

Arts and crafts

Unit delivery and assessment pack



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Contents

This unit delivery and assessment pack provides teachers with the information they need to deliver this unit.

The pack is structured as follows:

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The UK Government has announced plans to restrict social media use by children under 16, which may impact some of our qualifications. We will keep our qualifications under review and make any necessary updates as further details become available

Unit overview

Title	Arts and crafts
Suite	Skills for Life
Unit Codes	S601E1 S601E2 S601E3 S601L1 S601L2
GLH	20
Unit Aim	Develop earners' knowledge and practical skills in one or more areas of art and/or craft, providing opportunities for expressing their ideas and applying their creativity and imagination.
Unit Summary	This unit helps learners develop the skills and knowledge required to participate confidently and creatively in art and craft activities. At Entry Level, the emphasis is on exploring simple materials, tools, and techniques, following basic instructions, taking part in practical activities, and expressing ideas or feelings through art and craft. At Levels 1 and 2, the focus shifts towards developing independence and confidence in planning, creating, and refining art and craft work. Learners are encouraged to make informed choices about materials, tools, and techniques, and apply their skills to express ideas, mood, or purpose effectively. They will also develop the ability to evaluate their own work and make improvements where necessary.
Curriculum for Wales	Areas of learning and experience: This unit supports progress towards the Expressive arts statements of what matters: <i>Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals</i>, and <i>Creating combines skills and knowledge, drawing on the senses, inspiration and imagination</i>. When exploring art and craft activities, learners will experiment with materials, tools, and techniques to express ideas, mood, or meaning, and, as appropriate to the level the learner is working at, develop independence in planning, creating, and refining their work. Integral and cross-curricular skills: Learners will have opportunities to develop their creativity and innovation and planning and organising skills, as well as their literacy skills and digital competence and be able to demonstrate their application in practical contexts. At Levels 1 and 2, learners will use digital tools to research, record, and present work and communicate intentions and outcomes clearly using appropriate terminology. Cross-cutting themes: Local, national, and international contexts are promoted as learners could develop creative projects that

respond to local needs, community priorities, or cultural events. At higher levels, they may explore how Welsh identity, cultural traditions, and values connect with national and international art and craft practices, including influences, styles, and ethical approaches to materials, production, and sustainability. Careers and work-related experiences are supported as Entry level learners begin to develop basic employability skills such as following instructions, using tools and materials safely, working with others, and completing tasks to a required standard. Level 1 and 2 learners can develop their skills further by taking on more independent roles in planning, designing, and producing creative work, collaborating on group projects, and considering how their skills might apply to creative industries or community initiatives. Diversity is supported as learners are encouraged to draw on their own backgrounds, values, and experiences in creative projects. Level 1 and 2 learners may explore how cultural, historical, or social contexts influence art and craft, examine the work of artists and makers from a wide range of backgrounds, and consider issues of fairness, inclusion, and ethics in creative practice, encouraging critical thinking and reflective practice.

Entry Level Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment Criteria (the learner can)		
	Entry 1	Entry 2	Entry 3
LO1 Know what art and/or craft is	E1 1.1 Point out an example of art and/or craft E1 1.2 Match an example of art and/or craft to its type	E2 1.1 Give a simple statement about what art and/or craft is E2 1.2 Recognise two or more different types of art and/or craft	E3 1.1 Give a description of what art and/or craft is, including examples E3 1.2 Compare different types of art and/or craft
LO2 Be able to express simple ideas or feelings through art and/or craft activities	E1 2.1 Show an idea or feeling that can be expressed through an art and/or craft activity E1 2.2 Point out colours, materials or shapes to show their idea or feeling, with support	E2 2.1 Present ideas or feelings that can be expressed through art and/or craft activities E2 2.2 Give a simple explanation of how their work or choices could express the idea or feeling	E3 2.1 Use art and/or craft activities to clearly express ideas or feelings E3 2.2 Give a description of how their work shows their ideas or feelings
LO3 Be able to use basic art and/or craft materials and tools to create a simple piece of work	E1 3.1 Use basic art and/or craft materials and tools with support E1 3.2 Follow simple safety instructions during an activity E1 3.3 Take part in creating a simple art and/or craft item	E2 3.1 Use art and/or craft materials and tools appropriately, following instructions E2 3.2 Use materials and tools safely during activities E2 3.3 Follow instructions to complete an art and/or craft item	E3 3.1 Select and use art and/or craft materials and tools with minimal support E3 3.2 Use selected materials and tools safely and appropriately during activities E3 3.3 Complete an art and/or/craft item with minimal support

If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Level 1 and Level 2 Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment Criteria (the learner can)	
	Level 1	Level 2
LO1 Know the key characteristics of art and/or craft	L1 1.1 Identify different forms of art and/or craft L1 1.2 Describe basic characteristics or purposes of art and/or craft L1 1.3 Give examples of styles, techniques or processes used in art and/or craft	L2 1.1 Explain key characteristics of different art and/or craft forms L2 1.2 Compare and describe styles, techniques or purposes of art and/or craft L2 1.3 Use appropriate art and/or craft terminology correctly to describe forms, styles or techniques
LO2 Be able to develop and express ideas or feelings through art and/or craft activities	L1 2.1 Present ideas for an art and/or craft activity. L1 2.2 Use art and/or craft techniques to express ideas or feelings L1 2.3 Describe how the finished work will meet their intended purpose	L2 2.1 Plan and develop ideas for an art and/or craft project. L2 2.2 Apply art and/or craft techniques purposefully to communicate ideas or feelings L2 2.3 Explain how the finished work will meet their intended purpose

LO3 Be able to select and use suitable art and/or craft materials, tools and techniques to create a piece of work	L1 3.1 Identify suitable art and/or craft materials, tools and techniques for a task L1 3.2 Use selected art and/or craft materials, tools and techniques safely and appropriately L1 3.3 Complete a finished piece of work, showing basic control of materials and techniques	L2 3.1 Independently select and apply suitable art and/or craft materials, tools and techniques for a task L2 3.2 Analyse the choice of materials, tools and techniques selected L2 3.3 Use a range of materials, tools and techniques competently and safely L2 3.4 Complete a finished piece of work independently showing control and accuracy and applying techniques effectively
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If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Delivery guidance

Planning courses

Each unit in the Skills for Life and Work suite is awarded individually. When planning courses, teachers should consider the potential qualification outcomes for individual learners.

Closely related units that might be delivered alongside Arts and crafts include, Digital film and media, Equality, diversity and inclusion, Ethical choices, Community participation, and Sustainability in action. These units complement each other by developing learners' creative, digital, and practical skills, encouraging self-expression and inclusive practice, and supporting an understanding of ethical, cultural, and environmental considerations through creative work. In addition, Career creativity and Exploring career pathways offer valuable links to the creative industries and creative roles as career options.

There may also be links to other WJEC qualifications including the General Foundation Qualifications in Expressive Arts and Design and Technology, the Work Related Foundation Qualification in Creative and Media Production, and Technology, the VCSE in Creative and Media Production, and Technology, and GCSE Art and Design.

For full details of the Skills for Life and Work units and qualifications please refer to the qualification specification.

Amplification of Learning Outcomes

The amplification of the learning outcomes provided below should support teachers in developing content for delivery. Teachers can develop and tailor content as appropriate to their learners, whilst ensuring that the learners are providing with knowledge, understanding and the opportunity to develop and apply the skills needed to meet the learning outcomes and assessment criteria. Content should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources
- local, national and international contexts as appropriate.

Teachers may find it helpful to refer to the level descriptors within the qualification specification.

Learning outcome	Amplification
LO1	Examples of art and/or craft could include: • paintings and drawings • collage and printmaking • clay or ceramics • textiles (weaving, sewing, simple fabric work) • jewellery or decorative objects • mixed-media craft projects.

	For Level 1 and 2 learners: Key characteristics of art and craft form could include: - materials used: paper, fabric, clay, paint, wood, metal, digital media - techniques applied: painting, printing, weaving, stitching, modelling, collage, carving, glazing - elements of design: colour, shape, line, texture, pattern, form, space - purpose or function: decorative, functional, expressive, cultural, storytelling - style or approach: traditional, contemporary, experimental, cultural, mixed media - process and skill: level of craftsmanship, control, precision, layering, finishing, attention to detail.
LO2	Ways of expressing ideas or feelings could include: - choosing colours, materials, shapes, or tools to show an idea or feeling - following simple instructions to explore creative ideas - using basic marks, textures, or patterns to represent emotions or concepts - giving a short explanation of what their work represents, with support. For Level 1 and 2 Learners: Ways of developing and expressing ideas or feelings could include: - developing simple ideas or planning a project - selecting and combining materials, tools, and techniques to express ideas or emotions - applying techniques to communicate meaning, mood, or personal expression - explaining how the work communicates ideas or meets the intended purpose - modifying or refining work to improve clarity of expression.
LO3	Using materials and tools safely and appropriately could include: - handling basic materials and tools with support (such as brushes, scissors, glue, clay) - following simple safety instructions during activities (for example not touching sharp tools, keeping work area tidy) - taking part in creating simple art or craft items, with guidance - completing a basic activity by following step-by-step instructions.

	For Level 1 and 2 Learners: Using materials, tools and techniques safely and appropriately could include: • selecting suitable materials, tools, and techniques for an activity • applying techniques competently to achieve a finished piece of work • following instructions and planning steps to complete a project • completing a finished piece independently, demonstrating control, accuracy, and responsibility • justifying choices of materials, tools, and techniques, explaining why they are suitable for the task.
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Suggested activities

This section gives some suggested activities to support teaching and learning in a vocational context consistent with the philosophy and intent of the unit and associated qualifications. Useful resources and possible contacts that could be made in the delivery of the learning are also signposted.

The following activities would be suitable for use with Entry Level learners:

- exploring materials and tools through hands-on tasks: experimenting with paper, clay, paint, fabric, or recycled materials
- using step-by-step demonstrations to create simple art or craft pieces
- matching and sorting activities: matching artworks to materials, tools, or types of craft
- following templates to build a collage, clay model, or textile piece
- roleplay or guided activities: creating simple group projects like classroom decorations or community art displays
- colour, shape, and texture exploration, using paints, fabrics, or mixed media to express ideas or feelings
- sharing work with peers: describing what they did or what idea/feeling they wanted to show
- using digital tools: photographing work, exploring simple art apps, or watching short videos demonstrating techniques
- comparing techniques or materials: for example using two types of paint or two tools to see the difference, with guidance.

The following activities would be suitable for use with Level 1 and 2 learners:

- planning a small creative project: designing a card, poster, sculpture, or craft item, including choosing materials and techniques
- exploring style, purpose, and meaning: discussing how different artists, cultures, or craft styles influence work
- Using a range of techniques: combining painting, printing, stitching, or modelling to express ideas or feelings
- group projects: planning and producing displays, exhibitions, or workshops

- digital documentation and presentation: photographing, video recording, or digitally editing work to showcase ideas or techniques
- comparing materials and techniques: experimenting with alternative methods and evaluating the effect
- problem-solving: adapting ideas or techniques if materials or results do not work as expected
- exploring ethical, cultural, or sustainable considerations: for example using recycled materials, considering cultural significance, or fair-trade craft materials
- exhibition of finished work: presenting projects to peers, teachers, or the wider community, and describing intentions and processes.

Sources of evidence

This unit is centre assessed and externally quality assured by WJEC. Assessment must be accessible, using clear language and reflecting the learner's level. Learners should demonstrate knowledge and skills through realistic activities such as roleplay, case studies, or projects. While evidence may be verbal, written, practical, or visual, extended written work is not required unless appropriate. Each unit must be assessed independently, even if tasks cover multiple criteria. Assessor judgements should focus on meeting the standard, not spelling or presentation unless specifically assessed. Full assessment guidance is available in the qualification specification.

Possible sources of evidence may include:

- completed matching or sorting activity (such as materials to tools, art forms to images)
- sketches, drawings, or idea boards showing initial ideas or feelings
- planning sheet identifying materials, tools, and techniques to be used
- photographs or digital records of work in progress and finished pieces
- finished art or craft piece (individual or group work)
- annotated work explaining choice of materials, colours, or techniques
- technique practice sheets or samples (for example brush strokes, textures, stitches)
- safety checklist or evidence of following safety instructions
- teacher observation notes (use of materials, tools, safety, engagement, collaboration)
- short verbal explanation, audio recording, or written description of the work
- presentation of work to peers (display, show-and-tell, or mini exhibition)
- reflection log or discussion notes evaluating what worked well and what could be improved
- teacher observation checklist (independence, safe practice, technique use, completion of work).

Experiences

To provide a real-world context you could invite:

- a local artist or craft practitioner (such as a painter, ceramicist, textile artist, jeweller) to talk about their creative process, materials, and tools. Learners could explore examples of the artist's work and discuss how ideas are developed into finished pieces. In groups, learners could plan and create a small piece inspired by the artist's style or technique, which they present and explain. The artist could share how they select materials, manage time, and work safely, as well as challenges such as sourcing materials or meeting client expectations.

- a craft-based small business owner or creative entrepreneur to explain how they design, produce, and sell handmade items. Learners could examine examples of products and discuss the materials, techniques, and design choices used. Learners could then create a simple craft item for a specific purpose or audience and justify their choices. The business owner could talk about quality, presentation, sustainability, and responding to customer needs.
- a digital media or creative technician to demonstrate how digital tools are used to document and present art and craft work. Learners could photograph or film their own work, create a simple digital portfolio, or experiment with basic editing tools. The visitor could explain how digital media supports creative industries, promotion, and collaboration.

Resources and organisations

Resources required for delivery

Centres may need access to an art room or suitable creative workspace, along with a range of commonly available craft materials such as paper, card, paints, clay, fabrics and basic tools. These resources support hands-on experimentation, creative expression and the development of practical skills.

Resources available to support delivery

The following organisations provide resources that could support for the delivery of this unit.

Arts Council of Wales	Offers various learning resources, focusing on creative learning in schools, including digital portals like the <i>Creative learning Zone</i> on Hwb, toolkits, and programs like <i>Explore</i> . To find out more, go to: https://arts.wales
The National Gallery	Offers livestreamed and on demand practical sessions for schools, and learning resources, including the Imaginarium – a virtual space to learn and interact with National Gallery paintings. To find out more, go to: www.nationalgallery.org.uk
Tate Kids	Offers games, quizzes, videos and activities inspired by art, including creative challenges to do at home and a gallery where children can share their own art. To find out more, go to: www.tate.org.uk/kids
Screen Alliance Wales	Offers practical activities and lesson plans to develop a range of skills related to the creative industries. Available in both Welsh and English. To find out more, go to: https://www.screenalliancewales.com/resources Case studies: https://www.screenalliancewales.com/video-resources
Into Film	Provides resources for primary and secondary learners with several bilingual resources. Offers the following resources specific to Art: Resource - Industry Insider: Art Director - Into Film Resource - Careers in Film Through Art and Design - Into Film To find out more, go to: https://www.intofilm.org/resources
Canva	An online graphic design platform that provides tools and editable templates for creating visual content. To find out more, go to: www.canva.com

Pinterest	A visual search and discovery platform to find inspiration and curate ideas. To find out more, go to: www.pinterest.com
Adobe Express	An all-in-one design, photo and video tool to make content creation easy. To find out more, go to: https://www.adobe.com/uk/express/ Adobe Creative Cloud Express (on Hwb)
Clipchamp	Online video editor – for recording/creating a voice log or reflective videos. To find out more, go to: www.clipchamp.com

Resources required for assessment

Assessment of this unit should not require any additional resources to those required for delivery.

References to third-party materials and links to external websites in this document are provided for convenience and informational purposes only.

We select and review these resources at the time of publication to support teaching and learning; however, their inclusion does not imply endorsement or guarantee of the organisations, content or opinions expressed.

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