AQA

GCSE in Applied Art and Design (Double Award)

Teacher Support and Standardising Spring 2003

June 2003 series

Reminder Notes

This document is for use by teachers of AQA's GCSE in Applied Art and Design (Double Award). It should only be viewed by teachers who attended one of AQA's Teacher Standardising Meetings during Spring 2003. It will provide a useful reminder of the standards seen at the Teacher Standardising Meetings.

This document is not suitable for use by teachers who have not attended a Teacher Standardising Meeting, or by candidates or parents. This is because the enclosed photographs are not an accurate representation of all of the artwork available at the Teacher Standardising Meetings, as they do not show work contained in sketchbooks, details of techniques, annotations, etc.

AQA provides annual Teacher Standardising Meetings for Applied Art and Design (Double Award) in the Spring term. The meetings are free of charge. Further information can be obtained from the Subject Department.

Exemplar 1 – Unit 2: Materials, techniques and technology
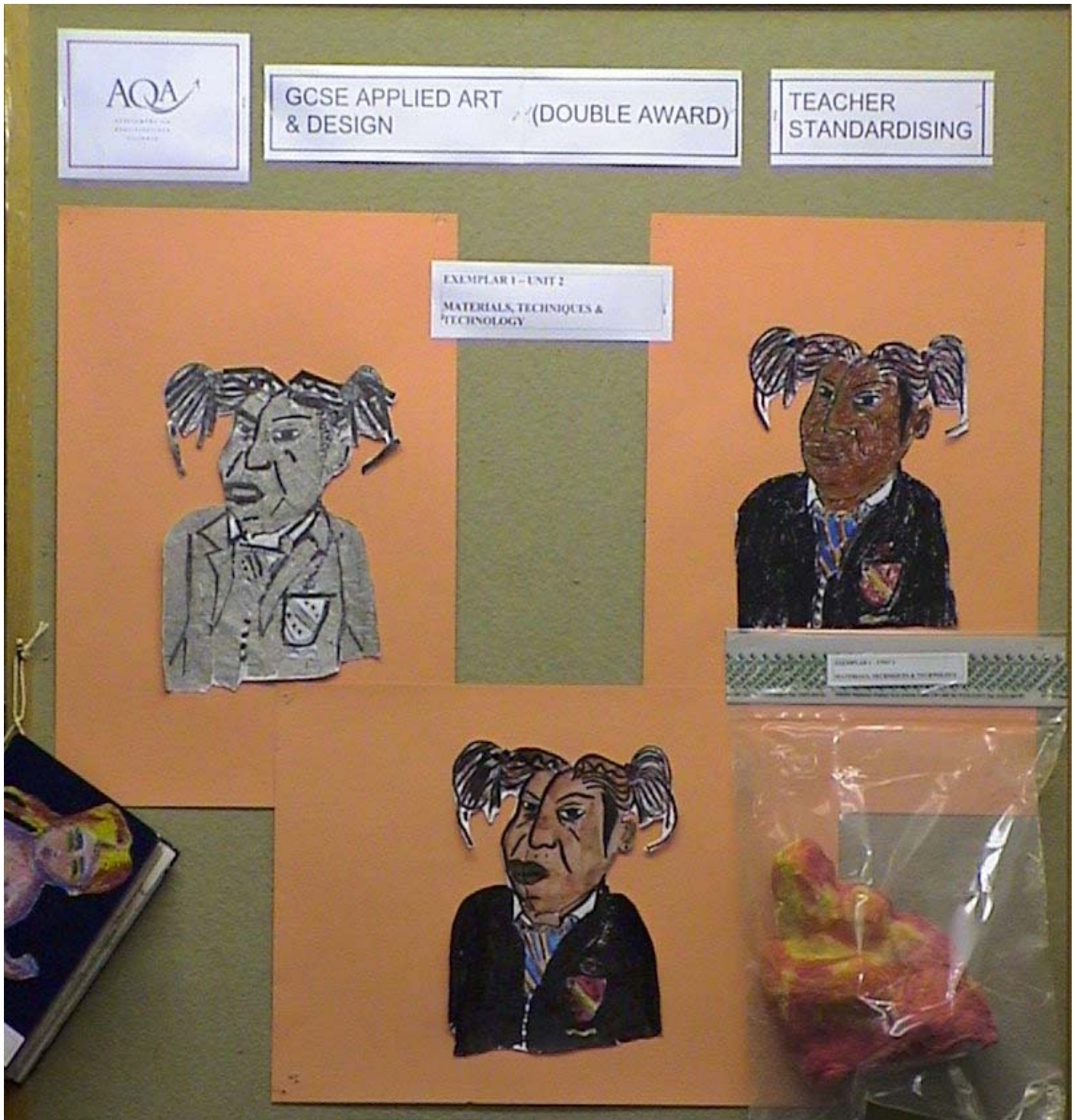
Exemplar 2 – Unit 2: Materials, techniques and technology

The assessment evidence grid states:

- **You should include:**

- Studies in a range of different 2D media and samples, showing the use of both resistant and non resistant 3D materials;

- Records of your investigation into media, materials and associated use of tools, equipment, techniques and technology;

- Evidence of different ways of working;

- Research findings on how others use media, materials, techniques and technology.

These could be in a range of suitable forms, such as sketchbooks, design sheets, models, maquettes and test pieces.

Commentary

Brief 1, Architectural brief, gives the foundation for skills to be developed, and Brief 2, Portraits, further develops skills and shows a more well organised coherent body of work.

The work collectively demonstrates effective responses for the requirements of Unit 2. It has explored 2D media processes predominantly with a weakness in 3D explorations, although the records of investigation are well organised and include thorough written comments reflecting on the work, and working methods. Reference to others' work is relevant, but does not give sufficient information

Mark 19/50

Exemplar 3 – Unit 1: 2D and 3D visual language - Mirror Brief

EXEMPLAR 3 - Mirror Brief

Brief Title (Craft)	Mirror Inspired by Architecture		
Tutor		Timing	
Issue Date		Deadline Date	
Unit/s	1	Underpinned Unit/s	3

Aims

To develop an understanding of how to use mark-making and object-making techniques, formal elements, visual language and others' use of visual language.

Scenario

A new interior design shop is soon to open in your area. The shop is to sell one off individual pieces of work by artists, craftspeople and designers. The owners wish to commission a series of craftspeople to produce decorative mirrors.

The Brief

To produce a mirror which is inspired by architectural elements. The mirror can be produced using any suitable material and can be any size.

Visual Information

Collect primary and secondary source material as a starting point. Use a range of sources to collect relevant research.

You will need to:

- Collect information on architectural elements from primary and secondary sources. Explore the potential of the source material and experiment with materials and media to develop potential design ideas including ICT.

- Create a range of alternative ideas which explore scale, proportion, shape and form.

- Make full use of annotation.

- Produce maquettes and select one idea. Develop a finished piece to scale using your selected material/s.

- Produce a final evaluation.

Presentation

Make sure everything you choose to present is clear. Remember that the client has not seen your proposal before**.**

The assessment evidence grid states:

- **You should show how well you understand visual language and that you can use:**
- A range of 2D and 3D techniques;
- Formal elements;
- Sources, including ICT;
- Different ways of working.

Commentary

The mirror brief has a strong vocational relevance, but there are significant weaknesses in the failure to address aspects of it, including ICT, limited range of 3D object-making techniques and evaluative comments regarding others' and own use visual language. Work is not effectively annotated throughout the project, and although all imagery is referenced, it is not specifically commented on or developed, and there is no commentary or explanation as to how visual language has been used. The strength of this response is in the use of primary and secondary sources, the use of visual language and, that it provides underpinning knowledge and opportunities for techniques and processes for responding to the externally set, Unit 3.

Mark 14/50

Exemplar 4 – Unit 1: 2D and 3D visual language – Fashion Brief

EXEMPLAR 4 – Fashion Brief

Brief Title (Craft)			
Tutor		Timing	
Issue Date		Deadline Date	
Unit No/s		Underpinned Unit/s	

Scenario

A major high street chain store is currently seeking to commission freelance designers to present ideas for their forthcoming fashion range for the summer season. The range is to be based on natural forms and potential designs must be abstract in style.

The Brief

Using stones as a starting point, produce a minimum of **three** alternative design ideas that may be used for either an item of clothing or a fashion accessory. Select **one** design that you would like to make and present in an appropriate form together with developmental work. Submit your proposal as a presentation with accompanying commentary.

Research

Explore a range or primary and secondary sources to begin your work. For example, make direct observational studies of a variety of stones. Collect relevant reproductions from books, magazines, Internet images etc.

Use a range of media to record your information and include the work of others to contextualise your work e.g. Andy Goldsworthy.

Design Development

Using the information you have collected develop abstract designs. Explore and experiment with a range of materials and textile techniques to produce several samples.

Select **one** design that could be made up as either a fashion garment or accessory.

Presentation

Present your work as a fashion story and mount on design sheets in a suitable format to present to your client.

Evaluate your work to provide a commentary for your presentation.

The assessment evidence grid states:

- **You should show how well you understand visual language and that you can use:**

- A range of 2D and 3D techniques;

- Formal elements;

- Sources, including ICT;

- Different ways of working.

Commentary

The brief has vocational relevance but there is significant weakness in the work in identifying and exploring how others have used visual language and how this could inform ideas and development. Evaluative comments lack detail and depth. There is some evidence of ICT in the use of the stained glass image but this has not been used in the design process. Also, 3D techniques are not explored and developed. There is a limited range of selected sources, development and explanation of formal elements, repetition is seen, and there is only basic development of ideas.

Mark 11/50

Exemplar 5 – Unit 2: Materials, techniques and technology – Mask and Portrait Briefs

The assessment evidence grid states:

- **You should include:**

- Studies in a range of different 2D media and samples, showing the use of both resistant and non resistant 3D materials;

- Records of your investigation into media, materials and associated use of tools, equipment, techniques and technology;

- Evidence of different ways of working;

- Research findings on how others use media, materials, techniques and technology.

These could be in a range of suitable forms, such as sketchbooks, design sheets, models, maquettes and test pieces.

Commentary

The work collectively demonstrates an effective response for the requirements of Unit 2. Materials and techniques have been well explored and explained through a range of work, but a significant weakness is the lack of vocationally based briefs to focus the outcomes which have been produced.

Opportunities for the development of ideas using technological media and ICT have been missed, and evaluative comments are lacking, as the extensive annotation throughout is descriptive rather than evaluative.

Total 21/50