

Paper Reference(s)

**Unit 5303**

**Edexcel GCSE  
(Double Award)**

**Applied Art & Design**

**Candidates' Paper – Summer 2007**

**Externally Set Project**

**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 **15 May 2007**.

**MODERATION VISITS WILL COMMENCE FROM 16 MAY 2007.**

**Materials required for project**

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

### **Information to Candidates**

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

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

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# Working To Project Briefs

## Project Management

You should be creative in your response to the brief but you must remember the needs of the client.

Develop your ideas using the skills, techniques and ways of working you have learned through Unit 1: *2D and 3D Visual Language* and Unit 2: *Materials, Techniques and Technology*.

Your work for this project may contribute evidence to Unit 1 and Unit 2.

Meet the requirements of your chosen brief; these describe what a client might require of someone working in Art, Craft or Design. Produce what is asked for in the brief. You may also include additional relevant final pieces.

Discuss your work with your teacher and other people; this may help you develop your project.

Present and display the work produced as if to a client.

## The Project consists of three parts:

- *Preparation and Research*
- *Development and Making*
- *Display and Evaluation*

### *Preparation and Research*

- State your aims and plan your time. Show how you intend to work on your chosen brief. Modify your plan if necessary as the project progresses.
- Your teacher will help you to interpret and work to your chosen brief. Ensure that you meet its requirements.
- Collect visual information from both primary and secondary sources. Use this material as you develop your response to the brief.
- Use drawing and other appropriate media and techniques to explore a number of ideas. This might be done in sketchbooks, through design sheets, samples, maquettes and other trials and test pieces. Make your research relevant, individual and visually exciting. Evaluate your visual ideas as you go along.
- Look at relevant work of professional artists, craft-workers or designers. Show how this has informed your work.

Opportunities for this may be found in:

- personal contact with practitioners
- museums/galleries/collections/exhibitions
- studios/workshops
- commercial products
- books/periodicals/websites

Information sources should be named and used constructively rather than simply copied.

### ***Development and Making***

- Use a variety of 2D and/or 3D methods to explore and produce a range of visual ideas. Select and evaluate your best ideas for further development.
- Materials, techniques and technology must be used safely. Record how you do this as you go along.
- Monitor your progress as you develop the project. You may find the Candidate Checklist helpful for this (page 6). Review your project planning with your teacher.
- Your final outcome must be as well-made as possible 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.

### ***Display and Evaluation***

- Display and present all stages of your project as if to a client. Your display may be recorded by any appropriate method, but presentation must include the series of ‘postcard’ images described at the end of page 4.
- Reflect on the development of your work throughout the project. Include a final evaluation against the brief. Use your own judgements and feedback from other people to decide:
  - Is the work well-made?
  - If and how would it be made suitable for commercial production?
  - How well does it answer the brief?
  - What would you change and why?
- Your evaluation may be in any suitable form. If it is presented orally, it should be evidenced by teacher/client witness statements, and/or recorded by audio/video.

## The Theme for 2007 is *Go See!*

### The Briefs

You may work from any of the briefs, but it is important that you **closely follow one of the briefs** to develop your response. It is essential that you satisfy the demands of the brief in order to fulfil the requirements of Unit 3: *Working to Project Briefs*. It may be helpful to refer to the Candidate Checklist.

You must produce a clearly defined outcome.

### Scenario

*Go See!* is a charitable organisation that specialises in arranging international exchanges for art and design students. It is now planning a celebration of the cultural and environmental diversity of young people's lives around the world. The purpose of this celebration is to encourage them to travel and broaden their horizons. The celebration will be in two stages.

- **Stage One has a local aim:** to foster good community spirit, by exhibiting the art, craft and design work created by students based on their neighbourhood/environment. *Go See!* will sponsor exhibition space within each locality: in libraries, hospitals, cafes, parks, road traffic roundabouts, on building site hoardings, in council and commercial offices, art galleries and museums, etc.

Submissions of student work are invited for this series of exhibitions. **The work must make visual reference to the students' own community/locality, or one they know well.** Students should specify where their work will be exhibited. It must celebrate aspects such as local geography, history, architecture and landmarks, language and stories, festivals, gatherings or activities.

- **Stage Two has a global aim:** to inform, educate and entertain young people aged between 15 and 25. It will do this by creating a website ([www.GoSeeUMe.org](http://www.GoSeeUMe.org)). The home page will be designed as a world map; an online gallery made up of images from Stage One. Each image will link to a wealth of information about its locality.

**In addition, the final outcome should be shown as a series of 'postcards' – that is, photographs or colour photocopies, made, where possible by the student. Each postcard should be no larger than A5. They should show the work to its best advantage.**

**There is no requirement for a specific number of postcards.**

**The client will select images for the website from these postcards.**

## Select one of the following

### Art brief

- Produce a wall piece, a mural or a large-scale sculpture, or projected images(s) to celebrate your chosen locality and be suitable for display in your designated space.

(If your planned work cannot be made to actual size or finish, develop a prototype outcome. This may be a model, maquette or scaled-down work).

### Craft brief

#### **EITHER**

- Design and produce a T-Shirt, and a bag to contain it, or a fun fashion piece to give a flavour of your locality or celebrate aspect(s) of where you live. Use a handcrafted process. The outcomes could be modelled at the opening of an exhibition of student work.

#### **OR**

- Produce an item for a local craft gallery. It should appeal to the 15–25 age group. For example, a decorative mirror, items of jewellery or a treasure-container for locally found objects.

### Design brief

#### **EITHER**

- Produce publicity material for an event or organisation within your area, to promote it both in the locality and on the website. A selection of items should be included, such as a ticket, flier, poster, programme/catalogue cover, advertising hoarding (landscapes format) or street banner (portrait format).

#### **OR**

- Design a visual narrative such as a film animation sequence. This must promote an aspect of the history or modern-day life of your chosen locality for the local cinema, local TV or the website.

#### **OR**

- Design a recreational space, seating for a public space or items of street furniture whose forms reflect the locality and/or local industry.

### General Context

- If you have worked with a practitioner you could use the experience to write your own brief. Discuss with your teacher how you could develop the brief. This must be developed in relation to the set theme *Go See!*

## Candidate Checklist

**You may find this checklist helpful as you monitor your project.**

- Meet the deadline(s) and constraints set by the brief.
- Collect primary source information – your own direct observation.
- Collect secondary source information – this will include others' work.
- Use primary source information to develop your ideas.
- Use secondary source information to develop, inform and inspire 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.



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



### Authentication Form

**Specification Title** .....

**Specification and unit number** .....

**Centre Name (Block Capitals)** .....

**Centre Number** .....

**Candidate Name (Block Capitals)** .....

**Candidate Number** .....

**Examination series for which candidate entered** .....

**Declaration of Authentication:**

**I declare that the work submitted for assessment has been carried out without assistance other than that which is acceptable under the scheme of assessment.**

**Signed (candidate)** .....

**Name (Block capitals)** .....

**Date** .....

**Signed (teacher-assessor)** .....

**Name (Block capitals)** .....

**Date** .....

**Please attach this authentication form to the candidate's submission.  
A mark of 'zero' or 'Absent' must be recorded if a candidate cannot provide confirmation of the authenticity of the coursework produced.**

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