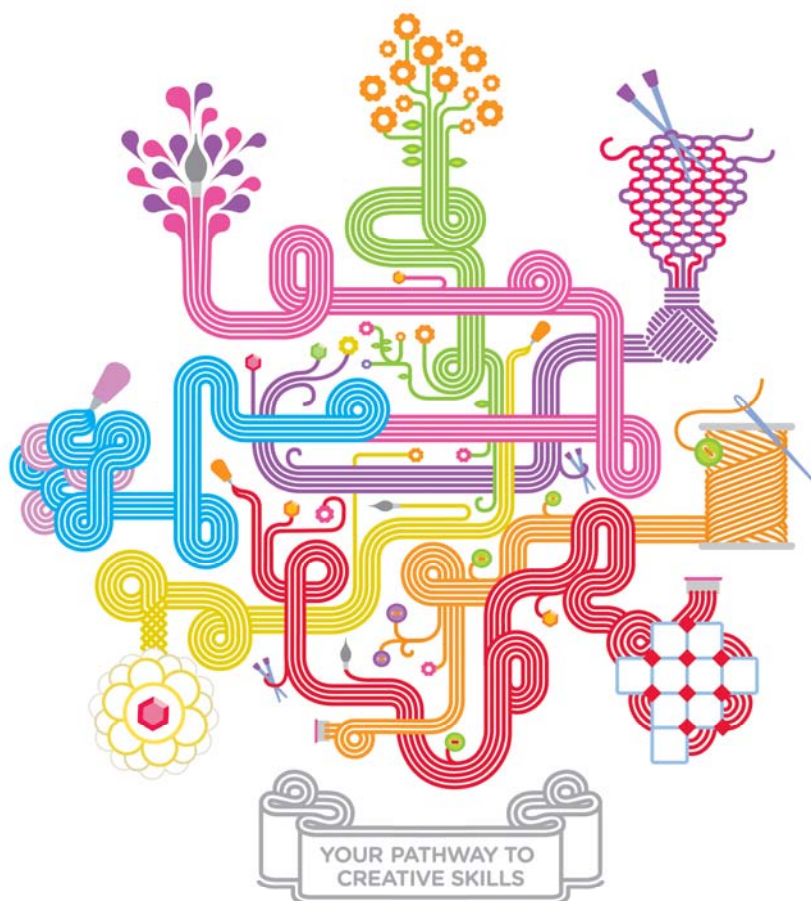


Level 1, 2 and 3 Award, Certificate and Diploma in Creative Techniques [7111, 7112 & 7113]

Level 1, 2 and 3 Design units



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Level 1, 2 and 3 Award, Certificate and Diploma in Creative Techniques [7111, 7112 & 7113]

Level 1, 2 and 3 Design units

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1 Level 1 Design units

1.1 7111–001 Design

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| City & Guilds ref no: | 7111 – 001 |
| Title: | Design |
| Level: | 1 |
| Credit value: | 3 |
| Unit aim: | In this unit the learner will compile a folder of design ideas and images using basic principles of design with a variety of materials and mediums |
| Learning outcomes | <ol style="list-style-type: none"> 1 Use simple principles of colour theory 2 Use simple line and mark making 3 Identify and use contrasting surface textures 4 Work safely and effectively |
| Learning outcome 1 | Assessment criteria |
| The learner can: | The learner will: |
| 1 Use simple principles of colour theory | <ol style="list-style-type: none"> 1.1 Identify primary and secondary colours 1.2 Select and use source material to make a primary and secondary colour wheel 1.3 Identify tints and shades of colour 1.4 Select and use source material to make gradations of the primary colours 1.5 Identify and use an accent colour to compliment tints and shades for each primary colour |
| Learning outcome 2 | Assessment criteria |
| The learner can: | The learner will: |
| 2 Use simple line and mark making | <ol style="list-style-type: none"> 2.1 Use a variety of wet and dry mediums to make lines and marks 2.2 Make contrasting lines – curved, straight, thick, thin ... 2.3 Use expressive lines to evoke mood – angry, calm ... 2.4 Make a small print block of a linear design and print onto a variety of surfaces to create pattern |
| Learning outcome 3 | Assessment criteria |
| The learner can: | The learner will: |
| 3 Identify and use contrasting surface textures | <ol style="list-style-type: none"> 3.1 Use a variety of materials and techniques to create surface texture – <ul style="list-style-type: none"> • Add mediums to produce low relief • Overlay materials • Manipulate materials to emboss, |

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| | crease, fold, pleat ... 3.2 Use a variety of materials and techniques to create visual texture – stippling, sponging, spraying, resists, colour discharging, rubbing ... |
| Learning outcome 4 | Assessment criteria |
| The learner can: | The learner will: |
| 4 Work safely and effectively | 4.1 Use and name simple tools, equipment, materials and techniques carefully, safely and effectively 4.2 Describe Health and Safety factors applicable to their use and care 4.3 All support work produced for this unit will be collated and stored in an appropriate format |
| Unit guidance: | |
| <ul style="list-style-type: none"> This unit will be assessed using evidence from the practical activities and exercises in the assessment criteria | |

1 Level 1 Design units

1.2 7111–002 Sampling – Design Ideas

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| City & Guilds ref no: | 7111 – 002 | |
| Title: | Sampling – Design Ideas | |
| Level: | 1 | |
| Credit value: | 3 | |
| Unit aim: | In this unit the learner will experiment with traditional and potential craft processes and materials to produce a collection of samples | |
| Learning outcomes | <ol style="list-style-type: none"> 1 Select materials, tools and equipment to test a practical process or idea 2 Experiment with materials, tools and equipment to test and sample a practical process or idea 3 Solve problems arising from the findings 4 Select and store the samples and findings | |
| Learning outcome 1 | Assessment criteria | |
| The learner can: | The learner will: | |
| 1 Select materials, tools and equipment to test a practical process or idea | <ol style="list-style-type: none"> 1.1 Select traditional, basic materials, tools and equipment to develop or test a process or idea 1.2 Select non traditional, basic materials, tools and equipment to develop or test a process or idea 1.3 Record initial ideas on the potential use of traditional and non traditional materials | |
| Learning outcome 2 | Assessment criteria | |
| The learner can: | The learner will: | |
| 2 Experiment with materials, tools and equipment to test and sample a practical process or idea | <ol style="list-style-type: none"> 2.1 Prepare basic materials 2.2 Use traditional and experimental techniques to test ideas and make samples 2.3 Describe the techniques and materials used to make the samples | |
| Learning outcome 3 | Assessment criteria | |
| The learner can: | The learner will: | |
| 3 Solve problems arising from the findings | <ol style="list-style-type: none"> 3.1 Describe the results of the experiments as seen in the samples produced 3.2 Develop and test an alternative method of working to achieve the desired result 3.2 Describe the alternative methods of | |

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| | working 3.4 List any applicable Health and Safety factors and regulations |
| Learning outcome 4 | Assessment criteria |
| The learner can: | The learner will: |
| 4 Select and store the samples and findings | 4.1 Label the samples 4.2 Record reasons why a sample best satisfies the requirement 4.3 Select and use a method of storing the samples 4.4 Evaluate and discuss the experimentation and testing of ideas 4.5 All support work produced for this unit will be collated and stored in an appropriate format |
| Unit guidance: | |
| <ul style="list-style-type: none"> • A variety of basic craft materials – resistant and pliable, will be used for experiments; paper, card, acrylic sheet, fabric, plastic, sugar paste ... • This unit links design ideas into the craft and its materials. Samples must show the use of colour, line, texture, shape and form in a variety of ways, focusing on the materials of the chosen craft as well as a broader approach to where ideas can be transferred across a range of crafts | |

2 Level 2 Design units

2.1 7112– 001 Design

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| City & Guilds ref no: | 7112 – 001 | |
| Title: | Design | |
| Level: | 2 | |
| Credit value: | 4 | |
| Unit aim: | In this unit the learner will create a portfolio of experimental ideas and images using the principles of design – colour, line, texture, shape, form | |
| Learning outcomes | <ol style="list-style-type: none"> 1 Experiment and use principles of colour theory 2 Experiment and use qualities of line and mark making 3 Create texture using a variety of materials and techniques 4 Develop shape and form 5 Work safely and effectively | |
| Learning outcome 1 | Assessment criteria | |
| The learner can: | The learner will: | |
| 1 Experiment and use principles of colour theory | <ol style="list-style-type: none"> 1.1 Identify and use primary colours 1.2 Mix, identify and use secondary colours 1.3 Identify and create tints, tones and shades with colour 1.4 Create a greyscale | |
| Learning outcome 2 | Assessment criteria | |
| The learner can: | The learner will: | |
| 2 Experiment and use qualities of line and mark making | <ol style="list-style-type: none"> 2.1 Use a variety of wet and dry mediums to create lines and marks 2.2 Create lines and marks – straight, curvilinear, angular, thick, thin, hatching, overlaid ... 2.3 Use expressive lines to evoke mood – anger, tranquillity, excitement ... | |
| Learning outcome 3 | Assessment criteria | |
| The learner can: | The learner will: | |
| 3 Create texture using a variety of materials and techniques | <ol style="list-style-type: none"> 3.1 Use a variety of materials and techniques to create surface texture – <ul style="list-style-type: none"> • Add mediums to produce low relief • Overlay materials • Manipulate materials to emboss, crease, fold, pleat ... 3.2 Use a variety of materials and techniques to create visual texture – stippling, sponging, spraying, resists, | |

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| | colour discharging ... |
| Learning outcome 4 | Assessment criteria |
| The learner can: | The learner will: |
| 4 Develop shape and form | <p>4.1 Create 2D shape –</p> <ul style="list-style-type: none"> • Use lines and marks to generate shape and pattern • Use lines and marks to create random and geometric shape • Manipulate and organise shape to form pattern • Manipulate and use areas of void <p>4.2 Create 3D form –</p> <ul style="list-style-type: none"> • Use construction methods to create 3D form • Use 2D materials to construct 3D form |
| Learning outcome 5 | Assessment criteria |
| The learner can: | The learner will: |
| 5 Work safely and effectively | <p>5.1 Use and name tools and equipment carefully, safely and effectively</p> <p>5.2 Use and name materials, techniques and processes carefully, safely and effectively</p> <p>5.3 List related Health and Safety factors and current legislation</p> <p>5.4 All support work produced for this unit will be collated and stored in an appropriate format</p> |
| Unit guidance: | |
| <ul style="list-style-type: none"> • This unit will be assessed using evidence from the practical activities and exercises in the assessment criteria | |

2 Level 2 Design units

2.2 7112– 002 Sampling – Exploring Potential of Ideas and Materials

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| City & Guilds ref no: | 7112 – 002 | |
| Title: | Sampling – Exploring Potential of Ideas and Materials | |
| Level: | 2 | |
| Credit value: | 4 | |
| Unit aim: | In this unit the learner will explore the potential of ideas by using a range of materials to create a portfolio of experimental samples | |
| Learning outcomes | <ol style="list-style-type: none"> 1 Select a process or idea to be sampled 2 Select materials, tools and equipment to sample a practical process or idea 3 Experiment and explore the potential of traditional and non traditional materials, tools and equipment by sampling a practical process or idea 4 Adjust the working method to create the required finish 5 Note the processes involved, store the samples and evaluate the experiment | |
| Learning outcome 1 | Assessment criteria | |
| The learner can: | The learner will: | |
| 1 Select a process or idea to be sampled | <ol style="list-style-type: none"> 1.1 Document the process or idea 1.2 Research similar ideas used 1.3 Record research from books/museums/exhibitions/websites ... | |
| Learning outcome 2 | Assessment criteria | |
| The learner can: | The learner will: | |
| 2 Select materials, tools and equipment to sample a practical process or idea | <ol style="list-style-type: none"> 2.1 Select traditional and non traditional materials for experimentation 2.2 Select traditional and non traditional tools and equipment for experimentation 2.3 Describe the performance traditional tools and equipment play and the anticipated role of non traditional items | |
| Learning outcome 3 | Assessment criteria | |
| The learner can: | The learner will: | |
| 3 Experiment and explore the potential of traditional and non traditional materials, tools and equipment by sampling a practical process or idea | <ol style="list-style-type: none"> 3.1 Prepare materials, tools and equipment for experimentation 3.2 Produce a range of experimental samples of techniques and processes using a variety of ideas and materials | |

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| | <p>3.3 Describe the characteristics of materials, techniques and processes sampled</p> <p>3.4 Describe the results of the experiments</p> |
| Learning outcome 4 | Assessment criteria |
| The learner can: | The learner will: |
| 4 Adjust the working method to create the required finish | <p>4.1 List other techniques which would produce similar effects</p> <p>4.2 List other materials which would give similar results</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p> |
| Learning outcome 5 | Assessment criteria |
| The learner can: | The learner will: |
| 5 Note the processes involved, store the samples and evaluate the experiment | <p>5.1 Describe the processes and safe handling of materials</p> <p>5.2 Describe safe handling of tools and equipment</p> <p>5.3 Label the samples</p> <p>5.4 Devise a storage method for the samples</p> <p>5.5 Evaluate and discuss the experimentation and testing of ideas</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement <p>5.6 All work produced for this unit will be collated and stored in a folder of work</p> |
| Unit guidance | |
| <ul style="list-style-type: none"> • A variety of general craft materials – resistant and pliable, natural and man made, will be used for experiments - paper, card, acrylic sheet, fibre, fabric, plastic, metal, sugar paste ... • This unit links design ideas into the craft and its materials. Samples must show the use of colour, line, texture, shape and form in a variety of ways, focusing on the materials of the chosen craft as well as a broader approach to where ideas can be transferred across a range of crafts | |

3 Level 3 Design units

3.1 7113– 001 Research for Design

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|--|---|--|
| City & Guilds ref no: | 7113 – 001 | |
| Title: | Research for Design | |
| Level: | 3 | |
| Credit value: | 6 | |
| Unit aim: | In this unit the learner will produce a body of work showing innovative design concepts and explorations, focusing on a selected theme and the principles of design | |
| Learning outcomes | <ol style="list-style-type: none"> 1 Use a source of inspiration to develop design ideas and concepts 2 Research and use contextual influences to inform design ideas and concepts 3 Explore traditional and innovative ideas with a range of materials, mediums, techniques to inform 4 Work safely and effectively 5 Produce refined and resolved design ideas and concepts 6 Use presentation skills to display a body of work | |
| Learning outcome 1 | Assessment criteria | |
| The learner can: | The learner will: | |
| 1 Use a source of inspiration to develop design ideas and concepts | <ol style="list-style-type: none"> 1.1 Select a theme as a source of inspiration 1.2 Investigate and visually record the theme 1.3 Select and describe an in depth focus within the theme 1.4 Investigate and visually record the in depth focus 1.5 Use the in depth focus to develop preliminary design ideas and concepts | |
| Learning outcome 2 | Assessment criteria | |
| The learner can: | The learner will: | |
| 2 Research and use contextual influences to inform design ideas and concepts | <ol style="list-style-type: none"> 2.1 Research contextual influences relating to the in-depth focus using primary and secondary sources – <ul style="list-style-type: none"> • Contemporary • Historical • Cultural 2.2 Investigate the work of appropriate designer makers, craftsmen, artists ... 2.3 Record related museum collections, exhibitions, websites ... 2.4 Use the contextual influences and research of the in-depth focus, to inform preliminary design ideas and concepts | |

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| Learning outcome 3 | Assessment criteria |
| The learner can: | The learner will: |
| 3 Explore traditional and innovative ideas with a range of materials, mediums, techniques to inform | 3.1 Use materials and mediums, traditionally and innovatively – wet and dry mediums, colouring agents, collage materials, fabrics, found objects, paper, card... 3.2 Use techniques, traditionally and innovatively – drawings, colour studies, samples, digital imagery, collage, montage, low relief, maquettes, structures ... 3.3 Identify the potential of materials, mediums and techniques |
| Learning outcome 4 | Assessment criteria |
| The learner can: | The learner will: |
| 4 Work safely and effectively | 4.1 Use tools and equipment carefully, safely and effectively 4.2 Use materials, techniques and processes carefully, safely and effectively 4.3 Describe related Health and Safety factors and current legislation |
| Learning outcome 5 | Assessment criteria |
| The learner can: | The learner will: |
| 5 Produce refined and resolved design ideas and concepts | 5.1 Analyse the exploratory work undertaken in outcomes 1 – 3 5.2 Review and refine design ideas and concepts 5.2 Produce resolved design ideas and concepts 5.3 Evaluate their potential and application to other design ideas, concepts, craft techniques... |
| Learning outcome 6 | Assessment criteria |
| The learner can: | The learner will: |
| 6 Use presentation skills to display a body of work | 6.1 List and describe a range of presentation styles and methods suitable for use with the body of work 6.2 Select and use a method to present the body of work 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement 6.4 The ideas, experiments, samples and explorations developed throughout this unit will form a body of work which will be presented and stored in an appropriate format 6.5 A bibliography of publications, websites, galleries/museums visited etc must be |

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| | <p>included in the body of work</p> <p>6.6 All work produced for this unit will be collated and stored in a folder of work</p> |
| <p>Unit guidance:</p> | |
| <ul style="list-style-type: none"> This unit will be assessed using evidence from the practical activities and exercises in the assessment criteria | |

3 Level 3 Design units

3.2 7113–002 Sampling– Develop, Refine and Innovate Ideas

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| City & Guilds ref no: | 7113 – 002 | |
| Title: | Sampling – Develop, Refine and Innovate Ideas | |
| Level: | 3 | |
| Credit value: | 6 | |
| Unit aim: | In this unit the learner will produce a reference portfolio of samples showing an understanding of the potential and limitations of craft materials | |
| Learning outcomes | <ol style="list-style-type: none"> 1 Research contextual influences relating to the use of craft materials 2 Use standard and non standard tools and equipment to experiment with ideas, materials and techniques 3 Use advanced and innovative design ideas to experiment with advanced materials and techniques 4 Adjust and refine ideas and practice as experimentation continues, log the process development, results of trials and experiments 5 Work safely and effectively 6 Use presentation skills to display the samples and evaluate the results of the presentation method chosen | |
| Learning outcome 1 | Assessment criteria | |
| The learner can: | The learner will: | |
| 1 Research contextual influences relating to the use of craft materials | <ol style="list-style-type: none"> 1.1 Document current trends in the use of three craft materials 1.2 Record research from books/museums/exhibitions/websites ... | |
| Learning outcome 2 | Assessment criteria | |
| The learner can: | The learner will: | |
| 2 Use standard and non standard tools and equipment to experiment with ideas, materials and techniques | <ol style="list-style-type: none"> 2.1 Explore the use of a range of standard tools and equipment 2.2 Explore the use of non standard tools and equipment 2.3 Log the results achieved by the use of standard and non standard tools and equipment | |
| Learning outcome 3 | Assessment criteria | |
| The learner can: | The learner will: | |
| 3 Use advanced and innovative design ideas to experiment with materials and techniques | <ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques and processes 3.3 List and describe the characteristics of | |

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| | materials, advanced techniques and processes sampled |
| Learning outcome 4 | Assessment criteria |
| The learner can: | The learner will: |
| 4 Adjust and refine ideas and practice as experimentation continues, log the process development, results of trials and experiments | 4.1 Log the original intent and the process development which was carried out 4.2 Record the result of trials 4.3 Exploit further a newly found process or finish 4.4 Evaluate and describe the development of ideas <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved |
| Learning outcome 5 | Assessment criteria |
| The learner can: | The learner will: |
| 5 Work safely and effectively | 5.1 Handle materials for advanced techniques correctly 5.2 Use tools, equipment, materials and advanced techniques safely 5.3 List related Health and Safety factors and current legislation 5.4 Describe the processes and safe handling of materials |
| Learning outcome 6 | Assessment criteria |
| The learner can: | The learner will: |
| 6 Use presentation skills to display the samples and evaluate the results of the presentation method chosen | 6.1 List and describe a range of presentation styles and methods suitable for use in creating the reference portfolio 6.2 Select and use a method to create the reference portfolio and enhance the sample collection 6.3 Label the samples 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement 6.4 All support work produced for this unit will be collated and stored in an appropriate format |
| Unit guidance: | |
| <ul style="list-style-type: none"> • A variety of advanced craft materials – resistant and pliable, malleable, natural and man made, will be used for experiments - paper, card, acrylic sheet, fibre, fabric, plastic, wood, wire, metal, metal shim, gesso, clay • This unit links design ideas into the craft and its materials. Samples must show the use of colour, line, texture, shape and form in a variety of ways, focusing on the materials of the chosen craft as well as a broader approach to where ideas can be transferred | |

across a range of crafts

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