



Accredited

OCR LEVEL 2 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN ART AND DESIGN

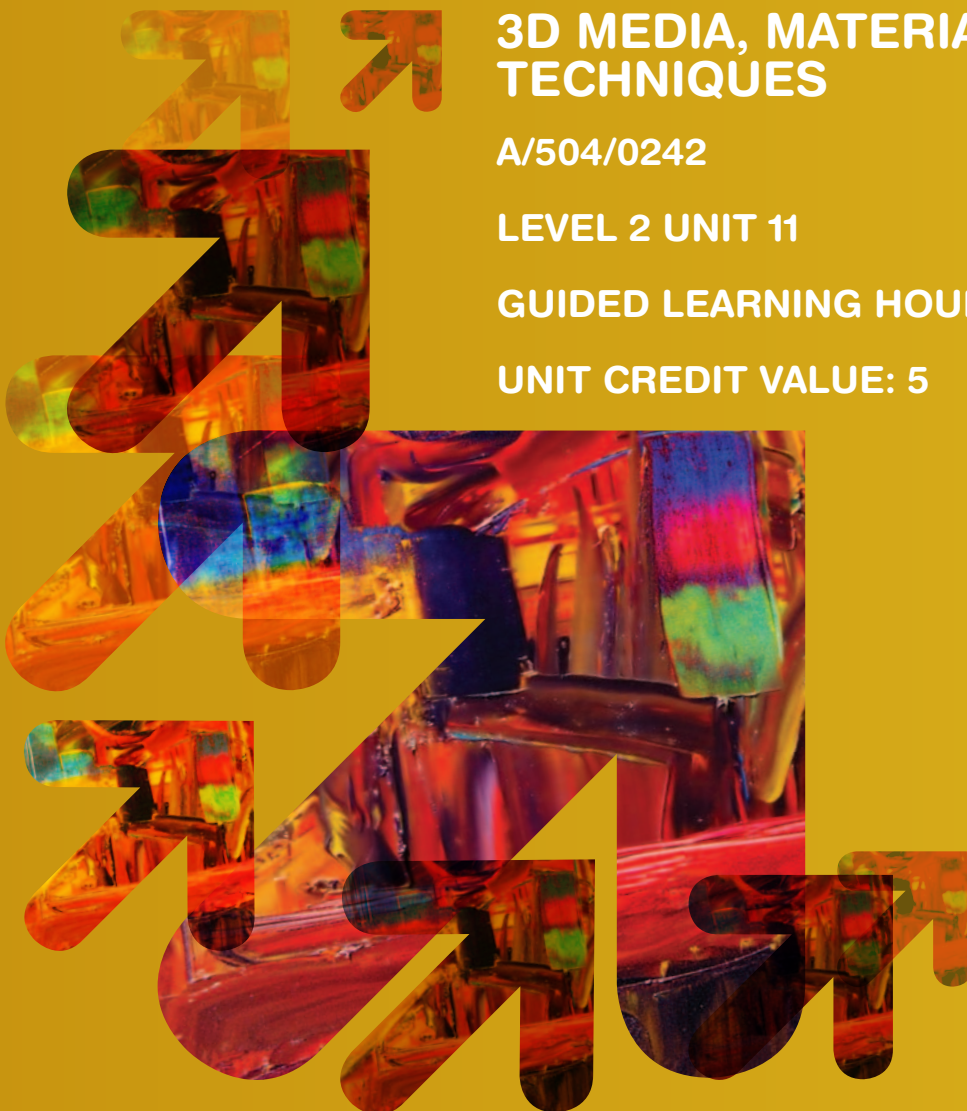
**3D MEDIA, MATERIALS AND
TECHNIQUES**

A/504/0242

LEVEL 2 UNIT 11

GUIDED LEARNING HOURS: 30

UNIT CREDIT VALUE: 5



3D MEDIA, MATERIALS AND TECHNIQUES

A/504/0242

LEVEL 2

AIM OF THE UNIT

By completing this unit, learners will understand the work of a range of 3D artists/designers. They will be able to explore the work of artists through the use of 3D media, and be able to demonstrate safe working practices.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Be able to use a range of 3D materials, techniques and processes	P1 Learners explore a wide range of 3D materials, techniques and processes. They produce a range of competent 3D samples	M1 Learners explore and experiment with different combinations of 3D materials, techniques and processes. They produce 3D samples, using the chosen materials, techniques and processes in a creative way	
2 Understand how artists and/or designers use 3D materials, techniques, processes and formal elements	P2 Learners produce a range of their own competent 3D maquettes that explore how other 3D artists and/or designers use a range of 3D materials, techniques, processes and formal elements		D1 Learners apply 3D materials, techniques and processes imaginatively to produce a good quality 3D maquette/outcome, influenced by one of the chosen 3D artists or designers explored
3 Understand the safe working practices that are relevant to 3D media, materials and techniques	P3 Learners record how safe working practices have been used when working with 3D materials, techniques and processes		

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

Be able to use a range of 3D materials, techniques and processes

Using 3D media/materials, work with a broad selection of techniques/processes:

- carving and cutting e.g. stone, soap
- constructing and assembling e.g. modroc/plaster, wire, mixed media
- modelling e.g. clay, wax.

Understand how artists and/or designers use 3D materials, techniques, processes and formal elements

Use 3D formal elements:

e.g. form, shape, scale, structure etc. to explore materials, techniques and processes using 3D artists/designers, for example:

- carving e.g. Barbara Hepworth, Peter Randall-Page
- constructing e.g. Cesar, Dave Mach
- modelling e.g. Aardman, Glenys Barton.

Understand the safe working practices that are relevant to 3D media, materials and techniques

Evidence of:

- application of safe working practice for self and others
- ability to assess risks/hazards linked to:
 - tools and equipment
 - materials
 - behaviour.

DELIVERY GUIDANCE

This unit is centre-assessed and externally moderated.

In order to achieve this unit, learners must produce a portfolio of evidence showing that they can meet all the pass grading criteria.

Portfolios of work must be produced independently. Portfolios put forward for moderation must be available for the OCR Visiting Moderator to access freely during the moderation visit, along with witness statements and any other necessary supporting documentation.

Centres must confirm to OCR that the evidence produced by learners is authentic.

In order to achieve this unit, learners must produce evidence that meets all the pass grading criteria. There are no other additional requirements for this unit.

Being able to work with a wide range of media and materials is fundamental to art and design activities. This unit should introduce and expand on learners' knowledge, understanding and skills in a diverse range of 3 dimensional ways of working by exploring a wide range of materials, techniques and processes in **P1/M1**.

Because an appreciation and understanding of artists/designers work is so crucial to learners developing good practice in their own work, this unit brings together the exploration of materials, techniques and process in **P1/M1** with the investigation of a range of artists/designers in **P2/D1**. Learners may need guidance in identifying an appropriate and broad range of artists and realising how the right choice will have much to do with the success of the unit.

Artists' work should be seen as the starting point for investigation in **P2/D1**. Learners might decide to use an artist to study a particular material, technique or process but they could also be investigated in a more experimental way perhaps encouraging different combinations of materials with techniques and processes not usually associated with that way of working. This approach will encourage new directions and original thinking, alongside the development of more traditional skills. For **P3**, learners need to demonstrate safe working practices that are relevant to working with a range of 3D media, materials and techniques.

Focus of evidence for this unit should be the breadth of investigation and not just a few finished pieces. This is about exploring, combining, being innovative, and opening new doors that will influence the way learners approach other units. It should also present learners with a very broad range of artists/designers that will also influence the direction of work in other units.

Much of the evidence for this unit will be in annotated sketchbooks, but clearly will also involve 3D evidence in the form of maquettes/models/samples/artefacts etc. This unit is a stand alone unit but clearly provides opportunities for links with other units.

NB The term artists/designers is used throughout the qualification to cover artists, craftspeople and designers.

RESOURCES

This section provides suggestions of suitable resources. The list is neither prescriptive nor exhaustive, and learners should be encouraged to gather information from a variety of sources.

Some suggested resources are intended for Tutor use. The resources in this section were current at the time of production.

Books

Genders, Carolyn. (2002)	<i>Sources of inspiration</i> A & C Black Publishers Ltd ISBN 9780713670981
Grosenick, Uta. (2005)	<i>Art Now</i> Taschen ISBN 3 8228 3996 5
Grosenick, Uta. (2001)	
Hessenberg, Karin. (2005)	<i>Sculpting Basics</i> A & C Black ISBN 0 7136 7339 7
Jennings, Simon. (2006)	
Lawson, Susannah. (2006)	<i>The 20th Century Art Book</i> Phaidon ISBN 0714835420
Serota, Nicholas et al. (2006)	<i>The Art Gallery Handbook</i> Tate ISBN 1 85437 675 6

LINKS TO NOS

Creative and Cultural Skills – Design (2009):

DES7 Contribute to the production of prototypes, models, mock-ups, artwork, samples or test pieces

ENTO – Health and Safety Standalone Units

HSS1 Make sure your own actions reduce risks to health and safety



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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