



**Programme Module**

## **Introduction to the Craft of Pyrography**

**leading to**

**Level 3 QQI Component: Craft - Pyrography 3N1047**

**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 are required to 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
<b>1. Title of Programme Module</b> Introduction to the Craft of Pyrography	<b>2. Component Name and Code</b> Level 3 Craft - Pyrography 3N1047
<b>3. Duration in Hours of Programme Module</b> 100	<b>4. Credit Value</b> 10
<b>5. Assessment Technique</b> Collection of Work 20% Skills Demonstration 80%	<b>6. Specific Requirements</b> 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.
<b>7. Aims of the Programme Module</b> <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> <b>8. Objectives:</b> <ul style="list-style-type: none"> <li>• to acquire an understanding of pyrography vocabulary</li> <li>• to develop good workshop practice with regard to the use, of tools, materials and craft space</li> <li>• to develop the skills to complete a range of craftwork which includes selecting appropriate materials, use of equipment, processes, costs and displaying work</li> <li>• 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.</li> </ul>	
<b>9. Learning Outcomes of Level 3 Craft – Pyrography3N1047</b> <p>The learner will be able to:</p> <ol style="list-style-type: none"> <li>1. work with a limited range of pyrography materials to explore aesthetic aspects of a variety of crafts using appropriate language</li> <li>2. describe the basic principles for creating pyrography</li> <li>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</li> <li>4. use a range of pyrography tools and equipment correctly to include appropriate terminology</li> <li>5. use a range of pyrography processes on materials to include experimenting with a range of manipulating, finishing, rendering and decorating as appropriate</li> <li>6. make a range of pyrography to include selecting appropriate materials, equipment and processes and paying attention to costs</li> <li>7. use known solutions to prevent or resolve a limited range of common technical problems associated with the medium, equipment or process</li> <li>8. display completed pyrography with supporting research and design work</li> <li>9. comment on the completed pyrography products to include the materials used, standard of workmanship, the craft skills learnt, and difficulties encountered in making the products</li> <li>10. apply good workshop practice to include set up and preparation, organisation and clean up of the work area</li> <li>11. apply appropriate health, safety and personal hygiene practices to safeguard against accidents and hazards</li> <li>12. demonstrate the application of communications, team working and quality awareness while working in a craft environment.</li> </ol>	

## 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.

### Pyrography

**Learning Outcome 1:** Work with a limited range of pyrography 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*

- Introduce the concept of pyrography through its Latin definition of burning into wood.
  - PUR** – fire
  - GRAPHIS** – writing - ‘written with fire’.
    - Also known as POKERWORK which originated in the Victorian period.
    - Also known as WOODBURNING.
- enlighten the learner by tracing the history of pyrography and exploring how it was practised by craftspeople from Egyptian and African tribes and as a traditional folk art in many European countries and Argentina.
- Originally metal rods, pokers were heated in an open fire or furnace and applied to wood and leather surfaces to create patterns and designs. Gourds were also used. The early 20<sup>th</sup> century saw the development of the electric pyrographic hot wire wood-etching machine leading onto the modern ‘iron’.
- describe that pyrography is the art of decorating wood or other materials such as cork, dried gourds and leather.
  - Explain that this is achieved by the direct and controlled use of heated metal nib or wire housed in an ‘iron’, an image or design is burned onto and into the surface.
- discuss and differentiate between a commissioned piece of pyrographic design and a craftsperson/hobbyist piece
  - Artistic / craftsperson:** The design and production of an individual handmade decorative motif on a surface. May be generated in response to a commission or as part of an artist’s / craftsperson preferred field of expressive craftwork ,for example,
    - one off commissioned pieces for decorative purposes
    - a showpiece saddle
    - a presentation box
    - smaller household decorative pieces
- illustrate by examples
  - Devise a worksheet highlighting the characteristics of various forms of decoration and applications of pyrography with accompanying visual reference.
- show sample pieces where possible.
  - Gather references from specialist magazines and internet sites. **Pyrograffitie** Website (international

Museum of Pyrographic art).

### **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 you are working with and space you are working in, explore with the learner how to:
  - apply good workshop practice to include set up and preparation, organisation 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 when, for example,
  - designing your work
    - clear design
    - accurate measurements
  - ordering materials, specify
    - colours
    - sizes
    - amounts
  - booking a space or machinery, indicate
    - time
  - 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 when, for example,
  - using machinery
  - booking space

- respecting others'
  - opinions
  - space
  - artwork
- working together of a joint project respect others':
  - opinions
  - contribution
  - ideas
- working together
  - share work load
  - work to each other's strengths
  - pull your weight
  - respect time lines

### Creating pyrography

**Learning Outcome 2:** Describe the basic principles for creating pyrography.

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

- explain the processes involved in generating from initial design to a finished piece of pyrography
- emphasise the important value of gathering reference images for inspiration, for example, type style sheets for lettering, Celtic patterns, tattoo artists imagery etc.
- distinguish between two-dimensional and three-dimensional forms
- explain by illustration and demonstration the development of generating a design  
Introduce the concept of recreating an image/design into black and white (positive and negative areas). Either photocopy or trace onto trace paper and transfer design with lightly drawn pencil marks onto working surface.
- familiarise the learner with the pyrographic effects: pointillism, cross hatching, depth of 'burn' to create varying tonal qualities  
Use interchangeable nib and/or wire sizes. help the learner develop a selection of test pieces for future reference.
- describe to the learner how to draw up and envisage a three – dimensional object and transfer the proposed design onto that surface before completing the pyrography area.

**Materials required:**

- reference images/designs or own design
- pencil
- trace sheet, carbon paper.
- wood/timber -
- pre made/bought wooden objects.
- plywood.
- any native hardwoods with fine grain.
- beech
- birch
- maple
- sycamore
- traditionally tanned leather.
- cork tiles
- dried gourds (shop/window display suppliers)
- sand paper.
- electric pyrographic machine – either nib or wire.



- selection of interchangeable metal nibs – ball, oval, flat, fork
- circuit breaker.
- beeswax or varnish and brush.

**Method:**

- Select preferred design.
- Select appropriate 'base' to be decorated.
- Check that design will fit selected 'base'.
- Remove any wax, polish or varnish and thoroughly sand the surface.
- Transfer design onto base, using either very faint pencil marks or trace through carbon paper. (be mind full of areas of the transferred design that will not be pyrographiced – the marks that remain can be sanded out).
- Test the heat setting on pyrographic tool prior to working on selected piece.
- Adjust heat setting and interchangeable tools as required.
- Lightly brush any dust particles from finished piece.
- Select and apply any of the finishing materials.

**Health and Safety:**

- Dust mask - when sanding.
- Check that the pyrographic tool has been unplugged and is cool before changing nibs or wires.
- Check heat setting is not too hot and creating a volume of smoke when used on woods, leathers or gourds.

**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 pyrographic materials and their suitability for given situations, for example:
  - use the correct nib and temperature setting for a given wood/surface type and effect
  - choose between an overall design or edging embellishment to a piece.
- by open discussion with the learner, describe the processes by which a craftsperson may develop an image and select the appropriate pyrographic nib and tonal effects on a chosen 'base' surface
- distribute a selection of examples of craftsperson and /or artist produced pyrographic images
- describe the physical step-by-step workshop procedures that a craftsperson may follow
- provide worksheets and sample checklist
- encourage learner to research a craftsperson or artist who work in pyrography.

**Pyrography tools and equipment**

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

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

- introduce as necessary the learner to a range of pyrographic projects
- identify and name the appropriate tools required
- instruct the learner on the correct use and handling of tools
- emphasis the care with which the learner should treat equipment and their maintenance

- provide worksheets and questionnaires with explanations of terminology, tool descriptions and maintenance procedures.

### Pyrography processes

**Learning Outcome 5:** Use a range of pyrography processes on materials to include experimenting with a range of manipulating, finishing, rendering and decorating as appropriate.

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

- **encourage** the learner to develop a feel for each of the tools and equipment needed for the pyrographic projects listed below
- guide the learner through the design processes before completing a craft piece
- a variety of 'bases' should be suggested and encourage learners to source own (bought or found) or create simple 'base' pieces themselves, for example,
  - scrap pieces of wood (plywood, beech, birch, maple).
  - a solid wooden picture frame.
  - wooden mirror surround.
  - bread board.
  - wooden kitchen mixing spoon.
  - any wooden boxing.
  - wooden or leather fob for a key ring.
  - or other

**Examples of pyrographic projects:** can be expanded.

- Create a series of tones and effects test pieces on scraps of wood.
- Embellish a picture frame surround with a pattern. (remove or protect glass).
- Design and decorate a fob for a key ring.
- Generate a tonal picture for a box.
- Embellish a mirror frame for Mother's day.
- Chose appropriate imagery for breadboard.
- Design a draughts/chess board on a square board.
- Create a garden sign.

### Making Pyrography Products

**Learning Outcome 6:** Make a range of pyrography 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 pyrographic projects
- encourage the use of a variety of 'base' materials and types of markings and techniques
- instruct the learner to generate an idea/image and develop this onwards to finished product
- allow the learner to experiment with creating basic patterns and images
- introduce lettering and swag motif
- provide a costing worksheet.

### 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 pyrographic projects and suggest a variety of base materials  
The inclusion of references to any pit falls that could be inherent to each process should be highlighted.
- discuss the ways in which to remedy these pitfalls should they occur.  
Basic technical problems may occur such as:
  - insufficient sanding down of wooden surfaces prior to using the pyrographic iron
  - pyrographic iron heat setting is too high when a volume of smoke is created and the ‘base’ surface material is predominantly blackened and burnt
  - not maintaining a clean and organized work area can contribute to the production of poor quality work
  - poor care and storage of tools, etc.,
- provide a listing of the common problems and resolutions
- class discussion should be encouraged where any or in particular new problems arise within class situation.

### **Displaying work**

**Learning Outcome 8:** Display completed pyrography 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 method of displaying a finished pyrographic product, for example, hung on a wall, set on a book shelf, displayed with vegetables, in a presentation box etc.
- encourage the learner to have supporting research, test pieces and design work for each of the finished pyrographic products placed in a folder.

### **Discussing completed work**

**Learning Outcome 9:** Comment on the completed pyrography products 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*

- teacher/tutor may consider a group critique or one to one discussion on the displayed works ( the 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 learners 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. The assessor 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.

<b>Collection of Work</b>	<b>20%</b>
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"> <li>1. The learner should present a piece of work that demonstrates understanding of a limited range of Pyrography materials using appropriate language.</li> <li>2. The learner should present a piece of work that demonstrates knowledge and understanding of the basic principles for creating pyrography.</li> <li>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.</li> <li>6. The learner should make a number of pyrography pieces no less than two and present back up material that demonstrates understanding of the selection of appropriate materials, equipment used and processes and costs.</li> <li>8. The learner should display completed pyrography pieces with evidence of supporting research and design work.</li> </ol>	
<b>Skills Demonstration</b>	<b>80 %</b>
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.	
The learner will complete a number of Skills Demonstrations, requiring him/her to complete the following tasks.	
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 pyrography processes and materials to include experimenting with a range of manipulating, finishing, rendering, and decorating appropriate to pyrography.

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

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 pyrography environment.

**11.b Assessment - General Information – Craft – Pyrography 3N1047**

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

**Mapping Each Learning Outcome to an Assessment Technique**

<b>Learning Outcome</b>	<b>Assessment Technique</b>
1. Work with a limited range of pyrography materials to explore aesthetic aspects of a variety of crafts using appropriate language.	Collection of Work
2. Describe the basic principles for creating pyrography.	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 pyrography tools and equipment correctly to include appropriate terminology.	Skills Demonstration
5. Use a range of pyrography processes on materials to include experimenting with a range of manipulating, finishing, rendering and decorating as appropriate.	Skills Demonstration
6. Make a range of pyrography 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 pyrography with supporting research and design work.	Collection of Work
9. Comment on the completed pyrography products to include the materials used, tools, 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.



<b>Level 3 Craft – Pyrography 3N1047</b>	<b>Learner Marking Sheet</b>
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Learner's Name: \_\_\_\_\_

Learner's PPSN: \_\_\_\_\_

<b>The learner will be able to:</b>	<b>Evidence of the following is included in the assessment portfolio:</b>	✓ <b>If present in portfolio</b>	<b>Please indicate where evidence is to be found</b>
1. work with a limited range of pyrography 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 pyrography materials using appropriate language		
2. describe the basic principles for creating a pyrography	Collection of Work the learner should present a piece of work that demonstrates knowledge and understanding of the basic principles for creating pyrography		
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 pyrography 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 pyrography tools and equipment correctly to include appropriate terminology		
5. use a range of pyrography processes on materials to include	Skills Demonstration evidence that the learner has created during this module a range of		



experimenting with a range of manipulating, finishing, rendering and decorating as appropriate	pyrography that use a range of pyrography processes and materials to include experimenting with a range of manipulating, finishing, rendering and decorating appropriate to pyrography		
6. make a range of pyrography to include selecting appropriate materials, equipment and processes and paying attention to costs	Collection of Work the learner should make a range of pyrography and present back up material that demonstrates understanding of the selection of appropriate materials, equipment used and processes and costs		
7. use known solutions to prevent or resolve a limited range of common technical problems associated with the medium, equipment or process	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		
8. display completed pyrography products with supporting research and design work	Collection of Work: the learner should display completed pyrography with evidence of supporting research and design work		
9. comment on the completed pyrography products to include the materials and tools used, standard of workmanship, the craft skills learnt, and difficulties encountered in making the products	Skills Demonstration the learner should be able though group or one to one or in written form comment on the completed pyrography, describe the materials and tools used, the standard of workmanship, the craft skills learnt, and difficulties encountered in making pyrography		
10. apply good workshop practice to include set up and preparation, organisation and clean up of the work area	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		
11. apply appropriate health, safety and	Skills Demonstration		

personal hygiene practices to safeguard against accidents and hazards	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 hazards		
12. demonstrate the application of communications, team working and quality awareness while working in a craft environment.	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.		

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: \_\_\_\_\_