



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

Programme Module

Introduction to the Craft of Printmaking

leading to

Level 3 QQI Component: Craft – Printmaking 3N1046

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 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 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 Demonstration
- 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.

Programme Module	Award
1. Title of Programme Module Introduction to the Craft of Printmaking	2. Component Name and Code Level 3 Craft – Printmaking 3N1046
3. Duration in Hours of Programme Module 100	4. Credit Value 10
5. Assessment Technique Collection of Work 20% Skills Demonstration 80%	6. Specific Requirements Centres must have access to the range of services, professional products, tools, materials and equipment to ensure the learner has the opportunity to cover all of the practical activities.
7. Aims of the Programme Module <p>This programme module aims to equip the learner with the knowledge, skills and competencies to explore aspects of craft work and to develop sensitivity to materials and craft skills.</p> 8. Objectives: <ul style="list-style-type: none"> • to acquire an understanding of printmaking vocabulary • to develop good workshop practice with regards to the use, of tools, materials and craft space • to develop the skills to complete a range of craftwork which includes selecting appropriate materials, use of equipment, processes, costs and displaying work • to develop the knowledge to be able to prevent or resolve a limited range of common technical problems associated with the medium, equipment or process. 	
9. Learning Outcomes of Level 3 Craft – Printmaking 3N1046 <p>The learners will be able to:</p> <ol style="list-style-type: none"> 1. work with a limited range of printmaking materials to explore aesthetic aspects of a variety of crafts using appropriate language 2. describe the basic principles for creating prints 3. describe a range of design options and preferred solutions to an idea or theme of interest to include gathering evidence of other crafts-persons practice 4. use a range of print tools and equipment correctly to include appropriate terminology 5. use a range of print processes on materials to include experimenting with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering and decorating as appropriate 6. make a range of prints to include selecting appropriate materials, equipment and processes and paying attention to costs 7. use known solutions to prevent or resolve a limited range of common technical problems associated with the medium, equipment or process 8. display completed prints with supporting research and design work 9. comment on the completed prints to include the materials used, standard of workmanship, the craft skills learnt, and difficulties encountered in making the products 10. apply good workshop practice to include set up and preparation, organisation and clean up of the work area 11. apply appropriate health, safety and personal hygiene practices to safeguard against accidents and hazards 12. demonstrate the application of communications, team working and quality awareness while working in a craft environment. 	

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. The development of team working skills and effective communications skills should be integrated where possible in the delivery of this module. The application of these skills must be demonstrated in the Collection of Work/Skills Demonstrations. 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.

Printmaking

Learning Outcome 1: Work with a limited range of printmaking materials to explore aesthetic aspects of a variety of crafts using appropriate language.

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

- illustrate by actual samples and examples.
 - Devise a worksheet highlighting the characteristics of each printmaking category with accompanying visual reference.

Meanings

Aesthetic = artistic / visual

Commercial Print = The production of a large print run which is generally targeted at mass audience and disposability, for example,

- newspapers and magazines
- music CD covers
- computer and laser printer

Fine Art Print = A creative medium whereby an artist will generate manually a visual image in a limited edition, for example,

- monoprint (being the exception)
- collograph
- linocut – block print.
- woodcut.
- japanese wood block.
- silk screen.
- stone lithography.

A visit to a print gallery or show is recommended. For contemporary work both the Graphic Print Studio Gallery and the Black Church Print Gallery are in Temple Bar, Dublin. Keep an eye on other gallery spaces, for example, The Chester Beatty Library, Airfield Trust in Dundrum and the National Print Museum, Beggars Bush, which hold print exhibitions occasionally. For older forms of printed images, visit the National Gallery of Ireland.

Good workshop practice including health and safety

Learning Outcome 10: Apply good workshop practice to include set up and preparation, organisation and clean up of the work area.

Learning Outcome 11: Apply appropriate health, safety and personal hygiene practices to safeguard against accidents and hazards.

*In order to help the learner achieve **Learning Outcome 10 & 11** in particular, consider doing the following:*

- taking into account the specifics of the craft and the work space, explore with the learner how to:
 - apply good workshop practice to include set up and preparation, organization and clean up of work area
 - apply appropriate health, safety and personal hygiene practices to safeguard against accidents and hazards

As with any practical activity, there is an element of risk in craft activities. However this can be kept to an acceptable minimum if those involved are aware of the potential hazards and take appropriate steps to avoid accidents, for example,

Organisation of space

- Untidiness and disorganisation can cause accidents. Keep workspace tidy, store work carefully, clean up after you.

Use of sharp tools

- Sharp knives and tools are needed for a variety of crafts. They must be kept in good condition; sharp tools are less of a hazard than blunt tools. All sharp tools must be kept in a safe place. Care should be taken to ensure materials and objects are held securely and handled with care in an appropriate working environment.

Use of liquids

- Any liquid spills can cause a hazard, slipping, and damage to work.

Use of Adhesives & Fixatives

- Some forms of adhesives can be irritants. Adhesives that give off fumes and aerosol propelled fixatives should be used with adequate ventilation and following the manufacturer's instructions.

Use of paints (especially spray)

- The use of airbrush or aerosol: Always use good ventilation and masks if spray painting. Follow the manufacturer's instructions.
- Ingestion of paints. The practice of licking a paintbrush may result in the ingestion of toxic pigments.

Personal health and Hygiene

- Protective clothing; Apron, gloves and mask where necessary.
- Hands should be thoroughly washed after working.

Care of tools and materials

- Respect materials, and tools. Clean after use and store carefully.

Solvents

- Volatile substances
 - Solvents are generally highly volatile and toxic substances. They constitute the most common source of hazardous fumes in art and craft processes. Users of these products must follow the manufacturer's instructions for health and safety.
- Skin irritants
 - Some solvents are primary irritants. Others may produce dermatitis, and by dissolving the natural grease of the skin, make it more vulnerable to damage.
- Inhalation
 - Inhalation is the most common way for solvents to enter the body. Therefore appropriate ventilation should be used according to manufacturer's guidelines.

Fire precautions

- Never store rags/ paper /aerosol near heat or flames.

Using electrical equipment - You should make sure that electrical equipment used for work is safe.

- Check that the electrical equipment is suitable for the work and way in which it will be used.
- Check that the electrical equipment is in good condition.
- Make sure that the user of the equipment is trained to use it safely and can keep others safe.
- Make sure the user knows which personal protective equipment to wear, how to use it, and make sure they do.

Communication and team working

Learning Outcome 12: Demonstrate the application of communications, team working and quality awareness while working in a craft environment.

*In order to help the learner achieve **Learning Outcome 12** in particular, consider doing the following*

Meanings:

Communications = the process of conveying meaning

- Non verbal
 - Body language
 - Face
 - Artwork
 - Written word
- Verbal

Team working = the actions of individuals, brought together for a common purpose or goal, where the needs of the group are more important than the needs of the individuals for the common purpose or task. The interaction among the members and the work they complete is called teamwork.

Environment = the surroundings or conditions in which a person, animal, or plant lives or operates.

- explore with the learner the importance of clear communication in the craft environment, for example,
 - when designing your work
 - clear design
 - accurate measurements
 - when ordering materials, specify
 - colours
 - sizes
 - amounts
 - when booking a space or machinery, indicate
 - time
 - when giving instructions
 - to a colleague
 - a person helping you to create a piece of work
 - when ordering a specialist out sourced piece of pre-made craft element to enhance your work.
- explore with the learner the importance of teamwork in the craft environment, for example,
 - when booking space
 - when using machinery
 - when working together, respecting others'
 - opinions
 - space
 - artwork
 - when working together on a joint project respecting others':
 - opinions
 - contribution
 - ideas
 - when working together
 - share work load

- work to each other's strengths
- pull your weight
- respect time lines

Creating fine art prints

Learning Outcome 2: Describe the basic principles for creating prints.

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

- explore with the learner that there are four principal methods in which ink can be transferred onto a surface in order to duplicate and image
 - **Planographic**
 - **Relief**
 - **Stencil**
 - **Intaglio (not a requirement of Level 3 Craft Print)**

Prior to or during the session the tutor should introduce and emphasise the importance of using a template registration sheet for all forms of printing methods including monoprint.

Always highlight the importance of a very clean working area.

Emphasis that with the exception of silk screen printing, the image that is created on the 'printing plate' will always be reverse reading – especially if text is part of an image.

- explain by demonstration the method by which a **monoprint** can be created
Provide the learner with worksheets identifying the sequence of steps necessary. This can be accompanied with a checklist for recording learner's own progress when creating a monoprint.

Meaning: A monoprint is a direct form of printing by which the learner can create a spontaneously reaction to record an image. Mono = single = one off. Monoprinting is a **Planographic** method where an image is duplicated directly from an inked 'plate'. But a monoprint can consist of a number of overprints in a variety of colours in a single printed area.

Materials required:

- a piece of flat acetate/ perspex / toughened glass with ground edge/ glazed ceramic tile to print from
- another but larger piece of acetate/glass etc to roll out ink onto
- clean printing roller
- oil printing ink
- either a second printing roller or metal spoon or hand for taking an impression
- papers to print on – cartridge, photocopier, tissue, brown wrapping paper, textured papers etc.
- baby wipes for cleaning excess ink followed by white spirits
- selection of cloth and/or cotton buds for wiping areas of ink off plate prior to printing
- pencil, biro, toothpicks, clothes pegs, lollypop sticks to utilize for mark making.

Method:

- Describe and instruct the learner in the sequencing of setting up their print area.
- Highlight the use of a template in assisting the positioning of the printing plate in relation to the finished printed image area on the paper and allowing for 'white' surround.
- Demonstrate the method of rolling out ink and 'inking up' the printing plate.
- Instruct on the best method of laying the paper onto the 'printing plate'.
- Emphasis that the method of mono printing relies on the transference of ink by the action of 'pressure'. Therefore any accidental handling may cause unwanted marks.
- By demonstration, use of a variety of implements (and even fingers) in creating marks. dots, cross hatching etc.
- Experiment with various strengths of pressure while explaining that the heavier you press onto the paper, the more intense the density of ink will transfer to the finished print.
- Drying of prints.

- explain by demonstration and printed examples of the method by which **collograph** 'plates' can be produced

Draw attention to the fact that an 'edition' of prints can be obtained from the one prepared 'plate'. Provide the learner with worksheets illustrating the sequence of steps necessary. This can be accompanied with a checklist for learners recording.

Meaning: The teacher/ tutor will explain the method of Collograph printing as a form of **Relief** printing. Highlight that the uppermost height of a textured area will hold ink only.

As a simple exercise, initially introduce the idea of Relief printing by encouraging learners to identify hard textural surfaces and create pencil or/and crayon rubbings, for example, coins, wall surfaces, car tyre threads, chicken wire etc.,

Materials required:

- either water based ink, paint or oil ink.
- base 'plate' - can consist of any flat surface ,for example,, cardboard, acetate, hardboard.
- adhesive – wood glue, PVA, Evostick, double-sided tape, Super Glue.
- varnish – only required if printing with water based ink or paint.
- printing ink roller.
- cleaning cloths and solvents.
- found textural objects. i.e. blown vinyl wallpapers, innards of corrugated cardboard, bark, string, crushed/crumpled papers or plastics.
- dampened printing paper if using water based ink.

Method:

- Select and loosely arrange a combination of found textural objects.
- Use the appropriate glue to stick objects to base 'plate'.
- Leave to dry.
- Varnish the whole area if using any form of water based printing ink or paint and leave to dry.
- Using inking roller, apply a layer of ink on plate.
- Highlight the use of a template, assisting in positioning of the print plate in relation to the finished printed image and on the paper and allowing for 'white surround'
- Position paper onto inked surface.
- Take a print 'impression' by using either hand pressure or a second clean roller.

- introduce the concept of **relief printing** by demonstration and examples of printed pieces.

Discuss the introduction of producing single colour prints and advancing to two colour and then possibility of three colour. Teacher/tutor to explain the difference between using separate 'plates' for each colour and the 'progressive' reductive method.

Meaning: Relief printing as above.

Materials required:

- hessian backed lino but strongly recommend the softer rubber based modern version.
- glue acetate to back of rubber based 'lino' for support.
- suitable adhesive for above.
- lino cutting handle with a selection of varying interchangeable cutting blades.
- a cutting board consisting of lipped edging to secure against table and another lipped edging to restrict the lino block from moving while using force in cutting away non printing areas.
- either water or oil based inks.
- acetate for rolling out ink.
- roller.
- cleaning agents as required.
- selection of papers.
- an extra clean roller, spoon, hand or printing press if available for taking impressions.

Method: Through demonstration the teacher/tutor should explain the methods of cutting into a lino

block. Demonstrate how to utilize the cutting tools correctly. Draw attention to the health and safety issues surrounding the likelihood of personal injury. Strongly encourage the learners to use the 'cutting board' and to place non working hand behind 'cutting' hand. Instruct the learner in the proper use of handling a printing press.

- Select a design.
 - Transfer design onto lino (carbon copy paper). Highlight reversing the image at this point.
 - Cut away non printing areas.
 - Ink up roller and plate.
 - Highlight then use of a template, assisting in the positioning of the print plate in relation to the finished area on the paper and allowing for 'white' surround
 - Lay paper on top.
 - Take an impression (hand, roller, spoon, press)
 - Leave to dry.
 - If progressing to creating a second colour – demonstrate the procedures.
- extend the range of relief printing techniques by introducing **wood block printing** as an alternative to the learner.

This method of Relief printing does not require a printing press. The wood is less forgiving and can present physical challenges to the learner. The resulting prints can be printed in a single colour or by incorporating a selection of colours at any one printing directly onto the block/board. Second reductive progressive printings may be utilized to create a two/three coloured print.

Materials required:

- birch ply board
- wood cutting student tool set.
- Stanley knife.
- water colour paint or poster colour.
- **Nori** – a paste made from rice flour boiled in water to the consistency of dilute wall paper paste.
- wellled painting palette.
- any flat head paste/glue brush.
- shaving brush.
- **Baren** – a flat disc or a hand by which to take an impression.
- news papers to keep paper damp.
- a plastic bag to hold dampened paper
- water sprayer to dampen paper.

Method:

- Prepare the birch ply block/board by sanding away any of the rough edges.
 - Select a design and transfer by carbon paper.
 - Score down into the ply board with a Stanley blade around design at 45° degree angle.
 - Start to cut away any of the required non printed areas.
 - Spray the block/board with water to dampen wood.
 - Apply daps of **Nori** onto the block/board at regular intervals.
 - Introduce diluted water based pigments onto the block/board with paste brush.
 - Mix the **Nori** and pigment with shaving brush.
 - Carefully place dampened paper directly.
 - Gently press with hand to take an impression. Or use a Baren if available.
 - Allow to dry.
- instruct the learner in the methods of **silk screen printing** by displaying examples and demonstration. Clarify that this method of print duplication does not entail working with reversing an image.

Meaning: A direct way of printing an image without reversing. Using a stencil which opens up or blocks off an area of either wire or cloth mesh through which ink is pushed by using a squeegee.

Materials:

- a screen printing frame (wood or metal) with mesh.

- a clamped and hinged outer frame to hold printing frame in place.
- either water or oil based inks/paints.
- squeegee.
- greased stencil paper or blocking fluid.
- cloths and cleaning agents appropriate to removal of ink type.
- water soluble glue (for paper stencils).
- paper.

Method:

- Select a design.
- Trace design either directly onto screen or greased paper for stencil.
- Either paint directly onto screen with blocking out fluid or cut stencil and glue stencil to mesh.
- Apply a quantity of pigment along the top inner edge of the screen.
- Highlight the use of a template, assisting in the positioning of the print plate in relation to the finished area on the paper and allowing for 'white' surround
- Place sheet of paper on printing bed directly under screen.
- "Pull" the ink down along the screen with squeegee.
- Lift silk screen frame and retrieve printed sheet.
- Allow to dry.

Design options and solutions

Learning Outcome 3: Describe a range of design options and preferred solutions to an idea or theme of interest to include gathering evidence of other crafts-persons practice.

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

- discuss the variety of fine art printing methods
- by open discussion with the learner describe the processes by which an artist may develop an image and select an appropriate printing process
- distribute a selection of examples of fine art printers
- describe the physical step by step studio procedures that an artist may follow
- provide worksheets and sample checklist
- encourage the learner to research a fine artists work.

A visit to an exhibition recommended

Printmaking tools and equipment

Learning Outcome 4: Use a range of print tools and equipment correctly to include appropriate terminology.

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

- identify the appropriate tools required
- instruct learners on the correct use of tools
- emphasis the care with which learners should treat equipment and the maintenance of cleanliness throughout the printing processes
- provide worksheets with explanations of terminology for each of the printing processes that maybe explored.

Print processes

Learning Outcome 5: Use a range of print processes on materials to include experimenting with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering and decorating as appropriate.

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

- instruct the learner to develop a feel for each of the set of tools and equipment for a range of printing processes.

A variety of paper types should be utilized, consider weights, texture and colour.

- newsprint
 - cartridge
 - photocopy paper
 - brown parcel paper
 - tissue paper
- demonstrate and encourage the learner to create a variety of textural markings, for example, line, varying line, dots, cross hatching which will develop the quality of tonal printing mark range.
 - **demonstrate Monoprinting** and direct transfer print from found objects
 - allow the student to explore direct pencil, coloured crayon **rubbings** to understand relief printing
 - allow the student to create a **collograph** with found objects
 - encourage the student to develop a single colour linocut
 - facilitate the student to advance into single plate progressive reductive 2 colour and 3 colour linocut prints
 - where possible explore Japanese wood block printing
 - create a silk screen stencil.

Making a print

Learning Outcome 6: Make a range of prints to include selecting appropriate materials, equipment and processes and paying attention to costs.

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

- provide the learner with the appropriate instructions for each of the printing processes
- encourage the use of a variety of papers and note the resulting quality of the print
- instruct the learner to generate an idea/image and develop this in a suitable manner
- allow the learner to experiment with creating patterns by grouping several prints of the one image/design together
- introduce the method of editioning.
Describe how finished prints should be marked with the appropriate edition numbering system.

Common problems and solutions

Learning Outcome 7: Use known solutions to prevent or resolve a limited range of common technical problems associated with the medium, equipment or process.

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

- explain each of the printing processes
The inclusion of references to any pit falls that could be inherent to each process should be highlighted. Discussion on the ways in which to remedy these pitfalls should take place. Basic technical problems such as registration and cleanliness of printing area can contribute to the production of poor quality work.
- provide a listing of the common problems and resolutions
- encourage class discussion where any or in particular new problems arise within class situation.

Displaying work

Learning Outcome 8: Display completed prints with supporting research and design work.

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

- demonstrate the most visually effective methods of displaying finished prints
- instruct the learner in the use and manufacture of window mounts
Discuss why a mount works – both visually framing the print and protecting from direct contact with the glass of a frame.
- discuss the importance of the colouring of the selected window mounting and its effects
- if framing is available, demonstrate the most suitable style of framing generally used by professionals
Re-enforce the importance of its size and colour.
- demonstrate how and relay the importance of having supporting research and design work for each of the learners's finished prints placed in folders.

Discussing completed work

Learning Outcome 9: Comment on the completed prints to include the materials used, standard of workmanship, the craft skills learnt, and difficulties encountered in making the products.

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

- initiate a group critique or one to one discussion on the displayed works (a group may need to be guided in positive and supportive comments)
This work can be captured on a tutor form, audio or visual recording.
- provide new worksheets for the learner to process the above requirements.

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 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	20%
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.	
<p>The learner will compile a Collection of Work to include (numbers cross reference to outcomes)</p> <ol style="list-style-type: none"> 1. The learner should present a piece of work that demonstrates understanding of a limited range of printmaking materials using appropriate language. 2. The learner should present a piece of work that demonstrates knowledge and understanding of the basic principles for creating print. 3. The learner should present a piece of work that demonstrates a range of design options and preferred solutions to an idea or theme of interest to include gathering evidence of other crafts-persons practice. 6. The learner should make a number of prints no less than two and present back up material that demonstrates understanding of the selection of appropriate materials, equipment used and processes and costs. 8. The learner should display completed print with evidence of supporting research and design work. 	
Skills Demonstration	80 %
The learner will complete a number of Skills Demonstrations at appropriate intervals during the programme. Evidence of the Skills Demonstrations must be included in the assessment portfolio. The evidence may be photographs, video, audio or digital evidence, or other appropriate evidence of the learner completing the tasks.	
<p>The learner will complete a number of Skills Demonstrations, requiring him/her to complete the following tasks:</p> <ol style="list-style-type: none"> 7. The learner should while working use known solutions to prevent or resolve a limited range of common technical problems associated with the medium, equipment, or process. 4. The learner should demonstrate use of a range of craft tools and equipment correctly to include 	

appropriate terminology.

5. Evidence that the learner has used a range of print processes and materials to include experimenting with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering, and decorating appropriate to print.

9. Evidence that the learner has through group or one to one commented on the completed print, describe the materials used, the standard of workmanship, the craft skills learnt, and difficulties encountered in making print.

10. Evidence that the learner has demonstrated the application of good workshop practice during this module to include set up and preparation, organisation and clean up of the work area.

11. Evidence that the learner has demonstrated the application of appropriate health, safety and personal hygiene practices during this module to include safeguarding against accidents and hazards.

12. Evidence that the learner has demonstrated during this module the application of communications, team working, and quality awareness while working in a print environment.

11.b Assessment - General Information – Craft – Printmaking 3N1046

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. Work with a limited range of printmaking materials to explore aesthetic aspects of a variety of crafts using appropriate language.	Collection of Work
2. Describe the basic principles for creating prints.	Collection of Work
3. Describe a range of design options and preferred solutions to an idea or theme of interest to include gathering evidence of other crafts-persons practice.	Collection of Work
4. Use a range of print tools and equipment correctly to include appropriate terminology.	Skills Demonstration
5. Use a range of print processes on materials to include experimenting with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering and decorating as appropriate.	Skills Demonstration
6. Make a range of prints to include selecting appropriate materials, equipment and processes and paying attention to costs.	Collection of Work
7. Use known solutions to prevent or resolve a limited range of common technical problems associated with the medium, equipment or process.	Skills Demonstration
8. Display completed print with supporting research and design work.	Collection of Work
9. Comment on the completed print products to include the materials used, standard of workmanship, the craft skills learnt, and difficulties encountered in making the products.	Skills Demonstration
10. Apply good workshop practice to include set up and preparation, organisation and clean up of the work area.	Skills Demonstration
11. Apply appropriate health, safety and personal hygiene practices to safeguard against accidents and hazards.	Skills Demonstration
12. Demonstrate the application of communications, team working and quality awareness while working in a craft environment.	Skills Demonstration

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.



QQI

Level 3 Craft – Printmaking 3N1046	Learner Marking Sheet
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Learner's Name: _____

Learner's PPSN: _____

Learners 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. work with a limited range of printmaking materials to explore aesthetic aspects of a variety of the craft using appropriate language	Collection of Work the learner should present a piece of work that demonstrates understanding of a limited range of printmaking materials using appropriate language		
2. describe the basic principles for creating a print	Collection of Work the learner should present a piece of work that demonstrates knowledge and understanding of the basic principles for creating print		
3. describe a range of design options and preferred solutions to an idea or theme of interest to include gathering evidence of other crafts-persons practice	Collection of Work the learner should present a piece of work that demonstrates a range of design options and preferred solutions to an idea or theme of interest to include gathering evidence of other crafts-persons practice		
4. use a range of print tools and equipment correctly to include appropriate terminology	Skills Demonstration evidence that the learner has demonstrated during this module the use of a range of print tools and equipment correctly to include appropriate terminology		
5. use a range of print processes on materials to include experimenting	Skills Demonstration evidence that the learner has created during this module a range of prints		

<p>with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering and decorating as appropriate</p>	<p>that use a range of print processes and materials to include experimenting with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering and decorating appropriate to print</p>		
<p>6. make a range of prints to include selecting appropriate materials, equipment and processes and paying attention to costs</p>	<p>Collection of Work the learner should make a range of prints and present back up material that demonstrates understanding of the selection of appropriate materials, equipment used and processes and costs</p>		
<p>7. use known solutions to prevent or resolve a limited range of common technical problems associated with the medium, equipment or process</p>	<p>Skills Demonstration the learner should while working use known solutions to prevent or resolve a limited range of common technical problems associated with the medium, equipment or process</p>		
<p>8. display completed print products with supporting research and design work.</p>	<p>Collection of Work: the learner should display completed print with evidence of supporting research and design work</p>		
<p>9. comment on the completed print products to include the materials used, standard of workmanship, the craft skills learnt, and difficulties encountered in making the products</p>	<p>Skills Demonstration the learner should be able through group or one to one or in written form comment on the completed print, describe the materials used, the standard of workmanship, the craft skills learnt, and difficulties encountered in making print</p>		
<p>10. apply good workshop practice to include set up and preparation, organisation and clean up of the work area</p>	<p>Skills Demonstration: the learner has demonstrated during this module the application of good workshop practice during this module to include set up and preparation, organisation and clean up of the work area</p>		

<p>11. apply appropriate health, safety and personal hygiene practices to safeguard against accidents and hazards</p>	<p>Skills Demonstration: the learner has demonstrated during this module the application of appropriate health, safety and personal hygiene practices during this module to include safeguarding against accidents and hazard.</p>		
<p>12. demonstrate the application of communications, team working and quality awareness while working in a craft environment</p>	<p>Skills Demonstration: the learner has demonstrated during this module the application of appropriate communications, team working and quality awareness while working in a craft environment</p>		

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

Learner's Signature: _____

Date: _____

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____