



# 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. 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.

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:

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- 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 marking 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 traditional legendary characters and mythical creatures. 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.

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## The Project Brief

### Scenario

Students from local schools and colleges are being asked to put forward design ideas to assist a local children's sports club, named 'Hoppers 'n' Leapers', in a fundraising event.

The managers of the sports club intend to organise two parties on the theme of traditional legendary characters and mythical creatures:

- one party for parents and toddlers
- one for children aged 8 years to 11 years.

Tickets will cost £1 for parents and 8–11 year olds, while all toddlers will go free.

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 Costumes and masks

Develop at least **two** ideas for children's costumes and matching masks that are based on **either** traditional legendary characters **or** mythical creatures.

- Use your own choice of appropriate colour(s).
- You should develop ideas for costumes and masks for **one** of the age groups.
- All costumes must have a back view and a front view.
- Swatches and examples of construction methods should be included.

The Design Proposal produced in the five hours of supervised time should be **one** of the costumes with its matching mask.

It should include:

- appropriate use of colour(s)
- a front and back view of the costume with the mask
- swatches of the proposed fabrics and/or materials
- clearly identified methods of construction.

## 2 Posters and tickets

The managers of the sports club would like students to develop ideas for hand-printed posters and tickets on the theme of **either** traditional legendary characters **or** mythical creatures for the two children's parties.

Develop ideas for at least **two** visually exciting posters and associated tickets that would be suitable for **either** the toddlers **or** the 8–11 year olds.

The dates will be stamped onto the tickets and posters by the organisers.

The poster and ticket designs should include:

- the name of the club: 'Hoppers 'n' Leapers'
- two colours, plus black or white paper as a base. For ease of printing, no shades of colour should be used, but colours may be overlapped
- the wording Myths and Legends, and 'tickets £1'
- **either** the wording 'parents and toddlers' **or** '8–11 year olds'
- exciting background imagery relating to the theme of **either** traditional legendary characters **or** mythical creatures.

Tickets should be a simplified version of the poster.

The Design Proposal produced in the five hours of supervised time must be the final development of **one** of your poster ideas with the associated ticket.

The poster should be no smaller than A3.

The ticket should not be bigger than A6.

## 3 Website page

The managers of the sports club would like to have designs for **two** new temporary pages on their existing website. Each page should advertise **one** of the two children's age group parties that are based on the theme of **either** traditional legendary characters **or** mythical creatures.

Develop ideas for **both** party website pages, one being for parents and toddlers and the other for 8–11 year olds.

The pages should include:

- the name of the club 'Hoppers 'n' Leapers'
- the wording 'raise money by having fun' and 'Myths and Legends children's parties'
- your own images that are strange and/or beautiful, **not** frightening, and are appropriate for each age group
- an indication of how the link to the home page would look.

The Design Proposal produced in the five hours of supervised time should be the final development of **one** of the web pages and must clearly indicate your intentions for the client. Full details of how you created your page **must** also be carefully explained. This brief **could** be fully presented as an ICT response.

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## 4 Painting

The two children's parties are being held in the town hall where there is a large room. The organisers would like to have a painting on paper in between each window to set the atmosphere of the traditional legendary characters or the mythical creatures.

The size of each painting is to be 3 m high × 2 m wide and work should be to scale.

Develop ideas for **two** paintings based on **either** the traditional legendary characters **or** the mythical creatures.

The paintings:

- **must not** be frightening as they will be seen by young children
- **should** focus on the strange and/or the beautiful.

You **must** use a palette of only **three** colours and their variations, which may overlap to create further colours.

The Design Proposal produced during the five hours of supervised time should be **one** of your ideas.

- Your work **must** be to scale.
- You should give an indication of how your painting would look between two of the windows in the room where the parties are to be held.

## 5 3D design

Party food and soft drinks are going to be served from a kiosk that will be at the side of the room.

Develop **two** ideas for the design of the kiosk: **one** idea on the theme of traditional legendary characters and **one** on the theme of traditional mythical creatures.

The designs for the kiosk should have:

- space inside for up to three people
- a large window at the front which is low enough for serving children
- shape **and/or** surface decoration that is appropriate to the themes of traditional legendary characters or mythical creatures.

It is important that the kiosk should be intriguing and fun.

The Design Proposal produced during the five hours of supervised time should be for **one** of your kiosk designs only. Models, maquettes, diagrams and drawings may all be included to make your intentions clear for the clients.

## 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 traditional myths and legends, for example, Greek myths and Celtic or Chinese legends for both characters and creatures.</li> <li>• Research into the work of others (in a range of cultures past and present) who have used traditional mythical or legendary characters and creatures.</li> <li>• Look carefully at your research and combine some 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. Collect samples of fabrics where appropriate and consider the use of ICT. You should avoid downloading ready-made images and should use your own drawings, paintings and/or photographs. Also try to use mixed media and find unusual material with which to experiment.</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>	

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<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 sports centre.</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 sports centre managers.</p> <p>In your evaluation, you should 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 the key points that you think your clients 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**

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### 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.

<b>Assessment Objective</b>	<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 limited research into others' practice.</li> <li>• uses insights from the research in a limited way in response to the brief.</li> </ul> <p style="text-align: right;">(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 style="text-align: right;">(4–6 marks)</p>
<b>AO2(a)</b> 18 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>• 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 style="text-align: right;">(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 style="text-align: right;">(6–9 marks)</p>
<b>AO2(b)</b> 12 marks  <i>Candidates realise and present work appropriate to its context.</i>	<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 style="text-align: right;">(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 style="text-align: right;">(4–6 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 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 style="text-align: right;">(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 style="text-align: right;">(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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