



Accredited

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

EXPLORING SELF-IMAGE

Y/504/0247

LEVEL 2 UNIT 16

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



EXPLORING SELF-IMAGE

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LEVEL 2

AIM OF THE UNIT

By completing this unit, learners will understand the work of other artists and how they have produced images of themselves. Learners will be able to generate a range of ideas for self-image work developed from their investigations in to the self-image work of others. They will plan and produce original self-image art and design work, reflecting on who they are.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)	Pass The assessment criteria are the pass requirements for this unit. The learner will:	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 Understand artists' responses to self-image	P1 Learners use annotated studies to investigate a range of ways artists have responded to self-image		
	P2 Learners research an artist's self-image work that is of particular interest	M1 Learners use their investigation and research into other artists' self-image work to compare the different ways in which artists see and express themselves	
2 Be able to use reflection on self-image to develop ideas for self-image work	P3 Learners develop a range of appropriate ideas for self-image work inspired by reflection on their own self-image. They consider how they see themselves, and how others see them	M2 Learners use their investigation and research into other artists' self-image work to influence the development of an imaginative and thoughtful idea	
3 Be able to plan final self-image work	P4 Learners plan final self-image work using a chosen idea		
4 Be able to produce final self-image work	P5 Learners produce competent final self-image work	M3 Learners demonstrate proficient skills in producing successful self-image work. The outcome produced is generally of a good quality	D1 Learners produce very original self-image work. The final work is skilfully produced, and reflects a thoughtful and personal approach. Learners' final work has been used to clearly explore opportunities for using self-image to present, or reflect on, who they are. The final work is generally of a high quality

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.

Understand artists' responses to self-image

Consider a range of approaches, for example:

- painting (e.g. Jenny Saville, Lucien Freud, Vincent van Gogh)
- photography (e.g. Cindy Sherman, Helen Chadwick)
- textiles (e.g. Alice Kettle, Tracey Emin)
- multimedia (e.g. Tom Phillips)
- sculpture (e.g. Marc Quinn)
- installation / events (e.g. Michael Landy, Gillian Wearing)
- digital (e.g. Catherine McIntyre, Gilbert and George)

For example:

- why they work like they do
- how they produce the work
- media and techniques used.

Be able to use reflection on self-image to develop ideas for self-image work

For example:

- own feelings, thoughts, ideas, dreams, hopes, what you feel positive about
- external appearance, how you look, how you feel about your appearance
- things you like / don't like about yourself
- what you think others like about you, how other people see you

For example:

- work should reflect your uniqueness
- work could be objective, or subjective, or a combination of both
- use artists' work for inspiration.

Be able to plan final self-image work

For example:

- plan how you will use visual language and formal elements to communicate your intentions.
- make reference to work of other artists that have influenced you.
- explore suitable materials, techniques or equipment
- produce sketches, trial pieces, models etc.

Be able to produce final self-image work

For example:

- work could take any form but should acknowledge the influence of other artists.
- working safely with materials and equipment.

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.

For **P1** learners will probably benefit from some initial guidance to a suitable range of artists that have produced self-image work. Research for **P2/M1** should lead them to artists who are responding using techniques, media, approaches, issues etc. that are relevant and of personal interest to the learner and will help them generate ideas for a personal response. Evidence will be through annotated studies.

P3/M2 provides an opportunity for learners to reflect on themselves and then develop a range of ideas for a piece of self-image art and design work.

Learners should take one idea and plan for a piece of final self-image work for **P4**.

P5/M3/D1 will be evidenced by the production of a final self-image art or design work.

Learners must present a portfolio of work that provides evidence of all investigations into artists' work, research, thoughts and development of ideas, records of changes made during production of the final work, and the final piece of self-image work presented appropriately to its intention. It is expected that much of the evidence for this unit will be in annotated sketchbooks.

The unit encourages the learner to be thoughtful, innovative and reflect how art and design is constantly evolving, sometimes using traditional techniques to respond to new subjects, or in new ways, but also adopting cutting edge technologies to make us think again about timeless subjects such as self-image.

Art and design work produced for this unit can take any traditional or contemporary form but the learners should be aware of the underlying reasons for why they are doing what they are doing. This should be based on thorough research of artists.

Whilst this unit is a stand alone unit there will be opportunities to link work through common aspects such as, artists, materials and processes.

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

King, David.	<i>Ordinary Citizens: The Victims of Stalin</i> Francis Boutle Publishers ISBN-10: 1903427150
Emin, Tracey.	<i>Tracey Emin: Works 1963-2006</i> Rizzoli International Publications ISBN: 0847828778
Mullins, Charlotte.	<i>Painting People</i> Thames and Hudson ISBN 9780500287477
Ewing, William A.	<i>Face: The New Photographic Portrait</i> Thames & Hudson Ltd ISBN-10: 0500287325
Mengham, Rod.	<i>Marc Quinn</i> NAI Publishers ISBN-10: 905662511X
Gibson, Robin. (1997)	<i>Glenys Barton</i> Momentum ISBN 1 873362 66 8
Kettle, Alice (1995)	<i>Eye of the Needle: Textile Art of Alice Kettle</i> Telos Art Publishing ISBN-10: 0952626799

LINKS TO NOS

Creative and Cultural Skills – Design (2009)

DES3 Use critical thinking techniques in your design work

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

DES10 Create visual designs

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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