



Accredited

OCR LEVEL 2 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN ART AND DESIGN

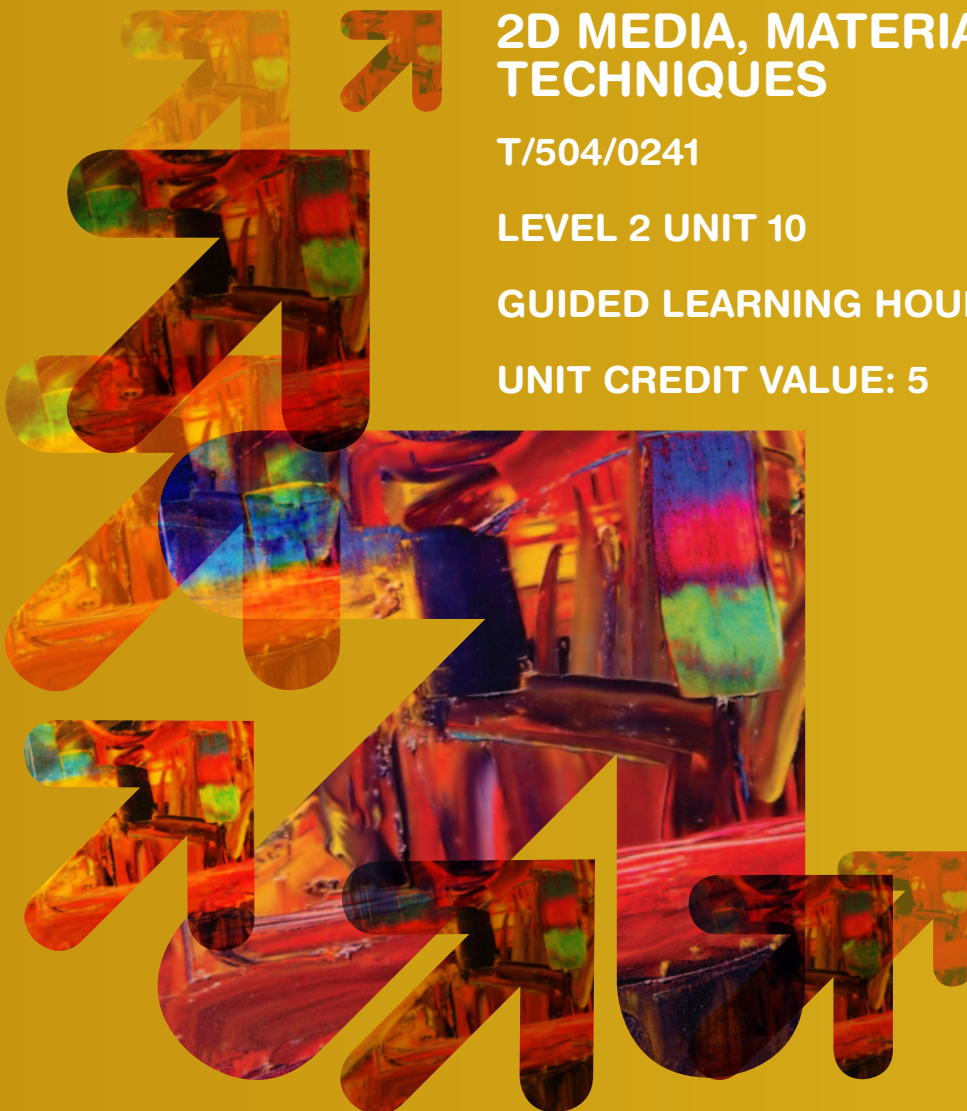
**2D MEDIA, MATERIALS AND
TECHNIQUES**

T/504/0241

LEVEL 2 UNIT 10

GUIDED LEARNING HOURS: 30

UNIT CREDIT VALUE: 5



2D MEDIA, MATERIALS AND TECHNIQUES

T/504/0241

LEVEL 2

AIM OF THE UNIT

By completing this unit, learners will understand the work of a range of other artists/designers. They will be able to explore the work of artists through the use of 2D media, and understand safe working practices relevant to 2D media, materials and techniques.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Be able to use a range of 2D media, materials and techniques	P1 Learners explore a wide range of 2D media, materials and techniques. They produce a range of competent 2D samples	M1 Learners explore and experiment with different combinations of 2D media, materials and techniques. They produce 2D samples, using the chosen media, materials and techniques in a creative way	
2 Understand how artists and/or designers use 2D media, materials, techniques and formal elements	P2 Learners produce a range of their own competent 2D work that explores how other artists and/or designers use a range of 2D media, materials, techniques and formal elements		D1 Learners apply 2D media, materials and techniques imaginatively to produce a good quality 2D outcome, influenced by one of the chosen artists or designers explored
3 Understand the safe working practices that are relevant to 2D media, materials and techniques	P3 Learners record how safe working practices have been considered when working with 2D media, materials and techniques		

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

Be able to use a range of 2D media, materials and techniques

Using 2D media, work with a broad selection of techniques/ processes, for example:

- drawing
- painting
- print - making
- textiles
- digital
- collage/montage
- lens based.

Understand how artists and/or designers use 2D media, materials, techniques and formal elements

Use 2D formal elements:

e.g. line, colour, tone,

shape, pattern, texture etc. to explore media, materials and techniques using artists/designers, for example:

- drawing e.g. Alison Lambert
- painting e.g. Lucian Freud
- print – making e.g. Jim Dine
- textiles e.g. Alice Kettle
- digital e.g. David Hockney
- collage/montage e.g. Wangehi Mutu
- lens based e.g. Man Ray.

Understand the safe working practices that are relevant to 2D media, materials and techniques

Consideration of:

- application of safe working practice for self and others
- ability to assess risks/hazards linked to:
 - tools and equipment (e.g. computers, cutting equipment etc.)
 - materials (e.g. adhesives, paints, plastics etc.)
 - behaviour.

DELIVERY GUIDANCE

This unit is centre-assessed and externally moderated.

In order to achieve this unit, learners must produce a portfolio of evidence showing that they can meet all the pass grading criteria.

Portfolios of work must be produced independently. Portfolios put forward for moderation must be available for the OCR Visiting Moderator to access freely during the moderation visit, along with witness statements and any other necessary supporting documentation.

Centres must confirm to OCR that the evidence produced by learners is authentic.

In order to achieve this unit, learners must produce evidence that meets all the pass grading criteria. There are no other additional requirements for this unit.

Being able to work with a wide range of media and materials is fundamental to art and design activities. This unit should introduce and expand on learners' knowledge, understanding and skills of a diverse range of 2 dimensional media and materials by exploring relevant techniques and processes.

Because an appreciation and understanding of artists/designers work is so crucial to learners developing good practice in their own work, this unit brings together the exploration of media, materials, techniques and process in **P1/M1** with the investigation of a range of artists/designers. Learners may need guidance in identifying an appropriate and broad range of artists and realising how the right choice will have much to do with the success of the unit.

Artists' work should be seen as the starting point for investigation in **P2/D1**. Learners might decide to use an artist to study a particular media and technique but they could also be investigated in a more experimental way perhaps encouraging different combinations of media and materials with techniques and processes not usually associated with that way of working. This approach will encourage new directions and original thinking, alongside the development of more traditional skills. For **P3**, learners need to show that they understand safe working practices that are relevant to working with a range of 2D media, materials and techniques.

Focus of evidence for this unit should be the breadth of investigation and not just a few finished pieces. This is about exploring, combining, being innovative, and opening new doors that will influence the way learners approach other units. It should also present learners with a very broad range of artists/designers that will also influence the direction of work in other units.

Much of the 2D evidence for this unit will for example be in annotated sketchbooks. This unit is a stand alone unit but clearly provides opportunities for links with many other units.

NB The term artists/designers is used throughout the qualification to cover artists, craftspeople and designers.

RESOURCES

This section provides suggestions of suitable resources. The list is neither prescriptive nor exhaustive, and learners should be encouraged to gather information from a variety of sources.

Some suggested resources are intended for Tutor use. The resources in this section were current at the time of production.

Books

Genders, Carolyn. (2002)	<i>Sources of inspiration</i> A & C Black Publishers Ltd ISBN 9780713670981
Grosenick, Uta. (2005)	<i>Art Now</i> Taschen ISBN 3 8228 3996 5
Grosenick, Uta. (2001)	<i>Women Artists</i> Taschen ISBN 3 8228 5854 4
Jennings, Simon. (2006)	<i>Artist's Colour Manual</i> Collins ISBN 978 0 00 7232130
Lawson, Susannah. (2006)	<i>The 20th Century Art Book</i> Phaidon ISBN 0714835420
Martin, Judy. (2001)	<i>The Encyclopaedia of Printmaking Techniques</i> Search Press ISBN 085532 987 4
Mullins, Charlotte. (2006)	<i>Painting People</i> Thames and Hudson ISBN 0 500 23833 2
Serota, Nicholas et al. (2006)	<i>The Art Gallery Handbook</i> Tate ISBN 1 85437 675 6

LINKS TO NOS

Creative and Cultural Skills – Design (2009):

DES7 Contribute to the production of prototypes, models, mock-ups, artwork, samples or test pieces

ENTO – Health and Safety Standalone Units

HSS1 Make sure your own actions reduce risks to health and safety



CONTACT US

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We're always delighted to answer questions and give advice.

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