



General Certificate of Secondary Education

603/01

**APPLIED ART & DESIGN
(DOUBLE AWARD)
UNIT 3 PROJECT BRIEF**

**RESEARCH AND PREPARATORY
STUDIES**

Six Weeks

**To be opened on or after
THURSDAY, 3 January 2008**

CONTROLLED TEST

**Maximum 10 hours (Under
Examination Conditions)**

**To start on or after Monday,
18 February 2008**

ADDITIONAL MATERIALS

In addition to this paper you will need appropriate materials for the Terminal Examination.

INSTRUCTIONS TO CANDIDATES

Read the following Project Brief and work on **one** of the tasks from the three project pathways: Art, Craft or Design. **It is essential that you analyse and work to the specific client requirements and constraints.** Before making your choice, you should read the question paper through a number of times and think carefully about which task will allow you to produce your very best work. All work must be clearly labelled.

INFORMATION FOR CANDIDATES

The aims of the examination are explained under **Guidance for Candidates.**

All tasks relate to art and/or craft and/or design.

No certificate will be awarded to a candidate detected in any unfair practice during the examination. All work produced for the examination must be your own unaided work.

GUIDANCE FOR CANDIDATES

Examination Checklist

This examination requires you to:

‘respond to given briefs and carry out project work within vocationally-related contexts; gather, record and analyse relevant information and evidence; make reasoned judgements and present solutions; and evaluate their practice’.

To achieve this, you will need to take into account the task to:

- select and present relevant information from a range of sources, and make informed judgements about images, artefacts and objects in their context;
- explore through others’ work how professional practice could inform your own work and practice;
- communicate and present ideas and meanings to develop an effective solution to the brief;
- take shared responsibility for your own progress and reflect on your work during all stages of the project.

In addition, you should;

- make and extend a range of ideas and approaches;
- demonstrate broad technical fluency in drawing and visual language;
- develop and communicate work showing a sense of personal identity;
- experiment with processes/techniques to combine qualities; and select those that are suitable for the type of work and client;
- take creative risks in developing connections between ideas, intentions and outcomes;
- provide a short evaluation of the final work, commenting on solutions found and considering improvements.

You have six weeks to produce research and preparatory work that effectively combines all ten points above through responding to a Project Brief carried out under examination conditions. You will plan your research effectively, having selected your Art, Craft or Design Project Pathway, using sketchbook(s), design sheet(s), test piece(s), models or maquettes. In all cases, you should provide a final finished piece that addresses the precise requirements of the Project Brief. Each Pathway requires you to put together an exhibition or portfolio of your work including the final piece, during the ten hour period. You may seek guidance from your teacher for your choice of pathway.

Note

All second-hand source material must be acknowledged and should be used thoughtfully and creatively. Merely copying from photographic images or downloading from the Internet will not score well on the above checklist. Be resourceful and inventive with your support materials.

You are reminded that if you produce any written work in this examination, you should spell, punctuate and use the rules of grammar accurately.

The weightings of the assessment objectives for Unit 3 - Working to a Project Brief, are:

Assessment Objectives		Mark
AO1	Apply and reflect upon knowledge, skills and understanding of the specified skill content.	20
AO2	Apply and reflect upon knowledge, skills and understanding specified in the materials and media content.	20
AO3	Ability to respond to given briefs and carry out project work, working within vocationally-related context; to gather, record and analyse relevant information and evidence; to make reasoned judgements and present solutions, and evaluate practice.	60

PROJECT BRIEF

*Project briefs always have restraints, constraints and conditions. In this case they are the tasks you have been given to choose from. Read these tasks carefully and deal with **one** of them very accurately, answering exactly what is set.*

Unlike the real world you will not be able to meet the client before you put together your presentation. Your teacher will give you appropriate guidance. The client (a WJEC moderator) will come to see your work when it is finished.

Read the following brief and discuss it with your teacher before you make a decision.

COMMUNITY LEARNING CENTRE

Your client is involved in developing a new Learning Centre, which aims to be the focus for education and training for everyone in your community.

As new technology develops we need to acquire new skills to meet its demands. In our lifetime we will retrain and learn new skills a number of times.

This is part of a national project to establish the idea of 'Life Long Learning, from the very young to old age'. Centres of learning will provide education and schools will be the heart of the centre. Adults of all ages will be provided with a variety of skills that can be learnt, for example ICT, brick-laying, learning a new language, playing a musical instrument, art and cookery.

A crèche will be available for preschool children to learn through play, while their parents learn new skills. A major part of the development will be after-school clubs and activities as well as evening classes for adults and children. The idea is one of life long learning together.

You have been asked to suggest a name for the centre and to choose from the following twelve design briefs, **one** that interests you the most. Carry out the project to the best of your ability.

*Choose **one** brief from **one** of three project pathways: Art, Craft or Design*

The following guidelines are appropriate to all three pathways

Preparatory work

Visit appropriate places and sites to undertake primary research. Use sources such as the Internet, library, brochures and magazines to discover what artists, craftworkers and designers have created. Use this research in developing your own ideas, intentions and outcomes.

Final ten-hour period

Produce a portfolio of your work including the final solution suitable for your client presentation. Convince the client through helpful notes and diagrams that your design is worthy of selection.

ART PROJECT PATHWAY

Produce a design or designs and scaled-down finished outcome for one of the following:

1. 2D and 3D artwork will be located in different learning areas within the centre. The artwork should be visually stimulating and reflect the type of activity that occurs in that area.

either

- (a) a 2D piece in any media or combination of media. It should be no larger than A2 and wall mounted.

or

- (b) a 3D piece, (free standing or wall mounted), in any media or combination of media, no larger than 2 metres by 2 metres in any direction. You must consider health and safety in your designing.

2. A mural is to be located on an internal wall of the centre, in an area 5 metres by 5 metres. The mural design should reflect the purpose of the centre, and can be any shape and in any suitable media. Explain in visual and or written form the idea for the mural, as well as giving actual sizes on your designs.
3. The first impression the visitors have of the Community Learning Centre is the outside of the building. This needs to be a design fit for the future. Produce a 2D or 3D impression of the façade (front) of the building. The façade must have the name of the centre clearly included in its design. It must have more than one entrance, one of which must consider disabled access and access for pushchairs and prams.

CRAFT PROJECT PATHWAY

Produce a design or designs and mock-up for one of the following:

4. The client wants the environment to be visually stimulating and educational. They are commissioning one-off craft pieces outlined in briefs 4 (a), (b) and (c).

either

- (a) a one off hand-made large clock in any media that will be a feature as you enter the learning centre. The clock may be freestanding or wall mounted. Indicate actual sizes on your designs.

or

- (b) A mobile to hang in one of the learning areas, such as the crèche or science department.

or

- (c) A seat or bench for outside the learning centre. The client wants an unusual design that is weatherproof. Produce a prototype in any media. Your design sheets must refer to actual sizes and materials for construction, as well as its possible location.

5. A metre sample of curtain or blind material to be hung in any of the rooms, suitable for the activity being learnt.

DESIGN PROJECT PATHWAY

*Produce a design or designs and mock-up for **one** of the following:*

6. A brand (logo) to identify the Community Learning Centre. The name of the centre is your choice, but should include the words 'Community Learning Centre' or 'CLC.' Show this brand on A4 letter headed paper, and on a staff identity badge.
7. An educational toy or game suitable for a child or for an adult with learning difficulties. Produce a prototype.
8. A wall chart (no larger than A1 size) or frieze (no longer than 2m) to promote learning in a specific subject area and for an age group of your choice.
9. The front and back cover of a prospectus promoting the Community Learning Centre. It should appeal to both children and adults. It must include the Centre name. The size of the prospectus is A4 double format, as shown here.

