

Level 3 Award, Certificate and Diploma in Creative Techniques [7113]

Level 3 2D units



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Level 3 Award, Certificate and Diploma in Creative Techniques [7113]

Level 3 2D units

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City & Guilds ref no:	7113 – 400	
Title:	Life Drawing – Full Length Pose, Tonal	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will use observational drawing techniques to produce a measured tonal drawing of the full human figure – standing and/or seated	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to tonal life drawing 2 Use advanced and innovative design ideas to inform the making of a tonal life drawing 3 Plan and manage the making of the tonal life drawing to the working design 4 Work safely and effectively 5 Make a well constructed tonal life drawing to a professional standard 6 Use presentation skills to display the tonal life drawing 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to tonal life drawing	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the tonal life drawing 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a tonal life drawing	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the tonal life drawing 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the tonal life drawing 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	

<p>3 Plan and manage the making of the tonal life drawing to the working design</p>	<p>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 materials, advanced techniques and processes sampled 3.4 Produce a costing and time estimate for making the tonal life drawing</p>
<p>Learning outcome 4</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>4 Work safely and effectively</p>	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the tonal life drawing 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the tonal life drawing 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation</p>
<p>Learning outcome 5</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>5 Make a well constructed tonal life drawing to a professional standard</p>	<p>5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make a well constructed professional tonal life drawing to the following specifications –</p> <ul style="list-style-type: none"> • A sense of artificial light will be evident in the drawing • A minimum of ten preliminary studies will support the final drawing and show the use of different techniques; chiaroscuro, progressive tone, subtractive tone, additive tone ... <p>5.4 Store and finish the completed tonal life drawing 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished tonal life drawing –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
<p>Learning outcome 6</p>	<p>Assessment criteria</p>

The learner can:	The learner will:
6 Use presentation skills to display the tonal life drawing	6.1 List and describe a range of presentation styles and methods suitable for use with the tonal life drawing 6.2 Select and use a method to present the tonal life drawing 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Analyse and understand the human form	
Identify, use and experiment with a range of advanced drawing techniques	
Identify, use and experiment with a range of wet and/or dry mediums and materials	
Identify, prepare, use and experiment a range of surfaces	
Identify, use and experiment with a range of art mediums	
Explore and use appropriate principles of design - rhythm, balance, harmony, scale, proportion, line, colour, tone, proportion, composition, perspective, scale, texture, pattern ...	
Use natural and artificial light to create and convey mood	
Use preliminary sketches to develop ideas and inform final pieces of work	

City & Guilds ref no:	7113 – 401	
Title:	Life Drawing – Full Length Pose, Linear	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will use observational drawing techniques to produce a measured linear drawing of the full human figure – standing and/or seated	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to linear life drawing 2 Use advanced and innovative design ideas to inform the making of a linear life drawing 3 Plan and manage the making of the linear life drawing to the working design 4 Work safely and effectively 5 Make a well constructed linear life drawing to a professional standard 6 Use presentation skills to display the linear life drawing 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to linear life drawing	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the tonal life drawing 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a linear life drawing	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the tonal life drawing 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the tonal life drawing 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the linear life drawing to the working design	<ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using 	

	<p>advanced and innovative techniques and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the tonal life drawing</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the tonal life drawing</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the tonal life drawing</p> <p>4.3 Use tools, equipment, materials and advanced 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 Make a well constructed linear life drawing to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional tonal life drawing to the following specification –</p> <ul style="list-style-type: none"> • A minimum of ten preliminary studies will support the final drawing <p>5.4 Store and finish the completed tonal life drawing</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished tonal life drawing –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the linear life drawing	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the tonal life</p>

	<p>drawing</p> <p>6.2 Select and use a method to present the tonal life drawing</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Analyse and understand the human form	
Identify, use and experiment with a range of advanced drawing techniques	
Identify, use and experiment with a range of wet and/or dry mediums and materials	
Identify, prepare, use and experiment a range of surfaces	
Identify, use and experiment with a range of art mediums	
Explore and use appropriate principles of design - rhythm, balance, harmony, scale, proportion, line, colour, tone, proportion, composition, perspective, scale, texture, pattern ...	
Use natural and artificial light to create and convey mood	
Use preliminary sketches to develop ideas and inform final pieces of work	

City & Guilds ref no:	7113 – 402	
Title:	Life Drawing – Anatomical Illustrations	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce three accurate and detailed anatomical studies of the male and female human figure – skeleton, musculature ...	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to anatomical illustration 2 Use advanced and innovative design ideas to inform the making of anatomical illustrations 3 Plan and manage the making of the anatomical illustrations to the working design 4 Work safely and effectively 5 Make well constructed anatomical illustrations to a professional standard 6 Use presentation skills to display the anatomical illustrations 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to anatomical illustration	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to anatomical illustrations 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of anatomical illustrations	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the anatomical illustrations 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the anatomical illustrations 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	

<p>3 Plan and manage the making of the anatomical illustrations to the working design</p>	<p>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 materials, advanced techniques and processes sampled 3.4 Produce a costing and time estimate for making the anatomical illustrations</p>
<p>Learning outcome 4</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>4 Work safely and effectively</p>	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the anatomical illustrations 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the anatomical illustrations 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation</p>
<p>Learning outcome 5</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>5 Make well constructed anatomical illustrations to a professional standard</p>	<p>5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make well constructed professional anatomical illustrations to the following specification – <ul style="list-style-type: none"> • A minimum of five preliminary studies will support the final illustrations • The illustrations will include with annotated notes 5.4 Store and finish the completed anatomical illustrations 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished anatomical illustrations – <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved 5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
<p>Learning outcome 6</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>

<p>6 Use presentation skills to display the anatomical illustrations</p>	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the anatomical illustrations</p> <p>6.2 Select and use a method to present the anatomical illustrations</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement
<p>Learning programme</p> <p>In this unit the learner will:</p>	
<p>Accurately analyse and understand the human form</p>	
<p>Produce anatomically correct annotated medical illustrations</p>	
<p>Identify, use and experiment with a range of advanced drawing techniques</p>	
<p>Identify, use and experiment with a range of wet and/or dry mediums and materials</p>	
<p>Identify, prepare, use and experiment a range of surfaces</p>	
<p>Identify, use and experiment with a range of art mediums</p>	
<p>Explore and use appropriate principles of design - rhythm, balance, harmony, scale, proportion, line, colour, tone, proportion, composition, perspective, scale, texture, pattern ...</p>	
<p>Use preliminary sketches to develop ideas and inform final pieces of work</p>	

City & Guilds ref no:	7113 – 403	
Title:	Life Drawing – Movement	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a drawing of the human figure in motion – as in sport or other activities where there is an expression of strong movement	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to drawings of human movement 2 Use advanced and innovative design ideas to inform the making of a drawing of human movement 3 Plan and manage the making of a drawing of human movement to the working design 4 Work safely and effectively 5 Make a well constructed drawing of human movement to a professional standard 6 Use presentation skills to display the drawing of human movement 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to drawings of human movement	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to drawings of human movement 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a drawing of human movement	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the drawing of human movement 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the drawing of human movement 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	

<p>3 Plan and manage the making of a drawing of human movement to the working design</p>	<p>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 materials, advanced techniques and processes sampled 3.4 Produce a costing and time estimate for making the drawing of human movement</p>
<p>Learning outcome 4 The learner can:</p>	<p>Assessment criteria The learner will:</p>
<p>4 Work safely and effectively</p>	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the drawing of human movement 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the drawing of human movement 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation</p>
<p>Learning outcome 5 The learner can:</p>	<p>Assessment criteria The learner will:</p>
<p>5 Make a well constructed drawing of human movement to a professional standard</p>	<p>5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make a well constructed professional drawing of human movement to the following specifications – <ul style="list-style-type: none"> • A minimum of ten preliminary studies will support the final drawing • Emphasis will be given to movement of form through the use of expressive and mark-making techniques 5.4 Store and finish the completed drawing of human movement 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished drawing of human movement – <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved 5.7 All work produced for this unit will be collated and stored in an appropriate format</p>

Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the drawing of human movement	6.1 List and describe a range of presentation styles and methods suitable for use with the drawing of human movement 6.2 Select and use a method to present the drawing of human movement 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Analyse and understand movement and the human form	
Identify, use and experiment with a range of advanced drawing techniques	
Identify, use and experiment with a range of wet and/or dry mediums and materials	
Identify, prepare, use and experiment a range of surface	
Identify, use and experiment with a range of art mediums	
Explore and use appropriate principles of design - rhythm, balance, harmony, scale, proportion, line, colour, tone, proportion, composition, perspective, scale, texture, pattern ...	
Use line and mark making techniques to convey movement and rhythm	
Use natural and artificial light to create and convey mood	

7113 – 404 Life Drawing – Realistic Portrait

City & Guilds ref no:	7113 – 404	
Title:	Life Drawing – Realistic Portrait	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a measured realistic fully rendered drawing of a portrait with bust and background	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to portraiture 2 Use advanced and innovative design ideas to inform the making of a portrait 3 Plan and manage the making of a portrait to the working design 4 Work safely and effectively 5 Make a well constructed portrait to a professional standard 6 Use presentation skills to display the portrait 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to portraiture	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to portraiture 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a portrait	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the portrait 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the portrait 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of a portrait to the working design	<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 	

	<p>and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the portrait</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the portrait</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the portrait</p> <p>4.3 Use tools, equipment, materials and advanced 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 Make a well constructed portrait to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional portrait to the following specification –</p> <ul style="list-style-type: none"> • A minimum of five preliminary studies will support the final drawing and show the use of different techniques, mediums and compositions <p>5.4 Store and finish the completed portrait</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished portrait –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the portrait	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the portrait</p> <p>6.2 Select and use a method to present the portrait</p> <p>6.3 Evaluate the presentation method and</p>

	describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Analyse and understand the human form	
Identify, use and experiment with a range of advanced drawing techniques	
Identify, use and experiment with a range of wet and/or dry mediums and materials	
Identify, prepare, use and experiment a range of surfaces	
Identify, use and experiment with a range of art mediums	
Explore and use appropriate principles of design - rhythm, balance, harmony, scale, proportion, line, colour, tone, proportion, composition, perspective, scale, texture, pattern ...	
Use natural and artificial light to create and convey mood	
Use preliminary sketches to develop ideas and inform final pieces of work	

City & Guilds ref no:	7113 – 405	
Title:	Life Drawing – Figure, Colour	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a coloured drawing of the human figure – realistic or stylised	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to colour life drawing 2 Use advanced and innovative design ideas to inform the making of a colour life drawing 3 Plan and manage the making of a colour life drawing to the working design 4 Work safely and effectively 5 Make a well constructed colour life drawing to a professional standard 6 Use presentation skills to display the colour life drawing 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to colour life drawing	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to colour life drawing 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a colour life drawing	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the colour life drawing 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the colour life drawing 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of a colour life drawing to the working design	<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 	

	<p>and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the colour life drawing</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the portrait</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the colour life drawing</p> <p>4.3 Use tools, equipment, materials and advanced 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 Make a well constructed colour life drawing to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional colour life drawing to the following specification –</p> <ul style="list-style-type: none"> • A minimum of five preliminary studies will support the final drawing and show the use of different techniques, mediums, compositions and colours <p>5.4 Store and finish the completed colour life drawing</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished colour life drawing –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the colour life drawing	6.1 List and describe a range of presentation styles and methods

	<p>suitable for use with the colour life drawing</p> <p>6.2 Select and use a method to present the colour life drawing</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement
<p>Learning programme</p> <p>In this unit the learner will:</p>	
<p>Analyse and understand the human form</p>	
<p>Identify, use and experiment with a range of advanced drawing techniques</p>	
<p>Identify, use and experiment with a range of wet and/or dry mediums and materials</p>	
<p>Identify, prepare, use and experiment a range of surfaces</p>	
<p>Identify, use and experiment with a range of art mediums</p>	
<p>Explore and use appropriate principles of design - rhythm, balance, harmony, scale, proportion, line, colour, tone, proportion, composition, perspective, scale, texture, pattern ...</p>	
<p>Use natural and artificial light to create and convey mood</p>	
<p>Use preliminary sketches to develop ideas and inform final pieces of work</p>	

7113 – 406 Drawing Systems – Perspective

City & Guilds ref no:	7113 – 406	
Title:	Drawing Systems – Perspective	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a series of rendered drawings that demonstrate accurate perspective and axonometric projection	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to perspective drawing 2 Use advanced and innovative design ideas to inform the making of perspective drawings 3 Plan and manage the making of perspective drawings to the working design 4 Work safely and effectively 5 Make well constructed perspective drawings to a professional standard 6 Use presentation skills to display the perspective drawings 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to perspective drawing	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to perspective drawing 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of perspective drawings	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the perspective drawings 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the perspective drawings 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	

<p>3 Plan and manage the making of perspective drawings to the working design</p>	<p>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 materials, advanced techniques and processes sampled 3.4 Produce a costing and time estimate for making the perspective drawings</p>
<p>Learning outcome 4</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>5 Work safely and effectively</p>	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the perspective drawings 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the perspective drawings 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation</p>
<p>Learning outcome 5</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>5 Make well constructed perspective drawings to a professional standard</p>	<p>5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make well constructed professional perspective drawings to the following specifications –</p> <ul style="list-style-type: none"> • The series will consist of at least five drawings • The use of proportion and scale must be accurate while colour and tone is realistic <p>5.4 Store and finish the perspective drawings 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished perspective drawings –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
<p>Learning outcome 6</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>

<p>6 Use presentation skills to display the perspective drawings</p>	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the perspective drawings</p> <p>6.2 Select and use a method to present the perspective drawings</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement
<p>Learning programme</p> <p>In this unit the learner will:</p>	
<p>Analyse and understand form and shape in perspective</p>	
<p>Identify, use and experiment with a range of advanced drawing techniques</p>	
<p>Identify, use and experiment with a range of wet and/or dry mediums and materials</p>	
<p>Identify, prepare, use and experiment a range of surfaces</p>	
<p>Identify, use and experiment with a range of art mediums</p>	
<p>Explore and use appropriate principles of design - rhythm, balance, harmony, scale, proportion, line, colour, tone, proportion, composition, perspective, scale, texture, pattern ...</p>	
<p>Use natural and artificial light to create and convey mood</p>	
<p>Use preliminary sketches to develop ideas and inform final pieces of work</p>	

City & Guilds ref no:	7113 – 407	
Title:	Drawings Systems – Form	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a set of monochrome drawings exploring line, texture, mark-making, tone and shape in order to convey form	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to form drawings 2 Use advanced and innovative design ideas to inform the making of form drawings 3 Plan and manage the making of form drawings to the working design 4 Work safely and effectively 5 Make well constructed form drawings to a professional standard 6 Use presentation skills to display the form drawings 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to form drawings	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to form drawings 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of form drawings	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the form drawings 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the form drawings 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of form drawings to the working design	<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 	

	<p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the form drawings</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the form drawings</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the form drawings</p> <p>4.3 Use tools, equipment, materials and advanced 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 Make well constructed form drawings to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make well constructed professional form drawings to the following specifications –</p> <ul style="list-style-type: none"> • The set will consist of at least five drawings • The drawings will demonstrate a variety of drawing mediums and a range of techniques <p>5.4 Store and finish the form drawings</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished form drawings –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the form drawings	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the form drawings</p> <p>6.2 Select and use a method to present the</p>

	form drawings 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Analyse and understand shape and form	
Identify, use and experiment with a range of advanced drawing techniques	
Identify, use and experiment with a range of wet and/or dry mediums and materials	
Identify, prepare, use and experiment a range of surfaces	
Identify, use and experiment with a range of art mediums	
Explore and use appropriate principles of design - rhythm, balance, harmony, scale, proportion, line, colour, tone, proportion, composition, perspective, scale, texture, pattern ...	
Use natural and artificial light to create and convey mood	
Use preliminary sketches to develop ideas and inform final pieces of work	
Unit guidance:	
<ul style="list-style-type: none"> • Drawing mediums include pencil, ink, charcoal, pastel ... 	

City & Guilds ref no:	7113 – 408	
Title:	Mark Making – Individual Studies	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a series of individual studies that explores a variety of mark making techniques	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to mark making 2 Use advanced and innovative design ideas to inform the making of mark making imagery 3 Plan and manage the making of mark making imagery to the working design 4 Work safely and effectively 5 Make well constructed mark making imagery to a professional standard 6 Use presentation skills to display the mark making imagery 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to mark making	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to mark making 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of mark making imagery	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the mark making imagery 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the mark making imagery 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of mark making imagery to the working design	<ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using 	

	<p>advanced and innovative techniques and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the mark making imagery</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the mark making imagery</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the mark making imagery</p> <p>4.3 Use tools, equipment, materials and advanced 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 Make well constructed mark making imagery to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make well constructed professional mark making imagery to the following specifications –</p> <ul style="list-style-type: none"> • The series will consist of at least ten drawings • The series must follow a theme or be based on a specific inspirational source • Mark making techniques to include are gestural, expressive, controlled, mechanical, descriptive, symbolic, conceptual ... <p>5.4 Store and finish the mark making imagery</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished mark making imagery –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria

The learner can:	The learner will:
6 Use presentation skills to display the mark making imagery	6.1 List and describe a range of presentation styles and methods suitable for use with the mark making imagery 6.2 Select and use a method to present the mark making imagery 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme In this unit the learner will:	
Use and develop a range of mark-making techniques	
Identify and use a range of mark making materials and art mediums	
Use mark making techniques to express line, form, rhythm, movement and fluidity	
Identify, use and experiment with a range of advanced drawing techniques	
Identify, use and experiment with a range of wet and/or dry mediums and materials	
Identify, prepare, use and experiment a range of surfaces	
Explore and use appropriate principles of design - rhythm, balance, harmony, scale, proportion, line, colour, tone, proportion, composition, perspective, scale, texture, pattern ...	
Use natural and artificial light to create and convey mood	
Use preliminary sketches to develop ideas and inform final pieces of work	
Use sources of inspiration and preliminary sketches to develop ideas for final pieces of work	
Unit guidance:	
<ul style="list-style-type: none"> • Drawing mediums include pencil, ink, charcoal, pastel ... 	

City & Guilds ref no:	7113 – 409	
Title:	Mixed Media – Abstract Artwork	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce an abstract or semi abstract piece of artwork using an experimental approach in the use of media and technique	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to abstract artwork 2 Use advanced and innovative design ideas to inform the making of abstract artwork 3 Plan and manage the making of abstract artwork to the working design 4 Work safely and effectively 5 Make well constructed abstract artwork to a professional standard 6 Use presentation skills to display the abstract artwork 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to abstract artwork	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to abstract artwork 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of abstract artwork	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the abstract artwork 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the abstract artwork 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of abstract artwork to the working design	<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 	

	<p>and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the abstract artwork</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the abstract artwork</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the abstract artwork</p> <p>4.3 Use tools, equipment, materials and advanced 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 Make well constructed abstract artwork to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make well constructed professional abstract artwork to the following specifications –</p> <ul style="list-style-type: none"> • A minimum of five preliminary studies will support the final piece • Evidence of the progression to abstraction will need to be shown in preparatory work <p>5.4 Store and finish the abstract artwork</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished abstract artwork –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the abstract artwork	6.1 List and describe a range of presentation styles and methods suitable for use with the abstract

	<p>artwork</p> <p>6.2 Select and use a method to present the abstract artwork</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will	
Identify, use, experiment and develop a range of mixed media techniques and processes	
Identify, use and experiment with a range of abstract and mixed media techniques	
Identify, use and experiment with a range of wet and/or dry mediums and materials	
Identify, prepare, use and experiment a range of surfaces	
Use a variety of media to develop effects through collage	
Explore and use appropriate principles of design - rhythm, balance, harmony, scale, proportion, line, colour, tone, proportion, composition, perspective, scale, texture, pattern ...	
Use natural and artificial light to create and convey mood	
Use preliminary sketches to develop ideas and inform final pieces of work	
Use sources of inspiration and preliminary sketches to develop ideas for final pieces of work	
Identify and use a range of mixed media techniques, processes and materials	
Unit guidance:	
<ul style="list-style-type: none"> • Drawing mediums include pencil, ink, charcoal, pastel ... 	

City & Guilds ref no:	7113 – 410
Title:	Drawing and Painting – Landscape
Level:	3
Credit value:	9
Unit aim:	In this unit the learner will produce a realistic or semi-abstract landscape drawing or painting where the sky and/or the effects of weather are of primary importance
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to landscape drawing/painting 2 Use advanced and innovative design ideas to inform the making of a landscape drawing/painting 3 Plan and manage the making of the landscape drawing/painting to the working design 4 Work safely and effectively 5 Make a well constructed landscape drawing/painting to a professional standard 6 Use presentation skills to display the landscape drawing/painting
Learning outcome 1	Assessment criteria
The learner can:	The learner will:
1 Research contextual influences relating to landscape drawing/painting	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to landscape drawing/painting 1.3 Record research from books/museums/exhibitions/websites ...
Learning outcome 2	Assessment criteria
The learner can:	The learner will:
2 Use advanced and innovative design ideas to inform the making of a landscape drawing/painting	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the landscape drawing/painting 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the landscape drawing/painting
Learning outcome 3	Assessment criteria

The learner can:	The learner will:
3 Plan and manage the making of the landscape drawing/painting to the working design	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 materials, advanced techniques and processes sampled 3.4 Produce a costing and time estimate for making the landscape drawing/painting
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	4.1 Name tools, equipment, materials and advanced techniques required to make the landscape drawing/painting 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the landscape drawing/painting 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed landscape drawing/painting to a professional standard	5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make a well constructed professional landscape drawing/painting to the following specifications – <ul style="list-style-type: none"> • A minimum of five preliminary studies will support the final drawing/painting • If the drawing/painting is semi-abstract the evidence of progression to abstraction must be shown in the preparatory work 5.4 Store and finish the landscape drawing/painting 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished landscape drawing/painting – <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved 5.7 All work produced for this unit will be collated and stored in an appropriate format

Learning outcome 6 The learner can:	Assessment criteria The learner will:
6 Use presentation skills to display the landscape drawing/painting	6.1 List and describe a range of presentation styles and methods suitable for use with the landscape drawing/painting 6.2 Select and use a method to present the landscape drawing/painting 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme In this unit the learner will:	
Analyse and understand form and shape in landscapes	
Identify, use and experiment with a range of advanced landscape drawing and/or painting techniques and materials	
Identify, use and experiment with a range of wet and/or dry mediums	
Identify, prepare, use and experiment with a range of surfaces	
Identify, use and experiment with a range of art mediums	
Explore and use appropriate principles of design - rhythm, balance, harmony, scale, proportion, line, colour, tone, proportion, composition, perspective, scale, texture, pattern ...	
Use images and photographs to develop images	
Use sources of inspiration and preliminary sketches to develop ideas for final pieces of work	
Use natural and artificial light to create and convey mood	
Use preliminary sketches to develop ideas for final pieces of work	
Unit guidance:	
<ul style="list-style-type: none"> • Both primary and secondary sources should be used to inform the final drawing/painting 	

City & Guilds ref no:	7113 – 411
Title:	Drawing and Painting – Townscape with Buildings and Figures
Level:	3
Credit value:	9
Unit aim:	In this unit the learner will produce a drawing or painting of a townscape scene that includes buildings and figures, showing accurate use of perspective, light, shadow and contrast
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to townscape drawing/painting 2 Use advanced and innovative design ideas to inform the making of a townscape drawing/painting 3 Plan and manage the making of the townscape drawing/painting to the working design 4 Work safely and effectively 5 Make a well constructed townscape drawing/painting to a professional standard 6 Use presentation skills to display the townscape drawing/painting
Learning outcome 1	Assessment criteria
The learner can:	The learner will:
1 Research contextual influences relating to townscape drawing/painting	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to townscape drawing/painting 1.3 Record research from books/museums/exhibitions/websites ...
Learning outcome 2	Assessment criteria
The learner can:	The learner will:
2 Use advanced and innovative design ideas to inform the making of a townscape drawing/painting	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the townscape drawing/painting 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the townscape drawing/painting
Learning outcome 3	Assessment criteria

The learner can:	The learner will:
3 Plan and manage the making of the townscape drawing/painting to the working design	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 materials, advanced techniques and processes sampled 3.4 Produce a costing and time estimate for making the townscape drawing/painting
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	4.1 Name tools, equipment, materials and advanced techniques required to make the townscape drawing/painting 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the townscape drawing/painting 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed townscape drawing/painting to a professional standard	5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make a well constructed professional townscape drawing/painting to the following specification – <ul style="list-style-type: none"> • A minimum of five preliminary studies will support the final drawing/painting 5.4 Store and finish the townscape drawing/painting 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished townscape drawing/painting – <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved 5.7 All work produced for this unit will be collated and stored in an appropriate format
Learning outcome 6	Assessment criteria

The learner can:	The learner will:
6 Use presentation skills to display the townscape drawing/painting	6.1 List and describe a range of presentation styles and methods suitable for use with the townscape drawing/painting 6.2 Select and use a method to present the townscape drawing/painting 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme In this unit the learner will:	
Analyse and understand form and shape in townscapes	
Identify, use and experiment with a range of advanced townscape drawing and/or painting techniques and materials	
Identify, use and experiment with a range of wet and/or dry mediums	
Identify, prepare, use and experiment with a range of surfaces	
Identify, use and experiment with a range of art mediums	
Explore and use appropriate principles of design - rhythm, balance, harmony, scale, proportion, line, colour, tone, proportion, composition, perspective, scale, texture, pattern ...	
Use images and photographs to develop images	
Use sources of inspiration and preliminary sketches to develop ideas for final pieces of work	
Unit guidance:	
<ul style="list-style-type: none"> • Both primary and secondary sources should be used to inform the final drawing/painting 	

City & Guilds ref no:	7113 – 412
Title:	Drawing and Painting – Waterscape
Level:	3
Credit value:	9
Unit aim:	In this unit the learner will produce an atmospheric drawing or painting of a waterscape that conveys tone and movement and a study of reflections
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to waterscape drawing/painting 2 Use advanced and innovative design ideas to inform the making of a waterscape drawing/painting 3 Plan and manage the making of the waterscape drawing/painting to the working design 4 Work safely and effectively 5 Make a well constructed waterscape drawing/painting to a professional standard 6 Use presentation skills to display the waterscape drawing/painting
Learning outcome 1	Assessment criteria
The learner can:	The learner will:
1 Research contextual influences relating to waterscape drawing/painting	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to waterscape drawing/painting 1.3 Record research from books/museums/exhibitions/websites ...
Learning outcome 2	Assessment criteria
The learner can:	The learner will:
2 Use advanced and innovative design ideas to inform the making of a waterscape drawing/painting	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the waterscape drawing/painting 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the waterscape drawing/painting
Learning outcome 3	Assessment criteria

The learner can:	The learner will:
3 Plan and manage the making of the waterscape drawing/painting to the working design	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 materials, advanced techniques and processes sampled 3.4 Produce a costing and time estimate for making the waterscape drawing/painting
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	4.1 Name tools, equipment, materials and advanced techniques required to make the waterscape drawing/painting 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the waterscape drawing/painting 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed waterscape drawing/painting to a professional standard	5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make a well constructed professional waterscape drawing/painting to the following specification – <ul style="list-style-type: none"> • A minimum of five preliminary studies will support the final drawing/painting 5.4 Store and finish the waterscape drawing/painting 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished waterscape drawing/painting – <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved 5.7 All work produced for this unit will be collated and stored in an appropriate format
Learning outcome 6	Assessment criteria
The learner can:	The learner will:

6 Use presentation skills to display the waterscape drawing/painting	6.1 List and describe a range of presentation styles and methods suitable for use with the waterscape drawing/painting 6.2 Select and use a method to present the waterscape drawing/painting 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Analyse and understand form and shape in waterscapes	
Identify, use and experiment with a range of advanced waterscape drawing and/or painting techniques and materials	
Identify, use and experiment with a range of wet and/or dry mediums	
Identify, prepare, use and experiment with a range of surfaces	
Identify, use and experiment with a range of art mediums	
Explore and use appropriate principles of design - rhythm, balance, harmony, scale, proportion, line, colour, tone, proportion, composition, perspective, scale, texture, pattern ...	
Use images and photographs to develop images	
Use sources of inspiration and preliminary sketches to develop ideas for final pieces of work	
Unit guidance:	
<ul style="list-style-type: none"> • A waterscape may be of the sea, a river or lake scene, canal, swimming pool ... • Both primary and secondary sources should be used to inform the final drawing/painting 	

City & Guilds ref no:	7113 – 413	
Title:	Drawing and Painting – Natural Form	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a drawing or painting of a natural form, explored through the use of painterly texture and colour	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to drawings/paintings of natural forms 2 Use advanced and innovative design ideas to inform the making of a drawing/painting of a natural form 3 Plan and manage the making of the drawing/painting of a natural form to the working design 4 Work safely and effectively 5 Make a well constructed drawing/painting of a natural form to a professional standard 6 Use presentation skills to display the drawing/painting of a natural form 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to drawings/paintings of natural forms	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to drawings/paintings of natural forms 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a drawing/painting of a natural form	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the drawing/painting of a natural form 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the drawing/painting of a natural form 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	

<p>3 Plan and manage the making of the drawing/painting of a natural form to the working design</p>	<p>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 materials, advanced techniques and processes sampled 3.4 Produce a costing and time estimate for making the drawing/painting of a natural form</p>
<p>Learning outcome 4 The learner can:</p>	<p>Assessment criteria The learner will:</p>
<p>4 Work safely and effectively</p>	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the drawing/painting of a natural form 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the drawing/painting of a natural form 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation</p>
<p>Learning outcome 5 The learner can:</p>	<p>Assessment criteria The learner will:</p>
<p>5 Make a well constructed drawing/painting of a natural form to a professional standard</p>	<p>5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make a well constructed professional drawing/painting of a natural form to the following specifications – <ul style="list-style-type: none"> • A minimum of five preliminary studies will support the final drawing/painting • The drawing/painting may be semi-abstract, but evidence of the progression to abstraction must be shown in the preparatory work 5.4 Store and finish the drawing/painting of a natural form 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished drawing/painting of a natural form – <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved 5.7 All work produced for this unit will be collated and stored in an appropriate format</p>

Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the drawing/painting of a natural form	6.1 List and describe a range of presentation styles and methods suitable for use with the drawing/painting of a natural form 6.2 Select and use a method to present the drawing/painting of a natural form 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme In this unit the learner will:	
Analyse and understand form and shape in natural forms	
Identify, use and experiment with a range of advanced drawing and/or painting techniques and materials	
Identify, use and experiment with a range of wet and/or dry mediums	
Identify, prepare, use and experiment with a range of surfaces	
Identify, use and experiment with a range of art mediums	
Explore and use appropriate principles of design - rhythm, balance, harmony, scale, proportion, line, colour, tone, proportion, composition, perspective, scale, texture, pattern ...	
Use images and photographs to develop images	
Use sources of inspiration and preliminary sketches to develop ideas for final pieces of work	
Unit guidance:	
<ul style="list-style-type: none"> • Both primary and secondary sources should be used to inform the final drawing/painting 	

7113 – 414

Drawing and Painting – Still Life with Background

City & Guilds ref no:	7113 – 414	
Title:	Drawing and Painting – Still Life with Background	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a drawing or painting of a still life and its surrounding environment that explores colour, texture, form and composition	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to still life drawing/painting 2 Use advanced and innovative design ideas to inform the making of a still life drawing/painting 3 Plan and manage the making of the still life drawing/painting to the working design 4 Work safely and effectively 5 Make a well constructed still life drawing/painting to a professional standard 6 Use presentation skills to display the still life drawing/painting 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to still life drawing/painting	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to still life drawing/painting 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a still life drawing/painting	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the still life drawing/painting 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the still life drawing/painting 	
Learning outcome 3	Assessment criteria	

The learner can:	The learner will:
3 Plan and manage the making of the still life drawing/painting to the working design	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 materials, advanced techniques and processes sampled 3.4 Produce a costing and time estimate for making the still life drawing/painting
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	4.1 Name tools, equipment, materials and advanced techniques required to make the still life drawing/painting 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the still life drawing/painting 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed still life drawing/painting to a professional standard	5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make a well constructed professional still life drawing/painting to the following specification – <ul style="list-style-type: none"> • A minimum of five preliminary studies will support the final drawing/painting 5.4 Store and finish the still life drawing/painting 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished still life drawing/painting – <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved 5.7 All work produced for this unit will be collated and stored in an appropriate format
Learning outcome 6	Assessment criteria
The learner can:	The learner will:

<p>6 Use presentation skills to display the still life drawing/painting</p>	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the still life drawing/painting</p> <p>6.2 Select and use a method to present the still life drawing/painting</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement
<p>Learning programme</p> <p>In this unit the learner will:</p>	
<p>Analyse and understand form and shape in still life</p>	
<p>Identify, use and experiment with a range of advanced drawing and/or painting techniques and materials</p>	
<p>Identify, use and experiment with a range of wet and/or dry mediums</p>	
<p>Identify, prepare, use and experiment with a range of surfaces</p>	
<p>Identify, use and experiment with a range of art mediums</p>	
<p>Explore and use appropriate principles of design - rhythm, balance, harmony, scale, proportion, line, colour, tone, proportion, composition, perspective, scale, texture, pattern ...</p>	
<p>Use images and photographs to develop images</p>	
<p>Use sources of inspiration and preliminary sketches to develop ideas for final pieces of work</p>	
<p>Unit guidance:</p>	
<ul style="list-style-type: none"> • Both primary and secondary sources should be used to inform the final drawing/painting 	

City & Guilds ref no:	7113 – 415	
Title:	Drawing and Painting – Interior	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a drawing or painting of an interior where mood and atmosphere are of primary importance	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to drawings/paintings of interiors 2 Use advanced and innovative design ideas to inform the making of a drawing/painting of an interior 3 Plan and manage the making of the drawing/painting of an interior to the working design 4 Work safely and effectively 5 Make a well constructed drawing/painting of an interior to a professional standard 6 Use presentation skills to display the drawing/painting of an interior 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to drawings/paintings of interiors	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to drawings/paintings of interiors 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a drawing/painting of an interior	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the drawing/painting of an interior 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the drawing/painting of an interior 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the	3.1 Select, obtain and prepare materials	

drawing/painting of an interior to the working design	<p>3.2 Produce a range of samples using advanced and innovative techniques and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the drawing/painting of an interior</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the drawing/painting of an interior</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the drawing/painting of an interior</p> <p>4.3 Use tools, equipment, materials and advanced 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 Make a well constructed drawing/painting of an interior to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional drawing/painting of an interior to the following specifications –</p> <ul style="list-style-type: none"> • A minimum of five preliminary studies will support the final drawing/painting • The drawing/painting may be semi-abstract, but evidence of the progression to abstraction must be shown in the preparatory work <p>5.4 Store and finish the drawing/painting of an interior</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished drawing/painting of an interior –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>

Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the drawing/painting of an interior	6.1 List and describe a range of presentation styles and methods suitable for use with the drawing/painting of an interior 6.2 Select and use a method to present the drawing/painting of an interior 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme In this unit the learner will:	
Analyse and understand form and shape in interior spaces	
Identify, use and experiment with a range of advanced drawing and/or painting techniques and materials	
Identify, use and experiment with a range of wet and/or dry mediums	
Identify, prepare, use and experiment with a range of surfaces	
Identify, use and experiment with a range of art mediums	
Explore and use appropriate principles of design - rhythm, balance, harmony, scale, proportion, line, colour, tone, proportion, composition, perspective, scale, texture, pattern ...	
Use images and photographs to develop images	
Use sources of inspiration and preliminary sketches to develop ideas for final pieces of work	
Unit guidance:	
<ul style="list-style-type: none"> • Both primary and secondary sources should be used to inform the final drawing/painting 	

City & Guilds ref no:	7113 – 416	
Title:	Drawing and Painting – Reflective Surfaces	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a series of drawings and/or paintings exploring the qualities of reflective surfaces, within a man made or natural environment	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to reflective surfaces work 2 Use advanced and innovative design ideas to inform the making of reflective surfaces work 3 Plan and manage the making of the reflective surfaces work to the working design 4 Work safely and effectively 5 Make well reflective surfaces work to a professional standard 6 Use presentation skills to display the reflective surfaces work 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to reflective surfaces work	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to reflective surfaces work 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of reflective surfaces work	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the reflective surfaces work 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the reflective surfaces work 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	

<p>3 Plan and manage the making of the reflective surfaces work to the working design</p>	<p>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 materials, advanced techniques and processes sampled 3.4 Produce a costing and time estimate for making the reflective surfaces work</p>
<p>Learning outcome 4</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>4 Work safely and effectively</p>	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the reflective surfaces work 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the reflective surfaces work 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation</p>
<p>Learning outcome 5</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>5 Make a well constructed drawing/painting of an interior to a professional standard</p>	<p>5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make a well constructed professional reflective surfaces work to the following specification – <ul style="list-style-type: none"> • The series will consist of at least ten drawings and/or paintings 5.4 Store and finish the reflective surfaces work 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished reflective surfaces work – <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved 5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
<p>Learning outcome 6</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>6 Use presentation skills to display the reflective surfaces work</p>	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the reflective</p>

	<p>surfaces work</p> <p>6.2 Select and use a method to present the reflective surfaces work</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement
<p>Learning programme</p> <p>In this unit the learner will:</p>	
<p>Analyse and understand how light and colour is altered in reflective surfaces</p>	
<p>Identify, use and experiment with a range of advanced drawing and/or painting techniques and materials</p>	
<p>Identify, use and experiment with a range of wet and/or dry mediums</p>	
<p>Identify, prepare, use and experiment with a range of surfaces</p>	
<p>Identify, use and experiment with a range of art mediums</p>	
<p>Explore and use appropriate principles of design - rhythm, balance, harmony, scale, proportion, line, colour, tone, proportion, composition, perspective, scale, texture, pattern ...</p>	
<p>Use images and photographs to develop images</p>	
<p>Use sources of inspiration and preliminary sketches to develop ideas for final pieces of work</p>	
<p>Unit guidance:</p>	
<ul style="list-style-type: none"> • Consideration could be given to the use of mixed media • Both primary and secondary sources should be used to inform the final drawing/painting 	

City & Guilds ref no:	7113 – 417	
Title:	Drawing and Painting – Facial Expressions	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a set of drawings and/or paintings that study facial expression, structure and form with emphasis given to light and shade	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to drawings/paintings of facial expressions 2 Use advanced and innovative design ideas to inform the making of drawings/paintings of facial expressions 3 Plan and manage the making of the drawings/paintings of facial expressions to the working design 4 Work safely and effectively 5 Make well drawings/paintings of facial expressions to a professional standard 6 Use presentation skills to display the drawings/paintings of facial expressions 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to drawings/paintings of facial expressions	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to drawings/paintings of facial expressions 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of drawings/paintings of facial expressions	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the drawings/paintings of facial expressions 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the drawings/paintings of facial expressions 	
Learning outcome 3	Assessment criteria	

The learner can:	The learner will:
3 Plan and manage the making of the drawings/paintings of facial expressions to the working design	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 materials, advanced techniques and processes sampled 3.4 Produce a costing and time estimate for making the drawings/paintings of facial expressions
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	4.1 Name tools, equipment, materials and advanced techniques required to make the drawings/paintings of facial expressions 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the drawings/paintings of facial expressions 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make well drawings/paintings of facial expressions to a professional standard	5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make well constructed professional drawings/paintings of facial expressions to the following specification – <ul style="list-style-type: none"> • The set will consist of at least ten studies – drawings and/or paintings 5.4 Store and finish the reflective surfaces work 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished drawings/paintings of facial expressions – <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved 5.7 All work produced for this unit will be

	collated and stored in an appropriate format
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the drawings/paintings of facial expressions	6.1 List and describe a range of presentation styles and methods suitable for use with the drawings/paintings of facial expressions 6.2 Select and use a method to present the drawings/paintings of facial expressions 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Analyse and convey line and form in facial expressions	
Identify, use and experiment with a range of advanced drawing and/or painting techniques and materials	
Identify, use and experiment with a range of wet and/or dry mediums	
Identify, prepare, use and experiment with a range of surfaces	
Identify, use and experiment with a range of art mediums	
Explore and use appropriate principles of design - rhythm, balance, harmony, scale, proportion, line, colour, tone, proportion, composition, perspective, scale, texture, pattern ...	
Use images and photographs to develop images	
Use sources of inspiration and preliminary sketches to develop ideas for final pieces of work	
Unit guidance:	
<ul style="list-style-type: none"> • Consideration should be given to the surface of paintings, through the application of paint mediums • Both primary and secondary sources should be used to inform the final drawing/painting 	

City & Guilds ref no:	7113 – 418	
Title:	Creative Computing – 2D Digital Drawing and Text	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will create five 2D digital drawings with caption material and manipulated text to exhibit online	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to 2D digital drawings with text 2 Use advanced and innovative design ideas to inform the making of a 2D digital drawings with text 3 Plan and manage the making of the 2D digital drawings with text to the working design 4 Work safely and effectively 5 Make a well constructed 2D digital drawings with text to a professional standard 6 Use presentation skills to display the 2D digital drawings with text 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to 2D digital drawings with text	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the 2D digital drawings with text 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of 2D digital drawings with text	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the 2D digital drawings with text 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the 2D digital drawings with text 	
Learning outcome 3	Assessment criteria	

The learner can:	The learner will:
3 Plan and manage the making of the 2D digital drawings with text to the working design	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 materials, advanced techniques and processes sampled 3.4 Produce a costing and time estimate for making the 2D digital drawings with text
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	4.1 Name tools, equipment, materials and advanced techniques required to make the 2D drawing with text 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the 2D digital drawings with text 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed 2D digital drawings with text to a professional standard	5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make a well constructed professional 2D digital drawings with text to the following specifications – <ul style="list-style-type: none"> • All aspects of the drawings must be generated by the learner however text may be sourced • The five 2D drawings will be 300 DPI, A4 in size and printed for assessment • Each drawing will be in the style of a different 2D artist, five in total • At least one drawing will be greyscale and use no colour • At least one drawing will be black, white and two colours of the learners choice • An illustrated book of reference material and studies of each 2D artist will accompany the finished work • The book of reference material

	<p>must be in the style of the 2D artists and produced using a desktop publishing package</p> <p>5.4 Store and finish the 2D digital drawings with text</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished 2D digital drawings with text –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the 2D digital drawings with text	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the 2D digital drawings with text</p> <p>6.2 Select and use a method to present the 2D digital drawings with text</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Develop a digital production plan that is inclusive of the design process through to finished products being uploaded to a virtual gallery space	
Develop traditional 2D drawing techniques to a sophisticated level in a digital environment using image manipulation packages and a full range of particular tools	
Fully explore and develop a range of typographic treatments inclusive of font, font usage ie bold, medium, light, italic etc	
Explore a range of materials and processes to inform the final digital 2D images	
Produce a series of five 2D drawings, prepare them for uploading to a virtual gallery space and upload them	
Explore how their digital 2D images communicate effectively with the target audience	
Explore relationship between imagery and text	

City & Guilds ref no:	7113 – 419
Title:	Creative Computing – Interactive Portfolio of Digital Composite Imagery
Level:	3
Credit value:	9
Unit aim:	In this unit the learner will produce an interactive portfolio of at least five digital composite images
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to interactive portfolios 2 Use advanced and innovative design ideas to inform the making of interactive portfolios 3 Plan and manage the making of the interactive portfolio to the working design 4 Work safely and effectively 5 Make a well constructed interactive portfolio to a professional standard 6 Use presentation skills to display the interactive portfolio
Learning outcome 1	Assessment criteria
The learner can:	The learner will:
1 Research contextual influences relating to digital composite imagery and interactive portfolios	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to composite imagery 1.3 Record research from books/museums/exhibitions/websites ...
Learning outcome 2	Assessment criteria
The learner can:	The learner will:
2 Use advanced and innovative design ideas to inform the making of an interactive portfolio	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for an interactive portfolio 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the interactive portfolio
Learning outcome 3	Assessment criteria
The learner can:	The learner will:

<p>3 Plan and manage the making of the interactive portfolio to the working design</p>	<p>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 materials, advanced techniques and processes sampled 3.4 Produce a costing and time estimate for making the interactive portfolio</p>
<p>Learning outcome 4 The learner can:</p>	<p>Assessment criteria The learner will:</p>
<p>4 Work safely and effectively</p>	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the interactive portfolio 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the interactive portfolio 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation</p>
<p>Learning outcome 5 The learner can:</p>	<p>Assessment criteria The learner will:</p>
<p>5 Make a well constructed interactive portfolio to a professional standard</p>	<p>5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make a well constructed professional interactive portfolio to the following specifications –</p> <ul style="list-style-type: none"> • All aspects of the five images must be generated by the learner • The interactive portfolio will be presented as an interactive DVD • The final images will be printed for assessment • A book of reference material with historical and contemporary studies of collage and montage will accompany the finished work <p>5.4 Store and finish the completed interactive portfolio 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished interactive portfolio –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved

	5.7 All work produced for this unit will be collated and stored in an appropriate format
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the interactive portfolio	6.1 List and describe a range of presentation styles and methods suitable for use with the interactive portfolio 6.2 Select and use a method to present the interactive portfolio 6. Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Image capture via a variety of techniques including digital photography, sourced online imagery, flatbed scanning and personal experimentation with digital image software	
Create an interactive portfolio of experimental design imagery using appropriate software packages	
Visualise and realise in 2D a concept that explores a range of digital collage elements	
Develop an understanding of image resolution (DPI) and appropriate use of image size for purpose	
Develop an understanding of colour palettes and their use and application e.g. RGB, CMYK	
Develop a production plan that is inclusive of the design process through to finished product	
Explore how their collection of digital collage imagery communicates effectively with a defined target audience	

City & Guilds ref no:	7113 – 420	
Title:	Creative Computing – Type Design	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce an original typeface for use in an illustrated book	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to font 2 Use advanced and innovative design ideas to inform the making of a font 3 Plan and manage the making of the font to the working design 4 Work safely and effectively 5 Make a well constructed font to a professional standard 6 Use presentation skills to display the font 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to font	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the font 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a font	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the font 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the font 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the font to the working design	<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 	

	<p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the font</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the font</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the font</p> <p>4.3 Use tools, equipment, materials and advanced 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 Make a well constructed font to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional font to the following specifications –</p> <ul style="list-style-type: none"> • The typeface will comprise of an alphabet of letters, numerals and punctuation • The typeface will include two other stylistic variants – bold and italic • A mock-up of the book with front and back cover must accompany the typeface at the time of assessment. • The mock-up will combine imagery and an extensive and varied use of the typeface <p>5.4 Store and finish the completed font</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished font –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:

<p>6 Use presentation skills to display the font</p>	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the font</p> <p>6.2 Select and use a method to present the font</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement
<p>Learning programme</p> <p>In this unit the learner will:</p>	
<p>Study the historical development of letter forms, the invention of printing from movable typefaces and latter technologies enabling the learner to produce and evaluate a range of evidence relating to the development of font design from early beginnings to the latest digitally produced designs</p>	
<p>Demonstrate abilities to recognise the mechanics of letter form design and how those features aid or distract from the communication process</p>	
<p>Fully explore the requirements of font design related to the primary sector via a written and illustrated report</p>	
<p>Fully develop a flexible typeface with capitals, lowercase, numerals, fractions etc. with italic versions and bold, medium and light variations</p>	
<p>Undertake an extensive programme of design that explores all aspects of the proposed fonts features</p>	
<p>Utilise a range of software packages related to font design to develop original designs into a fully usable end product</p>	

City & Guilds ref no:	7113 – 421	
Title:	Creative Computing – 2D/3D Narrative	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a 2D/3D narrative animation that displays visual effects techniques and a range of contemporary and historical styles	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to 2D & 3D animation production 2 Use advanced and innovative design ideas to inform the making of a 2D & 3D animation production 3 Plan and manage the making of the 2D & 3D animation production to the working design 4 Work safely and effectively 5 Make a well constructed 2D & 3D animation production to a professional standard 6 Use presentation skills to display the 2D & 3D animation production 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to 2D & 3D animation production	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the 2D & 3D animation production 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a 2D & 3D animation production	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the 2D & 3D animation production 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the 2D & 3D animation production 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	

<p>3 Plan and manage the making of the 2D & 3D animation production to the working design</p>	<p>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 materials, advanced techniques and processes sampled 3.4 Produce a costing and time estimate for making the 2D & 3D animation production</p>
<p>Learning outcome 4</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>4 Work safely and effectively</p>	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the 2D & 3D animation production 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the 2D & 3D animation production 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation</p>
<p>Learning outcome 5</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>5 Make a well constructed 2D & 3D animation production to a professional standard</p>	<p>5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make a well constructed professional 2D & 3D animation production to the following specifications –</p> <ul style="list-style-type: none"> • Length of the animation is two minutes • The animation will include sound effects, music score and dialogue • A storyboard will accompany the animation at the time of assessment <p>5.4 Store and finish the completed 2D & 3D animation production 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished 2D & 3D animation production –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>

Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the 2D & 3D animation production	6.1 List and describe a range of presentation styles and methods suitable for use with the 2D & 3D animation production 6.2 Select and use a method to present the 2D & 3D animation production 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Originate a narrative animation with original soundtrack, effects or dialogue via a selected digital technique	
Develop 2D & 3D sophisticated animation techniques i.e. tweening, keyframes, vertices etc	
Storyboard a complex narrative sequence using original artwork or digitally manipulated imagery	
Effectively and independently manage a moving image production through the generation of a production schedule / log	
Test the product via on-screen presentation to a specific target audience including detailed analysis via a report, of feedback	

City & Guilds ref no:	7113 – 422	
Title:	Creative Computing – Commercial Website Design	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a ten page commercial website for a product and/or service	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to websites 2 Use advanced and innovative design ideas to inform the making of a website 3 Plan and manage the making of the website to the working design 4 Work safely and effectively 5 Make a well constructed website to a professional standard 6 Use presentation skills to display the website 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to websites	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the website 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a website	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the website 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the website 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the website to the working design	<ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using 	

	<p>advanced and innovative techniques and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the website</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the website</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the website</p> <p>4.3 Use tools, equipment, materials and advanced 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 Make a well constructed website to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional website to the following specifications –</p> <ul style="list-style-type: none"> • All imagery must be generated by the learner • Advertising space with advertisements will be included • The finished website must be published online <p>5.4 Store and finish the completed website</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished website –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the website	6.1 List and describe a range of presentation styles and methods suitable for use with the website

	<p>6.2 Select and use a method to present the website</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement
<p>Learning programme</p> <p>In this unit the learner will:</p>	
<p>Analyse four existing online retail websites and produce a written evaluation that summarises their main features</p>	
<p>Produce a site map and three alternative designs for a ten page promotional website</p>	
<p>Generate, manipulate and optimise original digital images for use in a website</p>	
<p>Generate promotional banners to advertise your website</p>	
<p>Create original buttons for use in a website navigation menu</p>	
<p>Use website development software packages and HTML coding to create the website</p>	
<p>Understand and use the sophisticated and detailed technical terminology required to produce professional websites</p>	
<p>Upload and present a complete marketplace website to a target audience using an file transfer protocol client and self-generated domain name</p>	
<p>Unit guidance:</p>	
<ul style="list-style-type: none"> • The website may be published using a free website host 	

City & Guilds ref no:	7113 – 423	
Title:	Creative Computing – Illustrated Publication	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce an illustrated book or publication that combines original imagery and text	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to illustrated storybooks 2 Use advanced and innovative design ideas to inform the making of a illustrated storybook 3 Plan and manage the making of the illustrated storybook to the working design 4 Work safely and effectively 5 Make a well constructed illustrated storybook to a professional standard 6 Use presentation skills to display the illustrated storybook 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to illustrated storybooks	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the illustrated storybook 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a illustrated storybook	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the illustrated storybook 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the illustrated storybook 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the illustrated storybook to the working design	<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 	

	<p>and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the illustrated storybook</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the illustrated storybook</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the illustrated storybook</p> <p>4.3 Use tools, equipment, materials and advanced 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 Make a well constructed illustrated storybook to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional illustrated storybook to the following specifications –</p> <ul style="list-style-type: none"> • The book/publication will have a front and back cover • Inside the book/publication there will be at least ten pages of imagery and text <p>5.4 Store and finish the completed illustrated storybook</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished illustrated storybook –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the illustrated storybook	6.1 List and describe a range of presentation styles and methods

	<p>suitable for use with the illustrated storybook</p> <p>6.2 Select and use a method to present the illustrated storybook</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Develop a detailed production plan that is inclusive of the design process through to the finished product	
Select appropriate scanning resolutions, image and canvas sizes for the project, with accurate selection of file formats to fit the desired concept	
Fully explore and select appropriate fonts to enhance the narrative storyline and combine with digital imagery to achieve a desired outcome	
Fully explore a range of tools including filters, effects etc to enable them to construct and manipulate a scanned composite image	
Generate a physical portfolio of printed composite imagery with a full range of annotations	
Present the images in the form of an original narrative storybook including front and back cover design, author biography and suitable binding techniques	
Unit guidance:	
<ul style="list-style-type: none"> • The publication could be; a children's book, magazine, graphic novel ... 	

City & Guilds ref no:	7113 – 424	
Title:	Creative Computing – Theatrical Trailer	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce one minute thirty second theatrical trailer for an imagined motion picture	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to movie trailer 2 Use advanced and innovative design ideas to inform the making of a movie trailer 3 Plan and manage the making of the movie trailer to the working design 4 Work safely and effectively 5 Make a well constructed movie trailer to a professional standard 6 Use presentation skills to display the movie trailer 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to movie trailers	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the movie trailer 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a movie trailer	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the movie trailer 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the movie trailer 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the movie trailer to the working design	<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 	

	<p>and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the movie trailer</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the movie trailer</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the movie trailer</p> <p>4.3 Use tools, equipment, materials and advanced 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 Make a well constructed movie trailer to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional movie trailer to the following specifications –</p> <ul style="list-style-type: none"> • Storyboards will accompany the trailer at the time of assessment • A detailed, fully illustrated and annotated glossary of key terms will accompany the trailer at the time of assessment <p>5.4 Store and finish the completed movie trailer</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished movie trailer –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the movie trailer	6.1 List and describe a range of presentation styles and methods

	<p>suitable for use with the movie trailer</p> <p>6.2 Select and use a method to present the movie trailer</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement
<p>Learning programme</p> <p>In this unit the learner will:</p>	
<p>Research and analyse existing movie trailers</p>	
<p>Create a fully annotated storyboard illustrating camera angles, camera movement and a range of editing techniques including wipe, transition, fade, titles etc to a near-professional level</p>	
<p>Source, record and edit original audio material to accompany the video production, using rubber banding techniques in the edit</p>	
<p>Develop a detailed production plan that is inclusive of the design process through to the hosting and uploading of the finished product on a bulletin board to gather target audience feedback</p>	
<p>Edit the production using video editing software and demonstrate an in-depth understanding of video editing techniques, dope sheets and timelines</p>	

City & Guilds ref no:	7113 – 425	
Title:	Creative Computing – Concept Art, Digital Gallery	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a digital gallery of concept art of character forms and environments for an imagined computer/video game	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to concept art 2 Use advanced and innovative design ideas to inform the making of a concept art 3 Plan and manage the making of the concept art to the working design 4 Work safely and effectively 5 Make a well constructed concept art to a professional standard 6 Use presentation skills to display the concept art 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to concept art	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the concept art 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a concept art	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the concept art 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the concept art 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the concept art to the working design	<ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using 	

	<p>advanced and innovative techniques and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the concept art</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the concept art</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the concept art</p> <p>4.3 Use tools, equipment, materials and advanced 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 Make a well constructed concept art to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make well constructed professional concept art to the following specifications –</p> <ul style="list-style-type: none"> • The digital gallery will consist of at least seven A4 images • At least two of the images will be presented as promotional material for a launch of the imagined game <p>5.4 Store and finish the completed concept art</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished concept art –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the	6.1 List and describe a range of

concept art	<p>presentation styles and methods suitable for use with the concept art</p> <p>6.2 Select and use a method to present the concept art</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement
<p>Learning programme</p> <p>In this unit the learner will:</p>	
<p>Undertake, record and present a range of research related to concept art</p>	
<p>Gather a range of concept art reference materials from computer and video games magazines, electronic media and textbooks and generate mood-boards with a full range of annotated notes</p>	
<p>Develop a visual notebook of drawing and illustrative techniques using traditional media i.e. charcoal, pen, ink, marker pens etc showing creativity, imagination and technical skills including application of perspective</p>	
<p>Transfer, enhance and digitally colour imagery using an image manipulation software package and scanning facilities and integrate with sourced 'real-world' photography</p>	

City & Guilds ref no:	7113 – 426	
Title:	Printmaking – Drypoint Printing	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will create an image to be used for a limited edition set of prints, using drypoint printing techniques	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to drypoint printmaking 2 Use advanced and innovative design ideas to inform the making of a drypoint prints 3 Plan and manage the making of the drypoint prints to the working design 4 Work safely and effectively 5 Make well constructed drypoint prints to a professional standard 6 Use presentation skills to display the drypoint prints 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to drypoint printmaking	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the drypoint printmaking 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of drypoint prints	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the drypoint print 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the drypoint prints 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the	3.1 Select, obtain and prepare materials	

drypoint prints to the working design	<p>3.2 Produce a range of samples using advanced and innovative techniques and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the drypoint prints</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 name tools, equipment, materials and advanced techniques required to make the drypoint prints</p> <p>4.2 describe the care and safety requirements of tools, equipment and materials required to make the drypoint prints</p> <p>4.3 use tools, equipment, materials and advanced 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 Make well constructed drypoint prints to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make well constructed professional drypoint prints to the following specifications –</p> <ul style="list-style-type: none"> • The image will be at least A4 in size • The limited edition will consist of at least ten prints <p>5.4 Store and finish the completed drypoint prints</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished drypoint prints –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the drypoint prints	6.1 List and describe a range of presentation styles and methods suitable for use with the drypoint prints

	<p>6.2 Select and use a method to present the drypoint prints</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement
<p>Learning programme</p> <p>In this unit the learner will:</p>	
<p>Research and develop a personal idea</p>	
<p>Design and select an image</p>	
<p>Select a plate to work on</p>	
<p>Select the tools to work with</p>	
<p>Select the tools to work with</p>	
<p>Select and use appropriate inks</p>	
<p>Prepare a workspace</p>	
<p>Prepare the plate and use</p>	
<p>Prepare the equipment for use</p>	
<p>Experiment with different types of paper and surfaces</p>	
<p>Print the images</p>	
<p>Store for drying</p>	

City & Guilds ref no:	7113 – 427	
Title:	Printmaking – Monoprinting	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce an edition of prints using complex monoprinting techniques	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to monoprints 2 Use advanced and innovative design ideas to inform the making of a monoprints 3 Plan and manage the making of the monoprints to the working design 4 Work safely and effectively 5 Make well constructed monoprints to a professional standard 6 Use presentation skills to display the monoprints 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to monoprints	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the monoprinting 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a monoprints	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the monoprinting 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the monoprints 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the monoprints to the working design	<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 	

	<p>materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the monoprints</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the monoprints</p> <p>4.2 describe the care and safety requirements of tools, equipment and materials required to make the monoprints</p> <p>4.3 use tools, equipment, materials and advanced 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 Make well constructed monoprints to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make well constructed professional monoprints to the following specifications –</p> <ul style="list-style-type: none"> • The edition will consist of ten prints • The prints will creatively explore a variety of techniques, manipulations, surfaces, mixed media and collage <p>5.4 Store and finish the completed monoprints</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished monoprints –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the monoprints	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the monoprints</p> <p>6.2 Select and use a method to present the monoprints</p> <p>6.3 Evaluate the presentation method and describe –</p>

	<ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Research and develop a personal idea	
Design and select an image to use as a print	
Select a plate to work on	
Select and use the tools to work with	
Select the inks	
Prepare a workspace	
Prepare the plate and use	
Prepare the equipment for use	
Experiment with layering different colours	
Experiment with different types of paper and surfaces	
Experiment with images	
Experiment with image manipulation	
Use a variety of methods for manipulation	
Print the images	
Store prints for drying	

City & Guilds ref no:	7113 – 428	
Title:	Printmaking – Monotype Printing	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a portfolio of prints and one resolved print, based on a personal theme	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to monotype prints 2 Use advanced and innovative design ideas to inform the making of monotype prints 3 Plan and manage the making of the monotype prints to the working design 4 Work safely and effectively 5 Make well constructed monotype prints to a professional standard 6 Use presentation skills to display the monotype prints 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to monotype prints	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the monotype printing 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of monotype prints	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the monotype printing 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the monotype prints 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the	3.1 Select, obtain and prepare materials	

monotype prints to the working design	<p>3.2 Produce a range of samples using advanced and innovative techniques and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 produce a costing and time estimate for making the monotype prints</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 name tools, equipment, materials and advanced techniques required to make the monotype prints</p> <p>4.2 describe the care and safety requirements of tools, equipment and materials required to make the monotype prints</p> <p>4.3 use tools, equipment, materials and advanced 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 Make well constructed monotype prints to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make well constructed professional monotype prints to the following specifications –</p> <ul style="list-style-type: none"> • The resolved print will be at least A4 in size • The portfolio will consist of ten prints • The prints will creatively explore the painterly qualities of monotype printing and a variety of media <p>5.4 Store and finish the completed monotype prints</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished monotype prints –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the monotype prints	6.1 List and describe a range of presentation styles and methods suitable for use with the monotype

	prints 6.2 Select and use a method to present the monotype prints 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Research and develop a personal idea	
Design and select an image to use as a print	
Select a plate to work on	
Select and use the tools to work with	
Select the inks	
Prepare a workspace	
Prepare the plate and use	
Prepare the equipment for use	
Experiment with layering different colours	
Experiment with different types of paper and surfaces	
Experiment with images	
Experiment with image manipulation	
Use a variety of methods for manipulation	
Print the images	
Store prints for drying	

City & Guilds ref no:	7113 – 429	
Title:	Printmaking – Multiple Block Lino Printing	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a portfolio of prints and one resolved print using multiple block, lino printing techniques	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to multiple block lino prints 2 Use advanced and innovative design ideas to inform the making of a multiple block lino prints 3 Plan and manage the making of the multiple block lino prints to the working design 4 Work safely and effectively 5 Make well constructed multiple block lino prints to a professional standard 6 Use presentation skills to display the multiple block lino prints 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to multiple block lino prints	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the multiple block lino printing 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a multiple block lino prints	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the multiple block lino printing 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the multiple block lino prints 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the	3.1 Select, obtain and prepare materials	

multiple block lino prints to the working design	<p>3.2 Produce a range of samples using advanced and innovative techniques and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the multiple block lino prints</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the multiple block lino prints</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the multiple block lino prints</p> <p>4.3 Use tools, equipment, materials and advanced 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 Make well constructed multiple block lino prints to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional multiple block lino prints to the following specifications –</p> <ul style="list-style-type: none"> • The resolved print will be at least A4 in size • The portfolio will consist of ten prints • The prints will creatively explore the qualities of multiple block, lino printing • The portfolio of ten prints will be presented in a book format <p>5.4 Store and finish the completed multiple block lino prints</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished multiple block lino prints –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved
Learning outcome 6	Assessment criteria

The learner can:	The learner will:
6 Use presentation skills to display the multiple block lino prints	6.1 List and describe a range of presentation styles and methods suitable for use with the multiple block lino prints 6.2 Select and use a method to present the multiple block lino prints 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Research and develop a personal idea	
Design and select an image to use as a print	
Select a plate to work on	
Select and use the tools to work with	
Select the inks	
Prepare a workspace	
Prepare the plate and use	
Prepare the equipment for use	
Experiment with layering different colours	
Experiment with different types of paper and surfaces	
Experiment with images	
Experiment with image manipulation	
Use a variety of methods for manipulation	
Print the images	
Store prints for drying	

City & Guilds ref no:	7113 – 430	
Title:	Printmaking – Silk Screen Printing	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a portfolio of prints and one resolved print using silk screen printing techniques	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to silk screen printing 2 Use advanced and innovative design ideas to inform the making of silk screen prints 3 Plan and manage the making of the silk screen prints to the working design 4 Work safely and effectively 5 Make well constructed silk screen prints to a professional standard 6 Use presentation skills to display the silk screen prints 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to silk screen printing	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the silk screen printing 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a silk screen prints	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the silk screen printing 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the silk screen prints 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the silk	3.1 Select, obtain and prepare materials	

screen prints to the working design	<p>3.2 Produce a range of samples using advanced and innovative techniques and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the silk screen prints</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the silk screen prints</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the silk screen prints</p> <p>4.3 Use tools, equipment, materials and advanced 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 Make a well constructed silk screen prints to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional silk screen prints to the following specifications –</p> <ul style="list-style-type: none"> • The image for the resolved print will be at least A4 in size • The resolved image will be printed as a recurring image on a one metre length of fabric • The portfolio will consist of ten prints • The prints will creatively explore the qualities of silk screen printing <p>5.4 Store and finish the completed silk screen prints</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished silk screen prints –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved
Learning outcome 6	Assessment criteria
The learner can:	The learner will:

6 Use presentation skills to display the silk screen prints	6.1 List and describe a range of presentation styles and methods suitable for use with the silk screen prints 6.2 Select and use a method to present the silk screen prints 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Research and develop a personal idea	
Design and select an image to use as a print	
Select a plate to work on	
Select and use the tools to work with	
Select the inks	
Prepare a workspace	
Prepare the plate and use	
Prepare the equipment for use	
Experiment with layering different colours	
Experiment with different types of paper and fabrics	
Experiment with images	
Experiment with image manipulation	
Use a variety of methods for manipulation	
Print the images	
Store prints for drying	

City & Guilds ref no:	7113 – 431	
Title:	Printmaking – Stencil Printing	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a triptych using stencil printing techniques	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to stencil printing 2 Use advanced and innovative design ideas to inform the making of a stencil prints 3 Plan and manage the making of the stencil prints to the working design 4 Work safely and effectively 5 Make a well constructed stencil prints to a professional standard 6 Use presentation skills to display the stencil prints 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to stencil printing	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to stencil printing 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a stencil prints	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the stencil printing 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the stencil prints 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the stencil prints to the working design	<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 	

	<p>materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the stencil prints</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the stencil prints</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the stencil prints</p> <p>4.3 Use tools, equipment, materials and advanced 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 Make well constructed stencil prints to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make well constructed professional stencil prints to the following specifications –</p> <ul style="list-style-type: none"> • Each section of the triptych will be at least A2 in size • The prints will creatively explore the qualities of stencil printing <p>5.4 Store and finish the completed stencil prints</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished stencil prints –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the stencil prints	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the stencil prints</p> <p>6.2 Select and use a method to present the stencil prints</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> • Strengths

	<ul style="list-style-type: none"> • Areas for improvement
Learning programme	
In this unit the learner will:	
Research and develop a personal idea	
Make stencils to work with	
Select and use the tools to work with	
Select and use the inks and/or paints	
Prepare a workspace	
Prepare the equipment for use	
Experiment with layering different colours	
Experiment with different types of paper and surfaces	
Experiment with images	
Assemble the triptych	

7113 – 432 Creative Sketchbooks

City & Guilds ref no:	7113 – 432
Title:	Creative Sketchbooks
Level:	3
Credit value:	9
Unit aim:	In this unit the learner will make and create two, illustrated, designer-makers' sketchbooks to make a personal, visual statement using self generated images inspired by their personal choice of theme
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to artists' and designer-makers' sketchbooks 2 Use advanced and innovative design ideas to inform the creation of two designer-maker's sketchbooks 3 Plan and manage the making and creation of the illustrated sketchbooks to the working design 4 Work safely and effectively 5 Make well constructed and illustrated designer-makers' sketchbooks to a professional standard 6 Use presentation skills to display the sketchbooks
Learning outcome 1	Assessment criteria
The learner can:	The learner will:
1 Research contextual influences relating to artists' and designer-makers' sketchbooks	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary artists/designer-makers 1.2 Document historical and cultural influences relating to artists/designer-makers' sketchbooks 1.3 Record research from books/museums/exhibitions/websites ...
Learning outcome 2	Assessment criteria
The learner can:	The learner will:
2 Use advanced and innovative design ideas to inform the creation of two designer-maker's sketchbooks	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the creation and illustration of the designer-makers' sketchbooks 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce detailed design drawings
Learning outcome 3	Assessment criteria
The learner can:	The learner will:

<p>3 Plan and manage the making and creation of the illustrated sketchbooks to the working design</p>	<p>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 materials, advanced techniques and processes sampled 3.4 Produce a costing and time estimate for creating and illustrating the designer-makers' sketchbooks</p>
<p>Learning outcome 4</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>4 Work safely and effectively</p>	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the sketchbooks 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the sketchbooks 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation</p>
<p>Learning outcome 5</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>5 Make well constructed and illustrated designer-makers' sketchbooks to a professional standard</p>	<p>5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make well constructed and illustrated professional designer-makers' sketchbooks to the following specifications –</p> <ul style="list-style-type: none"> • The sketchbooks will have self constructed bindings • One sketchbook will be free standing • Each sketchbook will have a different inspirational source and theme • Both sketchbooks will be illustrated with original design work produced by the candidate <p>5.4 Store and finish the completed sketchbooks 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished sketchbooks –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved

	5.7 All work produced for this unit will be collated and stored in an appropriate format
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the sketchbooks	6.1 List and describe a range of presentation styles and methods suitable for use with the sketchbooks 6.2 Select and use a method to present the sketchbooks 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Sample and use a range of paper supports – watercolour, drawing, brown craft, tissue, card, recycled, mulberry, abaca, hand made, glacine ...	
Sample and use a range of advanced, innovative materials to create pages – foil, shim, acetate, balsa, fabric, plastic ...	
Manipulate pages to enhance the theme – windows, partial pages, attachments, extensions, pop-ups ...	
Alter the texture, visual or actual, of pages by the application of PVA, gesso, salt, sand, oil, wax, glazes, gel mediums ...	
Pierce, punch and connect pages to enhance the images created	
Apply a range of materials to add colour – paint, ink, natural and synthetic dyes, pastels, crayon, pigments ...	
Make expressive marks to interpret design ideas using wet and dry colour, heat, mediums ...	
Use masks, stencils, blocks, free hand drawing to explore positive/negative shape and pattern	
Sample and use colour contrast, value contrast and colour gradation	
Sample and use additive and subtractive colour and discharge techniques	
Sample and use variety in scale, size and proportion	
Create flat format and free standing and sketchbooks to enhance the theme – box, concertina ...	
Sample and use as required, a variety of bindings suitable for designer-makers' sketchbooks	
Choose an advanced theme for each sketchbook to act as a source of inspiration for the work	
Record visually, in detail, the elements of the chosen theme and demonstrate the development of advanced design ideas from the source.	
Develop visually varied material – style, colour, techniques ... for each creative sketchbook, from the advanced ideas sampled	

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