

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 2009

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 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

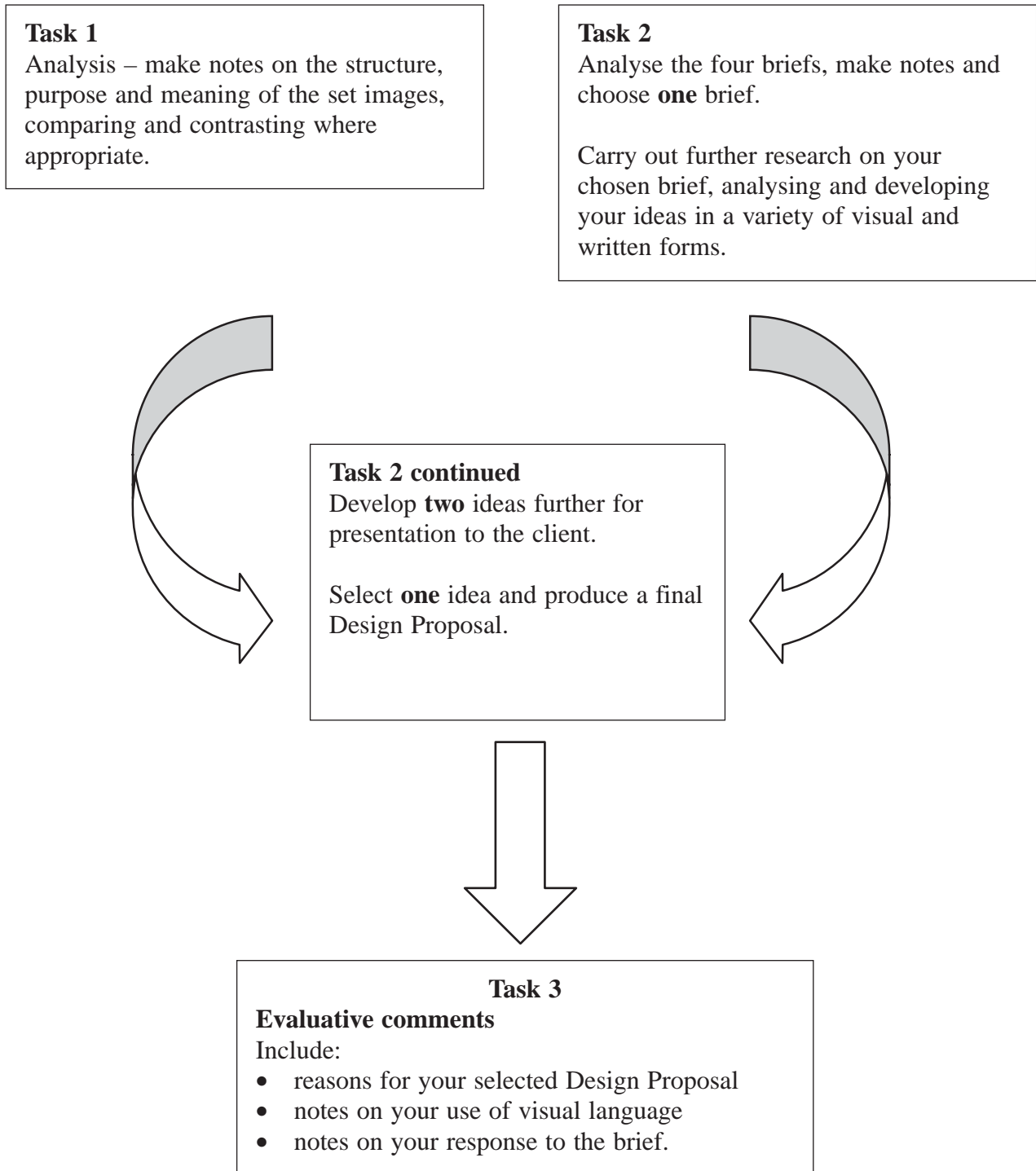
- Your work will be marked out of 60.
- All your work, which includes development work, design ideas and Design Proposal will be marked.

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 that 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.



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.

Introduction

The set images set out below are the only ones you will use for Task 1 of the assignment. You may also use them as a starting point for the work you undertake in Task 2.

In Task 2, a scenario and four briefs are provided. You should select **one** brief and undertake research related to its requirements. The theme is a waterside park and walkway. Your research must include reference to work produced by others and show your understanding of how it has been used to communicate in a visual way. You may wish to research the background of the professionals who produced material that influenced your designs. (It should be noted that not all work in the commercial sector is credited to the artist/designer.)

You should provide evidence of relevant primary and/or secondary research that is shown to influence the development of your project. You should also experiment with media, materials, techniques, processes and technology to develop your ideas and progress to a Design Proposal that you will present to the client. Your work should take note of the relevant constraints identified in

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both the scenario and the brief that you have selected. The methods that would be used to produce the final piece of work if the client selects your Design Proposal should be taken into account.

The set images are:

- (a) **First Sketch for Sundance, Escargot, Lady Ottoline and Lynda**, Michael Andrews, 1981, Watercolour and acrylic.
- (b) **British Waterways**, Logo.
- (c) **Garden of Delights**, Charing Cross Hospital ceiling mural, David Wiseman, 1989, Acrylic, canvas, wood, 554.4 cm × 1108.8 cm.
- (d) **It's your move**, Ruth Piper, 2005, Acrylic on canvas, 61 cm × 61 cm.
- (e) **Poultney Bridge, Bath**, Google Earth image.

- (a) **First Sketch for Sundance, Escargot, Lady Ottoline and Lynda**, Michael Andrews, 1981, Watercolour and acrylic.

AQA is unable to reproduce set image (a) due to copyright restrictions.

- (b) **British Waterways**, Logo.

AQA is unable to reproduce set image (b) due to copyright restrictions.

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- (c) **Garden of Delights**, Charing Cross Hospital ceiling mural, David Wiseman, 1989, Acrylic, canvas, wood, 554·4 cm × 1108·8 cm.

AQA is unable to reproduce set image (c) due to copyright restrictions.

(d) **It's your move**, Ruth Piper, 2005, Acrylic on canvas, 61 cm × 61 cm.

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(e) **Poultney Bridge, Bath**, Google Earth image.



Guidance on the tasks to be completed

Analysis of set images

Task 1 (20% of the marks)

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 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, eg 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.

Compare and contrast where appropriate

Task 2

The Project Brief

Scenario

A local authority near to you has worked with British Waterways in order to construct a park. A brownfield site has been regenerated to form the park which has a river/canal running through it from the east to the west. Alongside the waterway runs a newly constructed pedestrian walk. There are car parks and picnic areas. Extensive landscape planting has taken place. The park, to be named the 'Waterland Walk', is to be opened in the summer of 2009.

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 sketches and notes. From these notes and initial ideas, select **two** ideas to take forward. Designs that are simply copies of other designs will gain little credit.

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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 Mosaics

The local authority would like to commission two mosaics, one at each end of the 'Waterland Walk'. They can either be set in the pathway itself or be, in some way, freestanding. The one to the east would greet walkers with an image associated with dawn. The one to the west would greet walkers with an image associated with dusk.

Develop **two** ideas, one for each piece, **one** of which should be taken forward to your final Design Proposal.

Your final Design Proposal, chosen from your **two** alternative ideas, should be accompanied by explanatory notes for presentation to the client. You may wish to have the final design visualised at the proposed site.

Brief 2 Promotional flyer

The local authority would like to announce the opening of the 'Waterland Walk' by circulating a flyer to the community. It will be single-sided and A5 in size. Atmospheric photographs representing dawn and dusk **must** dominate the design, which **must** contain minimal text stating the name of the park and the opening date.

Develop **two** alternative ideas to scale. As the flyer should take the form of a promotional teaser* there is no need to include other information or a logo.

Your final Design Proposal, chosen from your **two** alternative ideas, should be accompanied by explanatory notes for presentation to the client.

Brief 3 Identity

A plaque or medallion, in high relief, is to be produced which will identify the park by its placement on picnic furniture, signage and other features specific to the site. The design should consist of an outline drawing in the form of a logotype** design and the associated words, 'Waterland Walk'. The client is clear that the design should be in **your own** style.

The product, which will be of different sizes but in the proportions of the logotype**, will stem from your initial designs. It should explore the accidental distressed surface effects that might be a characteristic of the chosen production techniques.

Develop **two** ideas indicating the depth of the relief.

Your final Design Proposal, chosen from your **two** alternative ideas, **must** be presented in 3D relief **maquette form** accompanied by explanatory notes for presentation to the client.

* see glossary on page 11

** see glossary on page 11

Brief 4 Site plan

A plan for the parkland site should be designed for presentation to the local authority. It must be durable and weatherproof. The plan should be illustrated with thumbnail sketches of amenities and attractions. No more than **four** colours, plus a background colour may be used. Your ideas should take into account the linear, east to west nature of the walk and **must** include the heading, 'Waterland Walk'. Consider the way in which the plan might be presented to the viewer as they walk past.

Develop **two** designs, **one** of which should be taken forward to your final Design Proposal.

Your final Design Proposal, chosen from your two alternative ideas, should be accompanied by explanatory notes, indicating materials and proportions, for presentation to the client.

(Note: black and white count as colours; no mixing or shades of a colour are allowed.)

Task 3

Evaluation

This will include all of the evaluative comments which you consider to be relevant to justify your Design Proposal to the client and should cover:

- the 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.

Glossary of terms related to the Scenario and Briefs

***Teaser campaign**

An advertising campaign to arouse interest in and curiosity about a product. Often the product is not named and there are no clues as to what the product is, hence 'teaser'.

**** Logotype**

A logotype is a typographic symbol that is a powerful visual representation of a company and forms the basis of its corporate identity. The word 'logo' is short for 'logotype', referring to a company signature or mark. It is a name, symbol or trademark designed for easy and definitive recognition.

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 assignment. 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 of the images 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) 15 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>(4–7 marks)</p>
<p>AO3 15 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. <p>(1–3 marks)</p>	<ul style="list-style-type: none"> • explains the effectiveness of the work in meeting the requirements of the brief and makes considered suggestions for improvement. <p>(4–7 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)

<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>(8–11 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>(12–15 marks)</i></p>	
<ul style="list-style-type: none"> • analyses how the work meets the requirements of the brief, making considered suggestions for improvement. <p style="text-align: right;"><i>(8–11 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. <p style="text-align: right;"><i>(12–15 marks)</i></p>	

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Image (a)

Image (b)

Image (c)

Image (d)

Image (e)

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