



# **City & Guilds Level 2 Award/Certificate/ Diploma in Creative Techniques in 2D and 3D (7156-02-21-22-23-24)**

**Version 1.4 (September 2024)**

**Qualification Handbook**

## Qualification at a glance

<b>Subject area</b>	Crafts, creative arts, and design
<b>City &amp; Guilds number</b>	7156
<b>Age group approved</b>	16+
<b>Entry requirements</b>	None
<b>Assessment</b>	Assignment
<b>Grading</b>	Pass/Fail
<b>Approvals</b>	Full approval required and Fast track available
<b>Support materials</b>	Qualification handbook Assessment pack
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>City &amp; Guilds qualification number</b>	<b>Regulatory reference number</b>
Level 2 Award in Creating Life Drawings	7156-02	601/2031/9
Level 2 Award in Observational Drawing from Nature	7156-02	601/2027/7
Level 2 Award in Creating Designs and Presentation Concepts for a Product Range	7156-02	601/2035/6
Level 2 Award in Producing Scenic Paintings	7156-02	601/2037/X
Level 2 Award in Using Still Life Painting Techniques	7156-02	601/2036/8
Level 2 Award in Using Printmaking Techniques	7156-02	601/2089/7
Level 2 Award in Creating Computer Generated Black and White Imagery	7156-02	601/2090/3
Level 2 Award in Creating Mixed Media Work	7156-02	601/2091/5
Level 2 Award in Making Creative Journals	7156-02	601/2092/7
Level 2 Award in Using Typography and Calligraphy Creatively	7156-02	601/2094/0
Level 2 Award in Creating Rings With Multiple Settings	7156-02	601/2167/1
Level 2 Award in Making Chains With Clasps	7156-02	601/2046/0
Level 2 Award in Making Brooches	7156-02	601/2060/5
Level 2 Award in Creating Sculptured Items	7156-02	601/2062/9
Level 2 Award in Making a Wooden Artefact	7156-02	601/2069/1
Level 2 Award in Creating Hand-Built Ceramic Forms	7156-02	601/2059/9
Level 2 Award in Creating Thrown Functional Items with Surface Decoration	7156-02	601/2095/2
Level 2 Award in Making a Book With a Half Case Leather Binding	7156-02	601/2043/5
Level 2 Award in Making a Book With a Non Adhesive Stitched Binding and Integrated Cover	7156-02	601/2032/0
Level 2 Award in Making a Basket With Handles Using Traditional Techniques	7156-02	601/2033/2
Level 2 Award in Using Innovative Basketry Items	7156-02	601/2168/3
Level 2 Award in Using Warm Glass Techniques	7156-02	601/2029/0
Level 2 Award in Using Cool Glass Techniques	7156-02	601/2030/7
Level 2 Award in Oil Gilding an item Using Metal Leaf	7156-02	601/2028/9

Title and level	City & Guilds qualification number	Regulatory reference number
Level 2 Award in Water Gilding an item Using Metal Leaf	7156-02	601/2017/4
Level 2 Award in Creating Computer Generated Themed and Bound Imagery	7156-02	601/2165/8
Level 2 Award in Working for a client to create a product	7156-02	601/2086/1
Level 2 Award in Creating a Website Using Web Design Application Templates	7156-02	601/2083/6
Level 2 Award in Product Promotion Using Social Media	7156-02	601/2084/8
Level 2 Award in Producing Promotional Publications	7156-02	601/2088/5
Level 2 Certificate in Creative Techniques in 2D	7156-21	601/2065/4
Level 2 Certificate in Creative Techniques in 3D	7156-22	601/2072/1
Level 2 Certificate in Creative Techniques 2D and 3D	7156-23	601/2073/3
Level 2 Diploma in Creative Techniques in 2D and 3D	7156-24	601/2070/8

Version and date	Change detail	Section
1.1 January 2014	General formatting amends	All
1.2 September 2017	GLH and TQT added Remove QCF	Structure Appendix 1
1.3 September 2024	Handbook reviewed and updated to new template	Throughout

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# 1 Introduction

This document tells you what you need to do to deliver the qualifications

Area	Description
Who are the qualifications for?	This qualification is for those individuals who want to develop their skills and who are wishing to progress to obtain a strong foundation in their respective design subject area. The level teaches skills to the designer makers with who want to develop a business, excel in their craft or are working their way to Higher Education on onto a Craft Apprenticeship. This level is based on strong practical skills in both design and the craft selected.
What do the qualifications cover?	This qualification allows candidates to learn, develop and practice the creative skills required for career progression in the design Industry. You will become a well-informed designer in your chosen craft subject, able to sample ideas and create well-designed, professional quality craft items that you can sell. As an added option you can also learn the vital knowledge of how to run a creative business
What opportunities for progression are there?	The qualification allows learners to progress to the following City & Guilds qualifications: <ul style="list-style-type: none"><li>• Level 3 Diploma in Creative Techniques (7113-53)</li><li>• Level 3 Diploma in Craft Skills for Creative Industries (7168-01)</li></ul>

## Structure

### Level 2 Awards in Creative Techniques in 2D and 3D

To achieve the **Level 2 Award in Creating Life Drawings** learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
<b>Mandatory units:</b>			
Y/505/6898	203	Creating Life Drawings	6

To achieve the **Level 2 Award in Observational Drawing from Nature** learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
<b>Mandatory units:</b>			
J/505/6900	204	Observational Drawing from Nature	6

To achieve the **Level 2 Award in Creating Designs and Presentation Concepts for a Product Range**, learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
<b>Mandatory units:</b>			
R/505/6902	205	Creating Designs and Presentation Concepts for a Product Range	6



To achieve the **Level 2 Award in Producing Scenic Paintings** learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
<b>Mandatory units:</b>			
Y/505/6903	206	Producing Scenic Paintings	6

To achieve the **Level 2 Award in Using Still Life Painting Techniques** learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
<b>Mandatory units:</b>			
D/505/6904	207	Using Still Life Painting Techniques	6

To achieve the **Level 2 Award in Using Printmaking Techniques** learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
<b>Mandatory units:</b>			
K/505/6906	208	Using Printmaking Techniques	6

To achieve the **Level 1 Award in Creating Computer Generated Black and White Imagery** learners must achieve **5** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
<b>Mandatory units:</b>			
A/505/6909	209	Creating Computer Generated Black and White Imagery	5

To achieve the **Level 2 Award in Creating Mixed Media Work** learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
<b>Mandatory units:</b>			
M/505/6910	210	Creating Mixed Media Work	6

To achieve the **Level 2 Award in Making Creative Journals** learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
<b>Mandatory units:</b>			
T/505/6911	211	Making Creative Journals	6

To achieve the **Level 2 Award in Using Typography and Calligraphy Creatively** learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
<b>Mandatory units:</b>			
A/505/6912	212	Using Typography and Calligraphy Creatively	6

### Level 1 Awards in Creative Techniques in 3D

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
<b>Mandatory units:</b>			
F/505/6913	213	Creating Rings with Multiple Settings	6

To achieve the **Level 2 Award in Making Chains with Clasps** learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
<b>Mandatory units:</b>			
J/505/6914	214	Making Chains with Clasps	6

To achieve the **Level 2 Award in Making Brooches** learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
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**Mandatory units:**

L/505/6915	215	Making Brooches	6
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To achieve the **Level 2 Award in Creating Sculptured Items** learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
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**Mandatory units:**

L/505/6932	216	Creating Sculptured Items	6
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To achieve the **Level 2 Award in Making a Wooden Artefact**, learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
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**Mandatory units:**

R/505/6916	217	Making a Wooden Artefact	6
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To achieve the **Level 2 Award in Creating Hand Built Ceramic Forms** learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
<b>Mandatory units:</b>			
Y/505/6917	218	Creating Hand Built Ceramic Forms	6

To achieve the **Level 2 Award in Creating Thrown Functional Items** learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
<b>Mandatory units:</b>			
D/505/6918	219	Creating Thrown Functional Items	6

To achieve the **Level 2 Award in Making a Book with a Half Case Leather Binding** learners must achieve **5** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
<b>Mandatory units:</b>			
H/505/6919	220	Making a Book with a Half Case Leather Binding	5

To achieve the **Level 2 Award in Making a Book with a Non-Adhesive Stitched Binding and Integrated Cover** learners must achieve **5** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
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**Mandatory units:**

Y/505/6920	221	Making a Book with a Non-Adhesive Stitched Binding and Integrated Cover	5
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To achieve the **Level 2 Award in Making a Basket with Handles Using Traditional Techniques** learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
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**Mandatory units:**

D/505/6921	222	Making a Basket with Handles Using Traditional Techniques	6
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To achieve the **Level 2 Award in Using Innovative Basketry Items** learners must achieve **5** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
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**Mandatory units:**

H/505/6922	223	Using Innovative Basketry Items	5
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To achieve the **Level 2 Award in Using Warm Glass techniques** learners must achieve **6** from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
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**Mandatory units:**

K/505/6923	224	Using Warm Glass Techniques	6
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To achieve the **Level 2 Award in Using Cool Glass Techniques** learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
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**Mandatory units:**

M/505/6924	225	Using Cool Glass Techniques	6
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To achieve the **Level 2 Award in Oil Gilding an Item Using Metal Leaf** learners must achieve **5** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
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**Mandatory units:**

D/505/7115	226	Oil Gild an Item Using Metal Leaf	5
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To achieve the **Level 2 Award in Oil Gilding an Item Using Metal Leaf** learners must achieve **5** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
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**Mandatory units:**

H/505/7116	227	Water Gild an Item Using Metal Leaf	6
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To achieve the **Level 2 Award in Creating Computer Generated Themed and Bound Imagery** learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
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**Mandatory units:**

K/505/7117	228	Creating Computer Generated Themed and Bound Imagery	6
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To achieve the **Level 2 Award in Working for a Client to Create a Product**, learners must achieve **2** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
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**Mandatory units:**

M/504/5907	229	Understand how to Work for a Client to Create a Product	2
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To achieve the **Level 2 Award in Creating a Website Using Web Design Application Templates**, learners must achieve **2** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
<b>Mandatory units:</b>			
T/504/5908	230	Create a Website Using Web Design Application Templates	2

To achieve the **Level 2 Award in Product Promotion Using Social Media** learners must achieve **2** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
<b>Mandatory units:</b>			
A/504/5909	231	Product Promotion Using Social Media	2

To achieve the **Level 2 Award in Producing Promotional Publications** learners must achieve **2** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
<b>Mandatory units:</b>			
M/504/5910	232	Producing Promotional Publications	2

To achieve the **Level 2 Certificate in Creative Techniques in 2D**, learners must achieve a minimum of **19** credits. **8** credits from the mandatory units and a minimum of **11** credits from the optional units available

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
<b>Mandatory units:</b>			
F/503/7147	201	Developing Design Ideas	4
L/505/6896	202	Using Sampling Techniques and Processes for 2D/3D Work	4
<b>Optional units:</b>			
Y/505/6898	203	Creating Life Drawings	6
J/505/6900	204	Observational Drawing from Nature	6
R/505/6902	205	Creating Designs and Presentation Concepts for a Product Range	6
Y/505/6903	206	Producing Scenic Paintings	6
D/505/6904	207	Using Still Life Painting Techniques	6
K/505/6906	208	Using Printmaking Techniques	6
A/505/6909	209	Creating Computer Generated Black and White Imagery	5
M/505/6910	210	Creating Mixed Media Work	6
T/505/6911	211	Making Creative Journals	6
A/505/6912	212	Using Typography and Calligraphy Creatively	6

To achieve the **Level 2 Certificate in Creative Techniques in 3D**, learners must achieve a minimum of **18** credits. **8** credits from the mandatory units and a minimum of **10** credits from the optional units available

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
<b>Mandatory units:</b>			
F/503/7147	201	Developing Design Ideas	4
L/505/6896	202	Using Sampling Techniques and Processes for 2D/3D Work	4
<b>Optional units:</b>			
F/505/6913	213	Creating Rings with Multiple Settings	6
J/505/6914	214	Making Chains with Clasps	6
L/505/6915	215	Making Brooches	6
L/505/6932	216	Creating Sculptured Items	6
R/505/6916	217	Making a Wooden Artefact	6
Y/505/6917	218	Creating Hand Built Ceramic Forms	6
D/505/6918	219	Creating Thrown Functional Items	6
H/505/6919	220	Making a Book with a Half Case Leather Binding	5
Y/505/6920	221	Making a Book with a Non-Adhesive Stitched Binding and Integrated Cover	5
D/505/6921	222	Making a Basket with Handles Using Traditional Techniques	
H/505/6922	223	Using Innovative Basketry Items	5
K/505/6923	224	Using Warm Glass Techniques	6
M/505/6924	225	Using Cool Glass Techniques	6
D/505/7115	226	Oil Gild an Item Using Metal Leaf	5
H/505/7116	227	Water Gild an Item Using Metal Leaf	6
K/505/7117	228	Creating Computer Generated Themed and Bound Imagery	6

To achieve the **Level 2 Certificate in Creative Techniques in 2D and 3D**, learners must achieve a minimum of **28** credits. **8** credits from the mandatory units and a minimum of **20** credits from the optional units available

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
<b>Mandatory units:</b>			
F/503/7147	201	Developing Design Ideas	4
L/505/6896	202	Using Sampling Techniques and Processes for 2D/3D Work	4
<b>Optional units:</b>			
Y/505/6898	203	Creating Life Drawings	6
J/505/6900	204	Observational Drawing from Nature	6
R/505/6902	205	Creating Designs and Presentation Concepts for a Product Range	6
Y/505/6903	206	Producing Scenic Paintings	6
D/505/6904	207	Using Still Life Painting Techniques	6
K/505/6906	208	Using Printmaking Techniques	6
A/505/6909	209	Creating Computer Generated Black and White Imagery	5
M/505/6910	210	Creating Mixed Media Work	6
T/505/6911	211	Making Creative Journals	6
A/505/6912	212	Using Typography and Calligraphy Creatively	6
F/505/6913	213	Creating Rings with Multiple Settings	6
J/505/6914	214	Making Chains with Clasps	6
L/505/6915	215	Making Brooches	6
L/505/6932	216	Creating Sculptured Items	6
R/505/6916	217	Making a Wooden Artefact	6

Y/505/6917	218	Creating Hand Built Ceramic Forms	6
D/505/6918	219	Creating Thrown Functional Items	6
H/505/6919	220	Making a Book with a Half Case Leather Binding	5
Y/505/6920	221	Making a Book with a Non-Adhesive Stitched Binding and Integrated Cover	5
D/505/6921	222	Making a Basket with Handles Using Traditional Techniques	6
H/505/6922	223	Using Innovative Basketry Items	5
K/505/6923	224	Using Warm Glass Techniques	6
M/505/6924	225	Using Cool Glass Techniques	6
D/505/7115	226	Oil Gild an Item Using Metal Leaf	5
H/505/7116	227	Water Gild an Item Using Metal Leaf	6
K/505/7117	228	Creating Computer Generated Themed and Bound Imagery	6

To achieve the **Level 2 Diploma in Creative Techniques in 2D and 3D**, learners must achieve a minimum of **47** credits. **16** credits from the mandatory units and a minimum of **31** credits from the optional units available.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
<b>Mandatory units:</b>			
F/503/7147	201	Developing Design Ideas	4
L/505/6896	202	Using Sampling Techniques and Processes for 2D/3D Work	4
M/504/5907	229	Understand how to Work for a Client to Create a Product	2
T/504/5908	230	Create a Website Using Web Design Application Templates	2
A/504/5909	231	Product Promotion Using Social Media	2
M/504/5910	232	Producing Promotional Publications	2
<b>Optional units:</b>			
Y/505/6898	203	Creating Life Drawings	6
J/505/6900	204	Observational Drawing from Nature	6
R/505/6902	205	Creating Designs and Presentation Concepts for a Product Range	6
Y/505/6903	206	Producing Scenic Paintings	6
D/505/6904	207	Using Still Life Painting Techniques	6
K/505/6906	208	Using Printmaking Techniques	6
A/505/6909	209	Creating Computer Generated Black and White Imagery	5
M/505/6910	210	Creating Mixed Media Work	6
T/505/6911	211	Making Creative Journals	6
A/505/6912	212	Using Typography and Calligraphy Creatively	6

F/505/6913	213	Creating Rings with Multiple Settings	6
J/505/6914	214	Making Chains with Clasps	6
L/505/6915	215	Making Brooches	6
L/505/6932	216	Creating Sculptured Items	6
R/505/6916	217	Making a Wooden Artefact	6
Y/505/6917	218	Creating Hand Built Ceramic Forms	6
D/505/6918	219	Creating Thrown Functional Items	6
H/505/6919	220	Making a Book with a Half Case Leather Binding	5
Y/505/6920	221	Making a Book with a Non-Adhesive Stitched Binding and Integrated Cover	5
D/505/6921	222	Making a Basket with Handles Using Traditional Techniques	6
H/505/6922	223	Using Innovative Basketry Items	5
K/505/6923	224	Using Warm Glass Techniques	6
M/505/6924	225	Using Cool Glass Techniques	6
D/505/7115	226	Oil Gild an Item Using Metal Leaf	5
H/505/7116	227	Water Gild an Item Using Metal Leaf	6
K/505/7117	228	Creating Computer Generated Themed and Bound Imagery	6

## Total Qualification Time (TQT)

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT comprises of the following two elements:

- 1) the number of hours that an awarding organisation has assigned to a qualification for guided learning
- 2) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike guided learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Title and level	GLH	TQT
City & Guilds Level 2 Certificate in Creative Techniques in 3D	45	60
City & Guilds Level 2 Certificate in Creative Techniques in 3D	144	180
City & Guilds Level 2 Certificate in Creative Techniques in 3D	148	190



## 2 Centre requirements

### Approval

#### Full approval

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the document **Centre Approval Process: Quality Assurance Standards** for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

#### Fast-track approval

If your centre is approved to offer the Level 2 Award/Certificate/Diploma in Creative Techniques you can apply for the new Level 2 Award/Certificate/Diploma in Creative Techniques in 2D and 3D (7156) using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast-track form if:

- there have been no changes to the way the qualifications are delivered
- they meet all of the approval criteria in the fast-track form guidance notes.

Fast-track approval is available for 12 months from the launch of the qualification. After 12 months, centres will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast-track approval is still current at the time of application.

Please refer to the document **Centre Approval Process: Quality Assurance Standards** for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

### Resource requirements

#### Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area(s) for which they are delivering training and/or have experience of providing training (this knowledge must be to the same level as the training being delivered)
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

#### Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance, and that it takes account of any national or legislative developments.

## Quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for verified and moderated assessments, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City and Guilds Quality Assurance processes visit: the [What is CASS?](#) and [Quality Assurance Standards](#) documents on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:

- Internal quality assurance
- City & Guilds external quality assurance.

In order to carry out the quality assurance role, Internal Quality Assurers must

- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the qualification.

External quality assurance for the qualification will be provided by City & Guilds EQA process. EQAs are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments and marking/grading within and between centres by the use of systematic sampling
- provide feedback to centres and to City & Guilds.

## Learner entry requirements

City & Guilds does not set entry requirements for these qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

## Age restrictions

This qualification is approved for learners aged 16 or above.

## Access arrangements and reasonable adjustments

City & Guilds has considered the design of this qualification and its assessments in order to best support accessibility and inclusion for all learners. We understand however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their

skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

Equality legislation requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the Joint Council for Qualifications (JCQ) access arrangements and reasonable adjustments and access arrangements - when and how applications need to be made to City & Guilds. For more information documents are available on the City & Guilds website.

## 3 Delivering the qualification

### Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs
- support and guidance they may need when working towards their qualification
- any units they have already completed or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a learner and the responsibilities of the centre. This information can be recorded on a learning contract.

### Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth.

More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

**[Inclusion and diversity | City & Guilds \(cityandguilds.com\)](#)**

### Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that support our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

**[Our Pathway to Net Zero | City & Guilds \(cityandguilds.com\)](#)**

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy, considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)

- reusing components wherever possible
- waste procedures (ensuring that waste is minimised, recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of plumbing activities wherever possible.

## Support materials

The following resources are available for this qualification:

Description	How to access
Assessment Pack for centres	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Fast-Track approval forms	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

## 4 Assessment

### Assessment of the qualification

All units are assessed by assignments.

### Assessment strategy

This qualification is assessed by assignments. These assignments assess in a number of ways to provide a clear indication of candidate knowledge and skills. These include:

- practical tasks
- knowledge and understanding tasks.

The assessments are set by City & Guilds and are administered by the centre when the learner is ready. They are graded internally, using the information provided and the outcomes recorded on the documents provided by City & Guilds. Assessments are subject to internal and external verification.

Please refer to the City & Guilds assessment pack which can be found at [www.cityandguilds.com](http://www.cityandguilds.com)

### Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL is not allowed for this qualification.

## 5 Units

### Structure of the units

These units each have the following:

- City & Guilds reference number
- title
- UAN
- level
- credit value
- guided learning hours (GLH)
- learning outcomes, which are comprised of a number of assessment criteria
- range statements
- supporting information

### Guidance for delivery of the units

This qualification comprises a number of **units**. A unit describes what is expected of a competent person in particular aspects of their job.

Each **unit** is divided into **learning outcomes** which describe in further detail the skills and knowledge that a candidate should possess.

Each **learning outcome** has a set of **assessment criteria** (performance and knowledge and understanding) which specify the desired criteria that must be satisfied before an individual can be said to have performed to the agreed standard.

**Range** statements define the breadth or scope of a learning outcome and its assessment criteria by setting out the various circumstances in which they are to be applied.

**Supporting information** provides guidance of the evidence requirement for the unit and specific guidance on delivery and range statements. Centres are advised to review this information carefully before delivering the unit.

## Unit 201

## Developing design ideas

<b>UAN:</b>	F/503/7147
<b>Level:</b>	2
<b>Credit value:</b>	4
<b>GLH:</b>	31

### Learning outcome

The learner will:

1. know how to work safely and effectively when developing design ideas.

### Assessment criteria

The learner can:

- 1.1 identify health and safety **regulations** relating to **tools and equipment** used in design work
- 1.2 identify health and safety risks relating to **materials** used in design work.

### Range

#### Regulations

COSHH, Health and Safety at Work Act.

#### Tools and equipment

Adhesive, cutting tools, drawing tools, applicators.

#### Materials

Colouring mediums, drawing mediums, papers, card.

### Learning outcome

The learner will:

2. be able to prepare for design work.

### Assessment criteria

The learner can:

- 2.1 select **craft materials** to sample design ideas
- 2.2 select **tools and equipment** to sample design ideas
- 2.3 store craft materials, tools and equipment correctly.

### Range

#### Craft materials

Craft materials related to design – colouring mediums, drawing mediums, papers, card and similar items.

#### Tools and equipment

Adhesive, cutting tools, drawing tools, applicators.

### Learning outcome

The learner will:

3. be able to experiment with design ideas.



## Assessment criteria

The learner can:

3.1 **experiment** with design materials to create visuals

3.2 **explore the potential** of design materials through experimentation.

## Range

### Experiment

eg bend, fold, ease, cut, colour.

### Explore the potential

Use materials to experiment where there is no known outcome.

## Learning outcome

The learner will:

4. be able to use different materials, mediums and techniques to create designs.

## Assessment criteria

The learner can:

4.1 create a **primary** and **secondary** colour wheel by mixing colouring materials

4.2 create **tints, tones and shades** using colouring materials

4.3 create **greyscale** using colouring materials

4.4 make lines and marks using **mediums**

4.5 use lines and marks to evoke **mood**

4.6 produce **low relief** using a variety of materials

4.7 make **overlays**

4.8 create contrast using overlays

4.9 create **textures** using materials.

## Range

### Primary

Magenta, cyan and yellow.

### Secondary

Violet, green and orange.

### Tints, tones and shades

Add white, grey and black to primary colours.

### Greyscale

Make a gradation ladder from white to black through the grey tones.

### Lines and marks

eg contrasting lines, expressive lines, straight, curvilinear, angular lines, hatching, dots, dashes and similar drawn expressions.

### Mediums

Wet mediums eg Ink, paint and similar items.

Dry mediums eg crayon, graphite, wax and similar items.

### Mood

eg anger, tranquillity, excitement and similar expressive ideas.

### Low relief

Low 3D effects, surface texture created by the addition and mixture of mediums.

### Overlays

Transparent or translucent materials layered over underlying materials.

### Textures

Visual texture eg colour discharge, rubbing, sponging, spraying, stippling, resists and similar.

Texture eg surface created by pleating, folding, embossing, crumpling and similar techniques.

<b>Learning outcome</b>
The learner will: 5. be able to develop shape.
<b>Assessment criteria</b>
The learner can: 5.1 create <b>shapes</b> using lines and marks 5.2 manipulate shapes to form pattern 5.3 use areas of <b>void</b> .
<b>Range</b>
<b>Shapes</b> • Random - freely formed. • Geometric - regular or mathematical shapes. <b>Void</b> Space occurring between designed shapes, negative space.
<b>Learning outcome</b>
The learner will: 6. be able to develop form.
<b>Assessment criteria</b>
The learner can: 6.1 create 3D form using construction methods 6.2 construct 3D form using <b>2D materials</b> .
<b>Range</b>
<b>2D materials</b> eg acetate, balsa, card, paper, and similar items.
<b>Learning outcome</b>
The learner will: 7. be able to evaluate and record design work.
<b>Assessment criteria</b>
The learner can: 7.1 produce <b>records</b> of design ideas 7.2 <b>evaluate</b> results of design work.
<b>Range</b>
<b>Records</b> • written record • visual record The experimentations undertaken, or photographs where the life of the materials renders storage impractical. <b>Evaluate</b> Identify/record strengths and weaknesses of the designs undertaken.

## Unit 202

## Using sampling techniques for 2D/3D work

<b>UAN:</b>	L/505/6896
<b>Level:</b>	2
<b>Credit value:</b>	4
<b>GLH:</b>	35

### Learning outcome

The learner will:

1. be able to work safely and effectively using tools and equipment and materials

### Assessment criteria

The learner can:

- 1.1 identify health and safety **regulations** relating to tools and equipment used for sampling techniques in 2D/3D work
- 1.2 describe health and safety risks relating to materials used for sampling techniques for 2D/3D work
- 1.3 describe **tools, equipment and materials** used for sampling techniques for 2D/3D work
- 1.4 use tools, equipment and materials safely when sampling techniques used for 2D/3D work
- 1.5 describe the **care** of tools and equipment used for sampling techniques for 2D/3D work

### Range

#### Regulations

COSHH, Health and Safety at Work Act, PAT, General Product Safety Regulations

#### Tools

Eg. Measuring tools, cutting tools, brushes, mark making tools

#### Equipment

Eg. easels, drawing boards, cameras, computers, printers, studio equipment for glass, ceramics, wood, bookbinding, gilding, basketry or jewellery

#### Materials

Eg. Paper, card, drawing materials, colouring materials, adhesives, glass, clay, glazes, wood, cane, rush, willow, metal, stones, fabric, gesso, leather

#### Care

Daily use and maintenance e.g. care of tools, cleaning and storage, visual checks  
Use of PPE

### Learning outcome

The learner will:

2. be able to prepare for sampling techniques and processes for 2D/3D work

### Assessment criteria

<p>The learner can:</p> <p>2.1 select tools and equipment to sample techniques and processes for 2D/3D work</p> <p>2.2 <b>calculate quantities</b> of materials required</p> <p>2.3 <b>prepare materials for use</b></p>
<p><b>Range</b></p>
<p><b>Calculate quantities</b> Eg. Measure accurately Calculate the amount of materials required for a technique or process</p> <p><b>Prepare materials for use</b> Eg. Prepare surfaces for working a technique or processes Mix colouring materials, maquettes/models</p>
<p><b>Learning outcome</b></p>
<p>The learner will:</p> <p>3. be able to sample techniques and processes for 2D/3D work</p>
<p><b>Assessment criteria</b></p>
<p>The learner can:</p> <p>3.1 select materials</p> <p>3.2 produce samples using a range of <b>techniques and processes</b></p> <p>3.3 <b>experiment</b> with materials and techniques to explore their potential using</p> <ul style="list-style-type: none"> <li>• colour</li> <li>• line</li> <li>• texture</li> <li>• shape</li> <li>• form</li> </ul> <p>3.4 record techniques and processes</p>
<p><b>Range</b></p>
<p><b>Techniques and processes</b> Eg. Drawing, application of colour, mark making, cutting, shaping, patterning, image manipulation, application of decorative techniques</p> <p><b>Experiment</b> Create samples using techniques and processes to achieve the anticipated or desired result, avoiding damage. Record the processes using written and visual records – photographs or simple sketches.</p>
<p><b>Learning outcome</b></p>
<p>The learner will:</p> <p>4. be able to evaluate and present samples</p>
<p><b>Assessment criteria</b></p>
<p>The learner can:</p> <p>4.1 <b>evaluate</b> results of processes sampled</p> <p>4.2 <b>present finished samples</b></p>
<p><b>Range</b></p>
<p><b>Evaluate</b> identify/record strengths and weaknesses of the techniques and sampling undertaken.</p> <p><b>Present finished samples</b> Present samples of techniques undertaken in an organised manner in a folio or similar</p>

## Unit 203

## Creating life drawings

<b>UAN:</b>	Y/505/6898
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH</b>	45

### Learning outcome

The learner will:

1. be able to work safely and effectively using tools and equipment and materials

### Assessment criteria

The learner can:

- 1.1 describe health and safety **regulations** related to life drawing
- 1.2 describe **tools, equipment and materials** used for life drawing
- 1.3 describe the **care** of tools and equipment used for life drawing
- 1.4 use tools, equipment and materials safely when producing a life drawing

### Range

#### Regulations

Health and Safety at Work Act, PAT testing. Use of PPE: Relevant COSHH regulations for this unit

#### Tools

brushes, pens, pencil sharpener, craft knives, eraser, twigs, garden canes, colour shapers

#### Equipment

easels, drawing boards, staple gun, props, lighting

#### Materials

pencils, charcoal, ink, chalks/pastels, supports, masking tape, fixative, papers, paint, design materials eg colouring materials, pencils, paper

#### Care

daily use and maintenance e.g. care, cleaning and storage, visual checks

### Learning outcome

The learner will:

2. understand the characteristics of materials and techniques required to create life drawings

### Assessment criteria

The learner can:

- 2.1 describe the **characteristics** of the materials used to create life drawings
- 2.2 describe different types of coloured and textured **papers** required for life drawings
- 2.3 describe the different **techniques** used to create life drawings
- 2.4 describe different **styles** used in life drawing

2.5 describe **ways of conveying** mood and atmosphere  
2.6 explain the **importance** of staging poses  
2.7 state the **key factors** when selecting vantage points

## Range

### Characteristics

pencils – hardness, blending quality  
charcoal – grades, blending quality  
ink - translucency  
chalks/pastels – hardness, types, blending quality  
papers – tooth, texture, grade, grain, thickness, colour  
fixative – hazardous, purpose  
paint – translucency, opaque  
textural mediums – depth, surface texture  
non-textural – translucency, speed drying, thinning

### Papers

sugar, cartridge, pastel, watercolour, newsprint, tissue, ingres, tracing, craft, lining

### Techniques

additive, linear  
tonal – graduations, sfumato, chiaroscuro  
gestural - continuous line and brush drawing. proportions, fore-shortening, shape, space  
mark making, line & wash, hatching, bracelet shading, contour.

### Reductive

lifting out, wax resist, sgraffito

### Styles

realism/classical, manga, post- impressionist, art nouveau.

### Ways of conveying

props, lighting, costume, pose

### Importance

action, safety, narrative, composition

### Key factors

drama, light, emotion, complexity, comfort

## Learning outcome

The learner will:

3. be able to research life drawing techniques and contexts

## Assessment criteria

The learner can:

3.1 **research** life drawing techniques

3.2 research life drawing **contexts**

- historical
- cultural
- contemporary

3.3 present research in a **logical format**

## Range

### Research

from primary and secondary sources, websites, books, journals

### Contexts

range of poses

### Logical Format

research presented in an organised manner eg folio, sketchbook

### Learning outcome

The learner will:

4. be able to produce experimental studies

### Assessment criteria

The learner can:

4.1 select materials

4.2 use materials and techniques for **experimental studies**

4.3 produce experimental studies for life drawings using

- colour
- line
- texture
- shape
- form

4.4 record techniques and processes used to make experimental studies

4.5 estimate the cost and time required for experimental studies

### Range

#### Experimental studies

develop original design ideas

thumbnails, roughs, mark making, painting, layering, collage, developed design ideas, fore-shortening, proportion, tone, mixed media.

### Learning outcome

The learner will:

5. be able to produce and evaluate a series of life drawings

### Assessment criteria

The learner can:

5.1 develop a **statement of intent**

5.2 use selected mediums to produce a series of life drawings that follow a statement of intent

5.3 record the stages followed to produce a series of life drawings

5.4 **present** a series of life drawings

5.5 produce a **cost sheet**

5.6 produce **production timescales**

5.7 **evaluate** a series of life drawings

### Range

#### Statement of intent

brief description which meets own requirements. It must be measurable and include an estimate of time and cost.

#### Present

folio, display, hanging, framing, exhibition

#### Cost sheet

material costs

#### Production timescale

time taken to plan and produce a series of life drawings

**Evaluate**

Identify / record strengths and areas for improvement and any adjustment made to the design and process



## **Unit 203**

## **Creating life drawings**

### **Supporting information**

Guidance: the learner should reflect and review their work throughout the process, keeping a record of their reflections eg an annotated sketchbook/journal.

Form Life drawing/human study

## Unit 204

## Observational drawing from nature

<b>UAN:</b>	J/505/6900
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH</b>	45

### Learning outcome

The learner will:

1. be able to work safely and effectively using tools and equipment and materials

### Assessment criteria

The learner can:

- 1.1 describe health and safety **regulations** related to observational drawing
- 1.2 describe **tools, equipment and materials** used for observational drawing
- 1.3 describe the **care** of tools and equipment used for observational drawing
- 1.4 use tools, equipment and materials safely when producing an observational drawing

### Range

#### Regulations

Health and Safety at Work Act, PAT testing. Use of PPE: Relevant COSHH regulations for this unit

#### Tools

brushes, pencil sharpener, craft knives, eraser, palette knives

#### Equipment

easels, drawings boards, staple gun

#### Materials

pencils, charcoal, ink, chalks/pastels, supports, masking tape, fixative, papers, paint, textural mediums, non-textural, wax crayons, design materials eg colouring materials, pencils, paper

#### Care

daily use and maintenance e.g. care, cleaning and storage, visual checks

### Learning outcome

The learner will:

2. understand the characteristics of materials required to create observational drawings

### Assessment criteria

The learner can:

- 2.1 describe the **characteristics** of the materials used to create observational drawings
- 2.2 describe different types of **papers** required for observational drawings
- 2.3 describe the different **techniques** used to create observational drawings
- 2.4 describe different **styles** used in observational drawing
- 2.5 describe **ways of portraying** emotion, light and context

<p><b>Range</b></p> <p><b>Characteristics</b>  pencils – hardness, blending quality  charcoal – grades, blending quality  ink - translucency  chalks/pastels – hardness, types, blending quality  papers – tooth, texture, grade, grain, thickness, colour  fixative – hazardous, purpose  paint – translucency, opaque  textural mediums – depth, surface texture  non-textural – translucency, speed drying, thinning  wax crayons – soft, transference</p> <p><b>Papers</b>  sugar, cartridge (light, medium, heavy), pastel, newsprint, tissue, ingres, tracing, craft, lining</p> <p><b>Techniques</b>  Additive - linear, tonal (graduations, sfumato, chiaroscuro), gestural (continuous line and brush drawings), proportions, fore-shortening, shape, space mark making, line &amp; wash, hatching, bracelet shading, contour, frottage, multiple point perspective (eg single point, two point)  Reductive - lifting out, wax resist, sgraffito</p> <p><b>Styles</b>  realism/classical, post- impressionist, art nouveau, botanical, scenic – landscape/seascape</p> <p><b>Ways of portraying</b>  weather, lighting, props</p>
<p><b>Learning outcome</b></p> <p>The learner will:  3. be able to research observational drawings techniques and contexts</p>
<p><b>Assessment criteria</b></p> <p>The learner can:  3.1 <b>research</b> observational drawing techniques  3.2 research observational drawing <b>contexts</b></p> <ul style="list-style-type: none"> <li>• historical</li> <li>• cultural</li> <li>• contemporary</li> </ul> <p>3.3 present research in a <b>logical format</b></p>
<p><b>Range</b></p> <p><b>Research</b>  primary and secondary sources, eg current trends, key designer makers (national and international), natural and man made environments, websites, books, journals, exhibitions and shows, museums</p> <p><b>Logical format</b>  research collated in an organised manner to present to an individual</p>
<p><b>Learning outcome</b></p> <p>The learner will:  4. be able to produce experimental studies</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p>

- 4.1 select materials
- 4.2 use materials and techniques for **experimental studies**
- 4.3 produce experimental studies for observational drawings using
  - colour
  - line
  - texture
  - shape
  - form
- 4.4 record techniques and processes used to make experimental studies
- 4.5 estimate the cost and time required for experimental studies

### Range

#### Experimental studies

develop original design ideas thumbnails, roughs, mark making, painting, layering, collage, developed design ideas, fore-shortening, proportion, tone, mixed media

### Learning outcome

The learner will:

- 5. be able to produce and evaluate a resolved observational drawings

### Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 use selected mediums to produce a resolved observational drawing that follows a statement of intent
- 5.3 record the stages followed to produce an observational drawing
- 5.4 **present** a fully resolved observational drawing
- 5.5 produce a **cost sheet**
- 5.6 produce **production timescales**
- 5.7 **evaluate** an observational drawing

### Range

#### Statement of intent

brief description which meets own requirements. it must be measurable and include an estimate of time and cost.

#### Present

resolved drawing, folio, display, hanging, framing, exhibition

#### Cost sheet

material costs

#### Production timescale

time taken to plan and produce a series of observational drawings

#### Evaluate

Identify / record strengths and areas for improvement and any adjustment made to the design and process

## **Unit 204**

## **Observational drawing from nature**

### **Supporting information**

#### **Unit guidance**

The learner should reflect and review their work throughout the process, keeping a record of their reflections eg an annotated sketchbook/journal.

Form

Observational drawing/human study

## Unit 205

## Creating designs and presentation concepts for a product range

<b>UAN:</b>	J/505/6900
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	45

## Learning outcome

The learner will:

1. be able to work safely and effectively using tools, equipment and materials

## Assessment criteria

The learner can:

- 1.1 describe health and safety **regulations** related to developing design ideas
- 1.2 describe the **tools, equipment and materials** used for developing design ideas
- 1.3 describe the **care** of tools and equipment used for developing design ideas
- 1.4 use tools, equipment and materials safely when developing design ideas

## Range

### Regulations

Health and Safety at Work Act, PAT testing. COSHH, Use of PPE: masks, gloves, safety glasses

### Materials

graphite pencils, coloured pencils, erasers, marker pens, pastels, black, white and coloured inks, brushes, design materials eg colouring materials, pencils, paper

### Tools

low tack masking tape, invisible tape, spray adhesive, cutting tools, cutting mat, steel and transparent rulers, adjustable set-square, light box.

### Equipment

computer, tablet, scanner, printer, software programmes, digital camera, storage devices.

### Care

daily use and maintenance e.g. care, cleaning and storage, visual checks

## Learning outcome

The learner will:

2. understand the characteristics of materials and the techniques for developing design ideas

## Assessment criteria

The learner can:

- 2.1 describe the **characteristics** of materials used for developing design ideas
- 2.2 describe different types of **grounds** used in developing design ideas
- 2.3 describe different **techniques** for developing design ideas

## Range

### Characteristics

Water soluble, bleed proof, solvent dilutable, blendable, flexible, multi-surface application, consistency, tonal range, rendering abilities, electronic storage and access, transmission.

### Grounds

Tracing paper, layout paper, marker paper, cartridge paper, mounting board, card, foam board, graph paper, acetate, gloss and matt printer paper, foils, coloured and textured material, fabrics.

### Techniques

Thumbnails, concept sketch, sectional, pattern, exploded, marker visual, airbrush rendering, computer generated imagery, CAD, graphics software programmes, orthographic projections, axonometric projection, isometric drawing, 1, 2, and 3 point perspective drawing, hand rendered imagery i.e. grisaille, pencil, gouache.

## Learning outcome

The learner will:

3. be able to research developed design ideas and contexts

## Assessment criteria

The learner can:

3.1 **research** developed design ideas

3.2 research developed design contexts

- historical
- cultural
- contemporary

3.3 present research in a **logical format**

## Range

### Research

From primary and secondary sources, websites, books, journals, electronic media, digital media, Key product designers, exhibitions and shows, museums

### Logical Format

Research presented in an organised manner e.g. folio, sketchbook, electronic presentation

## Learning outcome

The learner will:

4. be able to produce visuals and experimental drawings using developed design ideas

## Assessment criteria

The learner can:

4.1 select materials

4.2 use materials and techniques for developing design ideas

4.3 produce **visuals** and experimental drawings using

- colour
- line
- texture
- shape
- form

4.4 record techniques and processes used for experimental drawings

4.5 estimate the cost and time required for the development of design ideas

## Range

### Visuals

Develop original design ideas, thumbnails, roughs, concept visuals, developed design ideas using a range of media and design techniques

## Learning outcome

The learner will:

5. be able to create designs for a product range and presentation concept

## Assessment criteria



The learner can:

5.1 develop a **statement of intent**

5.2 produce **working drawings** for the design of a product range and presentation concept

5.3 **present** designs for a range of products

5.4 produce a **cost sheet**

5.5 produce **production timescales**

5.6 **evaluate** the completed design

## Range

### **Statement of intent**

Written description which meets client requirements for the design and presentation of a product range

### **Working drawing**

Scaled working drawings of the product range and presentation concept

### **Present**

Display the product design eg folio, digital image, display, framing, mounted.

### **Cost sheet**

Materials costs

### **Production timescale**

Time taken to plan, prepare, make and finish the product design and presentation concept

### **Evaluate**

Identify / record strengths and areas for improvement and any adjustment made to the design and process

## **Unit 205**

# **Creating designs and presentation concepts for a product range**

### Supporting information

#### **Evidence requirements**

1. Research the historical and contemporary context in which Creative realisation Techniques and processes have developed to drive own practical work
2. Be able to use source material for development through Creative realisation Techniques and processes
3. Be able to use combined materials, techniques and processes in Creative realisation Techniques imagery.
4. Be able to develop finished products using Creative realisation Techniques.

#### **Unit range**

Through studying this unit learners will develop knowledge and skills, working with Creative realisation Techniques and processes, including the production of Research material and how this can be used in their own work. Problem solving, experimenting with and combining a diverse range of media and exploring techniques and processes are all aspects that the artist or designer can experience in applying Creative realisation Techniques and processes.

#### **Unit guidance**

For this unit learners should have access to appropriately equipped creative studio spaces and be trained in the safe use of all resources. There should be a clear integration of the basic principles of Drawing into Creative realisation Techniques.

This unit has been designed to provide the opportunity for learners to develop their knowledge and skills in representing three dimensional objects and space as a drawing or suite of drawings by means of Creative realisation Techniques conventions. Tutors will need to provide strong support in practical studio workshop sessions and closely direct learners in their research on artists, processes and techniques.

At Level 2 the Learners will be encouraged to develop the themes and subject matter that will sustain the production of a suite of Creative realisation Techniques from primary and secondary source material and directly related to their preferred subject specialism. The unit is also aimed at learners who might eventually have to communicate their designs to a third party for approval or outsourcing, or for working out detailed planning for making themselves.

## Unit 206

## Producing scenic paintings

<b>UAN:</b>	Y/505/6903
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	45

### Learning outcome

The learner will:

1. be able to work safely and effectively using tools equipment and materials for producing scenic paintings

### Assessment criteria

The learner can:

- 1.1 describe health and safety **regulations** when producing scenic paintings
- 1.2 describe **tools, equipment and materials** required to produce scenic paintings
- 1.3 describe the **care** of tools and equipment used for producing scenic paintings
- 1.4 use tools, equipment and materials safely when producing scenic paintings

### Range

#### Regulations

Health and Safety at Work Act, PAT testing. COSHH

#### Tools, equipment and materials

brushes, paints (oil, watercolour, tempera, encaustic or acrylic) palettes, supports and mediums, design materials eg colouring materials, pencils, paper

#### Care

daily use and maintenance e.g. care, cleaning and storage, visual checks

### Learning outcome

The learner will:

2. understand the characteristics of materials, supports and styles to create scenic paintings

### Assessment criteria

The learner can:

- 2.1 describe the characteristics of different **materials** used in creating a painting
- 2.2 describe different types of **supports**
- 2.3 describe different **styles** used in scenic painting
- 2.4 select materials to create different styles of paintings

### Range

#### Materials

mediums and paints (oil, watercolour, tempera, encaustic, acrylic media, inks), diffusers

#### Supports

<p>canvas, board, paper</p> <p><b>Styles</b></p> <p>impressionism, , expressionism, modernism</p>
<p><b>Learning outcome</b></p>
<p>The learner will:</p> <p>3. be able to research scenic painting techniques and contexts</p>
<p><b>Assessment criteria</b></p>
<p>The learner can:</p> <p>3.1 <b>research</b> scenic painting techniques</p> <p>3.2 research scenic painting contexts</p> <ul style="list-style-type: none"> <li>• historical</li> <li>• cultural</li> <li>• contemporary</li> </ul> <p>3.3 present research in a <b>logical format</b></p>
<p><b>Range</b></p>
<p><b>Research</b></p> <p>primary and secondary sources, eg current trends, key artists (national and international), natural and man made environments, websites, books, journals, exhibitions and shows, museums</p> <p><b>Logical format</b></p> <p>research collated in an organised manner to present to an individual</p>
<p><b>Learning outcome</b></p>
<p>The learner will:</p> <p>4. be able to produce preliminary studies</p>
<p><b>Assessment criteria</b></p>
<p>The learner can:</p> <p>4.1 select materials</p> <p>4.2 use materials and techniques for <b>preliminary studies</b></p> <p>4.3 produce preliminary studies for scenic paintings using</p> <ul style="list-style-type: none"> <li>• colour</li> <li>• line</li> <li>• texture</li> <li>• shape</li> <li>• form</li> </ul> <p>4.4 record techniques and processes used to make preliminary studies</p> <p>4.5 estimate the cost and time required for preliminary studies</p>
<p><b>Range</b></p>
<p><b>Preliminary studies</b></p> <p>develop original design ideas thumbnails, roughs, mark making, painting, layering, collage, developed design ideas, fore-shortening, proportion, tone, mixed media</p>
<p><b>Learning outcome</b></p>
<p>The learner will:</p> <p>5. be able to produce a scenic painting</p>
<p><b>Assessment criteria</b></p>
<p>The learner can:</p>

- 5.1 develop a **statement of intent**
- 5.2 prepare selected materials in chosen medium
- 5.3 create a scenic painting that follows a statement of intent
- 5.4 **present** a finished scenic painting that follows a statement of intent
- 5.5 produce a **cost sheet**
- 5.6 produce **production timescales**
- 5.7 **evaluate** a completed painting

## Range

### **Statement of intent**

description which meets own requirements describing: composition, influences, scale, style

### **Selected design**

must show the design influences e.g. colour, line, texture, shape and form from source material.

### **Present**

display the finished painting framed or mounted

### **Cost sheet**

material costs

### **Production timescales**

time taken to plan, prepare and complete a scenic painting

### **Evaluate**

Identify / record strengths and areas for improvement and any adjustment made to the design and process

## **Unit 206**

## **Producing scenic paintings**

### Supporting information

#### Unit guidance

The learner should review their work throughout the process keeping a record of their reflections eg an annotated sketchbook

## Unit 207

## Using still life painting techniques

<b>UAN:</b>	D/505/6904
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	45

### Learning outcome

The learner will:

1. be able to work safely and effectively using tools equipment and materials for producing still life paintings

### Assessment criteria

The learner can:

- 1.1 describe health and safety **regulations** when producing still life paintings
- 1.2 describe **tools, equipment** and **materials** required to produce still life paintings
- 1.3 describe the **care** of tools and equipment used for producing still life paintings
- 1.4 use tools, equipment and materials safely when producing still life paintings

### Range

#### Regulations

Health and Safety at Work Act, PAT testing. COSHH

#### Tools, equipment and materials

Brushes, paints (Oil, Watercolour, Tempera, Encaustic or Acrylic) Palettes, supports and mediums, diffusers, applicators design materials eg colouring materials, pencils, paper

#### Care

daily use and maintenance e.g. care, cleaning and storage, visual checks

### Learning outcome

The learner will:

2. know the materials required to create still life paintings

### Assessment criteria

The learner can:

- 2.1 describe the **materials** used in creating still life paintings
- 2.2 describe different types of **supports**.
- 2.3 describe different **styles** used in still life paintings
- 2.4 select materials to create different styles of still life paintings

### Range

#### Materials

Mediums and Paints (Oil, Watercolour, tempera, encaustic, Acrylic media, inks)

#### Supports

canvas, board, paper

#### Styles

Impressionism, , expressionism, modernism
<b>Learning outcome</b>
The learner will: 3. be able to research still life painting techniques and contexts
<b>Assessment criteria</b>
The learner can: 3.1 <b>research</b> still life painting techniques 3.2 research still life painting contexts <ul style="list-style-type: none"> <li>• historical</li> <li>• cultural</li> <li>• contemporary</li> </ul> 3.3 present research in a <b>logical format</b>
<b>Range</b>
<b>Research</b> primary and secondary sources, eg current trends, key artists (national and international), natural and man made environments, websites, books, journals, exhibitions and shows, museums <b>Logical format</b> research collated in an organised manner to present to an individual
<b>Learning outcome</b>
The learner will: 4. be able to produce preliminary studies
<b>Assessment criteria</b>
The learner can: 4.1 select materials 4.2 use materials and techniques for <b>preliminary studies</b> 4.3 produce preliminary studies for still life paintings using <ul style="list-style-type: none"> <li>• colour</li> <li>• line</li> <li>• texture</li> <li>• shape</li> <li>• form</li> </ul> 4.4 record techniques and processes used to make preliminary studies 4.5 estimate the cost and time required for preliminary studies
<b>Range</b>
<b>Preliminary studies</b> develop original design ideas thumbnails, roughs, mark making, painting, layering, collage, developed design ideas, fore-shortening, proportion, tone, mixed media
<b>Learning outcome</b>
The learner will: 5. be able to produce a still life painting
<b>Assessment criteria</b>
The learner can: 5.1 develop a <b>statement of intent</b> 5.2 prepare selected materials in chosen medium



- 5.3 create a still life painting that follows a statement of intent  
5.4 **present** a finished still life painting that follows a statement of intent  
5.5 produce a **cost sheet**  
5.6 produce **production timescales**  
5.7 **evaluate** a completed still life painting

## **Range**

### **Statement of intent**

Description which meets own requirements describing: composition, influences, scale, style

### **Selected design**

Must show the design influences e.g. colour, line, texture, shape and form from source material.

### **Present**

display the finished painting framed or mounted

### **Cost sheet**

Material costs

### **Production timescales**

Time taken to plan, prepare and complete a still life painting

### **Evaluate**

Identify / record strengths and areas for improvement and any adjustment made to the design and process

## Unit 208

## Using printmaking techniques

<b>UAN:</b>	Y/505/6903
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	45

### Learning outcome

The learner will:

1. be able to work safely and effectively using tools equipment and materials for printmaking

### Assessment criteria

The learner can:

- 1.1 describe health and safety **regulations** when printmaking
- 1.2 describe **tools, equipment** and **materials** required for printmaking
- 1.3 describe the **care** of tools and equipment used for printmaking
- 1.4 use tools, equipment and materials safely when printmaking

### Range

#### Regulations

Risk assessment, Health and Safety at Work Act, PAT testing. COSHH

#### Tools, equipment and materials

Tools: brushes, brayers, scribes, etching tools, cutters

Equipment: presses, acid baths, screenprint bed

Materials: inks, paints, acids, papers design materials eg colouring materials, pencils, paper

#### Care

daily use and maintenance e.g. care, cleaning and storage, visual checks

### Learning outcome

The learner will:

2. know the materials, processes and techniques required to create prints

### Assessment criteria

The learner can:

- 2.1 describe the different **materials** used in creating a range of prints
- 2.2 describe the different **processes** used to create prints
- 2.3 describe the different **techniques** used to create prints

### Range

#### Materials

Printing mediums, prepared papers, hand made papers, cardboard, lino, woodblock, metal plate (zinc, aluminium, copper), found objects

#### Processes

<p>Monoprint, linocutting, woodblocks, collagraphs, screenprinting, drypoint, etching</p> <p><b>Techniques</b></p> <p>Intaglio – drypoint, linocut - positive and negative</p> <p>Relief – string prints, glue prints</p> <p>Screenprinting</p> <p>Collagraphs</p> <p>Registration</p>
<p><b>Learning outcome</b></p>
<p>The learner will:</p> <p>3. be able to research printmaking techniques and contexts</p>
<p><b>Assessment criteria</b></p>
<p>The learner can:</p> <p>3.1 <b>research</b> printmaking techniques</p> <p>3.2 research printmaking contexts</p> <ul style="list-style-type: none"> <li>• historical</li> <li>• cultural</li> <li>• contemporary</li> </ul> <p>3.3 present research in a <b>logical format</b></p>
<p><b>Range</b></p>
<p><b>Research</b></p> <p>primary and secondary sources, eg current trends, key artists (national and international), natural and man-made environments, websites, books, journals, exhibitions and shows, museums</p> <p><b>Logical format</b></p> <p>research collated in an organised manner to present to an individual</p>
<p><b>Learning outcome</b></p>
<p>The learner will:</p> <p>4. be able to produce samples for printmaking</p>
<p><b>Assessment criteria</b></p>
<p>The learner can:</p> <p>4.1 select materials</p> <p>4.2 use materials and techniques for samples</p> <p>4.3 produce samples for printmaking using</p> <ul style="list-style-type: none"> <li>• line</li> <li>• mark</li> <li>• layers</li> <li>• texture</li> <li>• tone</li> <li>• colour</li> </ul> <p>4.4 record techniques and processes used to make samples</p> <p>4.5 estimate the cost and time required for samples</p>
<p><b>Learning outcome</b></p>
<p>The learner will:</p> <p>5. be able to produce a collection of prints</p>
<p><b>Assessment criteria</b></p>
<p>The learner can:</p>

- 5.1 develop a **statement of intent**
- 5.2 prepare selected materials in chosen medium
- 5.3 create a collection of final prints that follows a statement of intent
- 5.4 present **finished prints** that follow a statement of intent
- 5.5 produce a **cost sheet**
- 5.6 produce **production timescales**
- 5.7 **evaluate** a completed collection of prints

## Range

### **Statement of intent**

Brief description which meets own requirements. Describing: print run, size, influences, presentation, type of paper

### **Finished prints**

folio, display, framed, mounted, exhibition, series numbered, signed and dated for multiple editions

### **Cost sheet**

Material costs

### **Production timescales**

time taken to plan, prepare and complete prints

### **Evaluate**

Identify / record strengths and areas for improvement and any adjustment made to the design and process

## Unit 209

## Creating computer generated black and white imagery

<b>UAN:</b>	A/505/6909
<b>Level:</b>	2
<b>Credit value:</b>	5
<b>GLH:</b>	37

### Learning outcome

The learner will:

1. be able to work safely and effectively using tools, equipment and materials related to computer generated black and white imagery

### Assessment criteria

The learner can:

- 1.1 describe health and safety **regulations** related to computer generated black and white imagery
- 1.2 describe **tools, equipment and materials** used
- 1.3 describe the **care** of tools and equipment used
- 1.4 use tools, equipment and materials safely when producing black and white images.

### Range

#### Regulations

Health and Safety at Work Act, PAT testing. COSHH, Display Screen Equipment Regulations

#### Tools

mount cutter, blades, graphics tablet, software programs

#### Equipment

computer, scanner, camera, printer, projector

#### Materials

adhesives, papers, printer ink, foam boards, mount boards, canvas design materials eg colouring materials, pencils, paper

#### Care

daily use and maintenance e.g. care, cleaning and storage, visual checks

### Learning outcome

The learner will:

2. understand the characteristics of materials and techniques required to create computer generated black and white imagery

### Assessment criteria

The learner can:

- 2.1 describe the characteristics of materials used to create black and white images.
- 2.2 describe different types of file format suitable for different black and white images.

2.3 describe the different techniques used to create black and white images.  
2.4 describe the relationship between different types of ink and paper  
2.5 describe different display methods for black and white images

### Range

#### Characteristics

digital formats – lossy, lossless  
papers – weight, finish  
inks – colours, proprietary, refills  
adhesives – spray, spread, dry mount  
foam boards – thickness, weight, aesthetic,  
mount boards – colour, weight, aesthetic  
canvas – texture, thickness

#### File Formats

PNG, JPEG, TIFF, BMP, RAW, PSD

#### Techniques

filters, blend modes, layers, tools, masks

#### Relationship

quality of monochrome colour, depth of tone, greyscale

#### Display methods

printed, internet, electronic

### Learning outcome

The learner will:

3. be able to research black and white imagery techniques and contexts

### Assessment criteria

The learner can:

3.1 **research** black and white imagery techniques

3.2 research black and white imagery **contexts**

- historical
- cultural
- contemporary

3.3 present research in a **logical format**

### Range

#### Current trends

key designer makers, exhibitions and shows, museums

#### Research

from primary and secondary sources, websites, books, journals, electronic media, digital media

#### Theme

chosen design subject matter

#### Logical Format

research presented in an organised manner eg folio, sketchbook, electronic presentation

### Learning outcome

The learner will:

4. be able to produce visuals for computer generated imagery

### Assessment criteria

The learner can:

4.1 select materials

4.2 use materials and techniques for black and white image visuals

4.3 produce black and white image **visuals** using

- colour
- line
- texture
- shape
- form

4.4 **record** techniques and processes used to make visuals

4.5 estimate the cost and time required for creating black and white images

### Range

#### Visuals

develop original design ideas, tone, contrast, thumbnails, roughs, mark making, painting, layering, collage, montage, developed design ideas,

#### Record

black and white image techniques

### Learning outcome

The learner will:

5. be able to produce and evaluate computer generated black and white imagery

### Assessment criteria

The learner can:

develop a **statement of intent**

5.1 produce a storyboard

5.2 prepare selected materials

5.3 create black and white images that follow a statement of intent

5.4 record the stages followed to create black and white images

5.5 **present** black and white images

5.6 produce a **cost sheet**

5.7 produce **production timescales**

5.8 **evaluate** a complete series of black and white images

### Range

#### Statement of intent

Brief description which meets own requirements. It must be measurable and include an estimate of time and cost.

#### Present

Display black and white images hanging, framing, electronic, exhibition, internet, printed

#### Cost sheet

Material costs

#### Production timescale

Time taken to plan, prepare, make and finish black and white images

#### Evaluate

Identify / record strengths and areas for improvement and any adjustment made to the design and process

## **Unit 209**

## **Creating computer generated black and white imagery**

Supporting information

### **Unit guidance**

LO3 Refer to work of notable practitioners in the art of black and white photography.



## Unit 210

## Creating mixed media work

<b>UAN:</b>	M/505/6910
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	46

### Learning outcome

The learner will:

1. be able to work safely and effectively using tools and equipment and materials

### Assessment criteria

The learner can:

- 1.1 describe health and safety **regulations** related to mixed media work
- 1.2 describe the **tools, equipment and materials** used for mixed media work
- 1.3 describe the **care** of tools and equipment used for mixed media work
- 1.4 use tools, equipment and materials safely when producing mixed media work

### Range

#### Regulations

Health and Safety at Work Act, PAT testing. COSHH, Use of PPE: masks, gloves, safety glasses

#### Tools

Craft knives, scissors, glue guns, brushes, spreaders, palette knives, punches, embossers

#### Equipment

Guillotine, press, easel, stencil cutter, heat gun

#### Materials

Paper, card, wood, plastic, metals, wire, foils, fabric, thread, cord, yarn, leather, gesso, primer, colouring mediums, adhesives, pencils design materials eg colouring materials, pencils, paper

#### Care

daily use and maintenance e.g. care, cleaning and storage, visual checks

### Learning outcome

The learner will:

2. understand the characteristics of materials and techniques required to create mixed media work

### Assessment criteria

The learner can:

- 2.1 describe the **characteristics** of different types of materials used for mixed media work
- 2.2 describe the different types of **support** used in mixed media work
- 2.3 describe **methods** of strengthening work in relation to display and transportation
- 2.4 describe different types of **techniques** for mixed media work

2.5 describe the types of <b>interactions</b> of light on a range of surface materials
<b>Range</b>
<p><b>Characteristics</b>  Paper – grain, surface  Card – grain, surface, weight  Wood – grain, thickness  Plastic – Malleability, opacity, transparency  Metals – shim, malleability  Foil – malleability, patina  Fabric – grain, texture, weight  Gesso – surface texture, tactile  Primer - opacity  Paints – opacity, transparency, tone  Mark making media – tone, line, texture  Inks - opacity, transparency  Wax – melt point, resist  Adhesives – texture, adhesion</p> <p><b>Support</b>  Card, Plastic, Wood, Metal, Canvas</p> <p><b>Methods of strengthening</b>  Bracing, Framing, Packaging</p> <p><b>Techniques</b>  collage, texturing surfaces, low relief, printmaking, bonding, colouring, papiermache, distressing</p> <p><b>Interactions</b>  Reflection, Absorption, Time of day, Natural light, Artificial light</p>
<b>Learning outcome</b>
<p>The learner will:</p> <p>3. be able to research mixed media techniques and contexts</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 <b>research</b> mixed media techniques</p> <p>3.2 <b>research</b> mixed media contexts</p> <ul style="list-style-type: none"> <li>• historical</li> <li>• cultural</li> <li>• contemporary</li> </ul> <p>3.3 present research in a <b>logical format</b></p>
<b>Range</b>
<p><b>Current trends</b>  Key artists, exhibitions and shows, museums</p> <p><b>Research</b>  From primary and secondary sources, websites, books, journals, electronic media, digital media</p> <p><b>Logical Format</b>  Research presented in an organised manner eg folio, sketchbook, electronic presentation</p>
<b>Learning outcome</b>
<p>The learner will:</p> <p>4. be able to produce visuals for mixed media work</p>

## Assessment criteria

The learner can:

4.1 select materials

4.2 use materials and techniques for mixed media visuals

4.3 produce **visuals** using

- colour
- line
- texture
- shape
- form

4.4 **record** techniques and processes used to make visuals

4.5 estimate the cost and time required for mixed media work

## Range

### Visuals

Develop original design ideas thumbnails, roughs, mark making, painting, layering, collage, developed design ideas,

### Record

Mixed media techniques

## Learning outcome

The learner will:

5. be able to create a piece of mixed media work

## Assessment criteria

The learner can:

5.1 develop a **statement of intent**

5.2 produce visuals of initial concept and design development

5.3 prepare selected materials

5.4 create piece of mixed media work that follows a statement of intent

5.5 record the stages followed to create mixed media work

5.6 **present** a piece of mixed media work

5.7 produce a **cost sheet**

5.8 produce **production timescales**

5.9 **evaluate** the completed piece of mixed media work

## Range

### Statement of intent

Written description which meets client requirements of the design for a piece of mixed media work

### Present

Display piece of mixed media work, hanging, framing, exhibition

### Cost sheet

Materials costs

### Production timescale

Time taken to plan, prepare, make and finish the piece of mixed media

### Evaluate

Identify / record strengths and areas for improvement and any adjustment made to the design and process

## Unit 210

## Creating mixed media work

### Supporting information

#### Evidence requirements

1. Research the historical and contemporary context in which Mixed Media processes have developed to drive own practical work
2. Be able to use source material for development through Mixed Media processes
3. Be able to use combined materials, techniques and processes in Mixed Media images
4. Be able to develop finished Mixed Media work.

#### Unit range

Through studying this unit learners will develop knowledge and skills, working with Mixed Media techniques and processes, including the production of Research material and how this can be used in their own work. Problem solving, experimenting with and combining a diverse range of media and exploring techniques and processes are all aspects that the artist or designer can experience in Mixed Media processes.

#### Unit guidance

For this unit learners should have access to appropriately equipped creative studio spaces and be trained in the safe use of all resources. There should be a clear integration of the basic principles of Drawing into Mixed Media Techniques.

This unit has been designed to provide an opportunity for learners to develop their knowledge and skills in the various techniques of Mixed Media. Tutors will need to provide strong support in practical studio workshop sessions and closely direct learners in their research on artists, processes and techniques. At Level 2 the Learners will be encouraged to develop the themes and subject matter that will sustain the production of a set of Mixed Media works from primary and secondary source material.

## Unit 211

## Making Creative Journals

<b>UAN:</b>	T/505/6911
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	47

### Learning outcome

The learner will:

1. be able to work safely and effectively using tools and equipment and materials

### Assessment criteria

The learner can:

- 1.1 describe health and safety **regulations** related to designing and developing creative journals and image content
- 1.2 describe **tools, equipment** and **materials** used for designing and developing creative journals and image content
- 1.3 describe the **care** of tools and equipment used when designing and developing creative journals and image content
- 1.4 use tools, equipment and materials safely when designing and developing creative journals and image content

### Range

#### Regulations

Health and Safety at Work Act, PAT, COSHH, PPE

#### Tools

Cutting tools, Heat guns, Pyrography tools, Paint brushes, Sponges, Paint rollers. Mark making tools

#### Equipment

Guillotine, Punches

#### Materials

Design materials eg colouring, materials, pencils, paper, studs, brads

#### Care

Daily use and maintenance e.g. care, cleaning and storage, visual checks

### Learning outcome

The learner will:

2. understand the characteristics of materials required to make creative journals and image content

### Assessment criteria

The learner can:

- 2.1 describe types of **materials** used to make creative journals and image content

<p>2.2 describe the <b>characteristics</b> of materials used to make creative journals and image content</p> <p>2.3 describe <b>techniques</b> used to make creative journals and image content</p> <p>2.4 describe types of <b>storage requirements</b> for creative journals</p>
<p><b>Range</b></p>
<p><b>Materials</b> A range of papers, Card stock, Design materials, Adhesives</p> <p><b>Characteristics</b> Flexibility, Absorbancy, Strength, Texture, Light fastness</p> <p><b>Techniques</b> paper – tear, layer, cut, fold, distressed metal - foil, leaf, wires, shim colour surfaces add texture eg gels, cutting, tearing, weaving, piercing, joining, pleating stencil, resist, rubbings Print eg monoprints, block prints, overprinting, glueprints, collographs Repeat pattern, Collage, Trace, Fold paper and card stock to create 3D structures</p> <p><b>Storage requirements</b> long term storage of materials, storage during the development process, storage of finished journals</p>
<p><b>Learning outcome</b></p>
<p>The learner will:</p> <p>3. be able to research techniques and contexts relating to creative journals and image content</p>
<p><b>Assessment criteria</b></p>
<p>The learner can:</p> <p>3.1 <b>research</b> techniques for making creative journals and image content</p> <p>3.2 research contexts relating to creative journals</p> <ul style="list-style-type: none"> <li>• historical</li> <li>• cultural</li> <li>• contemporary</li> </ul> <p>3.3 research subjects and themes for the content of creative journals</p> <p>3.4 present research in a <b>logical format</b></p>
<p><b>Range</b></p>
<p><b>Research</b> From primary and secondary sources, eg current trends, styles, structures, key national and international artists, libraries, websites, books, journals, exhibitions and shows, museums</p> <p><b>Logical format</b> Research presented in an organised manner to present to an individual eg folio, sketch book, electronic presentation</p>
<p><b>Learning outcome</b></p>
<p>The learner will:</p> <p>4. be able to produce sample imagery for creative journals</p>
<p><b>Assessment criteria</b></p>
<p>The learner can:</p> <p>4.1 select materials</p> <p>4.2 experiment with materials and techniques to produce <b>sample images</b></p> <p>4.3 produce sample images for <b>customised</b> and <b>constructed journals</b> using:</p>

- colour
- line
- texture
- shape
- form

4.4 record **techniques** and processes used

4.5 estimate the time and cost required to make creative journals and image content

## Range

### Sample images

Develop original ideas eg roughs, collages, developed design drawings that could influence a final working design, including dimensions

### Customised journals

Commercially available sketchbook with pages adapted by the candidate to create an individual journal

### Constructed journal

A book constructed by the candidate

### Techniques

paper – tear, layer, cut, fold, distressed

metal - foil, leaf, wires, shim

colour surfaces

add texture eg gels, cutting, tearing, weaving, piercing, joining, pleating

stencil, resist, rubbings

Print eg monoprints, block prints, overprinting, glueprints, collographs

Repeat pattern, Collage, Trace, Fold paper and card stock to create 3D structures

Record experiments detailing strengths and areas for improvement

Keep written and visual evidence of experimental techniques

## Learning outcome

The learner will:

5. be able to make creative journals

## Assessment criteria

The learner can:

5.1 develop a **statement of intent**

5.2 make a customised journal

5.3 make a constructed journal

5.4 **present** creative journals

5.5 produce a **cost sheet**

5.6 produce **production timescales**

5.7 **evaluate** completed creative journals

## Range

### Statement of intent

Written description of the suggested design for the item which satisfies client requirements.

This must include a working drawing of the journals to be made

### Present

Display the finished journals

### Cost sheet

Material costs

### Production timescales

time taken to plan, prepare and complete the creative journals

### Evaluate

Identify / record strengths and areas for improvement and any adjustment made to the design and process



## Unit 212

## Using typography and calligraphy creatively

<b>UAN:</b>	A/505/691
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	47

### Learning outcome

The learner will:

1. be able to work safely and effectively using tools, equipment and materials related to typography and calligraphy

### Assessment criteria

The learner can:

- 1.1 describe health and safety **regulations** related to typography and calligraphy
- 1.2 describe **tools, equipment and materials** used for typography and calligraphy
- 1.3 describe the **care** of tools and equipment used for typography and calligraphy
- 1.4 use tools, equipment and materials safely when producing typography and calligraphy

### Range

#### Regulations

Health and Safety at Work Act, PAT testing. COSHH

#### Tools

pens - fibre tip, dip, brushes, markers, pencils, erasers, scalpels, knives, adhesive tape, type scales, rulers

#### Equipment

cutting mats, drawing board, computer, tablet, software programmes

#### Materials

inks, ink sticks, paint, metallic leaf, papers, layout pads design materials eg colouring materials, pencils, paper

#### Care

daily use and maintenance e.g. care, cleaning and storage, visual checks

### Learning outcome

The learner will:

2. understand the styles used in typography and calligraphy

### Assessment criteria

The learner can:

- 2.1 describe different **typographic** and **calligraphic** styles
- 2.2 describe the **uses** of different styles in typography and calligraphy
- 2.3 describe different types of **writing surfaces**
- 2.4 describe key factors of the **design process**

<p><b>Range</b></p> <p><b>Typographic</b> serif, sans serif, italic, lower case, capitals</p> <p><b>Calligraphic</b> Display, decorative, script, majuscules, minuscules,</p> <p><b>Uses</b> readability – children’s books, partially sighted, special needs emphasis - communication application - environment function – suitability, message and audience</p> <p><b>Writing surfaces</b> paper, vellum, parchment, clay, papyrus, bark, leaves, animal skins, wood , plastics, fabric, metal</p> <p><b>Design Process</b> Colour, spatial awareness, line, use, texture, shape, form</p>
<p><b>Learning outcome</b></p> <p>The learner will: 3. be able to research typographic and calligraphic techniques and contexts</p>
<p><b>Assessment criteria</b></p> <p>The learner can: 3.1 <b>research</b> typographic and calligraphic techniques 3.2 research typographic and calligraphic contexts</p> <ul style="list-style-type: none"> <li>• historical</li> <li>• cultural</li> <li>• contemporary</li> </ul> <p>3.3 present research in a logical <b>format</b></p>
<p><b>Range</b></p> <p><b>Research</b> from primary and secondary sources, specialist typographic and calligraphic exhibitions, key typographers and calligraphers, printed sources, galleries, museums, websites Evolutionary stages - cuneiform, hieroglyphic, Phoenician, Greek, Roman writing and carving, Asian and Arabic scripts, international typefaces</p> <p><b>Format</b> research presented in an organised manner, folio, collection of design visuals or electronic presentation</p>
<p><b>Learning outcome</b></p> <p>The learner will: 4. be able to produce typographic and calligraphic visuals</p>
<p><b>Assessment criteria</b></p> <p>The learner can: 4.1 select materials 4.2 use materials and styles for typographic visuals 4.3 use materials and styles for calligraphic visuals 4.4 produce <b>visuals</b> using</p> <ul style="list-style-type: none"> <li>• colour</li> <li>• line</li> <li>• texture</li> <li>• shape</li> </ul>

- form
- spatial awareness

4.5 **record** techniques and processes used to make visuals

4.6 estimate the cost and time required for producing typographic and calligraphic visuals

## Range

### Visuals

develop original design ideas thumbnails, sketches roughs, mark making, developed design ideas

### Record

steps for producing visuals

## Learning outcome

The learner will:

5. be able to use typography and calligraphy to create a collection of themed items

## Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce **layouts**
- 5.3 prepare selected materials
- 5.4 produce a collection of items that follows a statement of intent
- 5.5 record the stages followed to create the collection of items
- 5.6 **present** created collection
- 5.7 produce a **cost sheet**
- 5.8 produce **production timescales**
- 5.9 **evaluate** the completed collection of items

## Range

### Statement of intent

brief description which meets client requirements.

### Layouts

range of samples

### Present

display collection of items, electronic, exhibition, printed

### Cost sheet

material costs

### Production timescale

time taken to plan, prepare, make and finish a collection of items

### Evaluate

Identify / record strengths and areas for improvement and any adjustment made to the design and process

## **Unit 212**

## **Using typography and calligraphy creatively**

### Supporting information

#### **Guidance**

Stationery, signage, livery, advertising material (digital and paper based).

## Unit 213

## Creating rings with multiple settings

<b>UAN:</b>	F/505/6913
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	47

### Learning outcome

The learner will:

1. be able to work safely and effectively using tools equipment and materials

### Assessment criteria

The learner can:

- 1.1 describe health and safety **regulations** related to typography and calligraphy
- 1.2 describe **tools, equipment and materials** used for typography and calligraphy
- 1.3 describe the **care** of tools and equipment used for typography and calligraphy
- 1.4 use tools, equipment and materials safely when producing typography and calligraphy

### Range

#### Regulations:

Health and Safety at Work Act, PAT testing, COSHH

#### Tools, equipment, materials and techniques

Measuring, marking out, cutting, filing, shaping, forming, soldering, stone setting, polishing materials and equipment, design materials eg colouring materials, pencils, paper

#### Care

daily use and maintenance e.g. care, cleaning and storage, visual checks

### Learning outcome

The learner will:

2. understand the characteristics of materials and techniques for making rings with multiple settings

### Assessment criteria

The learner can:

- 2.1 describe the **characteristics** of the different **materials** used in making rings with multiple settings
- 2.2 describe the different **techniques** used to make rings with multiple settings

### Range

#### Materials

gem stones, copper - wire and sheet, silver – wire and sheet solder grades

#### Techniques

Bezel setting, four prong claw setting, forging and forming

<b>Learning outcome</b>
The learner will: 3. be able to research techniques and contexts for making rings with multiple settings
<b>Assessment criteria</b>
The learner can: 3.1 <b>research</b> techniques for making rings with multiple settings 3.2 research <b>contexts</b> for making rings with multiple settings <ul style="list-style-type: none"> <li>• historical</li> <li>• cultural</li> <li>• contemporary</li> </ul> 3.3 present research in a <b>logical format</b>
<b>Range</b>
<b>Research</b> primary and secondary sources, eg current trends, key designer makers (national and international), natural and man made environments, websites, books, journals, exhibitions and shows, museums <b>Logical format</b> research collated in an organised manner to present to an individual
<b>Learning outcome</b>
The learner will: 4. be able to produce visuals for rings with multiple settings
<b>Assessment criteria</b>
The learner can: 4.1 select <b>materials</b> 4.2 use materials and techniques to make a ring with multiple settings 4.3 produce visuals using <ul style="list-style-type: none"> <li>• colour</li> <li>• line</li> <li>• texture</li> <li>• form</li> <li>• shape</li> </ul> 4.3 record <b>techniques</b> and processes used to make a ring with multiple settings 4.4 estimate the time and cost to make a ring with multiple settings
<b>Range</b>
<b>Materials</b> gemstones, wire, sheet, solder grades <b>Samples of techniques</b> Bezel setting, four prong claw setting, forging and forming
<b>Learning outcome</b>
The learner will: 5. be able make rings with multiple settings
<b>Assessment criteria</b>
The learner can: 5.1 develop a <b>statement of intent</b>

- 5.2 produce a **working drawing**
- 5.3 prepare selected materials
- 5.4 make a ring with multiple settings that follow a statement of intent
- 5.5 **record** the stages followed to make ring with multiple settings
- 5.6 present a ring with multiple settings
- 5.7 produce a **cost sheet**
- 5.8 produce **production timescales**
- 5.9 **evaluate** the completed ring with multiple settings

## Range

### **Statement of intent**

Written description which meets client requirements of the design for a drawing ring with multiple settings,

### **Presentation;**

folder of work, presentation box, exhibition

### **Cost sheet**

material costs

### **Production timescale**

time taken to plan and produce a ring with multiple settings

### **Evaluate**

Identify / record strengths and areas for improvement and any adjustment made to the design and process

## Unit 214

## Making Chains with clasps

<b>UAN:</b>	No longer available
<b>Level:</b>	2
<b>Credit value:</b>	No longer available
<b>GLH:</b>	No longer available

### Learning outcome

The learner will:

1. be able to work safely and effectively using tools equipment and materials

### Assessment criteria

The learner can:

- 1.1 describe health and safety **regulations** related to making chains with clasps
- 1.2 describe **tools, equipment and materials** required to making chains with clasps
- 1.3 describe the **care** of tools and equipment used for creating chains with clasps
- 1.4 use tools, equipment and materials safely when making chains with clasps

### Range

#### Regulations:

Health and Safety at Work Act, PAT testing, COSHH, PPE

#### Tools

drill and drill bits, jump ring mandrels, files, torch, pliers and jigs, mallet, hammer, punches

#### Equipment

Vice, draw plates, polishing motors, anvil, rolling mill

#### Materials

soldering materials, polishing material, pickling solutions, metals, synthetics, natural materials, design materials eg colouring materials, pencils, paper

#### Care

daily use and maintenance e.g. care, cleaning and storage, visual checks

### Learning outcome

The learner will:

2. understand the characteristics of materials and techniques for creating chains with clasps

### Assessment criteria

The learner can:

- 2.1 describe the characteristics of the different materials used in creating chains with clasps
  - **metals**
  - synthetics
  - natural materials



2.2 describe the different **techniques** used to create chains with clasps

**Range**

**Metals**

silver, copper, brass

**Techniques**

making jump rings, cold links, sawing, soldering, filing, piercing, drilling, twist wire, repeat pierced units, repeat wire units formed on jig, repeat soldered links using hard solder, forged, stretched and textured links, toggle clasp, s-clasp, assembling, use of draw plates

**Learning outcome**

The learner will:

- 3. be able to research techniques and contexts relating to chains with clasps

**Assessment criteria**

The learner can:

- 3.1 **research** techniques for making chains with clasps
- 3.2 research **contexts** for making chains with clasps
  - historical
  - cultural
  - contemporary
- 3.3 present research in a **logical format**

**Range**

**Research**

primary and secondary sources, eg current trends, key designer makers (national and international), natural and man made environments, websites, books, journals, exhibitions and shows, museums

**Logical format**

research collated in an organised manner to present to an individual

**Learning outcome**

The learner will:

- 4. be able to produce samples for chains with a clasps

**Assessment criteria**

The learner can:

- 4.1 select **materials**
- 4.2 use materials and techniques to make chains with clasps
- 4.3 produce **samples** using
  - colour
  - line
  - texture
  - form
  - shape
- 4.4 record **techniques** and processes used to make chains with clasps
- 4.5 estimate the time and cost to make chains with clasps

**Range**

**Materials**

Metals (silver, copper, brass) - can be soldered, cost, colour

Synthetics - Plastics, Rubber, PVC, Resin  
Natural materials - Wood Paper Stone Feathers

### **Samples**

Develop original samples based on design ideas, thumbnail visuals, roughs, painting, collage, developed design ideas

### **Techniques**

making jump rings, cold links, soldering, filing, drilling, twist wire, repeat pierced units, repeat wire units formed on jig, repeat soldered links using hard solder, flattened and textured links, toggle clasp, s-clasp, assembling

### **Learning outcome**

The learner will:

5. be able to make a chain with a clasp

### **Assessment criteria**

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce a **working drawing**
- 5.3 prepare selected materials
- 5.4 create a chain with a clasp that follows statement of intent
- 5.5 apply finish to a chain with a clasp
- 5.6 **record** the stages followed to make chains with a clasps
- 5.7 **present** the item following a statement of intent
- 5.8 produce a **cost sheet**
- 5.9 produce **production timescales**
- 5.10 **evaluate** the completed chain with a clasp

### **Range**

**Statement of intent;** outline brief, starting point, techniques to be used, work schedule, deadline target, a chain made from repeated units producing flexible links

#### **Working drawing**

detailed measurements and metal gauges, method list

#### **Record process**

Stage photographs of the production process

#### **Presentation**

Display finished item

#### **Cost sheet**

Material costs – initial outlay, material costs – actual, itemised, quantified, overheads

#### **Production timescale**

Time taken to plan prepare and complete the item

#### **Evaluate**

Identify / record strengths and areas for improvement and any adjustment made to the design and process

## Unit 214

## Making Chains with clasps

### Supporting information

#### Evidence requirements

Annotated folder of work containing contextual research, statement of intent, use of colour, line, texture, shape and form, as relevant to create visuals and design ideas. Design sketches for a chain with a clasp, samples and prototypes, well-constructed, finished chain with a clasp, technical notes, cost and timescale details and final written evaluation.

#### Unit range

In this unit the Learner will:

- Refer to a prepared working drawing and transfer design idea to metal using planned materials and measurements
- Know how to use centre punch, drill and drill bits to make holes in metal
- Know how to make twist wire samples
- Know how to make toggle clasp and s-clasp
- Use a bench torch to heat metal to annealing temperature to improve the bending, forging and drawing down of metal
- Use draw plates to reduce or change metal wire profiles Form metal using pliers, mandrels, and mallets
- Prepare units by sawing and filing
- Solder units using appropriate grade solder Attach and solder appropriate handmade clasp
- Remove excess solder using files and grades of abrasive paper
- Use the pickling process to remove oxides and flux from the metal surface Use polishing materials and equipment

#### Guidance

Learners should develop research, design and making skills to complete the unit outcomes. Learners should have access to specialist jewellery making equipment and should be expected to produce a range of samples and prototypes to develop skill and manual dexterity. Learners should be taught the specialist working techniques involved in making chain links, repeat units, toggle clasps and s-clasps, understanding health and safety factors when working with jewellery making tools, materials and equipment. Main delivery should be workshop based but may be supplemented by visits to galleries, designer maker studios, exhibitions and museums. Learners should comment on success and/or failure of their work and working process, in the form of sketchbook annotation, written notes and verbal feedback.

## Unit 215

## Making Brooches

<b>UAN:</b>	L/505/6915
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	47

### Learning outcome

The learner will:

1. be able to work safely and effectively using tools and equipment and materials

### Assessment criteria

The learner can:

- 1.1 describe health and safety **regulations** related to making brooches
- 1.2 describe **tools, equipment, materials** and techniques required to make brooches
- 1.3 describe the **care** of tools and equipment used for making brooches
- 1.4 use tools, equipment and materials safely when making brooches

### Range

#### Regulations:

Health and Safety at Work Act, PAT testing, COSHH, PPE

#### Tools

drill and drill bits, jump ring mandrels, files, torch, pliers and jigs, mallet, hammer, punches

#### Equipment

Vice, draw plates, polishing motors, anvil, rolling mill

#### Materials

soldering materials, polishing material, pickling solutions, metals, synthetics, natural materials, design materials eg colouring materials, pencils, paper

#### Care

daily use and maintenance e.g. care, cleaning and storage, visual checks

### Learning outcome

The learner will:

2. understand the characteristics of materials required to make creative journals and image content

### Assessment criteria

The learner can:

- 2.1 describe the characteristics of the different materials used in making brooches
  - **metals**
  - synthetics
  - natural materials
- 2.2 describe types of brooch mechanisms

<b>Range</b>
<b>Metals</b> silver, copper, brass
<b>Learning outcome</b>
The learner will: 3. be able to research techniques and contexts relating to brooches
<b>Assessment criteria</b>
The learner can: 3.1 <b>research</b> techniques for making brooches 3.2 research <b>contexts</b> for making brooches <ul style="list-style-type: none"> <li>• historical</li> <li>• cultural</li> <li>• contemporary</li> </ul> 3.3 research subjects and themes for the content of creative journals 3.4 present research in a <b>logical format</b>
<b>Range</b>
<b>Research</b> primary and secondary sources, eg current trends, key designer makers (national and international), natural and man made environments, websites, books, journals, exhibitions and shows, museums <b>Logical format</b> research collated in an organised manner to present to an individual
<b>Learning outcome</b>
The learner will: 4. be able to produce samples for brooches
<b>Assessment criteria</b>
The learner can: 4.1 select materials 4.2 use materials and techniques to make brooches 4.3 produce samples using <ul style="list-style-type: none"> <li>• colour</li> <li>• line</li> <li>• texture</li> <li>• form</li> <li>• shape</li> </ul> 4.4 record techniques and processes used to make brooches 4.5 estimate the time and cost to make brooches
<b>Learning outcome</b>
The learner will: 5. be able to make a brooch
<b>Assessment criteria</b>
The learner can: 5.1 develop a <b>statement of intent</b>

- 5.2 produce a **working drawing**
- 5.3 prepare selected materials
- 5.4 make a brooch that follows statement of intent
- 5.5 apply finish to a brooch
- 5.6 **record** the stages followed to make brooches
- 5.7 **present** a brooch following a statement of intent
- 5.8 produce a **cost sheet**
- 5.9 produce **production timescales**
- 5.10 **evaluate** the completed brooch

## Range

### **Statement of intent**

Written description of the suggested design which satisfies client requirements

### **Working drawing**

Sketch of the piece indicating, colour, line, texture, shape, form, dimensions, exploded drawing of any detailed areas

**Record** the steps followed during the construction process including any adjustments e.g. stage photographs and notation electronic presentation

**Present:** display the finished brooch

### **Production Cost sheet**

Material costs

### **Production Timescales**

time taken to plan, produce and complete brooch

### **Evaluate**

Identify / record strengths and areas for improvement and any adjustment made to the design and process

## Unit 216

## Creating sculptured items

<b>UAN:</b>	L/505/6932
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	47

### Learning outcome

The learner will:

1. understand how to work safely and effectively using tools, equipment and materials used in sculpture

### Assessment criteria

The learner can:

- 1.1 describe health and safety **regulations** relating sculpture
- 1.2 describe health and safety risks relating to media used for sculpture
- 1.3 use **tools and equipment** safely in sculpture

### Range

#### Regulations

COSHH. Health and Safety at Work Act.

Complete an inventory identifying all hazardous substances used to make sculpture.

#### Tools and equipment for

Modelling, Carving, Constructing

Chosen Media for interpreting theme/ideas

#### Risks

PAT testing

### Learning outcome

The learner will:

2. understand the characteristics of tools and sculptural materials

### Assessment criteria

The learner can:

- 2.1 describe **characteristics of a range of materials** and tools for sculpture
- 2.2 describe the relevant **tools**
- 2.3 describe materials for sculpture

### Range

#### Characteristics of a range of materials

Carved - wood, Stone, plaster, polystyrene

<p>Modelled - clay, plaster, synthetic clay, papier-mâché</p> <p>Constructed - mixed media, wood, metal, plastic, wire, textiles, cardboard, paper</p> <p><b>Tools</b></p> <p>Carving - hammers, mallets, rasps, files, rifflers, power tools, chisels and gouges, saws, sanders, carpentry tools, vice , cramps, finishing tools, hot wire cutters. adhesives</p> <p>Modelling - modelling tools, armatures</p> <p>Constructing - Tools appropriate to the materials used. Adhesives, finishing materials, paint, varnish brushes.</p>
<p><b>Learning outcome</b></p>
<p>The learner will:</p> <p>3. be able to research contextual influences on sculptural forms</p>
<p><b>Assessment criteria</b></p>
<p>The learner can:</p> <p>3.1 research contextual influences on sculpture</p> <p>3.2 research sculptural forms</p> <ul style="list-style-type: none"> <li>• historical</li> <li>• cultural</li> <li>• contemporary</li> </ul> <p>3.3 present research in a logical format</p>
<p><b>Range</b></p>
<p><b>Research</b></p> <p>From primary and secondary source material, Sculptors, the natural and manmade environments; websites; books, journals, exhibitions, shows, and museums.</p> <p><b>Logical format</b></p> <p>Research presented in an organised manner, eg folio, sketchbook electronic presentation</p>
<p><b>Learning outcome</b></p>
<p>The learner will:</p> <p>4. be able to plan, prepare and make maquettes</p>
<p><b>Assessment criteria</b></p>
<p>The learner can:</p> <p>4.1 <b>develop</b> a range of <b>2D ideas</b> based on a selected theme, incorporating:</p> <ul style="list-style-type: none"> <li>• colour</li> <li>• line</li> <li>• texture</li> <li>• shape</li> <li>• form</li> <li>• mass</li> <li>• space</li> <li>• plane</li> <li>• movement</li> <li>• scale</li> </ul> <p>4.2 select sculptural materials and tools</p> <p>4.3 experiment with a range of materials to make <b>maquettes</b></p> <p>4.4 <b>record</b> techniques and processes used to make completed maquettes</p> <p>4.5 <b>estimate</b> the cost and time required to make maquettes</p>
<p><b>Range</b></p>



**Produce ideas**

relating to both representational and abstract forms

**Develop**

original ideas from primary and secondary source materials which relate to both representational and abstract forms

**Maquettes**

representational and abstract

Record: results of experiments used to make completed maquettes

**Estimate**

Rough calculation of the time needed and cost to make maquettes

**Learning outcome**

The learner will:

5. be able to make sculptures

**Assessment criteria**

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 select 2D ideas for 3D forms
- 5.3 develop ideas from the maquettes for the final 3D form
- 5.4 **make** 3D sculptured form
- 5.5 **record** the stages followed to create 3D sculptured form
- 5.6 **present** the 3D sculptured form
- 5.7 produce **cost sheets**
- 5.8 produce **production timescales**
- 5.9 **evaluate** completed sculptural forms

**Range****Statement of intent:**

A written description of the intended theme, working drawings, method of making and which satisfies client requirements.

**Make**

a figurative or abstract sculptural form.

**Record**

the steps followed during the complete process including any modifications eg photographic or written

**Present**

Photograph and display with the complete body of work

**Cost sheet**

Materials used

**Production timescale**

time taken to plan, prepare and make the sculptural form

**Evaluate**

Identify / record strengths and areas for improvement and any adjustment made to the design and process

## Unit 217

## Making a wooden artefact

<b>UAN:</b>	R/505/6916
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	47

### Learning outcome

The learner will:

1. be able to work safely and effectively using tools and equipment and materials

### Assessment criteria

The learner can:

- 1.1 describe health and safety **regulations** related to woodworking
- 1.2 describe tools, equipment and materials used for designing and making wooden **artefacts**
- 1.3 describe the **care** of tools and equipment used for making wooden artefacts
- 1.4 use **tools, equipment and materials** safely when designing and making wooden artefacts

### Range

#### Regulations

Health and Safety at Work Act, PAT, COSHH

#### Artefacts

eg spice rack, bookrack, bookshelf, toys, box, small table

#### Tools, equipment and materials

eg soft woods, hard woods, MDF, adhesives, cutting, shaping, texturing and smoothing tools, hammers, screw drivers, fasteners, natural wood effect and coloured stain, paint, sealant, varnish, oil, wax, design materials eg colouring materials, pencils, paper

#### Care

daily use and maintenance e.g. care, cleaning and storage, visual checks

### Learning outcome

The learner will:

2. know the characteristics of materials required to make a wooden artefact

### Assessment criteria

The learner can:

- 2.1 describe the **characteristics** of **materials** used to make wooden artefacts
- 2.2 describe types of **finishing techniques** for handmade wooden artifacts
- 2.3 describe **storage requirements** for a range of woodworking materials

### Range

**Characteristics**

basic features of timber technology - growth, grain structure, visual appearance, seasoning and working properties of various woods

**Materials**

soft woods, hard woods, MDF

**Finishing techniques**

eg. texturing a surface, natural wood effect and coloured stain, paint, sealant, varnish, oil, wax

**Storage requirements**

long term storage of materials, storage during the making process, storage of the finished wooden item

**Learning outcome**

The learner will:

3. be able to research techniques for making wooden artefacts

**Assessment criteria**

The learner can:

3.1 **research** contexts techniques for making wooden artefacts

3.2 **research** contexts for making wooden artefacts

- historical
- cultural
- contemporary

3.3 present research in a **logical format**

**Range****Current trends**

key designer makers, exhibitions and shows, museums

**Research**

from primary and secondary sources, websites, books, journals, electronic media, digital media

**Logical Format**

research presented in an organised manner eg folio, sketchbook, electronic presentation

**Learning outcome**

The learner will:

4. be able to produce samples for making a wooden artefact

The learner can:

4.1 select materials

4.2 use materials and **techniques** for making a wooden artefact

4.3 produce wooden artefact **samples** using

- colour
- line
- texture
- shape
- form

4.4 **record** techniques and processes used to make samples

4.5 estimate the cost and time required for making a wooden artefact

**Range**

**Techniques:**

eg. Select material free from obvious defects, measure accurately, mark out, cut joints – mitre, butt, dowel, housing, mortice and tenon, check by dry assembly, make joints, use adhesives and fixings – screws, panel pins, smooth and clean surfaces, apply texture to surfaces, check for square/true/flat, prepare surfaces for a suitable finish – stain, paint, sealant, varnish, wax, oil

**Record**

Record experiments detailing strengths and areas for improvement Keep written and visual evidence of experimental techniques

**Learning outcome**

The learner will:

5. be able to create a wooden artefact

**Assessment criteria**

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce a working drawing
- 5.3 **create** a wooden artefact
- 5.4 **present** a finished wooden artefact that follows from a statement of intent
- 5.5 produce a **cost sheet**
- 5.6 produce **production timescales**
- 5.7 **evaluate** a completed wooden artefact

**Range****Statement of intent**

Written description of the suggested design for the artefact which satisfies client requirements.

**Working drawing**

Sketch of the piece indicating, shape, form, surface decoration, dimensions, colour, exploded drawing of any detailed areas

**Create**

Make the artefact

Record the steps followed during the making process including any modifications eg photographic, written

**Present**

Photograph and display the finished

**Cost sheet**

Material costs

**Production timescales**

time taken to plan, prepare and complete a wooden artefact

**Evaluate**

Identify / record strengths and areas for improvement and any adjustment made to the design and process

## Unit 218

## Creating hand built ceramic forms

<b>UAN:</b>	Y/505/6917
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	46

### Learning outcome

The learner will:

1. be able to work safely and effectively using tools, equipment and materials

### Assessment criteria

The learner can:

- 1.1 describe health and safety **regulations** relating to hand building
- 1.2 describe **tools, equipment and materials** used to hand build
- 1.3 describe the **care** of tools and equipment used for hand building
- 1.4 use tools and equipment safely to hand build

### Range

#### Regulations

Health and Safety at Work Act, PAT testing. COSHH Safe wet cleaning of work stations

#### Tools

Cutting wires, modelling tools, paddles, brushes, scrapers, mark making and painting tools, texturing tools, sponges, roulette wheels, rolling pins and guides, slab roller

#### Equipment

Turn tables, pug mill, kiln, kiln furniture, blunger, press-mould, spray gun, spray booth

#### Materials

ceramic materials design materials eg colouring materials, pencils, paper

#### Care

daily use and maintenance e.g. care, cleaning and storage, visual checks

### Learning outcome

The learner will:

2. understand the characteristics of clays, surface decoration, glazes methods of firing to be used for hand built forms

### Assessment criteria

The learner can:

- 2.1 describe **characteristics** of different types of clays
- 2.2 describe **characteristics** of different types of glazes
- 2.3 describe different **types** of surface decoration
- 2.4 describe **techniques** for hand building and surface decoration
- 2.5 describe **processes** for hand building

- 2.6 explain the importance of **firing procedures** and temperatures  
 2.7 describe **storage** requirements for clay and clay work

### Range

#### Characteristics (2.1)

Plasticity applies to all clays  
 Red earthenware – colour, texture, grogged  
 White earthenware – colour, texture  
 Stoneware –colour, texture, strength, grogged  
 Porcelain – strength, smooth  
 Raku – grogged

#### Characteristics (2.2)

Transparent – matt, shiny  
 Coloured – matt, shiny

#### Types

Slips, oxides, under-glaze colours  
 Glazes: transparent, opaque  
 Sprigging, impressions, etching, cutting, piercing, stamping

#### Techniques

Coiling, slabbing, pinching, press-moulding  
 Processes  
 Clay preparation – kneading, wedging  
 Use of clay techniques  
 Storage - maintaining workability of clay over time

Surface decoration

Finishing techniques, Drying, Biscuit firing, Glazing, Glaze firing

#### Firing procedures and temperatures

Dryness of clay, Stacking/Packing of kiln, Influences on final firing temperatures – clay or glaze types, Biscuit Fire - Slow temperature build ( to 600c), Maximum temperature  
 Storage requirements, Temperature Maintaining Dampness, Re-cycling

### Learning outcome

The learner will:

3. be able to research contextual influences on hand built ceramic forms

### Assessment criteria

The learner can:

- 3.1 describe current trends  
 3.2 **research** hand built ceramic forms
  - historical
  - cultural
  - contemporary
 3.3 present research in a **logical format**

### Range

#### Research

From primary and secondary source material, Ceramics makers, the natural and manmade environments; websites; books, journals, exhibitions, shows, and museums, 2D, 3D

#### Logical format

Research presented in an organised manner, eg folio, sketchbook electronic presentation

### Learning outcome

The learner will:

4. be able to plan, prepare maquettes for hand-built ceramics forms

## Assessment criteria

The learner can:

- 4.1 select materials
- 4.2 use materials and **techniques** to produce hand-built samples
- 4.3 produce **maquettes** using
  - colour
  - line
  - texture
  - shape
  - form
- 4.4 record techniques
- 4.5 estimate the time and cost to produce hand-built samples

## Range

### Techniques

Coiling, slabbing, pinching, press-moulding

### Maquettes

3D samples of each technique to completed final finish

## Learning outcome

The learner will:

5. be able to create a hand built ceramic form

## Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce a **working drawing**
- 5.3 prepare selected materials
- 5.4 make the hand built ceramic form with surface decoration that follows a statement of intent
- 5.5 **record** the stages followed to make a hand built ceramic form with surface decoration
- 5.6 **present** the hand built ceramic form with surface decoration
- 5.7 produce a **cost sheet**
- 5.8 produce a **production timescale**
- 5.9 **evaluate** the hand built ceramic form with surface decoration

## Range

### Statement of intent

Written description of the suggested design which satisfies client requirements

### Working drawing

Sketch of the piece indicating, colour, line, texture, shape, form, surface decoration, dimensions, exploded drawing of any detailed areas

### Record

the steps followed during the construction process including any adjustments e.g. stage photographs and notation electronic presentation

### Present

display the finished hand-built ceramic form with decoration

### Production Cost sheet

Material costs

### Production Timescales

time taken to plan, produce and complete hand-built ceramic form with decoration

### Evaluate

Identify / record strengths and areas for improvement and any adjustment made to the design and process



## Unit 219

## Creating thrown functional items with surface decoration

<b>UAN:</b>	D/505/6918
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	46

### Learning outcome

The learner will:

1. be able to work safely and effectively using tools, equipment and materials

### Assessment criteria

The learner can:

- 1.1 describe health and safety **regulations** relating to thrown functional items
- 1.2 describe **tools, equipment and materials** used for thrown functional items
- 1.3 describe the **care** of tools and equipment used for thrown functional items
- 1.4 use tools and equipment safely for thrown functional items

### Range

#### Regulations

Health and Safety at Work Act, PAT testing. COSHH Safe wet cleaning of work stations

#### Tools

Cutting wires, clay knives, modelling tools, brushes, scrapers, texturing tools, sponges, throwing ribs, turning tools, pin

#### Equipment

Wheels, Kiln, kiln furniture, spray gun, spray booth, blunger, pug mill

#### Materials

Clay - earthenware, stoneware

Glazes - earthenware, stoneware design materials eg colouring materials, pencils, paper

#### Care

daily use and maintenance e.g. care, cleaning and storage, visual checks

### Learning outcome

The learner will:

2. understand the characteristics of clays, surface decoration and glazes to be used for functional ceramic items

### Assessment criteria

The learner can:

- 2.1 describe **characteristics** of different types of clays
- 2.2 describe **characteristics** of different types of glazes
- 2.3 describe different **types** of surface decoration
- 2.4 describe **techniques** for thrown functional items and surface decoration
- 2.5 describe **processes** for thrown functional items
- 2.6 explain the importance of firing procedures and temperatures
- 2.7 describe **storage** requirements for clay and clay work

## Range

### Characteristics (2.1)

Plasticity applies to all clays, Red earthenware – colour, texture, grogged, White earthenware – colour, texture, Stoneware – colour, texture, strength, grogged, Porcelain – strength, smooth

### Characteristics (2.2)

Transparent – matt, shiny Coloured – matt, shiny

### Types

Slips, oxides, under-glaze colours

Glazes: transparent, opaque

impressions, etching, cutting, stamping

### Techniques

Centring, collaring, opening out, trimming of rims, faceting

Handles - pulled, cut, rolled, thrown, slabbed, Lids - seatings, Jug spouts

### Processes

Clay preparation – kneading, wedging, Throwing, Turning

### Storage

Surface decoration, Finishing techniques, Drying, Biscuit firing, Glazing, Glaze firing

Firing procedures and temperatures Dryness of clay, Stacking/Packing of kiln,

Influences on final firing temperatures – clay or glaze types, Biscuit Fire - Slow temperature build (to 600c), Maximum temperature, Storage requirements, Temperature, Maintaining Dampness, Re-cycling

## Learning outcome

The learner will:

- 3. be able to research contextual influences on thrown functional items

## Assessment criteria

The learner can:

- 3.1 **research** contextual influences on thrown functional items

- 3.2 research functional ceramic items

- historical
- cultural
- contemporary

- 3.3 present research in a **logical format**

## Range

### Research

From primary and secondary source material, Ceramics makers, the natural and manmade environments; websites; books, journals, exhibitions, shows, and museums

### Logical format

Research presented in an organised manner, eg folio, sketchbook electronic presentation

## Learning outcome

The learner will:

4. be able to plan and select materials to make thrown functional samples

### Assessment criteria

The learner can:

4.1 select materials

4.2 use materials and **techniques** to produce thrown functional samples

4.3 produce **samples** using:

- colour
- line
- texture
- shape
- form

4.4 record techniques and processes used to make samples

4.5 estimate the time and cost to produce thrown functional items samples

### Range

#### Techniques

Centring, collaring, opening out, trimming of rims, faceting, Handles- Pulled, cut, rolled, thrown, slabbed, Lids- seatings, knobs Jug spouts

#### Samples

3D samples of each technique to completed final finish

### Learning outcome

The learner will:

5. be able to make thrown functional items

### Assessment criteria

The learner can:

5.1 develop a **statement of intent**

5.2 produce a **working drawing**

5.3 prepare selected materials

5.4 make the thrown functional items surface decoration that follows a statement of intent

5.5 **record** the stages followed to make a thrown functional items with surface decoration

5.6 **present** the thrown functional items with surface decoration

5.7 produce a **cost sheet**

5.8 produce a **production timescale**

5.9 **evaluate** the thrown functional items with surface decoration

5.10 present the functional items to the specified requirement

### Range

#### Statement of intent

Written description of the suggested design which satisfies client requirements

#### Working drawing

Sketch of the piece indicating, colour, line, texture, shape, form, surface decoration, dimensions, exploded drawing of any detailed areas

#### Record

the steps followed during the construction process including any adjustments e.g. stage photographs and notation electronic presentation

#### Present

display the finished hand-built ceramic form with decoration

**Production Cost sheet**

Material costs

**Production Timescales**

time taken to plan, produce and complete hand-built ceramic form with decoration

**Evaluate**

Identify / record strengths and areas for improvement and any adjustment made to the design and process

## Unit 220

## Making a book with a half-leather case binding

<b>UAN:</b>	H/505/6919
<b>Level:</b>	2
<b>Credit value:</b>	5
<b>GLH:</b>	40

### Learning outcome

The learner will:

1. be able to work safely and effectively using tools and equipment and materials when making a book with a half-leather case binding

### Assessment criteria

The learner can:

- 1.1 describe health and safety **regulations** related to making books with a half-leather case binding
- 1.2 describe tools, **equipment** and **materials** used when making books with a half-leather case binding
- 1.3 describe the **care** of tools and equipment used for making books with a half-leather case binding
- 1.4 use tools, equipment and materials safely when making books with a half-leather case binding

### Range

#### Regulations

Health and Safety at Work Act, PAT, COSHH

#### Tools, equipment and materials

Papers, boards, book cloth, leather, cutting tools, bone folders, prickers, dividers, needles, thread, hammers, presses, design materials eg colouring materials, pencils, paper

#### Care

daily use and maintenance e.g. care, cleaning and storage, visual checks

### Learning outcome

The learner will:

2. understand the characteristics of materials required to make books with a half-leather case binding

### Assessment criteria

The learner can:

- 2.1 describe the characteristics of **materials** used to make books with a half-leather case binding
- 2.2 describe a range of **finishing techniques** suitable for books made with a half-leather case binding
- 2.3 describe **storage requirements** for finished items and the raw materials

### Range

#### Materials

Papers – plain, marbled, weight, weave, grain, Archival quality boards –thickness, Leather, Thread

#### Finishing techniques

pressing, mylar sleeves

#### Storage requirements

long term storage of materials, storage during the making process, storage of the finished book

### Learning outcome

The learner will:

3. be able to research contextual influences relating to books with a half- leather case binding

### Assessment criteria

The learner can:

- 3.1 **research** design ideas for a chosen **theme**
  - historical
  - cultural
  - contemporary
- 3.2 present research in a **logical format**

### Range

#### Research

Traditional western bookbinding. From primary and secondary sources, eg current trends, key bookbinders (national and international), libraries, websites, books, journals, exhibitions and shows, museums

#### Theme

The theme could be a style, technique, colour, size, use of decorative papers

#### Logical format

Research presented in an organised manner to present to an individual eg folio, sketch book, electronic presentation

### Learning outcome

The learner will:

4. be able to plan, prepare and sample materials for making a book with a half-leather case binding

### Assessment criteria

The learner can:

- 4.1 develop a range of **own ideas for books** showing the use of:
- colour
  - line
  - texture
  - shape
  - form
- 4.2 select materials required for a book with a half-leather case binding
- 4.3 **experiment** with **techniques and processes** for making a book with a half-leather case binding
- 4.4 estimate the time and cost required to produce a final book with a half-leather case binding

### Range

#### **Own ideas for books**

Develop original ideas eg roughs, collages, developed design drawings that could influence a final working design

#### **Experiment**

explore materials to create innovative design ideas for books with a half-leather case binding

#### **Techniques and processes**

measure accurately, determine the grain of paper, prepare signatures, apply adhesives, sewing book blocks with 'made' endpapers and hand marbled paper, a ribbon marker and hand sewn headbands, prepare the leather, make a quarter leather case cover, make a half-leather case cover, case the book block into the cover

Record experiments detailing strengths and areas for improvement, Keep written and visual evidence of experimental techniques

### Learning outcome

The learner will:

5. be able to create a book with a half-leather case binding

### Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 **create** a book with a half-leather case binding
- 5.3 **present** a finished book that follows from a statement of intent
- 5.4 produce a **cost sheet**
- 5.5 produce **production timescales**
- 5.6 **evaluate** a completed book

### Range

**Statement of intent**

Written description of the suggested design for the item which satisfies client requirements. This must include a working drawing of the book to be made

**Create**

Make the book, Record the steps followed during the making process including any modifications eg photographic, written

**Selected design**

Must show the design influences eg colour, line, texture, shape and form from source material.

**Present**

Photograph and display the finished book

**Cost sheet**

Material costs

**Production timescales**

time taken to plan, prepare and complete a book with a half-leather case binding

**Evaluate**

Identify / record strengths and areas for improvement and any adjustment made to the design and process



## Unit 221

## Making a book with a half-leather case binding

<b>UAN:</b>	Y/505/6920
<b>Level:</b>	2
<b>Credit value:</b>	5
<b>GLH:</b>	38

### Learning outcome

The learner will:

1. be able to work safely and effectively using tools and equipment and materials when making a book with a non adhesive stitched binding and integrated cover

### Assessment criteria

The learner can:

- 1.1 describe health and safety **regulations** related to making a book with a non adhesive stitched binding and integrated cover
- 1.2 describe **tools, equipment and materials** used for making a book with a non adhesive stitched binding and integrated cover
- 1.3 describe the **care** of tools and equipment used for making a book with a non adhesive stitched binding and integrated cover
- 1.4 use tools, equipment and materials safely when making a book with a non adhesive stitched binding and integrated cover

### Range

#### Regulations

Health and Safety at Work Act, PAT, COSHH

#### Tools, equipment and materials

Papers, book cloth, leather, cutting tools, bone folders, prickers, dividers, needles, thread, hammers, presses, Leather, design materials eg colouring materials, pencils, paper

#### Care

daily use and maintenance e.g. care, cleaning and storage, visual checks

### Learning outcome

The learner will:

2. understand the characteristics of materials required to make a book with a non adhesive stitched binding and integrated cover

### Assessment criteria

The learner can:

- 2.1 describe the **characteristics** of materials used to make a book with a non adhesive stitched binding and integrated cover
- 2.2 describe a range of **finishing techniques** suitable for a book with integrated cover
- 2.3 describe **storage requirements** for a range of bookbinding materials and the finished item

### Range

#### Characteristics

Papers – plain, marbled, patterned, weight, weave, grain  
Archival quality, Leather, book cloth

#### Finishing techniques

eg. pressing, fastenings

#### Storage requirements

long term storage of materials, storage during the making process, storage of the finished book

### Learning outcome

The learner will:

3. be able to research contextual influences relating to books with a non adhesive stitched binding and integrated cover

### Assessment criteria

The learner can:

- 3.1 **research** design ideas for a chosen **theme**
  - historical
  - cultural
  - contemporary
- 3.2 present research in a **logical format**

### Range

#### Research

Near and Far Eastern sewing styles.

From primary and secondary sources, eg current trends, key bookbinders (national and international), libraries, websites, books, journals, exhibitions and shows, museums

#### Theme

The theme could be a style, technique, colour, size, stitching structure

#### Logical format

Research presented in an organised manner to present to an individual eg folio, sketch book, electronic presentation

### Learning outcome

The learner will:

4. be able to plan, prepare and sample materials for making a book with a non adhesive stitched binding and integrated cover

### Assessment criteria

The learner can:

- 4.1 develop a range of **ideas for books** showing the use of:
  - colour
  - line
  - texture
  - shape
  - form
- 4.2 select materials required for a book with a non adhesive stitched binding and integrated cover
- 4.3 **experiment** with **techniques and processes** for making a book with a non adhesive stitched binding and integrated cover
- 4.4 estimate the time and cost required to produce a final book with a non adhesive stitched binding and integrated cover

### Range

#### **Ideas for books**

Develop original ideas eg roughs, collages, developed design drawings that could influence a final working design

#### **Experiment**

explore materials to create innovative design ideas for books with a non adhesive stitched binding and integrated cover

#### **Techniques and processes**

prepare materials, measure accurately, determine the grain of paper, cut and fold papers, prepare a book block, make a cover, sample a range of stitch structures, stitch a cover and book block, attach a map pocket to the inside back cover, sample a range of fastenings  
Record experiments detailing strengths and areas for improvement Keep written and visual evidence of experimental techniques

### Learning outcome

The learner will:

5. be able to create a book with a non adhesive stitched binding and integrated cover

### Assessment criteria

The learner can:

- 5.1 develop a statement of intent
- 5.2 create a book with a non adhesive stitched binding and integrated cover
- 5.3 present a finished book that follows from a statement of intent
- 5.4 produce a cost sheet
- 5.5 produce production timescales
- 5.6 evaluate a completed a book with a non adhesive stitched binding and integrated cover

### Range

**Statement of intent**

Written description of the suggested design for the item which satisfies client requirements. This must include a working drawing of the book to be made

**Create**

Make the book. Record the steps followed during the making process including any modifications eg photographic, written

**Selected design**

Must show the design influences eg colour, line, texture, shape and form from source material.

**Present**

Photograph and display the finished book

**Cost sheet**

Material costs

**Production timescales**

time taken to plan, prepare and complete a book with a non adhesive stitched binding and integrated cover

**Evaluate**

Identify / record strengths and areas for improvement and any adjustment made to the design and process

## Unit 222

## Making a basket with handles using traditional techniques

<b>UAN:</b>	D/505/6921
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	49

### Learning outcome

The learner will:

1. be able to work safely and effectively using tools and equipment and materials when making a basket with handles using traditional techniques

### Assessment criteria

The learner can:

- 1.1 describe health and safety **regulations** related to making a basket with handles
- 1.2 describe **tools, equipment** and **materials** used for making a basket with handles
- 1.3 describe the **care** of tools and equipment used for making a basket with handles
- 1.4 use tools, equipment and materials safely when making a basket with handles

### Range

#### Regulations

Health and Safety at Work Act, PAT, COSHH

#### Tools, equipment and materials

Cane, rush, willow, paper, card, cutting tools, water containers, wire, design materials eg colouring materials, pencils, paper

#### Care

daily use and maintenance e.g. care, cleaning and storage, visual checks

### Learning outcome

The learner will:

2. understand the characteristics of materials required to make a basket with handles using traditional techniques

### Assessment criteria

The learner can:

- 2.1 describe the **characteristics** of materials used in making a basket with handles
- 2.2 describe a range of **traditional techniques** suitable for making a basket with handles
- 2.3 describe storage requirements for making a basket with handles

## Range

### Characteristics

Flexibility, Malleability, Strength Texture

### Traditional techniques

bases – round, oval

use a combination of materials

coiling, weaves – paring, stake and strand, waling, check weave borders – trac, 2-rod, 3-rod, 4-rod, thread-away

make handles – crossover, side, twisted, plaited

add colour to materials – dyeing, painting, staining finishing techniques – picking off, trimming

### Storage requirements

long term storage of materials, storage during the development process, storage of finished baskets

## Learning outcome

The learner will:

3. be able to research contextual influences relating to baskets made from traditional techniques

## Assessment criteria

The learner can:

- 3.1 **research** design ideas for baskets

- historical
- cultural
- contemporary

- 3.2 present research in a **logical format**

## Range

### Research

From primary and secondary sources, eg current trends, styles, structures, key basketmakers (national and international), libraries, websites, books, journals, exhibitions and shows, museums

### Logical format

Research presented in an organised manner to present to an individual eg folio, sketch book, electronic presentation

## Learning outcome

The learner will:

4. be able to plan, prepare and sample traditional techniques for making a basket with handles

## Assessment criteria

The learner can:

- 4.1 develop a range of **ideas** for **baskets with handles** showing the use of:
  - colour
  - line
  - texture
  - shape
  - form
- 4.2 select materials required for making baskets with handles
- 4.3 **experiment** with traditional **techniques** and **processes** for developing baskets with handles
- 4.4 estimate the time and cost required to produce baskets

### Range

#### **Ideas for an item of innovative basketry**

Develop original ideas eg roughs, collages, developed design drawings that could influence a final working design, including dimensions

#### **Baskets with handles**

A basket intended to carry goods made from cane, rush, willow or a combination. Other traditional techniques may be included

#### **Experiment**

explore traditional techniques which can be combined or used alone, to create design ideas for a basket with handles

#### **Techniques**

bases – round, oval

use a combination of materials

coiling, weaves – paring, stake and strand, waling, check weave borders – trac, 2 -rod, 3- rod, 4- rod, thread-away

make handles – crossover, side, twisted, plaited

add colour to materials – dyeing, painting, staining

#### **Processes**

eg. soak materials, Add colour to materials

#### **Experiment**

Develop ideas and designs for basket making, Record experiments detailing strengths and areas for improvement Keep written and visual evidence of experimental techniques

### Learning outcome

The learner will:

5. be able to design and make a basket with handles using traditional techniques

### Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 make a basket with handles using traditional techniques
- 5.3 **present** a basket with handles
- 5.4 produce a **cost sheet**
- 5.5 produce **production timescales**
- 5.6 **evaluate** a completed basket

### Range

**Statement of intent**

Written description of the suggested design for the item which satisfies client requirements. This must include a working drawing of the basket to be made and the design influences eg colour, line, texture, shape and form from source material.

Record the steps followed during the making process including any modifications eg photographic, written

**Present**

Display the finished basket

**Cost sheet**

Material costs

**Production timescales**

time taken to plan, prepare and complete the basket

**Evaluate**

Identify / record strengths and areas for improvement and any adjustment made to the design and process



## Unit 223

## Using innovative basketry materials

<b>UAN:</b>	H/505/6922
<b>Level:</b>	2
<b>Credit value:</b>	5
<b>GLH:</b>	41

### Learning outcome

The learner will:

1. be able to work safely and effectively using tools and equipment and materials

### Assessment criteria

The learner can:

- 1.1 describe health and safety **regulations** related to making items of basketry
- 1.2 describe **tools, equipment and materials** used for designing and making items of basketry
- 1.3 describe the **care** of tools and equipment used for making items of basketry
- 1.4 **use tools, equipment and materials** safely when designing and making items of basketry

### Range

#### Regulations

Health and Safety at Work Act, PAT, COSHH

#### Tools, equipment and materials

Cane, rush, willow, paper, card, plastic, string, yarn, wires, found materials, cutting tools, water containers, design materials eg colouring materials, pencils, paper

#### Care

daily use and maintenance e.g. care, cleaning and storage, visual checks

### Learning outcome

The learner will:

2. know the characteristics of materials required to make items of innovative basketry

### Assessment criteria

The learner can:

- 2.1 describe the **characteristics of materials** used to create items of innovative basketry
- 2.2 describe a range of **techniques** suitable for items of innovative basketry
- 2.3 describe **storage requirements** for a range of basketry materials

### Range

**Characteristics** Flexibility Maleability

Strength

**Materials**

natural – Cane, Rush, Willow, Paper, Card

other materials – Yarn, Plastic, Wires, String, Found materials coiling

netting, knotting, twining, plaiting, stake and strand

finishing techniques – picking off, trimming

**Storage requirements**

long term storage of materials, storage during the making process, storage of the finished samples and item of basketry

**Learning outcome**

The learner will:

3. be able to research contextual influences relating to items of innovative basketry

**Assessment criteria**

The learner can:

3.1 **research** design ideas for basketry items

- historical
- cultural
- contemporary

3.2 present research in a **logical format**

**Range**

**Research**

From primary and secondary sources, eg current trends, key designer makers (national and international), libraries, websites, books, journals, exhibitions and shows, museums

**Logical format**

Research presented in an organised manner to present to an individual eg folio, sketch book, electronic presentation

**Learning outcome**

The learner will:

4. be able to plan, prepare and sample materials for making an item of innovative basketry

**Assessment criteria**

The learner can:

4.1 develop a range of own **ideas for an item of innovative basketry** showing the use of:

- colour
- line
- texture
- shape
- form

4.2 select materials required for an item of innovative basketry

4.3 experiment with techniques and processes for making an item of innovative basketry

4.4 estimate the time and cost required to produce an item of innovative basketry

**Range**

**Ideas for an item of innovative basketry**

Develop original ideas eg roughs, initial concept drawings

**Experiment**

explore traditional and non-traditional materials which can be combined to create design ideas for an item of innovative basketry

**Techniques**

coiling, netting knotting twining plaiting, stake and strand

**Processes**

eg. soak materials, Add colour to materials, Record experiments detailing strengths and areas for improvement, Keep written and visual evidence of experimental techniques

**Learning outcome**

The learner will:

5. be able to create an item of innovative basketry

**Assessment criteria**

The learner can:

- 5.1 develop a statement of intent
- 5.2 create an item of innovative basketry
- 5.3 present an item of innovative basketry that follows from a statement of intent
- 5.4 produce a cost sheet
- 5.5 produce production timescales
- 5.6 evaluate a completed item of innovative basketry

**Range****Statement of intent**

Written description of the suggested design for the item which satisfies client requirements. This must include a working drawing of the item of innovative basketry to be made. This must show the design influences eg colour, line, texture, shape and form from source material.

**Create**

Make the item of innovative basketry.

Record the steps followed during the making process including any modifications eg photographic, written

**Present**

Photograph and display the item of finished basketry

**Cost sheet**

Material costs

**Production timescales**

time taken to plan, prepare and complete an item of innovative basketry

**Evaluate**

Identify / record strengths and areas for improvement and any adjustment made to the design and process

## Unit 224

## Using warm glass techniques

<b>UAN:</b>	K/505/6923
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	45

### Learning outcome

The learner will:

1. be able to work safely and effectively using tools and equipment and materials

### Assessment criteria

The learner can:

- 1.1 describe health and safety **regulations** related to **warm glass work**
- 1.2 describe **tools, equipment and materials** used for warm glass work
- 1.3 describe the **care** of tools and equipment used for making warm glass items
- 1.4 use tools, equipment and materials safely when producing warm glass items

### Range

#### Regulations

Health and Safety at Work Act, PAT testing. COSHH, Use of PPE: masks, gloves, safety glasses

#### Warm glass work

Glass work that is made by kiln firing, kiln fired panel, slumped glass vessel, cast glass

#### Tools

Glass cutter, breaking and grozing pliers, glass smasher

#### Equipment

Kiln, grinder, polarised lenses

#### Materials

Sheet glass, frits, stringers, confetti, enamels, mould making materials, separator, fibre papers, paint, pencils, fibre board, design materials eg colouring materials, pencils, paper

#### Care

daily use and maintenance e.g. care, cleaning and storage, visual checks

### Learning outcome

The learner will:

2. understand the characteristics of materials and techniques required to create warm glass work

### Assessment criteria

The learner can:

- 2.1 describe the **characteristics** of a range of materials used to create warm glass work
- 2.2 describe the different **decorative techniques** used in warm glass work
- 2.3 describe the **storage requirements** for a range of materials used for warm glass work
- 2.4 state the effect of co-efficients of expansion (coe) for different types of glass

### Range

#### Characteristics

Sheet glass – opacity, transparency Casting glass -

Frits – grain size Stringers – Malleability

Confetti – size and thickness Enamels - opacity, transparency

#### Decorative techniques

Slumping, Frits, Stringers, Confetti, Enamels, casting

Inclusions - Copper mesh, sheet and wire, aluminium mesh and sheet, organic materials

#### Storage Requirements

Sheet glass – vertically stored in a cupboard/rack Frits – dust-proof jars

Enamels – air-tight container Fibre papers – flat and dry

Separators – dust-proof containers

### Learning outcome

The learner will:

3. be able to research techniques and contexts for 3D cool glass work

### Assessment criteria

The learner can:

- 3.1 **research** techniques for warm glass work

- 3.2 research contexts for warm glass work

- historical
- cultural
- contemporary

- 3.3 present research in a **logical format**

### Range

#### Current trends

Key designer makers, exhibitions and shows, museums

#### Research

From primary and secondary sources, websites, books, journals,

#### Logical Format

Research presented in an organised manner eg folio, sketchbook, electronic presentation

### Learning outcome

The learner will:

4. be able to plan, prepare and sample materials and techniques for warm glass work

### Assessment criteria

The learner can:

- 4.1 select materials
- 4.2 use materials and techniques to make a warm glass samples
- 4.3 produce **samples** using
  - colour
  - line
  - texture
  - shape
  - form
- 4.4 **record** techniques and processes used to make samples
- 4.5 estimate the cost and time required to make warm glass samples

### Range

#### **Samples**

Develop original samples based on design ideas, thumbnail visuals, roughs, painting, collage, developed design ideas

#### **Record**

Glass decorative techniques, kiln firing schedules, mould making recipes

### Learning outcome

The learner will:

5. be able to create a warm glass work item

### Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce a **working drawing**
- 5.3 prepare selected materials
- 5.4 create a warm glass item that follows a statement of intent
- 5.5 record the stages followed to make warm glass items
- 5.6 finish warm glass item
- 5.7 **present** a warm glass work item
- 5.8 produce a **cost sheet**
- 5.9 produce **production timescales**
- 5.10 **evaluate** the completed warm glass items

### Range

**Statement of intent**

Written description of the design for a warm glass item, reference to quality of light, positioning

**Working drawing**

Sketch of the piece indicating, colour, line, texture, shape, form, dimensions, exploded drawing of any detailed areas

**Present**

Display warm glass work hanging, framing, exhibit, factor in quality of light

**Cost sheet**

Materials costs, Kiln firing costs.

**Production timescale**

Time taken to plan, prepare, make and finish the warm glass item

**Evaluate**

Identify / record strengths and areas for improvement and any adjustment made to the design and process

## Unit 225

## Using cool glass techniques

<b>UAN:</b>	M/505/6924
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	47

### Learning outcome

The learner will:

1. be able to work safely and effectively using tools and equipment and materials

### Assessment criteria

The learner can:

- 1.1 describe health and safety **regulations** related to 3D **cool glass work**
- 1.2 describe **tools, equipment and materials** used for cool glass work
- 1.3 describe the **care** of tools and equipment used for making cool glass items
- 1.4 use tools, equipment and materials safely when producing cool glass items

### Range

#### Regulations

Health and Safety at Work Act, PAT testing. COSHH, Use of PPE: masks, gloves, safety glasses, Use of PPE: masks, gloves, safety glasses

#### Cool glass work

stained glass panel, copper foil work, glass gilding, sandblasting/carving

#### Tools

Glass cutter, breaking and grozing pliers, lead knife, fid

#### Equipment

Kiln, sandblaster, grinder

#### Materials

Sheet glass, frits, stringers, confetti, enamels, matt and trace glass paint, lead came, copper foil, cement, sandblast resists solder, flux, paint, pencils, design materials eg colouring materials, pencils, paper

#### Care

daily use and maintenance e.g. care, cleaning and storage, visual checks

### Learning outcome

The learner will:

2. understand the characteristics of materials and techniques required to create cool glass work

### Assessment criteria



The learner can:

- 2.1 describe the **characteristics** of a range of materials used to create cool glass work
- 2.2 describe the different **decorative techniques** used in cool glass work
- 2.3 describe the **storage requirements** for a range of materials used for cool glass work
- 2.4 describe the different types of **qualities** of light

### Range

#### Characteristics

Sheet glass – opacity, transparency

Lead came – stretching and malleability

Copper foil – width, patina

Cement – strengthens and waterproofs

Sandblast resists,

Solder – tin and lead, ratios, Flux – tallow, copper foil flux

#### Decorative techniques

trace and matt glass painting, enamels, frits, stringers, confetti

#### Storage Requirements

Sheet glass – vertically stored in a cupboard/rack Lead came – stored flat in lengths

Copper foil – stored in air-tight container, Cement – air-tight,

Copper foil flux – air-tight container

#### Qualities

Natural, Artificial, Internal, Externally

### Learning outcome

The learner will:

3. be able to research techniques and contexts for 3D cool glass work

### Assessment criteria

The learner can:

- 3.1 **research** techniques for 3D cool glass work
- 3.2 research contexts for 3D cool glass work
  - historical
  - cultural
  - contemporary
- 3.3 present research in a **logical format**

### Range

#### Current trends

Key designer makers, exhibitions and shows, museums, architectural glass

#### Research

From primary and secondary sources, websites, books, journals,

#### Theme

Chosen design subject matter

#### Logical Format

Research presented in an organised manner eg folio, sketchbook, electronic presentation

### Learning outcome

The learner will:

4. be able to plan, prepare and sample materials and techniques for 3D cool glass work

### Assessment criteria

The learner can:

- 4.1 select materials
- 4.2 use materials and techniques to create 3D cool glass visuals
- 4.3 produce 3D cool glass **samples** using
  - colour
  - line
  - texture
  - shape
  - form
- 4.4 **record** techniques and processes used to make visuals
- 4.5 **estimate** the cost and time required to make 3D cool glass visuals

### Range

#### Samples

Develop original samples based on design ideas, thumbnail visuals, roughs, painting, collage, developed design ideas

#### Record

Glass decorative techniques, kiln firing schedules

### Learning outcome

The learner will:

5. be able to create a cool glass work item

### Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce a **cartoon**
- 5.3 prepare selected materials
- 5.4 create a 3D cool glass work item that follows a statement of intent
- 5.5 record the stages followed to make cool glass items
- 5.6 **present** 3D cool glass item
- 5.7 produce a **cost sheet**
- 5.8 produce **production timescales**
- 5.9 **evaluate** the completed cool glass items

### Range

**Statement of intent**

Written description of the design for a cool glass item, reference to quality of light, positioning

**Cartoon**

Full size working drawing, including ALL decorative techniques drawn on in colour where relevant

**Present**

Display cool glass work hanging, framing, exhibit

**Cost sheet**

Materials costs, Kiln firing costs.

**Production timescale**

Time taken to plan, prepare, make and finish the cool glass item

**Evaluate**

Identify / record strengths and areas for improvement and any adjustment made to the design and process

## Unit 226

## Oil Gild an Item using Metal Leaf

<b>UAN:</b>	D/505/7115
<b>Level:</b>	2
<b>Credit value:</b>	5
<b>GLH:</b>	45

### Learning outcome

The learner will:

1. be able to work safely and effectively using tools and equipment and materials

### Assessment criteria

The learner can:

- 1.1 describe health and safety **regulations** related to oil gilding with metal leaf
- 1.2 describe **tools**, equipment and **materials** used for oil gilding with metal leaf
- 1.3 describe the **care** of tools and equipment used for oil gilding with metal leaf
- 1.4 use tools, equipment and materials safely when oil gilding with metal leaf

### Range

#### Regulations

Health and Safety at Work Act, PAT, COSHH

#### Tools

Gilder's Tip, Gilder's Knife, Squirrel hair mop, Brushes

Agate burnisher Eg. Distressing tools – wire wool, micro mesh cloth

Equipment, Gilder's cushion

#### Materials

Eg. Solvents, Animal glues, Sand paper,

Calcium sulphate – Gesso, Calcium carbonate – whiting,

Paint Stain, Texture Gel, Texturing Mesh Oil Size, Acrylic Size

Metal Leaf

precious metal leaf -gold, silver alloy

Non-precious metal leaf – copper, aluminium, Dutch metal (schlag).

Varnish, Coloured Wax

Design materials eg colouring materials, pencils, paper

#### Care

daily use and maintenance e.g. care, cleaning and storage, visual checks

### Learning outcome

The learner will:

2. understand the characteristics of materials required to oil gild with metal leaf

### Assessment criteria

The learner can:

- 2.1 describe the **characteristics of materials** used to oil gild
- 2.2 describe a range of **finishing techniques** suitable for oil gilded items
- 2.3 describe **storage requirements** for a range of materials used for oil gilding

### Range

#### Characteristics

Flexibility, Maleability, Strength

#### Materials.

eg glass, wood, plaster, stone, composite, paper, fabric, metal. Solvents, Animal glues

Calcium sulphate – Gesso, Calcium carbonate whiting

Metal leaf – precious and non-precious

Transfer leaf

Clay (Bole)

Size – oil, acrylic, drying times

#### Finishing techniques

eg. Toning, Texturing, Distressing, Varnishing, colouring, staining

#### Storage requirements

Long term storage of materials, storage during the working process, storage of the finished samples and oil gilded item

### Learning outcome

The learner will:

3. be able to research contextual influences relating to oil gilding with metal leaf

### Assessment criteria

The learner can:

- 3.1 **research** design ideas for a chosen **theme**

- Historical
- cultural
- contemporary

- 3.2 present research in a **logical form**

### Range

#### Research

From primary and secondary sources, eg current trends, key craftsmen (national and international), libraries, websites, books, journals, exhibitions, museums

#### Theme

The theme could be a style, colour, size, structure

#### Logical format

Research presented in an organised manner to present to an individual eg folio, sketch book, electronic presentation

### Learning outcome

The learner will:

4. be able to plan, prepare and sample materials for oil gilding with metal leaf

### Assessment criteria

The learner can:

- 4.1 develop a range of **own ideas** for an item using oil gilding with metal leaf showing the use of:
  - colour
  - line
  - texture
  - shape
  - form
- 4.2 select materials required for an item using oil gilding with metal leaf
- 4.3 **experiment** with **techniques** and **processes** for oil gilding an item with metal leaf
- 4.4 add texture to oil gilded surfaces
- 4.5 estimate the time and cost required to oil gild an item using metal leaf

### Range

**Own ideas** for an item using oil gilding with metal leaf Develop original ideas eg roughs, collages, developed design drawings that could influence a final working design, including dimensions

#### Experiment

Sample on a range of surfaces eg glass, wood, plaster, stone, composite, paper, fabric or metal. Explore materials which can be combined to create design ideas for an oil gilded item using metal leaf

#### Techniques

eg. tone under surfaces to optimize the gilded effect sand and burnish surfaces  
apply oil or acrylic size to the surface, apply metal leaf to the surface, Varnish Age surfaces

#### Processes

Eg. Prepare surfaces to receive oil gilding Seal porous surfaces, Time the application of the size, Tone with added colour

Varnish any item for outdoor use or where gilded with silver leaf Add Texture

Apply texture gel to the surface before sizing Texture with mesh

Combine textured and flat areas within one surface

Record experiments detailing strengths and areas for improvement Keep written and visual evidence of experimental techniques

### Learning outcome

The learner will:

5. be able to oil gild and item using metal leaf

### Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 **create** an oil gilded item using metal leaf
- 5.3 **record** the stages followed to make an oil gilded item using metal leaf
- 5.4 **present** an oil gilded item using metal leaf that follows from a statement of intent
- 5.5 produce a **cost sheet**
- 5.6 produce **production timescales**
- 5.7 **evaluate** a completed item of oil gilding using metal leaf

### Range

**Statement of intent**

Written description of the suggested work for the item which satisfies client requirements. This must include a working drawing of the item to be oil gilded. This must show the design influences eg colour, line, texture, shape and form from source material.

**Create**

Oil gild the item

**Record** the steps followed during the working process including any modifications eg photographic, written

**Present**

Photograph and display the gilded item

**Cost sheet**

Material costs

**Production timescales**

time taken to plan, prepare and complete an oil gilded item

**Evaluate**

Identify / record strengths and areas for improvement and any adjustment made to the design and process

## Unit 227

## Water Gild an Item using Metal Leaf

<b>UAN:</b>	H/505/7116
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	47

### Learning outcome

The learner will:

1. be able to work safely and effectively using tools and equipment and materials

### Assessment criteria

The learner can:

- 1.1 describe health and safety **regulations** related to water gilding with metal leaf
- 1.2 describe **tools, equipment and materials** used for water gilding with metal leaf
- 1.3 describe the **care** of tools and equipment used for water gilding with metal leaf
- 1.4 use tools, equipment and materials safely when water gilding with metal leaf

### Range

#### Regulations

Health and Safety at Work Act, PAT, COSHH

#### Tools

Gilder's Tip Gilder's Knife

Squirrel hair mop Brushes

Agate burnisher

Eg. Distressing tools – wire wool, micro mesh cloth

#### Equipment

Gilder's cushion Metal Punches

#### Materials

Eg. Animal glues Sand paper

Calcium sulphate - Gesso solvents

Clay (bole) Size

Metal Leaf -

precious metal leaf -gold, silver alloy

design materials eg colouring materials, pencils, paper

#### Care

daily use and maintenance e.g. care, cleaning and storage, visual checks

### Learning outcome

The learner will:

2. understand the characteristics of materials required to water gild with metal leaf



<b>Assessment criteria</b>
<p>The learner can:</p> <p>2.1 describe the <b>characteristics</b> of materials used to water gild</p> <p>2.2 describe a range of <b>finishing techniques</b> suitable for water gilded items</p> <p>2.3 describe <b>storage requirements</b> for a range of materials used for water gilding</p>
<b>Range</b>
<p><b>Characteristics</b> Flexibility, Maleability, Strength, Materials eg. Wood, Glass, plaster, composite, paper or fabric. Animal glues, Calcium sulphate – Gesso, Metal leaf – precious Clay (Bole), Size</p> <p><b>Finishing techniques</b> Eg. Toning, Texturing – sgraffito, Distressing, Varnishing</p> <p><b>Storage requirements</b> Long term storage of materials, storage during the working process, storage of the finished samples and water gilded item</p>
<b>Learning outcome</b>
<p>The learner will:</p> <p>3. be able to research contextual influences relating to water gilding with metal leaf</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 <b>research</b> design ideas for a chosen <b>theme</b></p> <ul style="list-style-type: none"> <li>• historical</li> <li>• cultural</li> <li>• contemporary</li> </ul> <p>3.2 present research in a <b>logical format</b></p>
<b>Range</b>
<p><b>Research</b> From primary and secondary sources, eg current trends, key craftsmen (national and international), libraries, websites, books, journals, exhibitions, museums</p> <p><b>Theme</b> The theme could be a style, colour, size, structure</p> <p><b>Logical format</b> Research presented in an organised manner to present to an individual eg folio, sketch book, electronic presentation</p>
<b>Learning outcome</b>
<p>The learner will:</p> <p>4. be able to plan, prepare and sample materials for water gilding with metal leaf</p>
<b>Assessment criteria</b>

The learner can:

4.1 develop a range of **ideas for an item using water gilding with metal leaf** showing the use of:

- colour
- line
- texture
- shape
- form

4.2 select materials required for an item using water gilding with metal leaf

4.3 **experiment with techniques and processes** for water gilding an item **with metal leaf**

4.4 add texture to water gilded surfaces

4.5 estimate the time and cost required to water gild an item using metal leaf

### Range

#### **Ideas for an item using water gilding with metal leaf**

Develop original ideas eg roughs, collages, developed design drawings that could influence a final working design, including dimensions

#### **Experiment**

Sample on a range of surfaces eg glass, wood, plaster, composite, paper or fabric. Explore materials which can be combined to create design ideas for a water gilded item using metal leaf

#### **Techniques**

eg. apply a ground to the surface apply clay (bole) to the surface sand and burnish surfaces make and apply size to the surface apply metal leaf to the surface

#### **Processes**

Eg. Prepare surfaces to receive water gilding Seal porous surfaces

Tone with added colour Varnish silver leaf

Add Texture - Pastiglia , Punching, sgraffito

Record experiments detailing strengths and areas for improvement Keep written and visual evidence of experimental techniques

### Learning outcome

The learner will:

5. be able to water gild and item using metal leaf

### Assessment criteria

The learner can:

5.1 develop a **statement of intent**

5.2 **create** a water gilded item **using metal leaf**

5.3 record the stages followed to make a water gilded item using metal leaf

5.4 **present** a water gilded item **using metal leaf** that follows from a statement of intent

5.5 produce a **cost sheet**

5.6 produce **production timescales**

5.7 **evaluate** a completed item of water gilding using metal leaf

### Range

**Statement of intent**

Written description of the suggested work for the item which satisfies client requirements.

This must include a working drawing of the item to be water gilded

This must show the design influences eg colour, line, texture, shape and form from source material.

**Create**

Water gild the item

Record the steps followed during the working process including any modifications eg photographic, written

**Present**

Photograph and display the gilded item

**Cost sheet**

Material costs

**Production timescales**

time taken to plan, prepare and complete a water gilded item

**Evaluate**

Identify / record strengths and areas for improvement and any adjustment made to the design and process

## Unit 228

## Creating computer generated themed and bound imagery

<b>UAN:</b>	K/505/7117
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	60

### Learning outcome

The learner will:

1. be able to work safely and effectively using tools, equipment and materials related to computer generated themed and bound imagery

### Assessment criteria

The learner can:

- 1.1 describe health and safety **regulations** related to computer generated themed and bound imagery
- 1.2 describe **tools, equipment and materials** used
- 1.3 describe the **care** of tools and equipment used
- 1.4 use tools, equipment and materials safely when producing themed and bound imagery.

### Range

#### Regulations

Health and Safety at Work Act, PAT testing. COSHH, Display Screen Equipment Regulations

#### Tools

mount cutter, blades, graphics tablet, software programs

#### Equipment

computer, scanner, camera, printer, projector

#### Materials

adhesives, papers, printer ink, foam boards, mount boards, fabrics design materials eg colouring materials, pencils, paper

#### Care

daily use and maintenance e.g. care, cleaning and storage, visual checks

### Learning outcome

The learner will:

2. understand the characteristics of materials and techniques required to create computer generated themed and bound imagery

### Assessment criteria

The learner can:

- 2.1 describe the **characteristics** of materials used to create themed and bound imagery
- 2.2 describe different types of **file format** suitable for different themed and bound imagery
- 2.3 describe the different **techniques** used to create themed and bound imagery
- 2.4 describe the **relationship** between different types of ink and paper
- 2.5 describe different **display methods** for themed and bound imagery

## Range

### Characteristics

digital formats – lossy, lossless papers – weight, finish  
inks – colours, proprietary, refills adhesives – spray, spread,  
dry mount fabrics

foam boards – thickness, weight, aesthetic, mount boards –  
colour, weight, aesthetic Spine Format – layflat, spiral,  
stitched Page Format - square, A4, A3, 10x8

Cover options - hardback, paperback, soft-back, personalised, On-line  
ordering software – ease of use, cost

### File Formats

PNG, JPEG, TIFF, BMP, PSD, RAW

### Techniques

filters, blend modes, layers, tools, masks, textures simple binding

techniques for themed imagery

### Relationship

quality of colour  
Colour attraction Colour Balance  
Saturation

White Balance/Colour Temperature Domestic vs  
Commercial printing

### Display methods

printed, internet, electronic

## Learning outcome

The learner will:

3. be able to research themed and bound imagery techniques and contexts

## Assessment criteria

The learner can:

- 3.1 **research** themed and bound imagery techniques
- 3.2 research themed and bound imagery **contexts**
  - historical
  - cultural
  - contemporary
- 3.3 research the use of text within images
- 3.4 present research in a **logical format**

## Range

**Current trends**

key designer makers, exhibitions and shows, museums

**Research**

from primary and secondary sources, websites, books, journals, electronic media, digital media

**Theme**

chosen design subject matter

**Logical Format**

research presented in an organised manner eg folio, sketchbook, electronic presentation

**Learning outcome**

The learner will:

4. be able to produce visuals for computer generated imagery

**Assessment criteria**

The learner can:

4.1 select materials

4.2 use materials and techniques for themed image visuals

4.3 produce themed image **visuals** using

- colour
- line
- texture
- shape
- form

4.4 **record** techniques and processes used to make visuals

4.5 estimate the cost and time required for creating themed and bound imagery

**Range****Visuals**

develop original design ideas, tone, contrast, thumbnails, roughs, mark making, painting, layering, collage, montage, developed design ideas,

**Record**

themed and bound image techniques

**Learning outcome**

The learner will:

5. be able to produce and evaluate computer generated themed and bound imagery

**Assessment criteria**

The learner can:

5.1 develop a **statement of intent**

5.2 prepare selected materials

5.3 create themed and bound imagery that follow a statement of intent

5.4 record the stages followed to create themed and bound imagery

5.5 **present** themed and bound imagery

5.6 produce a **cost sheet**

5.7 produce **production timescales**

5.8 **evaluate** completed themed and bound imagery

**Range**

**Statement of intent**

Brief description which meets requirements.

**Present**

Display themed and bound imagery hanging, exhibition, internet

**Cost sheet**

Material costs , binding costs, printing costs

**Production timescale**

Time taken to plan, prepare, make and finish themed and bound imagery

**Evaluate**

Identify / record strengths and areas for improvement and any adjustment made to the design and process

## **Unit 228**

# **Creating computer generated themed and bound imagery**

Supporting information

### **Guidance**

Learning Outcome 3

Refer to work of notable practitioners whom produce photographic themed bodies of work or collections.



## Unit 229

## Understand how to work for a client to create a product

<b>UAN:</b>	M/504/5907
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	13

### Learning outcome

The learner will:

1. understand conventions and practices for a meeting with a client.

### Assessment criteria

The learner can:

- 1.1 describe **key aspects** of meeting processes and procedures
- 1.2 describe the importance of taking notes and **recording outcomes** at meetings
- 1.3 describe **professional practice** when dealing with clients.

### Range

#### Key aspects

eg the notification of meeting, agenda, location, post meeting procedures.

#### Recording outcomes

Taking notes eg as a reminder, and the formal recording of outcomes and key decisions.

#### Professional practice

Maintaining personal safety, time keeping, appropriate dress, appropriate body language, polite and focused communication, respecting the contributions of others.

### Learning outcome

The learner will:

2. know how to present a viable product to a client.

### Assessment criteria

The learner can:

- 2.1 describe methods of **presenting** product ideas to a client
- 2.2 explain why a product meets the **requirements** of a particular client
- 2.3 describe the requirements for an **agreement to proceed** with a project.

### Range

**Presenting**

eg visuals, sketches, photographs, maquette, scale model, electronic presentation.

**Requirements**

Time, cost, specification, quality.

**Agreement to proceed**

Signed off drawings, dated, payment terms, staged payment, timescales for delivery.  
Any special conditions eg delivery to a particular venue, installation.

**Learning outcome**

The learner will:

3. know how to plan the production of a creative product.

**Assessment criteria**

The learner can:

3.1 identify **stages in an action plan** for the production of a product

3.2 identify **considerations** for sourcing materials

3.3 describe the **importance of monitoring** a project.

**Range****Stages in an action plan**

eg preparing for production, production timescales, evaluating.

**Considerations**

Catalogue specialist suppliers, check delivery times, check current costings, possible alternatives, risks.

**Importance of monitoring**

To ensure that timescales and budget are adhered to, to be able to update the client.

## Unit 230

## Create a website using web design application Templates

<b>UAN:</b>	T/504/5908
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	15

### Learning outcome

The learner will:

1. know the features of a website.

### Assessment criteria

The learner can:

- 1.1 identify different styles of multiple page websites used to promote products
- 1.2 describe the effectiveness of different features used on websites
- 1.3 describe the features for navigating a website
- 1.4 describe the effects of image sizes in downloading web pages.

### Learning outcome

The learner will:

2. know the implications for creating a website.

### Assessment criteria

The learner can:

- 2.1 identify **guidelines** that affect the creation of websites
- 2.2 describe how **copyright constraints** affect the use of information
- 2.3 describe **ways to make a website accessible** to all users.

### Range

#### Guidelines

WC3, Worldwide Web Consortium.

#### Copyright constraints

Having written permission to use text or images generated by others. Use of copyright to protect intellectual property rights.

#### Ways to make a website accessible

WC3, Websafe/browser safe colour palette.

### Learning outcome

The learner will:

3. be able to create a multiple page website using web design application templates.

## Assessment criteria

The learner can:

- 3.1 plan the **layout** of website content
- 3.2 input **content** for a website
- 3.3 use templates, editing and formatting tools to create a website
- 3.4 check size, alignment and orientation of images
- 3.5 **proof read** a website to ensure quality
- 3.6 **publish** a finished website.

## Range

### **Layout**

Page design, how features will be used, navigation.

### **Content**

Images and text.

### **Proofread**

Check: spelling and grammar, accuracy of content, image quality, page layout.

### **Publish**

Upload to a local network or public host.

## Unit 231

## Product promotion using social media

<b>UAN:</b>	A/504/5909
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	16

### Learning outcome

The learner will:

1. know the benefits and risks of promoting a product through social networks.

### Assessment criteria

The learner can:

- 1.1 describe how **social networks** are used to promote products
- 1.2 describe the **benefits** of using social networks to promote a product
- 1.3 describe the **risks** of using social networks to promote a product.

### Range

#### Social networks

Web based means for users to interact via the internet.

#### Benefits

Speed, accessibility, ease of use.

#### Risks

Threats to privacy, personal safety, trustworthiness.

### Learning outcome

The learner will:

2. know how social network applications are used.

### Assessment criteria

The learner can:

- 2.1 define what is meant by social media
- 2.2 identify common social networking sites
- 2.3 outline what is meant by an online identity
- 2.4 identify ways in which social networks can be accessed
- 2.5 describe the concept of social media 'friends'
- 2.6 identify guidelines and **ethical considerations** concerning the use of social networks.

### Range

#### Ethical considerations

Moral issues or principles to be considered when using social networks.

### Learning outcome

The learner will:

3. be able to create a social networking profile for a product.

### Assessment criteria

The learner can:

- 3.1 use a social networking application template to create a **profile for a product**
- 3.2 upload **digital media** content to a social networking site to promote a product
- 3.3 add contacts to a social networking profile
- 3.4 take precautions to ensure own safety and privacy when working online.

### Range

#### Profile for a product

A page on a web based site containing promotional details for a product.

#### Digital media

Digital images, scans of images or drawings.

### Learning outcome

The learner will:

4. be able to use a social network to communicate with others to promote a product.

### Assessment criteria

The learner can:

- 4.1 send messages to others using a social network to promote a product
- 4.2 create a group in a social networking site to share product information
- 4.3 post comments to a social network to promote a product.

## Unit 232

## Producing promotional publications

<b>UAN:</b>	M/504/5910
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	15

### Learning outcome

The learner will:

1. know how designs and page layouts are used for promotional publications.

### Assessment criteria

The learner can:

- 1.1 describe different types of documents used to promote products
- 1.2 identify **restrictions** on the use of promotional materials
- 1.3 describe how **page design and layout** increases the effectiveness of a publication
- 1.4 compare different types of **paper and inks** used for publications.

### Range

#### Restrictions

Distribution, placement, language, copyright, size.

#### Page design and layout

Visual appeal, key information easily visible, visuals relevant to the product. Size, colour, position of logo, white space.

#### Paper and inks

Weight and surface finish of papers and card stock, inks: eg gloss medium, satin, colour, permanence of ink CMYK.

### Learning outcome

The learner will:

2. be able to create publications for creative products.

### Assessment criteria

The learner can:

- 2.1 describe how **copyright constraints** affect the use of information
- 2.2 select page design and layout for promotional publications
- 2.3 input **product information** into templates for editing and formatting
- 2.4 save electronic files securely for retrieval.

### Range

**Copyright constraints**

Having written permission to use text or images generated by others. Use of copyright to protect intellectual property rights.

**Product information**

Self-developed text, image(s) of own product, artwork or craftwork.

**Learning outcome**

The learner will:

3. be able to edit and format publications.

**Assessment criteria**

The learner can:

3.1 edit publications using template editing and formatting tools

3.2 manipulate images and graphics **accurately**

3.3 format page layout for **effective presentation**

3.4 proofread documents to ensure a **quality output**.

**Range****Accurately**

Image and font clarity and sizing.

**Effective presentation**

Visually appealing.

Formatted to avoid 'widows and orphans' in columns and pages. Economical use of paper and card.

**Quality output**

Accuracy of content, quality of images, positioning on the page within printable boundaries, print quality.

**Learning outcome**

The learner will:

4. be able to evaluate publications.

**Assessment criteria**

The learner can:

4.1 evaluate publications for **impact**.

**Range****Impact**

Visually appealing, concise information in a readable format.



## Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the [Centre document library](#) on [www.cityandguilds.com](http://www.cityandguilds.com) or click on the links below:

### **Centre Handbook: Quality Assurance Standards**

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the centre contract.

### **Centre Handbook: Quality Assurance Standards**

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre assessments.

### **Access arrangements: When and how applications need to be made to City & Guilds**

provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The [Centre document library](#) also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

### **Useful contacts**

Please visit the [Contact us](#) section of the City & Guilds website.

## City & Guilds

For over 140 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

The City & Guilds community of brands includes Gen2, ILM, Intertrain, Kineo and The Oxford Group.

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