

General Certificate of Secondary Education  
June 2005



**APPLIED ART AND DESIGN (DOUBLE AWARD) 3810/3**  
**Unit 3 Working to project briefs**

**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 Project Brief.

**In addition to this paper you will require:**

- appropriate art and design materials.

Time allowed: 10 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 ten 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 50.
- 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 materials or equipment which you might need are available before you start your ten 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 and considerations of 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 from a range of primary and secondary sources. This will form the basis of your development of ideas. You should also research and experiment with an appropriate range of different media, materials and techniques to develop alternative design solutions. These initial designs should be in the form of clear annotated records, which you will use as a resource during the 10 hours supervised time to develop and refine **one** idea.

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 design proposal.

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

For further guidance you should refer to the unit specification and the assessment marking criteria on page 5 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 nursery schools. Your research must include reference to work produced by others, with relevant primary and secondary research being included as part of your investigation. You should experiment with media and techniques 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 the brief you have selected and take into account the methods that would be used to produce the final piece of work if the client selects your design proposal.

## THE PROJECT BRIEF

### Scenario

Your local nursery school is being refurbished. The Governors want to create a stimulating learning environment through the use of creative visual aids. They wish to offer a series of commissions to artists, craftspeople and designers to produce educational artefacts to help children's development and learning. Learning in nursery and pre-school is based on the foundation stage curriculum. The foundation stage starts at age three years and aims to develop skills in the following areas:

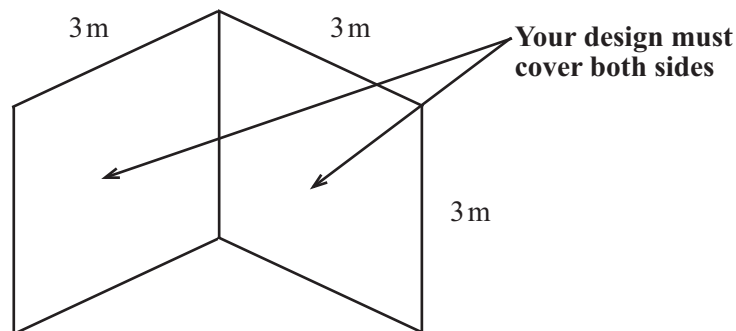
- personal, social and emotional development;
- communication, language and literacy;
- mathematical development;
- knowledge and understanding of the world;
- physical development;
- creative development.

The Governors want artefacts that are suitable for children aged 3–5 years.

Choose **one** of the following briefs.

### Briefs

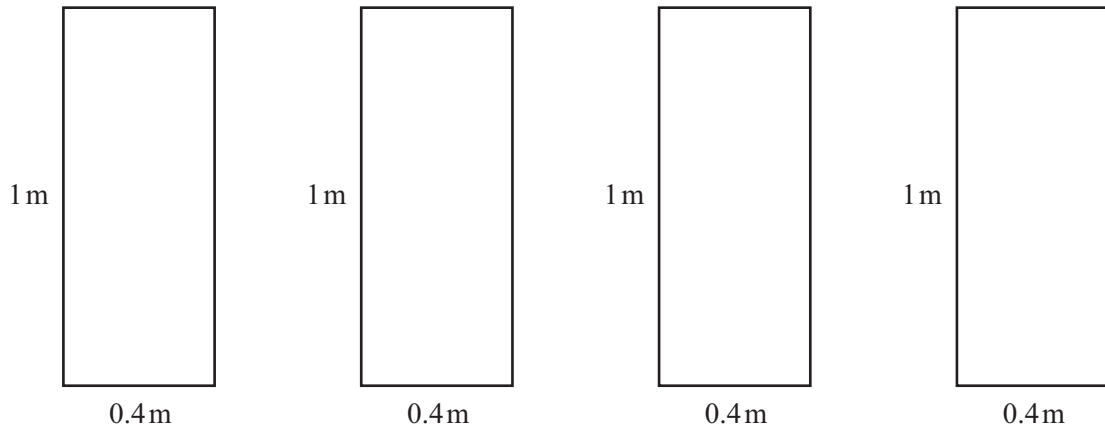
- 1 Design a mural which will act as a backdrop for the creative corner. It should promote ideas and feelings about art, music, movement and dance, to create a stimulating area where imaginative and role-play activities can take place.



- 2 Design a floor mosaic that will aid mathematical development. The design should be lively and colourful. It should reflect one or more of the following: counting, numbers, pattern making, and shapes. The mosaic is to be  $4\text{ m} \times 4\text{ m}$  and is to be located in the outdoor play area. The mosaic must be weatherproof.
- 3 Design a story-time chair. This will be located in the communication, language and literacy corner and will be used by the teacher to encourage the children to enjoy listening to words and reading text. The design must reflect letter forms.

Turn over ►

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- 4 Design a wall chart to promote healthy living which will aid physical development. The chart is to be double A1 size (1188 mm × 841 mm) and may be landscape or portrait. Text and image must be used.
- 5 Design a series of four fabric blinds based on the weather, to develop children's understanding of the environment. The blinds are to be used to depict each day's weather. Each blind is to be vertical and 1 m × 0.4 m. Text may be used as part of the design.



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

### Assessment requirements for GCSE in Applied Art and Design (Double Award) Unit 3: Working to project briefs

#### You should produce :

- research and developmental work to meet the brief;
- a design proposal, suitably presented, that meets the requirements of the brief;
- a short written evaluation of your design proposal.

#### Assessment marking criteria

Level 1:	Level 2:	Level 3:
<ul style="list-style-type: none"> <li>● work to the requirements of the brief, considering the topic or theme, constraints and deadline (0 – 3 marks)</li> <li>● collect relevant information to help you understand the requirements of the brief and develop more than one idea (0 – 3 marks)</li> <li>● use media, materials, techniques and technology with care (0 – 3 marks)</li> <li>● display your design proposal for the client (0 – 3 marks)</li> <li>● comment on your design proposal and explain how it might be improved (0 – 3 marks)</li> </ul>	<ul style="list-style-type: none"> <li>● create a range of possible ideas in response to the brief, showing potential alternatives that take account of constraints (4 – 6 marks)</li> <li>● collect and make effective use of primary and secondary source material to inform and develop different ideas, carry forward the most appropriate idea to produce a satisfactory design proposal (4 – 6 marks)</li> <li>● make effective use of materials, processes and techniques in developing ideas and the design proposal (4 – 6 marks)</li> <li>● display your design proposal effectively in a suitable way (4 – 6 marks)</li> <li>● use appropriate technical terms to annotate and comment on the strengths and weaknesses of both your ideas and design proposal (4 – 6 marks)</li> </ul>	<ul style="list-style-type: none"> <li>● offer a range of innovative responses to the brief that show an in-depth understanding of the requirements and constraints set by the brief (7 – 10 marks)</li> <li>● use a range of resources effectively, recording how you overcame unforeseen problems, to develop a design proposal that effectively meets the client's requirements (7 – 10 marks)</li> <li>● show confidence and fluency in your work through the use of media, materials and techniques (7 – 10 marks)</li> <li>● explain to the client how your design proposal meets the brief and how it has been influenced by similar work by others (7 – 10 marks)</li> <li>● evaluate your design proposal indicating changes of direction and how they affected the design proposal (7 – 10 marks)</li> </ul>

END OF CANDIDATE GUIDANCE

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