

Paper Reference(s)

Unit 5303

Edexcel GCSE (Double Award)

Applied Art & Design

Candidates' Paper – Summer 2006

Unit 3: Working To Project Briefs

There is no timed element for this project but a **minimum of 30 hours** should be allowed to include preparation, finished work and evaluation.

NOTE:

The project may be taken at any time but must be completed and assessed by the OPTEMS deadline of **15th May 2006**.

MODERATION VISITS WILL COMMENCE ON 16TH MAY 2006.

Materials required for project

Full range of Art & Design media, materials and equipment.

Instructions to Candidates

Please read the paper thoroughly. Any queries can be discussed with your teacher.

Information for Candidates

Your teacher will inform you of the dates and times when you will carry out your finished work.

Printer's Log. No.

M22845A



M 2 2 8 4 5 A

Turn over

W850/R5303/S7570 6/6/6/4/

This publication may only be reproduced in accordance with Edexcel Limited copyright policy. ©2005 Edexcel Limited.

edexcel 

Working To Project Briefs

The Project consists of three parts:

- *Preparation and Research*
- *Making*
- *Evaluation and Presentation*

Work carried out for this project may contribute to evidence for Units 1 and 2.

Project Management

The briefs have been devised to encourage you to be creative in your response.

To develop your ideas in this unit you should use the skills, techniques and ways of working you have learnt through Unit 1: 2D and 3D Visual Language and Unit 2: Materials, Techniques and Technology.

Meet the requirements of your chosen brief, as these describe what an external client might require of someone working in Art, Craft or Design.

Produce what is asked for in the brief. Additional relevant final pieces may also be included.

Discuss your work with your teacher and your peers during the preparatory period. Appropriate external contacts can also be valuable at this stage.

Important Steps

Preparation and Research

- Consider making a project plan, indicating how you intend to go about your work, in relation to your chosen brief; modifying your plan if necessary as the project progresses.
- Your teacher will help you to interpret and work to the brief, to ensure that your work meets the brief's requirements.
- Begin the project by collecting visual information from both primary and secondary sources. Use this material as you develop your response to the brief. Explore a number of ideas, using drawing and other appropriate media and techniques. Recording the strengths and weaknesses of your visual ideas as they develop will help you to make your final evaluation. This development might be done in sketchbooks, through design sheets, samples, maquettes and other trials and test pieces. Make your research individual and visually exciting.
- Consider making connections with the work of other artists, craft workers or designers, showing how this has informed your work.

Opportunities may be found in

- books/periodicals/websites
- museums/galleries/collections/exhibitions
- studios/workshops
- commercial products
- other relevant sources.

Sources should be named and used constructively rather than simply copied.

Making

- As part of the brief you will use tools, equipment and technology, which must be used safely at all times. Indicate how you do this as your work develops.
- If you have made a project plan, monitor your progress as you develop the project. Review your project plan with your teacher.
- The work produced for your final idea must be well-made and satisfy the needs of your client.
- If your planned work cannot be made to actual size or finish, develop prototype outcomes in the form of models, maquettes or scaled-down work.

Evaluation and Presentation

- Reflect on the development of your work throughout the project. At the end of the project, present all your work appropriately and include a final evaluation against the brief, showing
 - what went well
 - what went badly
 - how well your original plan was carried out
 - how the work could be improved, done differently and taken further.
- Indicate how finished pieces might be produced commercially if they are not handmade craft objects, and how handmade craft items might be produced to a high standard of finish.
- Your evaluation may be in any suitable form. If it is presented orally, it should be recorded by teacher witness statements and/or by audio/video.
- Display and present all stages of your project as if to a client.

The theme for 2006 is *Segments: Sets: Sequences*.

The briefs

You may work from any of these briefs, but it is important you **closely follow one of the briefs** to develop your own response. It is essential that you satisfy the needs of the brief in order to fulfil the requirements of Unit 3.

In all cases there should be a clearly defined outcome as stated in the brief, and you should carefully consider all the constraints necessary in order to meet the requirements of the brief.

Refer to the candidate checklist on page 6.

Scenario

Segments: Sets: Sequences is the title of an exhibition which will tour art galleries and museums across the UK during 2006. Young artists, craftworkers and designers are contributing work based on aspects of the theme. Their responses to the theme are different but all are inspired by the primary observation of **organic/mechanical forms**.

The theme is reinforced by the imaginative and innovative presentation of the work: either with parts which combine to make a whole, as a sequence of progressive stages, or as images or shapes repeated for maximum impact.

Select one of the following

Art brief

- Produce a piece of artwork (which may be composed of several related or interlocking parts) for the exhibition based on the theme *Segments: Sets: Sequences*. It may be 2D, 3D or multi-media; and should incorporate a combination of appropriate media.

Craft brief

EITHER

- Design and show samples of a versatile repeating surface pattern which uses a handcrafted process and is inspired by the theme *Segments: Sets: Sequences*. This should be suitable for textiles, a fashion item, soft furnishings or similar application.

OR

- Produce a prototype for a limited edition souvenir for sale in the various Gallery shops. This may be a vessel, container, or items of jewellery. The souvenir should reflect the theme of *Segments: Sets: Sequences*.

Design brief

EITHER

- Produce publicity material for the touring exhibition, *Segments: Sets: Sequences* such as a ticket, poster, catalogue cover, website, advertising hoarding (landscape format), street banner (portrait format), or packaging design. Relevant text should be included.

OR

- Produce designs and maquettes for a 3D puzzle, game or automaton which reflects the theme of the exhibition *Segments: Sets: Sequences*. These will be included in an interactive recreational area of the exhibition.

OR

- Design a narrative moving image, film or animation sequence to act as a visual introduction to the exhibition *Segments: Sets: Sequences*.

General brief

- If you have worked with a practitioner during your course then you could develop your own brief, in discussion with your teacher, showing the influence of the practitioner. This brief must be developed in relation to the theme *Segments: Sets: Sequences*.

Candidate Checklist

Produce work directly in response to the externally-set brief.

(Please tick each requirement when you have achieved it)

- Meet the deadline(s) and constraints set by the brief.
- Collect primary source information (work from your own direct observation).
- Collect secondary source information (work from others' ideas and images).
- Use primary source information to develop your ideas.
- Use secondary source information to develop your ideas.
- Use suitable materials and methods in developing and making your work.
- Use tools and equipment safely.
- Display the work you have produced.
- Evaluate your response to the brief.

Feedback to student:

Signed (tutor):

Signed (Student):

Date :

Feedback to student:

Signed (tutor):

Signed (Student):

Date :

Feedback to student:

Signed (tutor):

Signed (Student):

Date :

Feedback to student:

Signed (tutor):

Signed (Student):

Date :

Witness statements:

Edexcel GCSE in Applied Art & Design (Double Award)

Unit assessment record and portfolio index

Student:

Centre:

Unit 3: Working to project briefs

This unit is assessed only on the basis of the Edexcel external project brief

List of main contributions from this project to Unit 1:

List of main contributions from this project to Unit 2:

Instructions for use

- Enlarge this page to A3 on the photocopier.
- Photocopy the enlarged assessment grid on the other side.
- Fold it in half, with this page on the outside.
- This forms a four-page booklet, providing an assessment record for the unit and a portfolio index, that enables internal standardisers and external moderators to locate evidence claimed to substantiate the assessment criteria for the unit.

Centre name and number

Student name

Assessment evidence (The assessment evidence is subsumed in the mark band descriptions)

You need to produce the following evidence, which would typically be sketchbooks, preparatory work and a finished piece of work suitable for presentation to a client. You should:

- Produce work in response to a brief.
- Meet the constraints of a brief, including time and material constraints.
- Collect primary and secondary source information.
- Use primary and secondary source material to understand and respond to the brief.

Assessor's marking grid

Marks available	Mark band 1 At this level the student must:	Mark range	Mark band 2 At this level the student must:	Mark range	Mark band 3 At this level the student must:	Mark range	Mark awarded
10 marks (relates to AO1)	<ul style="list-style-type: none"> • collect limited primary and secondary source information • use limited primary and secondary source material to understand and respond to a brief 	1-4	<ul style="list-style-type: none"> • collect extensive relevant primary and secondary source information • use relevant primary and secondary source material to develop ideas when responding to a brief 	5-7	<ul style="list-style-type: none"> • collect extensive, imaginative and relevant secondary source information and well worked primary source information • select relevant primary and secondary source material imaginatively, to develop ideas when responding to a brief 	8-10	
Comments/evidence/justification for mark awarded:							
10 marks (relates to AO2)	<ul style="list-style-type: none"> • basically use materials, techniques and technology safely to meet the requirements of a brief in a limited way 	1-4	<ul style="list-style-type: none"> • use materials, techniques and technology safely and effectively to meet the requirements of a brief 	5-7	<ul style="list-style-type: none"> • use materials, techniques and technology safely, imaginatively and with a high level of skill to meet the requirements of a brief 	8-10	
Comments/evidence/justification for mark awarded:							
17 marks (relates to AO3)	<ul style="list-style-type: none"> • produce limited work in response to a brief • meet the constraints of a brief in a limited way 	1-7	<ul style="list-style-type: none"> • produce a range of work in response to a brief effectively • meet the constraints of a brief having considered a range of options 	8-12	<ul style="list-style-type: none"> • produce a wide range of work in response to a brief imaginatively • meet the constraints of a brief imaginatively having considered a wide range of options 	13-17	
Comments/evidence/justification for mark awarded:							
13 marks (relates to AO3)	<ul style="list-style-type: none"> • basically display the work • basically evaluate responses to the brief 	1-5	<ul style="list-style-type: none"> • display the work effectively • evaluate responses to the brief effectively 	6-9	<ul style="list-style-type: none"> • display the work imaginatively • evaluate responses to the brief imaginatively 	10-13	
Comments/evidence/justification for mark awarded:							

Assessor signature

Total marks available for this unit

50

Date

Total mark for student for this unit
(transcribe this mark on to OPTEMS)