



# 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 10 January

#### 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. 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. 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 developmental work to meet the brief
- your Design Proposal, appropriately presented
- a short written 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. You should make sure that any fragile or temporary work is photographed, in case of accidents.

A final finished piece is **not** required.

## 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.

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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 show 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 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 Criteria on pages 10 and 11 of this guidance.

## Introduction

A scenario and five briefs are provided. You should select **one** brief and undertake research related to its requirements. The theme is the promotion of freshwater birds and the sites where they are to be found. 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

There are many beautiful water birds at a local protected freshwater site which does not allow water sports. In order to make the general public more aware of this, the site managers are running a summer promotion called 'Waterside Up'.

They are encouraging young artists, craftspeople and designers to submit ideas for the promotional displays on the site as well as designs for products that may be sold in the gift shop. The managers are keen to promote outdoor waterside activities and picnicking.

Whichever brief you choose, you **must** write an evaluation of your response (see pages 2, 3 and 9).

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

### Briefs

#### 1 Textile design

Design **two** repeat patterns for printing onto a bale of canvas that is 45 cm wide and several metres long, using the colours and shapes of water birds. The fabric is to be used for one of the following types of portable and collapsible outdoor seating:

- director's chairs
- deck chairs
- foldable three-legged seat in its own bag.

Repeats of the patterns should be to scale and in landscape orientation.

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

It should include

- at least two repeats of the pattern, each of A3 size
- an indication of how the fabric looks when in use on one of the types of chair or seat.

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## 2 Mural

The wall behind the gift shop counter is a good location for a mural, and the site managers wish to commission one. The mural will cover 6 metres and will be 1 metre high, positioned so that it is clearly visible above the heads of those serving at the till.

Develop at least **two** ideas that combine images of freshwater birds with **one** of the following:

- landscape
- freshwater
- sky.

The Design Proposal produced in the five hours of supervised time must be **one** of your ideas and you should indicate how it would look on the wall of the shop.

You **must** work to scale.

## 3 Animation

The managers of the freshwater site would like a silent animation to repeat continuously on a flat screen placed to one side of the gift shop counter.

Develop at least **two** ideas and storyboards for a silent animation that is based on the shapes and colours of freshwater birds. The animation should be vibrant and exciting.

The animation should

- last no longer than 3 minutes
- use the freshwater site environment as a background.

You **must** use your own two-dimensional images, and/or three-dimensional objects as a starting point, rather than secondary source material.

The Design Proposal produced in the five hours of supervised time must be the final development of one of the storyboards and must clearly indicate your intentions for the client. Samples, models, maquettes and drawings or collages should also be incorporated.

## 4 Sculpture

The managers of the freshwater site would like a large piece of sculpture based on the shapes of freshwater birds for their outdoor picnic area.

Develop at least **two** ideas for the piece of sculpture.

The piece should:

- be 3 metres in height and no wider than 12 metres in any direction
- allow for groups of people to sit on parts of the work
- use two colours, that blend in well with the scenery and may be used in various shades.

The Design Proposal produced during the five hours of supervised time **must** include at least **one** maquette to scale and should include coloured work that explains:

- how the sculpture will look in the picnic area
- its full dimensions
- an indication of appropriate materials.

## 5 Illustrations for use on gift items

A new range of items will be on sale in the gift shop.

Develop at least **two** ideas for illustrations suitable for adhesive stickers for the following items:

- lunch boxes
- flasks
- carrier bags.

Your illustrations **must** be to scale and **must** include:

- the colours and shapes of water birds
- the words 'Waterside Up'.

Produce a Design Proposal during the five hours of supervised time for **one** of your illustrations as it looks on **two** of the gift shop items: lunchboxes, flasks or carrier bags. The representations of the gift shop items **must** be life-size.

## 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"> <li>• Research into the different types of UK water bird that may be found in UK freshwater (for example, lakes, reservoirs, rivers, ponds and streams). Study their size, feathers, beaks and behaviour. (This could include their movement and whether they are single or in flocks.)</li> <li>• Research into the work of others (in a range of cultures past and present), who have used water birds in paintings, prints, sculpture, photographs and film, looking at how they may have used pattern, shape and colour. For briefs 1 and 5, see how images are used on the various items that may be found in gift shops at sites where water birds or other images from nature can be found. Consider health and safety issues where applicable.</li> <li>• Look carefully at your research and combine parts of what you see to help you start your first ideas.</li> </ul> <p>Make sure, in your preparatory work, that you indicate which sources were important in getting your ideas started and show, in 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"> <li>• Start working with a range of media, materials, techniques, processes and technology. You <b>must</b> use more than pencil and crayons and should try to use paints, pastels and collage. Also try to use mixed media and find unusual material with which to experiment. Computer manipulated images and new media might be useful, and your own art work, ie drawing, painting, collage or even three-dimensional modelling, might be digitalised for developing ideas and visualisations.</li> <li>• Work out which media, materials, techniques, processes and technology are most effective for the brief that you are following and add the reasons why as part of your annotation.</li> </ul>	

Turn over ►

<b>TASK 3</b>	✓ When task is completed
<ul style="list-style-type: none"> <li>• Develop the best ideas further, using the media, materials, techniques and technology that you found to be the most effective (Task 2).</li> <li>• Try out several possibilities and then select the best two or three.</li> <li>• Write down your reasons for rejecting some ideas and selecting others.</li> <li>• Your client will want to know about your choices; make sure that your annotation is clear and can be easily understood.</li> </ul>	

<b>TASK 4</b>	✓ When task is completed
<ul style="list-style-type: none"> <li>• You should now be able to modify and refine one or 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.</li> <li>• Try to use and manipulate some of the following: colour, line, form, pattern, shape, texture, tone, space, volume, proportion, scale, balance, movement and sound.</li> <li>• 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.</li> </ul>	



<b>Supervised Time (5 hours)</b>	✓ When task is completed
<p><b>Design Proposal</b></p> <p>The Design Proposal that you produce should be of a sufficiently high quality and be suitably well presented for a meeting with the managers of the freshwater site.</p> <p><b>Evaluation</b></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 freshwater site managers.</p> <p>In your evaluation include:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> </ul> <p>You <b>must</b> give clear reasons for your decisions.</p>	

**Turn over for the Assessment Criteria**

**Turn over ►**

### Assessment Criteria: Unit 3 Working to a brief

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> <b>Mark band 1</b>	<i>The candidate:</i> <b>Mark band 2</b>
<p><b>AO1</b> 12 marks</p> <p><b>Applying knowledge and understanding of others' practice.</b></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"> <li>• carries out limited research into others' practice.</li> <li>• uses insights from the research in a limited way in response to 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' practice.</li> <li>• uses insights from the research to inform the response to the brief.</li> </ul> <p>(4–6 marks)</p>
<p><b>AO2(a)</b> 18 marks</p> <p><b>Applying skills, techniques and understanding.</b></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"> <li>• carries out simple investigations, using a range of media, materials, techniques and technology.</li> <li>• demonstrates limited ability to apply exploration to develop ideas that meet the minimum requirements of the brief.</li> </ul> <p>(1–5 marks)</p>	<ul style="list-style-type: none"> <li>• plans, organises and carries out a range of investigations, using combinations of media, materials, techniques and technology.</li> <li>• demonstrates the ability to apply exploration to develop ideas that take into account the key requirements of the brief.</li> </ul> <p>(6–9 marks)</p>
<p><b>AO2(b)</b> 12 marks</p> <p><i>Candidates realise and present work appropriate to its context.</i></p>	<ul style="list-style-type: none"> <li>• shows basic skill in the use and application of formal elements and visual language.</li> <li>• 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.</li> </ul> <p>(1–3 marks)</p>	<ul style="list-style-type: none"> <li>• shows moderate skill in the use and application of formal elements and visual language.</li> <li>• shows a partial understanding of the needs of the client in the design proposal and meets the key requirements of the brief.</li> </ul> <p>(4–6 marks)</p>
<p><b>AO3</b> 18 marks</p> <p><b>Analysis, synthesis and evaluation.</b></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"> <li>• shows a basic level of skill in selecting relevant information and limited ability to modify ideas in response to the brief.</li> <li>• produces a superficial summative evaluation.</li> </ul> <p>(1–5 marks)</p>	<ul style="list-style-type: none"> <li>• shows moderate skill in selecting relevant information and some ability to modify ideas in response to the brief.</li> <li>• produces a summative evaluation of the key points of the brief.</li> </ul> <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>	<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 others' practice.</li> <li>• uses insights from the research to enhance the response to the brief.</li> </ul> <p style="text-align: right;"><i>(7–9 marks)</i></p>		<ul style="list-style-type: none"> <li>• plans, organises and carries out a wide range of research, using a variety of sources, into others' practice.</li> <li>• uses insights from the research creatively in response to the brief.</li> </ul> <p style="text-align: right;"><i>(10–12 marks)</i></p>
	<ul style="list-style-type: none"> <li>• plans, organises and carries out a wide range of investigations, using combinations of different media, materials, techniques and technology.</li> <li>• 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.</li> </ul> <p style="text-align: right;"><i>(10–13 marks)</i></p>		<ul style="list-style-type: none"> <li>• plans, organises and carries out a wide range of complex investigations, using combinations of different media, materials, techniques and technology.</li> <li>• demonstrates the ability to apply meaningful exploration to develop sophisticated ideas that resolve the constraints and meet the requirements of the brief in full.</li> </ul> <p style="text-align: right;"><i>(14–18 marks)</i></p>
	<ul style="list-style-type: none"> <li>• shows a sound level of skill in the use and application of formal elements and visual language.</li> <li>• shows a sound understanding of the needs of the client in the design proposal and mostly meets the requirements of the brief.</li> </ul> <p style="text-align: right;"><i>(7–9 marks)</i></p>		<ul style="list-style-type: none"> <li>• is highly skilled, effective and creative in the use and application of formal elements and visual language.</li> <li>• shows a complete understanding of the needs of the client in the design proposal and realises 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 a sound level of skill when selecting relevant information to modify ideas effectively in response to the brief.</li> <li>• produces an effective summative evaluation.</li> </ul> <p style="text-align: right;"><i>(10–13 marks)</i></p>		<ul style="list-style-type: none"> <li>• is highly skilled when selecting relevant information and modifies ideas creatively in response to the brief.</li> <li>• produces a detailed summative evaluation.</li> </ul> <p style="text-align: right;"><i>(14–18 marks)</i></p>

**END OF CANDIDATE GUIDANCE**

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