



Accredited

# OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN ART AND DESIGN

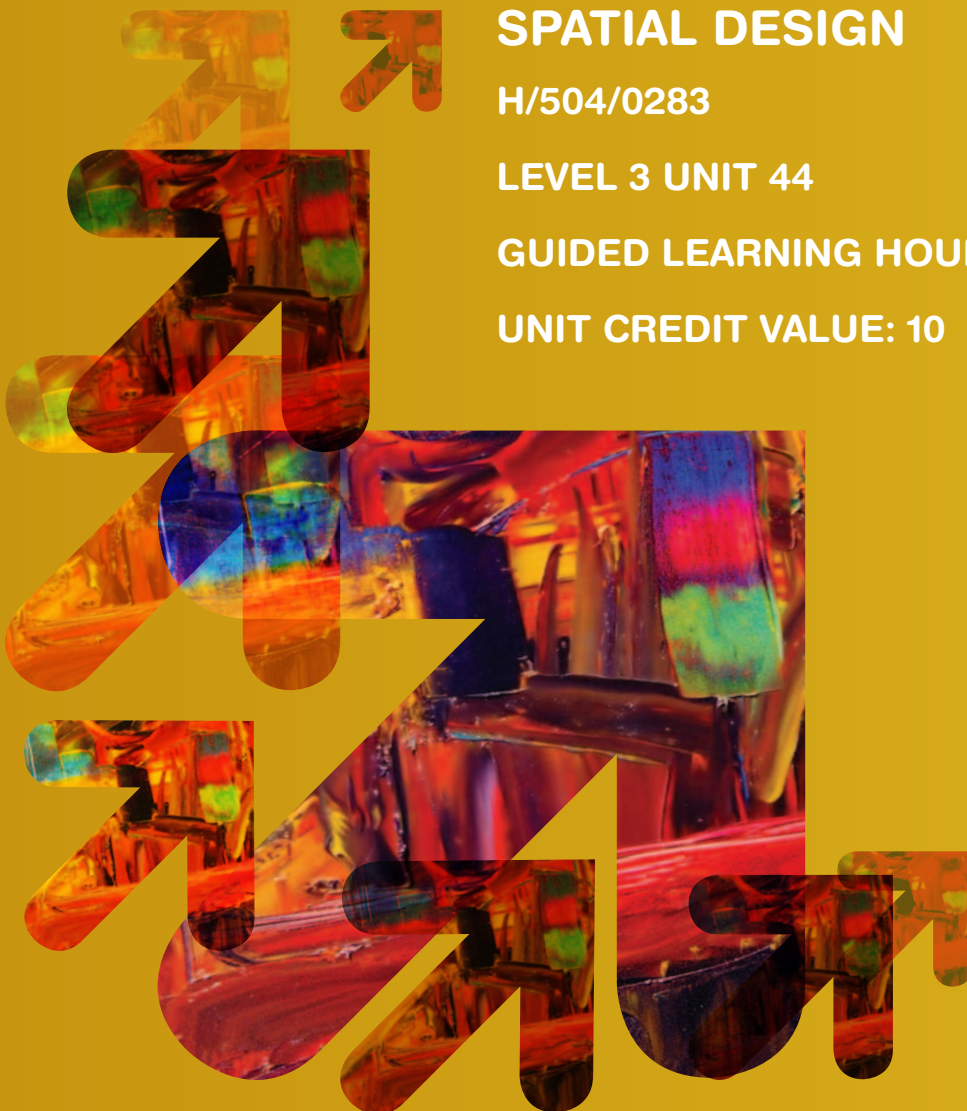
## SPATIAL DESIGN

H/504/0283

LEVEL 3 UNIT 44

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



# SPATIAL DESIGN

H/504/0283

LEVEL 3

## AIM OF THE UNIT

By completing this unit, learners will understand how to respond to the requirements of a client brief for a spatial design project. They will be able to develop ideas for a spatial design, in response to the brief or project. Learners will also be able to produce and present the final 2D visualisations and/or a final 3D scale model of the chosen spatial design.

## ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)		Pass	Merit	Distinction
The learner will:		The assessment criteria are the pass requirements for this unit.	To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
The learner can:				
1	Understand the requirements of a spatial design brief	P1 Learners investigate a client brief for a spatial design project		
2	Understand how other designers have responded to spatial design briefs	P2 Learners explore similar existing projects and spatial designs		
3	Be able to develop and present ideas for a spatial design	P3 Learners develop spatial design ideas using visualisation techniques	M1 Learners develop detailed and thoughtful ideas for a spatial design in response to the client brief	
		P4 Learners present final spatial design ideas to the client for feedback	M2 Learners present their ideas clearly and knowledgeably. They ask constructive and targeted questions to generate relevant feedback	D1 Learners analyse client feedback effectively. They use their analysis to inform their choice of idea, and further idea development
4	Be able to produce final 2D visualisations of a spatial design, along with appropriate 3D scale model work	P5 Based on client feedback, learners produce competent final 2D visualisations of the chosen spatial design	M3 Learners demonstrate proficient skills in producing effective final 2D visualisations, which are generally of a good quality	D2 Learners demonstrate advanced skills in producing well-developed 2D visualisations that are generally of a high quality. The final 2D visualisations have a high level of visual appeal, successfully communicate the spatial design and satisfy the client's original requirements
		P6 Learners produce appropriate 3D scale model work to support their final 2D visualisations		

## 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 the requirements of a spatial design brief**

The brief could be set in the context of, for example:

- interior design
- installation
- public space
- display/exhibition space
- performance space
- set design
- environmental design

Investigate, for example:

- project specification
- ideas/expectations
- target audience
- timescales – review, feedback, completion
- budget available, costs.

### **Understand how other designers have responded to spatial design briefs**

For example:

Explore other designers'/artists' responses to similar briefs/projects/challenges.

### **Be able to develop and present ideas for a spatial design**

For example use: sketching, digital images, models to generate and develop ideas.

Consider, for example:

- design brief
- space available
- sample materials
- innovative design solutions
- new materials, technologies
- influence of other factors (e.g. lighting, sound, environment)
- practicalities (e.g. entrance/exit, who uses the space)
- health and safety

Proposal could take the form of, for example:

- sketches
- digital images
- models

- display boards
- plans
- sample materials etc.

Gain feedback on ideas from client.

### **Be able to produce final 2D visualisations of a spatial design, along with appropriate 3D scale model work**

Use client feedback obtained to inform the choice of idea.

Final 2D visualisations and/or a final 3D scale model should be produced in appropriate format, for example:

- final design drawings/plans
- digital images (e.g. 3D concept, image manipulated to show design in location etc.)
- models
- display boards

For example, 2D visualisations and/or 3D scale model could be presented for:

- public consultation
- client's needs
- information
- promotion
- launch event
- artist's/designer's portfolio.

## 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 the pass grading criteria. There are no other additional requirements for this unit.

A spatial design brief could be set for any 3 dimensional space e.g. interior design, set design/performance space, display/exhibition design, an installation, architectural/building, environmental design etc.

In this unit the learner will respond to a spatial design brief or project by investigating and exploring it for **P1** and **P2**, in order to generate and then develop initial ideas for **P3/M1**. These will be presented to the client in **P4/M2/D1** to gain feedback on how well they meet the requirements of the brief. For **P5/P6/M3/D2** the learner will need to respond to feedback from the presentation and produce a final 2D and/or 3D visualisation in preparation for a display.

The final scale model/finished visualisation will need to present the realisation of a chosen design idea produced in response to the spatial design brief and be presented in an appropriate format for this level, to meet the requirements of the set brief. It is expected that the visualisation will take the form of, for example, a digital presentation, sketches/drawings/plans, scale models etc.

The quality of the brief needs to be appropriate to this level of study and if the opportunity exists to work on a 'live' brief with a 'real' client, then this would be ideal. More often the brief will be generated by the teacher acting as the client and can be specifically designed to allow the candidate to work in an area of personal interest. The spatial design brief could

be set in any context and be carried out in any art, design or craft discipline, material, process or technique.

Evidence will be in many forms and reflect the diversity of briefs/projects set and ways of working but most final presentations should be supported by annotated design portfolios/sketchbooks etc.

Evidence of the initial range of ideas presented to the client for **P4/M2/D1** could be in any suitable form e.g. a design board or digital presentation, supported by annotated drawings, models, samples etc. and an evidence witness sheet that provides feedback to the learner on the range of ideas presented. The diverse range of possible scenarios/briefs and outcomes may require a visual record of the final presentation to be kept for evidence.

## 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

Goldberger, Mr. Paul.	<i>Frank Stella: Painting into Architecture</i> Metropolitan Museum of Art ISBN-10: 0300131488
Sudjic, Deyan.	<i>Future Systems</i> Phaidon Press ISBN-10: 0714844691

Further books can be found in other specialist units.

## LINKS TO NOS

Creative and Cultural Skills – Design (2009)

- DES3** Use critical thinking techniques in your design work
- DES5** Follow a design process
- DES7** Contribute to the production of prototypes, models, mock-ups, artwork, samples or test pieces
- DES9** Research, test and apply techniques for the design of products
- DES10** Create visual designs
- DES18** Interpret the design brief and follow the design process

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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