

### Preface

Participants, instructors and assessors should take note of the conditions as laid down in the Award Handbook.

This programme is for guidance and should not be taken as a rigid syllabus. To indicate the content appropriate to young people with varying degrees of knowledge and experience it is arranged under three headings: 'For beginners', 'For those with some knowledge', and 'For the more advanced', and participants are free to select as broad or as restricted an aspect of this skill as they wish, but appropriate social and cultural aspects are to be covered.

**THE SAFETY REQUIREMENTS MUST BE FOLLOWED.**

## HANDICRAFTS

## CANDLEMAKING

### Introduction

This activity should include as much practical work as possible, preferably undertaken with others through a group or club. Practical application in learning the basic skills, right choice of materials, etc. is of primary importance in this programme. It is hoped also that young people will be encouraged to be creative in making their own designs, especially at the more advanced stages.

The practical work in this programme should be accompanied by a theoretical study of candlemaking. The social and cultural significance and historical developments of candlemaking from a form of lighting to an artistic decoration are to be studied.

For assessment, each individual is to 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, together with a notebook or log.

**Great care should be taken when hot wax is being used - this should be used only when an instructor/assessor is present.**

### For beginners:

Those starting this programme should:

- 1 Have a knowledge of materials and equipment necessary for candlemaking.
- 2 Know methods for making a simple straight candle, a twisted candle and othershapes.
- 3 Know the origin and use of candles and the sources of wax and types available.
- 4 Use a kit to make at least five candles to show to the Instructor.
- 5 Using improvised moulds, experiment with different colours and textures to make candles of various shapes and colours.
- 6 Show how to make a simple candle from start to finish.

## Skill Section

- 7 Produce an illustrated loose-leaf notebook showing various uses of candles and methods of making them.

### For those with some knowledge

Participants should:

- 8 Display at least four different types of candles you have made using a kit and improvised moulds (e.g., twisted, ball-shaped, pear-shaped, etc.).
- 9 Show candles which you have made for a special occasion, e.g. to match a birthday cake, for a dinner party, for a children's Christmas party table, etc.
- 10 Demonstrate how to make a candle from start to finish using an original idea for colour and/or texture.
- 11 Continue the notebook showing a wide range of miniature samples together with methods and illustrations of wider uses of candles for decorative purposes.

### For the more advanced

Participants should:

- 12 Continue the loose-leaf notebook as in (11), showing more advanced methods such a multi-mould, imprinted and pebbled candles.
- 13 Display candles made using Sand, Ice, two colours and two moulds.
- 14 Show candles which you have carved or sculptured yourself.
- 15 Demonstrate a technique which you have invented.
- 16 Design and make at least three pairs of candles, some 25cms long, differing in shape and colour.