CDETB

An Bord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath
City of Dublin Education and Training Board

Programme Module

Art and Design

leading to

Level 3 QQI Component: Art and Design 3N0608

Please note the following prior to using this programme module descriptor:

- This programme module can be delivered as a stand alone module or as part of the:
    1. **Level 3 QQI Certificate in General Learning 3M0874**
    2. **Level 3 QQI Certificate in Employability Skills 3M0935**
    3. **Level 3 QQI Certificate in Information and Communication Technologies 3M0877.**

- Upon successful completion of this programme module the learner will achieve 10 credits towards the CDETB Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.

- The learner needs to accumulate a minimum of 60 credits in order to achieve the Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.

- Teachers/tutors should familiarise themselves with the information contained in City of CDETB's programme descriptor for Everyday Living Skills, Skills for the Workplace or Introduction to Information and Communication Technologies prior to delivering this programme module.

- In delivering this programme module teachers/tutors will deliver class content in line with the Guidelines for Teaching and Learning included in this programme module.

- In assessing the learner, teachers/tutors will assess according to the information included in this programme module. Teachers /tutors will devise Assessment Brief/s for the Collection of Work and Skills Demonstrations.

- Where overlap is identified between the content of this programme module and one or more other programme module(s), teachers/tutors are encouraged to integrate the delivery of this content.

- Where there is an opportunity to facilitate the learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, teachers/tutors are encouraged to integrate assessment.

Overview of the Programme Module

The Programme Module is structured as follows:

Section 1 to 8: contains important information for the teacher/tutor about the credit value, title, code, etc. of the programme module.

Section 9: details the learning outcomes prescribed for the programme module by QQI. These outcomes are set by QQI and cannot be changed in any way by the CDETB or individual teachers/tutors.

Section 10: outlines suggestions and guidelines for teaching the module. It contains useful information and ideas for teachers/tutors and can be helpful in clarifying learning outcomes.

Section 11: contains the relevant information in relation to the assessment of the module. As the teacher/tutor is the assessor of the work, this section is essential reading.

Section 11a specifically prescribes the way in which learners are required to present evidence for assessment.

Learner Marking Sheet: this is the marking sheet that must be attached to the assessment portfolio and signed by the teacher/tutor and the learner.

1. Title of Programme Module Art and Design	2. Component Name and Code Level 3 Art and Design 3N0608
3. Duration in Hours of Programme Module 100	4. Credit Value 10
5. Assessment Technique Collection of Work 100%	6. Specific Requirements Centres must have access to the range of services, professional products, tools, materials and equipment to ensure learners have the opportunity to cover all of the practical activities.

7. Aims of the Programme Module

This programme module aims to equip learners with the knowledge, skills and competencies to explore aspects of the visual arts and to communicate using a range of media and materials. The programme is designed to provide opportunities to generate images using a range of techniques and to develop personal creativity and visual awareness.

8. Objectives:

- to develop the skills to communicate an idea visually within two and three dimensions
- to acquire an understanding of art and design vocabulary
- to develop skills using different materials and media
- to develop good workshop practice with regards to the use, maintenance and storage requirements for art tools and equipment.

9. Learning Outcomes of Level 3 Art and Design 3N0608

The learner will be able to:

1. describe a range of visual arts.
2. describe the maintenance and storage requirements for art tools and equipment
3. use a range of art and design elements
4. use a range of two and three dimensional materials and media
5. experiment in a range of elements and media
6. use a range of tools, equipment and materials safely
7. use colour and monochromatic media to record observations and communicate ideas and feelings
8. communicate an idea visually within two and three dimensions including from source materials and appropriate personal visual responses
9. solve specified design problems through visually documented planning and research
10. present own work as part of a display.

Delivery Strategies and Learning Activities

The programme module could be delivered through classroom-based learning activities, team work, group discussions, one-to-one tutorials, field trips, case studies, role play and other relevant activities. There are practical elements to this module requiring access to a range of materials, resources and equipment and the learner should be allocated adequate time and facilities to complete each task. All practical activities should exemplify safe working practices and reinforce standard health, safety and environmental concerns.

10. Guidelines for Teaching and Learning

Please note: the following guidelines suggest a sequence for the teaching of this module. In some cases, this may differ from the sequence of learning outcomes outlined in section 9.

Exploring a range of visual arts

Learning Outcome 1: Explore with the learner a range of visual arts

*In order to help the learner achieve **Learning Outcome 1** in particular, consider doing the following*

- familiarise the learner with a wide range of visual arts.

  The **visual arts** are artworks which are primarily visual in nature, such as ceramics, drawing, painting, sculpture, printmaking, design, crafts, photography, video, and filmmaking. They can also include many artistic disciplines such as performing arts, conceptual art and textile arts. Other areas of the visual arts are the applied arts such as industrial design, graphic design, fashion design, interior design and decorative art.

  Examples of visual artists: this list is no means exhaustive:

Painter
- **Van Gogh** (b.1853 – d.1890) - The Sun Flowers

Sculptor
- **Jeanne Rynhart** - Molly Malone (Grafton Street)

Printmaker
- **Andy Warhol** (b.1928 – d.1987) - Marilyn Munroe

Muralist
- **Michaelangelo** (b. 1475 – d. 1564) - Sistine Chapel

Graffiti artist
- **Banksy** (b.1974) - The Rats

Photographer
- **Ansel Adams** (b.1902 – d.1984) - Aspens

Ceramicist
- **Anne Geany** - Irish ceramicist

Fashion Designer
- **Philip Treacy** (b.1967) - Millinery

Graphic design
- **Biznetiis** (Intelligent Internet solutions) – designed www.descoverireland.ie Website

Dance – traditional
- Irish dancing - (Riverdance 1994)

Performance / Dance / Music / - non-traditional
- **Stomp** (group started 1991) physical theatre

Maintaining and storing art tools

Learning Outcome 2: Explore with the learner how to maintain and store art tools.

*In order to help the learner achieve **Learning Outcome 2** in particular, consider doing the following*

- identify with the learner the tools used by a variety of artists and indicate how these tools should be maintained.
  Art tools are the tools used to create artwork. They can be manmade or organic. Consider the tools being used on the course and how they can be looked after and maintained.

Examples of some tools used in the visual arts and how to protect them, this list is not exhaustive.

Painter

A painter may use brushes, paint and a surface to paint on. The paint used can be water based or oil based.

- o **Brushes** must be cleaned properly following instructions found on the paint container. Water based paints are usually removed in warm soapy water. Oil based paints are usually cleaned in chemicals like turpentine. Once clean, the brushes must be allowed to dry, normally on a rack or upside down (brushes pointing up) in a container.

Sculptor

A sculptor uses many tools some of which are sharp e.g. chisels, saws, knives. Any sharp tool must be handled and stored carefully.

- o **Chisels saws and knives** must all be kept sharp and stored safely, usually in a protective layer in a cabinet or locked cupboard.

Printmaker

A printmaker uses different tools depending on the type of printing they are doing. Most printmakers will use ink.

- o **Ink** All equipment that comes in contact with the ink must be cleaned properly following instructions found on the ink container. Water based inks are usually removed in soapy water. Oil based inks are usually cleaned in chemicals, like turpentine.

Muralist

A muralist will use **brushes** (see Painter)

Graffiti artist

A graffiti artist will usually apply their work to walls with **spray paint.** If using spray paint (aerosols), the nozzle must be cleaned after use as it can clog up.

Photographer

A photographer's main tool is a **camera.** Cameras can be damaged by water, dust or heat. A digital camera should have the battery removed when not in use. Lenses need to be kept clear or the picture quality can be impaired.

Ceramicist

A ceramicist's main tool is usually a **kiln.** This is a piece of equipment that works at very high temperatures and needs a power supply. Those using a kiln must be aware of and adhere to health and safety standards. To keep it in good working order and safe, a kiln should be serviced regularly.

Fashion Designer

A fashion designer often designs and makes their own collection of clothes, hats etc. To make clothes, the designer will use a **sewing machine.** A sewing machine needs to be cleaned and oiled to keep it in good condition.

Graphic designer

A graphic designer uses many tools, one of which is a **computer** (hardware). A computer needs to be kept dry and clean. The installation and regular updating of antivirus software will protect all information stored on a computer.

Using design elements

Learning Outcome 3: Explore with the learner how to use a range of art and design elements and develop knowledge and understanding of the different visual and tactile elements of art: line, tone, colour, space, shape, pattern and texture.

*In order to help the learner achieve **Learning Outcome 3** in particular, consider doing the following*

Identify with the learner the visual and tactile elements of art and explore with the learner how these elements might be used by an artist.

Line
Line art is any image that consists of distinct straight and curved lines placed against a background, without gradations in shade or colour, to represent two-dimensional or three-dimensional objects. Line art can use lines of different colours, although line art is usually monochromatic (black and white)

Tone
Tone in art refers to the degree of lightness or darkness of an area. Tone varies from the bright white of a light source through shades of grey to the deepest black shadows. How we perceive the tone of an object depends on its actual surface lightness or darkness, colour and texture, background and lighting. Look at black and white photos to see how tone is used.

Colour
Primary colours used in painting are:
  o   a pinkish **red** called magenta
  o   a **blue** called cyan
  o   **yellow**

  o
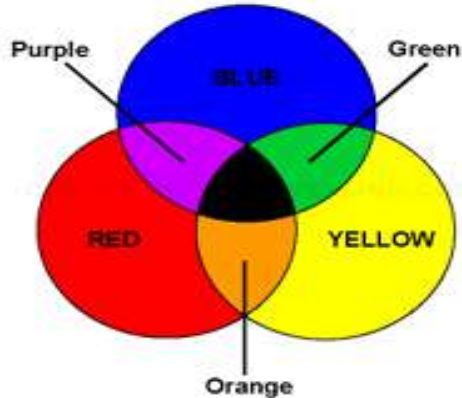
With these 3 colours and white it is possible to mix most other colours needed when painting a picture. White is not a colour and is often used to tint colours, for example, mixing it with red to make pink.

Secondary colours: A colour created by mixing two primary colours is called a secondary colour. Green is an example of a secondary colour, which is made by mixing yellow and blue. It's important to remember that to create secondary colours you need to start with true primary colours. Making a nice bright green with yellow and a royal blue is impossible as the royal blue also contains some red, so you will be trying to make a secondary green with three colours.

Tertiary Colours: Mixing all three primary colours creates a tertiary colour, which tend to be earthy tones. Browns and khakis are examples of tertiary colours which comprise different proportions of

primary colours. Black can also be made by mixing equal amounts of red, yellow and blue.

Space & Shape

Positive and negative space and shape

- o **Space and shape are** two of the elements of design that work together to form a finished work of art. There are two kinds of space: positive and negative.
- o **Positive spaces** are those occupied by the main subjects of the work.
- o **Negative spaces** are the areas around and behind the positive spaces. Negative spaces can also be referred to as the background.
- o **Shape**s of positive spaces are determined by the shapes of the main subjects of the work. However, negative spaces have shapes as well. If one removes the subjects from a work, the negative spaces are left with a blank in the shapes of the parts removed. Therefore, the shapes of the negative spaces are determined by the shapes of the positive spaces.

Pattern

Pattern in art means the repetition of an element (or elements) in a work.

Texture

Texture in art is the surface quality or appearance of a work; how the surface feels or how a work looks like it would feel. Texture, one of the formal art elements, can be experienced by the senses of sight and touch. Consequently, it can be simulated by the artist, for example making something look as though it is rough, or it can be made actual, for example the surface being textured either because of thickly applied paint, or the addition of granular material to the paint, such as sand. Texture can also be created by sticking items to the surface of the composition, as in collage.

Two and Three dimensional materials and media

Learning Outcome 4: Explore with the learner how to use a range of two and three dimensional materials and media.

*In order to help the learner achieve **Learning Outcome 4** in particular, consider doing the following*

- establish that the learner understands the terms 'materials', 'medium' and 'media' and explore a range of materials and media.

  The **materials** used in art depend on the preferences of the artist. Whether they are a painter, sculptor, or photographer, the **medium** determines the types of materials that are being used. Practically anything imaginable may be used within all of the distinct branches of visual art. **Media** is the materials and techniques used by an artist to produce a work.

  Painting (2D)
  The painter uses paint to express ideas. Paint may be applied to any treated surface. A treated surface is one to which primer has been applied. A painter can use oil paint, acrylic paint and water colour (water colour is usually used on a special water colour paper).

  Drawing (2D)
  An artist uses pen and ink, charcoal, oil pastels, markers, chalk, pencil, and coloured pencils etc. Any of these tools may be used, together or individually, to draw a picture. Artists can draw on any surface that is suitable for the subject which is being drawn.

  Ceramics (3D)
  The artist's main material is clay. Objects can be made by hand moulding and coiling or by using a potter's wheel.

  Sculpture (3D)

A sculptor may create sculptures from anything from scrap metal (car parts), stone, and wood to flower petals. A sculptor may also cast sculptures in a mould i.e. bronze. A sculptor uses wood, soapstone, marble, and anything that may be carved with a chisel or with electric carving tools.

Photography (2D)
A photographer uses cameras and accessories to create images. A photographer uses different lenses to capture images. A photographer can also use computer software to adjust and modify images.

Using tools, equipment and materials safely

Learning Outcomes 6: Explore with the learner how to use a range of tools, equipment and materials safely.

*In order to help the learner achieve **Learning Outcome 6** in particular, consider doing the following*

- identify with the learner a wide variety of tools used by various artists and suggest how these tools may be used safely and maintained correctly.

    When working **select the right tool** for the task or process. The tool should always be **maintained**, **cleaned** and **stored safely.**

    Example: (this list is not exhaustive)

    Brushes
    Paint brushes come in a variety of types and sizes. Soft brushes are good for using with inks and water colours. Hard bristle brushes are good for using with acrylics.

    A flat ended brush will give you wide brush strokes. A household paintbrush can be good for backgrounds.

    Artist Paint Brushes

    o don't leave brushes standing in water, this can damage the bristles wash brushes that you have used with a water-based medium in warm soapy water, hot water can loosen bristles clean brushes that you have used with an oil based medium in turpentine etc. always re-shape the bristles with your fingers before leaving them to dry store your brushes in a safe place, where the bristles won't get damaged, for best results store upright in a pot or box.

Sharp cutting tools
    A wide variety of cutting tools may be used when creating art. Here is a sample list.
    o chisels
    o knives
    o lino cutting tools
    o scissors

    Always be careful when using sharp tools.
    o Make sure they are sharp and clean as a blunt and or dirty tool can be ineffective and can cause more serious injuries than a sharp tool.
    o Clean the tool after use.
    o Always make sure the tool is dry if you have used a liquid to clean it.
    o Always store sharp tools safely.

    Pens
    There are many types of pens available for drawing. Each type of pen will result in a different quality of line. The kind of pen you prefer will depend on the type of line you would like to create. Think of the thickness or thinness of the line and fluidity.
    o fountain pens

- o graphic pens
- o felt tips
- o markers

Using colour and monochromatic media to record observations and communicate ideas and feelings

Learning Outcome 7: Explore how to use colour and monochromatic media to record observations and communicate ideas and feelings.

*In order to help the learner achieve **Learning Outcome 7** in particular, consider doing the following:*

- explore with the learner how the choice of colour or colour combinations can influence the mood of the piece of work.

  Examples (this list is not exhaustive)
  Colours
    - o **warm colours** suggest warmth and seem to move toward the viewer and appear closer, for example, red and orange are the colours of fire
    - o **cool colours** suggest coolness and seem to recede from a viewer and fall back, for example, blue and green are the colours of water and trees
    - o **complementary** colours are opposite one another on the colour wheel, for example, blue and orange, yellow and purple, red and green. When a pair of bright complementary colours is placed side by side, they seem to vibrate and draw attention to the element. If the hues are softer the contrast is less harsh.

  Monochromatic – (usually black and white)
  A monochromatic colour scheme uses only one colour and all shades or tints of it for a unifying and harmonious effect.

Experimenting with elements and media

Learning Outcome 5: Explore with the learner how to experiment in a range of elements and media

*In order to help the learner achieve **Learning Outcome 5** in particular, consider doing the following:*

- assist the learner in choosing a theme and creating a range of 2D and 3D pieces of work around that chosen theme.

  Provide a variety of artistic 2D and 3D materials and media.
  Choose a theme, for example.
    - o the colour blue
    - o cats
    - o my family
    - o dreams
    - o an artist
    - o happiness

  Encourage the learner to produce a variety of 2D and 3D pieces of work around that chosen theme employing
    - o sketch books
    - o preliminary drawings
    - o 2D and 3D models
    - o discussion of work using the following prompts:

      - What theme was chosen?

- ▪ Why was this theme chosen?
- ▪ What materials were used?
- ▪ Which pieces are 2D and which are 3D?
- ▪ Which, in the learner's opinion, is the most successful and why?

Final piece – communicate an idea visually within two and or three dimensions

Learning Outcome 8: Using learning gained throughout the module; explore with the learner how to communicate an idea visually within two and three dimensions.

In order to help the learner achieve **Learning Outcome 8** *in particular, consider doing the following:*

- • assemble with the learner a record of the process in order to describe the finished product.

    The learner should create back up material in order to describe the process. The material should include:
    - o work sheets on idea
    - o source materials (2D and/ or 3D)
    - o sketch books / the learner journal (this can contain drawings, notes, cut and paste)
    - o preliminary drawings for idea
    - o 2D or 3D models

    The learner should be able to discuss work using the following prompts:

    - o what was the idea?
    - o why was this idea chosen?
    - o talk at a basic level about the preliminary drawings and back up material
    - o what materials were used and why?
    - o what, in the learner's opinion, didn't work and why?
    - o what, in the learner's opinion, did work and why?

Solving specified design problems
Learning Outcome 9: Explore with the learner the problems that might occur when creating and designing in 2D & 3D.

In order to help the learner achieve **Learning Outcome 9** *in particular, consider doing the following:*

- • within a given design project, encourage the learner to record any design problems which were encountered and solutions which were arrived at.

    The learner should document during the planning and research phase of their chosen project, how they have overcome any problems.

    Set a choice of design tasks:

Examples: (this list in not exhaustive)

1. Design head phones for the gym (take in to account sweating and movement).
2. Design a portable laptop table (take into account heat and portability).
3. Design a CD cover (take into account audience and type of music).
4. Design a costume for dance or play (take into account movement and impact).

    The learner should research the design, visually record research, create preliminary design drawings around the design planning process, and demonstrate how any design problems were overcome.

Displaying work
Learning Outcome10: Explore with the learner how to display their completed pieces with supporting research and design work.

*In order to help learners achieve **Learning Outcome 10** in particular, consider doing the following:*

- demonstrate to the learner the most visually effective method of displaying a finished design/s:

  o placed by a window (light)
  o on a white / coloured surface
  o in a presentation box
  o on a plinth
  o in situ (e.g. garden, office etc).

<u>The finished displayed work should be recorded in a suitable visual format and stored in the portfolio.</u>

11.a   Specific Information Relating to the Assessment Techniques

The assessor (teacher/tutor) is required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration. In devising the Assessment Brief/s, care should be taken to ensure that the learner is given the opportunity to show evidence of ALL learning outcomes. Each learner is required to work alone in completing the Collection of Work. There is no facility for this Collection of Work for this to be completed as a group.

Evidence that the learner has achieved the learning outcomes may take a variety of forms including tutor verification of the learner's contribution, learner worksheets, diagrams, cloze tests, multiple choice statements, visual presentation or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided in a suitable format. All of the evidence must be retained in the learner's assessment portfolio.

Collection of Work	100%

The Collection of Work may be produced throughout the duration of this programme module. It must be clearly indicated where evidence covers more than one learning outcome.

In compiling the Collection of Work the learner needs to demonstrate an understanding and application of Art and Design

The portfolio must include evidence of the following:

The learner should present a piece of work that evidences understanding and demonstrates

1.   knowledge of a range of visual arts
    o   identify a range of visual arts
    o   describe two or more visual arts

2.   knowledge of the maintenance and storage requirements for art tools and equipment
    o   identify two or more tools and equipment
    o   describe how to maintain and store identified tools/equipment

3.   knowledge of a range of art and design elements to include at least 4 of the following
    o   line
    o   tone
    o   colour
    o   space and shape
    o   pattern
    o   texture

4.   use of a range of two and three dimensional materials and media
    o   use a least 4 from the list below
    o   describe the difference between 2 dimensional and 3 dimensional media
    o   demonstrate the use of a range of two and three dimensional materials and media
    o   produce at least 2 experimental pieces using a variety of materials and media.
    o   at least one 2D
    o   at least one 3D

5. experimentation in a range of elements and media
    o demonstrate experimental work in at least two elements and media
        ▪ produce a least two pieces of work
        ▪ explain the process
        ▪ theme
        ▪ preliminary drawings
        ▪ completed work

6. knowledge and the use of a range of tools, equipment and materials safely
    o describe and name at least three tools:
    o choose them for a task
    o describe how to use them safely
    o store and maintain them

7. knowledge of colour and monochromatic media to record observations and communicate ideas and feelings
    o colour
    o monochromatic

8. knowledge of how to communicate an idea visually within two and three dimensions including source materials and appropriate personal visual responses.

    o complete a piece of work
        ▪ what was the idea?
        ▪ why was this idea chosen?
        ▪ talk at a basic level about their preliminary drawings and back up material
        ▪ what materials were used and why?
        ▪ what, in the learner's opinion, didn't work and why?
        ▪ what, in the learner's opinion, did work and why?

9. Solutions to specified design problem/s, presenting visually documented evidence of:
    o design brief
    o research
    o planning
    o what problems were encountered
    o how problems were solved

10. Presentation of own work as part of a display.
The learner should display own work as part of a single or group display. The learner should demonstrate ability to show the work off to its best taking into consideration:
    o lighting
    o surface
    o presentation
    o situ

Record the displayed work

The finished displayed work should be recorded in a suitable visual format and stored in the individual portfolios.

11.b   Assessment - **General Information – Office Procedures 3N0888**

All instructions for the learner must be clearly outlined in an Assessment Brief.

Mapping Each Learning Outcome to an Assessment Technique	
Learning Outcome	**Assessment Technique**
1. Describe a range of visual arts.	Collection of Work
2. Describe the maintenance and storage requirements for art tools and equipment.	Collection of Work
3. Use a range of art and design elements.	Collection of Work
4. Use a range of two and three dimensional materials and media.	Collection of Work
5. Experiment in a range of elements and media.	Collection of Work
6. Use a range of tools, equipment and materials safely.	Collection of Work
7. Use colour and monochromatic media to record observations and communicate ideas and feelings.	Collection of Work
8. Communicate an idea visually within two and three dimensions including from source materials and appropriate personal visual responses.	Collection of Work
9. Solve specified design problems through visually documented planning and research.	Collection of Work
10. Present own work as part of a display.	Collection of Work

Grading

At Level 3 a learner is graded as Successful or Referred.

Successful means that ALL the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the learner's portfolio of assessment.

Referred, means that the portfolio of assessment needs further work by the learner before s/he can demonstrate the standard and achieve certification from QQI.

Level 3 Art and Design 3N0608	The Learner Marking Sheet

Learner's Name: _____   Learner's PPSN: _____

The learner will be able to:	Evidence of the following is included in the assessment portfolio:	✓ If present in portfolio	Please indicate where evidence is to be found
1. describe a range of visual arts	identify a range of visual arts • describe two or more visual arts		
2. describe the maintenance and storage requirements for art tools and equipment	identify two or more art tools and or pieces of equipment • describe how to maintain and store identified tools/equipment		

3. use a range of art and design elements	use a range of art and design elements
	• use a least 4 from the list below
	    o line
	    o tone
	    o colour
	    o space and shape
	    o pattern
	    o texture		

4. use a range of two and three dimensional materials and media	describe the difference between 2 dimensional and 3 dimensional media
	• produce at least 2 experimental pieces using a variety of materials and media.
	    o at least one 2d
	    o at least one 3d		

5. experiment in a range of elements and media	demonstrate experimental work in at least two elements and media. • produce a least two pieces of work • explain the process		

	o theme o preliminary drawings o completed work		
6. use a range of tools, equipment and materials safely	describe and name three items from the following list: • tools, materials or equipment (these should be different from the items selected in 2 above) describe how to safely: o choose them for a task o use them o store and maintain them		
7. use colour and monochromatic media to record observations and communicate ideas and feelings	describe how colour and monochromatic media can record feelings when recording observations o create at least one colour piece of work to convey feelings o create at least one monochromatic piece of work to convey feelings		
8. communicate an idea visually within two and three dimensions including from source materials and appropriate personal visual responses	create a piece of work – final piece o what was their idea? o why did they choose their idea? o talk a basic level about their preliminary drawings and back up material o what materials they used and why? o what do they think didn't work and why? o what do they think did work and why?		
9. 9. solve specified design problems through visually documented planning and research	solve specified design problem/s, present visually documented evidence of: o design brief o research o planning o what problems were o how problems were solved		

10. present own work as part of a display.	present the work - the learner to display their work as part of a single or group display. the learner should demonstrate ability to show the work off to its best taking into consideration. 　○ lighting 　○ surface 　○ presentation 　○ situ 　record the displayed work the finished displayed work should be recorded in a suitable visual format and stored in the portfolio.		

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named the learner.

The learner's signature:　　　　_____　　　Date: _____

Assessor's signature:　　　　_____　　　Date: _____

External authenticator's signature:　　_____　　　Date: _____