

CERAMICS - 6306

Unit Aim: This unit aims to enable learners to acquire the skills and / or knowledge required to explore and develop outcomes in the discipline of ceramics.

Credit Value: 4

Evidence must include:

	LO1	Assessment Criteria	Amplification of Content	Examples of Tasks	Examples of Evidence
ENTRY 2 (E2)	Be able to research information and ideas appropriate to working in ceramics.	AC1.1 Select references and resources to support ceramics work. AC1.2 Respond to observations and experiences relating to a task or theme. AC1.3 Make references to the work of artists, craftpersons and / or designers.	✓ Learners should be provided with opportunities to research, collect and organise a range of art, craft and / or design references and resources, including where possible references to ceramic artists.	<ul style="list-style-type: none"> Using any suitable ceramic method or methods design and make an ornamental tower based on a study of castles. 	<ul style="list-style-type: none"> The learner could record their experiences in a number of ways, e.g. sketch/notebooks, photography and appropriate modelling. They should also demonstrate to what extent artists, craftpersons or designers have influenced their own work. This could take the form of visual references, written comments, etc.
		AC1.1 Select a range of references and resources to support ceramics work. AC1.2 Produce visual and / or tactile records of observations and experiences relating to a task or theme. AC1.3 Identify the influence of artists, craftpersons and / or designers on their own practice.			Examples of Evidence
ENTRY 3 (E3)	Be able to develop ideas for a ceramic outcome using appropriate materials, techniques and processes.	AC2.1 Use materials, tools and basic techniques appropriate to ceramics. AC2.2 Use visual elements in practical work, such as: colour, pattern, texture, line, shape, form, space, tone. AC2.3 Develop ideas for a ceramic outcome.	✓ Learners should be encouraged to develop their skills in using the visual elements through ceramics. Form, space, pattern, texture and colour in particular lend themselves to this medium.		Examples of Evidence
		AC2.1 Select and handle materials, tools and techniques appropriate to ceramics. AC2.2 Use visual elements in practical work, such as: colour, pattern, texture, line, shape, form, space, tone. AC2.3 Develop ideas for a ceramic outcome, modifying work as needed.			<ul style="list-style-type: none"> Work should provide evidence of ideas. This could be achieved using thumbnail sketches/ photographs, trial pieces, etc., illustrating the candidate's involvement with a range of ceramic processes.
ENTRY 3 (E3)	Be able to produce and present a ceramic outcome in response to a task or theme.	AC3.1 Produce an outcome in response to a task or theme using ceramic processes. AC3.2 Present a ceramic outcome.	✓ Working from a set task or theme learners should produce one or more ceramic outcomes. The final work should be the culmination of the learners' research and development and should demonstrate the skills and knowledge acquired during the course.		Examples of Evidence
		AC3.1 Use ceramic processes to produce an outcome in response to a task or theme. AC3.2 Present a resolved ceramics outcome with some consideration of refinement.			<ul style="list-style-type: none"> Photographic evidence of an appropriate ceramic outcome.

****ALL EVIDENCE MUST BE IDENTIFIED ON THE RELEVANT ASSESSMENT RECORD SHEET****

GRAPHIC DESIGN - 6307

Unit Aim: This unit aims to enable learners to acquire the skills and / or knowledge required to explore and develop outcomes in the discipline of graphic design.

Credit Value: 4

Evidence must include:

	LO1	Assessment Criteria	Amplification of Content	Examples of Tasks	Examples of Evidence
ENTRY 2 (E2)	Be able to research information and ideas appropriate to graphic design.	AC1.1 Select references and resources to support graphic design work. AC1.2 Respond to observations and experiences relating to a task or theme. AC1.3 Make references to the work of artists, craftspersons and / or designers.	✓ Learners should be provided with opportunities to research, collect and organise a range of art, craft and / or design references and resources, including where possible references to graphic designers. ✓ The opportunities to involve local artists / designers and visits to galleries, museums and design studios would enrich learners' experiences.	<ul style="list-style-type: none"> Using any suitable graphic method or methods design a logo for a mobile phone company called "Talking Heads" and show your design being used on promotional materials. 	<ul style="list-style-type: none"> The learner could record their experiences in a number of ways, e.g. sketch/notebooks, photography and ICT. They should also demonstrate to what extent artists, craftspersons or designers have influenced their own work. This could take the form of visual references, written comments, etc
	Be able to develop ideas for a graphic design outcome using appropriate materials, techniques and processes.	AC1.1 Select a range of references and resources to support graphic design work. AC1.2 Produce visual and / or tactile records of observations and experiences relating to a task or theme. AC1.3 Identify the influence of artists, craftspersons and / or designers on their own practice.	AC2.1 Use materials, equipment and basic techniques appropriate to graphic design work. AC2.2 Use visual elements in practical work, such as: colour, pattern, texture, line, shape, form, space, tone. AC2.3 Develop ideas for a graphic design outcome.		✓ Learners should be encouraged to develop their skills in using the visual elements through design work. Line, colour, pattern and shape in particular lend themselves to this medium. ✓ Learners should be taught to develop their work as it progresses. Modifying it where necessary in order to refine their ideas.
ENTRY 3 (E3)	Be able to produce and present a graphic outcome in response to a task or theme.	AC2.1 Select and handle materials, equipment and techniques appropriate to graphic design work. AC2.2 Use visual elements in practical work, such as: colour, pattern, texture, line, shape, form, space, tone. AC2.3 Develop ideas for a graphic design outcome, modifying work as needed.	AC3.1 Produce an outcome in response to a task or theme using graphic design processes. AC3.2 Present a graphic design outcome.	Amplification of Content <ul style="list-style-type: none"> Working from a set task or theme learners should produce one or more design outcomes. The final work should be the culmination of the learner's research and development and should demonstrate the skills and knowledge acquired during the course. 	Examples of Evidence <ul style="list-style-type: none"> An appropriate graphic design outcome, e.g. flyers, letterheads, carrier bags, etc.
		AC3.1 Use graphic design processes to produce an outcome in response to a task or theme. AC3.2 Present a resolved graphic design outcome with some consideration of refinement.			

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PAINTING AND DRAWING - 6308

Unit Aim: This unit aims to enable learners to acquire the skills and / or knowledge required to explore and develop outcomes in the disciplines of painting and drawing.

Credit Value: 4

Evidence must include:

	LO1	Assessment Criteria	Amplification of Content	Examples of Tasks	Examples of Evidence
ENTRY 2 (E2)	Be able to research information and ideas appropriate to painting and drawing work.	AC1.1 Select references and resources to support painting and drawing work. AC1.2 Respond to observations and experiences relating to a task or theme. AC1.3 Make references to the work of artists, craftpersons and/or designers.	✓ Learners should be provided with opportunities to research, collect and organise a range of art, craft and / or design references and resources, including where possible references to artists from various times. ✓ Learners should be encouraged to record their research using a variety of different 2-D media. The use of sketchbooks, visual diaries or notebooks are examples of how this research could be organised. Visual links with painting and drawing processes should be encouraged.	<ul style="list-style-type: none"> Using any suitable drawing and painting method or methods investigate ways in which artists have portrayed themselves and use the results to produce a self-portrait. 	<ul style="list-style-type: none"> The learner could record their experiences in a number of ways, e.g. sketch/notebooks, visual diaries. They should also demonstrate to what extent artists, craftpersons or designers have influenced their own work. This could take the form of visual references, written comments, etc.
	Be able to develop ideas for a painting and drawing outcome using appropriate materials, techniques and processes.	AC2.1 Use materials, tools and basic techniques appropriate to painting and drawing. AC2.2 Use visual elements in practical work, such as: colour, pattern, texture, line, shape, form, space, tone. AC2.3 Develop ideas for a pictorial composition.	✓ Work produced within the Painting and Drawing unit could include portraits, still-life, landscape, imaginative compositions, studies of natural and made forms, and murals. ✓ Learners should be encouraged to experiment with a number of materials, techniques and processes including pencil, charcoal, crayon, paints, inks, collage and mixed media. <i>N.B. The above lists are not exhaustive.</i>		Examples of Evidence <ul style="list-style-type: none"> Work should provide evidence of ideas. This could be achieved using sketches/drawings/painting, colour experimentations, etc., illustrating the candidate's involvement with a range of painting and drawing processes.
ENTRY 3 (E3)	Be able to produce and present a painting and drawing outcome in response to a task or theme.	AC3.1 Produce an outcome in response to a task or theme using painting and drawing processes. AC3.2 Present a painting and drawing outcome.	✓ Working from a set task or theme learners should produce one or more painting and drawing outcomes. The final work should be the culmination of the learners' research and development and should demonstrate the skills and knowledge acquired during the course.		Examples of Evidence <ul style="list-style-type: none"> An appropriate painting and drawing outcome.
	Be able to produce and present a painting and drawing outcome in response to a task or theme.	AC3.1 Use painting and drawing processes to produce an outcome in response to a task or theme. AC3.2 Present a resolved painting and drawing outcome with some consideration of refinement.			

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Photography - 6309

Unit Aim: This unit aims to enable learners to acquire the skills and / or knowledge required to explore and develop outcomes in the discipline of photography.

Credit Value: 4

Evidence must include:

	LO1	Assessment Criteria	Amplification of Content	Examples of Tasks	Examples of Evidence	
ENTRY 2 (E2)	Be able to research information and ideas appropriate to working with photography.	<p>AC1.1 Select references and resources to support photographic work.</p> <p>AC1.2 Respond to observations and experiences relating to a task or theme.</p> <p>AC1.3 Make references to the work of artists, craftspersons and / or designers.</p>	<p>✓ Learners should be provided with opportunities to research, collect and organise a range of art, craft and / or design references and resources including wherever possible references to photographers.</p>	<ul style="list-style-type: none"> Using any suitable photographic method or methods produce a photo-story entitled "The Shadow" Your story should contain at least six different photographs together with speech bubbles, storylines, etc. 	<ul style="list-style-type: none"> The learner could record their experiences in a number of ways, e.g. sketch/notebooks, photography and ICT. They should also demonstrate to what extent artists, photographers or designers have influenced their own work. This could take the form of visual references, written comments, etc, 	
		<p>AC1.1 Select a range of references and resources to support photographic work.</p> <p>AC1.2 Produce visual and / or tactile records of observations and experiences relating to tasks or a theme.</p> <p>AC1.3 Identify the influence of artists, craftspersons and / or designers on their own practice.</p>	<p>✓ Learners should be encouraged to record their research using a variety of different 2-D media. Visual links with photographic processes should be encouraged.</p>			
ENTRY 3 (E3)	Be able to develop ideas for a photographic outcome using appropriate equipment, techniques and processes.	<p>AC2.1 Use equipment, basic techniques and processes appropriate to photography.</p> <p>AC2.2 Use visual elements in practical work, such as: colour, pattern, texture, line, shape, form, space, tone.</p> <p>AC2.3 Develop ideas for a photographic outcome.</p>	<p>✓ Learners should be encouraged to develop their skills in using the visual elements through photography. Tone, colour, shape, pattern, texture and space (composition), in particular lend themselves to this medium.</p>			<p>Examples of Evidence</p> <ul style="list-style-type: none"> Work should provide evidence of ideas. This could be achieved using thumbnail sketches, storyboards, photomontage and/or appropriate computer software packages, etc., illustrating the candidates involvement with a range of photographic processes.
		<p>AC2.1 Select and handle equipment, techniques and processes appropriate to photography.</p> <p>AC2.2 Use visual elements in practical work, such as: colour, pattern, texture, line, shape, form, space, tone.</p> <p>AC2.3 Develop ideas for a photographic outcome, modifying work as needed.</p>	<p>✓ Learners should be taught to develop their work as it progresses; modifying it where necessary in order to refine their ideas.</p>			
	Be able to produce and present a photographic outcome in response to a task or theme.	<p>AC3.1 Produce an outcome in response to a task or theme using photographic processes.</p> <p>AC3.2 Present a photographic outcome.</p>	<p>✓ Working from a set task or theme learners should produce one or more photographic outcomes. The final work should be the culmination of the learner's research and development and should demonstrate the skills and knowledge acquired during the course.</p>			<p>Examples of Evidence</p> <ul style="list-style-type: none"> An appropriate photographic outcome.
	<p>AC3.1 Use photographic processes to produce an outcome in response to a task or theme.</p> <p>AC3.2 Present a resolved photographic outcome, with some consideration of refinement.</p>					

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Printmaking - 6310

Unit Aim: This unit aims to enable learners to acquire the skills and / or knowledge required to explore and develop outcomes in the discipline of printmaking.

Credit Value: 4

Evidence must include:

	LO1	Assessment Criteria	Amplification of Content	Examples of Tasks	Examples of Evidence
ENTRY 2 (E2)	Be able to research information and ideas appropriate to printmaking.	AC1.1 Select references and resources to support printmaking activities. AC1.2 Respond to observations and experiences relating to a task or theme. AC1.3 Make references to the work of artists, craftspersons and / or designers.	✓ Learners should be encouraged to record their research using a variety of different 2-D media. The use of sketchbooks, visual diaries or notebooks are examples of how this research could be organised. Visual links with printmaking processes should be encouraged.	<ul style="list-style-type: none"> Using any suitable Printmaking method or methods make a print based on your investigations of your own environment. 	<ul style="list-style-type: none"> The learner could record their experiences in a number of ways, e.g. sketch/notebooks, photography and rubbings. They should also demonstrate to what extent artists, craftpersons or designers have influenced their own work. This could take the form of visual references, written comments, etc.
		AC1.1 Select a range of references and resources to support printmaking activities. AC1.2 Produce visual and / or tactile records of observations and experiences relating to a task or theme. AC1.3 Identify the influence of artists, craftspersons and / or designers on their own practice.			
LO2	Assessment Criteria	Amplification of Content	<ul style="list-style-type: none"> Work should provide evidence of ideas. This could be achieved using sketches, trial prints, etc., illustrating the candidate's involvement with a range of printmaking processes. 		
Be able to develop ideas for a printmaking outcome using appropriate materials, techniques and processes.	AC2.1 Use materials, tools and basic techniques appropriate to printmaking. AC2.2 Use visual elements in practical work, such as: colour, pattern, texture, line, shape, form, space, tone. AC2.3 Develop ideas for a printmaking outcome.	✓ Although other materials, tools and techniques will be used during the course, particularly during research, the emphasis should be on printmaking processes. ✓ A number of these could be taught including: monoprinting, collograph, press prints, engraving, linocuts, stencil prints <i>N.B. The above list is not exhaustive.</i>			
	ENTRY 3 (E3)	LO3	Assessment Criteria	Amplification of Content	Examples of Evidence
Be able to produce and present a printmaking outcome in response to a task or theme.	AC3.1 Produce an outcome in response to a task or theme using printmaking processes. AC3.2 Present a printmaking outcome.	✓ Working from a set task or theme learners should produce one or more printmaking outcomes. The final work should be the culmination of the learners' research and development and should demonstrate the skills and knowledge acquired during the course.	<ul style="list-style-type: none"> An appropriate printmaking outcome. 		

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Textiles - 6311

Unit Aim: This unit aims to enable learners to acquire the skills and / or knowledge required to explore and develop outcomes in the discipline of textiles.

Credit Value: 4

Evidence must include:

	LO1	Assessment Criteria	Amplification of Content	Examples of Tasks	Examples of Evidence	
ENTRY 2 (E2)	Be able to research information and ideas appropriate to textile design.	AC1.1 Select references and resources to support textiles work. AC1.2 Respond to observations and experiences relating to a task or theme. AC1.3 Make references to artists, craftspersons and / or designers.	✓ Learners should be provided with opportunities to research, collect and organise a range of art, craft and / or design references and resources including where possible references to textile designers.	<ul style="list-style-type: none"> Using any suitable Textiles method or methods design and make a shoulder bag based on studies of Native American folk art 	<ul style="list-style-type: none"> The learner could record their experiences in a number of ways, e.g. sketch/notebooks, photography and ICT. They should also demonstrate to what extent artists, craftspersons or designers have influenced their own work. This could take the form of visual references, written comments, etc. 	
		AC1.1 Select a range of references and resources to support textiles work. AC1.2 Produce visual and / or tactile records of observations and experiences relating to a task or theme. AC1.3 Identify the influence of artists, craftspersons and / or designers on their own practice.	✓ Learners should be encouraged to record their research using a variety of different media. The use of sketchbooks, visual diaries and workbooks are examples of how this research could be organised. Visual links with textile processes should be encouraged.			
ENTRY 3 (E3)	Be able to develop ideas for a textiles outcome using appropriate materials, techniques and processes.	AC2.1 Use materials, tools and basic techniques appropriate to textiles. AC2.2 Use visual elements in practical work, such as: colour, pattern, texture, line, shape, form, space, tone. AC2.3 Develop ideas for a textiles outcome.	✓ Although other materials, tools and techniques will be used during the course, particularly during research, the emphasis should be on textile processes. A number of these could be taught including macramé, weaving, tie-die, fabric prints, batik, appliqué, embroidery and knitting. Outcomes could include puppets, wall hangings, soft sculptures and fashion design. <i>N.B. The above lists are not exhaustive.</i>		<ul style="list-style-type: none"> Using any suitable Textiles method or methods design and make a shoulder bag based on studies of Native American folk art 	Examples of Evidence
		AC2.1 Select and use materials, tools and techniques appropriate to textiles. AC2.2 Use visual elements in practical work, such as: colour, pattern, texture, line, shape, form, space, tone. AC2.3 Develop ideas for a textiles outcome, modifying work as needed.				<ul style="list-style-type: none"> Work should provide evidence of ideas. This could be achieved using sketches, trial pieces, paper cut-outs, etc., illustrating the candidate's involvement with a range of textile processes.
Be able to produce and present a textiles outcome in response to a task or theme.	AC3.1 Produce an outcome in response to a task or theme using textile processes. AC3.2 Present a textiles outcome.	✓ Working from a set task or theme learners should produce one or more textiles outcomes. The final work should be the culmination of the learners' research and development and should demonstrate the skills and knowledge acquired during the course.	Examples of Evidence			
	AC3.1 Use textile processes to produce an outcome in response to a task or theme. AC3.2 Present a resolved textiles outcome with some consideration of refinement.		<ul style="list-style-type: none"> Photographic evidence of an appropriate textile outcome. 			

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Three Dimensional Studies - 6312

Unit Aim: This unit aims to enable learners to acquire the skills and / or knowledge required to explore and develop outcomes in the discipline of three dimensional studies.

Credit Value: 4

Evidence must include:

	LO1	Assessment Criteria	Amplification of Content	Examples of Tasks	Examples of Evidence	
ENTRY 2 (E2)	Be able to research information and ideas appropriate to three dimensional studies.	<p>AC1.1 Select references and resources to support three dimensional studies.</p> <p>AC1.2 Respond to observations and experiences relating to a task or theme.</p> <p>AC1.3 Make references to the work of artists, craftpersons and / or designers.</p>	<p>✓ Learners should be provided with opportunities to research, collect and organise a range of art, craft and / or design references and resources including where possible references to three dimensional designers.</p>	<ul style="list-style-type: none"> Using any suitable three dimensional method or methods design and make an Alien Mask based on your study of insect heads 	<ul style="list-style-type: none"> The learner could record their experiences in a number of ways, e.g. sketch/notebooks, photography, ICT and appropriate 3D modelling. They should also demonstrate to what extent artists, craftpersons or designers have influenced their own work. This could take the form of visual references, written comments, etc. 	
		<p>AC1.1 Select a range of references and resources to support three dimensional studies.</p> <p>AC1.2 Produce visual and / or tactile records of observations and experiences relating to a task or theme.</p> <p>AC1.3 Identify the influence of artists, craftpersons and / or designers on their own practice.</p>	<p>✓ Learners should be encouraged to record their research using a variety of different 3D media. The use of sketchbooks, visual diaries, workbooks are examples of how this research could be organised. Visual links with three dimensional processes should be encouraged.</p>			
ENTRY 3 (E3)	LO2	<p>AC2.1 Use materials, tools and basic techniques appropriate to three dimensional studies.</p> <p>AC2.2 Use visual elements in practical work, such as: colour, pattern, texture, line, shape, form, space, tone.</p> <p>AC2.3 Develop ideas for a three dimensional outcome.</p>	<p>✓ Although other materials, tools and techniques will be used during the course, particularly during research, the emphasis should be on three dimensional processes. A number of these could be taught including the ceramic processes of coiling, slabbing, joining, extruding, and casting, as well as construction, plaster work, wood carving, papier-mâché, mixed media. Outcomes could include masks, puppets, mobiles, kites, sculpture, jewellery, set design and model making. <i>N.B. The above lists are not exhaustive.</i></p>		<ul style="list-style-type: none"> Using any suitable three dimensional method or methods design and make an Alien Mask based on your study of insect heads 	<p>Examples of Evidence</p> <ul style="list-style-type: none"> Work should provide evidence of ideas. This could be achieved using thumbnail sketches, photo montage, maquettes, ICT, etc., illustrating the candidate's involvement with a range of three dimensional processes.
	Be able to develop ideas for a three dimensional outcome using appropriate materials, techniques and processes.	<p>AC2.1 Select and handle materials, tools and techniques appropriate to three dimensional studies.</p> <p>AC2.2 Use visual elements in practical work, such as: colour, pattern, texture, line, shape, form, space, tone.</p> <p>AC2.3 Develop ideas for a three dimensional outcome, modifying work as needed.</p>				
	LO3	<p>AC3.1 Produce an outcome in response to a task or theme using three dimensional design processes.</p> <p>AC3.2 Present a three dimensional outcome.</p>	<p>Amplification of Content</p> <p>✓ Working from a set task or theme learners should produce one or more three dimensional outcomes. The final work should be the culmination of the learners' research and development and should demonstrate the skills and knowledge acquired during the course.</p>			<p>Examples of Evidence</p> <ul style="list-style-type: none"> Photographic evidence of an appropriate three dimensional outcome.
Be able to produce and present a three dimensional outcome in response to a task or theme.	<p>AC3.1 Use three dimensional design processes to produce an outcome in response to a task or theme.</p> <p>AC3.2 Present a resolved three dimensional outcome with some consideration of refinement.</p>					

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Present an Art & Design Evaluation - 6313

Unit Aim: This unit aims to enable learners to acquire the skills and / or knowledge required to prepare and present an evaluation of a piece of personal Art & Design work.

Credit Value: 2

Evidence must include:

	LO1	Assessment Criteria	Amplification of Content	Examples of Tasks	Examples of Evidence	
ENTRY 2 (E2)	Be able to respond to contextual references.	AC1.1 Relate how knowledge of artists, craftpersons and / or designers has impacted on their own work.	✓ Learners should select the work to be evaluated and determine the resources/methods needed to enable them to present their evaluation.	<ul style="list-style-type: none"> Present an evaluation for a printmaking unit “Using any suitable method or methods make a print based on your investigations of your own environment”. 	<ul style="list-style-type: none"> The learner could record their contextual references in a number of ways, e.g. photographs, written notes and/or sketches. They should also demonstrate to what extent their references have influenced their own work. This could take the form of visuals, written comments, etc. 	
		AC1.1 Convey ideas and / or information about artists, craftpersons and / or designers. AC1.2 Indicate how knowledge of artists, craftpersons and / or designers has influenced their own work.	✓ The learners should identify the range of references collected to support their work as well as providing evidence of their responses to these references. They would need to explain how the references had influenced their work.			
ENTRY 3 (E3)	Present information relating to acquired Art & Design skills and practice.	LO2	Assessment Criteria		Amplification of Content	Examples of Evidence
AC2.1 Present evidence of skills and processes experienced.		✓ Learners should provide evidence of the skills and processes they experienced in the production of their work, as well as explaining how their work developed.	<ul style="list-style-type: none"> Work should provide evidence of skills and processes experienced, e.g. sketchbooks, experimentation with different printmaking media and trial prints. This could involve documenting by means of demonstrations, photographic evidence, and/or discussion, etc., explaining how their ideas developed. 			
AC2.1 Outline evidence of skills and processes experienced. AC2.2 Evaluate their ideas.						
LO3	Assessment Criteria	Amplification of Content			Examples of Evidence	
	Be able to review the effectiveness of a final outcome.	AC3.1 Discuss their final outcome. AC3.2 Make suggestions as to how the final outcome could be improved.	✓ Learners should review how well their work satisfied the objectives of the task.	<ul style="list-style-type: none"> Using any visual, oral or written presentation method, candidates should provide a personal response as to the effectiveness of their final outcome together with suggestions for improvement. 		
		AC3.1 Discuss the effectiveness of their final outcome. AC3.2 Make suggestions as to how the final outcome could be improved.	✓ Learners need to identify areas for improvement and/or alternative outcomes.			

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Plan, Advertise and Present an Art & Design Exhibition - 6314

Unit Aim: This unit aims to enable learners to acquire the knowledge and skills required to plan and present an Art & Design exhibition.

Credit Value: 2

Evidence must include:

	LO1	Assessment Criteria	Amplification of Content	Examples of Tasks	Examples of Evidence
ENTRY 2 (E2)	Be able to plan an Art & Design exhibition.	AC1.1 Find out how exhibitions are organised. AC1.2 Plan an Art & Design exhibition with consideration of: (a) selection of work to be displayed; (b) resources needed; (c) publicity; (d) links with appropriate people; (e) location.	✓ Learners should be provided with opportunities to collect information relevant to organising an exhibition. ✓ Learners should be encouraged to use their research to plan an art and design exhibition. This should involve identifying a suitable location, liaising with appropriate personnel, determining the resources needed, selecting work for display and planning suitable publicity.	<ul style="list-style-type: none"> Plan, advertise and present an art and design exhibition of their own work. 	<ul style="list-style-type: none"> The learner could provide evidence of their planning, organizing and selection of work by means of notebooks, questionnaires and/or audio recordings.
		AC1.1 Identify aspects of exhibition practice. AC1.2 Plan the following components of exhibition organisation: (a) selection of work to be displayed; (b) resources needed; (c) publicity; (d) links with appropriate people; (e) location.			
LO2	Assessment Criteria	Amplification of Content	Examples of Evidence		
Be able to promote an Art & Design exhibition.	AC2.1 Produce a poster, flyer, postcard, film clip, animation or advert to promote the exhibition.	✓ The promotional material will allow learners to demonstrate their practical skills in any appropriate discipline. Graphic Design - Printmaking, Photography – flyers, posters, invitations, badge designs, etc. Textiles - promotional tee shirts, hats etc. Three Dimensional Studies – information stands, pop-ups etc.			<ul style="list-style-type: none"> The work should provide evidence of practical skills using materials and techniques of their choice to produce promotional materials.
	AC2.1 Produce a piece of promotional material to advertise the exhibition, with some consideration of refinement.				
ENTRY 3 (E3)	Be able to present an Art & Design exhibition.	LO3	Assessment Criteria	Amplification of Content	Examples of Evidence
		AC3.1 Display Art & Design work in an exhibition.	✓ The final event should be the culmination of the learners' research and planning and should demonstrate the skills and knowledge acquired during the course.	<ul style="list-style-type: none"> Photographic evidence of an appropriate exhibition of Art and Design work. 	
AC3.1 Select and display Art & Design work in an exhibition.					

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