

DRAFT DUKE OF EDINBURGH'S SKILLS FRAMEWORK

From time to time the BOS receive requests for participants in the Duke of Edinburgh award. The following framework has been developed based on various criteria to provide some consistency across participants. The framework is not prescriptive and can be amended to the specific needs of any candidate. If you have any suggestions for amendments please contact a member of the council.

Duke of Edinburgh's Award

Framework for improvement: origami

What is it? The aim of the papercraft programme is to encourage creative thinking in an artistic way (visual), fine manipulative skills and an appreciation of composition/colours. It is hoped that Participants will be creative in making their own designs. The historical development alongside the social and cultural significance of papercrafts should also be studied. These programme ideas can be applied to a variety of papercrafts, for example, quilling, stencilling, decoupage, origami etc.

The framework suggests a time that participants should engage with an activity. However, participants should be assessed on the effort applied at each level and the time suggestion should be seen as a guide.

| | | Bronze | Silver | Gold |
|---------------|--|---|---|--|
| Timing | | 3 to 6 months | 6 to 12 months | 12 months |
| Ideas / Aims | Learn to use equipment correctly for their chosen papercraft. | Selection of Paper: standard origami square. | Selection of Paper: appreciation of other paper shapes, rectangles, larger squares. | Selection of Paper: appreciation of other paper patterns shapes, rectangles, larger squares. |
| | Be able to follow patterns from books | Ability to make standard traditional models. Able to follow simple to intermediate instructions. | Able to follow intermediate to complex instructions. 30 steps. | Able to follow intermediate to complex instructions. 30 steps. |
| | Make simple articles with themes i.e. Christmas, Birthday. | Create a themed motif for an event with three models. | Create a themed motif for an event with five models. | Create a themed motif for an event with ten models. |
| | Investigate how to present finished work i.e. mounted, framed, plinth, boards etc. | Select a method of presenting a folded work | Select a method of presenting a folded work in 2d or 3d. | Select a method of presenting a group of folded work in 2d or 3d. |

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|--|---|--|--|---|
| | Study the history of the chosen papercraft, its spread from the country of origin and its development over the years | Show evidence of research into the history or paperfolding | Write an essay on the history of origami. Or Show evidence of knowledge of the history of origami | Write an essay on one aspect of origami development Or Show evidence of knowledge of one aspect of origami development. |
| | Prepare a chart showing the sequence of steps to produce an article, illustrating each step diagrammatically or with a sample piece. | Prepare a step by step instruction using pictures. Eg construct a model and photograph each of the steps in order. | Draft instructional steps to create a contemporary design. This could be drawn or photographed steps. | Draft instructional steps to create a contemporary design. This could be drawn or photographed steps. |
| | Learn basic specialised techniques of your chosen papercraft e.g. needle tools, feathering, etc | Show evidence of understanding of classic traditional designs, bases etc. | Show evidence of experimenting with more complex models. | Show evidence of understanding of experimenting with different techniques, e.g. wetfolding, crumpling, modular geometric work. |
| | Make from memory two articles using a selection of different materials to those previously used | Two simple / traditional models | Two intermediate models | Two intermediate models |
| | Select simple but attractive articles and teach a small group assuming they have no knowledge of the papercraft. Prepare all diagrams and specimens as necessary. | Show evidence of a successful teaching session. Model standard simple. | Show evidence of a successful teaching session model standard intermediate. | Show evidence of a successful teaching session model standard intermediate. |
| | Design your own articles and show evidence of ideas produced and the progression of the articles, in your records. | Show evidence of having made models from books. Either traditional or contemporary. | Develop two new models Or Show evidence of a new interpretation of an existing model in a display setting. | Develop two new models. Or Show evidence of a new interpretation of an existing model in a display setting. |

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|---------------------|--|---|---|---|
| | Select a challenging article and find a new sequence of development. Storyboard the sequence. | Determine a theme, research similar models and develop a new interpretation. Standard : Simple / traditional | Determine a theme, research similar models and develop a new interpretation. Standard : intermediate / complex | Determine a theme, research similar models and develop a new interpretation. Standard : intermediate / complex |
| | Select and produce three different articles. Carry out studies into unusual effects, and make the articles more imaginative | Explore a simple traditional design and construct it from three different paper types. | Explore a contemporary / intermediate design and construct it from three different paper types. | Explore a contemporary / intermediate to complex design and construct it from three different paper types. Explore using foil, wetfolding, and experiment with paper sizes. |
| | Prepare a display for an exhibition, exploiting colour and texture to make the exhibit more decorative, with notes on suitable lighting, height above floor and distance for viewing the articles made. | Plan a display of simple / traditional models. 5 designs | Plan a display of intermediate / complex models. 10 designs | Plan a display of intermediate / complex models. 10 designs |
| | Prepare and give a talk on the papercraft to a group of approximately 20 people, dealing with the appeal of the Art, its history, its materials, etc. The talk should be illustrated with both simple and advanced articles. | Show evidence of a successful presentation | Show evidence of a successful presentation. | Show evidence of a successful presentation. |
| Review / Assessment | Participants should produce evidence of regular application to the activity over the required period, which may be in the form of a certificate of attendance at instruction classes, finished articles, notebooks or a display. Notebooks etc. should provide a record of articles made showing progress of each article and illustrating any difficulties encountered and how these were resolved. | Create a log of models made along with finished examples and research. Show evidence of continued interest and development over a 3 to 6 month period. | Create a log of models made along with finished examples and research. Include any new designs along with an appraisal of how models could be improved. Show evidence of continued interest and development over a 6 to 12 month period. | Create a log of models made along with finished examples and research. Include any new designs along with an appraisal of how models could be improved. Develop origami diagram style Submit diagrams for publication. Show evidence of continued interest and development over a 12 month period. |