



General Certificate of Education
Advanced Subsidiary Examination
June 2011

Applied Art and Design

AD03

Unit 3 Working to a brief

CANDIDATE GUIDANCE

To be issued to candidates four weeks prior to the examination

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

This document contains:

- general guidance
- details of the scenario and briefs.

For this paper you must have:

- appropriate art and design media, materials and technology.

Time allowed

- 5 hours

Preparatory period

- 4 weeks

Instructions

- Read the paper carefully. Before you start work make sure you understand all the information.
- Read the scenario and then choose **one** brief.
- You have a four week preparatory period to research, investigate and develop your ideas.
- You are allowed five hours to produce your Design Proposal and an evaluation of your work.
- You must hand in your preparatory work, your Design Proposal and your evaluation at the end of the examination.
- 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 the work done during the preparatory period, 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 before you start your five hours of supervised work.
- You should take all of your preparatory work into the examination sessions.
- You should look at examples of the work of other artists, craftspeople and/or designers as part of your research.
- You may work on further supporting studies until you have completed your Design Proposal.

What you have to do

Read the scenario and select **one** of the briefs. Carry out research, paying particular attention to the constraints, considerations and requirements of the client or customer set out in the scenario and your chosen brief, including project management and health and safety issues. You should also research the ways in which other artists, craftspeople and/or designers have provided solutions to similar briefs. The preparatory work should be included in your submission. You should submit the equivalent of not less than two, and not more than four, A1 sheets (or a sketchbook or other suitable form) of research and developmental work.

During the four week preparatory period, you must research the brief by collecting information and making notes and sketches. You should consider appropriate primary and secondary sources, showing your understanding of the information collected by demonstrating the selection of appropriate aspects to inform your response to the brief. This will form the basis of your development of ideas. You should also research and experiment with an appropriate range of different media, materials, techniques, processes and technology to develop alternative design solutions. These initial designs should be in the form of clear visual records with appropriate annotation, which you will use as a resource during the five hours of supervised time to develop and refine your Design Proposal.

There are three distinct stages in the work you must do which link together to produce all the evidence required. Each stage has its own distinctive features but forms part of the whole. They are:

- research, including others' work and your own development work to meet the brief
- your Design Proposal, appropriately presented
- a summative evaluation of your response to the brief.

A series of suggested tasks is provided with the briefs that, if followed, will help to give you a clear direction and also help to ensure that your work is complete and meets all of the Assessment Criteria for this unit.

The work that you present must be of a standard and scale suitable to present to clients at the point where the client agrees to accept the Design Proposal and agrees the work to progress to its final finished piece. A final finished piece is **not** required. You should make sure that any fragile or temporary work is photographed, in case of accidents.

Guidance on the use of technology

Artists, craftspeople and designers use technology as a tool in both design and production. It can be used to extend investigations, develop ideas and in the production of outcomes.

You will be assessed on:

- your personal and individual creativity
- your original and imaginative use of technology and its associated processes
- how you have manipulated and made the most of all functions of the equipment and processes.

Computers form an important part of many art, craft and design processes, when using them you **must** show how well you can make them work for you. Downloading and manipulating Internet

images using computer software does not demonstrate a high level of imagination or originality. You must show that you can go beyond this by:

- further development
- demonstrating knowledge and understanding of the process(es)
- demonstrating an interaction with the programme(s) being used.

If you use a computer to develop your work you should:

- prepare original images using primary and secondary sources
- scan and manipulate these images to develop them further
- show a proactive use of the technology
- analyse, re-visit and re-work ideas
- justify and evaluate your use of computers.

You are encouraged to use all aspects of technology in developing your project but remember that you will be assessed on *how*, and to *what extent*, you have used the technology to meet both the assessment objectives and the assessment criteria.

Remember that any information or image selected for use **must** be attributed to its source and/or copyright owner by annotation at the side of the text or image used.

Evaluation

The evaluation produced during the five hours of supervised time should include:

(i) An account of:

- how you researched, developed and progressed ideas for the brief
- how you managed time and resources effectively
- the strengths and weaknesses in your work.

(ii) Points you wish the client to consider:

- reasons why the client should accept your Design Proposal
- how you met the challenge of including the required constraints in the Design Proposal
- why you think you have used media, materials, techniques, and technology effectively
- why you think you have been creative and why the qualities in your work are suitable for your client.

Your evaluation should justify your development work and the Design Proposal, showing how your decisions have been for the benefit of the client at all stages.

For further guidance, you should refer to the unit specification and the assessment marking criteria on pages 12 and 13 of this guidance.

Turn over ►

Introduction

A scenario and five briefs are provided. You should select **one** brief and undertake research related to its requirements. The theme is a travelling resource kit known as 'Unbeastly Beasties' that has been put together by the Local Education Authority and a local museum. The aim is to promote the knowledge and interest of primary school children in the world of mini-beasts. Your research must include reference to work produced by others and show your understanding of how it has been used to communicate ideas and/or aims in a visual way. There should also be evidence of relevant primary or secondary research that is shown to influence the development of your project. You should experiment with media, materials, techniques, processes and technology to develop your ideas and to progress these ideas to a Design Proposal that you will present to the client. Your work should take note of the relevant constraints identified in both the scenario and the brief that you have selected and take into account the methods that would be used to produce the final piece of work if the client accepts your Design Proposal.

The Project Brief

Scenario

Your Local Education Authority and the managers of a local museum have planned a travelling resource kit known as 'Unbeastly Beasties', to promote knowledge and interest in the topic of mini-beasts. The kit will tour primary schools, and the organisers are asking local sixth form students to submit design ideas for some of the items that will be available. All work should be appropriate for children aged between five and eleven years of age.

Select **one** of the following briefs to develop your Design Proposal.

Whichever brief you choose, you must write an evaluation of your response (see pages 2, 3 and 11).

Ensure that, in your final submission, you state clearly which brief you have chosen.

Briefs

1 3D Design: Floor Cushions or Beanbags

The travelling resource kit will include large floor cushions or beanbags for the children to sit on when studying the mini-beasts. Develop at least **two** designs on the theme of 'Unbeastly Beasties' showing mini-beasts that are:

either

dynamic and surprising

or

very beautiful.

You may employ any single textile technique or combination of techniques in your work, but should include evidence of your experimentation to explain your process.

Techniques and fabrics should:

- be durable
- allow for easy cleaning
- be safe for children.

The cushions or beanbags should be no more than 90 cm in any direction and should be soft and comfortable.

The Design Proposal produced in the five hours of supervised time should be for **either** the floor cushion **or** the beanbag and **must** be to scale.

You should include any 2D or 3D samples and experimental work that would help to explain your Design Proposal to the client.

Turn over ►

2 Animation

In the resource kit there will be a DVD which includes an animation called 'Unbeastly Beasties' illustrating the life cycle of any one mini-beast.

Develop storyboards for animation that:

- are educational
- feature mini-beasts as attractive and interesting
- last no longer than 3 minutes.

All work **must** be appropriate for the primary school age group, ie between 5 and 11 years of age.

Use a variety of visual methods, which are two-dimensional and/or three-dimensional, to assist in the development of **two** storyboards.

The Design Proposal produced in the five hours of supervised time should be for **one** of the storyboards.

You should include all drawings, collages, models, maquettes and any computer work, that would make your intentions clearer for the client, in your submission.

3 Pop-up Paper Sculpture

The primary school children will be of different ages and abilities so you are asked to develop **two** ideas for paper or card pop-up representations of mini-beasts. They may both represent the same mini-beast or different mini-beasts.

The designs should be accompanied by a full explanation of the construction methods presented on a visually designed worksheet, which is entitled:

'How to Make an Unbeastly Beastie'.

Each pop-up should be:

- a piece of paper or card, no larger than A3 when unfolded
- your choice of landscape or portrait orientation
- in colours appropriate to the chosen mini-beast.

The Design Proposal produced in the five hours of supervised time should be the final development of the pop-up which has its accompanying visually designed construction advice featuring the title 'How to Make an Unbeastly Beastie'.

You should include your notes and experimental work in your submission.

4 Table and Bookcase

A table and bookcase will be needed when the travelling resources are sited in each school.

These should be easy to:

- clean
- dismantle.

You are required to develop fun and imaginative ideas on the theme of 'Unbeastly Beasties' for **both** the table and the bookcase and they should be considered as a pair.

Neither should exceed one metre in height or width.

The table could be any shape but the horizontal surfaces **must** be flat and smooth. You may consider and use:

- flat surface decoration

and/or

- relief: on the table legs and sides of the bookcase.

It is important that both items should:

- be robust and hardwearing
- have no sharp projections and observe relevant health and safety considerations.

The Design Proposal produced in the five hours of supervised time should be the final development of the table **and/or** the bookcase.

All work in your Design Proposal **must** be to scale.

You should include all drawings, models, test pieces and samples and any computer-generated work that help to make your submission clear to the client.

Turn over ►

5 Painting

A large roll-up painting is required to hang in the library or other part of the school to attract children's attention and motivate them in their study of mini-beasts.

The painting will be 90 cm x 35 cm.

Develop **two** ideas for the painting, which should be:

- in realistic colour
- in the form of **either** a picture **or** a pattern
- feature at least four recognisable mini-beasts
- entitled 'Unbeastly Beasties' in large letters placed centrally at the top of the painting
- appropriate for the 5–11 years age group.

The Design Proposal produced in the five hours of supervised time should be for **one** of the paintings and **must** be to scale.

Suggested Tasks

When producing the work for your chosen brief, the following tasks might help to make sure that you cover all the work necessary for assessment.

Task 1	✓ When task is completed
<ul style="list-style-type: none"> • Research into the different types of mini-beast: how they look and behave and also the stages of their development. • Research into the work of others, in a range of past and present cultures, who have represented mini-beasts in a variety of ways. Study methods by which mini-beasts may be made more appealing and interesting. • Look carefully at your research and combine some parts of what you see to help you start your first ideas. <p>Make sure, in your preparatory work, that you indicate which sources were important in getting your ideas started and show, in your practical work, how you did this. Give your reasons as part of your annotation.</p>	

Task 2	✓ When task is completed
<ul style="list-style-type: none"> • Start working with an appropriate range of media, materials, techniques, processes and technology. You must use a wider variety than just pencil and crayons and should try to use paints, pastels and collage. Collect samples of fabric and other materials where appropriate and consider the use of a range of technology. You should avoid downloading ready-made images instead of using your own drawings, paintings, and/or photographs. Try also to use mixed media and find unusual material with which to experiment. • Work out which media, materials, techniques, processes and technology are most effective for the brief that you are following and add the reasons for your choices as part of your annotation. 	

Turn over ►

Task 3	✓ When task is completed
<ul style="list-style-type: none">• Develop the best ideas further, using the media, materials, techniques and technology that you found to be the most effective (Task 2).• Try out several possibilities and then select the best two or three.• Write down your reasons for rejecting some ideas and selecting others.	

Task 4	✓ When task is completed
<ul style="list-style-type: none">• You should now be able to modify and refine two ideas and begin to compose and use them to give a meaning or message that you want to communicate to your customers or audience.• Try to use and manipulate some of the following: colour, line, pattern, shape, texture, tone, space, volume, proportion, scale, balance, movement and sound.• While you are working on this task, keep in mind the key requirements and constraints of the brief. Make a list of these and check them off when you know that they have been successfully included.• Start to prepare notes for your initial thoughts and ideas for your summative evaluation.	

Supervised Time (5 hours)	✓ When task is completed
<p>Design Proposal</p> <p>The Design Proposal that you produce should be of sufficiently high quality to be presented at a meeting with the Local Education Authority and the managers of the local museum.</p> <p>Summative Evaluation</p> <p>During the five hours of supervised time, you should spend no more than thirty minutes in writing an evaluation of the whole project. Select what you believe to be the key points of the brief and show how you have taken these into account. Think about the requirements of the Local Education Authority and local museum.</p> <p>In your evaluation you should include:</p> <ul style="list-style-type: none"> • a section that sums up how well you have managed the project: for example, your research and development of ideas, your management of time and resources, plus the strengths and weaknesses of your work • a section that sets out key points that you think your client should consider: for example, how you have resolved constraints, how you have effectively used media, materials, techniques or technology and how you have been creative in meeting the client's requirements. <p>You must give clear reasons for your decisions.</p>	

Turn over for the Assessment Criteria

Turn over ►

In response to the externally set assignment you will be asked to:

- carry out preparatory research (primary and secondary) to clarify the needs of the client and the requirements of the brief; (AO1, AO2 (a), AO3)

All non-creditworthy responses are awarded zero marks.

Assessment Objective	<i>The candidate:</i> Mark band 1	<i>The candidate:</i> Mark band 2
<p>AO1 12 marks</p> <p>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 limited research into others' practice. • uses insights from the research in a limited way in response to the brief. <p>(1–3 marks)</p>	<ul style="list-style-type: none"> • plans, organises and carries out a range of research into others' practice. • uses insights from the research to inform the response to the brief. <p>(4–6 marks)</p>
<p>AO2 (a) 18 marks</p> <p>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"> • carries out simple investigations using a range of media, materials, techniques and technology. • demonstrates limited ability to apply exploration to develop ideas that meet the minimum requirements of the brief. <p>(1–5 marks)</p>	<ul style="list-style-type: none"> • plans, organises and carries out a range of investigations using combinations of media, materials, techniques and technology. • demonstrates the ability to apply exploration to develop ideas that take into account the key requirements of the brief. <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 basic skill in the use and application of formal elements and visual language. • shows a limited understanding of the needs of the client in the design proposal and has significant omissions in meeting the requirements of the brief. <p>(1–3 marks)</p>	<ul style="list-style-type: none"> • shows moderate skill in the use and application of formal elements and visual language. • shows a partial understanding of the needs of the client in the design proposal and meets the key requirements of the brief. <p>(4–6 marks)</p>
<p>AO3 18 marks</p> <p>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"> • shows a basic level of skill in selecting relevant information and limited ability to modify ideas in response to the brief. • produces a superficial summative evaluation. • written work demonstrates limited clarity, coherence and accuracy in the use of language. <p>(1–5 marks)</p>	<ul style="list-style-type: none"> • shows moderate skill in selecting relevant information and some ability to modify ideas in response to the brief. • produces a summative evaluation of the key points of the brief. • written work demonstrates reasonable clarity, coherence and accuracy in the use of language. <p>(6–9 marks)</p>

- develop, review and modify ideas; (AO2 (a), AO2 (b), AO3)
- create a Design Proposal; (AO2 (b))
- evaluate your response to the brief, including the work produced for the client. (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 wide range of research into others' practice. • uses insights from the research to enhance the response to the brief. 	(7–9 marks)	<ul style="list-style-type: none"> • plans, organises and carries out a wide range of research, using a variety of sources, into others' practice. • uses insights from the research creatively in response to the brief. 	(10–12 marks)
<ul style="list-style-type: none"> • plans, organises and carries out a wide range of investigations using combinations of different media, materials, techniques and technology. • demonstrates the ability to apply meaningful exploration to develop ideas that take into account and resolve some of the constraints and requirements of the brief. 	(10–13 marks)	<ul style="list-style-type: none"> • plans, organises and carries out a wide range of complex investigations using combinations of different media, materials, techniques and technology. • demonstrates the ability to apply meaningful exploration to develop sophisticated ideas that resolve the constraints and meet the requirements of the brief in full. 	(14–18 marks)
<ul style="list-style-type: none"> • shows a sound level of skill in the use and application of formal elements and visual language. • shows a sound understanding of the needs of the client in the design proposal and mostly meets the requirements of the brief. 	(7–9 marks)	<ul style="list-style-type: none"> • is highly skilled, effective and creative in the use and application of formal elements and visual language. • shows a complete understanding of the needs of the client in the design proposal and realises the requirements of the brief in full. 	(10–12 marks)
<ul style="list-style-type: none"> • shows a sound level of skill when selecting relevant information to modify ideas effectively in response to the brief. • produces an effective summative evaluation. • written work demonstrates general clarity, coherence and accuracy in the use of language. 	(10–13 marks)	<ul style="list-style-type: none"> • is highly skilled when selecting relevant information and modifies ideas creatively in response to the brief. • produces a detailed summative evaluation. • written work demonstrates clarity, coherence and accuracy in the use of language. 	(14–18 marks)

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