

Level 1 Award, Certificate and Diploma in Creative Techniques [7111]

Level 1 2D units



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Level 1 2D units

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City & Guilds ref no:	7111 – 400	
Title:	Life Drawing – Human Figure, Tonal	
Level:	1	
Credit value:	4	
Unit aim:	In this unit the learner will make a series of tonal life drawings of the human figure – standing or seated	
Learning outcomes	<ol style="list-style-type: none"> 1 Use colour, line and texture to make simple designs for tonal life drawings 2 Prepare to make a tonal life drawings to the selected designs 3 Work safely and effectively 4 Make the tonal life drawings 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Use colour, line and texture to make simple designs for tonal life drawings	<ol style="list-style-type: none"> 1.1 Select and store source material 1.2 Create three designs using colour, line, texture and source material 1.3 Select and store designs for tonal life drawings 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Prepare to make a tonal life drawings to the selected designs	<ol style="list-style-type: none"> 2.1 Select, obtain and prepare basic materials 2.2 Use basic techniques to make samples and store 2.3 Describe the techniques and materials used to make the samples 2.4 Estimate the cost and time required to make the tonal life drawings 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Work safely and effectively	<ol style="list-style-type: none"> 3.1 Name tools, equipment, materials and techniques required to make the tonal life drawings 3.2 Describe the care and safety requirements of tools, equipment and materials required to make the tonal life drawings 3.3 Use tools, equipment, materials and techniques safely 	

	3.4 List any applicable Health and Safety factors and regulations
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Make the tonal life drawings	<p>4.1 Handle materials properly</p> <p>4.2 Make and record minor adjustments during the making process</p> <p>4.3 Make, finish and present the tonal life drawings to the selected design and following specification –</p> <ul style="list-style-type: none"> • The series will consist of at least five drawings <p>4.4 Record the basic steps followed to make the tonal life drawings</p> <p>4.5 Produce a simple cost sheet and production timescale</p> <p>4.6 Evaluate and discuss the completed tonal life drawings</p> <p>4.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning programme	
In this unit the learner will:	
Understand the human form	
Identify and use basic drawing techniques and materials	
Identify and use basic wet and/or dry mediums	
Identify and use basic art mediums	
Explore and use appropriate principles of design	
Use preliminary sketches to develop ideas for final pieces of work	
Adopt professional standards and practice through work with a life model	

City & Guilds ref no:	7111 – 401	
Title:	Life Drawing – Human Figure, Linear	
Level:	1	
Credit value:	4	
Unit aim:	In this unit the learner will make a series of linear life drawings of the human figure – standing or seated	
Learning outcomes	<ol style="list-style-type: none"> 1 Use colour, line and texture to make simple designs for linear life drawings 2 Prepare to make linear life drawings to the selected designs 3 Work safely and effectively 4 Make the linear life drawings 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Use colour, line and texture to make simple designs for linear life drawings	<ol style="list-style-type: none"> 1.1 Select and store source material 1.2 Create three designs using colour, line, texture and source material 1.3 Select and store designs for linear life drawings 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Prepare to make linear life drawings to the selected designs	<ol style="list-style-type: none"> 2.1 Select, obtain and prepare basic materials 2.2 Use basic techniques to make samples and store 2.3 Describe the techniques and materials used to make the samples 2.4 Estimate the cost and time required to make the linear life drawings 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Work safely and effectively	<ol style="list-style-type: none"> 3.1 Name tools, equipment, materials and techniques required to make the linear life drawings 3.2 Describe the care and safety requirements of tools, equipment and materials required to make the linear life drawings 3.3 Use tools, equipment, materials and techniques safely 	

	3.4 List any applicable Health and Safety factors and regulations
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Make the tonal life drawings	<p>4.1 Handle materials properly</p> <p>4.2 Make and record minor adjustments during the making process</p> <p>4.3 Make, finish and present the linear life drawings to the selected design and following specification –</p> <ul style="list-style-type: none"> • The series will consist of at least five drawings <p>4.4 Record the basic steps followed to make the linear life drawings</p> <p>4.5 Produce a simple cost sheet and production timescale</p> <p>4.6 Evaluate and discuss the completed linear life drawings</p> <p>4.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning programme	
In this unit the learner will:	
Understand the human form	
Identify and use basic drawing techniques and materials	
Identify and use basic wet and/or dry mediums	
Identify and use basic art mediums	
Explore and use appropriate principles of design	
Use preliminary sketches to develop ideas for final pieces of work	
Adopt professional standards and practice through work with a life model	

7111 – 402 Life Drawing – Hands and Feet

City & Guilds ref no:	7111 – 402	
Title:	Life Drawing – Hands and Feet	
Level:	1	
Credit value:	4	
Unit aim:	In this unit the learner will make series of drawings of hands and feet, life size or greater	
Learning outcomes	<ol style="list-style-type: none"> 1 Use colour, line and texture to make simple designs for drawings of hands and feet 2 Prepare to make drawings of hands and feet to the selected designs 3 Work safely and effectively 4 Make the drawings of hands and feet 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Use colour, line and texture to make simple designs for drawings of hands and feet	<ol style="list-style-type: none"> 1.1 Select and store source material 1.2 Create three designs using colour, line, texture and source material 1.3 Select and store designs for drawings of hands and feet 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Prepare to make drawings of hands and feet to the selected designs	<ol style="list-style-type: none"> 2.1 Select, obtain and prepare basic materials 2.2 Use basic techniques to make samples and store 2.3 Describe the techniques and materials used to make the samples 2.4 Estimate the cost and time required to make the drawings of hands and feet 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Work safely and effectively	<ol style="list-style-type: none"> 3.1 Name tools, equipment, materials and techniques required to make the drawings of hands and feet 3.2 Describe the care and safety requirements of tools, equipment and materials required to make the drawings of hands and feet 3.3 Use tools, equipment, materials and techniques safely 	

	3.4 List any applicable Health and Safety factors and regulations
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Make the drawings of hands and feet	<p>4.1 Handle materials properly</p> <p>4.2 Make and record minor adjustments during the making process</p> <p>4.3 Make, finish and present the drawings of hands and feet to the selected design and following specification –</p> <ul style="list-style-type: none"> • The series will consist of at least five drawings <p>4.4 Record the basic steps followed to make the drawings of hands and feet</p> <p>4.5 Produce a simple cost sheet and production timescale</p> <p>4.6 Evaluate and discuss the completed drawings of hands and feet</p> <p>4.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning programme	
In this unit the learner will:	
Understand the human form	
Identify and use basic drawing techniques and materials	
Identify and use basic wet and/or dry mediums	
Identify and use basic art mediums	
Explore and use appropriate principles of design	
Use preliminary sketches to develop ideas for final pieces of work	
Adopt professional standards and practice through work with a life model	

7111 – 403 Drawing Skills – Portfolio

City & Guilds ref no:	7111 – 403	
Title:	Drawing Skills – Portfolio	
Level:	1	
Credit value:	4	
Unit aim:	In this unit the learner will make a portfolio of project work showing developing skills and creativity when using colour, texture, line, shape, balance and composition relating to drawing	
Learning outcomes	<ol style="list-style-type: none"> 1 Use colour, line and texture to make simple designs for drawings 2 Prepare to make drawings to the selected designs 3 Work safely and effectively 4 Make the drawings 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Use colour, line and texture to make simple designs for drawings	<ol style="list-style-type: none"> 1.1 Select and store source material 1.2 Create three designs using colour, line, texture and source material 1.3 Select and store designs for drawings 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Prepare to make drawings to the selected designs	<ol style="list-style-type: none"> 2.1 Select, obtain and prepare basic materials 2.2 Use basic techniques to make samples and store 2.3 Describe the techniques and materials used to make the samples 2.4 Estimate the cost and time required to make the drawings 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Work safely and effectively	<ol style="list-style-type: none"> 3.1 Name tools, equipment, materials and techniques required to make the drawings 3.2 Describe the care and safety requirements of tools, equipment and materials required to make the drawings 3.3 Use tools, equipment, materials and techniques safely 3.4 List any applicable Health and Safety 	

	factors and regulations
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Make the drawings	<p>4.1 Handle materials properly</p> <p>4.2 Make and record minor adjustments during the making process</p> <p>4.3 Make, finish and present the drawings to the selected designs and following specification –</p> <ul style="list-style-type: none"> • The portfolio will consist of at least five drawings <p>4.4 Record the basic steps followed to make the drawings</p> <p>4.5 Produce a simple cost sheet and production timescale</p> <p>4.6 Evaluate and discuss the completed drawings</p> <p>4.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning programme	
In this unit the learner will:	
Understand the human form	
Identify and use basic drawing techniques and materials	
Identify and use basic wet and/or dry mediums	
Identify and use basic art mediums	
Explore and use appropriate principles of design	
Use preliminary sketches to develop ideas for final pieces of work	
Understand the human form	

7111 – 404 Mixed Media – Collage

City & Guilds ref no:	7111 – 404	
Title:	Mixed Media – Collage	
Level:	1	
Credit value:	4	
Unit aim:	In this unit the learner will make a portfolio of project work showing developing skills and creativity when using colour, texture, line, shape, balance and structure relating to collage	
Learning outcomes	<ol style="list-style-type: none"> 1 Use colour, line and texture to make simple designs for collages 2 Prepare to make collages to the selected designs 3 Work safely and effectively 4 Make the collages 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Use colour, line and texture to make simple designs for collages	<ol style="list-style-type: none"> 1.1 Select and store source material 1.2 Create three designs using colour, line, texture and source material 1.3 Select and store designs for collages 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Prepare to make collages to the selected designs	<ol style="list-style-type: none"> 2.1 Select, obtain and prepare basic materials 2.2 Use basic techniques to make samples and store 2.3 Describe the techniques and materials used to make the samples 2.4 Estimate the cost and time required to make the collages 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Work safely and effectively	<ol style="list-style-type: none"> 3.1 Name tools, equipment, materials and techniques required to make the collages 3.2 Describe the care and safety requirements of tools, equipment and materials required to make the collages 3.3 Use tools, equipment, materials and techniques safely 3.4 List any applicable Health and Safety 	

	factors and regulations
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Make the collages	<p>4.1 Handle materials properly</p> <p>4.2 Make and record minor adjustments during the making process</p> <p>4.3 Make, finish and present the collages to the selected designs and following specification –</p> <ul style="list-style-type: none"> • The portfolio will consist of at least five collages <p>4.4 Record the basic steps followed to make the collages of hands and feet</p> <p>4.5 Produce a simple cost sheet and production timescale</p> <p>4.6 Evaluate and discuss the completed collages</p> <p>4.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning programme	
In this unit the learner will:	
Identify and use basic mixed media techniques and materials	
Identify, prepare and use basic art surfaces	
Identify and use basic art mediums	
Explore and use appropriate principles of design	
Use sources of inspiration to develop ideas for final pieces of work	
Use a variety of media to develop textural effects through collage	
Identify and use basic mixed media techniques and materials	

City & Guilds ref no:	7111 – 405	
Title:	Drawing and Painting – Watercolour and Inks	
Level:	1	
Credit value:	4	
Unit aim:	In this unit the learner will make a portfolio of project work showing developing skills and creativity when using colour, texture, line, shape, balance and composition relating to watercolours and/or inks	
Learning outcomes	<ol style="list-style-type: none"> 1 Use colour, line and texture to make simple designs for watercolour/ink portfolio work 2 Prepare to make watercolour/ink portfolio work to the selected designs 3 Work safely and effectively 4 Make the watercolour/ink portfolio work 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Use colour, line and texture to make simple designs for watercolour/ink portfolio work	<ol style="list-style-type: none"> 1.1 Select and store source material 1.2 Create three designs using colour, line, texture and source material 1.3 Select and store designs for watercolour/ink portfolio work 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Prepare to make watercolour/ink portfolio work to the selected designs	<ol style="list-style-type: none"> 2.1 Select, obtain and prepare basic materials 2.2 Use basic techniques to make samples and store 2.3 Describe the techniques and materials used to make the samples 2.4 Estimate the cost and time required to make the watercolour/ink portfolio work 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Work safely and effectively	<ol style="list-style-type: none"> 3.1 Name tools, equipment, materials and techniques required to make the watercolour/ink portfolio work 3.2 Describe the care and safety requirements of tools, equipment and materials required to make the 	

	<p>watercolour/ink portfolio work</p> <p>3.3 Use tools, equipment, materials and techniques safely</p> <p>3.4 List any applicable Health and Safety factors and regulations</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Make the watercolour/ink portfolio work	<p>4.1 Handle materials properly</p> <p>4.2 Make and record minor adjustments during the making process</p> <p>4.3 Make, finish and present the watercolour/ink portfolio work to the selected designs and following specifications –</p> <ul style="list-style-type: none"> • The portfolio will consist of at least ten drawings/paintings • Sizes of the drawings/paintings will range from A6 – A4 <p>4.4 Record the basic steps followed to make the watercolour/ink portfolio work</p> <p>4.5 Produce a simple cost sheet and production timescale</p> <p>4.6 Evaluate and discuss the completed watercolour/ink portfolio work</p> <p>4.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning programme	
In this unit the learner will:	
Identify and use basic wet drawing/painting mediums	
Identify and use basic art surfaces	
Explore and use appropriate principles of design	
Use sources of inspiration and preliminary sketches to develop ideas for final pieces of work	
Identify and use basic wet drawing/painting mediums	
Identify and use basic art surfaces	
Explore and use appropriate principles of design	

City & Guilds ref no:	7111 – 406
Title:	Drawing and Painting – Oils and Acrylics
Level:	1
Credit value:	4
Unit aim:	In this unit the learner will make a portfolio of project work showing developing skills and creativity when using colour, texture, line, shape, balance and composition relating to oil and/or acrylic paints
Learning outcomes	<ol style="list-style-type: none"> 1 Use colour, line and texture to make simple designs for oil/acrylic portfolio work 2 Prepare to make oil/acrylic portfolio work to the selected designs 3 Work safely and effectively 4 Make the oil/acrylic portfolio work
Learning outcome 1	Assessment criteria
The learner can:	The learner will:
1 Use colour, line and texture to make simple designs for oil/acrylic portfolio work	<ol style="list-style-type: none"> 1.1 Select and store source material 1.2 Create three designs using colour, line, texture and source material 1.3 Select and store designs for oil/acrylic portfolio work
Learning outcome 2	Assessment criteria
The learner can:	The learner will:
2 Prepare to make oil/acrylic portfolio work to the selected designs	<ol style="list-style-type: none"> 2.1 Select, obtain and prepare basic materials 2.2 Use basic techniques to make samples and store 2.3 Describe the techniques and materials used to make the samples 2.4 Estimate the cost and time required to make the oil/acrylic portfolio work
Learning outcome 3	Assessment criteria
The learner can:	The learner will:
3 Work safely and effectively	<ol style="list-style-type: none"> 3.1 Name tools, equipment, materials and techniques required to make the oil/acrylic portfolio work 3.2 Describe the care and safety requirements of tools, equipment and materials required to make the oil/acrylic portfolio work

	<p>3.3 Use tools, equipment, materials and techniques safely</p> <p>3.4 List any applicable Health and Safety factors and regulations</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Make the oil/acrylic portfolio work	<p>4.1 Handle materials properly</p> <p>4.2 Make and record minor adjustments during the making process</p> <p>4.3 Make, finish and present the oil/acrylic portfolio work to the selected designs and following specifications –</p> <ul style="list-style-type: none"> • The portfolio will consist of at least ten drawings/paintings • Sizes of the drawings/paintings will range from A5 upwards <p>4.4 Record the basic steps followed to make the oil/acrylic portfolio work</p> <p>4.5 Produce a simple cost sheet and production timescale</p> <p>4.6 Evaluate and discuss the completed oil/acrylic portfolio work</p> <p>4.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning programme	
In this unit the learner will:	
Identify and use basic wet drawing/painting mediums	
Identify and use basic art surfaces	
Use texture in mediums and materials	
Explore and use appropriate principles of design	
Use sources of inspiration and preliminary sketches to develop ideas for final pieces of work	
Identify and use basic wet drawing/painting mediums	
Identify and use basic art surfaces	

City & Guilds ref no:	7111 – 407	
Title:	Drawing and Painting– Human Figure, Colour	
Level:	1	
Credit value:	4	
Unit aim:	In this unit the learner will make a series of colour life drawings of the human figure – standing or seated	
Learning outcomes	<ol style="list-style-type: none"> 1 Use colour, line and texture to make simple designs for colour life drawings/paintings 2 Prepare to make colour life drawings/paintings to the selected designs 3 Work safely and effectively 4 Make the colour life drawings/paintings 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Use colour, line and texture to make simple designs for colour life drawings/paintings	<ol style="list-style-type: none"> 1.1 Select and store source material 1.2 Create three designs using colour, line, texture and source material 1.3 Select and store designs for colour life drawings/paintings 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Prepare to make colour life drawings/paintings to the selected designs	<ol style="list-style-type: none"> 2.1 Select, obtain and prepare basic materials 2.2 Use basic techniques to make samples and store 2.3 Describe the techniques and materials used to make the samples 2.4 Estimate the cost and time required to make the colour life drawings/paintings 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Work safely and effectively	<ol style="list-style-type: none"> 3.1 Name tools, equipment, materials and techniques required to make the colour life drawings/paintings 3.2 Describe the care and safety requirements of tools, equipment and materials required to make the colour life drawings/paintings 3.3 Use tools, equipment, materials and techniques safely 	

	3.4 List any applicable Health and Safety factors and regulations
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Make the colour life drawings/paintings	<p>4.1 Handle materials properly</p> <p>4.2 Make and record minor adjustments during the making process</p> <p>4.3 Make, finish and present the colour life drawings/paintings to the selected designs and following specifications –</p> <ul style="list-style-type: none"> • The series will consist of at least five drawings/paintings <p>4.4 Record the basic steps followed to make the colour life drawings/paintings</p> <p>4.5 Produce a simple cost sheet and production timescale</p> <p>4.6 Evaluate and discuss the colour life drawings/paintings</p> <p>4.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning programme	
In this unit the learner will:	
Understand the human form	
Identify and use basic drawing techniques and materials	
Identify and use basic wet and/or dry mediums	
Identify and use basic art mediums	
Explore and use appropriate principles of design	
Use preliminary sketches to develop ideas for final pieces of work	
Adopt professional standards and practice through work with a life model	

City & Guilds ref no:	7111 – 408	
Title:	Creative Computing – 2D Digital Drawing	
Level:	1	
Credit value:	4	
Unit aim:	In this unit the learner will make three 2D digital drawings and exhibit them online	
Learning outcomes	<ol style="list-style-type: none"> 1 Use colour, line and texture to make a simple design for 2D digital drawings 2 Prepare to make 2D digital drawings to the selected design 3 Work safely and effectively 4 Make the 2D digital drawings 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Use colour, line and texture to make a simple design for 2D digital drawings	<ol style="list-style-type: none"> 1.1 Select and store source material 1.2 Create three designs using colour, line, texture and source material 1.3 Select and store a design for the 2D digital drawings 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Prepare to make 2D digital drawings to the selected design	<ol style="list-style-type: none"> 2.1 Select, obtain and prepare basic materials 2.2 Use basic techniques to make samples and store 2.3 Describe the techniques and materials used to make the samples 2.4 Estimate the cost and time required to make 2D digital drawings 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Work safely and effectively	<ol style="list-style-type: none"> 3.1 Name tools, equipment, materials and techniques required to make the digital composite imagery 3.2 Describe the care and safety requirements of tools, equipment and materials required to make 2D digital drawings 3.3 Use tools, equipment, materials and techniques safely 	

	3.4 List any applicable Health and Safety factors and regulations
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Make the 2D digital drawings	<p>4.1 Handle materials properly</p> <p>4.2 Make and record minor adjustments during the making process</p> <p>4.3 Make, finish and present the 2D digital drawings to the selected design and following specifications –</p> <ul style="list-style-type: none"> • The three 2D drawings will be at least 72 DPI and A4 in size • Each drawing will be in the style of a different 2D artist, three in total • A book of reference material with studies of each 2D artist must accompany the finished work and will be in the style of the 2D artists <p>4.4 Record the basic steps followed to make 2D digital drawings</p> <p>4.5 Produce a simple cost sheet and production timescale</p> <p>4.6 Evaluate and discuss the completed 2D digital drawings</p> <p>4.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning programme	
In this unit the learner will:	
Develop a digital production plan that is inclusive of the design proces	
Use a desktop publishing packages to develop the book of reference material the learner will develop a book of reference material, drawing upon the work of the three key artists selected	
Plan, produce and evaluate imagery	
Explore a range of materials and processes to inform the final 2D digital images	
Use suitable software programmes to manipulate and enhance imagery	
Produce digital composite imagery	
Through a focused study of the work of 2D artists, the learner will plan, produce and evaluate images in the style of three key artists and present their work in an online virtual gallery	
Unit guidance:	
<ul style="list-style-type: none"> • Appropriated artwork may be used to create the finished drawings 	

City & Guilds ref no:	7111 – 409	
Title:	Creative Computing – Digital Collage and Montage	
Level:	1	
Credit value:	4	
Unit aim:	In this unit the learner will make a series of six A4 full colour digital collage and montage prints	
Learning outcomes	<ol style="list-style-type: none"> 1 Use colour, line and texture to make a simple designs for digital collage and montage 2 Prepare to make a digital collages and montages to selected designs 3 Work safely and effectively 4 Make the digital collages and montages 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Use colour, line and texture to make a simple designs for digital collage and montage	<ol style="list-style-type: none"> 1.1 Select and store source material 1.2 Create three designs using colour, line, texture and source material 1.3 Select and store a designs for the digital collage and montage 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Prepare to make digital collages and montages to selected designs	<ol style="list-style-type: none"> 2.1 Select, obtain and prepare basic materials 2.2 Use basic techniques to make samples and store 2.3 Describe the techniques and materials used to make the samples 2.4 Estimate the cost and time required to make digital collages and montages 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Work safely and effectively	<ol style="list-style-type: none"> 3.1 Name tools, equipment, materials and techniques required to make the digital collages and montages 3.2 Describe the care and safety requirements of tools, equipment and materials required to make the digital collage art 3.3 Use tools, equipment, materials and 	

	<p>techniques safely</p> <p>3.4 List any applicable Health and Safety factors and regulations</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Make the digital collages and montages	<p>4.1 Handle materials properly</p> <p>4.2 Make and record minor adjustments during the making process</p> <p>4.3 Make, finish and present the digital collages and montages to the selected design and following specifications –</p> <ul style="list-style-type: none"> • The series will consist of three digital collages and three digital montages • The prints will be at least 72DPI and A4 in size • A book of reference material and historical and contemporary investigations of collage and montage will accompany the finished work <p>4.4 Record the basic steps followed to make the digital collages and montages</p> <p>4.5 Produce a simple cost sheet and production timescale</p> <p>4.6 Evaluate and discuss the completed digital collages and montages</p> <p>4.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning programme	
In this unit the learner will:	
Image capture via a variety of techniques including sourced online imagery	
Explore and develop digital collage techniques	
Investigate how the collection of digital collages communicates with an audience	
Unit guidance:	
<ul style="list-style-type: none"> • Appropriated artwork may be used to create the finished drawings 	

City & Guilds ref no:	7111 – 410	
Title:	Creative Computing – Exploring Typography	
Level:	1	
Credit value:	4	
Unit aim:	In this unit the learner will make a series of six black and white prints using only typography, to interpret the meaning of six different words	
Learning outcomes	<ol style="list-style-type: none"> 1 Use colour, line and texture to make a simple design for a word visual 2 Prepare to make a word visual to the selected design 3 Work safely and effectively 4 Make the word visual 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Use colour, line and texture to make a simple design for a word visual	<ol style="list-style-type: none"> 1.1 Select and store source material 1.2 Create three designs using colour, line, texture and source material 1.3 Select and store a design for the word visual 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Prepare to make a word visual to the selected design	<ol style="list-style-type: none"> 2.1 Select, obtain and prepare basic materials 2.2 Use basic techniques to make samples and store 2.3 Describe the techniques and materials used to make the samples 2.4 Estimate the cost and time required to make the word visual 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Work safely and effectively	<ol style="list-style-type: none"> 3.1 Name tools, equipment, materials and techniques required to make the word visual 3.2 Describe the care and safety requirements of tools, equipment and materials required to make the word visual 3.3 Use tools, equipment, materials and techniques safely 	

	3.4 List any applicable Health and Safety factors and regulations
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Make the word visual	<p>4.1 Handle materials properly</p> <p>4.2 Make and record minor adjustments during the making process</p> <p>4.3 Make, finish and present the word visual to the selected design and following specification –</p> <ul style="list-style-type: none"> • Drawings, photographs or imagery of any kind cannot be used <p>4.4 Record the basic steps followed to make the word visual</p> <p>4.5 Produce a simple cost sheet and production timescale</p> <p>4.6 Evaluate and discuss the completed word visual</p> <p>4.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning programme	
In this unit the learner will:	
Develop a typographic glossary of key terms	
Study of the historical development of letter forms	
Create an electronic / virtual portfolio of a variety of fonts	
Explore how their original typeface selected communicates effectively with the reader by its design features i.e. weight, slope, serif, sans serif, descenders, ascenders etc.	
Use a desktop publishing package to creatively manipulate typography	

City & Guilds ref no:	7111 – 411	
Title:	Creative Computing – 2D Narrative	
Level:	1	
Credit value:	4	
Unit aim:	In this unit the learner will make a narrative using simple 2D computer animation techniques	
Learning outcomes	<ol style="list-style-type: none"> 1 Use colour, line and texture to make a simple design for a 2D animation production 2 Prepare to make a 2D animation production to the selected design 3 Work safely and effectively 4 Make the 2D animation production 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Use colour, line and texture to make a simple design for a 2D animation production	<ol style="list-style-type: none"> 1.1 Select and store source material 1.2 Create three designs using colour, line, texture and source material 1.3 Select and store a design for the 2D animation production 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Prepare to make a 2D animation production to the selected design	<ol style="list-style-type: none"> 2.1 Select, obtain and prepare basic materials 2.2 Use basic techniques to make samples and store 2.3 Describe the techniques and materials used to make the samples 2.4 Estimate the cost and time required to make the 2D animation production 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Work safely and effectively	<ol style="list-style-type: none"> 3.1 Name tools, equipment, materials and techniques required to make the 2D animation production 3.2 Describe the care and safety requirements of tools, equipment and materials required to make the 2D animation production 3.3 Use tools, equipment, materials and techniques safely 	

	3.4 List any applicable Health and Safety factors and regulations
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Make the 2D animation production	<p>4.1 Handle materials properly</p> <p>4.2 Make and record minor adjustments during the making process</p> <p>4.3 Make, finish and present the 2D animation production to the selected design and following specifications –</p> <ul style="list-style-type: none"> • Length of the animation is thirty seconds • The animation must include text • A storyboard will accompany the animation at the time of assessment <p>4.4 Record the basic steps followed to make the 2D animation production</p> <p>4.5 Produce a simple cost sheet and production timescale</p> <p>4.6 Evaluate and discuss the completed 2D animation production</p> <p>4.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning programme	
In this unit the learner will:	
Originate and develop a storyboard concept for animation using fineliners and marker pens	
Develop a production log that records all stages of the production process	
Produce a 2D narrative animated sequence using digital animation software packages	
Test the product via on-screen presentation	
Explore text and imagery	

City & Guilds ref no:	7111 – 412	
Title:	Creative Computing – Homepage Design	
Level:	1	
Credit value:	4	
Unit aim:	In this unit the learner will make a homepage for a personal website	
Learning outcomes	<ol style="list-style-type: none"> 1 Use colour, line and texture to make a simple design for a website 2 Prepare to make a website to the selected design 3 Work safely and effectively 4 Make the website 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Use colour, line and texture to make a simple design for a website	<ol style="list-style-type: none"> 1.1 Select and store source material 1.2 Create three designs using colour, line, texture and source material 1.3 Select and store a design for the website 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Prepare to make a website to the selected design	<ol style="list-style-type: none"> 2.1 Select, obtain and prepare basic materials 2.2 Use basic techniques to make samples and store 2.3 Describe the techniques and materials used to make the samples 2.4 Estimate the cost and time required to make the website 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Work safely and effectively	<ol style="list-style-type: none"> 3.1 Name tools, equipment, materials and techniques required to make the website 3.2 Describe the care and safety requirements of tools, equipment and materials required to make the website 3.3 Use tools, equipment, materials and techniques safely 3.4 List any applicable Health and Safety factors and regulations 	

Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Make the website	4.1 Handle materials properly 4.2 Make and record minor adjustments during the making process 4.3 Make, finish and present the website to the selected design and following specifications – <ul style="list-style-type: none"> • A minimum of three alternative designs for the homepage will be produced, using the same text and imagery • Only one design will be made into the homepage 4.4 Record the basic steps followed to make the website 4.5 Produce a simple cost sheet and production timescale 4.6 Evaluate and discuss the completed website 4.7 All work produced for this unit will be collated and stored in an appropriate format
Learning programme	
In this unit the learner will:	
Explore basic design techniques related to website production	
Experiment with alternative colours and typefaces	
Develop a homepage from an original design using website building software	
Produce screen grabs of the finished personal website homepage	

City & Guilds ref no:	7111 – 413	
Title:	Creative Computing – Folding Package	
Level:	1	
Credit value:	4	
Unit aim:	In this unit the learner will make a folding package with artwork for a product	
Learning outcomes	<ol style="list-style-type: none"> 1 Use colour, line and texture to make a simple design for a scanned composite image 2 Prepare to make a scanned composite image to the selected design 3 Work safely and effectively 4 Make the scanned composite image 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Use colour, line and texture to make a simple design for a scanned composite image	<ol style="list-style-type: none"> 1.1 Select and store source material 1.2 Create three designs using colour, line, texture and source material 1.3 Select and store a design for the scanned composite image 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Prepare to make a scanned composite image to the selected design	<ol style="list-style-type: none"> 2.1 Select, obtain and prepare basic materials 2.2 Use basic techniques to make samples and store 2.3 Describe the techniques and materials used to make the samples 2.4 Estimate the cost and time required to make the scanned composite image 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Work safely and effectively	<ol style="list-style-type: none"> 3.1 Name tools, equipment, materials and techniques required to make the scanned composite image 3.2 Describe the care and safety requirements of tools, equipment and materials required to make the scanned composite image 3.3 Use tools, equipment, materials and techniques safely 	

	3.4 List any applicable Health and Safety factors and regulations
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Make the scanned composite image	<p>4.1 Handle materials properly</p> <p>4.2 Make and record minor adjustments during the making process</p> <p>4.3 Make, finish and present the scanned composite image to the selected design and following specification –</p> <ul style="list-style-type: none"> • The artwork will combine imagery and text <p>4.4 Record the basic steps followed to make the scanned composite image</p> <p>4.5 Produce a simple cost sheet and production timescale</p> <p>4.6 Evaluate and discuss the completed scanned composite image</p> <p>4.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning programme	
In this unit the learner will:	
Select, with support, appropriate scanning resolutions, image and canvas sizes	
Explore a range of tools including filters, effects etc to enable them to construct and manipulate a scanned composite image	
Apply bitmaps and masks to their scanned composite image to achieve a desired effect	
Develop a production plan that explores the design process through to the finished product	

City & Guilds ref no:	7111 – 414	
Title:	Creative Computing – Promotional Video	
Level:	1	
Credit value:	4	
Unit aim:	In this unit the learner will make a thirty second promotional video	
Learning outcomes	<ol style="list-style-type: none"> 1 Use colour, line and texture to make a simple design for a promotional video 2 Prepare to make a promotional video to the selected design 3 Work safely and effectively 4 Make the promotional video 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Use colour, line and texture to make a simple design for a promotional video	<ol style="list-style-type: none"> 1.1 Select and store source material 1.2 Create three designs using colour, line, texture and source material 1.3 Select and store a design for the promotional online package 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Prepare to make a promotional video to the selected design	<ol style="list-style-type: none"> 2.1 Select, obtain and prepare basic materials 2.2 Use basic techniques to make samples and store 2.3 Describe the techniques and materials used to make the samples 2.4 Estimate the cost and time required to make the promotional online package 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Work safely and effectively	<ol style="list-style-type: none"> 3.1 Name tools, equipment, materials and techniques required to make the promotional online package 3.2 Describe the care and safety requirements of tools, equipment and materials required to make the promotional online package 3.3 Use tools, equipment, materials and techniques safely 	

	3.4 List any applicable Health and Safety factors and regulations
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Make the promotional online package	<p>4.1 Handle materials properly</p> <p>4.2 Make and record minor adjustments during the making process</p> <p>4.3 Make, finish and present the promotional online package to the selected design and following specifications –</p> <ul style="list-style-type: none"> • The final production will be displayed online • A glossary of video production key terms will be produced <p>4.4 Record the basic steps followed to make the promotional online package</p> <p>4.5 Produce a simple cost sheet and production timescale</p> <p>4.6 Evaluate and discuss the completed promotional online package</p> <p>4.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning programme	
In this unit the learner will:	
Research existing promotional online video productions	
Use a storyboard illustrating camera angles, camera movement and a range of editing techniques	
Source audio material to accompany the video production	
Develop a plan that records pre-production, production and post-production targets	
Edit the production using digital video editing software showing an understanding of transitions, mixes, wipes, cuts and titles	
Unit guidance:	
<ul style="list-style-type: none"> • The promotional video could be for an event, occasion, product, group, organisation ... 	

City & Guilds ref no:	7111 – 415	
Title:	Creative Computing – Character Concept Art	
Level:	1	
Credit value:	4	
Unit aim:	In this unit the learner will make four rendered character designs for an imagined computer/video game	
Learning outcomes	<ol style="list-style-type: none"> 1 Use colour, line and texture to make a simple design for a concept art 2 Prepare to make a concept art to the selected design 3 Work safely and effectively 4 Make the concept art 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Use colour, line and texture to make a simple design for a concept art	<ol style="list-style-type: none"> 1.1 Select and store source material 1.2 Create three designs using colour, line, texture and source material 1.3 Select and store a design for the concept art 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Prepare to make a concept art to the selected design	<ol style="list-style-type: none"> 2.1 Select, obtain and prepare basic materials 2.2 Use basic techniques to make samples and store 2.3 Describe the techniques and materials used to make the samples 2.4 Estimate the cost and time required to make the concept art 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Work safely and effectively	<ol style="list-style-type: none"> 3.1 Name tools, equipment, materials and techniques required to make the concept art 3.2 Describe the care and safety requirements of tools, equipment and materials required to make the concept art 3.3 Use tools, equipment, materials and techniques safely 3.4 List any applicable Health and Safety 	

	factors and regulations
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Make the concept art	<p>4.1 Handle materials properly</p> <p>4.2 Make and record minor adjustments during the making process</p> <p>4.3 Make, finish and present the concept art to the selected design and following specification –</p> <ul style="list-style-type: none"> • The concept art will be presented as four separate prints • The concept art will be in full colour <p>4.4 Record the basic steps followed to make the concept art</p> <p>4.5 Produce a simple cost sheet and production timescale</p> <p>4.6 Evaluate and discuss the completed concept art</p> <p>4.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning programme	
In this unit the learner will:	
Gather a range of concept art reference materials from computer and video game magazines	
Develop illustrative techniques using traditional media i.e. charcoal, pen, ink, marker pens etc	
Transfer imagery using a digital image manipulation software package and scanning facilities	

City & Guilds ref no:	7111 – 416	
Title:	Printmaking – Printing with Found Materials	
Level:	1	
Credit value:	4	
Unit aim:	In this unit the learner will make a portfolio of nine prints, made using found materials	
Learning outcomes	<ol style="list-style-type: none"> 1 Use colour, line and texture to make simple designs of prints using found materials 2 Prepare to make a prints using found materials to the selected design 3 Work safely and effectively 4 Make the prints using found materials 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Use colour, line and texture to make simple designs of prints using found materials	<ol style="list-style-type: none"> 1.1 Select and store source material 1.2 Create three designs using colour, line, texture and source material 1.3 Select and store a design for the prints using found materials 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Prepare to make prints using found materials to the selected design	<ol style="list-style-type: none"> 2.1 Select, obtain and prepare basic materials 2.2 Use basic techniques to make samples and store 2.3 Describe the techniques and materials used to make the samples 2.4 Estimate the cost and time required to make the prints using found materials 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Work safely and effectively	<ol style="list-style-type: none"> 3.1 Name tools, equipment, materials and techniques required to make the prints using found materials 3.2 Describe the care and safety requirements of tools, equipment and materials required to make the prints using found materials 3.3 Use tools, equipment, materials and techniques safely 	

	3.4 List any applicable Health and Safety factors and regulations
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Make the prints using found materials	<p>4.1 Handle materials properly</p> <p>4.2 Make and record minor adjustments during the making process</p> <p>4.3 Make, finish and present the prints using found materials to the selected design and following specifications –</p> <ul style="list-style-type: none"> • Three of the nine prints will be on different textured papers • Three of the nine prints will be on different coloured papers • Three of the nine prints will be on different unusual papers <p>4.4 Produce a simple order of work, cost sheet and a production timescale</p> <p>4.5 Evaluate and discuss the completed prints</p> <p>4.6 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning programme	
In this unit the learner will:	
Select and use a range of suitable found materials and objects to print with	
Experiment with printing using found objects and materials	
Use and experiment with a range of water based mediums for printing	
Use and experiment with a range of papers for printing	
Print the objects and materials creatively to create 2D designs	
Make and experiment with 2D designs using found objects and materials	
Dry and store print	
Select prints for the portfolio	

7111 – 417 Printmaking – Glue Prints

City & Guilds ref no:	7111 – 417	
Title:	Printmaking – Glue Prints	
Level:	1	
Credit value:	4	
Unit aim:	In this unit the learner will make a portfolio of nine glue prints	
Learning outcomes	<ol style="list-style-type: none"> 1 Use colour, line and texture to make a simple design for glue prints 2 Prepare to make glue prints to the selected design 3 Work safely and effectively 4 Make the glue prints 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Use colour, line and texture to make a simple design for glue prints	<ol style="list-style-type: none"> 1.1 Select and store source material 1.2 Create three designs using colour, line, texture and source material 1.3 Select and store designs for the glue prints 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Prepare to make glue prints to the selected design	<ol style="list-style-type: none"> 2.1 Select, obtain and prepare basic materials 2.2 Use basic techniques to make samples and store 2.3 Describe the techniques and materials used to make the samples 2.4 Estimate the cost and time required to make the glue prints 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Work safely and effectively	<ol style="list-style-type: none"> 3.1 Name tools, equipment, materials and techniques required to make the glue prints 3.2 Describe the care and safety requirements of tools, equipment and materials required to make the glue prints 3.3 Use tools, equipment, materials and techniques safely 3.4 List any applicable Health and Safety factors and regulations 	

Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Make the glue prints	4.1 Handle materials properly 4.2 Make and record minor adjustments during the making process 4.3 Make, finish and present the glue prints to the selected design and following specifications – <ul style="list-style-type: none"> • Three of the nine prints will be on different textured papers • Three of the nine prints will be on different coloured papers • Three of the nine prints will be on different unusual papers 4.4 Produce a simple order of work, cost sheet and a production timescale 4.5 Evaluate and discuss the completed glue prints 4.6 All work produced for this unit will be collated and stored in an appropriate format
Learning programme	
In this unit the learner will:	
Clean the block	
Make 2D designs to work with a block	
Prepare a block for printing	
Choose a dispenser and PVA glue	
Trail the glue to create the image onto the block	
Select tools to ink the block with	
Experiment with glue printing	
Use and experiment with a range of water based mediums for printing	
Use and experiment with a range of papers for printing	
Make and experiment with 2D designs	
Dry and store prints	
Select prints for the portfolio	

7111 – 418 Creative Sketchbooks

City & Guilds ref no:	7111 – 418	
Title:	Creative Sketchbooks	
Level:	1	
Credit value:	4	
Unit aim:	In this unit the learner will create a personal sketchbook, to a theme, and will use simple stitch techniques to create the book form	
Learning outcomes	<ol style="list-style-type: none"> 1 Use colour, line and texture to make simple designs for a personal sketchbook 2 Prepare to create a personal sketchbook using the selected design ideas 3 Work safely and effectively 4 Create a personal sketchbook 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Use colour, line and texture to make simple designs for a personal sketchbook	<ol style="list-style-type: none"> 1.1 Select and store source material 1.2 Create designs using colour, line, texture and source material 1.3 Select and store designs for the samples 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Prepare to create a personal sketchbook using the selected design ideas	<ol style="list-style-type: none"> 2.1 Select, obtain and prepare basic materials 2.2 Use basic techniques to create the sample designs and store 2.3 Describe the techniques and materials used to make the sample designs 2.4 Estimate the cost and time required to make the sample designs 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Work safely and effectively	<ol style="list-style-type: none"> 3.1 Name tools, equipment, materials and techniques required to make the sample designs 3.2 Describe the care and safety requirements of tools, equipment and materials required to make the sample designs 3.3 Use tools, equipment, materials and 	

	techniques safely 3.4 List any applicable Health and Safety factors and regulations
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Create a personal sketchbook	4.1 Handle materials properly 4.2 Make and record minor adjustments during the making process 4.3 Create, finish and present the samples using the selected design ideas and the following specification – <ul style="list-style-type: none"> • Use simple stitch techniques to create the book form 4.4 Record the basic steps followed to create the sketchbook 4.5 Produce a simple cost sheet and production timescale 4.6 Evaluate and discuss the completed sketchbook 4.7 All work produced for this unit will be collated and stored in an appropriate format
Learning programme	
In this unit the learner will:	
Use a range of papers (weights and textures) to explore their particular characteristics and uses	
Fold, cut, tear and manipulate papers to produce a variety of page edges	
Use paper to create shape, form and texture	
Apply both transparent and opaque wet colour	
Apply dry colour – pencils, pastels to record texture, shape and line by making rubbings of textured and low relief surfaces	
Produce and use a print block to make shapes and patterns	
Use simple stitch techniques to produce a book form, from sample designs	

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