

**ART AND DESIGN**  
**Unit 9 Working to self-identified briefs**

**AD09**

**CANDIDATE GUIDANCE**

To be issued to candidates four weeks prior to the examination

All teacher-assessed marks to be returned to AQA by 10 January 2007

**This document contains:**

- general guidance
- scenario and brief notes and exemplar
- Scenario and Brief Planning Sheet (enclosed).

**Instructions**

- Read the paper carefully. Before you start work make sure you understand all the information.
- You have a four week preparatory period to research, investigate and develop your ideas.
- Complete the Scenario and Brief Planning Sheet (enclosed).
- You are allowed fifteen hours to produce your finished artwork and an evaluation of your work.
- You must hand in your preparatory work, your Scenario and Brief Planning Sheet, your finished artwork 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 fifteen 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 finished artwork.

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## What you must do first

You need to select an art, craft or design pathway and choose a new project that you can achieve with the time and resources available.

- 1 Research the background to your proposed project in order to establish a scenario and brief. You **must** use this Candidate Guidance and refer to the exemplar provided in the Scenario and Brief Planning Sheet included with this guidance.
- 2 Write your scenario and brief. You must use the enclosed Scenario and Brief Planning Sheet to do this. The **scenario** should be written to help put the brief in context.

It should be:

- about a situation or project in which you are able to work for an actual client or customer in your area or community

**or** it may be:

- simulated by you or your centre to be a realistic and vocational representation of a situation or work for an outside agency.

The **brief** should:

- specify the pathway selected (art, craft or design) and be clear in expressing the detail of the constraints, limitations and what you intend to achieve as an outcome for your client or customer
- be written in a way that can be clearly understood by others
- have only one interpretation.

## 3 Planning

Plan how to carry out the project. Your plan should cover:

- research into a suitable brief, defining the standards, specific requirements and constraints set by the client
- the overall research that needs to be done and how it might be refined
- the media and materials that you might investigate and their cost implications
- the techniques, processes and technology with which you might experiment
- deadlines that you will set yourself.

The plan should be flexible enough to allow changes to be made as problems arise and you find ways to overcome them or change direction. It may be helpful to keep a visual diary following the development of your brief from start to finish.

For further guidance, you should refer to the unit specification and the assessment marking criteria on pages 8 and 9 of this guidance.

**What you must do next**

You should develop ideas, images and/or artefacts in response to the scenario and brief that you have written.

These should:

- be produced on a minimum of two A1 sheets (or equivalent, i.e. eight sheets of an A3 sketchbook)
- show development towards several solutions
- include research sketches, drawings, maquettes or models with appropriate experimentation and development
- be suitably annotated to show decision-making and selection processes.

In the 15 hours of supervised time you should produce:

- a high quality, finished outcome that is detailed and shows the complete solution and realisation of the requirements of the brief
- include a written summative evaluation, with illustrations, of the effectiveness of the project, its working practices and your project management.

## Writing your scenario and brief

- In order to write a scenario and brief for this unit, you need to ask yourself certain questions, which, if answered fully, will give you most of the information you need.
- A **scenario** outlines the context of the brief. It is a scene-setter; it gives you an insight into the background and lets you know where the brief comes from or originates.
- A **brief** is a set of detailed instructions. It tells you what you have to consider and what you must do to properly meet the requirements that it sets. There will almost certainly be several constraints imposed by the client for whom the work is being completed. These demands have to be successfully incorporated by you in both a creative and a practical way.
- Use the enclosed copy of this Ten-Point Plan and provide answers to all the questions as fully as you can.

<b>SCENARIO AND BRIEF PLANNING SHEET – EXAMPLE</b> <b>A Ten-Point Plan</b> <b>Use this copy for a rough draft, if you wish</b>	
Provide answers to the following questions as fully as possible.	
Question	Answer
<b>About the brief:</b> 1. WHO needs a creative solution?	
2. WHAT do they need?	
3. WHY do they need it?	
4. WHEN do they need it?	
<b>About the constraints:</b> 5. Where is the location or site? Or, Where will it be seen or used?	
6. What message or meaning is needed?	
7. What restrictions are there?	
8. What media or materials should be considered or used?	
9. What is the budget?	
10. What health and safety issues need to be taken into account?	



## Example of a completed Scenario and Brief Planning Sheet

Below is an example of how the questions in the Ten-Point Plan have been answered and, subsequently, how the scenario and brief have been written for inclusion in the work to be submitted for this unit.

<b>SCENARIO AND BRIEF PLANNING SHEET</b>	
<b>A Ten-Point Plan</b>	
Provide answers to the following questions as fully as possible.	
<b>Question</b>	<b>Answer</b>
<b>About the brief:</b>	
1. WHO needs a creative solution?	<i>The Parish Council of St Mary's Church.</i>
2. WHAT do they need?	<i>A stained-glass window design.</i>
3. WHY do they need it?	<i>(i) To honour those servicemen and women in the town who have recently lost their lives in international conflicts. (ii) To replace an existing plain glass Georgian leaded window in the south wall of the Church.</i>
4. WHEN do they need it?	<i>Before the commemorative service to be held in six months' time.</i>
<b>About the constraints:</b>	
5. Where is the location or site? Or, Where will it be seen or used?	<i>St Mary's Church, local parish.</i>
6. What message or meaning is needed?	<i>To celebrate the lives of those who gave theirs for the benefit of everyone. It must be sympathetic but not sentimental.</i>
7. What restrictions are there?	<i>It is a pointed arched window 1.7 m high x 0.75 m wide. The colours should reflect peace and tranquillity. The effect of sunlight shining through the glass must be carefully considered.</i>
8. What media or materials should be considered or used?	<i>Those associated with stained-glass production.</i>
9. What is the budget?	<i>£500 fixed fee for the design. £2000 for the services of a professional stained-glass window maker to make and install the window.</i>
10. What health and safety issues need to be taken into account?	<i>None during the design process. Window has to be properly fitted so that there is no danger to the congregation. It must be draughtproof and weatherproof.</i>

**SCENARIO AND BRIEF****SCENARIO**

*After careful discussion with the congregation and concerned families, the Parish Council of St Mary's Church, has decided to install a commemorative stained-glass window in the church to honour those local Servicemen and women who have died in recent conflicts around the world.*

*It is offering a commission of £500 for a design for the window, with a further £2000 for making and installing it.*

**BRIEF**

The brief must be written in a way that can:

- be understood by others
- have only one interpretation.

Pathway Selected (tick as appropriate):

- Art       Design   
 Craft

**TITLE:      Stained-glass window design for St Mary's Parish Church**

*Design a stained-glass window for St Mary's Church, to honour and commemorate the lives of those local armed forces men and women who have died in recent international conflicts and whose families live in the parish. The new window will replace an existing plain glass Georgian leaded window in the south wall of the Church.*

*The Parish Council wants the design to:*

- *celebrate the lives of those who died*
- *show that their sacrifice was for our benefit*
- *be sympathetic to all involved, particularly the families, but it must not be sentimental*
- *show tranquillity and peace through the colours used*
- *consider the effect of sunlight shining through the window.*

*The shape of the window is a pointed arch. It is 1.7 m high at the centre, 1.3 m high to the base of the arch, and 0.75 m wide.*

*The materials and construction of the window should be selected in consultation with the professional craftsman employed in this joint venture.*

**Turn over ►**

## Assessment Criteria: Unit 9 Working to self-identified briefs

In response to the external assessment you will be asked to produce art, craft or design work that shows a creative and innovative response to a self-identified brief including:

- preparatory work, showing the identification and clarification of a brief; (AO1, AO3)
- research, development, review and modification of your ideas; (AO1, AO2(a), AO3)

Assessment Objective	<i>The candidate:</i> <b>Mark band 1</b>	<i>The candidate:</i> <b>Mark band 2</b>
<b>AO1</b> 12 marks <b>Applying knowledge and understanding of others' practice.</b> <i>Candidates show an understanding of the working methods used by historical and contemporary art and design professionals and their work.</i>	<ul style="list-style-type: none"> <li>• carries out straightforward research into the work of others in response to vocational briefs.</li> <li>• uses insights from research to inform and clarify the brief.</li> </ul> <p>(1–3 marks)</p>	<ul style="list-style-type: none"> <li>• plans, organises and carries out a range of research into others' responses to vocational briefs.</li> <li>• uses insights from research to appropriately inform and clarify the brief.</li> </ul> <p>(4–6 marks)</p>
<b>AO2(a)</b> 12 marks <b>Applying skills, techniques and understanding.</b> <i>Candidates develop ideas by applying and reflecting on knowledge, skills and understanding of media, materials, techniques and processes.</i>	<ul style="list-style-type: none"> <li>• explores a range of media, materials, techniques and technology.</li> <li>• demonstrates a moderate ability to apply appropriate and relevant exploration and reflect on knowledge and understanding gained, to develop ideas that meet the key requirements of the brief.</li> </ul> <p>(1–3 marks)</p>	<ul style="list-style-type: none"> <li>• explores a range of appropriate media, materials, techniques and technology.</li> <li>• demonstrates a sound ability to apply appropriate and relevant exploration and reflect on knowledge and understanding gained, to develop ideas that meet most of the requirements of the brief.</li> </ul> <p>(4–6 marks)</p>
<b>AO2(b)</b> 18 marks <i>Candidates realise and present work appropriate to its context.</i>	<ul style="list-style-type: none"> <li>• shows some skill in the application of formal elements and use of visual language, when developing ideas for the final, finished design.</li> <li>• produces final work which is supported by brief written and visual evidence and meets the key aims and intentions of the brief.</li> </ul> <p>(1–5 marks)</p>	<ul style="list-style-type: none"> <li>• shows skilled and wide-ranging application of formal elements and use of visual language when developing ideas for the final, finished design.</li> <li>• produces final work which shows some detail, is supported by limited but relevant written and visual evidence and mostly meets the aims and intentions of the brief.</li> </ul> <p>(6–9 marks)</p>
<b>AO3</b> 18 marks <b>Analysis, synthesis and evaluation.</b> <i>Candidates gather, record and analyse relevant information and evidence, make reasoned judgements, present solutions and evaluate their own practice.</i>	<ul style="list-style-type: none"> <li>• shows moderate skill in selecting relevant information and modifies ideas in response to the brief.</li> <li>• produces an evaluation which is used to determine the direction and progression of the key points of the brief.</li> </ul> <p>(1–5 marks)</p>	<ul style="list-style-type: none"> <li>• shows a sound level of skill when selecting relevant information and modifies ideas effectively in response to the brief.</li> <li>• produces an evaluation which is used effectively to determine the direction and progression of the brief.</li> </ul> <p>(6–9 marks)</p>

- the selection of detailed artwork, to a high standard, of your final, finished design; (AO2(a), AO2(b))
- a summative evaluation report, with illustrations, of your working practices during the preparatory period. (AO2(b), AO3)

<i>The candidate:</i>	<b>Mark band 3</b>	<i>The candidate:</i>	<b>Mark band 4</b>
<ul style="list-style-type: none"> <li>• plans, organises and carries out a wide range of research into the work of others in response to vocational briefs.</li> <li>• uses insights from research to enhance the identification and clarification of the brief.</li> </ul> <p style="text-align: right;"><i>(7–9 marks)</i></p>		<ul style="list-style-type: none"> <li>• effectively plans, organises and carries out a comprehensive range of research into the work of others in response to vocational briefs.</li> <li>• uses insights from research to creatively inform the identification and clarification of the brief.</li> </ul> <p style="text-align: right;"><i>(10–12 marks)</i></p>	
<ul style="list-style-type: none"> <li>• explores a wide range of appropriate media, materials, techniques and technology.</li> <li>• demonstrates a well-developed ability to apply appropriate and relevant exploration and reflect on knowledge and understanding gained, to develop ideas that meet the requirements of the brief in full.</li> </ul> <p style="text-align: right;"><i>(7–9 marks)</i></p>		<ul style="list-style-type: none"> <li>• explores a wide range of appropriate media, materials, techniques and technology.</li> <li>• demonstrates a comprehensive ability to apply appropriate in-depth exploration and reflect on knowledge and understanding gained, to develop perceptive ideas that meet the requirements of the brief in full.</li> </ul> <p style="text-align: right;"><i>(10–12 marks)</i></p>	
<ul style="list-style-type: none"> <li>• shows effective and selective application of formal elements and use of visual language when developing ideas for the final, finished design.</li> <li>• produces final work which is detailed, is supported by appropriate and relevant written and visual evidence and meets the aims and intentions of the brief.</li> </ul> <p style="text-align: right;"><i>(10–13 marks)</i></p>		<ul style="list-style-type: none"> <li>• shows sophisticated and creative application of formal elements and use of visual language when developing ideas for the final, finished design.</li> <li>• produces final work which is highly detailed, with supporting written and visual evidence which is comprehensive and fully meets the aims and intentions of the brief.</li> </ul> <p style="text-align: right;"><i>(14–18 marks)</i></p>	
<ul style="list-style-type: none"> <li>• is highly skilled in selecting relevant information and modifies ideas creatively in response to the brief.</li> <li>• produces a detailed evaluation which is used with perceptive insight to determine the direction and progression of the brief.</li> </ul> <p style="text-align: right;"><i>(10–13 marks)</i></p>		<ul style="list-style-type: none"> <li>• shows a highly developed ability to select and evaluate information and modifies ideas in an innovative way in response to the brief.</li> <li>• produces a critical evaluation which is used with perceptive insight to creatively determine the direction and progression of the brief.</li> </ul> <p style="text-align: right;"><i>(14–18 marks)</i></p>	

**END OF CANDIDATE GUIDANCE**

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