

# Unit 1

## The Creative Process

### Unit overview

|                              |                                                                                                                                                                                                                         |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Level</b>                 | 3                                                                                                                                                                                                                       |
| <b>Total Unit Time</b>       | 240                                                                                                                                                                                                                     |
| <b>Guided Learning Hours</b> | 180                                                                                                                                                                                                                     |
| <b>Credits</b>               | 24                                                                                                                                                                                                                      |
| <b>Assessment</b>            | Internally assessed and internally verified                                                                                                                                                                             |
| <b>Grade</b>                 | Fail/Pass                                                                                                                                                                                                               |
| <b>Resources</b>             | Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated art and design studios and workshops, IT facilities and information and research sources. |

### Unit aim

This unit requires students to explore and interrogate the creative process fully through its various stages. Students will explore, apply and assess the different stages of the creative process in order to develop an understanding of the separate activities within each stage, and how these activities inform one another holistically. Students will investigate and develop these skills through introductory projects and workshops that require them to engage with and show an increasing ability to identify and apply creative process skills.

Activities in this unit will be underpinned by an introduction to the creative industries, where students will develop a contextual understanding of the role the creative process plays in the development of creative arts outcomes and products across a broad spectrum of specialist practices and vocational roles.

### UAL Level 3

### Diploma and Extended Diploma in Creative Practice: Art, Design and Communication

| <b>Learning outcomes</b><br>On successful completion of this unit the student will:              | <b>Assessment criteria</b><br>On successful completion of this unit the student can:                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>L01</b><br><b>Understand the role of the creative process within the creative industries</b>  | 1.1 Analyse the stages and activities within the creative process<br>1.2 Explore creative processes within the context of the creative industries                                                                                                                                          |
| <b>L02</b><br><b>Understand how to plan a response to a brief</b>                                | 2.1 Analyse the requirements of a brief<br>2.2 Develop a project proposal that meets the requirements of a brief<br>2.3 Review the implementation of the project proposal to meet the requirements of a brief                                                                              |
| <b>L03</b><br><b>Understand the role of research within the creative process</b>                 | 3.1 Explain how research sources and methods are used to support creative processes<br>3.2 Undertake research in response to a brief<br>3.3 Use research to influence and inform creative processes<br>3.4 Assess the effectiveness of research to influence and inform creative processes |
| <b>L04</b><br><b>Understand intent and purpose within the creative process</b>                   | 4.1 Explore intent and purpose within creative processes<br>4.2 Apply intent and purpose within own creative process<br>4.3 Assess intent and purpose within own creative process                                                                                                          |
| <b>L05</b><br><b>Understand the role of visual language to record and communicate ideas</b>      | 5.1 Analyse visual language in creative processes<br>5.2 Apply visual language in creative processes<br>5.3 Assess the effective use of visual language within creative processes                                                                                                          |
| <b>L06</b><br><b>Understand how reflective practice informs and directs the creative process</b> | 6.1 Apply reflective practice to inform and direct creative processes<br>6.2 Demonstrate how reflective practice has informed personal progress<br>6.3 Assess the effectiveness of reflective practice to inform and direct creative processes                                             |
| <b>L07</b><br><b>Understand methods for generating ideas within a brief</b>                      | 7.1 Explore methods for generating ideas<br>7.2 Generate ideas using different methods<br>7.3 Consider ethical design and social responsibility<br>7.4 Assess the effectiveness of methods used to generate initial ideas                                                                  |

## **Content**

### **LO1**

#### **Understand the role of the creative process within the creative industries**

- > Creative process activities:
  - Actions within the creative process stages e.g. researching, experimenting, prototyping, developing, product testing, selecting, refining, making, presenting
  - How practitioners have used the creative process
  - Creative process journey from idea to outcome
  - Impact of practitioner's own influences e.g. ethical, social, cultural influences and interests on the creative process
- > Creative industries:
  - Sectors within industries
  - Specialist and vocational roles
  - Benefits and uses of different creative processes within roles

### **LO2**

#### **Understand how to plan a response to a brief**

- > Parameters and expectations of a vocational brief e.g. deadlines, cost, presentation requirements, outputs and/or outcomes, prescribed audiences/consumers, material/process options and limitations
- > Components of a project proposal – rationale, project concept, evaluation, proposed research sources and bibliography, action plan and timetable
- > Planning strategies to meet the requirements of a brief e.g. time management, audience/ consumer requirements, constraints
- > Importance and impact of having a proposal
- > Planning strategies for responding to changes in requirements of briefs or unexpected issues e.g. alterations, adaptations, refinements etc.
- > How to present a plan e.g. format, structure

- > How existing practitioners may have responded to existing similar briefs
- > The factors to consider when reviewing the implementation of a project proposal
- > Lessons learnt, areas for development, next steps
- > Need to understand the contextual factors around the brief

### **LO3**

#### **Understand the role of research within the creative process**

- > Primary research e.g. observations, interviews, surveys, focus groups, experimentation
- > Secondary research e.g. journals, articles, books
- > Research sources e.g. library, internet, museum gallery, contextual, practical materials
- > Academic conventions and Harvard referencing
- > Define and use of contextual research
- > How research can be used in the creative process:
  - in initial stages
  - to explore consumer/audience user needs, themes or subjects
  - to identify context: historical, contemporary, social, ethical, environmental, cultural considerations
  - for planning including project proposals, timelines, materials and resource requirements
  - to gather feedback
- > Reviewing how research findings informed own practical activities e.g. ideas development, refinement, outcomes, solution
- > How to record research

## **UAL Level 3**

### **Diploma and Extended Diploma in Creative Practice: Art, Design and Communication**

#### **L04**

##### **Understand intent and purpose within the creative process**

- > Purpose e.g. providing a function, meeting a need or niche, consumer /audience requirements
- > Intention e.g. conceptual, thematic, narrative, persuasive, communication, influencing behaviour, evoking emotion, entertainment
- > How do existing practitioners explore purpose and intent in their own practice
- > How transferable skills impact and/or support the exploration and development of intent and purpose e.g. time management, collaboration, resilience, innovative thinking, problem solving
- > How to use reflective practice to select and refine intent and purpose within the creative process
- > How to assess intent and purpose through a range of methods

#### **L05**

##### **Understand the role of visual language to record and communicate ideas**

- > A range of visual language methods and techniques
- > Visual language in practice e.g.
  - Creative practices
  - 2-dimensional e.g. illustration, printed graphics, painting, drawing, analogue photography
  - 3-dimensional e.g. sculpture, modelmaking, garment construction, product design
  - 4-dimensional e.g. time-based media, film, digital photography, animation, motion graphics
  - Conceptual art/thinking
  - How existing practitioners use visual language to communicate
- > Visual communication – link to intention and purpose, audience/consumer requirements
- > Comparison of planned intention and purpose and actual response
- > How reflective practice can be used to develop and refine visual language

#### **L06**

##### **Understand how reflective practice informs and directs the creative process**

- > How reflective practice is used within the creative process to inform decision making e.g. revisions, justifications, choices
- > Summative evaluation – final reflection and conclusions
- > How reflective practice is used effectively to inform problem solving e.g. develop versions, reimagining, adaptations, modifications
- > How reflective practice can be used to plan progress and future development
- > How to improve reflective practice

#### **L07**

##### **Understand methods for generating ideas within a brief**

- > Idea generating methods:
  - Conceptual e.g. discussions and debates, tutorials, research materials
  - Thematic e.g. research materials, site visits, personal/social/cultural reflections
  - Practical e.g. photography, collages, drawings, sketches, experiments, other art forms
- > Generating ideas based on a range of stimuli e.g. theme/subject/brief
- > How to generate ideas that are not limiting or narrow in scope
- > How the consideration of transferable skills supports and impacts ideas generation e.g. time management, collaboration, resilience, innovative thinking, problem solving
- > How to generate ideas that respond to ethical design and social responsibility e.g. sustainability, ethics, social, cultural impacts, legal, global and local, supply chain, impact assessment
- > Methods for reviewing ideas generated
- > Personal audit e.g. strengths, weaknesses, opportunities for development, risk, potential refinements

## UAL Level 3

### Diploma and Extended Diploma in Creative Practice: Art, Design and Communication

## Assessment and evidence requirements

Each student must create a portfolio of evidence to demonstrate their achievement of all the learning outcomes within the unit. Students can demonstrate that the learning outcomes have been met in a variety of ways such as visually, written, orally, or in a digital or physical format.

The portfolio of evidence *could* include:

- > Records of reflection and evaluation
- > Records of advice and guidance
- > Records of contextual perspective
- > Records of research
- > Records of materials, processes and technical skills exploration
- > Records of visual language experimentation
- > Explorations of elements of visual language as a tool for creative activity
- > Records of discussions, critiques and presentations
- > Annotated sketchbooks
- > Studio/workshop journals
- > Presentations
- > Blogs/vlogs
- > Records of outcomes development

This list is not exhaustive: students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Centres should assess holistically, recognising the integrated nature of evidence occurring across the learning outcomes.



**'For Summer is a-come unto Day', Maya Coleborn, Bristol School of Art, Level 3 Foundation Diploma in Art and Design**