

APPLIED ART AND DESIGN **AD05**
Unit 5 Professional practice, communication and meaning

CANDIDATE GUIDANCE

All teacher-assessed marks to be returned to AQA by 31 May

This document contains:

- general guidance
- set images
- details of the scenario and briefs.

For this paper you must have:

- appropriate art and design media, materials and/or technology.

Instructions

- Read the paper carefully. Before you start work make sure you understand all the information.
- Research the set images and produce a written analysis.
- Read the scenario and then choose **one** brief.
- You should research, investigate and develop your ideas in response to the client's brief.
- You must produce **two** ideas to present to the client and produce a Design Proposal for **one** of these ideas.
- You must hand in your research, preparatory work, your Design Proposal and your written notes at the end of the assignment, including a justification of your Design Proposal.
- The work submitted for this examination must be your own unaided work.

Information

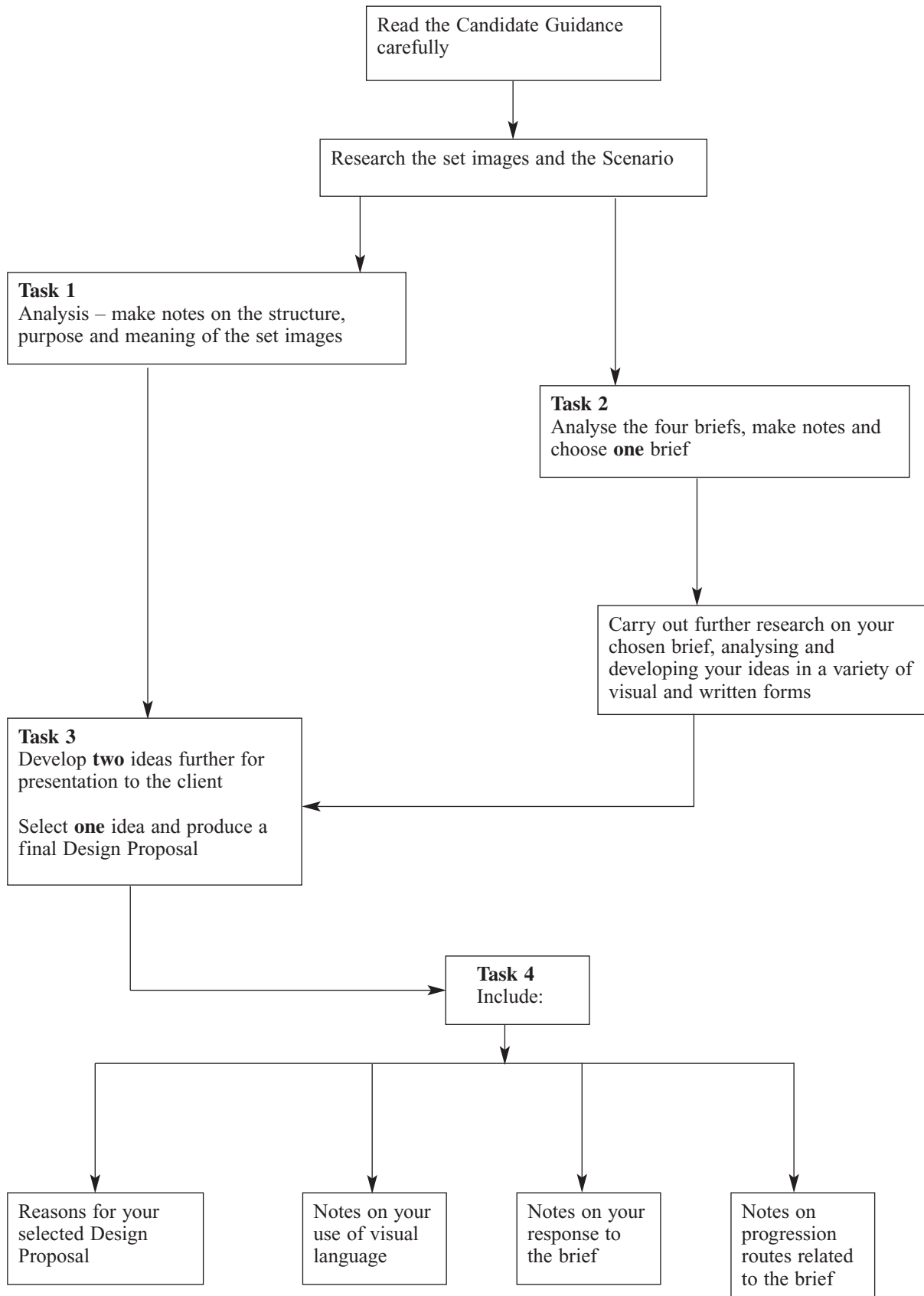
- Your work will be marked out of 60.
- All your work, which includes development work, design ideas and Design Proposal will be marked.

Advice

- You may discuss your ideas with your teacher.
- You should make sure that any media, materials or equipment which you might need are available.
- You should look at examples of the work of other relevant artists, craftspeople and/or designers as part of your research.

This document contains the set images and the tasks you need to follow for this set brief.

The diagram below summarises the stages that you will need to follow in order to complete this assignment.



The set images are:

- (a) Dress from the **YSL** collection, Yves Saint Laurent, 1965 (Mondrian story).
- (b) **I Love you with my Ford**, James Rosenquist, 1961, 2.10 m × 2.37 m, Oil on canvas, Moderna Museet, Stockholm.
- (c) **Dylan**, Milton Glaser, 1967, Poster/record insert.
- (d) **Hector Guimard Tulipe Metro Lamp**, Palais Royal Station, Paris, 1900, Painted cast iron, Glass.
- (e) **Rolled Florentine pageboy haircut swept across the face, circling the brow and exposing one eye**, Vidal Sassoon, 1969.

You should use these set images as a starting point for the work you undertake. They are the only ones you will use for Task 1 of the assignment.

In Task 2, you may select other related images to inform your ideas, once you have chosen the brief you are going to undertake. You may wish to research the background of the professionals who produced them. It should be noted that not all work in the commercial sector is credited to the artist/designer.

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(a) Dress from the **YSL** collection, Yves Saint Laurent, 1965 (Mondrian story).



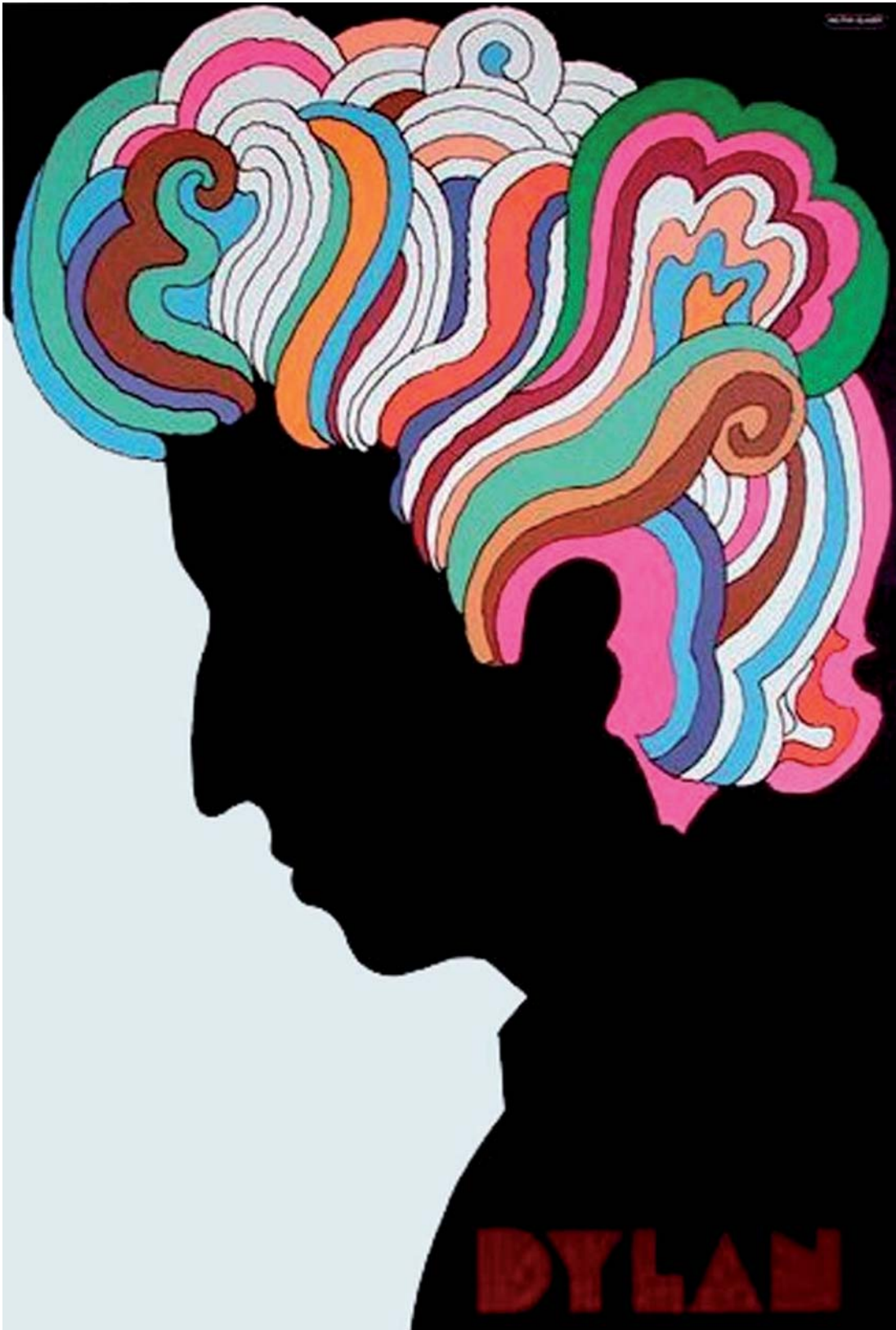
- (b) **I Love you with my Ford**, James Rosenquist, 1961, 2.10 m × 2.37 m, Oil on canvas. Moderna Museet, Stockholm.



© JAMES ROSENQUIST/VAGA, New York/DACS, London 2006

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(c) **Dylan**, Milton Glaser, 1967, Poster/record insert.



- (d) **Hector Guimard Tulipe Metro Lamp**, Palais Royal station, Paris, 1900, Painted cast iron, Glass.



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- (e) **Rolled Florentine pageboy haircut swept across the face, circling the brow and exposing one eye, Vidal Sassoon, 1969.**



Guidance on the tasks to be completed

Task 1

Research the set images and provide, in note form, a written analysis of the way in which visual language has been used to convey messages and meaning. You are reminded that no more than 20% of the marks for this assignment can be gained from Task 1. You should concentrate on the following.

Structure:

- the media, materials and techniques used to produce the pieces of work
- the formal elements and the ways in which they have contributed to the structure of the pieces of work
- the degree to which realism, abstraction and stylisation have been employed in the structure.

Purpose:

- why the set images were produced
- the contexts in which the set images were produced, e.g. cultural, geographic, historical
- the type of viewer/audience for whom they were produced.

Meaning:

- how visual language is used to communicate ideas
- how signs, symbols, images, and their use together, or in isolation, can:
 - state facts
 - give information
 - send messages
 - transmit meaning.

Scenario: The Client

The retail fashion industry forecasts trends up to two years in advance. In this way the appropriate yarn dye colours, materials, accessories and fastenings can be prepared and made available to designers.

Clothing ‘stories’ or ranges can then be put together in order that retailers can order six months ahead of putting their seasonal range into stock. Early signs for the summer of 2007 indicate that one story, the ‘Swinging 60s’, is going to be particularly popular.

One retail chain, ‘The Bridge’, which targets the male and female youth market, is particularly keen on getting on board the ‘Swinging 60s’ story and has asked for responses to four briefs in support of their ‘all store’ promotion.

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Task 2

Select **one** of the following briefs and carry out research related to that brief, collecting relevant images and information. Research and analyse similar designs elsewhere before you begin the development of your ideas. Develop initial ideas, making thumb-nail sketches/visuals and notes. From these notes and initial ideas, select **two** ideas to take forward to Task 3. Designs that are simply copies of other designs will gain little credit.

Task 3

At this stage, you will develop your **two** ideas to present to your client in a format relevant to the brief. The presentation must include specific notes relating to alternative colourways and dimensions. From these **two** ideas, you will develop **one** idea into your final Design Proposal. This should have appropriate annotation, and will contain all the elements of image and text, as appropriate, to meet the requirements of the brief.

Brief 1

Nationally, part of the shop-fitting format of 'The Bridge' is a dedicated wall which displays large-scale themed posters reflecting current promotions. The dimensions of the reserved space are 2.4 m high × 4.8 m wide.

Develop **two** alternative ideas for a wall covering which reflect the imagery of the 1960s. The wall covering will be a digitally pre-printed poster. There are no limitations on colour.

Your final Design Proposal, chosen from your two alternative ideas, should be to scale with added explanatory notes for presentation to the client. You may include a site visualisation.

Brief 2

The shop plan is on two floors connected by stairs. Develop **two** alternative ideas for giving the staircase a themed look based on two artistic movements which enjoyed a revival during the 1960s. Your ideas should be in a limited range of colours and should reflect:

either

- Art Nouveau

or

- Art Deco.

Consider details such as wall coverings, balustrades, carpets and how they are fitted to the staircase, as well as any ornamentation suited to Art Nouveau or Art Deco.

Your final Design Proposal, chosen from your two alternative ideas should be in a limited range of colours with added explanatory notes referring to the temporary nature of the decorated site for presentation to the client.

Brief 3

Develop **two** ideas for a window display, incorporating two soft window mannequins, one male and one female, on the theme of the 'Swinging 60s'. The mannequins' garments should be removable to be replaced by items from one of the shop's ranges.

Your final Design Proposal, chosen from your two ideas, should be presented to the client as a sketch with added explanatory notes referring to materials used and to the construction of the mannequin. The window space is 1.5 m high \times 2 m wide \times 1 m deep.

Brief 4

Both 'The Bridge' shop fascia panel and 'The Bridge' carrier bag are due for re-design. The client feels that the 1960s theme might provide a stimulating new opportunity for re-launching 'The Bridge' in what the client feels is an increasingly competitive retail environment. For reasons of economy the client would like to stay with three spot colours.

Develop **two** alternative ideas, inspired by the theme of the 'Swinging 60s', reinforcing 'The Bridge' retail chain presence on the high street. The ideas should be easily adapted for both a fascia panel and a carrier bag.

Your final Design Proposal, chosen from your two ideas should be presented for:

either

- a shop front visual where the panel measures 1 m high \times 6 m wide.

or

- a keyline drawing for a carrier bag measuring: 31 cm high \times 22 cm wide \times 10 cm deep.

Annotate your Design Proposal with explanatory notes regarding materials, colourways and construction, for presentation to the client.

Task 4

This will include all of the evaluative notes which you consider to be relevant to justify your Design Proposal to the client.

You should include:

- reasons for your selected Design Proposal
- how you have used visual language to convey purpose and meaning
- how you have managed the considerations of the brief
- a summary of your research into the potential progression routes related to the brief you selected.

Turn over for the Assessment Criteria

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Assessment Criteria: Unit 5 Professional practice, communication and meaning

You need to produce a portfolio of work in response to the externally set brief. The work must be completed in response to the set images and brief and **must** include the following:

- a written analysis of the set images, identifying the use of visual language to convey messages and meaning; (AO1, AO3)

Assessment Objective	<i>The candidate:</i> Mark band 1	<i>The candidate:</i> Mark band 2
<p>AO1 12 marks Applying knowledge and understanding of others' practice.</p> <p><i>Candidates show an understanding of the working methods used by historical and contemporary art and design professionals and their work.</i></p>	<ul style="list-style-type: none"> • carries out a basic analysis of the purpose of the set images and the message and meaning they convey. • produces brief, descriptive, supporting notes. <p>(1 – 3 marks)</p>	<ul style="list-style-type: none"> • plans, organises and carries out a relevant analysis of the purpose of the set images and the message and meaning they convey, noting structure and content. • produces notes that compare and contrast images and comments on the effectiveness for their intended purpose. <p>(4 – 6 marks)</p>
<p>AO2 (a) 18 marks Applying skills, techniques and understanding.</p> <p><i>Candidates develop ideas by applying and reflecting on knowledge, skills and understanding of media, materials, techniques and processes.</i></p>	<ul style="list-style-type: none"> • working from set images, carries out simple investigations using a range of media, techniques and technology. • produces work that shows basic ideas using appropriate visual language to convey the required message and meaning. <p>(1 – 5 marks)</p>	<ul style="list-style-type: none"> • working from set images, plans, organises and carries out a range of investigations using combinations of media, techniques and technology. • produces work showing relevant ideas that uses appropriate visual language to convey the required message and meaning. <p>(6 – 9 marks)</p>
<p>AO2 (b) 12 marks</p> <p><i>Candidates realise and present work appropriate to its context.</i></p>	<ul style="list-style-type: none"> • shows a basic level of skill and understanding of visual language through experimentation with a range of preliminary work leading to the final design proposal. <p>(1 – 3 marks)</p>	<ul style="list-style-type: none"> • shows a moderate level of skill and understanding of visual language through refining initial ideas and selectivity in carrying them forward to the final design proposal. <p>(4 – 6 marks)</p>
<p>AO3 18 marks Analysis, synthesis and evaluation.</p> <p><i>Candidates gather, record and analyse relevant information and evidence, make reasoned judgements, present solutions and evaluate their own practice.</i></p>	<ul style="list-style-type: none"> • describes how the work meets the requirements of the brief and makes simple suggestions for improvement. • identifies a limited range of career opportunities within the selected vocational context. <p>(1 – 5 marks)</p>	<ul style="list-style-type: none"> • explains the effectiveness of the work in meeting the requirement of the brief and makes considered suggestions for improvement. • describes a range of career opportunities within the selected vocational context. <p>(6 – 9 marks)</p>

- research and developmental work and final design proposal suitably presented in response to the brief; (AO2(a), AO2(b))
- comments relating to the work undertaken; (AO3)
- a short summary of progression routes in your selected vocational area. (AO3)

<i>The candidate:</i>	Mark band 3	<i>The candidate:</i>	Mark band 4
<ul style="list-style-type: none"> • plans, organises and carries out a detailed analysis of the purpose of the set images and the message and meaning they convey, identifying structure and how content is communicated. • produces detailed and well-organised notes showing comparison between images and identifying the effectiveness of each one for its intended purpose. <p style="text-align: right;"><i>(7 – 9 marks)</i></p>		<ul style="list-style-type: none"> • plans, organises and carries out a thorough analysis of the purpose of the set images and the message and meaning they convey, explaining structure and how content is communicated. • produces highly detailed notes which compare and contrast the images evaluating the effectiveness of each one for its intended purpose. <p style="text-align: right;"><i>(10 – 12 marks)</i></p>	
<ul style="list-style-type: none"> • working from set images, plans, organises and carries out a range of investigations which make effective use of media, techniques and technology. • produces work which shows a range of ideas using visual language to convey the required message and meaning. <p style="text-align: right;"><i>(10 – 13 marks)</i></p>		<ul style="list-style-type: none"> • working from set images, plans, organises and carries out a range of complex investigations which make effective and creative use of media, techniques and technology. • produces work which shows a wide range of ideas with effective use of visual language to convey the required message and meaning successfully. <p style="text-align: right;"><i>(14 – 18 marks)</i></p>	
<ul style="list-style-type: none"> • shows a sound level of skill and understanding of the limitations of visual language by the development of, and experimentation with, different techniques to progress ideas for the final design proposal. <p style="text-align: right;"><i>(7 – 9 marks)</i></p>		<ul style="list-style-type: none"> • shows a high level of skill and understanding of visual language through in-depth experimentation to produce the aesthetic qualities required for the final design proposal. <p style="text-align: right;"><i>(10 – 12 marks)</i></p>	
<ul style="list-style-type: none"> • analyses how the work meets the requirements of the brief, making considered suggestions for improvement. • describes a wide range of career opportunities within the selected vocational context. <p style="text-align: right;"><i>(10 – 13 marks)</i></p>		<ul style="list-style-type: none"> • analyses in detail how the effectiveness and aesthetic qualities of the work meet the requirements of the brief, explaining where and how improvements should be made. • evaluates a wide range of career opportunities within the selected vocational context. <p style="text-align: right;"><i>(14 – 18 marks)</i></p>	

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