

Unit 6: Application, Exploration and Realisation in Art and Design

NQF Level 3: BTEC National

Guided learning hours: 120

Unit abstract

The process of exploring, applying and realising art and design ideas is integral to the work of all professional practitioners across the specialist vocational areas. In response to given or self-initiated briefs, practitioners need to draw on their experience and understanding to extend the boundaries of their creativity, gain commissions and meet client needs.

This unit is intended to bring together learners' knowledge, skills and understanding of art, craft and design practice gained over the course. This extended unit embraces the whole design cycle in order to maximise learners' opportunities to demonstrate their creative, innovative visual thinking within their specialist pathways.

Through the unit, learners will analyse the requirements of negotiated or self-initiated briefs and create a detailed proposal of their intention. They will explore the principles of design through creative visual studies. This will involve carrying out wide-ranging and relevant research from primary and contextual sources, through which they will develop their specialist visual language skills and their ability to communicate ideas.

In working through this unit, learners will use the specialist skills they have developed over their course in exploring and using media, materials and techniques. They will develop and extend their specialist subject knowledge, realising their creative potential through personal research, experimentation and communication of ideas.

Analysis and critical review of their ideas and use of specialist materials will form an essential part of learners' developing work. Learners will demonstrate an understanding of the potential and limitations of selected media, tools and techniques through their experimentation and ongoing review of their progress.

This unit aims to develop and extend learners' ability to generate, develop and produce outcomes in response to specialist briefs. Learners will build on their ability to manipulate specialist media and refine their production skills enabling them to realise successful final outcomes.

Learning outcomes

On completion of this unit a learner should:

- 1 Be able to carry out personal research from primary and contextual sources
- 2 Know how to generate solutions to a negotiated brief, developing and extending visual language skills
- 3 Be able to select and experiment safely with a variety of specialist media, materials and techniques to develop visual communication skills
- 4 Understand the factors that influence the specialism when reviewing work and in developing outcomes
- 5 Be able to realise and present final outcomes to meet a brief, through applying an understanding of a range of factors.

Unit content

1 Be able to carry out personal research from primary and contextual sources

Personal research and study: primary and contextual sources, eg the organic and manmade environment; shows, collections, galleries, exhibitions, museums and workshops; historical, contemporary and cultural influences, eg period, style, key movements, Western, non-Western, events, lifestyle trends, literature, music, theatre and films; secondary sources, eg libraries, photography, paper-based and online publications, digital and audiovisual sources

Record information: explore formal elements in drawings, digital, photographs, video clips, notes and sketches

Research: eg visits, interviews and questionnaires using formats that are communicative and expressive; reports, sketchbooks, files

2 Know how to generate solutions to a negotiated brief, developing and extending their visual language skills

Negotiate and work to a brief: brief, eg client/consumer/audience needs, requirements, limitations and constraints; develop solutions to meet the brief, eg by generating initial ideas, formalising ideas and reaching conclusions

Generate ideas: identify, select, record and refine, eg visual research, formal elements, drawings and ideas; evaluate developing ideas and final work against the brief, eg in terms of aesthetics, form, function, quality and fitness for purpose; use alternative presentation formats, eg reference files, sketchbooks, lens-based media, design boards, customer/audience profiles and critiques

Visual language: media, materials and associated mark-making techniques; visual communication; appropriate format to specialism, eg storyboards, sketchbooks, design sheets and lens-based media imagery; presenting completed work in suitable formats, eg for a critique, display or exhibition

3 Be able to select and experiment safely with a variety of specialist media, materials and techniques to develop visual communication skills

Materials, equipment and techniques: appropriate hand tools and machinery; appropriate techniques; variety of materials; legislation and potential risks to health and safety within the machine room, eg from materials and equipment, from behaviour, to self and others; current and new developments in materials, equipment and techniques

Visual communication: material characteristics, eg surface and colour qualities; ideas, eg different qualities of expression, subject matter, influences and thoughts; technically accurate working drawings with appropriate details, eg flats, scale drawings, site plans, technical and specification drawings

4 Understand the factors that influence their specialism when reviewing work and developing outcomes

Factors: influences, eg historical, contemporary and cultural influences such as period, style, key movements, Western, non-Western, events, lifestyle trends, music, theatre and films

Specialist factors: that influence the specialism, eg contextual and cultural influences, market level and direction, scale of production, function and form; significant to the specialism informing the development of ideas

Developing, reviewing and refining: examining, recording, drawing, observing, note-making and explaining; combining, comparing and contrasting; reproducing and reconstructing

5 Be able to realise and present final outcomes to meet a brief, through applying an understanding of a range of factors

Solutions: evaluating and justifying decisions at all stages; structuring and analysing; criticising and making value judgements based on criteria, eg identified needs, constraints, aesthetic and technical issues and personal choice; plans, eg stages and components involved, order of work and timings; interpreting information from drawings, samples and models; construction skills, eg accuracy, finish, identifying and correcting basic faults; understanding quality issues, eg cost, quantity of production, quality of design and costing; evaluating the final outcome and suggesting improvements, eg for construction, finish and design; presenting final outcome, eg display or exhibition

Specialist factors: produce design outcomes through applying understanding of factors (see *special factors* on page 13 of this unit for guidance on factors relevant to each specialism)

Grading grid

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

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 carry out personal research from primary and contextual sources	M1 research and respond to diverse information, consistently showing clear direction and intentions, by using visual and vocational language skilfully	D1 show innovative personal thinking, creatively focused direction and informed, independently selected references, in the development of a challenging brief
P2 generate solutions to a negotiated brief, developing and extending visual their language skills	M2 show initiative in selecting and using materials, equipment, and techniques, applying understanding of the factors that influence the specialism, in evaluating work against the brief	D2 show perceptive critical appreciation, meeting the brief, through applying an understanding of a range of factors.
P3 select and work safely with a variety of appropriate specialist media, materials and techniques to develop visual communication skills	M3 show an individual approach to structuring, reviewing and presenting work in a coherent and considered format	
P4 explain the factors that influence the specialism when reviewing work and developing suitable outcomes	M4 produce effective and skilful outcomes that show a consistent level of knowledge, skill and understanding of factors.	

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P5 realise and present final outcomes meet a brief, through applying clear understanding of a range of factors.		

Essential guidance for tutors

Delivery

This unit is intended to bring together learners' knowledge, skills and understanding gained over the whole course.

Unlike other units, it is allocated 120 guided learning hours of study as it encompasses the processes of exploration, application and realisation of an art, craft or design brief. In negotiation with the tutor, learners will need to devise and agree a brief that builds on their specialist skills and personal interests and encourages them to work independently.

Projects at this level should be challenging and encourage learners to carry out in depth work. Learners' programmes of work should enable them to achieve the intended outcomes and to meet deadlines. Learners will formulate an initial proposal using the BTEC project proposal forms available on the web. Tutors will need to provide full guidance on how to complete the project proposals.

For learning outcome 1 learners will need to use their research skills to source initial ideas. This will involve learning how to identify, select, record and refine through visual research, exploring formal elements in drawings, photographs, models, video clips and other means of recording appropriate to their specialism. Learners will need to use visual language in a way that is appropriate to their specialism.

Learning outcome 2 requires learners to generate solutions to a negotiated brief. Developing and extending visual language skills should be encouraged as part of this process. For effective planning, learners will first need to analyse the requirements of the brief considering a range of factors which may include client, consumer, audience needs and limitations and constraints such as scale and costs. From this analysis they might produce a plan, including the stages and components involved in carrying out the brief and the order of work and timings. They will also need to consider influences on their specialism such as contextual and cultural influences, such as period, style, key movements, western, non-western, events, lifestyle trends, music, theatre and films. market level and direction, scale of production and function and form.

To achieve learning outcome 3 the format, conventions and vocabulary used by learners to expand on their ideas will vary and may involve exploring, for example, how to communicate material characteristics such as colour and texture, pattern and ideas such as moods, subject matter, influences and thoughts. Depending on their specialism learners may need to produce technically accurate working drawings with appropriate details such as flats, scale drawings, site plans, technical and specification drawings.

Learners will need to apply their knowledge of (and skill in) working with a variety of specialist materials, equipment and techniques in exploring and developing ideas and in realising outcomes. This could involve selecting and using appropriate hand tools, digital equipment, machinery, and appropriate techniques, and developing an understanding of current and new developments in materials, equipment and techniques. An experimental, 'hands on' approach will prove most useful to learners; the skills needed to achieve these outcomes develop as a result of practice and trial and error. However, tutors' expertise and demonstrations in the subject, supported by handouts, videos and demonstrations are also crucial.

Learners should be made aware of legislation relating to and potential risks to health and safety of materials, equipment and processes within their specialism, with an understanding of associated risks to self and others.

To achieve learning outcome 3, from their visual explorations and analysis of others' use of visual language, methods and ideas, learners will generate and develop work communicating different ideas to meet the requirements of their specialist brief. Learners will need to focus on conveying appropriate messages for specific audiences and planning and producing work in a format appropriate to their specialism. This format can be storyboards, sketchbooks, design sheets and lens-based media imagery, developing an individual style of visual communication. They need to consider using alternative presentation formats such as reference files, sketchbooks, lens-based media, design boards, customer/audience profiles and critiques.

To achieve learning outcome 4 and produce a successful outcome, learners will need to evaluate and justify their decisions at all stages of the creative process. Planned critical reviews following practical activity might take the form of learner presentations, group discussions or individual tutorials. Reviews encouraging constructive critical analysis and value judgements from peers or other audiences should be based on the requirements of individual learner briefs. These will include identifying ways in which learners have responded to the needs of the brief, constraints, their analysis of aesthetic and technical issues and the quality of their design ideas.

Learners will need to communicate their understanding of quality issues such as costs, quantity of production, quality of design and costing. They should be encouraged to comment on the strengths and weaknesses of their work, learn to make comparisons between the results of their experiments and assess the appropriateness of images in conveying their intended message or meaning. They should evaluate their developing ideas and final work against the brief, for example in terms of aesthetics, form, function, quality and fitness for purpose, they should suggest improvements such as for construction or finish and design and present completed work in suitable formats such as for a critique, display or exhibition.

Opportunities might be provided for learners' to develop their skills of communicating their ideas to the public, including both commercial and private sectors.

Learners will need to develop ideas thoroughly from initial concept to final outcome, investigating factors that are significant to their specialism, and using this understanding to inform the development of ideas. They will need to sustain their investigations to produce outcomes inspired by their research and personal enquiry.

Learners' ideas might be explored and developed through recording, drawing, observing, note-taking, making comparisons and contrasts and reproducing and reconstructing. In interpreting and realising designs learners will use a range of relevant specialist media, materials and techniques.

To achieve learning outcome 5 learners will evaluate and present their final outcomes. This might be through written evaluation, tutorial interview or group evaluation sessions. They could present their final designs using a range of methods appropriate to their specialism and intended audience.

Assessment

To achieve a **pass** grade, learners will produce evidence that meets the required standard for all pass criteria.

The evidence produced for P1 should demonstrate the ability to identify possible source material relevant to the self-selected or negotiated brief and to carry out personal research from primary and contextual sources.

The selection of sources for recording should be based on the requirements of the brief which learners will use to develop specific design ideas for P2. There should be evidence of selection from a variety of primary, contextual and other sources. Evidence for recording will be specific to learners' specialisms but should include a range of studies, such as annotated imagery, video clips, interviews and other methods of recording information.

For P2, learners need to construct a personal brief with help from their tutor. The briefs should include consideration of client/consumer/audience needs, limitations and constraints. Learners will evidence their ability to identify, select, record and refine their ideas. For this they might produce a range of competent studies from their visual research for P1.

Evidence of their ability to evaluate developing ideas against the brief might be through written notes, tutorial feedback sheets, audio/video presentations or through verbal evidence sheets. Evidence for learner presentations might include reference files, sketchbooks, lens-based media, design boards or customer/audience profiles.

Evidence for P3 will be specific to learners' individual specialisms and the requirements of their brief but will include a range of annotated experimental trials, test pieces, printouts, video clips, models and other media explorations. Evidence of learners' ability to select and evaluate their use of appropriate media and techniques might include written or recorded evaluations, reviews and observation evidence sheets. These methods could also be used to demonstrate an understanding of legislation and potential risks to health and safety within the relevant specialist areas.

For P3, learners should present evidence showing how use of media and method in visual recording can be used to communicate specific information. Learners could consider the needs of different audiences through presenting a range of visual studies which include plans, projections, patterns, layout drawings, video clip and spatial information that may be of particular relevance to their specialist pathway.

For P4, learners should present evidence of their ability to analyse and refine their design ideas to meet the requirements of their brief. This could be design ideas worksheets, annotated sketchbook studies and computer printouts, video clips, models and maquettes showing experimental trials and notes or recorded evidence of comments reviewing the qualities of different ideas and reasons for their decisions.

Evidence of learners' understanding of the specialist factors influencing their brief might include notes on subject-specific methods of production or reproduction, market and design directions and issues of transmission. Evidence for P4 should also include the influence of contextual and cultural factors, which might be gathered through recorded discussions, essays, notes and annotated images collected from gallery visits, books and journals, market research or work experience.

Evidence for P5 should come from the refinements developed for P4 with notes or recorded evidence demonstrating the ability to evaluate and justify decisions, making value judgements (based on specialist factors and criteria) of the brief towards the final work.

For P5, learners should produce evidence to support their planning and demonstrate a sequential development from initial intention through to outcome. This will be demonstrated through presenting all the evidence for P1, P2, P3 and P4.

For P5, learners will produce, present and evaluate their final work. Work will vary according to the specialist pathways and the requirements of the personal briefs. Evidence of presentation planning might be through plans, notes, slides, video, presentations, annotated worksheets, drawings, samples or models. Effective communication to different audiences might be shown through questionnaires, feedback sheets and recorded responses. Evaluation of the final outcome should be evidenced through notes, annotated studies or as part of a recorded presentation where learners demonstrate the ability to suggest improvements for any aspect or element of their final design.

To achieve a **merit** grade all the pass criteria plus the three merit criteria must be achieved.

For M1, learners should evidence their ability to research diverse information showing skilful visual recording from which to identify and select ideas.

For M2, learners might produce a carefully planned brief with a clear structure showing a time plan, recognition of deadlines, and a detailed analysis of the requirements of their brief and understanding of specialist needs and constraints. For M2 learners need to show initiative when selecting, exploring and using materials. Evidence for this might be through samples, trials, printouts, worksheets and construction methods demonstrating creative exploratory skills in the use of specialist materials and equipment.

For M3, learners could produce plans for presentations, investigating and collating the needs of different audiences and from this developing a range of presentation methods. For example, for a technical audience they would use clear visual instructions on construction methods, but for a company marketing and sales department they might use richly coloured, aesthetically pleasing visuals. The learner might produce planning sheets to demonstrate their understanding of the need for different approaches to presenting information.

Learners could show the effectiveness of their presentations by taping comments and collating and analysing information from planned questionnaires.

Evidence for M4 will depend on learners' specialisms and the requirements of their individual brief, but whatever form it takes, the outcome should demonstrate a coherent presentation of an effective idea, produced skilfully, with evidence of consistent knowledge of the relevant specialist vocational factors.

To achieve a **distinction** grade all the pass and merit criteria must be achieved plus the two distinction criteria.

For D1, the learner will independently and fluently develop a highly challenging personal brief with creatively focused direction and informed reference material.

For D2, the learner will show resourcefulness and critical appreciation, sophistication and discrimination by synthesising their understanding of specialist media, materials, techniques and processes. They will evidence exceptional skill in their use of specialist visual language in response to the requirements of their brief with in-depth understanding of specialist factors.

For the distinction grade, learners will evidence the ability to synthesise their knowledge, skills and understanding through creating and presenting visually exciting, high quality final work. Learners will evidence informed analysis of their sources for the purpose of creating exciting and imaginative ideas. They will demonstrate perceptive skills of review and refinement in producing sophisticated outcomes. There will be clear evidence of in-depth knowledge of the needs of different audiences and learners will show they can apply that knowledge through fluent and versatile visual recording, development and presentation skills.

Those working in time-based media may wish to explore more widely than the areas listed in the unit content. Sequential and time-lapse photography, animation, drawing and painting onto film, index cards and sound recording could also provide sources of evidence at pass, merit and distinction levels for this unit.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit may be linked with any specialist unit in this qualification to create a final major project.

It builds on all other core units and links to the learner's chosen specialist pathway units.

There are opportunities for the development of key skills in this unit.

Essential resources

Essential resources include:

- *specialist workspaces*: for example studios, workshops, computer suites, video and film editing suites.

Indicative reading for learners

Books

Chinn M and McLoughlin C – *Create Your Own Graphic Novel: From Inspiration to Publication* (Ilex, 2006)

Hirsch E – *The Demon and the Angel: Searching for the Source of Artistic Inspiration* (Harcourt Brace International, 2003)

Newhouse V – *Art and the Power of Placement* (New York, Monacelli Press, 2005)

Nielsen D and Hartmann K – *Inspired: How Creative People Think, Work and Find Inspiration* (Book Industry Services (BIS), 2005)

Noble I and Bestley R – *Visual Research: An Introduction to Research Methodologies in Graphic Design* (Ava Publishing, 2005)

Sullivan G – *Art Practice as Research: Inquiry into the Visual Arts* (SAGE Publications Ltd, 2005)

Special factors

These notes provide details of the kinds of factors that will need to be taken into account in this unit. Learners will need to investigate factors that are significant to their specialism and use this understanding to inform the development of ideas.

Fashion and Clothing

Specialist factors will relate to the type of product designed such as womenswear, childrenswear, menswear, active sportswear and lingerie. Factors influencing fashion include market level such as designer labels, couture, street culture and mass market, for example high street, boutique, chain stores, mail order; forecasting trends such as colour trends, fabric predictions and new materials development.

Graphic Design

Specialist factors will relate to the type of application required, eg book cover, web page, poster, packaging, signs and illustration. Factors influencing design include methods of reproduction or transmission such as print media, broadcast media such TV, film or digital media, for example CD ROM, intranets or the internet.

Interactive Media

Specialist factors will relate to the context for the work such as interactive TV, CD ROM or online. Factors influencing multi-media include market and design directions such as market segment, for example in terms of personal aspirations, lifestyle, age and gender, trends, predictions, new technology and media; transmission issues such as bandwidth, browser and target computer screen size.

Photography

Specialist factors will relate to the context for the work such as advertising, photojournalism, reportage, fashion photography, medical or scientific photography. Factors influencing photography include market and design directions such as style trends and conventions, new technology and materials; methods of reproduction or transmission such as end print, print media, broadcast media or digital media.

Textiles

Specialist factors will relate to the context for design such as fashion, interiors and fine art. Factors influencing textiles include market and design directions such as designer collections or mass market, colour trends, fabrics, predictions, new technology and materials; methods of production such as print, construction, for example knit, weave, felting or bonding or embellishment, for example embroidery, manipulation or felting.

3D Design

Specialist factors will relate to the context for design such as interior, exterior, domestic, public or scientific. Factors influencing 3D design include market and design directions such as one-off customised, small-scale production or mass market, trends, predictions, new technology and materials; scale of production such as one-off, small-batch or large-scale.

Fine Art

Specialist factors will relate to the context for the work such as 2D approaches with mixed media, painting, drawing, illustration, lens-based for example, photography and film, printmaking, textiles and computer generated/digitally developed; in 3D approaches, such as modelling, carving, casting, constructing and maquettes; and in time-based approaches such as audio-visual, digital and interactive media. Other contexts might include installation and performance which might well use digital recording methods. Factors influencing fine art include self promotion and marketing of personal responses, exhibiting in galleries or on websites or working to commissions with considerations of materials and methods of production, application of new technology, scale of work, one-off or batch as in prints.

Design Crafts

Specialist factors will relate to the context for design crafts such as ceramics, pottery, furniture design and making, forge work, spot welding, kiln formed glass, jewellery, mixed media, constructed and printed textiles, weaving and stone or wood-carving. Factors influencing design crafts include developments in craft media, production of single handmade pieces, one-off customised or small batch quantity production working in studios, workshops and factories and exhibiting in galleries, markets, festivals and craft fairs and local business outlets.

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Staff should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> discussing ideas at a group critique undertaking timed presentations at a critique, using resources including image(s) researching specialist factors of design synthesising information from research effectively producing a report on the analysis and evaluation of all stages of the creative process of their selected specialist project producing presentation resources with image(s) on final project work. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Make a formal presentation of at least eight minutes using an image or other support material.</p> <p>C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.</p> <p>C3.3 Write two different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.</p>

Improving own learning and performance Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • working with the tutor to negotiate a project brief • planning and target setting • using their plans to produce work within the set time constraints of the project • reflecting on and recording stages of learning • reviewing progress with tutor • evaluating finished work at close of the project. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for their learning, using their plan, to help meet targets and improve their performance.</p> <p>LP3.3 Review progress and establish evidence of their achievements.</p>
Problem solving Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • analysing how to generate innovative solutions and present creative final outcomes to a negotiated brief • developing an action plan that provides alternative methods of working • carrying out chosen method, and agreeing scope with tutor • reviewing progress and refining ideas if required • recording the outcome and opinion of peers and tutor • completing a self-evaluation of the process. 	<p>PS3.1 Explore a problem and identify different ways of tackling it.</p> <p>PS3.2 Plan and implement at least one way of solving the problem.</p> <p>PS3.3 Check if the problem has been solved and review their approach to problem solving.</p>