

Edexcel BTEC Level 4/5 HNC/D Diploma in Art and Design (QCF)

YEAR ONE (LEVEL 4 HNC)

Unit	Title	CREDITS	LEVEL
1	Visual Communication in Art and Design	15	4 (Mandatory)
2	Ideas generation and development in Art and Design	15	4 (Mandatory)
3	Contextual and Cultural Referencing in Art and Design	15	4
37	Techniques and Processes in Textiles	15	4
130	Drawing Techniques and Processes in Art and Design	15	4
48	Production Techniques in Fashion	15	4
52	Garment Manufacture	15	5
41	Specialist Textiles - Techniques and Processes	15	5

YEAR TWO (LEVEL 5 HND)

Unit	Title	CREDITS	LEVEL
36	Design Application in Textiles	15	4
43	Experimental Printed Textiles	15	5
35	Design Exploration in Textiles	15	4
38	Design Research in Textiles	15	5
4	Professional Practice in Art and Design	15	5
5	Project Design Implementation and Evaluation	20	5
6	Critical Study in Art and Design	15	5
39	Textile Collection Realisation	15	5

The Edexcel BTEC Level 5 HND Diploma in Art and Design (QCF) is a qualification with a minimum of 240 credits of which 70 credits are mandatory core. Achieved.

The Edexcel BTEC Level 5 HND programme must contain a minimum of 125 credits at level 5. Achieved

Unit 1 - Visual Communication in Art and Design

Aim

This unit aims to develop the necessary skills for artists, designers and craft workers to communicate their ideas across specialist applications, both traditional and alternative.

Unit abstract

Learners will be expected to develop an understanding of the role and responsibilities of the artist, designer and craft worker in a commercial context and to acquire the ability to communicate ideas through drawing and other visual techniques and skills.

Learning outcomes and assessment criteria

On successful completion of this unit a learner will:

Assessment criteria for pass

The learner can:

LO1

Be able to communicate ideas and concepts by researching visual techniques

1.1 Research visual communication techniques

1.2 Evaluate visual communication techniques

LO2

Be able to select visual communication techniques to realise creative intentions

2.1 Identify creative intentions

2.2 Select visual communication techniques to effectively realise creative intentions

LO3

Be able to produce work which demonstrates the use of visual communication

3.1 Apply visual communication techniques to creative work

3.2 Justify the visual communication techniques used in creative works

LO4

Understand the potential for personal development through the application of new approaches to visual communication

4.1 Evaluate the use of visual communication in own work

4.2 Propose new approaches to developing own work through the application of visual communication techniques.

Unit 2 - Ideas generation and development in Art and Design

Aim

Creative thinking and the ability to generate free flowing ideas are vital skills for all artists and designers. This unit aims to develop skills in generating and communicating ideas visually.

Unit abstract

This unit introduces a number of idea-generating techniques to demonstrate that creative thinking is a skill that can be continually developed. Evidence of 'thinking on paper' may take the form of 'open-ended' idea sheets and visual/verbal 'mind maps'. Learners will be encouraged to originate ideas which fulfil visual communication objectives. Learners will also be required to use mark-making techniques to express their ideas on paper and they should be able to identify the cultural contexts in which their ideas work. Selection, review and development of ideas should be evidenced in sketchbooks, design sheets, thumbnails or concept sheets.

Learners should be encouraged to research the creation of graphic imagery and digital portfolio and be exposed to a broad cross section of good quality examples. In particular, the study of graphic and visual imagery in relation to different cultural contexts should be wide ranging and eclectic. Their study could include examples from contemporary youth and music culture to which material from other cultures can then be related. A series of progressively developed idea sheets and concept boards could culminate in clearly expressed ideas produced by learners to meet specific communication tasks.

Visual communication assignments should be inventive and stimulating, and, where possible, should have topical and/or contemporary cultural relevance. In addition, experimentation and risk taking should be encouraged. Discussion and criticism should concentrate on the potential and interest of ideas and this can be presented separately or in the form of annotations to visual ideas sheets, concept boards and collections of exemplar material.

Learning outcomes and assessment criteria

On successful completion of this unit a learner will:

Assessment criteria for pass

The learner can:

LO1

Be able to exploit idea-generating techniques

1.1 Use idea-generating techniques to originate and develop diverse solutions

LO2

Be able to implement complex ideas visually

2.1 Produce effective visual outcomes to meet specific objectives

2.2 Integrate complex ideas that encompass many influences to resolve a coherent portfolio

LO3

Be able to express ideas using visual techniques

3.1 Direct media with control and confidence, expressing visual ideas with clarity, simplicity and economy

3.2 Use appropriate professional presentation techniques effectively

LO4

Understand the cultural contexts in which ideas are visually transmitted

4.1 Record and analyse how specific contexts interact with ideas.

Unit 3 - Contextual and Cultural Referencing in Art and Design

Aim

The aim of this unit is to encourage an understanding of the social, psychological, cultural, historical and commercial factors which underpin all visual arts theory and practice across the spectrum of subject specialisms.

Unit abstract

This unit develops learners' knowledge of the cultural history and social theory which informs current thought and debate across the visual arts. Emphasis is on research and study skills and on learners acquiring source material and knowledge.

For this unit learners will need to be familiar with a broad sweep of the historical and cultural developments which inform current thought and debate about art and design in general and their chosen specialism in particular.

Also presentation skills will be applied in a practical context. Notebooks and visual diaries should indicate that learners understand and develop information received from lectures and seminars. Oral presentations and illustrated assignments should form part of learners' practical work and can be linked to practical units.

Learning outcomes

On successful completion of this unit a learner will:

Assessment criteria for pass

The learner can:

LO1

Be able to undertake in-depth research

1.1 Research a variety of areas of study using sources effectively

1.2 Research a variety of external sources effectively

LO2

Understand the influences on art and design activities and outcomes through the interpretation and analysis of information

2.1 Understand the interrelationship between the various strands of art and design activities within their historical development

2.2 Demonstrate the relationship between historical development and modern practice and principles

2.3 Show a questioning, rationalising approach to personal observations and evaluations of subject matter within a specialist area

LO3

Be able to assess, interpret and evaluate information

3.1 Effectively research, evaluate and interpret secondary source material in a variety of media and applications

3.2 Effectively research, evaluate and assess personal and primary information from a variety of sources

3.3 Synthesise information from observations and personal or others' ideas

LO4

Be able to evaluate and present conclusions

4.1 Produce written illustrated studies to formal academic conventions

4.2 Produce informal visual diaries throughout the programme which are used also for reference in other units

4.3 Give live oral or digitally recorded presentations.

Unit 37 - Techniques and Processes in Textiles

Aim

This unit aims to develop learners' understanding of the function and operation of textile equipment and processes and to develop skills in creating printed, woven, knitted and embroidered textiles.

Unit abstract

This unit is designed to introduce and develop technical skills and practical application of the techniques used to produce sample fabrics in printed, knitted, woven, embroidered and combined media textiles. The unit will provide opportunities for learners to develop practical skills and understanding and to produce personal design solutions through linked units such as *Design Exploration in Textiles*, *Design Application in Textiles* and *Design Research in Textiles*. Learners should be encouraged to practice techniques and processes introduced in this unit to develop their technical skills and understanding of textile production methods.

Through experimentation with ideas and technology, learners will be able to apply acquired knowledge to help them achieve the desired outcomes in their future work. This unit will enable learners to evaluate the technical and creative potential of different technologies and processes and apply these to their own interpretations. Learners should be encouraged to accurately record the techniques and processes used in order to build up a resource from which to develop further skills. Learners will be expected to take an increasingly experimental approach, developing work from the other linked units. Tutor-led lectures and demonstrations should be supported by practical workshop activities as well as individual and group tutorials. This unit will also demonstrate how these basic technologies can be combined to produce innovative alternative textiles, using nonconventional methods and materials. Learners will generate evidence for assessment through their selected area of interest, and particularly by applying their skills and understanding from this unit to design ideas developed in the other linked units. Work for this unit will need to be presented in the form of technical notes and samples. Further evidence for Learning Outcome 2 should be generated through project work linked with *Design Application in Textiles*.

Learning outcomes

On successful completion of this unit a learner will:

Assessment criteria for pass

The learner can:

LO1

Be able to produce samples for original designs using selected textile equipment

- 1.1 Select and use textile machinery and equipment creatively and safely
- 1.2 Understand the purpose and functions of textile equipment and demonstrate this in interpretation of own work

LO2

Be able to develop and extend working processes in the interpretation of textile designs

- 2.1 Produce experimental samples in the development of original designs
- 2.2 Apply innovation to design and manufacturing processes which extend individual concepts and skills

LO3

Be able to demonstrate a theoretical and practical knowledge of textile techniques

- 3.1 Interpret, extend and annotate technical and theoretical information for future application
- 3.2 Apply theory and understanding to the production of textile samples

LO4

Understand the technical and creative potential of processes used in textile design development

- 4.1 Analyse and evaluate the technical and creative potential of different technologies and processes
- 4.2 Evaluate the processes and applications used to produce end results.

Unit 130 - Drawing Techniques and Processes in Art and Design

Aim

This unit aims to develop and extend learners' technical and creative skills through drawing and their understanding of drawing media, materials and techniques.

Unit abstract

In this unit learners will be encouraged to develop visual thinking and creativity as fundamental to all design work. It will enable learners to experiment with drawing approaches and techniques in order to broaden their experience and understanding of visual language. Learners will need to use traditional art and design materials and media, as well as extending their visual language and creativity through experimenting with unusual materials and media.

Learners will need to gain information and inspiration from good quality contextual examples. In particular, primary sources from visits to galleries or from visiting speakers will promote their understanding of others' approaches to drawing. Learners' exploration of others' work should include contemporary and cultural visual language, with the focus on mark-making techniques, formal elements, responses, moods and emotions evoked.

Learners can present analysis and evaluation of their own and others' work in written assignments or to peer groups and tutors for discussion. Learners should be able to articulate their own thinking using appropriate language through discussion and evaluation, demonstrating an informed understanding of visual thinking and creativity in their drawing techniques and approaches.

Learning outcomes

On successful completion of this unit a learner will:

Assessment criteria for pass

The learner can:

LO1

Understand how to analyse the use of drawing media, materials and techniques

- 1.1 Research and record specific qualities of various media in own and others' work
- 1.2 Evaluate use of own and others' drawing media, materials and techniques

LO2

Be able to use drawing techniques and processes creatively

- 2.1 Produce creative work showing imaginative approaches to drawing techniques and processes
- 2.2 Show originality and innovation in portfolio of drawing

LO3

Be able to extend visual language

- 3.1 Demonstrate a creative and effective use of visual language
- 3.2 Develop new ideas and approaches as a result of analysis, evaluation and discussion

LO4

Be able to evaluate work for further development

- 4.1 Analyse own work in meeting personal intentions
- 4.2 Evaluate response of others to own work.

Unit 48: Production Techniques in Fashion

Aim

The aim of this unit is to equip learners with the skills and understanding to use specialist clothing industry tools and machinery.

Unit abstract

This unit will give learners the essential skills for and understanding of the basic principles required to produce sample garments to industry standards, using specialist production methods and equipment. Demonstration and practice should form the basis of this unit. Learners will develop skills and build confidence in using a full range of industrial machinery and workroom equipment effectively and safely. They will also be able to use correct manufacturing terminology to identify the equipment, machinery, tools and processes used in clothing production.

This unit will give learners the opportunity to gain machine skills through practice and sample production. Samples will be professionally presented and developed into a visual reference resource for future projects. Learners should be encouraged to experiment creatively with their design ideas and develop these as toiles for a range of design areas, eg women, men, designer, experimental, sportswear, high street, high fashion.

Learning outcomes

On successful completion of this unit a learner will:

Assessment criteria for pass

The learner can:

LO1

Be able to select and use industrial standard equipment in the development of manufacturing skills

- 1.1 Select and use machinery, hand tools and techniques for identified purposes
- 1.2 Adjust and maintain industrial equipment to ensure safe working and accuracy
- 1.3 Create sample pieces which demonstrate accurate use of machinery, equipment and techniques
- 1.4 Apply appropriate health and safety procedures in the workroom

LO2

Be able to construct a calico toile for a selected garment

- 2.1 Select and apply appropriate toile materials for sampling
- 2.2 Identify a suitable manufacturing sequence of processes to construct a toile from a selected design
- 2.3 Construct a toile to a professional standard of make, fit and finish

LO3

Be able to produce a professionally manufactured garment

- 3.1 Devise an accurate manufacturing sequence for a finished garment
- 3.2 Produce an effective lay plan for a finished garment to include selected interlinings and linings
- 3.3 Produce a professionally finished garment

LO4

Understand the use of industrial equipment and the finished garment

- 4.1 Evaluate the use of a range of equipment, processes and techniques in the production of a toile and a finished garment
- 4.2 Evaluate the finished garment in terms of finish, accuracy, cut, shape, hang, detail.

Unit 52 - Garment Manufacture

Aim

The aim of this unit is to further develop skills and understanding of manufacturing techniques and processes involved in clothing production.

Unit abstract

This unit will give learners the opportunity to extend skills in clothing production learned in previous units. Learners will be introduced to an advanced range of techniques and methods, using industrial machinery to produce designer samples to a professional standard. This process will be undertaken through the creation of a capsule collection of unique garments. Problem solving, lateral thinking and applying solutions to different contexts are all to be encouraged. It is envisaged that original designs and garment patterns produced in other units will be taken through to completion for this unit. Learners will work individually, with group critiques included to encourage enquiry, debate and evaluation. Tutorials will enable learners to select and apply the most suitable methods for garment manufacture and will support learners in the development of a unique capsule collection from their own designs and patterns. Projects for this unit should be fully integrated with the design and pattern cutting units, enabling learners to produce a mature and personal collection over a sustained period of time. Those learners who wish to should be encouraged to seek a collaborative partnership with a commercial partner. The manufacturing processes covered will depend on the individual design work produced and innovative solutions are to be encouraged. Processes not covered by the range of garments should be produced as samples. The fabrics and trimmings selected will also relate to the individual collections, and learners should be encouraged to tackle a range of fabrics in order to demonstrate proficiency of manufacturing skills and finishes. The research analysis of fabric will be a key element of this unit and learners will be encouraged to visit fabric wholesalers and retailers, as well as trade shows, in order to access individual and unique sample lengths. Learners will be encouraged to undertake individual research into innovative global manufacturing methods and present this research at the final stage of the unit along with the final collection and related work.

Learning outcomes

On successful completion of this unit a learner will:

Assessment criteria for pass

The learner can:

LO1

Be able to produce a finished sample garment

- 1.1 Select and apply suitable techniques for working with different fabric types
- 1.2 Produce a sample garment to industry quality
- 1.3 Select and apply appropriate and effective methods of manufacture

LO2

Be able to use equipment and technologies for garment manufacture

- 2.1 Use appropriate industrial equipment and technologies safely and correctly

LO3

Be able to produce a capsule collection of finished garments

- 3.1 Plan the order and methods of make, working from original designs and patterns
- 3.2 Produce a finished collection of garments to industry quality

LO4

Understand the use of manufacturing equipment and technologies in creating and presenting a capsule collection

- 4.1 Critically evaluate the finished collection in terms of fitness for purpose, creativity and quality of manufacture
- 4.2 Evaluate the effectiveness of manufacturing equipment and technologies used.

Unit 41 - Specialist Textiles Techniques and Processes

Aim

The aim of this unit is to enable learners to develop specialist techniques and processes in textile design and to realise sophisticated design ideas to a professional standard.

Unit abstract

This unit covers print, weave, knit and embroidery and learners will create innovative textiles for fashion, interior and fine art scenarios. Learners will be encouraged to investigate traditional and non-traditional media and materials and to experiment with combinations, techniques, technologies and processes. This experimental approach will enable learners to apply their technical skills and knowledge to realise personal creative design intentions. It is proposed that learners develop an awareness of the functionality or the non-functionality of samples.

Work for this unit will be based mainly on learner projects, supported by technical advice and critiques. In addition guest speakers, practical workshops, visits to professional studios and workshops will contextualise practical studies. Learners will study specialist techniques and processes appropriate to their own interests and design ideas alongside an understanding of relevant equipment, machinery and technological developments.

Learners should present technical files including accurate and detailed information on processes, techniques, technical details for fabric production and samples. Evidence for this unit should comprise a body of work generated in response to design ideas, briefs and personal interests, which may be related to development work in linked units. Evidence for assessment will normally be limited to a chosen specialism.

Theoretical elements of the unit will be delivered through tutor-led lectures and demonstrations supported by practical application through projects or assignments. Exploration may arise from the needs of a given situation but may also be stimulated by curiosity, extending personal vocabulary or style, and may result in unexpected, unusual and innovative outcomes. When evaluating work, learners should be encouraged to discuss and assess the success or failure of media, materials, techniques, technologies and processes to enhance the quality of outcomes.

Learning outcomes

On successful completion of this unit a learner will:

Assessment criteria for pass

The learner can:

LO1

Be able to apply research in producing textiles to meet specific requirements

- 1.1 Research textile techniques and production processes
- 1.2 Analyse the creative potential of textile techniques and production processes
- 1.3 Exploit selected technologies to achieve professional final outcomes

LO2

Be able to utilise specialist machinery and equipment for textile production

- 2.1 Explore the potential of CAD and CAM within the chosen specialisms
- 2.2 Operate textile machinery and equipment safely and competently
- 2.3 Challenge the limitations of machinery and equipment to produce innovative textiles

LO3

Understand theoretical principles relating to textile techniques and production

- 3.1 Research and analyse fabrics to determine cloth construction
- 3.2 Evaluate production processes
- 3.3 Interpret and extend theoretical information into practical outcomes

LO4

Be able to assess and refine own work to meet design briefs and functional requirements

- 4.1 Analyse the strengths, weaknesses and opportunities for refinement of the end product and justify creative intentions
- 4.2 Develop 'fit for purpose' end product in response to brief and based on evaluation of techniques and processes
- 4.3 Compile comprehensive records for future reference.

Unit 36 - Design Application in Textiles

Aim

The aim of this unit is to enable learners to demonstrate their knowledge and skills in textile design through the creative application of original ideas, techniques and processes.

Unit abstract

This unit focuses on encouraging learners to develop their creative potential within the parameters of a directed project. Learners will be encouraged to research, analyse and evaluate possible creative solutions through conceptual and technical experimentation. This unit should extend the creative elements of textile design through progressing and relating knowledge of textile techniques, processes and practicalities to innovation and originality. The unit will also introduce time management and project management skills, as learners will be expected to work through the design and sampling process from concept to finished sample range. Learners should be encouraged to extend their creative directions and intentions and to take risks with ideas, experiments and prototypes. Original solutions should be encouraged within the natural constraints of the project brief. Evidence for this unit should be developed through an assignment which is integrated with other units, for example *Design Exploration in Textiles* and *Techniques and Processes in Textiles*. Learners should present their work in a format which suits the form and nature of the product. Samples need to be executed and displayed professionally or lengths appropriately hung. The complexity of the technique should not be the main focus of assessment but rather how effectively techniques and methods can be manipulated to demonstrate design flair and understanding. Projects for this unit will normally be tutor led, but the four learning outcomes do not necessarily have to be met within the framework of just one project. Smaller projects that focus on individual outcomes may be linked to cover the unit. The main focus of the unit is to encourage originality and experimentation with ideas, techniques, materials and media in order to develop individual direction and style.

Learning outcomes

On successful completion of this unit a learner will:

Assessment criteria for pass

The learner can:

LO1

Be able to research and synthesise diverse creative source material for a specific theme or product

- 1.1 Research and evaluate data on future trends and influences relative to a specified project
- 1.2 Present and debate research effectively

LO2

Understand the application of textile materials, techniques and processes

- 2.1 Use research to develop creative ideas within the parameters of available techniques and processes
- 2.2 Develop and effectively communicate a range of creative design ideas

LO3

Be able to evaluate a range of possible outcomes and plan design solutions

- 3.1 Determine workable creative solutions through critical evaluation and forward planning
- 3.2 Plan an effective timescale and sequence for all components of a project from concept to presentation and marketing

LO4

Be able to develop and produce final outcomes to a set brief and timescale

- 4.1 Demonstrate skill and innovation with materials, equipment, techniques and processes
- 4.2 Professionally present final outcome to the required deadline.

Unit 43 - Experimental Printed Textiles

Aim

The aim of this unit is to offer learners the opportunity to broaden their skills and understanding of printed textiles through extensive exploration and experiment with media, materials, techniques, technologies and processes.

Unit abstract

In this unit learners will create innovative functional and non-functional printed textile samples for fashion, interior and fine art scenarios. Learners will be encouraged to investigate traditional and non-traditional printed textile media and materials and to experiment with techniques, technologies and processes. They will be expected to juxtapose and combine colour, images and texture to produce a personal collection of samples on fabric and paper. These samples should indicate the projected finished appearance of the textile. It is proposed that learners develop an awareness of the functionality or the non-functionality of the samples. When evaluating work, learners should be encouraged to discuss and comment on the success or failure of media, materials, techniques, technologies and processes to enhance the quality of outcomes. Learners will need to be encouraged to document and comprehensively record technical information about printing and dyeing for future reference. They must be made aware of correct printing recipes and dye methods including the appropriate methods for fixing and finishing fabrics. It is expected that all aspects relating to health and safety in the workplace will be a pre-requisite outcome.

Work for this unit will be based mainly on learner projects, supported by technical advice and critiques. In addition, guest speakers, practical workshops, visits to professional studios and workshops will contextualise practical studies.

It is imperative, before starting this unit, that learners have researched, gathered and produced visual source material to work from to achieve an innovative collection of paper and fabric samples. By selecting, combining and using a range of media, materials, techniques, technologies and processes they are able to consolidate their learning. Exploration may arise from the needs of a given situation but may also be stimulated by curiosity, extending personal vocabulary or style, and may result in unexpected, unusual and innovative outcomes.

Learning outcomes

On successful completion of this unit a learner will:

Assessment criteria for pass

The learner can:

LO1

Understand the properties and characteristics of materials and processes for printed textiles

- 1.1 Explore the aesthetic and decorative characteristics of materials for printed textiles
- 1.2 Investigate the creative potential of printed textile materials and processes in own work

LO2

Be able to collect source materials and carry out preparatory processes

- 2.1 Investigate relevant sources to develop imaginative and creative outcomes
- 2.2 Select a variety of traditional and non-traditional materials and perform preparatory procedures combining different prepared surfaces and processes

LO3

Be able to produce a portfolio of work to meet creative intentions

- 3.1 Explore the working characteristics and properties of traditional and non-traditional media and materials to produce innovative samples
- 3.2 Exploit techniques, technologies and processes in own work for innovative design development
- 3.3 Demonstrate a personal creative approach in the application of techniques and processes to produce experimental printed textile samples

LO4

Be able to assess and refine own work to meet design intentions and functional requirements

4.1 Analyse the strengths, weaknesses and opportunities for refinement of the end product and justify creative intentions

4.2 Develop 'fit for purpose' end product based on evaluation of samples

4.3 Compile comprehensive records on sample production for future reference.

Unit 35 - Design Exploration in Textiles

Aim

The aim of this unit is to introduce learners to the creative exploration and application techniques which support the generation of successful textile designs.

Unit abstract

During this unit learners will engage with the theoretical and practical techniques for developing critical and analytical approaches to the research and sourcing of ideas for design development. Learners will also be encouraged to investigate the broader contexts in which the textile designer operates. This unit should be delivered as an integrative assignment which will offer a framework for encouraging learners to be both experimental and investigative. The unit should include tutor-led formal lectures and demonstrations, as well as presentations and critiques. A regular system of tutorials should be established to provide ongoing guidance and feedback. Learners should be encouraged to research a personalised range of creative sources in order to develop an understanding of the broader contexts in which they work. This should include the analysis and evaluation of their own ideas and those of others through annotating and presenting their work within the group.

Through the exploration of usual and unusual referencing both historical and contemporary, learners will develop an understanding of a broader visual language. Learners should be encouraged to seek out inspiration and unique ideas from a number of areas, including the media, experimenting with technology, visiting galleries, museums and exhibitions. They should also be encouraged to refer to the broader areas of design, for example, fine art, architecture, 3D design, graphics, animation, film, fashion and photography. Learners should also seek out inspiration from global issues affecting creativity, such as environmental, social, political and ecological factors. Evidence of work for this unit should be developed through an integrative assignment approach, with, for example, *Design Application in Textiles* or *Techniques and Processes in Textiles*. Work will normally be presented to tutors and peers in the form of sketchbooks, ideas books, development sheets and mood boards. These should demonstrate a variety of theoretical and practical approaches, such as use of media, application of technology, innovative approaches and personal interpretations. Learners will communicate and evaluate their ideas through seminars, group and individual tutorials and a final critique.

Learning outcomes

On successful completion of this unit a learner will:

Assessment criteria for pass

The learner can:

LO1

Be able to explore the principles of textile design through experimentation with materials and media

1.1 Experiment with and manipulate a range of materials and media

1.2 Research and record the exploration of colour, texture and pattern using a range of media

1.3 Produce an individual and creative response using colour, texture and pattern

LO2

Be able to analyse research sources and apply findings to creative textile design

2.1 Analyse information from primary and secondary sources and present it in a visually stimulating manner

2.2 Communicate the relevance of source material to intended outcomes through a body of work

2.3 Synthesise and present source information and developmental work

LO3

Be able to apply formal design elements to the creative development process

3.1 Analyse and understand formal design elements in own and others' work

3.2 Explore and apply formal design elements to own work to produce innovative and individual effects

LO4

Be able to apply and evaluate trend influences in contemporary textile design

4.1 Research, assimilate and record influential trend information from secondary sources

4.2 Present a body of work demonstrating creative synthesis of research and experimentation

4.3 Critically evaluate final body of work and the relationship to trends in contemporary textiles.

Unit 38 - Design Research in Textiles

Aim

The aim of this unit is to develop and extend learners research skills and creative exploratory processes in order to produce original outcomes for a self-initiated project.

Unit abstract

This unit will encourage the synthesis of ideas from both practical and conceptual sources. Learners will be encouraged to investigate and apply a broad range of exploratory ideas, techniques and methods to a commercially focused project. This unit encourages learners to develop initiatives and perception through personal expression and enquiry. Learners will be expected to utilise their progress to develop creative potential. Critical investigation and self-directed learning are the approaches which will allow learners to develop design and visual skills throughout the unit. Establishing individuality in generating concepts, developing textile design ideas and creating a personal visual language is fundamental to successfully achieving the outcomes and assessment criteria of this unit. Learners will be required to develop a creative uniqueness through a self-initiated project which should be linked to a commercial enterprise.

This unit could be undertaken in support of *Textile Collection Realisation*. Learners will be expected to identify a potential client for their brief, through sponsorship, a joint project or a competition. Learners should be encouraged to work independently, identifying and researching a wide range of sources in both written and visual formats. The unit will develop creative, critical and intellectual skills in relation to textile design and visual imaging. It will extend previously learned skills in forecasting theory and historical and cultural analysis. Learners should present their work in an appropriate and individual format, using a range of communication methods. The unit will also develop commercial understanding of textile design in relation to the global textiles industry, through engagement with a commercial partner or sponsor. It will extend upon previously learned skills in utilising and adapting market trends and client needs.

The programme should incorporate a series of tutorials, seminars and critiques. Learners will be expected to engage confidently and independently with a broad cross section of specialist tutors, technical support staff, practitioners and their peers throughout the unit to discuss and evaluate their ideas.

Learning outcomes

On successful completion of this unit a learner will:

Assessment criteria for pass

The learner can:

LO1

Know how to research and analyse client needs and market trends to inform textile solutions

1.1 Identify, research and analyse client needs and market trends

1.2 Work to identified requirements of clients' brief and market sector trends

1.3 Communicate effectively an understanding of external factors influencing textile designers

LO2

Be able to research and adapt original ideas and concepts to trend forecasts in a commercial context

2.1 Research, evaluate and apply information from a variety of sources in relation to a self-initiated design project

2.2 Communicate understanding of trend forecasts through adaptation and application of ideas to own original concepts

LO3

Know how to synthesise, apply and evaluate information from a diverse range of sources

3.1 Research and evaluate a broad range of design sources to support a self-initiated project

3.2 Synthesise and apply written and visual information to inform an innovative and creative design solution

LO4

Be able to generate a personal style in creative visual communication and textile realisation

4.1 Demonstrate innovation in exploring and applying materials and media to produce original and creative ideas

4.2 Select and apply a variety of visual communication formats to communicate specified project requirements

4.3 Demonstrate a confident, individual style in communicating visual ideas to others.

Unit 4 - Professional Practice in Art and Design

Aim

The aim of this unit is to extend learners' knowledge of professional practices within their specialist area and to relate these to personal goals and career opportunities.

Unit abstract

This unit serves to evaluate and assimilate learners' skills to provide a coherent, creative and professional portfolio of work which can be used for subsequent interviews and presentations. Portfolios will be focused on individual career paths and should be in the most appropriate format, eg paper based, CD, website, blog, vlog, integrated media. Learners will also prepare for their future, through participation in self-analysis and reflection, recognition of strengths and weaknesses, goal setting, practising interview techniques and making applications for jobs. Learners will be expected to research their intended career path and specific job role in order to be well informed of the strategies and knowledge needed to conduct successful interviews. Opportunities will be given to the development of a business database and the opportunity to formulate a long-term career plan or further study proposal. This will be supported by the creation and production of a self-promotional package, including an updated CV, business cards, web page and other appropriate promotional tools. This unit will allow learners the time to reflect on the previous years of study and to assess their strengths and weaknesses. It will allow evaluation of their own progression, the contribution they have made to their subject and the broader critical debate surrounding their subject. Learners will work in groups to help each other understand their strengths and weaknesses. Tutorials will be conducted throughout the unit with a formal in-house job interview and presentation critique at the end of the unit. The unit should be further enhanced by input from visiting practitioners from a selection of areas within the specialist subject. Learners should be encouraged to contact potential employers for interviews, work shadowing or work placement.

Learning outcomes

On successful completion of this unit a learner will:

Assessment criteria for pass

The learner can:

LO1

Be able to place themselves and their work in the context of their selected discipline

1.1 Present a critical justification of own work in the context of the selected discipline

1.2 Debate and justify choices and conclusions relating to proposed career directions

1.3 Produce an outline career plan based upon targeted research and critical self-evaluation

LO2

Understand their specialist area and the career opportunities available

2.1 Demonstrate in-depth knowledge of the industry related to their specialist area through a personal database

2.2 Identify key roles within the selected industry and the personal qualities required for success

2.3 Identify and map own qualities and skills relating to career opportunities

LO3

Be able to develop and present a professional portfolio in an appropriate format

3.1 Present and support a portfolio of work that supports the proposed career direction

3.2 Integrate supporting information into portfolio work in order to enhance and justify career direction

3.3 Adapt and apply contemporary practices and technologies to enhance personal promotion

LO4

Understand how to promote themselves and their work professionally

4.1 Analyse and develop a range of opportunities and strategies for self-promotion

- 4.2 Produce a creative self-promotional campaign which includes written and visual marketing strategies
- 4.3 Conduct themselves at interview in an appropriate, personable and professional manner.

Unit 5 - Project Design, Implementation and Evaluation

Aim

To develop learners' skills of independent enquiry by undertaking a sustained investigation of direct relevance to their vocational, academic and professional development.

Unit abstract

This unit gives learners opportunities to develop skills in decision making, problem solving and communication, integrated with the skills and knowledge developed in many of the other units within the programme to complete a realistic project. The unit requires learners to select, plan, implement and evaluate a project and present the outcomes, in terms of the process and the product of the project. It also allows learners to develop the ability to work individually and/or with others, within a defined timescale and given constraints to produce an acceptable and viable solution to an agreed brief. If this is a group project, each member of the team must be clear about their responsibilities at the start of the project and supervisors must ensure that everyone is accountable for each aspect of the work and makes a contribution to the end result. Learners must work under the supervision of programme tutors or work-based managers.

Learning outcomes

On successful completion of this unit a learner will:

Assessment criteria for pass

The learner can:

LO1

Be able to formulate a project

- 1.1 Formulate and record possible outline project specifications
- 1.2 Identify the factors that contribute to the process of project selection
- 1.3 Produce a specification for the agreed project
- 1.4 Produce an appropriate project plan for the agreed project

LO2

Be able to implement the project within agreed procedures and to specification

- 2.1 Match resources efficiently to the project
- 2.2 Undertake the proposed project in accordance with the agreed specification
- 2.3 Organise, analyse and interpret relevant outcomes

LO3

Be able to evaluate the project outcomes

- 3.1 Use appropriate project evaluation techniques
- 3.2 Interpret and analyse the results in terms of the original project specification
- 3.3 Make recommendations and justify areas for further consideration

LO4

Be able to present the project outcomes

- 4.1 Produce a record of all project procedures used
- 4.2 Use an agreed format and appropriate media to present the outcomes of the project to an audience.

Unit 6 - Critical Study in Art and Design

Aim

The aim of this unit is to extend knowledge and understanding of the research, analysis and application of historical and contextual skills to a selected field of study.

Unit abstract

This unit gives learners an opportunity to investigate selected references within the context of their own work, through encouraging independent selection and analysis of historical, contextual and contemporary sources. Learners will be encouraged to investigate factors which determine cultural and creative influences in art and design. These will not only include the influences of artists and designers, but also the social, aesthetic, technological, ecological and economic global forces which can shape modern thinking and direction. The unit will investigate textual analysis and historical understanding in the context of contemporary art and design practice. Learners will be encouraged to use this analysis to develop an understanding of themselves and their work within their selected areas of interest. Debate and discussion will form an important part of this unit, with learners working in small study groups as well as independently.

Learners will be expected to show a high level of personal initiative and an inquisitive mind to meet the unit outcomes. Study should complement learners' chosen vocational routes and lead to self-awareness from a historical, contemporary and commercial perspective. Formal delivery should concentrate on research and presentation skills followed by systematic seminars and tutorial sessions on a group or individual basis.

Learning outcomes

On successful completion of this unit a learner will:

Assessment criteria for pass

The learner can:

LO1

Understand the historical evolution and visual characteristics of the work of artists and designers

1.1 Analyse textual and visual sources and apply these in the context of own work

1.2 Recognise and record influential factors and their impact on creative and aesthetic evolution

LO2

Understand and apply appropriate methods of research and analysis

2.1 Identify and apply effective methods of research and information retrieval from a range of sources

2.2 Assimilate and apply a personal, reflective record of contemporary criticism and references from primary and secondary source materials

LO3

Be able to apply the influences of historical, contemporary and contextual factors to own practice

3.1 Evaluate the creative, cultural, political, economic and social contexts which impact on own practice

3.2 Apply influences to inform own thinking and practice

LO4

Be able to synthesise research and present a professional and personal written study

4.1 Synthesise a body of personal research into cohesive and written conclusions, presenting insight and understanding of contextual influences

4.2 Present a body of written work to a professional standard and critically evaluate and review conclusions relating to own practice.

Unit 39 - Textile Collection Realisation

Aim

The aim of this unit is to give learners the opportunity to consolidate their technical and creative skills, knowledge and understanding and apply these to the design, manufacture and presentation of a textile collection.

Unit abstract

The unit will enable learners to select and use a range of textile media and techniques to realise personal ideas and concepts as well as work with a commercial focus. Learners should demonstrate clear design 'vision' and an innovative and creative application of skills in their work. The technical ability and presentation skills should approach a professional level. Learners should carry out research with a personal and original focus and include an awareness of current trends in their particular field. The market research aspect of the unit could be delivered through learner-directed research, sponsored projects or interaction with current practitioners.

This unit demands the application of a variety of professional skills and therefore could be linked with other units in smaller assignments. It could be delivered independently but could benefit from links with other units which would allow larger blocks of time to be devoted to synthesizing design skills. Learners should have recent experience of visual recording and experimentation, textile technical knowledge and its application and the design process from initial concept to final realisation. They are expected to produce an innovative final collection supported by thorough market and visual research. Opportunities for sponsorship should be encouraged through work experience and industrial links. Learners will need to exhibit visual research sheets, written reports and sample garments for assessment at a final presentation/exhibition. It is important that learners gain a thorough understanding of historical and contemporary professional practice through visiting galleries, shops, exhibitions and high profile retail fairs. In addition guest speakers, practical workshops, visits to design studios, workshops and appropriate industrial sites will contextualise practical studies.

Learning outcomes

On successful completion of this unit a learner will:

Assessment criteria for pass

The learner can:

LO1

Understand how to use research to inform design intentions

1.1 Critically analyse information and target market sources to stimulate creative direction and design decisions

1.2 Evaluate relevant personal research to inform development

LO2

Be able to produce a body of development work to meet creative intentions

2.1 Experiment with the creative use of media and processes in own work for innovative design development

2.2 Consider and judge a range of creative solutions, providing a positive rationale for the intended outcome

LO3

Be able to realise creative intentions

3.1 Manufacture end product demonstrating a high degree of dexterity and technical understanding

3.2 Produce innovative and technically competent responses to a self-identified brief

LO4

Understand how to present textile design solutions

4.1 Prepare a professional presentation using selected media and techniques

4.2 Display responses to the design brief in a professional manner and context

4.3 Communicate effectively with interest groups, clients and peers.