

APPLIED 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 31 May

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 15 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 15 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.

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 to change direction. It may be helpful to keep a visual diary following the development of your brief from start to finish. You should make sure that any

fragile or temporary work is photographed in case of accidents. For further guidance, you should refer to the unit specification and the assessment criteria on pages 10 and 11 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 their equivalent, ie 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
- a written summative evaluation, with visual illustrations, of the effectiveness of the project, its working practices and your project management.

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, with visual illustrations, produced during the 15 hours of supervised time should include:

- (i) an account of:
 - how you researched and developed ideas for the brief
 - how you managed time and resources effectively
 - the strengths and weaknesses in your work;

- (ii) points for 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.

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 this enclosed copy of a Ten-Point Plan and provide answers to all the questions as fully as you can.

SCENARIO AND BRIEF PLANNING SHEET – EXAMPLE A Ten-Point Plan Use this copy for a rough draft, if you wish	
Provide answers to the following questions as fully as possible.	
Question	Answer
About the brief:	
1. WHO needs a creative solution?	
2. WHAT do they need?	
3. WHY do they need it?	
4. WHEN do they need it?	
About the constraints:	
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?	

Turn over ►

- From the answers **you** have provided, you should now write your scenario and brief in a professional manner so that they are clear, can be easily understood, and have only one interpretation.
- The enclosed copy of the Scenario and Brief Planning Sheet **must** be completed and submitted with your complete project.

SCENARIO AND BRIEF – use this copy for a rough draft, if you wish

SCENARIO

BRIEF	The brief must be written in a way that can: <ul style="list-style-type: none"> • be understood by others • have only one interpretation. 	Pathway selected (tick as appropriate): Art <input type="checkbox"/> Design <input type="checkbox"/> Craft <input type="checkbox"/>
TITLE:		

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.

SCENARIO AND BRIEF PLANNING SHEET A Ten-Point Plan	
Provide answers to the following questions as fully as possible.	
Question	Answer
About the brief:	
1. WHO needs a creative solution?	<i>A local shop, 'Inca Incorporated', that imports and sells Peruvian arts and crafts (paintings, ceramics, jewellery, furniture, etc).</i>
2. WHAT do they need?	<i>A corporate identity, logo and associated graphics.</i>
3. WHY do they need it?	<i>To establish a position in the city and an identity that will readily be associated with high-class, exotic home artefacts.</i>
4. WHEN do they need it?	<i>Before the opening of the store in eight weeks.</i>
About the constraints:	
5. Where is the location or site? Or: Where will it be seen or used?	<i>In the main pedestrian shopping area of the city, plus local press/TV advertising.</i>
6. What message or meaning is needed?	<i>To establish the store as the place to buy something for the home that has quality, value for money, is aesthetically pleasing and exotic.</i>
7. What restrictions are there?	<i>To establish a logo for INCA INC. It must have a cultural feel about it and use no more than four colours. Several designs will have to be created for different situations that have unified design qualities and that will immediately be associated with the shop.</i>
8. What media or materials should be considered or used?	<i>Those associated with each different situation.</i>
9. What is the budget?	<i>£15 000 for all printed matter, advertising and signage.</i>
10. What health and safety issues need to be taken into account?	<i>None during the design process.</i>

SCENARIO AND BRIEF

SCENARIO

A new shop, 'INCA INCORPORATED', that will trade under the name of 'INCA INC.' and will specialise in importing and selling arts and crafts made in Peru (paintings, ceramics, jewellery, furniture, etc) is to open soon in the city's pedestrian shopping centre.

The owners wish to establish the shop's position in the market by using imaginative signage and by having a logo and colour scheme.

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: Establishing a corporate identity for INCA INC.

The commission is for a package of designs that will give the shop's owners a clear view of the corporate identity envisaged.

The brief includes:

1. Signage for the shop front.

A space, 10 m long × 450 mm high, above the shop front must:

- bear the words *INCA INC.* along with appropriate patterns, imagery, etc
- clearly reflect cultural influences.

2. A logo, using no more than four colours, that:

- can be reproduced on price labels/shop signs, letterheads and invoices
- can easily transfer into black and white for newspaper advertising
- will clearly reflect cultural influences.

Appropriate media, materials and equipment should be used to produce the designs. A2 foam boards should be used to present the work at the client consultation meeting to be held in four weeks. A clear list of costings and expenditure must be submitted at that meeting.

Turn over for the Assessment Criteria

Turn over ►

Assessment Criteria: Unit 9 Working to self-identified briefs

In response to the externally set assignment 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> Mark band 1	<i>The candidate:</i> Mark band 2
AO1 12 marks Applying knowledge and understanding of others' practice. <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"> • carries out straightforward research into the work of others in response to vocational briefs. • uses insights from research to inform and clarify the brief. <p>(1 – 3 marks)</p>	<ul style="list-style-type: none"> • plans, organises and carries out a range of research into the work of others in response to vocational briefs. • uses insights from research to appropriately inform and clarify the brief. <p>(4 – 6 marks)</p>
AO2(a) 12 marks Applying skills, techniques and understanding. <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"> • explores a range of media, materials, techniques and technology. • 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. <p>(1 – 3 marks)</p>	<ul style="list-style-type: none"> • explores a range of appropriate media, materials, techniques and technology. • 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. <p>(4 – 6 marks)</p>
AO2(b) 18 marks <i>Candidates realise and present work appropriate to its context.</i>	<ul style="list-style-type: none"> • shows some skill in the application of formal elements and use of visual language, when developing ideas for the final, finished design. • produces final work which is supported by brief evidence and meets the key aims and intentions of the brief. <p>(1 – 5 marks)</p>	<ul style="list-style-type: none"> • shows skill in the application of formal elements and use of visual language when developing ideas for the final, finished design. • produces final work which shows some detail, is supported by limited but relevant evidence and mostly meets the aims and intentions of the brief. <p>(6 – 9 marks)</p>
AO3 18 marks Analysis, synthesis and evaluation. <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"> • shows moderate skill in selecting relevant information and modifies ideas in response to the brief. • produces a summative evaluation with visual illustrations. <p>(1 – 5 marks)</p>	<ul style="list-style-type: none"> • shows a sound level of skill when selecting relevant information and modifies ideas effectively in response to the brief. • produces an effective summative evaluation with visual illustrations. <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 visual illustrations, of your working practices during the preparatory period. (AO2(b), 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 the work of others in response to vocational briefs. • uses insights from research to enhance the identification and clarification of the brief. <p style="text-align: right;"><i>(7 – 9 marks)</i></p>		<ul style="list-style-type: none"> • effectively plans, organises and carries out a comprehensive range of research into the work of others in response to vocational briefs. • uses insights from research to creatively inform the identification and clarification of the brief. <p style="text-align: right;"><i>(10 – 12 marks)</i></p>	
<ul style="list-style-type: none"> • explores a wide range of appropriate media, materials, techniques and technology. • 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. <p style="text-align: right;"><i>(7 – 9 marks)</i></p>		<ul style="list-style-type: none"> • creatively explores a wide range of appropriate media, materials, techniques and technology. • 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. <p style="text-align: right;"><i>(10 – 12 marks)</i></p>	
<ul style="list-style-type: none"> • shows effective and selective application of formal elements and use of visual language when developing ideas for the final, finished design. • produces final work which is detailed, is supported by appropriate and relevant evidence and meets the aims and intentions of the brief. <p style="text-align: right;"><i>(10 – 13 marks)</i></p>		<ul style="list-style-type: none"> • shows sophisticated and creative application of formal elements and use of visual language when developing ideas for the final, finished design. • produces final work which is highly detailed, with supporting evidence which is comprehensive and fully meets the aims and intentions of the brief. <p style="text-align: right;"><i>(14 – 18 marks)</i></p>	
<ul style="list-style-type: none"> • is highly skilled in selecting relevant information and modifies ideas creatively in response to the brief. • produces a detailed and perceptive summative evaluation with visual illustrations. <p style="text-align: right;"><i>(10 – 13 marks)</i></p>		<ul style="list-style-type: none"> • shows a highly developed ability to select and evaluate information and modifies ideas in an innovative way in response to the brief. • produces a critical, perceptive and creative summative evaluation with visual illustrations. <p style="text-align: right;"><i>(14 – 18 marks)</i></p>	

END OF CANDIDATE GUIDANCE

There is no text printed on this page