

Paper Reference(s)

Unit 5303

Edexcel GCSE (Double Award)

Applied Art & Design

Teachers' 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.

FOR ISSUE SEPTEMBER 2005

**Please pass this booklet to the teacher responsible
for the subject immediately.**

**ALL BRIEFS AND ASSESSMENT DOCUMENTS NEEDED FOR THIS PROJECT ARE
INCLUDED IN THE CANDIDATES' PAPER AND SHOULD BE PHOTOCOPIED
AS REQUIRED.**

**Teachers are advised to study the instructions and advice given, since failure to follow
the details is likely to disadvantage candidates preparing for this assessment.**

Printer's Log. No.

M22847A



M 2 2 8 4 7 A

Turn over

Working To Project Briefs

- Preparatory Studies
- Finished Work
- Evaluation and Presentation
- Teaching and Support
- Assessment

Preparatory Studies

The period of preparation should be seen as a part of the teaching programme in each Centre.

The Candidates' Paper should be given to all the students together. **The paper must be discussed with the students**, encouraging free participation, introducing and considering available and suitable interpretations and alternatives. When students receive their papers they will require a constructive framework to help them tease out its possibilities.

Whilst the theme is intended to encourage the widest possible range of responses from the students, it should be made clear to all students that the brief must be their starting point for the development of finished work. The work that the student carries out in the preparatory period represents a bridge between the theme and the eventual finished response, which should fulfil one of the given briefs.

Students should begin this project by collecting **both primary and secondary source information** and should be actively encouraged to work from direct observation as part of their investigation. The use of relevant primary source material will encourage students to create an original response to the brief; failure to include this will restrict marks. Primary source material is defined as the students' **own** direct observational studies.

All other sources are secondary. Secondary sources should be used to understand, criticise and explain, as well as supply visual information. *Teachers need to ensure that students avoid presenting meaningless unannotated collections of images (from magazines, retail catalogues or websites) that lack any element of personal analysis or interpretation.*

Ideas should be reworked and refined as the project develops. All stages should be recorded appropriately. Work may be annotated as a means of ongoing evaluation and explanation.

Students should be encouraged to investigate more than one idea suggested by the brief. Investigations should be discussed with individual students to help clarify their ideas. Technical advice should be offered and teachers should ensure that students' intentions match available resources.

Students must record their safe use of tools, equipment and technology.

Any photograph, reproduction, illustration, photocopy or article used as a source of reference material should be acknowledged and shown with the creative work, or recorded in a list of references. Besides showing the range and depth of a student's approach, it is felt that documentation of this kind is an important part of the vocational learning process.

The preparatory work done should be presented as part of the project at the time of assessment and moderation.

Finished Work

The finished work should be the student's own unaided work.

The assistance given to students in making their finished work should be limited to help with such problems as working space, materials and equipment.

Finished work will consist of one or more visual outcomes. Time, resource and production constraints will determine whether work is developed as a finished piece or a prototype.

Students should complete the requirements of the brief, reflecting what an external client may require of someone working in art, craft or design. It is important that students consider carefully how they will meet these requirements, engaging in ongoing discussion with teachers, peers and appropriate external contacts.

Evaluation and Presentation

When the project is finished, it should be presented as a self-contained set of work, as if for consideration by a client. This may be in the form of individual presentations to the peer group, teachers and even a 'real-life' client. It should be recorded appropriately: video, still photography, audio tape, witness statements by teachers and students' notes for the presentation might all be important forms of evidence.

Students should organise their preparatory work so that the process of development is clear. They should apply on-going and summative evaluation to both the quality of their work and to how well it meets the brief. Students should indicate how finished pieces might be produced commercially if they are not handmade craft objects, or how handmade craft items might be produced to a high standard of finish. Developmental and finished work must all be presented.

Teaching and Support

The briefs have been chosen to encourage students to give the greatest possible degree of creativity in their responses. The project should be an opportunity for students to build upon what they already know and can do. It should not be necessary to introduce new skills or use of materials, techniques and technology.

Teachers should guide students as they read and interpret the Candidates' Paper, encouraging increasing depth and breadth of individual response to the brief as the project develops.

Teachers are encouraged to draw up their own references to practitioners or contexts as they may be able to give focus to the brief through examples which are relevant to their students. Research should then become individual and exciting.

Teachers should support students in their selection of resources and references. Students should be encouraged to make connections between their own work and that of artists, craftworkers or designers.

Books, periodicals, websites, museums, galleries, collections, exhibitions, studios, workshops and commercial products may offer opportunities for research. The process of reflecting on historical, cultural and contemporary influences of source material will serve to enhance and inform students' enquiries.

It is essential that teaching input is well-researched, enabling various approaches to the brief. Students should be encouraged to work with a variety of media, materials and techniques.

Assessment

This unit is to be assessed by centre assessors, and will be externally moderated by Edexcel from May 16th 2006 onwards, during a centre visit. Summative assessment should be recorded and justified on the supplied assessment grid – one grid per student. Assessors should award marks on the basis of the criteria set out in the mark bands, making reference to the Assessment Guidance on page 40 of the specification.

Teachers are urged to consult the updated specification (Issue 2 March 2004) for this qualification before carrying out the Unit 3 project. Assessment should be highly criterion-focused. Close attention to the criteria during delivery will maximise opportunities for student attainment.