

APPLIED ART AND DESIGN
Unit 3 Working to a brief

AD03

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 scenario and briefs

For this paper you must have:

- appropriate art and design media, materials and/or technology

Time allowed: 5 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 five 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 60.
- 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 media, materials or equipment which you might need are available before you start your five 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, considerations and requirements of the client or customer set out in the scenario and your chosen brief, including project management and health and safety issues. You should also research the ways in which other artists, craftspeople 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. You should consider appropriate primary and/or secondary sources, showing your understanding of the information collected by demonstrating the selection of appropriate aspects to inform your response to the brief. This will form the basis of your development of ideas. You should also research and experiment with an appropriate range of different media, materials, techniques, processes and/or technology to develop alternative design solutions. These initial designs should be in the form of clear visual records with appropriate annotation, which you will use as a resource during the five hours of supervised time to develop and refine your Design Proposal.

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 response to the brief.

A series of tasks is provided with the briefs that, if followed, will help to give you a clear direction and also help to ensure that your work is complete and meets all of the Assessment Criteria for this unit.

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. You should make sure that any fragile or temporary work is photographed, in case of accidents.

For further guidance, you should refer to the unit specification and the assessment marking criteria on pages 10 and 11 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 sport. Your research must include reference to work produced by others and show your understanding of how it has been used to communicate ideas and/or aims in a visual way. There should also be evidence of relevant primary and/or secondary research that is shown to influence the development of your project. You should experiment with media, materials, techniques, processes and/or technology 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 both the scenario and the brief that 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

The United Kingdom is to host an international sports event that is to be a unique celebration of the last one hundred years of sporting achievement and development. It will be held in 2008 and will be called 'A Century of Sport' (1908–2008). A suitable site somewhere in central England has been found. One of the aims of the event is to show how sport unites the people of the world. The bringing together of people from five continents in a celebration of achievement, recognition and understanding is one of the main aims of the organising committee. Your task will be to demonstrate this aim in a strongly visual manner. Little in the way of text is required; the impact of unity and celebration will be through visual impact.

Choose **one** of the following briefs and work towards achieving the aim stated in the scenario.

Briefs

- 1 Design **five** flags that can be flown at the main stadium where many of the events will take place. They will be prominent in the opening and closing ceremonies. Each flag will also be used as a logo for much of the merchandising that will be sold during the event.

The flags must clearly represent each of five continents: Africa, America (North and South), Asia, Australasia and Europe.

Look for:

- images of flora (plants, flowers, etc.) and fauna (animals, birds, etc.)
- images of landscape or geographical features
- other images that you feel might be appropriate.

These images could be used to generate symbols for a flag to represent a continent. They must be chosen because they have a clear impact and strong representational value.

Your Design Proposal **must** show:

- **all** five flags. The minimum size for each design is A6. Some variation of shape, i.e. not rectangular, could be accepted, but a rational justification must be given for other choices
- **one** of the flag designs as it would appear as a logo on any **two** of the following:
 - a can of energy drink
 - a running shoe
 - a blade of a rowing oar
 - a baseball cap
 - the bow of a sailing boat.

The logo may be appropriately shaped to fit the object.

- 2 Design a different three-dimensional, sculptural piece of work for any **two** of the continents (Africa, America (North and South), Asia, Australasia and Europe). The sculptural pieces will be used in the centre of the arena during the opening ceremony. Competitors from those continents will gather around them at some point in the ceremony; therefore the pieces must be tall enough and visibly distinctive for people sitting in the stands to be able to see them clearly and understand how they represent the chosen continents.

You might take note of the first three bullet points in Brief 1 and use them as a starting point if you think that they are appropriate.

Maquettes and models may form part of your preparatory work. They may be photographed as evidence where appropriate.

Your Design Proposal should show **one** of your two preparatory ideas. It must include:

- two clear 3D drawings from different viewpoints
 - a coloured drawing showing how the piece would look when competitors are gathered around it.
- 3 Create separate paintings that communicate the essential qualities of any **two** of the following sports: athletics, badminton, cycling, hockey, martial arts (judo, kendo, aikido, etc.), rowing, sailing or swimming.

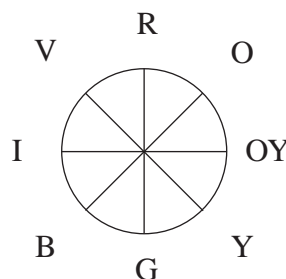
The paintings can be in any style you wish and can be totally realistic or completely abstract. Whatever way you choose, the essence of the sport must be clearly communicated in the work (for example, creating an image that is about speed, colour, excitement and energy).

If you think it appropriate, you may base the image on any national team taking part in that sport.

You **must** use a restricted palette:

- **either** using no more than **three** different colours
- **or** using a set of related, harmonic colours taken from any 90° sector of the colour circle/wheel.

For example:
Red – Orange/Yellow,
Yellow – Blue,
Blue – Violet,
or
Indigo – Red



EXAMPLE ONLY

You may work from other colour circles, as long as they represent the spectrum accurately.

The paintings will be used to create prints or T-shirt designs for merchandising during the event.

Your Design Proposal should show **one** of your preparatory ideas. It must not be smaller than A3 and no larger than A1.

-
- 4 Designs are required for silk-painted or batik-processed scarves, sarongs and neck ties. Design **one of each**. Each different item must use the colours seen on the national flags of any **three** competing nations.

That is:

- one set of colours for a scarf, for example, Brazil – green, blue and yellow
- another set for a sarong, for example, Gambia – red, white, blue and green
- a third set for a neck tie, for example, Austria – red and white.

The themes for the designs should be based on the following:

- line and texture
- elegance and grace
- energy and movement.

You may use the same theme throughout the project or use a different theme for each item.

Your Design Proposal should show:

- any **two** of your three prepared designs
- a coloured drawing showing a person wearing **one** of the items.

- 5 Design a holdall for sportswear **and** a bag to contain sports equipment. They must:

- be lightweight
- have different compartments for different items of clothing or equipment
- be easy to open and close
- be easy to carry by hand or on the shoulder.

A single design for a logo representing ‘A Century of Sport’ **must** be included on the products. You must consider the following constraints:

- the holdall and the bag will be navy with red trim
- the logo should use no more than three colours
- text: ‘A Century of Sport 1908–2008’ should be integrated into the logo but must not be more than 36 pt.

Your Design Proposal should show:

- **one** of your prepared product ideas. It should be detailed enough to show its full range of features – separate views of the product will be needed in your Design Proposal
- how the logo is to be included on the product.

Whichever brief you choose, you **must** write an evaluation of your response. It should include a clear explanation, with reasons, for the Design Proposal produced for the client (the festival’s organising committee).

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

Turn over ►

Tasks

When producing the work for your chosen brief, the following tasks might help to make sure that you cover all the work necessary for assessment.

TASK 1	✓ when task is completed
<ul style="list-style-type: none"> • Research into different aspects of the brief. For example, Briefs 1 and 2: research flora and fauna, landscapes and geographical features of the five continents; Brief 3: look into visually exciting images that represent the different sports; Brief 4: research national flags across the five continents; Brief 5: conduct market research into what is in the market place at present; check font styles and sporting logos. • Research into others' use of visual imagery representing sport. Make it your priority to look at how sport is represented; look for excitement, movement, good composition (viewpoint, angle). Do not look simply for practical, factual or realistic images as your first priority, look for these later as and when you need clear information. The work of sports photographers might get you started. There is an annual publication called 'Sports Photographer of the Year' that might be helpful (published by The Kingswood Press, Kingswood, Tadworth, Surrey). • Look carefully at your research and combine some parts of what you see to help you start your first ideas. • Make sure that, in your preparatory work, you indicate which sources were important in getting your ideas started and show, in practical work, how you did this. Give your reasons as part of your annotation. 	
TASK 2	✓ when task is completed
<ul style="list-style-type: none"> • Start working with an appropriate range of media, materials, techniques, processes and/or technology. Each brief will demand different ones, but you must try to use several in your development. For example, if you are using the computer, remember that it is how you, personally, manipulate the images that is important. It is not how the computer or programme can do it for you, but how you make the computer or programme do what you want it to that shows your abilities best. This might clearly be shown in a range of experiments if you have selected Brief 1. 	

<ul style="list-style-type: none"> • Brief 2: think of materials you could use that would be light in weight. (The sculptural pieces do have to be transported or moved in some way to the centre of the arena.) Try out ideas using plastic, Perspex, reinforced fibreglass, polythene; build surfaces using string, aluminium wire, cardboard, etc. • Brief 3: use acrylic, gouache and watercolour paints. • Brief 4: try out ideas for both silk-painting and batik before selecting the one with which you want to proceed. • Brief 5: which media will best represent the material out of which your product will be made? Try out a few before making your final selection. • Work out which media, materials, techniques, processes and/or technology are most effective for the brief you are following and add the reasons why as part of your annotation. 	
---	--

TASK 3	✓ when task is completed
<ul style="list-style-type: none"> • Develop the best ideas further, using the media, materials, techniques, processes and/or technology you found to be the most effective in task 2. • Try out several possibilities and then select the best two or three. • Write down your reasons for rejecting some ideas and for selecting others. 	

TASK 4	✓ when task is completed
<ul style="list-style-type: none"> • You should now be able to modify and refine one or two ideas and begin to compose and use them to give a meaning or message you want to communicate to your customers or audience. • Try to use and manipulate some of the following: colour, line, pattern, shape, texture, tone (2D formal elements) or space, volume, proportion, scale, balance, movement (3D formal elements). • While you are working on this task, keep in mind the key requirements of the brief. Make a list of these and check them off when you know they have been successfully included. 	

TASK 5	✓ when task is completed
<ul style="list-style-type: none"> • Check your preparatory work thoroughly, making sure you have done everything you need to do in preparation for producing the Design Proposal. This is done as part of the 5 hour controlled test. 	
<p>During the Controlled Test (5 hours)</p> <p>The Design Proposal that you produce should be of a sufficiently high quality and be suitably well presented for a meeting with the organising committee of the Century of Sport event.</p> <p>Evaluation</p> <p>You should spend no more than 30 minutes during your 5 hours of controlled test time writing an evaluation of the whole project. Select what you believe to be the key points of the brief and show how you have taken these into account. Think about the requirements of the organising committee of this International Sports event. You must give clear reasons for your decisions.</p>	

Turn over for the Assessment Criteria

Assessment Criteria: Unit 3 Working to a brief

In response to the external assessment you will be asked to:

- carry out preparatory research to clarify the needs of the client and the requirements of the brief; (AO1, AO2(a), AO3)

Assessment Objective	<i>The candidate:</i> Mark band 1	<i>The candidate:</i> Mark band 2
AO1 12 marks Applying knowledge and understanding of others' practice. <i>Candidates show an understanding of the working methods used by historical and contemporary art and design professionals and their work.</i>	<ul style="list-style-type: none"> • carries out limited research into others' responses to vocational briefs. • uses insights from the research in a limited way in response to the brief. <p style="text-align: right;">(1–3 marks)</p>	<ul style="list-style-type: none"> • plans, organises and carries out a range of research into others' responses to vocational briefs. • uses insights from the research to inform the response to the brief. <p style="text-align: right;">(4–6 marks)</p>
AO2(a) 18 marks Applying skills, techniques and understanding. <i>Candidates develop ideas by applying and reflecting on knowledge, skills and understanding of media, materials, techniques and processes.</i>	<ul style="list-style-type: none"> • carries out simple investigations using a range of media, materials, techniques and technology. • demonstrates limited ability to apply exploration to develop ideas that meet the minimum requirements of the brief. <p style="text-align: right;">(1–5 marks)</p>	<ul style="list-style-type: none"> • plans, organises and carries out a range of investigations using combinations of media, materials, techniques and technology. • demonstrates the ability to apply exploration to develop ideas that take into account the key requirements of the brief. <p style="text-align: right;">(6–9 marks)</p>
AO2(b) 12 marks <i>Candidates realise and present work appropriate to its context.</i>	<ul style="list-style-type: none"> • shows basic skill in the use and application of formal elements and visual language. • shows a limited understanding of the needs of the client in the design proposal and has significant omissions in meeting the requirements of the brief. <p style="text-align: right;">(1–3 marks)</p>	<ul style="list-style-type: none"> • shows moderate skill in the use and application of formal elements and visual language. • shows a partial understanding of the needs of the client in the design proposal and meets the key requirements of the brief. <p style="text-align: right;">(4–6 marks)</p>
AO3 18 marks Analysis, synthesis and evaluation. <i>Candidates gather, record and analyse relevant information and evidence, make reasoned judgements, present solutions and evaluate their own practice.</i>	<ul style="list-style-type: none"> • shows a basic level of skill in selecting relevant information and limited ability to modify ideas in response to the brief. • produces a superficial evaluation which is of limited use in determining the direction and progression of the work. <p style="text-align: right;">(1–5 marks)</p>	<ul style="list-style-type: none"> • shows moderate skill in selecting relevant information and some ability to modify ideas in response to the brief. • produces an evaluation which is used to determine the direction and progression of the key points of the brief. <p style="text-align: right;">(6–9 marks)</p>

- develop, review and modify ideas; (AO2(a), AO2(b), AO3)
- create a Design Proposal; (AO2(b))
- evaluate your response to the brief, including your justification for the work produced for the client. (AO3)

<i>The candidate:</i>	Mark band 3	<i>The candidate:</i>	Mark band 4
	<ul style="list-style-type: none"> • plans, organises and carries out a wide range of research into others' responses to vocational briefs. • uses insights from the research to enhance the response to the brief. <p style="text-align: right;"><i>(7–9 marks)</i></p>		<ul style="list-style-type: none"> • plans, organises and carries out a wide range of research, using a variety of sources, into others' responses to vocational briefs. • uses insights from the research creatively in response to the brief. <p style="text-align: right;"><i>(10–12 marks)</i></p>
	<ul style="list-style-type: none"> • plans, organises and carries out a wide range of investigations using combinations of different media, materials, techniques and technology. • demonstrates the ability to apply meaningful exploration to develop ideas that take into account and resolve some of the constraints and requirements of the brief. <p style="text-align: right;"><i>(10–13 marks)</i></p>		<ul style="list-style-type: none"> • plans, organises and carries out a wide range of complex investigations using combinations of different media, materials, techniques and technology. • demonstrates the ability to apply meaningful exploration to develop sophisticated ideas that resolve the constraints and meet the requirements of the brief in full. <p style="text-align: right;"><i>(14–18 marks)</i></p>
	<ul style="list-style-type: none"> • shows a sound level of skill in the use and application of formal elements and visual language. • shows a sound understanding of the needs of the client in the design proposal and mostly meets the requirements of the brief. <p style="text-align: right;"><i>(7–9 marks)</i></p>		<ul style="list-style-type: none"> • is highly skilled, effective and creative in the use and application of formal elements and visual language. • shows a complete understanding of the needs of the client in the design proposal and realises the requirements of the brief in full. <p style="text-align: right;"><i>(10–12 marks)</i></p>
	<ul style="list-style-type: none"> • shows a sound level of skill when selecting relevant information to modify ideas effectively in response to the brief. • produces an evaluation which is used effectively to determine the direction and progression of the brief. <p style="text-align: right;"><i>(10–13 marks)</i></p>		<ul style="list-style-type: none"> • is highly skilled when selecting relevant information and modifies ideas creatively in response to the brief. • produces a detailed evaluation which uses perceptive insight to determine the direction and progression of the brief. <p style="text-align: right;"><i>(14–18 marks)</i></p>

END OF CANDIDATE GUIDANCE

There is no text printed on this page