or prescriptive.

However the evidence is presented, there must be confirmation of achievement of every learning outcome and criteria for assessment within the unit which must be clearly signposted

ADDITIONAL INFORMATION

Centres offering this unit should ensure that learners have access to sufficient equipment, as detailed in the indicative content, for each learner to use. Where there is an expectation that learners will need to provide resources in order to achieve the unit, centres should ensure this is made clear to learners at the point of recruitment.

Life Drawing

Unit Reference	A/601/5951
Level	3
Credit Value	8
Guided Learning Hours	60
Unit Summary	<p>This unit will enable learners to develop their life drawing skills and abilities by exploring the visual potential of the human form interpreted through the analytical and expressive use of a wide range of mark making materials.</p> <p>Learners will become aware of how intended purpose can affect the aesthetic and technical decisions through both the investigation of artists and designers work and by their own practical experimentation</p>
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.3) <i>The learner can</i>
1. Understand approaches to life drawing	<p>1.1 Evaluate a minimum of six drawings of the human form produced by at least three artists or designers to determine the</p> <ul style="list-style-type: none"> • relationship between the selection and application of materials, techniques, formats in relationship to the intended purpose • potential to employ similar approaches in own work
2. Be able to use specialist techniques and processes to develop inventive and imaginative approaches to life drawing	<p>2.1 Use a variety of materials to produce life drawings using at least six different approaches from the following</p> <ul style="list-style-type: none"> • line • tone • colour • form/proportion • motion • measured drawing • timed drawing • spatial analysis • drawing from memory • analytical observation

	<ul style="list-style-type: none"> abstracted and reductive forms <p>2.2 Develop and adapt a range of techniques from the above list to explore life drawing for a at least four identified purposes from the following</p> <ul style="list-style-type: none"> technical accuracy analytical observation fashion drawing anthropometric investigation illustration impressionistic or expressive immediacy as a cognitive tool
3. Understand the aesthetic and technical qualities of life drawing for different purposes	<p>3.1 Evaluate, with the use of the drawings produced above, the suitability of the chosen techniques for each of the chosen purposes.</p> <p>3.2 Analyse the aesthetic qualities of the drawings produced</p> <p>3.3 Assess the technical qualities of the drawings produced</p>
4. Be able to produce life drawings for an identified purpose	<p>4.1 Determine a purpose explored in 2.2 in order to produce life drawings</p> <p>4.2 Select and utilise suitable materials for identified life drawing purpose</p> <p>4.3 Produce at least four life drawings which address the specified life drawing purpose</p>
<p>Mapping to National Occupational Standards Creative and Cultural Skills Design NOS 2009 DES3 PS: a, e, f, h. K&U: 3, 4 DES4 PS: c, d, e. K&U: 2, 3 DES10 PS: a, c, d, e, f, h, I, j, k, n. K&U: 2, 4, 5</p>	

Supporting Unit Information

A/601/5951 Life drawing - Level 3

INDICATIVE CONTENT

This unit is designed to provide learners with the methodological and specific skills associated with life drawing. Learners will be introduced to materials & techniques potentially appropriate to different life drawing approaches and intentions.

Learners will reflect upon the outcomes of their exploration in terms of technical and aesthetic qualities and make this reflection evident in, for example, reflective journals, workbooks, annotated drawings.

Learning Outcome 1. Understand approaches to life drawing

Learners will need to research the work of others and explore different approaches to life drawing. In particular learners should become aware of how intended purpose can dictate the chosen approach, e.g. Measured drawing for tailoring, tonal drawing to explore form, line for illustration...

Learning Outcome 2. Be able to use specialist techniques and processes to develop inventive and imaginative approaches to life drawing

Through practical experimentation learners should explore a wide range of different approaches to the production of life drawings and then apply selected techniques to the production of drawings for identified purposes.

Learning Outcome 3. Understand the aesthetic and technical qualities of life drawing for different purposes

Learners should reflect upon the drawings produced in learning outcome 2, analysing the technical and aesthetic qualities of the techniques and processes employed, as well as their suitability for the chosen purposes. It is recommended that this should set the scene for learning outcome 4.

Learning Outcome 4. Be able to produce life drawings for an identified purpose

Learners will bring together the knowledge and skills explored above to identify a purpose, and associated suitable materials, techniques and approaches in order to produce at least 4 final life drawings.

TEACHING STRATEGIES AND LEARNING ACTIVITIES

This unit is designed to provide learners with practical experience and skills associated with life drawing

There are no restrictions upon the teaching and learning strategies that can be used for this unit. It is not anticipated that this unit has to be undertaken in a traditional learning environment as it can be undertaken in a range of settings and locations.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

METHODS OF ASSESSMENT

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

EVIDENCE OF ACHIEVEMENT

Evidence may be presented in a range of formats that may include any number of the following

- Portfolio of selected images
- Reflective journal
- Sketchbooks/Workbooks
- Written evidence
- Annotated drawings
- Sequenced images
- Blogs
- Witness statements/observation records
- Records of tutorials/one-to-one discussions
- Worksheets/gapped handouts

These examples are for illustrative purposes and are not intended to be exhaustive or prescriptive.

However the evidence is presented, there must be confirmation of achievement of every learning outcome and criteria for assessment within the unit which must be clearly signposted

ADDITIONAL INFORMATION

Centres offering this unit should ensure that learners have access to sufficient equipment, as detailed in the indicative content, for each learner to use. Where there is an expectation that learners will need to provide resources in order to achieve the unit, centres should ensure this is made clear to learners at the point of recruitment.

Narrative Image Making

Unit Reference	L/601/5954
Level	3
Credit Value	8
Guided Learning Hours	60
Unit Summary	This unit will enable learners to investigate a variety of techniques and principles used in narrative image-making; this will include the exploration of a range of processes and formats. Learners will investigate form and structures used to communicate narrative sequences
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.1) <i>The learner can</i>
1. Understand approaches to narrative image making	<p>1.1 Investigate different forms of narrative structures to include at least four of the following</p> <ul style="list-style-type: none"> • instruction manual • detective novel • autobiography • graphic novel • blog • epic poem • storyboard • play script • computer game • fairy tale • post-structural novel • documentary film • fiction film • music video • history painting • information design <p>1.2 Evaluate a minimum of six visual narratives produced by at least three recognised practitioners in order to identify</p> <ul style="list-style-type: none"> • the relationship between visual styles, formal structures, materials, techniques and formats in relationship to the intended purposes • the stylistic approaches used to meet differing

	<p>audiences</p> <ul style="list-style-type: none"> • technical and creative parameters • commercial intentions
<p>2. Be able to experiment with approaches used in different narrative image making contexts</p>	<p>2.1 Experiment with different approaches to narrative image making for at least three of the given examples of narrative structures in 1.1</p> <p>2.2 Evaluate the chosen approaches for each of the selected narrative structures in terms of</p> <ul style="list-style-type: none"> • suitability for purpose • technical properties • aesthetic choices • communication potential
<p>3. Be able to apply narrative image making approaches to answer a given brief</p>	<p>3.1 Interpret a given brief to identify</p> <ul style="list-style-type: none"> • narrative context • creative intentions • technical parameters • appropriate media • suitable techniques • communication intentions <p>3.2 Plan and organise own work to meet deadlines and requirements of the brief</p> <p>3.3 Source visual reference material using primary and secondary resources</p> <p>3.4 Produce narrative images from roughs through to finished artwork to answer the brief</p>
<p>4. Be able to review own creative development</p>	<p>4.1 Evaluate their personal progress in relation to narrative image making</p>
<p>Mapping to National Occupational Standards Creative and Cultural Skills Design NOS 2009 DES3 PS: a, e, f, h. K&U: 3, 4 DES4 PS: c, d, e. K&U: 2, 3 DES10 PS: a, c, d, e, f, h, I, j, k, n. K&U: 2, 4, 5</p>	

Supporting Unit Information

L/601/5954 Narrative image making - Level 3

INDICATIVE CONTENT

This unit is designed to provide learners with the knowledge, understanding and technical skills associated with narrative image making through the exploration of processes and narrative formats.

Learning Outcome 1. Understand approaches to narrative image making

In order to facilitate comparative evaluation learners are required to investigate different existing forms of narrative structures. Learners are also required to undertake an evaluation of existing examples of narrative image making, for example exploring the differences between linear and non-linear narrative structures.

Learning Outcome 2. Be able to experiment with approaches used in different narrative image making context

Learners should refer back to the list in assessment criteria 1.1 and their related investigations of narrative forms to provide a context for their own experiments in narrative image making, evaluating each chosen approach.

Learning Outcome 3. Be able to apply narrative image making approaches to answer a given brief

Learners will need to determine a brief with reference to the characteristics identified in 3.1. Emphasis should be placed upon learners' time management, research and technical competence in order to develop and resolve their narrative image making outcome.

Learning Outcome 4. Be able to review own creative development

Learners should carry out ongoing evaluation of personal progress in terms of technical knowledge, concept development, materials exploration and applied outcomes; in for example journals or workbooks.

In addition learners should also be encouraged to undertake a retrospective evaluation in for example a page of reflective writing or annotated portfolio

TEACHING STRATEGIES AND LEARNING ACTIVITIES

This unit is designed to provide learners with an awareness of, and practical skills in, narrative image making. Learners will require access to relevant reference sources and a range of image making materials.

There are no restrictions upon the teaching and learning strategies that can be used for this unit. It is not anticipated that this unit has to be undertaken in a traditional learning environment as it can be undertaken in a range of settings and locations.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

METHODS OF ASSESSMENT

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

EVIDENCE OF ACHIEVEMENT

Evidence may be presented in a range of formats that may include any number of the following

- Portfolio of selected images
- Reflective journal
- Sketchbooks/Workbooks
- Written evidence
- Showreel
- Annotated Worksheets
- Web based presentation
- Blogs
- Witness statements/observation records
- Records of tutorials/one-to-one discussions
- Worksheets/gapped handouts

These examples are for illustrative purposes and are not intended to be exhaustive or prescriptive.

However the evidence is presented, there must be confirmation of achievement of every learning outcome and criteria for assessment within the unit which must be clearly signposted

ADDITIONAL INFORMATION

Centres offering this unit should ensure that learners have access to sufficient equipment, as detailed in the indicative content, for each learner to use. Where there is an expectation that learners will need to provide resources in order to achieve the unit, centres should ensure this is made clear to learners at the point of recruitment.

Studio-Based Printmaking

Unit Reference	D/601/5957
Level	3
Credit Value	8
Guided Learning Hours	60
Unit Summary	<p>This unit allows learners to experiment with a range of studio-based printmaking techniques. Learners will understand the comparative benefits and limitations of a range of studio-based printmaking processes to generate effective images and obtain outputs that are appropriate to the intended purpose.</p> <p>This unit will enable learners to develop the skills and knowledge in the fundamental techniques and processes of studio-based printmaking. The development of technical and aesthetic skills will be underpinned by good health and safety practice in a printmaking workshop environment</p>
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.1) <i>The learner can</i>
1. Be able to work safely in a studio-based printmaking environment	<p>1.1 Plan time to complete studio-based printmaking tasks safely and efficiently</p> <p>1.2 Use printmaking equipment and processes appropriately and competently for intended purpose</p> <p>1.3 Complete a risk assessment for printmaking workshop</p> <p>1.4 Work within health and safety guidelines for studio-based printmaking practice</p>
2. Explore the suitability of different print making techniques for different purposes	<p>2.1 Experiment with four different print making techniques from the following</p> <ul style="list-style-type: none"> • lithography • screen printing • relief printing • monoprints • etching

	<ul style="list-style-type: none"> • intaglio • planographic printing • stencil • viscosity printing • any one other type of print making process <p>2.2 Apply a range of techniques from the above list to explore print making production for a at least three identified purposes from the following</p> <ul style="list-style-type: none"> • technical illustration • analytical observation • information design • advertising • narrative illustration • impressionistic or expressive immediacy
3. Understand the factors that affect the quality of printing outcomes	<p>3.1 Analyse the aesthetic qualities of the images produced</p> <p>3.2 Explain why differences arose in the technical qualities of images they produced</p> <p>3.3 Compare the qualities of the images with those of published examples where a similar type of print making process was used</p>
4. Be able to produce prints for an identified purpose	<p>4.1 Identify a purpose explored in 2.2 in order to produce prints</p> <p>4.2 Select suitable materials for identified print making purposes</p> <p>4.3 Produce at least three prints which address the identified print making purpose</p>
5. Be able to review own creative and technical development	<p>5.1 Evaluate their personal progress in relation to studio-based printmaking</p>
<p>Mapping to National Occupational Standards Creative and Cultural Skills Design NOS 2009 DES3 PS: a, e, f, h. K&U: 3, 4 DES10 PS: a, c, d, e, f, h, I, j, k, n. K&U: 2, 4, 5 DES38 PS: a, c, f, I, n. PS: 2, 3, 4, 5</p>	

Supporting Unit Information

D/601/5957 Studio-based printmaking - Level 3

INDICATIVE CONTENT

This unit is designed to provide learners with practical experience of using and comparing a range of studio-based printmaking equipment and processes in a number of different contexts.

In addition to acquiring practical skills learners will develop an understanding of the potential, scope and suitability of different studio-based printmaking techniques and processes. Learners will reflect upon the outcomes of their exploration in terms of technical and aesthetic qualities.

Learning Outcome 1. Be able to work safely in a studio-based printmaking environment

Learners will be expected to work safely at all times to minimise the risk of injury to themselves and others. Learners should be introduced to the concept of a risk assessment and the potential hazards of a printmaking studio in order for them to successfully undertake a risk assessment for the particular activities being undertaken.

Learning Outcome 2. Explore the suitability of different printmaking techniques for different purposes

In order to facilitate comparative evaluation learners are required to identify and experiment with a range of printmaking techniques, each in relation to the given range of purposes as listed in assessment criteria 2.2.

Learning Outcome 3. Understand the factors that affect the quality of printmaking outcomes

Learners are required to analyse the prints made above in terms of technical and aesthetic quality to aid this learners should be directed towards published examples of similar printmaking processes.

Learning Outcome 4. Be able to produce prints for an identified purpose

Learners will bring together the knowledge and skills explored above to produce prints for an identified purpose.

Learning Outcome 5. Be able to review own creative and technical development

Learners should carry out ongoing evaluation of personal progress in terms of technical knowledge, materials exploration and applied printmaking processes.

It is suggested that learners may benefit from both the keeping of ongoing reflective journals or workbooks, and also from the completion of a retrospective evaluation, in for example a page of reflective writing or annotated portfolio.

TEACHING STRATEGIES AND LEARNING ACTIVITIES

This unit is designed to provide learners with an awareness of, and practical skills in, printmaking. Learners will require access to relevant reference sources, workshops and a range of printmaking materials.

There are no restrictions upon the teaching and learning strategies that can be used for this unit. It is not anticipated that this unit has to be undertaken in a traditional learning environment as it can be undertaken in a range of settings and locations.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

METHODS OF ASSESSMENT

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

EVIDENCE OF ACHIEVEMENT

Evidence may be presented in a range of formats that may include any number of the following

- Portfolio of exploratory print
- Portfolio of selected prints
- Reflective journal
- Sketchbooks/Workbooks
- Written evidence
- Annotated Worksheets
- Photographic records of experimental processes and applications
- Witness statements/observation records
- Records of tutorials/one-to-one discussions
- Worksheets/gapped handouts

These examples are for illustrative purposes and are not intended to be exhaustive or prescriptive.

However the evidence is presented, there must be confirmation of achievement of every learning outcome and criteria for assessment within the unit which must be clearly signposted.

ADDITIONAL INFORMATION

Centres offering this unit should ensure that learners have access to sufficient equipment, as detailed in the indicative content, for each learner to use. Where

there is an expectation that learners will need to provide resources in order to achieve the unit, centres should ensure this is made clear to learners at the point of recruitment.

Visual Thinking

Unit Reference	H/601/5961
Level	3
Credit Value	8
Guided Learning Hours	60
Unit Summary	<p>This unit focuses on how artists and designers use the depiction of thought processes as a working tool. Through research, practical experimentation and application learners will develop their understanding of a variety of approaches to visual problem solving and the development of creative solutions. Learners will explore visual language conventions and the inherent qualities of media to visualise their ideas, develop concepts and identify solutions</p>
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.1) <i>The learner can</i>
1. Understand approaches to visualising the creative thought process	<p>1.1 Evaluate a minimum of six examples of the depiction of visual thinking used by artists and/or designers to externalise patterns of thought</p> <p>1.2 Explore at least six different examples of the visual depiction of thought processes to include</p> <ul style="list-style-type: none"> • venn diagrams • spider diagrams • design loops • control loops • flow charts • associative thinking maps • linear thinking maps • timetables • timelines • verbal analogy • visual association • metaphor • visual brainstorming • mood boards • incremental addition • aleatory/chance systems

	1.3 Identify opportunities to employ similar approaches in own work
2. Be able to use visual language conventions to develop ideas	<p>2.1 Use visual research material and processes in the development of creative visual thinking</p> <p>2.2 Apply approaches to visual thinking to include at least six of the following</p> <ul style="list-style-type: none"> • freehand drawing/sketching • mood boards • constructed drawing systems • observational drawing • assembled visual elements • exploration of media • implied qualities of materials • visual association • symbolic representation • random/unlikely juxtaposition of objects • modelling as a drawing activity
3. Be able to explore ideas through the use of visual media	<p>3.1 Develop and adapt at least three of the approaches from 1.2 and/or 2.2 to explore visual thinking for the following purposes</p> <ul style="list-style-type: none"> • origination of ideas • expansion of ideas • focusing of ideas • testing of ideas • review of ideas • communication of creative intentions • presentation of ideas
4. Be able to review own creative development	4.1 Evaluate their personal progress in relation to visual thinking
<p>Mapping to National Occupational Standards Creative and Cultural Skills Design NOS 2009 DES3 PS: a, e, f, h. K&U: 3, 4 DES10 PS: a, c, d, e, f, h, I, j, k, n. K&U: 2, 4, 5 DES32 PS: a, b, d, i. K&U: 1, 3</p>	

Supporting Unit Information

H/601/5961 Visual thinking - Level 3

INDICATIVE CONTENT

This unit is designed to provide learners with an awareness of the existing uses and practical applications of visual thinking enhanced by their own experimentation. It is designed to give learners a practical understanding of visual thinking in order to apply this to their own practice.

Learning Outcome 1. Understand approaches to visualising the creative thought process

In order to facilitate comparative evaluation learners are required to identify different existing instances of the application of visual thinking identifying opportunities to employ similar approaches in own work

Learning Outcome 2. Be able to use visual language conventions to develop ideas

Learners should explore a wide range of approaches to visual thinking and apply these to a selected context through selection and experimental production.

Learning Outcome 3. Be able to explore ideas through the use of visual media

Learners are required to explore and develop ideas through the application of visual language. Learners are required to select at least three approaches from the lists in 1.2 and 2.2 and apply only one of these approaches to each of the listed purposes. Eg.

- Freehand Drawing for origination of ideas
- Venn diagram for expansion of ideas
- Mood boards for focusing of ideas
- Mood boards for testing of ideas
- Constructed drawing systems for review of ideas
- Constructed drawing systems for communication of creative intentions
- Constructed drawing systems for presentation of ideas

Learning Outcome 4. Be able to review own creative development

Learners should carry out ongoing evaluation of their personal progress in relation to visual thinking in for example journals or workbooks.

It is suggested that learners may benefit from both the keeping of ongoing reflective journals or workbooks, and also from the completion of a retrospective evaluation, in for example a page of reflective writing or annotated portfolio.

TEACHING STRATEGIES AND LEARNING ACTIVITIES

This unit is designed to provide learners with an awareness of, and practical skills

in, visual thinking. Learners will require access to relevant reference sources and a range of processes and materials.

There are no restrictions upon the teaching and learning strategies that can be used for this unit. It is not anticipated that this unit has to be undertaken in a traditional learning environment as it can be undertaken in a range of settings and locations.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

METHODS OF ASSESSMENT

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

EVIDENCE OF ACHIEVEMENT

Evidence may be presented in a range of formats that may include any number of the following

- Portfolio of exploratory work
- Portfolio of selected outcomes
- Reflective journal
- Sketchbooks/Workbooks
- Written evidence
- Annotated Worksheets
- Photographic records of experimental processes and applications
- Models
- Test pieces and finished constructions
- Web based presentation
- Sequenced images
- Blogs
- Witness statements/observation records
- Records of tutorials/one-to-one discussions
- Worksheets/gapped handouts

These examples are for illustrative purposes and are not intended to be exhaustive or prescriptive.

However the evidence is presented, there must be confirmation of achievement of every learning outcome and criteria for assessment within the unit which must be clearly signposted

ADDITIONAL INFORMATION

Centres offering this unit should ensure that learners have access to sufficient equipment, as detailed in the indicative content, for each learner to use. Where there is an expectation that learners will need to provide resources in order to achieve the unit, centres should ensure this is made clear to learners at the point of recruitment.

Calligraphy Skills

Unit Reference	A/601/6355
Level	3
Credit Value	8
Guided Learning Hours	60
Unit Summary	This unit will enable learners to work with a range of calligraphic lettering styles and processes. The practical work will require learners to explore the creative process behind the successful use of hand-lettering and raise their knowledge and understanding of the range and uses letterforms can have in a range of contemporary graphic and visual communication media
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.1) <i>The learner can</i>
1. Understand the origins of calligraphy	1.1 Assess, with the use of four examples the degree to which the following influences have impacted upon the emergence and evolution of calligraphy, considering <ul style="list-style-type: none"> • social • cultural • political • economic • technological 1.2 Select and compare at least four examples of classical and contemporary calligraphy, considering <ul style="list-style-type: none"> • intended application • legibility • stylistic flair
2. Be able to create classical and contemporary calligraphic letterforms	2.1 Experiment with classic and contemporary styles of calligraphic letterforms to produce at least two complete alphabets
3. Employ a range of visual media to explore the creative potential of	3.1 Experiment with different calligraphic styles to produce at least six examples using <ul style="list-style-type: none"> • inks

hand-lettering	<ul style="list-style-type: none"> • washes • chemicals • paints • solid media • backgrounds <p>3.2 Evaluate how the above media alters the visual style of calligraphic letterforms in terms of</p> <ul style="list-style-type: none"> • legibility • stylistic flair • intended purpose
4. Be able to apply calligraphic letterforms	<p>4.1 Apply calligraphic letterforms to two of the following applications</p> <ul style="list-style-type: none"> • invitation • book cover • signage • logotype • leaflet • editorial • place settings • greetings cards
<p>Mapping to National Occupational Standards Creative and Cultural Skills Design NOS 2009 DES1 PS: a, b, c, f. K&U: 1, 2, 4 DES5 PS: c, e, f, h, k, o. K&U: 1, 2, 5, 7 DES8 PS: c, f, g. K&U: 4, 5, 6 DES9 PS: e, f, g, h, j, l. K&U: 1, 2, 3, 4, 5 DES10: a, d, f. K&U: 2, 3, 4, 5, 6</p>	

Supporting Unit Information

A/601/6355 Calligraphy skills – Level 3

INDICATIVE CONTENT

This Unit is designed to provide learners with the skills to work with a range of calligraphic lettering styles and processes. Learners will gain an understanding of how their own calligraphic work is influenced by both the work of others and by contemporary factors.

Learning Outcome 1. Understand the origins of calligraphy

Learners will be able to reflect upon examples of calligraphy throughout history. Learners should be encouraged to include a diverse range of hand drawn letterforms in their research. Learners should consider the intended application of the historic letterforms and the era and circumstances in which they were designed.

Learning Outcome 2. Be able to create classical and contemporary calligraphic letterforms

Learners should be encouraged and supported to utilise a range of techniques in the creation of a range of calligraphic letterforms. Their experimentation should cover both historic and contemporary letterforms.

Learning Outcome 3. Employ a range of visual media to explore the creative potential of hand-lettering

Learners are required to produce at least six examples of calligraphic styles using the visual media as listed in assessment criteria 3.1. Learners will be required to evaluate how the visual media employed affects the visual style of the calligraphic work.

Learning Outcome 4. Employ a range of visual media to explore the creative potential of hand-lettering

Learners will need to apply calligraphic letterforms to at least two of the applications as listed in assessment criteria 4.1. Learners should be encouraged to expand this range and apply calligraphic to other applications.

TEACHING STRATEGIES AND LEARNING ACTIVITIES

This unit is designed to provide learners with an understanding of, and practical skills in calligraphy. Learners will be required to explore the origins of calligraphy and develop their own calligraphic styles.

There are no restrictions upon the teaching and learning strategies that can be used for this unit. It is not anticipated that this unit has to be undertaken in a traditional learning environment as it can be undertaken in a range of settings and locations.

Centres should adopt a delivery approach which supports the development of

their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

METHODS OF ASSESSMENT

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

EVIDENCE OF ACHIEVEMENT

Evidence may be presented in a range of formats that may include any number of the following

- Written critical evaluations
- Illustrated letterforms
- Reflective journals
- Series of short analytical explorations
- Sketchbooks/Workbooks
- Annotated photographic prints
- Web based presentation
- Multi media presentation
- Blogs
- Witness statements/observation records
- Records of tutorials/one-to-one discussions

These examples are for illustrative purposes and are not intended to be exhaustive or prescriptive.

However the evidence is presented, there must be confirmation of achievement of every learning outcome and criteria for assessment within the unit which must be clearly signposted

Creative Book Structures

Unit Reference	R/601/6359
Level	3
Credit Value	8
Guided Learning Hours	60
Unit Summary	This unit focuses on the design of book structures as a creative process. Through research and practical investigation learners will gain an understanding of the evolution and contemporary application of book structures by artists and designers. Learners will apply this knowledge to create book structures that meet their own creative intentions
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.1) <i>The learner can</i>
1. Understand existing approaches to the use of book structures	1.1 Evaluate a minimum of six examples of book structures created by artists and/or designers to determine <ul style="list-style-type: none"> the relationship between the approach of the artists/ designers to final applications, formats and outcomes the potential to employ similar approaches in own work
2. Understand the evolution of book structures	2.1 Investigate using examples the evolution of European book structures 2.2 Investigate using examples the evolution of non-European book structures 2.3 Assess, with the use of at least four examples the degree to which the following influences have impacted upon the emergence and evolution of book structures <ul style="list-style-type: none"> social cultural political technological

<p>3. Be able to investigate the relationship between content, materials and physical structure in book design</p>	<p>3.1 Explore the practical and potential applications of at least four traditional and non-traditional materials and forms used in the design and production of book structures</p> <p>3.2 Investigate with the use of at least four examples, the relationship between content and physical structure in book design</p> <p>3.3 Develop solutions for book design that relate content and physical structure</p>
<p>4. Be able to use forms and structures in book design</p>	<p>4.1 Asses a minimum of eight forms and structures used in book design in terms of</p> <ul style="list-style-type: none"> • aesthetic qualities • functionality • accessibility • durability • purpose • target audience <p>4.2 Select and use a minimum of four forms and structures that meet creative or commercial intentions for book design</p>
<p>5. Be able to review own creative development</p>	<p>5.1 Evaluate their personal progress in relation to creative book structures</p>
<p>Mapping to National Occupational Standards Creative and Cultural Skills Design NOS 2009 DES1 PS: a, b, c, f. K&U: 1, 2, 4 DES5 PS: c, e, f, h, k, o. K&U: 1, 2, 5, 7 DES8 PS: c, f, g. K&U: 4, 5, 6 DES9 PS: e, f, g, h, j, l. K&U: 1, 2, 3, 4, 5 DES10: a, d, f. K&U: 2, 3, 4, 5, 6</p>	

Supporting Unit Information

R/601/6359 Creative book structures - Level 3

INDICATIVE CONTENT

This unit is designed to provide learners with a practical understanding of creative book structures. It is designed to give learners the skills required to produce book structures for their own creative intentions

Learning Outcome 1. Understand existing approaches to the use of book structures

In order to facilitate comparative evaluation learners are required to identify different existing instances of book structures created by artists or designers, these structures should be varied examples produced for differing purposes. Learners will be required to identify who or what the publication was produced for, decisions such as commercial and creative viability etc, and how they could employ similar structures and approaches in their own work.

Learning Outcome 2. Understand the evolution of book structures

Learners reflect upon examples of European and non-European book structures throughout history to investigate the evolution of book structures from the emergence of codex, mass manufacture and more modern alternative craft book structures. Learners should be encouraged to include a diverse range of book structures in their research. Learners will be required to assess how the evolution of book structures has been affected by social, political, technical and cultural influences, such as propaganda, early twentieth century ideological manifestos the invention of letterpress or photo mechanical processes, binding technology, punk publications, etc.

Learning Outcome 3. Be able to investigate the relationship between content, materials and physical structure in book design

Learners will have to investigate traditional and non-traditional materials used in the production of book structures.

Traditional Materials: Paper, leather, thread, board, wood, cloth, ribbon, etc

Non-Traditional materials: Plastics, metals, magnets, etc

The above lists are not prescriptive or exhaustive, but are meant to provide an indication.

Learners will be required to develop their ideas for book structure design on the basis of content and how it relates to structure, providing the most suitable solution for their intended outcome.

Learning Outcome 4. Be able to use forms and structures in book design

Through the investigation of different forms and structures learners will gain a greater understanding of how book structures are developed for differing audiences and purposes, this will inform the production of a minimum of four book structures and forms for their own creative intentions.

Learning Outcome 5. Be able to review own creative development

Learners should carry out ongoing evaluation of personal progress in terms of technical knowledge, materials exploration and applied book structure outcomes; in for example journals or workbooks.

In addition learners should also be encouraged to undertake a retrospective evaluation in for example a page of reflective writing or annotated portfolio

TEACHING STRATEGIES AND LEARNING ACTIVITIES

This unit is designed to provide learners with practical skills in creative book structures. Learners will require access to relevant reference sources and a range of materials and equipment.

There are no restrictions upon the teaching and learning strategies that can be used for this unit. It is not anticipated that this unit has to be undertaken in a traditional learning environment as it can be undertaken in a range of settings and locations.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

METHODS OF ASSESSMENT

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

EVIDENCE OF ACHIEVEMENT

Evidence may be presented in a range of formats that may include any number of the following

- Reflective journal
- Sketchbooks/Workbooks
- Written evidence
- Annotated Worksheets
- Photographic records of experimental processes and applications
- Models
- Produced books
- Test pieces and finished constructions
- Web based presentation
- Sequenced images
- Blogs
- Witness statements/observation records

- Records of tutorials/one-to-one discussions
- Worksheets/gapped handouts

These examples are for illustrative purposes and are not intended to be exhaustive or prescriptive.

However the evidence is presented, there must be confirmation of achievement of every learning outcome and criteria for assessment within the unit which must be clearly signposted

ADDITIONAL INFORMATION

Centres offering this unit should ensure that learners have access to sufficient equipment, as detailed in the indicative content, for each learner to use. Where there is an expectation that learners will need to provide resources in order to achieve the unit, centres should ensure this is made clear to learners at the point of recruitment.

Letterpress Skills

Unit Reference	D/601/6364
Level	3
Credit Value	8
Guided Learning Hours	60
Unit Summary	This unit will enable learners to develop skills and knowledge in the practices and techniques associated with letterpress printing. This will provide learners with the opportunity to explore the tactile characteristics and qualities of traditional typefaces and engage with the application of the typographic point system and work/character-spacing in a non-digital environment
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.2) <i>The learner can</i>
1. Understand the origins of the letterpress	1.1 Assess, with the use of four examples the degree to which the following influences have impacted upon the emergence and evolution of the letterpress considering <ul style="list-style-type: none"> • social • cultural • political • economic • technological
2. Be able to set up a letterpress	2.1 Set up a letter press to include <ul style="list-style-type: none"> • chase and type form • ink the press • packing preparation • register impression • install gauges • adjust impression
3. Be able to utilise the tactile characteristics of letterpress typefaces	3.1 Experiment, producing at least six examples, the tactile characteristics of letterpress typefaces, to include <ul style="list-style-type: none"> • colour and coverage • texture • dimensions

	<ul style="list-style-type: none"> • impressions • paper qualities <p>3.2 Evaluate with the use of the above examples, the tactile characteristics of letterpress typefaces, to include</p> <ul style="list-style-type: none"> • colour and coverage • texture • dimensions • impressions • paper qualities
4. Be able to Apply letterpress typesetting skills to printed outcomes	<p>4.1 Prepare type setting for final intended outcome to include</p> <ul style="list-style-type: none"> • the point system • system for spacing and setting measures • setting justified and unjustified type • use of different text-sizes: text, display and poster
5. Be able to apply the conventions and practices of letterpress printing	<p>5.1 Produce proof prints using the letterpress demonstrating the use of registration and imposition, to include</p> <ul style="list-style-type: none"> • black and white proofs • colour proofs <p>5.2 Print final 2 colour composition</p>
<p>Mapping to National Occupational Standards Creative and Cultural Skills Design NOS 2009 DES1 PS: a, b, c, f. K&U: 1, 2, 4 DES5 PS: c, e, f, h, k, o. K&U: 1, 2, 5, 7 DES8 PS: c, f, g. K&U: 4, 5, 6 DES9 PS: e, f, g, h, j, l. K&U: 1, 2, 3, 4, 5 DES10: a, d, f. K&U: 2, 3, 4, 5, 6</p>	

Supporting Unit Information

D/601/6364 Letterpress skills - Level 3

INDICATIVE CONTENT

This Unit is designed to provide learners with the skills and knowledge needed to use a letterpress. Learners will gain an understanding of the evolution of letterpress and the inherent aesthetic qualities associated with the craft.

Learning Outcome 1. Understand the origins of the letterpress

Learners will be able to reflect upon examples of letterpress throughout history from Gutenberg through to industrial rotary presses and modern smaller craft presses. Learners should be encouraged to include a diverse range of letterforms and printed matter produced by differing types of letterpress systems in their research. Learners should consider the intended application of the historic letterforms and the era and circumstances in which they were designed.

Learning Outcome 2. Be able to set up a letterpress

Learners will need guidance to set up the letterpress to ensure correct installation and set up. Learners will be required to set up the list in assessment criteria 2.1.

Learning Outcome 3. Be able to utilise the tactile characteristics of letterpress typefaces

Learners are required to produce at least six prints using a letterpress that explore the unique tactile qualities offered by letterpresses and different typefaces, and where possible be encouraged to use a range of presses and typefaces. Learners will be required to evaluate their exploration reflecting and analyzing their outcomes in terms of colour and coverage, texture, dimensions, impressions and paper qualities.

Learning Outcome 4. Be able to apply letterpress typesetting skills to printed outcomes

Learners will need to correctly typeset a letterpress in order for them to print their final intended outcome. It is essential that learners pay particular attention to the point system, system for spacing and setting measures, setting justified and unjustified type, and use of different text sizes.

Learning Outcome 5. Be able to apply the conventions and practices of letterpress printing

Learners are required to produce from proofs through to final prints a final 2 colour composition, ensuring correct and safe studio practice.

TEACHING STRATEGIES AND LEARNING ACTIVITIES

This unit is designed to provide learners with an understanding of, and practical skills in letterpress. Learners will be required to explore the origins of letterpress and develop their own letterpress prints.

There are no restrictions upon the teaching and learning strategies that can be used for this unit. It is not anticipated that this unit has to be undertaken in a traditional learning environment as it can be undertaken in a range of settings and locations.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

METHODS OF ASSESSMENT

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

EVIDENCE OF ACHIEVEMENT

Evidence may be presented in a range of formats that may include any number of the following

- Written critical evaluations
- Illustrated letterforms
- Reflective journals
- Series of short analytical explorations
- Sketchbooks/Workbooks
- Annotated photographic prints
- Web based presentation
- Multi media presentation
- Blogs
- Witness statements/observation records
- Records of tutorials/one-to-one discussions

These examples are for illustrative purposes and are not intended to be exhaustive or prescriptive.

However the evidence is presented, there must be confirmation of achievement of every learning outcome and criteria for assessment within the unit which must be clearly signposted

Screen Printing Skills

Unit Reference	A/601/6369
Level	3
Credit Value	8
Guided Learning Hours	60
Unit Summary	This unit will enable learners to develop skills and knowledge in the practices and techniques associated with screen printing. This will provide learners with the opportunity to explore the materials and techniques associated with the craft of screen printing in order to produce a final outcome
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.2) <i>The learner can</i>
1. Understand the origins of screen printing	1.1 Assess, with the use of four examples the degree to which the following influences have impacted upon the emergence and evolution of screen printing considering <ul style="list-style-type: none"> • social • cultural • political • economic • technological
2. Be able to set up area and tools for screen printing	2.1 Set up a work area and tools for printing to include <ul style="list-style-type: none"> • prepare screen • Attach screen to backboard • Mix inks with appropriate medium • Select correct size squeegee for print area • Paper placement and registration marks
3. Be able to explore different techniques and materials for screen printing	3.1 Experiment with different techniques and materials for screen printing, producing at least six examples, from the following <ul style="list-style-type: none"> • single colour • multi colour • colour overlays • paper grades • alternative materials to print upon

	<ul style="list-style-type: none"> manipulating the screen <p>3.2 Evaluate with the use of the above examples, the aesthetic qualities of different techniques and materials for screen printing, to include</p> <ul style="list-style-type: none"> colour and coverage ink handling of paper/fabric success of screen image
4. Be able to produce screen prints	<p>4.1 Select the most appropriate materials and techniques from the experimentation in 3.1 to produce proof screen prints</p> <p>4.2 Print final composition(s)</p>
<p>Mapping to National Occupational Standards Creative and Cultural Skills Design NOS 2009 DES1 PS: a, b, c, f. K&U: 1, 2, 4 DES5 PS: c, e, f, h, k, o. K&U: 1, 2, 5, 7 DES8 PS: c, f, g. K&U: 4, 5, 6 DES9 PS: e, f, g, h, j, l. K&U: 1, 2, 3, 4, 5 DES10: a, d, f. K&U: 2, 3, 4, 5, 6</p>	

Supporting Unit Information

A/601/6369 Screen printing skills – Level 3

INDICATIVE CONTENT

This Unit is designed to provide learners with the skills and knowledge associated with screen printing. Learners will gain an understanding of the origins of screen printing and the inherent aesthetic qualities and limitations associated with it.

Learning Outcome 1. Understand the origins of the screen printing

Learners will be able to reflect upon examples of screen printing throughout history from Early stencil type prints through to photomechanical processes. Learners should be encouraged to include a diverse range of printed matter produced by differing types of screen printing systems in their research. Learners should consider the intended application of the historic letterforms and the era and circumstances in which they were designed.

Learning Outcome 2. Be able to set up area and tools for screen printing

Learners will need guidance to set up the screen and print area to ensure correct and safe set up. Learners will be required to set up the list in assessment criteria 2.1.

Learning Outcome 3. Be able to explore different techniques and materials for screen printing

Learners are required to produce at least six prints using screen printing techniques that explore the inherent aesthetic qualities and limitations, and where possible be encouraged to use a range of screen types. Learners will be required to evaluate their exploration reflecting and analysing their outcomes in terms of colour and coverage, ink handling of print medium and success of screen image.

Learning Outcome 4. Be able to produce screen prints

Learners are required to produce from proofs through to final prints a final screen printed composition, ensuring correct and safe studio practice.

TEACHING STRATEGIES AND LEARNING ACTIVITIES

This unit is designed to provide learners with an understanding of, and practical skills in screen printing. Learners will be required to explore the origins of screen printing and develop their own screen prints.

There are no restrictions upon the teaching and learning strategies that can be used for this unit. It is not anticipated that this unit has to be undertaken in a traditional learning environment as it can be undertaken in a range of settings and locations.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be

considered and appropriate support mechanisms put in place.

METHODS OF ASSESSMENT

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

EVIDENCE OF ACHIEVEMENT

Evidence may be presented in a range of formats that may include any number of the following

- Written critical evaluations
- Reflective journals
- Series of short analytical explorations
- Sketchbooks/Workbooks
- Annotated photographic prints
- Web based presentation
- Multi media presentation
- Blogs
- Witness statements/observation records
- Records of tutorials/one-to-one discussions

These examples are for illustrative purposes and are not intended to be exhaustive or prescriptive.

However the evidence is presented, there must be confirmation of achievement of every learning outcome and criteria for assessment within the unit which must be clearly signposted

2D Design Software for Layouts

Unit Reference	J/601/5483
Level	3
Credit Value	8
Guided Learning Hours	60
Unit Summary	<p>This unit is aimed at developing skills in using 2D design software to create layouts. Learners will explore the uses and limitations of digital software programs as a creative and productive means of resolving a design brief. They will develop general technical skills. Learners will be introduced to the basic structures of relevant 2D software packages, file management and working with multiple design elements as well as the importance of ideas, planning and project preparation in the creation of layouts</p>
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.3) <i>The learner can</i>
1. Recognise approaches to design layout	1.1 Analyse with examples, a minimum of six design layouts in order to identify <ul style="list-style-type: none"> the relationship between the selection and application of digital software, tools,, techniques and formats in relationship to the intended purpose hierarchy of text and image grid systems used the stylistic approaches used to meet differing objectives technical and creative parameters
2. Be able to experiment with 2D design software to create layouts	2.1 Experiment with 2D design software to create at least six layouts that include text and image, using any four of the following in each <ul style="list-style-type: none"> rulers guides units and increments palettes type tools shape tools

	<ul style="list-style-type: none"> • selection tools • stroke • fill • colour <p>2.2 Review their own experiences of working with 2D design software and tools</p>
3. Be able to use 2D design software to create layouts	<p>3.1 Interpret a design brief to identify</p> <ul style="list-style-type: none"> • layout and commercial requirements • creative intentions • professional context • required hardware, software, tools and techniques • research requirements and opportunities • technical parameters <p>3.2 Produce an intended final layout using 2D design software to answer the brief</p>
4. Be able to manage and store digital files	<p>4.1 Create a digital storage system for components used and for final outcome in appropriate file locations</p> <p>4.2 Save digital files in appropriate formats for print and screen-based outputs</p>
5. Be able to review own creative development	<p>5.1 Analyse the aesthetic qualities of the final outcome produced</p> <p>5.2 Assess the technical qualities of the final outcome produced</p> <p>5.3 Evaluate their personal progress in relation to the use of 2D design software and creation of layouts</p>
<p>Mapping to National Occupational Standards Creative and Cultural Skills Design NOS 2009 DES2 PS: a, b, h. K&U: 3 DES4 PS: c, d, e. K&U: 2 DES5 PS: a, b, e, f, h, i, l, p, q. K&U: 1, 2, 3, 5, 7 DES10 PS: a, c, d, f, h, i, l. K&U: 2, 3, 4, 5, 6</p>	

Supporting Unit Information

J/601/5483 2D design software for layouts - Level 3

INDICATIVE CONTENT

This unit is designed to provide learners with the technical design skills required to create layouts using 2D design software. Learners will be introduced to software packages suitable for creating professional standard layouts for graphic design outcomes

Learners will need to explore both by researching the work of others and by practical experimentation, different approaches to layouts.

Learning Outcome 1. Recognise approaches to design layout

Learners should be encouraged to explore a wide range of layout styles from different sources/designers. They should analyse how the intended function of a layout determines the approach used, referencing grid systems used, legibility, suitability for purpose, design restrictions, the use and relationship of text and image and how software may have been utilised to achieve the layout.

Learning Outcome 2. Be able to experiment with 2D design software to create layouts

Learners will need to explore the parameters and tools of the available 2D design software in order to give them a understanding of the possibilities and restrictions to the creative use of 2D design software. Learners should be encouraged to experience and investigate more than one piece of software to achieve their layouts in order to fully reflect upon their experiences

During the experimentation of 2D design software learners should be encouraged to apply their findings from learning outcome 1 to a range of layouts.

Learning Outcome 3. Be able to use 2D design software to create layouts

Learners will need to extract the relevant information from a brief in order to successfully achieve the design brief requirements. They should be encouraged to undertake a creative process of research and design development, assessing different possibilities and placing their work in a professional and commercial context. Learners will apply their knowledge and understanding of 2D design software and layout techniques in order to create their final intended layout design.

Learning Outcome 4. Be able to manage and store digital files

For learners to work efficiently using design software they should create a digital filing system, using appropriate folder names and file tags and should be aware of the range of methods and hardware that can be used to achieve this, such as; External Hard drive, Pen Drive, Disk, RAID, etc.

Learners will need to know about suitable file formats and colour spaces (RGB, CMYK, Monotone, Duotone, Hexadecimal, etc), and save their work in an appropriate formats for both screen and print based outputs

Learning Outcome 5. Be able to review their own creative development

Learners should be encouraged to develop critical thinking and judgement skills in order to analyse their final outcome in terms of aesthetic and technical qualities. Learners should look back at the work they have produced over the course of this unit and evaluate their personal progress in terms of design skills gained.

TEACHING STRATEGIES AND LEARNING ACTIVITIES

This unit is designed to provide learners with practical experience and skills in using 2D design software for the purpose of creating layouts, therefore access to the appropriately equipped facilities is essential.

There are no restrictions upon the teaching and learning strategies that can be used for this unit. Deliverers may wish to set a project in a realistic professional context or involve a live brief.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

METHODS OF ASSESSMENT

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

EVIDENCE OF ACHIEVEMENT

Evidence may be presented in a range of formats that may include any number of the following

- Portfolio of selected designs and/or development work
- Reflective journal
- Sketchbooks/Workbooks
- Written evidence
- Annotated Worksheets
- Web based presentation
- Multi media presentation
- Blogs
- Witness statements/observation records
- Records of tutorials/one-to-one discussions
- Worksheets/gapped handouts
- CD/DVD

These examples are for illustrative purposes and are not intended to be exhaustive or prescriptive.

However the evidence is presented, there must be confirmation of achievement of every learning outcome and criteria for assessment within the unit which must be clearly signposted

ADDITIONAL INFORMATION

Centres offering this unit should ensure that learners have access to sufficient equipment, as detailed in the indicative content, for each learner to use. Where there is an expectation that learners will need to provide resources in order to achieve the unit, centres should ensure this is made clear to learners at the point of recruitment.

Communication Drawing

Unit Reference	Y/601/5486
Level	3
Credit Value	8
Guided Learning Hours	60
Unit Summary	<p>This unit will enable learners to develop their communication drawing skills and abilities by exploring the analytical and expressive use of visual language and a wide range of mark making materials in order to develop analytical, experimental and versatile drawing skills.</p> <p>Learners will become aware of how intended purpose can affect the aesthetic and technical decisions through both the investigation of artists and designers work and by their own practical experimentation</p>
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.3) <i>The learner can</i>
1. Understand approaches to communication drawing	<p>1.1 Evaluate a minimum of six communication drawings produced by at least three artists or designers to identify</p> <ul style="list-style-type: none"> the relationship between the selection and application of materials, techniques, formats and visual language in relationship to the intended purpose the stylistic approaches used to meet differing objectives technical and creative parameters the potential to employ similar approaches in own work
2. Be able to use specialist techniques and processes to develop inventive and imaginative approaches to communication drawing	<p>2.1 Use a variety of materials to produce communication drawings using at least six different approaches from the following</p> <ul style="list-style-type: none"> line tone colour form/proportion motion

	<ul style="list-style-type: none"> • measured drawing • drawing systems • timed drawing • drawing from memory • analytical observation • abstracted and reductive forms • interior and exterior spatial relationships <p>2.2 Develop and adapt a range of techniques from the list in 2.1 to explore communication drawing for a at least four identified purposes from the following</p> <ul style="list-style-type: none"> • technical illustration • analytical observation • information design • advertising • narrative illustration • impressionistic or expressive immediacy • portraiture • as a cognitive tool • information gathering
3. Understand the aesthetic and technical qualities of communication drawing for different purposes	<p>3.1 Evaluate, with the use of the drawings produced above, the suitability of the chosen techniques and visual language used for each of the chosen purposes.</p> <p>3.2 Analyse the aesthetic qualities of the drawings produced</p> <p>3.3 Analyse the technical qualities of the drawings produced</p>
4. Be able to produce communication drawings for an identified purpose	<p>4.1 Identify a purpose explored in 2.2 in order to produce a set of communication drawings</p> <p>4.2 Select suitable materials for identified communication drawing purposes</p> <p>4.3 Produce at least four communication drawings which address the identified communication drawing purpose</p>
<p>Mapping to National Occupational Standards DES2 PS: a, b, h. K&U: 3 DES4 PS: c, d, e. K&U: 2 DES5 PS: a, b, e, f, h, i, l, p, q. K&U: 1, 2, 3, 5, 7 DES10 PS: a, c, d, f, h, i, l. K&U: 2, 3, 4, 5</p>	

Supporting Unit Information

Y/601/5486 Communication drawing - Level 3

INDICATIVE CONTENT

This unit is designed to provide learners with the methodological and specific skills associated

with communication drawing. Learners will be introduced to materials and techniques potentially appropriate to different communication drawing approaches and intentions.

Learners will need to explore both by researching the work of others and by practical experimentation, different approaches to communication drawing. In particular learners should become aware of how intended purpose can dictate the chosen approach

Learners will reflect upon the outcomes of their exploration in terms of technical and aesthetic qualities.

Having explored a range of possible approaches to different purposes for communication drawing learners will select an approach to produce a focused set of at least 3 final drawings.

Learning Outcome 1. Understand approaches to communication drawing

Learners should be encouraged to explore examples of a wide range of communication drawing from different artists/designers. They should analyse how the intended communication purpose of a drawing determines the stylistic approach used, referencing the techniques and materials used, subject matter, the use of visual language, suitability for purpose, technical and creative restrictions, and how these may be utilised in the learners own work.

Learning Outcome 2. Be able to use specialist techniques and processes to develop inventive and imaginative approaches to communication drawing

Learners should be encouraged to explore the approaches listed in assessment criteria 2.1, imaginatively using a range of materials to investigate the communication potential of each. From the initial exploration of approaches learners should select the most suitable techniques and adapt them as appropriate to explore their application to communication drawing purposes as listed in assessment criteria 2.2.

Learning Outcome 3. Understand the aesthetic qualities of communication drawings for an identified purpose

Learners will review the drawings created for learning outcome 2 evaluating their suitability for the chosen purpose, this should include consideration of the communication potential of the materials and techniques, the suitability of visual language used, and the technical and aesthetic qualities of the drawings produced.

Learning Outcome 4. Be able to produce communication drawings for an identified purpose

Learners will need to identify a purpose from the list in assessment criteria 2.2 in order to determine the scope, creative potential and communication requirements necessary to create a set of drawings that communicate the intended message. They should be encouraged to undertake a creative process of research and design development, assessing different possibilities, materials, techniques and the potential commercial application. Learners will apply their knowledge and understanding of communication drawing and associated techniques to create their final drawings that address the identified purpose.

TEACHING STRATEGIES AND LEARNING ACTIVITIES

This unit is designed to provide learners with practical experience and skills in communication drawing, experimenting with a range of materials and techniques. Learners should be encouraged to relate this to potential commercial application and/or professional context.

There are no restrictions upon the teaching and learning strategies that can be used for this unit. It is not anticipated that this unit has to be undertaken in a traditional learning environment as it can be undertaken in a range of settings and locations.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

METHODS OF ASSESSMENT

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

EVIDENCE OF ACHIEVEMENT

Evidence may be presented in a range of formats that may include any number of the following

- Portfolio of selected drawings
- Reflective journal
- Sketchbooks/Workbooks
- Written evidence
- Annotated Worksheets
- Annotated drawings
- Web based presentation
- Multi media presentation
- Sequenced images

- Blogs
- Witness statements/observation records
- Records of tutorials/one-to-one discussions
- Worksheets/gapped handouts

These examples are for illustrative purposes and are not intended to be exhaustive or prescriptive.

However the evidence is presented, there must be confirmation of achievement of every learning outcome and criteria for assessment within the unit which must be clearly signposted

ADDITIONAL INFORMATION

Centres offering this unit should ensure that learners have access to sufficient equipment, as detailed in the indicative content, for each learner to use. Where there is an expectation that learners will need to provide resources in order to achieve the unit, centres should ensure this is made clear to learners at the point of recruitment.

Design Research and Development Process

Unit Reference	D/601/5506
Level	3
Credit Value	8
Guided Learning Hours	60
Unit Summary	Learners will gain skills and knowledge and understanding in the key principles that underpin the design development process. In particular, Learners will develop their use of relevant research tools and apply this to generating solutions to design problems
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.1) <i>The learner can</i>
1. Be able to use a design brief to inform the development process	<p>1.1 Interpret a brief to determine</p> <ul style="list-style-type: none"> • key areas of research to be undertaken • client requirements • design problems identified • time scale <p>1.2 Produce a proposal/action plan detailing the approach to the design process detailing</p> <ul style="list-style-type: none"> • client information and requirements • primary research to be undertaken • secondary research to be undertaken • ideas development necessary • time management plan • deadlines
2. Know about primary and secondary research methods	<p>2.1 Identify and assess four methods of primary research in terms of</p> <ul style="list-style-type: none"> • accuracy • reliability • relevance • purpose <p>2.2 Identify and assess four methods of secondary research in terms of</p> <ul style="list-style-type: none"> • accuracy • reliability

	<ul style="list-style-type: none"> • relevance • purpose <p>2.3 Evaluate the suitability of identified primary and secondary research methods relating to the brief</p>
3. Be able to carry out primary and secondary research relating to a design brief	<p>3.1 Undertake at least four methods of primary research and at least four methods of secondary research considering</p> <ul style="list-style-type: none"> • design brief • client • design problems <p>3.2 Evaluate the outcomes of the research used above in terms of</p> <ul style="list-style-type: none"> • results gained • relevance • purpose • potential to solve design problem
4. Be able to generate design ideas informed by research	<p>4.1 Generate at least ten initial design ideas using research outcomes to inform the development process</p> <p>4.2 Select and refine at least three of the initial design ideas</p> <p>4.3 Evaluate the refined design ideas in terms of</p> <ul style="list-style-type: none"> • relevance to the brief and client • purpose • potential to solve design problem • commercial viability
5. Be able to review their personal progress	<p>5.1 Evaluate personal progress with reference to</p> <ul style="list-style-type: none"> • research process • development process • time management • areas for further development
<p>Mapping to National Occupational Standards Creative and Cultural Skills Design NOS DES1 PS: a, b, c, d, h. K&U: 1, 2 DES5 PS: a, b, c, d, e, f, h. K&U: 1, 2, 3, 5 DES10 PS: a, c, d, f, g, h, j. K&U: 2, 3, 4, 5, 6 DES18 PS: a, b, c, d, e, g. K&U: 1, 3, 5 DES20 PS: a, b, l, m. K&U: 1, 3, 5, 7, 8</p>	

Supporting Unit Information

D/601/5506 Design research and development process - Level 3

INDICATIVE CONTENT

This unit is designed to provide learners with the methodological and technical skills required in the design research and development process

Learners will reflect upon the methodology of their research and development and identify areas in which they can improve.

Learning Outcome 1. Be able to use a design brief to inform the development process

Learners will need to extract the relevant information from a brief in order to successfully achieve the design brief requirements. The brief may be self initiated by the learner or a given brief. Learners should develop a detailed action plan considering the process they will undertake and the timescales to achieve the individual tasks of the research and development process.

Learning Outcome 2. Know about primary and secondary research methods

Learners should be introduced to both primary and secondary methods of research, detailing the differences, advantages and disadvantages of each. They should be encouraged to explore the possibilities and limitations of a range of research methods. Learners will need to assess the suitability of a range of research methods in terms of timescales, accuracy, accessibility, and relation to the brief.

Learning Outcome 3. Be able to carry out primary and secondary research relating to a design brief

They should be encouraged to undertake a creative process of research to gather information that will inform the design development process, assessing different possibilities and placing their work in a professional context. Learners will apply their knowledge and understanding of different research methods and design process to evaluate the outcomes of the research.

Learning Outcome 4. Be able to generate design ideas informed by research

Learners will need to use their research outcomes to inform a creative process of design development, assessing different possibilities, potential of design ideas and relevance to the brief and client. Learners will apply their knowledge and understanding of the development process to refine their initial ideas and evaluate the outcomes for later development.

Learning Outcome 5. Be able to review their personal progress

Learners should be encouraged to develop critical thinking and judgement skills in order to analyse their research and design development skills. Learners should look back at the work they have produced over the course of this unit and evaluate their personal progress in terms of time management and areas for

further development.

TEACHING STRATEGIES AND LEARNING ACTIVITIES

This unit is designed to provide learners with practical experience and skills associated design research and development processes which may link with another unit.

There are no restrictions upon the teaching and learning strategies that can be used for this unit.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

METHODS OF ASSESSMENT

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

EVIDENCE OF ACHIEVEMENT

Evidence may be presented in a range of formats that may include any number of the following

- Portfolio of selected development work
- Reflective journal
- Sketchbooks/Workbooks
- Written evidence
- Annotated Worksheets
- Annotated research and development sheets
- Web based presentation
- Multi media presentation
- Sequenced images
- Blogs
- Witness statements/observation records
- Records of tutorials/one-to-one discussions
- Worksheets/gapped handouts

These examples are for illustrative purposes and are not intended to be exhaustive or prescriptive.

However the evidence is presented, there must be confirmation of achievement of every learning outcome and criteria for assessment within the unit which must be clearly signposted

ADDITIONAL INFORMATION

Centres offering this unit should ensure that learners have access to sufficient equipment, as detailed in the indicative content, for each learner to use. Where there is an expectation that learners will need to provide resources in order to achieve the unit, centres should ensure this is made clear to learners at the point of recruitment.

Digital Illustration

Unit Reference	L/601/5565
Level	3
Credit Value	8
Guided Learning Hours	60
Unit Summary	<p>This unit introduces learners to a range of techniques and principles of digital illustration practice. Learners will explore the creative potential of digital software, processes and formats used in professional illustration. This will include developing and planning outcomes for a digital illustration brief.</p> <p>Learners will become aware of how intended purpose can affect aesthetic and technical decisions through both the investigation of illustrators work and by their own practical experimentation with digital illustration software</p>
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.3) <i>The learner can</i>
1. Recognise approaches to digital illustration	<p>1.1 Evaluate a minimum of six digital illustrations produced by at least three professional illustrators in order to identify</p> <ul style="list-style-type: none"> the relationship between the selection and application of digital software, tools,, techniques and formats in relationship to the intended purpose the stylistic approaches used to meet differing objectives technical and creative parameters commercial intentions
2. Be able to experiment with digital techniques and processes used in different illustration contexts	<p>2.2 Create at least six experimental images using any four of the following in each</p> <ul style="list-style-type: none"> filters effects palettes brushes pen tools type tools

	<ul style="list-style-type: none"> • shape tools • selection tools • stroke • fill • gradients • colour <p>2.2 Review their own experiences of working with digital illustration software and tools</p>
3. Be able to use digital illustration approaches in own illustration practice	<p>3.1 Interpret an illustration brief to identify</p> <ul style="list-style-type: none"> • creative intentions • professional context • suitable hardware, software, tools and techniques • research requirements and opportunities • commercial applications • technical parameters <p>3.2 Produce an intended final digital outcome to answer the brief</p>
4. Be able to manage and store digital imagery	<p>4.1 Create a digital filing system for source and final imagery in appropriate file locations</p> <p>4.2 Save digital files in appropriate formats for print and screen-based outputs</p>
5. Be able to review own creative development	<p>5.1 Analyse the aesthetic qualities of the final outcome produced</p> <p>5.2 Assess the technical qualities of the final outcome produced</p> <p>5.3 Evaluate their personal progress in relation to digital illustration</p>
<p>Mapping to National Occupational Standards Creative and Cultural Skills Design NOS 2009 DES2 PS: a, b, h. K&U: 3 DES4 PS: c, d, e. K&U: 2 DES5 PS: a, b, e, f, h, i, l, p, q. K&U: 1, 2, 3, 5, 7 DES10 PS: a, c, d, f, h, i, l. K&U: 2, 3, 4, 5</p>	

Supporting Unit Information

L/601/5565 Digital illustration - Level 3

INDICATIVE CONTENT

This unit is designed to provide learners with the methodological and specific skills associated with illustration. Learners will be introduced to materials and techniques potentially appropriate to different illustration approaches, intentions and contexts

Learners will need to explore both by researching the work of others and by practical experimentation, different approaches to illustration. In particular learners should become aware of how intended purpose can dictate the chosen approach. Technical approaches, individually or in combination may include

- Drawing
- Photography
- Computer generated
- Collage
- Painting
- Print making processes

Learners will reflect upon the outcomes of their exploration in terms of technical and aesthetic qualities.

Having explored a range of possible approaches to different purposes for Illustration learners will select suitable approaches to answer a brief, this may be self generate or given.

Learning Outcome 1. Recognise approaches to digital illustration

Learners should be encouraged to explore a wide range of digital illustration styles from different illustrators/designers. They should analyse how the intended purpose of an illustration determines the approach used, referencing illustration format, aesthetic style, suitability for purpose, design restrictions, the relationship of stylistic approaches to meet differing objectives and how software may have been utilised to achieve the illustration.

Learning Outcome 2. Be able to experiment with digital techniques and processes used in different illustration contexts

Learners will need to explore the parameters and tools of the available illustration software in order to give them an understanding of the possibilities and restrictions to the creative use of illustration software. Learners should be encouraged to experience and experiment with more than one piece of software to achieve their illustrations in order to fully reflect upon their experiences.

During the experimentation of illustration software learners should be encouraged to apply their findings from learning outcome 1 to a range of illustrations

Learning Outcome 3. Be able to use digital illustration approaches in own illustration practice

Learners will need to extract the relevant information from a brief in order to

successfully achieve the illustration brief requirements. They should be encouraged to undertake a creative process of research and design development, assessing different possibilities and consider the potential professional and commercial applications of their work. Learners will apply their knowledge and understanding of illustration software and associated techniques in order to create their final intended illustration that answers the brief.

Learning Outcome 4. Be able to manage and store digital imagery

For learners to work efficiently using illustration software they should create a digital filing system, using appropriate folder names and file tags for their source imager and development files. They should be aware of the range of methods and hardware that can be used to achieve this, such as; External Hard drive, Pen Drive, Disk, RAID, etc.

Learners will need to know about suitable file formats and colour spaces (RGB, CMYK, Monotone, Duotone, Hexadecimal, etc), and save their work in an appropriate formats for both screen and print based outputs

Learning Outcome 5. Be able to review their own creative development

Learners should be encouraged to develop critical thinking and judgement skills in order to analyse their final outcome in terms of aesthetic and technical qualities. Learners should look back at the work they have produced over the course of this unit and evaluate their personal progress in terms of digital illustration skills gained.

TEACHING STRATEGIES AND LEARNING ACTIVITIES

This unit is designed to provide learners with practical experience and skills associated with digital illustration

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

METHODS OF ASSESSMENT

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

EVIDENCE OF ACHIEVEMENT

Evidence may be presented in a range of formats that may include any number of the following

- Portfolio of selected illustrations
- Reflective journal
- Sketchbooks/Workbooks

- Written evidence
- Annotated Worksheets
- Annotated illustrations
- Web based presentation
- Multi media presentation
- Sequenced images
- Blogs
- Witness statements/observation records
- Records of tutorials/one-to-one discussions
- Worksheets/gapped handouts

These examples are for illustrative purposes and are not intended to be exhaustive or prescriptive.

However the evidence is presented, there must be confirmation of achievement of every learning outcome and criteria for assessment within the unit which must be clearly signposted

ADDITIONAL INFORMATION

Centres offering this unit should ensure that learners have access to sufficient equipment, as detailed in the indicative content, for each learner to use. Where there is an expectation that learners will need to provide resources in order to achieve the unit, centres should ensure this is made clear to learners at the point of recruitment.

Illustration Skills

Unit Reference	H/601/5572
Level	3
Credit Value	8
Guided Learning Hours	60
Unit Summary	<p>This unit introduces learners to a range of techniques and principles of illustration practice. Learners will explore the creative potential of processes and formats used in professional illustration. This will include developing and planning outcomes for an illustration brief</p> <p>Learners will become aware of how intended purpose can affect aesthetic and technical decisions through both the investigation of illustrators work and by their own practical experimentation</p>
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.1) <i>The learner can</i>
1. Understand approaches to illustration	<p>1.1 Investigate a range of approaches to problem solving for professional illustration</p> <p>1.2 Evaluate a minimum of six illustrations produced by at least three professional illustrators in order to identify</p> <ul style="list-style-type: none"> • the relationship between the selection and application of materials, techniques and formats in relationship to the intended purpose • the stylistic approaches used to meet differing objectives • technical and creative parameters • commercial intentions
2. Be able to experiment with techniques and processes to used in different illustration contexts	<p>2.1 Experiment with at least three different techniques to produce illustrations for at least three of the following professional contexts</p> <ul style="list-style-type: none"> • books • magazines • newspapers • packaging

	<ul style="list-style-type: none"> • advertising • information design
3. Understand the aesthetic and technical qualities of illustrations for professional contexts	<p>3.1 Evaluate, with the use of the illustrations produced above, the suitability of the chosen techniques for each of the chosen professional contexts</p> <p>3.2 Analyse the aesthetic qualities of the illustrations produced</p> <p>3.3 Assess the technical qualities of the illustrations produced</p>
4. Be able to apply illustration approaches to answer a given brief	<p>4.1 Interpret a given brief to identify</p> <ul style="list-style-type: none"> • professional context • appropriate media • suitable techniques • creative intentions • commercial intentions • technical parameters <p>4.2 Plan and organise own work to meet deadlines and requirements of the brief</p> <p>4.3 Source visual reference material using primary and secondary resources</p> <p>4.4 Produce Illustrations from roughs through to finished artwork to answer the brief</p>
5. Be able to review own creative development	5.1 Evaluate their personal progress in relation to illustration
<p>Mapping to National Occupational Standards Creative and Cultural Skills Design NOS 2009 DES2 PS: a, b, h. K&U: 3 DES4 PS: c, d, e. K&U: 2 DES5 PS: a, b, e, f, h, i, l, p, q. K&U: 1, 2, 3, 5, 7 DES10 PS: a, c, d, f, h, i, l. K&U: 2, 3, 4, 5</p>	

Supporting Unit Information

H/601/5572 Illustration skills - Level 3

INDICATIVE CONTENT

This unit is designed to provide learners with the methodological and specific skills associated

with illustration. Learners will be introduced to materials & techniques potentially appropriate to different illustration approaches and intentions.

Learners will need to explore both by researching the work of others and by practical experimentation, different approaches to illustration. In particular learners should become aware of how intended purpose can affect technical and aesthetic decisions

Learners will reflect upon the outcomes of their exploration in terms of technical and aesthetic qualities.

Having explored a range of possible approaches to different illustration contexts learners will select an approach to produce final illustrations

Learning Outcome 1. Understand approaches to illustration

Learners should be encouraged to explore a wide range of illustration styles from different illustrators/designers. They should analyse how the intended purpose of an illustration determines the approach used, referencing illustration format, aesthetic style, suitability for purpose, design restrictions, the relationship of stylistic approaches to meet differing objectives and how materials and techniques may have been utilised to achieve the illustration.

Learning Outcome 2. Be able to experiment with techniques and processes to used in different illustration contexts

Learners should be encouraged to explore with a wide range of techniques for the professional contexts listed in assessment criteria 2.1. Learners should be introduced to the differing aesthetic and technical requirements of a range of professional illustration contexts.

Learning Outcome 3. Understand the aesthetic qualities of illustration for professional contexts

Learners will review the experimental illustrations created for learning outcome 2 evaluating their suitability for the chosen professional context, this should include consideration of the technical and aesthetic qualities of the illustrations produced.

Learning Outcome 4. Be able to apply illustration approaches to answer a given brief

Learners will need to extract the relevant information from an illustration brief in order to successfully achieve the requirements. Learners should consider the process they will undertake and the timescales to achieve the individual tasks. They should be encouraged to undertake a creative process of primary and secondary research to gather information that will inform the development of

their illustrations.

Learners will apply their knowledge and understanding of illustration and associated techniques to create illustrations that address the requirements of the brief.

Learning Outcome 5. Be able to review their own creative development

Learners should be encouraged to develop critical thinking and judgement skills in order to analyse their final illustrations in terms of aesthetic and technical qualities. Learners should look back at the work they have produced over the course of this unit and evaluate their personal progress in terms of illustration skills gained.

TEACHING STRATEGIES AND LEARNING ACTIVITIES

This unit is designed to provide learners with practical experience and skills in illustration, experimenting with a range of materials and techniques. Learners should relate this to potential commercial application and/or professional context.

There are no restrictions upon the teaching and learning strategies that can be used for this unit. It is not anticipated that this unit has to be undertaken in a traditional learning environment as it can be undertaken in a range of settings and locations.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

METHODS OF ASSESSMENT

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

EVIDENCE OF ACHIEVEMENT

Evidence may be presented in a range of formats that may include any number of the following

- Portfolio of selected illustrations
- Reflective journal
- Sketchbooks/Workbooks
- Written evidence
- Annotated Worksheets
- Annotated drawings
- Web based presentation
- Multi media presentation

- Sequenced images
- Blogs
- Witness statements/observation records
- Records of tutorials/one-to-one discussions
- Worksheets/gapped handouts

These examples are for illustrative purposes and are not intended to be exhaustive or prescriptive.

However the evidence is presented, there must be confirmation of achievement of every learning outcome and criteria for assessment within the unit which must be clearly signposted

ADDITIONAL INFORMATION

Centres offering this unit should ensure that learners have access to sufficient equipment, as detailed in the indicative content, for each learner to use. Where there is an expectation that learners will need to provide resources in order to achieve the unit, centres should ensure this is made clear to learners at the point of recruitment.

Pixel-Based Image Manipulation

Unit Reference	L/601/3542
Level	3
Credit Value	8
Guided Learning Hours	60
Unit Summary	This unit is aimed at learners who wish to gain skills and knowledge in the use of industry standard software for the pixel-based manipulation of digital imagery. Learners will be able to make use of commonly used software tools and functions and apply them to typical image manipulation tasks, such as colour correction, image-retouching and enhancement
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.2) <i>The learner can</i>
1. Recognise the use of pixel-based image software	1.1 Assess how and where pixel-based image software is employed with the use of at least six examples
2. Be able to explore the tools and functions of pixel-based image manipulation software	<p>2.1 Manipulate at least six imported images using the following</p> <ul style="list-style-type: none"> • layers • filters • repair tools • colour adjustment • colour management • cropping <p>2.2 Construct at least four images from component source material experimenting with a combination of at least four of the following in each</p> <ul style="list-style-type: none"> • selection tools • layers • lasso tools • pen tools • eraser • brush tools • clone tool • colour

	2.3 Evaluate the outcomes from 2.1 and 2.2 in terms of technical and aesthetic qualities
3. Be able to initiate and create images in pixel-based image manipulation software for intended output	<p>3.1 Formulate an intention for a final outcome</p> <p>3.2 Assess image requirements for intended output in terms of</p> <ul style="list-style-type: none"> • resolution • colour mode • output size • file format <p>3.3 Select appropriate image settings to create intended final outcome</p> <p>3.4 Select and use pixel-based image software tools to create an intended final outcome</p> <p>3.5 Review final outcome in terms of its technical and aesthetic qualities</p>
4. Be able to manage and store digital imagery	<p>4.1 Create a digital filing system for source and final imagery in appropriate file locations</p> <p>4.2 Save digital files in appropriate formats for print and screen-based outputs</p>
<p>Mapping to National Occupational Standards Photo Imaging Skillset 2007 PI-17 K&U: f, g, h, i, j, k. PS: 1, 3, 4, 6 PI-24 K&U: d, f, g, j, l. PS: 1, 7, 12 PI-26 K&U: e, g. PS: 2, 4, 5</p>	

Supporting Unit Information

L/601/3542 Pixel-based image manipulation - Level 3

INDICATIVE CONTENT

This unit is designed to provide learners with the skills and knowledge required to manipulate images in pixel based image manipulation software.

Learning Outcome 1. Recognise the use of pixel based image software

Learners should be introduced to the principles of pixel based image manipulation software and its' uses. Learners should be made aware of the scope and wide spread usage of pixel-based image manipulation through the investigation of examples.

Learning Outcome 2. Be able to explore the tools and functions of pixel-based image manipulation software

Learners should be introduced to industry standard software packages. They will use the pixel-based image manipulation software to experiment with the digital manipulation of images exploring the use of a wide range of available software tools. Once learners have gained an understanding of the basic tools they will be able to construct images from component source images, which may be generated by the student or gained from another source. To construct the images, learners will have to demonstrate the application of integral pixel-based image manipulation software tools and functions as listed in assessment criteria 2.2. Learner should reflect upon the outcomes of assessment 2.1 and 2.2, in terms of their technical and aesthetic qualities.

Learning Outcome 3. Be able to initiate and create images in pixel-based image manipulation software for intended output

Learners will have to decide upon a final intended piece to be produced using pixel-based image manipulation software. Using the knowledge gained they will need to determine the technical requirements of the final intended piece, including correct resolution for output (screen – 72dpi, Print 300+dpi), method, correct colour space (CMYK, RGB, Monotone, Duotone, etc) and file format. Learners will create their intended final piece in line with the identified technical requirements, and review the success of the intended outcome in terms of aesthetic and technical qualities.

Learning Outcome 4. Be able to manage and store digital imagery

For learners to work efficiently using image manipulation software they should create a digital filing system, using appropriate folder names and file tags for their source imagery and development files. They should be aware of the range of methods and hardware that can be used to achieve this, such as; External Hard drive, Pen Drive, Disk, RAID, etc.

Learners will need to know about suitable file formats and colour spaces (RGB, CMYK, Monotone, Duotone, Hexadecimal, etc), and save their work in an appropriate formats for both screen and print based outputs

TEACHING STRATEGIES AND LEARNING ACTIVITIES

This unit is intended to provide learners with the specific and technical skills required to use pixel-based image manipulation software successfully, therefore access to the appropriately equipped facilities is essential.

There are no restrictions upon the teaching and learning strategies that can be used for this unit. This unit may be taught in a variety of professional contexts and for the many differing purposes that pixel-based image manipulation software may be used

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

METHODS OF ASSESSMENT

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

EVIDENCE OF ACHIEVEMENT

Evidence may be presented in a range of formats that may include any number of the following

- Portfolio of selected images
- Reflective journal
- Sketchbooks/Workbooks
- Written evidence
- Annotated Worksheets
- Annotated design sheets
- Web based presentation
- Multi media presentation
- Sequenced images
- Blogs
- Witness statements/observation records
- Records of tutorials/one-to-one discussions
- Worksheets/gapped handouts

These examples are for illustrative purposes and are not intended to be exhaustive or prescriptive.

However the evidence is presented, there must be confirmation of achievement of every learning outcome and criteria for assessment within the unit which must be clearly signposted

ADDITIONAL INFORMATION

Centres offering this unit should ensure that learners have access to sufficient equipment, as detailed in the indicative content, for each learner to use. Where there is an expectation that learners will need to provide resources in order to achieve the unit, centres should ensure this is made clear to learners at the point of recruitment.

Typographic Investigation and Design

Unit Reference	A/601/5755
Level	3
Credit Value	8
Guided Learning Hours	60
Unit Summary	This unit focuses on the investigation of historical and/or contemporary letterforms and their elements. Learners will apply their knowledge of typographic design in the development and generation of their own typeface in order to answer a type design brief
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.2) <i>The learner can</i>
1. Understand typographic letterforms	<p>1.1 Assess with the use of examples a minimum of six historical and/or contemporary letterforms identifying</p> <ul style="list-style-type: none"> • limitations/advancement of technology • cultural and social influences of the time • legibility • context in which the letterform is used • intended purpose <p>1.2 Analyse the elements of the above letterforms using the correct terminology, considering the use of</p> <ul style="list-style-type: none"> • serifs • ascender • descender • base line • cap line • X-Height • stroke • arm • crossbar • stem • shoulder • spine • sye • counter
2. Be able to explore	2.1 Experiment with the elements of letterforms (in

the elements of letterforms	<p>1.2) to produce at least six examples considering</p> <ul style="list-style-type: none"> • aesthetics/stylistic approach • typographic elements • legibility • size • colour • materials
3. Be able to generate new typefaces and letterforms	<p>3.1 Interpret a brief to identify</p> <ul style="list-style-type: none"> • client requirements • target audience • creative intentions • required hardware, software, tools and techniques • research requirements and opportunities <p>3.2 Produce at least six initial type design responses to the brief experimenting with</p> <ul style="list-style-type: none"> • aesthetics/stylistic approach • typographic elements • legibility • size • colour • materials <p>3.3 Evaluate the initial type design responses to the brief in terms of</p> <ul style="list-style-type: none"> • legibility • intended purpose • client requirements • target audience <p>3.4 Select and justify an initial type design response for further development</p>
4. Be able to create a typeface	<p>4.1 Refine letterforms for a typeface</p> <p>4.2 Produce a typeface consisting of at least 26 characters that meets the requirements of the brief</p>
5. Be able to present final typeface	<p>5.1 Present final typeface in an appropriate format in accordance with professional protocols that demonstrates</p> <ul style="list-style-type: none"> • awareness of visual communication • appropriate layout • awareness of audience • precision and attention to detail <p>5.2 Evaluate the overall success of the typeface design</p>

	considering <ul style="list-style-type: none"> • legibility • intended purpose • client requirements • target audience • precision and attention to detail • their own personal progress
Mapping to National Occupational Standards Creative and Cultural Skills Design NOS DES1 PS: a, b, c, d, h. K&U: 1, 2 DES5 PS: a, b, c, d, e, f, h. K&U: 1, 2, 3, 5 DES10 PS: a, c, d, f, g, h, j. K&U: 2, 3, 4, 5, 6 DES18 PS: a, b, c, d, e, g. K&U: 1, 3, 5 DES20 PS: a, b, l, m. K&U: 1, 3, 5, 7, 8	

Supporting Unit Information

A/601/5755 Typographic investigation and design - Level 3

INDICATIVE CONTENT

This unit is designed to provide learners with the knowledge and technical skills required to design typefaces and letterforms.

Learning Outcome 1. Understand typographic letterforms

It is anticipated that learners will require an introduction to the terminology commonly used within typography, as well as an introduction to the history and development of letterforms. Learners will be required to use this knowledge to investigate examples of historical and/or contemporary letterforms detailing the list in assessment criteria 1.1. Using common typographic terminology learners will need to identify individual components that make up letterforms.

Learning Outcome 2. Be able to explore the elements of letterforms

Learners will be required to experiment with the use of typographic elements, such as serifs, ascenders, descenders, counters, etc, to generate a range of letterforms, learners should be encouraged to fully explore the possibilities letterform generation, using a range of materials and approaches.

Learning Outcome 3. Be able to generate new typefaces and letterforms

Learners will need to extract the relevant information from a design brief in order to successfully achieve the design brief requirements. The brief may be self initiated by the learner or a given brief. Learners should consider the process they will undertake including any required hardware, software, tools, techniques, target audience and the timescales. Learners should experiment with typographic design elements, legibility, materials, size, colour and aesthetics to produce initial design responses. Learners are required to evaluate the initial design responses, which may benefit from outside input, such as a peer review/critique or questionnaire/market research. Learners will use the evaluation to inform their choice of initial design response to develop further.

Learning Outcome 4. Be able to create a typeface

Learners will be required to refine individual letterforms, paying particular attention to the individual elements of the letterform, in order to successfully create a coherent typeface of at least 26 characters. This should be to a professional standard and referring to the initial brief requirements.

Learning Outcome 5. Be able to present final typeface

Learners should be introduced to the professional protocols of design presentation, and the importance of precision and attention to detail when presenting design solutions. The presentation should be in a format suitable to the brief requirements, final design outcome and intended audience.

Learners should be encouraged to develop critical thinking and judgement skills in order to analyse their final outcome in terms of aesthetic and technical qualities. Learners should look back at the work they have produced over the course of this

unit, evaluating their personal progress in terms of typographic design skills gained, time management and any areas for further development.

TEACHING STRATEGIES AND LEARNING ACTIVITIES

This unit is intended to provide learners with the relevant skills and knowledge required to produce a finished typeface. This unit could be set against a brief delivered in a professional context.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

METHODS OF ASSESSMENT

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

EVIDENCE OF ACHIEVEMENT

Evidence may be presented in a range of formats that may include any number of the following

- Portfolio of selected typefaces/letterforms
- Reflective journal
- Sketchbooks/Workbooks
- Written evidence
- Annotated Worksheets
- Annotated design boards
- Web based presentation
- Multi media presentation
- Blogs
- Witness statements/observation records
- Records of tutorials/one-to-one discussions
- Worksheets/gapped handouts

These examples are for illustrative purposes and are not intended to be exhaustive or prescriptive.

However the evidence is presented, there must be confirmation of achievement of every learning outcome and criteria for assessment within the unit which must be clearly signposted

ADDITIONAL INFORMATION

Centres offering this unit should ensure that learners have access to sufficient equipment, as detailed in the indicative content, for each learner to use. Where there is an expectation that learners will need to provide resources in order to achieve the unit, centres should ensure this is made clear to learners at the point of recruitment.

Vector-Based Image Generation

Unit Reference	A/601/4203
Level	3
Credit Value	8
Guided Learning Hours	60
Unit Summary	Learners will be able to develop their ability to generate digital imagery through the skilful and creative application of industry standard software tools. Learners will be able to apply their skills and knowledge to a variety of professionally-related design projects, up-date skills in a professional context, or enhance a portfolio for progression
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.3) <i>The learner can</i>
1. Recognise the purpose of vector based image software	1.1 Assess how and where vector based image software is employed with the use of at least six examples
2. Be able to explore the tools and functions of vector-based image generation software	2.1 Create at least six experimental images using the following <ul style="list-style-type: none"> • pen tools • pathfinder • type tools • shape tools • selection tools • stroke • fill • gradients • colour
3. Be able to review the results of experimentation	3.1 Determine the vector based software tools preferred for their own working practice and explain why 3.2 Assess the outcomes from 1.1 in terms of the technical quality of the images created

<p>4. Be able to apply vector-based image generation software for intended outputs</p>	<p>4.1 Select and utilise appropriate vector based image software tools to create at least two of the following</p> <ul style="list-style-type: none"> • masthead • logo • character • illustration • type face <p>4.2 Assess the outcomes from 4.1 in terms of the technical quality of the images created and fitness for purpose</p>
<p>5. Be able to manage and store digital imagery</p>	<p>5.1 Adapt and prepare document for intended output</p> <p>5.2 Organise digital files in appropriate file locations</p> <p>5.3 Save digital files in appropriate formats for print and screen-based outputs</p>
<p>Mapping to National Occupational Standards Creative and Cultural Skills Design NOS 2009 DES1 PS: a, b, h. K&U: 2, 3 DES7 PS: a, b, c. K&U: 1, 5 DES10 PS: a, b, c, d, f, g, h, k, l, m, n, o. K&U: 2, 3, 4, 5, 6</p>	

Supporting Unit Information

A/601/4203 Vector-based image generation - Level 3

INDICATIVE CONTENT

This unit is designed to provide learners with the skills and knowledge required to manipulate images in vector-based based image generation software.

Learning Outcome 1. Recognise the purpose of vector based image software

Learners should be introduced to the principles of vector-based image generation software and its' uses. Learners should be made aware of the scope and wide spread usage of vector-based image generation through the investigation of examples.

Learning Outcome 2. Be able to explore the tools and functions of vector-based image generation software

Learners will experiment with the tools and functions available in industry standard vector-based image generation software from the list in assessment criteria 2.1. Learners should fully explore the features, potential and limitations of the software available.

Learning Outcome 3. Be able to review the results of experimentation

Learners will be required to reflect upon the experimentation in terms of the capability of the software, available tools and functions and aesthetic qualities provided. This will inform their selection of favoured software tools and processes.

Learning Outcome 4. Be able to apply vector-based image generation software for intended outputs

Learners will be required to apply their vector-based image generation software skills and preferred working practices to create a range of design outcomes as listed in assessment 4.1. They will review their outcomes in terms of the technical processes that they have employed and fitness for intended purpose.

Learning Outcome 5. Be able to manage and store digital imagery

Learners are required to adapt and prepare their vector file the chosen output, taking into considerations the technical parameters such as file type, size, colour space, etc. For learners to work efficiently using vector-based software they should create a digital filing system, using appropriate folder names and file tags for their source imagery and development files. They should be aware of the range of methods and hardware that can be used to achieve this, such as; External Hard drive, Pen Drive, Disk, RAID, etc.

Learners will need to know about suitable file formats and colour spaces (RGB, CMYK, Pantones, etc), and save their work in an appropriate formats for both screen and print based outputs

TEACHING STRATEGIES AND LEARNING ACTIVITIES

This unit is intended to provide learners with the specific and technical skills required to use vector-based image generation software successfully, therefore access to the appropriately equipped facilities is essential.

There are no restrictions upon the teaching and learning strategies that can be used for this unit. This unit may be taught in a variety of professional contexts and for the many differing purposes that vector-based image generation software may be used

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

METHODS OF ASSESSMENT

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

EVIDENCE OF ACHIEVEMENT

Evidence may be presented in a range of formats that may include any number of the following

- Portfolio of selected images
- Reflective journal
- Sketchbooks/Workbooks
- Written evidence
- Annotated Worksheets
- Annotated design boards
- Web based presentation
- Multi media presentation
- Sequenced images
- Blogs
- Witness statements/observation records
- Records of tutorials/one-to-one discussions
- Worksheets/gapped handouts

These examples are for illustrative purposes and are not intended to be exhaustive or prescriptive.

However the evidence is presented, there must be confirmation of achievement of every learning outcome and criteria for assessment within the unit which must be clearly signposted

ADDITIONAL INFORMATION

Centres offering this unit should ensure that learners have access to sufficient equipment, as detailed in the indicative content, for each learner to use. Where there is an expectation that learners will need to provide resources in order to achieve the unit, centres should ensure this is made clear to learners at the point of recruitment.

35mm Camera Techniques

Unit Reference	F/601/2548
Level	3
Credit Value	8
Guided Learning Hours	60
Unit Summary	This unit enables the learner to acquire a technical understanding of 35mm cameras used in the generation of still images. Learners will gain an understanding of the uses and limitations of small format photography through the exploration of procedures and tasks relevant to the professional photographer. Learners will be able to apply effective control of a camera and standard accessories to produce successful images
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.1) <i>The learner can</i>
1. Be able to use a standard 35mm single-lens-reflex camera	1.1 Correctly load film and set film-speed (on camera or exposure meter) 1.2 Correctly use standard camera controls and functions to include <ul style="list-style-type: none"> • light metering • focusing • aperture • shutter speed 1.3 Correctly remove film from camera
2. Be able to use standard camera accessories	2.1 Select appropriate camera accessories for a range of photographic applications, to include at least three of the following <ul style="list-style-type: none"> • interior • portrait • landscape • detail/macro • action • one other purpose 2.2 Use appropriate camera accessories for at least

	three of the above photographic applications
3. Be able to use a range of film-types	<p>3.1 Specify the most appropriate film types for at least three of the following specialist uses</p> <ul style="list-style-type: none"> • interior • portrait • landscape • detail/macro • action • one other purpose <p>3.2 Select appropriate film for a specific purpose and justify choice</p> <p>3.3 Use appropriate film for a specific purpose, producing at least ten images</p>
4. Be able to present a portfolio of photographs taken with a 35mm camera to a professional standard	<p>4.1 Present a portfolio of images in an appropriate format that demonstrates</p> <ul style="list-style-type: none"> • visual awareness • control of media and materials • appropriate layout • presentation of imagery • precision and attention to detail
5. Be able to review own creative development	5.1 Evaluate personal progress in relation to 35mm photographic practice
<p>Mapping to National Occupational Standards Photo Imaging Skillset 2007 PI-4 K&U: b, f, j. PS: 1, 2 PI-7 K&U: g, h, m. PS: 5, 7, 10, 13</p>	

Supporting Unit Information

F/601/2548 35mm camera techniques - Level 3

INDICATIVE CONTENT

This unit is designed to give learners a technical understanding of 35mm Cameras and related accessories.

It is anticipated that learners undertaking this unit will cover the following areas:

Learning Outcome 1. Be able to use a standard 35mm single-lens-reflex camera

- Ensuring correctly engaged on the sprockets and firmly attached to the take-up spool
- Availability and appropriate use of controls for a specific camera, e.g. aperture priority controls, shutter priority controls, manual settings, automatic settings, use of light meter.
- Procedures for releasing sprockets and rewinding film using rewind release button and crank or auto rewind function.
- the implications of exposure of film to light when removing from the camera

Learning Outcome 2. Be able to use standard camera accessories

- Appropriate selection and use of camera accessories for particular purposes eg. Lenses of different focal lengths, different maximum and minimum apertures, supplementary lenses, filters, extension tube, bellows, cable release, tripods, copy stand, flash, motor drive, alternative view finders/screens, lens hoods, etc.

Learning Outcome 3. Be able to use a range of film-types

- Identifying available choice of film including consideration of film speed and film type eg. colour negative, colour slide, monochrome, panchromatic, orthographic/line, lith, infra red film.
- researching examples of the use of film by photographers for different purposes
- considerations to bear in mind when selecting film type and speed eg. slow speed high definition film for fine detail, high speed for low light or action, colour film for fashion shoot, high speed black and white for reportage.

Learning Outcome 4. Be able to present a portfolio of photographs taken with a 35mm camera to a professional standard

- Appropriate presentation methods e.g. set of photographic prints, slideshow, cropping and mounting, sequential arrangement.

Learning Outcome 5. Be able to review own creative development

- Ongoing evaluation of personal progress in terms of both technical knowledge and photographic outcomes in for example journals or workbooks
- Retrospective evaluation of technical knowledge gained and applied in for example a page of reflective writing or annotated portfolio

TEACHING STRATEGIES AND LEARNING ACTIVITIES

This unit is designed to provide learners with practical experience and skills in using 35mm cameras and associated accessories.

There are no restrictions upon the teaching and learning strategies that can be used for this unit. It is not anticipated that this unit has to be undertaken in a traditional learning environment as it can be undertaken in a range of settings and locations.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

METHODS OF ASSESSMENT

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

EVIDENCE OF ACHIEVEMENT

Evidence may be presented in a range of formats that may include any number of the following

- Selected portfolio of images
- Reflective journal
- Sketchbooks/Workbooks
- Written evidence
- Annotated worksheets
- Annotated photographic prints
- Web based presentation
- Multi media presentation
- Sequenced images
- Blog/s
- Witness statements/observation records
- Records of tutorials/one-to-one discussions
- Worksheets/gapped handouts

These examples are for illustrative purposes and are not intended to be exhaustive or prescriptive.

However the evidence is presented, there must be confirmation of achievement of every learning outcome and criteria for assessment within the unit which must be clearly signposted

ADDITIONAL INFORMATION

Centres offering this unit should ensure that learners have access to sufficient equipment, as detailed in the indicative content, for each learner to use. Where there is an expectation that learners will need to provide resources in order to achieve the unit, centres should ensure this is made clear to learners at the point of recruitment.

Digital Photo Imaging Techniques

Unit Reference	R/601/2571
Level	3
Credit Value	8
Guided Learning Hours	60
Unit Summary	This unit enables the learner to acquire a technical understanding of digital photo imaging used in the generation of still images. Learner will gain an understanding of the uses and limitations of digital photography through the exploration of procedures and tasks relevant to the professional photographer. Learners will be able to apply effective control of a camera to produce and store successful images
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.1) <i>The learner can</i>
1. Be able to use compact digital cameras to create photographic images	1.1 Competently use and control compact digital cameras, to include <ul style="list-style-type: none"> • auto settings • custom settings • use of built in flash
2. Use Digital Single Lens Reflex cameras	2.1 Competently use and control digital single lens reflex (DSLR) cameras to control focussing, to include manual and auto settings 2.2 Competently use and control digital single lens reflex (DSLR) cameras to control exposure, to include <ul style="list-style-type: none"> • aperture priority • shutter priority • manual exposure settings 2.3 Competently use and control digital single lens reflex (DSLR) cameras to control image quality, to include <ul style="list-style-type: none"> • white balance • ISO settings • file formats (eg. RAW and JPEG settings)

<p>3. Be able to download and store digital images from a camera</p>	<p>3.1 Import images into an image management system</p> <p>3.2 Appropriately store digital image files using professional image management software</p> <p>3.3 Optimise digital images for export for various purposes</p> <p>3.4 Retrieve and output images for subsequent use</p>
<p>4. Be able to present a portfolio of photographs taken with a digital camera to a professional standard</p>	<p>4.1 Present a portfolio of images in an appropriate format that demonstrates</p> <ul style="list-style-type: none"> • visual awareness • control of media and materials • appropriate layout • presentation of imagery • precision and attention to detail
<p>5. Be able to review own creative development</p>	<p>5.1 Evaluate personal progress in relation to digital photographic practice</p>
<p>Mapping to National Occupational Standards Photo Imaging Skillset 2007 PI-7 K&U: e, g, h, I, m. PS: 5, 8, 10, 13 PI-17 K&U: g, h, I, k. PS: 1, 2, 3, 4, 10</p>	

Supporting Unit Information

D/601/2573 Digital photo imaging techniques - Level 3

INDICATIVE CONTENT

This unit is designed to give the learner a technical understanding of digital cameras and associated accessories.

Learning Outcome 1. Be able to use compact digital cameras to create photographic images

Learners should be encouraged to explore the availability and appropriate use of controls for compact digital cameras, e.g. Image quality settings, exposure controls, manual settings, automatic settings, ISO settings, white balance, scene modes.

It is recognised that compact digital cameras including camera phones and bridge cameras vary significantly in the range of controls available and it is suggested that learners should exploit both the particularities and limitations of available examples.

Learning Outcome 2. Use Digital Single Lens Reflex cameras

Learners should explore the full range of controls available on a DSLR including: control of focus settings, aperture priority, shutter priority and manual exposure settings, white balance control, camera file formats including RAW; compression settings and image quality (e.g. JPEG).

Learners should be encouraged to explore a range of available camera accessories to enhance their learning experience, this could include; lenses of different focal lengths and different maximum and minimum apertures, supplementary lenses, filters, extension tubes, bellows, remote release, tripods, copy stand, supplementary flash, lens hoods, etc.

Learning Outcome 3. Be able to download and store digital images from a camera

The use of industry standard image management software is required to store and manage digital images, this should include; Saving and naming files/tagging images and meta data, use of external storage devices such external hard drives, RAID, etc

In the optimisation of digital images consideration should be given to appropriate file size, colour mode, file format, etc in relation to a selection of intended forms of output including for example, web presentation and print output. Learners may be required to identify and resolve image quality issues including the exploration of colour calibration of screen and printer.

Learning Outcome 4. Be able to present a portfolio of photographs taken with a digital camera to a professional standard

Learner should present their work in a format of their choice, this could include; mounted selection of prints, slide show, multi-media presentation, web site

portfolio, etc

Learners should consider the suitability of their chosen presentation method to their photographic outcome/audience. Appropriate attention to detail and the quality of presentation are essential.

Learning Outcome 5. Be able to review own creative development

Learners should carry out ongoing evaluation of personal progress in terms of both technical knowledge and photographic outcomes in for example journals or workbooks

In addition learners should also be encouraged to undertake a retrospective evaluation of technical knowledge gained and applied in for example a page of reflective writing or annotated portfolio

TEACHING STRATEGIES AND LEARNING ACTIVITIES

This unit is designed to provide learners with practical experience and skills in using digital cameras and associated image management.

There are no restrictions upon the teaching and learning strategies that can be used for this unit. It is not anticipated that this unit has to be undertaken in a traditional learning environment as it can be undertaken in a range of settings and locations.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

METHODS OF ASSESSMENT

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

EVIDENCE OF ACHIEVEMENT

Evidence may be presented in a range of formats that may include any number of the following

- Selected portfolio of images
- Reflective journal
- Sketchbooks/Workbooks
- Written evidence
- Annotated Worksheets
- Annotated photographic prints
- Web based presentation

- Multi media presentation
- Sequenced images
- Blogs
- Witness statements/observation records
- Records of tutorials/one-to-one discussions

These examples are for illustrative purposes and are not intended to be exhaustive or prescriptive.

However the evidence is presented, there must be confirmation of achievement of every learning outcome and criteria for assessment within the unit which must be clearly signposted

ADDITIONAL INFORMATION

Centres offering this unit should ensure that learners have access to sufficient equipment, as detailed in the indicative content, for each learner to use. Where there is an expectation that learners will need to provide resources in order to achieve the unit, centres should ensure this is made clear to learners at the point of recruitment.

Exploring Photographic Imaging

Unit Reference	T/601/2577
Level	3
Credit Value	8
Guided Learning Hours	60
Unit Summary	This unit allows learners to experiments with a range of approaches and devices used for photographic imaging. The unit enables learners to understand the comparative benefits and limitations of a range of devices to generate effective images and obtain outputs that are appropriate to the intended purpose
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.2) <i>The learner can</i>
1. Understand the suitability of different photographic imaging devices for different purposes	<p>1.1 Produce photographic images using four different devices and evaluate their experience</p> <ul style="list-style-type: none"> • pin hole camera • photogram • mobile phone camera • camera obscura • simple film camera • disposable camera • sun printing • digital single lens reflex camera • film single lens reflex camera • compact digital camera • large format/view camera • instant Cameras • any one other type of photographic imaging device <p>1.2 Use one type of device from the list above to produce images in four of the following categories and evaluate their experience</p> <ul style="list-style-type: none"> • portrait • landscape • action • interior • still life • studio

	<ul style="list-style-type: none"> • documentary • photojournalism • advertising • fashion • architectural • any one other category
2. Understand the factors that affect the quality of photographic outcomes	<p>2.1 Evaluate, with the use of images produced above, the suitability of the chosen devices for each of the chosen purposes</p> <p>2.2 Analyse the aesthetic qualities of the images produced</p> <p>2.3 Explain why differences arose in the technical qualities of images they produced</p> <p>2.4 Compare the qualities of the images with those of published examples where a similar type of camera or process was used</p>
3. Understand the options available for obtaining final photographic images	<p>3.1 Identify a range of relevant processes for obtaining final photographic images</p> <p>3.2 Select the most appropriate process in relation to the intended purpose</p>
4. Be able to appropriately present and evaluate a portfolio of photographs	<p>4.1 Present a portfolio of images in an appropriate format</p> <p>4.2 Evaluate personal progress with relation to photographic practice</p>
<p>Mapping to National Occupational Standards Photo Imaging Skillset 2007 PI-4 K&U: c, j. PS: 1, 2 PI-7 K&U: e, g, h, j. PS: 4, 5, 7, 8, 13</p>	

Supporting Unit Information

T/601/2577 Exploring photographic imaging - Level 3

INDICATIVE CONTENT

This unit is designed to provide learners with a practical knowledge of a breadth of photographic imaging techniques and an understanding of the comparative benefits and restrictions of a range of methods.

Learning Outcome 1. Understand the suitability of different photographic imaging devices for different purposes

Learners should be encouraged to explore a wide range of different devices, of different levels of complexity to produce photographic images. Then learners should explore a number of different applications selected from the list in assessment criteria 1.2 – and possibly variations within these categories using their chosen photographic imaging device, evaluating each exploration in terms of the learners own experience.

Learning Outcome 2. Understand the factors that affect the quality of photographic outcomes

Learners should objectively evaluate the actual aesthetic and technical qualities and characteristics of the images produced, including contextualising their observations with reference to the work of others who have used similar devices or processes for professional purposes.

Learning Outcome 3. Understand the options available for obtaining final photographic images

With reference to the explorations already undertaken, learners should select a particular process for an identified photographic outcome and produce a body of images that are suitable for the intended purpose.

Learning Outcome 4. Be able to appropriately present and evaluate a portfolio of photographs

Learners should present a portfolio of images from all the stages of this unit together with an evaluation of their personal progress in relation to all stages of their exploration of photographic imaging.

TEACHING STRATEGIES AND LEARNING ACTIVITIES

This unit is designed to enable learners to experience and understand a range of photographic imaging devices and processes, through both personal, practical experience and contextual research.

Learners should be encouraged to both maintain an ongoing record of reflective evaluation and to produce a written summative evaluation.

There are no restrictions upon the teaching and learning strategies that can be used for this unit. It is not anticipated that this unit has to be undertaken in a

traditional learning environment as it can be undertaken in a range of settings and locations.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

METHODS OF ASSESSMENT

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

EVIDENCE OF ACHIEVEMENT

Evidence may be presented in a range of formats that may include any number of the following

- Selected portfolio of images
- Reflective journal
- Sketchbooks/Workbooks
- Written evidence
- Bibliographies
- Annotated Worksheets
- Annotated photographic prints
- Web based presentation
- Multi media presentation
- Sequenced images
- Gapped worksheets
- Blogs
- Witness statements/observation records
- Records of tutorials/one-to-one discussions
- Records of workshops and studio practice

These examples are for illustrative purposes and are not intended to be exhaustive or prescriptive.

However the evidence is presented, there must be confirmation of achievement of every learning outcome and criteria for assessment within the unit which must be clearly signposted

ADDITIONAL INFORMATION

Centres offering this unit should ensure that learners have access to sufficient equipment, as detailed in the indicative content, for each learner to use. Where there is an expectation that learners will need to provide resources in order to

achieve the unit, centres should ensure this is made clear to learners at the point of recruitment.

Photographic Darkroom Skills

Unit Reference	J/601/2583
Level	3
Credit Value	8
Guided Learning Hours	60
Unit Summary	This unit aims to introduce learners to black and white darkroom practice including the competent and safe use of materials and technology
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.2) <i>The learner can</i>
1. Be able to work independently in a darkroom environment	1.1 Plan time to complete darkroom tasks efficiently 1.2 Prepare darkroom equipment for planned tasks to include: <ul style="list-style-type: none"> • correct setup of enlarger • ensuring chemicals are appropriately mixed and fresh • safe light conditions • checking tray sequence • temperature control 1.3 Use darkroom equipment appropriately and competently for intended purposes 1.4 Work within health and safety guidelines for darkroom practice
2. Produce negatives	2.1 Develop black and white film ensuring <ul style="list-style-type: none"> • correct sequence and temperature of chemicals • correct developing time • correct drying time and temperature
3. Explore the uses of black and white photographic materials and equipment	3.1 Produce imagery using different grades of papers and/or accurate use of contrast control for multigrade papers 3.2 Explore a minimum of three different print

	manipulation techniques in the darkroom e.g. dodging, burning, bleaching, toning, solarisation
4. Be able to produce, contact prints and enlargements	<p>4.1 Produce contact prints</p> <p>4.2 Employ appropriate equipment and techniques to achieve correct exposure</p> <p>4.3 Employ appropriate equipment and techniques to achieve correct focus</p> <p>4.4 Produce final intended photographic image/s with the use of an enlarger</p>
5. Be able to review own creative development	<p>5.1 Evaluate their personal progress in relation to darkroom practice</p> <p>5.2 Compare the results of own darkroom experimentation to identify examples that illustrate progress and achievement in terms of technical competence.</p>
<p>Mapping to National Occupational Standards Photo Imaging Skillset 2007 PI-8 K&U: a, b, d, e, I, j. PS: 5, 8, 9 PI-12 K&U: b, c, e, f. PS: 8, 15 PI-13 K&U: b, e, f, g, h, i, n. PS: 6, 10, 11, 12, 13,14, 16, 17</p>	

Supporting Unit Information

J/601/2583 Photographic darkroom skills - Level 3

INDICATIVE CONTENT

This unit is designed to provide learners with the methodological and specific skills associated with photographic darkroom techniques

Learning Outcome 1. Be able to work independently in a darkroom environment

Learners should be introduced to the functions and layout of an existing darkroom and/or ways of establishing a temporary darkroom environment.

Learners should demonstrate their understanding of health and safety factors in using a darkroom environment, including the safe use of chemicals, work with electrical equipment, working in conditions of partial or total darkness.

They will be required to demonstrate their ability and understanding of how to use darkroom equipment appropriately and competently, this will include but not be limited to the list in assessment criteria 1.2.

Learning Outcome 2. Produce negatives

Learners will demonstrate their ability to develop photographic film in their chosen format, this could be 35mm, medium or large format film. This may include, as appropriate, the following:

- Identification and preparation of appropriate chemicals
- Loading film onto spool, use of development tanks/deep tanks, consideration of development times/pushing film speed, etc
- Drying and care of developed film

Learning Outcome 3. Explore the uses of photographic materials and equipment

Learners should be encouraged to explore in combination the use of printing techniques and different paper grades, this could include:

- Exploration of printing techniques; dodging, burning, bleaching, toning, solarisation
- Exploration of paper grades and types, e.g. Multi-grade, Resin coated, Fibre based
- Identifying correct chemical for paper type and film type, exploring alternative chemical applications

Learning Outcome 4. Be able to produce, contact prints and enlargements Learners will apply their understanding of darkroom equipment and techniques to produce both contact prints and enlargements

This could include

- Appropriate selection of printing paper grades and or accurate use of contrast control for multi-grade papers
- Use of Masking easel
- Adjustment of enlarger

- Use of lupes
- Use of focus finders
- Aperture selection
- Use of filters
- Appropriate use of test strips and or exposure measurement devices

Learning Outcome 5. Be able to review own creative development

Learners should carry out ongoing evaluation of personal progress in terms of both technical knowledge and photographic outcomes in for example journals or workbooks

In addition learners should also be encouraged to undertake a retrospective evaluation of technical knowledge gained and applied in for example a page of reflective writing or annotated portfolio

It is anticipated that in most situations this unit will be delivered using black and white film and associated processes, this unit is also intended to cover colour photographic film development processes

TEACHING STRATEGIES AND LEARNING ACTIVITIES

This unit is designed to provide learners with the methodological and specific skills associated with photographic darkroom techniques

There are no restrictions upon the teaching and learning strategies that can be used for this unit. It is anticipated that this unit will be undertaken in a dedicated darkroom environment, however students may benefit from being introduced to ways of establishing a temporary darkroom facility.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

METHODS OF ASSESSMENT

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

EVIDENCE OF ACHIEVEMENT

Evidence may be presented in a range of formats that may include any number of the following

- Selected portfolio of images
- Reflective journal
- Sketchbooks/Workbooks
- Written evidence

- Annotated Worksheets
 - Annotated photographic prints
 - Web based presentation
 - Multi media presentation
 - Sequenced images
 - Blogs
 - Witness statements/observation records
 - Records of tutorials/one-to-one discussions
-
- Records of studio/workshop practice

These examples are for illustrative purposes and are not intended to be exhaustive or prescriptive.

However the evidence is presented, there must be confirmation of achievement of every learning outcome and criteria for assessment within the unit which must be clearly signposted

ADDITIONAL INFORMATION

Centres offering this unit should ensure that learners have access to sufficient equipment, as detailed in the indicative content, for each learner to use. Where there is an expectation that learners will need to provide resources in order to achieve the unit, centres should ensure this is made clear to learners at the point of recruitment.

Presenting Photographic Images

Unit Title	A/601/2614
Level	3
Credit Value	8
Guided Learning Hours	60
Unit Summary	This unit seeks to develop the skill of editing and presenting photographic images for varied contexts. During the unit learners will explore professional presentation methods suitable to a range of audiences, formats and purposes. Learners will investigate a range of technical and legal issues in order to present photographic images in a professional context
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.2) <i>The learner can</i>
1. Understand suitable presentation methods for a range of audiences	1.1 Identify at least three target audiences to whom they would wish to present their work 1.2 Investigate a range of possible presentation formats for each of the target audiences
2. Be able to present photographic work in an appropriate professional manner	2.1 Create and justify a suitable presentation format for a selected target audience 2.2 Assess key legal issues in relation to the presentation of their photographic work 2.3 Select, organise and prepare photographic work for presentation to the target audience 2.4 Present photographic work to an audience* and elicit feedback
3. Be able to evaluate their photographic presentation	3.1 Evaluate the appropriateness of the photographic presentation in relation to the target audience 3.2 Evaluate the effectiveness of the presentation in relation to their stated intentions

Mapping to National Occupational Standards

Photo Imaging Skillset 2007

PI-2 K&U: a, b. PS: 4, 7, 8, 17

PI-5 K&U: a, b, c, k. PS: 1, 2, 4

PI-23 K&U a, b, c. PS: 3, 6, 12, 13

Supporting Unit Information

A/601/2614 Presenting photographic images - Level 3

INDICATIVE CONTENT

This unit is designed to develop the learners skill in editing and presenting photographic images for varied contexts.

Learning Outcome 1. Understand suitable presentation methods for a range of audiences

When identifying audiences learners should take into consideration the presentation formats suitable for each. Audiences could include; gallery, prospective employer, university application/interview, picture agency, web site submission, publications such as journals/magazines/books, etc

Formats of presentation could include; mounted selection of prints, slide show, multi-media presentation, web site portfolio, etc

Learning Outcome 2. Be able to present photographic work in an appropriate professional manner

Learners are required to demonstrate a professional level of presentation in their chosen format which must also be relevant to their selected audience. Due consideration must be taken in relation to key legal issues relevant to the presentation of the work, for example; copyright/intellectual property, health and safety, decency laws relevant to different countries, censorship, permissions, etc

Consideration of some or all of the following will be required; editing content, selection of most suitable images, sequences, narrative structure, print format, resizing images for different outputs (e.g. screen, web, print), identify and resolve image quality issues, mounting on to board, layout/composition, captioning.

Feedback from the audience may be gained through the following methods; audio visual record, interview, questionnaire, on-line poll, critique, peer review, etc

* It is acknowledged that learners may not be able to present to a professional audience, but are likely to make their presentation to peers in simulated conditions within their learning environment.

Learning Outcome 3. Be able to Evaluate their photographic presentation

Learners will need to take into account the feedback gained from their audience to evaluate the effectiveness of their presentation, this may be in the form of a page of reflective writing or annotated portfolio

TEACHING STRATEGIES AND LEARNING ACTIVITIES

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be

considered and appropriate support mechanisms put in place.

METHODS OF ASSESSMENT

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

EVIDENCE OF ACHIEVEMENT

Evidence may be presented in a range of formats that may include any number of the following

- Portfolio of selected images
- Reflective journal
- Sketchbooks/Workbooks
- Written evidence
- Annotated Worksheets
- Annotated photographic prints
- Web based presentation
- Multi media presentation
- Sequenced images
- Blogs
- Witness statements/observation records
- Records of tutorials/one-to-one discussions
- Worksheets/gapped handouts

These examples are for illustrative purposes and are not intended to be exhaustive or prescriptive.

However the evidence is presented, there must be confirmation of achievement of every learning outcome and criteria for assessment within the unit which must be clearly signposted

ADDITIONAL INFORMATION

Centres offering this unit should ensure that learners have access to sufficient equipment, as detailed in the indicative content, for each learner to use. Where there is an expectation that learners will need to provide resources in order to achieve the unit, centres should ensure this is made clear to learners at the point of recruitment.

Studio Photography

Unit Reference	J/601/2616
Level	3
Credit Value	8
Guided Learning Hours	60
Unit Summary	This unit aims to introduce learners to the theoretical, methodological and specific skills associated with studio photography. Additionally the unit seeks to introduce learners to methods of visual research, pre-planning and organised record keeping
Learning Outcomes (1 to 6) <i>The learner will</i>	Assessment Criteria (1.1 to 6.1) <i>The learner can</i>
1. Understand approaches to studio photography	1.1 Evaluate a minimum of six examples of studio photography produced by at least three photographers to determine the <ul style="list-style-type: none"> relationship between the approach of the photographer and the subject matter potential to employ similar approaches in own work
2. Understand how lighting conditions determine approaches to photographing subjects	2.1 Assess, with the use of examples, the suitability of different approaches to photographing subjects to include <ul style="list-style-type: none"> different types of studio lighting eg. Photo flood and flash different numbers of lights different positioning of lights different coloured lighting
3. Be able to select themes for studio photography	3.1 Determine suitable themes for their own studio photography 3.2 Select and justify their choice of a particular theme for studio photography identifying intended outcomes

<p>4. Be able to carry out a studio photo-shoot</p>	<p>4.1 Manage a studio photo-shoot to ensure</p> <ul style="list-style-type: none"> • required bookings are made • required permissions are obtained e.g. model release form • time scales are met • equipment is setup correctly • testing of specialist equipment • organisation of necessary personnel • organisation and composition of models and props <p>4.2 Competently use specialist equipment to undertake studio photography</p> <p>4.3 Work within health and safety guidelines for studio photo-shoots</p> <p>4.4 Employ a range of photographic treatments</p>
<p>5. Be able to present a portfolio of images from a studio photo-shoot</p>	<p>5.1 Professionally present a portfolio of images in an appropriate format that demonstrates</p> <ul style="list-style-type: none"> • visual awareness • control of media and materials • appropriate layout • presentation of imagery • precision and attention to detail
<p>6. Be able to review own creative development</p>	<p>6.1 Evaluate their personal progress in relation to studio photography</p>
<p>Mapping to National Occupational Standards Photo Imaging Skillset 2007 PI-3 K&U: b, d. PS: 2, 5 PI-6 K&U: b, c, f, j, k, m. PS: 2, 4, 5, 6, 8, 9, 11 PI-23 K&U: c, e d. PS: 6</p>	

Supporting Unit Information

J/601/2616 Studio photography - Level 3

INDICATIVE CONTENT

This unit is designed to provide learners with the methodological and specific skills associated with studio photography

Learning Outcome 1. Understand approaches to studio photography

Learners will be introduced to methods of visual research, planning and organised record keeping through the investigation of at least three photographers work, evaluating the approach of a number of photographers. Learners will be encouraged to compare examples of studio photography in order to identify the relationship between the approaches employed and the final outcome.

It is suggested that the three photographers selected should be chosen in order to explore a range of approaches to recording different subject matter, or a range of approaches to recording similar subject matter. To aid and determine the potential to employ similar approaches in own work learners should be encouraged to note potential connections to own work through annotation and visual comparison.

Learning Outcome 2. Understand how lighting conditions determine approaches to photographing subjects

Learners should examine examples of studio photography taken under varying lighting conditions to include different types of studio light (such as photo flood and flash), different numbers, positions and colours of lights, Learners may also be encouraged to experiment with their own photography using a range of lighting. This may include explorations of; exposure and depth of field control, exposure bracketing, selection of appropriate lenses, film sensitivity/ISO settings, use of on and off camera flash, studio lighting, etc.

Learning Outcome 3. Be able to select themes for studio photography

Drawing on the evaluation of studio photography work and the subsequent exploration of different lighting conditions, learners should initially identify a range of suitable themes before selecting their final choice, justifying their selection through reflective and evaluative notes.

Learning Outcome 4. Be able to carry out a studio photo-shoot

In order to successfully manage a photo-shoot learners must ensure timescales are met, equipment setup correctly and tested, work within health and safety guidelines for onsite photo-shoots.

Depending on the selected theme and approach learners may need to explore some or all of the following

- undertake risk assessments
- health and safety guidelines
- equipment guidelines

- legal requirements
- formal/informal agreements
- model release forms
- permissions
- insurance
- organisation of necessary personnel
- teamwork
- selection of camera types/formats
- flash equipment
- studio lighting
- props
- hiring of equipment
- fees/other potential costs

Learners should explore more than one approach to their studio photo-shoot.

Learning Outcome 5. Be able to present a portfolio of images from a studio photo-shoot

Learners should present their work in a format of their choice, this could include; mounted selection of prints, slide show, multi-media presentation, web site portfolio, etc

Learners should consider the suitability of their chosen presentation method to their photographic outcome/audience. Appropriate attention to detail and the quality of presentation are essential.

Learning Outcome 6. Be able to review own creative development

Learners should carry out ongoing evaluation of personal progress in terms of both technical knowledge and photographic outcomes in for example journals or workbooks

In addition learners should also be encouraged to undertake a retrospective evaluation of technical knowledge gained and applied in for example a page of reflective writing or annotated portfolio

TEACHING STRATEGIES AND LEARNING ACTIVITIES

This unit is designed to provide learners with the methodological and specific skills associated with studio photography

There are no restrictions upon the teaching and learning strategies that can be used for this unit. It is not anticipated that this unit has to be undertaken in a traditional learning environment as it can be undertaken in a range of settings and locations.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

METHODS OF ASSESSMENT

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

EVIDENCE OF ACHIEVEMENT

Evidence may be presented in a range of formats that may include any number of the following

- Selected portfolio of images
- Reflective journal
- Sketchbooks/Workbooks
- Written evidence
- Annotated Worksheets
- Annotated photographic prints
- Web based presentation
- Multi media presentation
- Sequenced images
- Blogs
- Witness statements/observation records
- Records of tutorials/one-to-one discussions

These examples are for illustrative purposes and are not intended to be exhaustive or prescriptive.

However the evidence is presented, there must be confirmation of achievement of every learning outcome and criteria for assessment within the unit which must be clearly signposted

ADDITIONAL INFORMATION

Centres offering this unit should ensure that learners have access to sufficient equipment, as detailed in the indicative content, for each learner to use. Where there is an expectation that learners will need to provide resources in order to achieve the unit, centres should ensure this is made clear to learners at the point of recruitment.

Appendix 1 Grading Criteria

Grading Criteria for

Unit K/601/6953 Applying specialist knowledge and skills to visual art problem solving

To achieve a pass grade for this unit, learners must achieve all learning outcomes and assessment criteria.

Grading Criteria for Unit K/601/6953 Applying specialist knowledge and skills to visual art problem solving	
Merit Grade To achieve a Merit grade the evidence will have to show that, in addition to meeting the pass criteria, the learner can	Distinction Grade To achieve a Distinction grade the evidence will have to show that, in addition to meeting the pass and merit criteria, the learner can
M1. Use research material to creatively extend the understanding and development of a brief M2. Demonstrate an in-depth exploration of creative approaches with ongoing critical reflection. M3. Manage the planning, development and execution of the project consistently and efficiently M4. Demonstrate well developed levels of visual awareness, skill and control in the use of materials and processes All criteria must be met to achieve this grade.	D1. Use wide ranging research material to creatively extend the understanding and development of a brief D2. Demonstrate an in-depth exploration of creative approaches with consistent critical reflection and analysis. D3. Manage the planning, development, organisation and execution of the project with consistency, rigor and creativity D4. Demonstrate highly developed levels of visual awareness, skill and control in the use of materials and processes All criteria must be met to achieve this grade.

This grading determines the overall grade of the qualification.

Grading Criteria for**Unit F/601/6695 Visual art project planning, implementation and review**

To achieve a pass grade for this unit, learners must achieve all learning outcomes and assessment criteria.

Grading criteria for Unit F/601/6695 Visual art project planning, implementation and review	
Merit Grade To achieve a Merit grade the evidence will have to show that, in addition to meeting the pass criteria, the learner can	Distinction Grade To achieve a Distinction grade the evidence will have to show that, in addition to meeting the pass and merit criteria, the learner can
<p>M1. Demonstrate commitment and initiative in the management of research, recording clear and informed perceptions</p> <p>M2. Use research material to creatively support the development of self initiated ideas and outcomes relevant to their stated ambitions, preferences and areas of interest</p> <p>M3. Demonstrate an in-depth exploration of creative approaches with ongoing critical reflection.</p> <p>M4. Manage the planning, development and execution of the project consistently and efficiently</p> <p>M5. Demonstrate well developed levels of visual awareness, skill and control in the use of materials and processes</p> <p>M6. Demonstrate a well developed understanding of professional context and protocols in the presentation of the final outcomes</p> <p>M7. Demonstrate thorough reflective evaluation to assess their own creative development during the project and related potential personal development opportunities</p>	<p>D1. Demonstrate commitment and initiative in the management of wide ranging and in depth research, imaginatively recording clear, informed and reflective perceptions</p> <p>D2. Use research material to creatively support the development of innovative self initiated ideas and outcomes relevant to their stated ambitions, preferences and areas of interest</p> <p>D3. Demonstrate an in-depth exploration of creative approaches with consistent critical reflection and analysis.</p> <p>D4. Manage the planning, development, organisation and execution of the project with exceptional consistency, rigor and creativity</p> <p>D5. Demonstrate highly developed levels of visual awareness, skill and control in the use of materials and processes</p> <p>D6. Demonstrate a highly developed and critical understanding of professional context and protocols in the presentation of the final outcomes</p> <p>D7. Demonstrate in-depth critical analysis of their own creative</p>

All criteria must be met to achieve this grade.	<p>development during the project and related potential personal and professional development opportunities</p> <p>All criteria must be met to achieve this grade.</p>
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This grading determines the overall grade of the qualification.

Recognition of Prior Learning, Exemption and Credit Transfer

ABC Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- Recognition of Prior Learning (RPL) – a method of assessment 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 do not need to develop through a course of learning.
- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within ABC qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the ABC qualification to be achieved in order to determine its equivalence.

Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to ABC.

It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.

Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.

- Credit Transfer – ABC may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
 - original certificates OR
 - copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.

- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

ABC encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing ABC Awards Qualifications' which can be downloaded from <http://www.abcawards.co.uk/centres-grid-page-move/policies-procedures/>

Exemptions

There are no identified exemptions for these qualifications.

Equivalencies

There are no identified equivalencies for these qualifications.

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

ABC's policies and procedures are available on the ABC website.

Appendices

Glossary of Terms

GLH (Guided Learning Hours)

GLH is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GLH is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment
- The learner is being observed as part of a formative assessment

TQT (Total Qualification Time)

‘The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning Hours (GLH) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.