# Remote teaching and learning

## Art & Design project

### Introduction

This document provides centres with guidance to support them in designing and setting portfolio tasks for remote teaching and learning in Art & Design.

OCR Art and Design Portfolio tasks could be

1. teacher developed and set
2. grown and defined through teacher discussion with learners.

The OCR Art and Design specification does not impose ways of working for teachers and learners. It seeks to promote novel and creative responses arising from their understanding of the specification. Learning in art and design encourages a spirit of creative enquiry that recognises the potential for countless ingenious end results.

### Assessment Objectives

There are four Assessment Objectives in OCR in Art and Design.

Portfolio tasks should support learners in producing sufficient convincing evidence of their ability to: -

AO1 - Develop ideas through investigations, demonstrating critical understanding of sources.

AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3 - Record ideas, observations and insights relevant to intentions as work progresses.

AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

| **Stage / Week** |  | **Task** | **Resources** | **Links** | **Assessment methods** |
| --- | --- | --- | --- | --- | --- |
| 1 | Research and analysis. | Produce a mind map covering your thoughts about patterns.  Research artwork created by famous artists linked to patterns, create a mood board.  Select three pieces of work by different artists and annotate them with your opinion.  Produce three small observational drawings of the chosen artwork, they can be the entire work or a close up of a specific section. | Internet, paper, pen, pencil, colours etc. | <https://www.galleriesnow.net/shows/systemic-pattern-painting-artists-of-the-criss-cross-cooperative/>  <https://www.tate.org.uk/visit/tate-modern>  <https://www.modernartistsgallery.com/>  <http://www.contemporaryartsociety.org/event/displays-eric-jean-cass-gift/>  <https://modernart.net/>  <https://www.bbc.co.uk/bitesize/guides/z3c4jty/revision/1>  <https://www.ocr.org.uk/Images/169732-how-to-interpret-visual-imagery-as-a-starting-point-activity-teacher-instructions-.pdf> |  |
| 2 | Assemble a small still-life using everyday household objects or flowers. | Arrange the objects you have decided to use and take a number of pictures using your camera or device. Upload these onto your PowerPoint and annotate the composition layout.  Take pictures of your final composition and keep for reference for later work.  Create a line drawing of the still-life. It can be a large drawing or a close up of a part of the still-life composition. | Objects e.g. bottles, fruit, sunglasses, flowers etc.  Paper, pencil, eraser, sharpener | <https://www.artistsnetwork.com/magazine/setting-still-life-composition/>  <https://www.youtube.com/watch?v=0AaT4aeojtY>  <https://www.studentartguide.com/articles/line-drawings> | PowerPoint composition arrangements annotated.  Pictures of your drawings and annotation. |
| 3 |  | Create a drawing of the objects using a ballpoint or fibre-tip pen. Apply depth by shading using different techniques in the first tutorial link.  Then add a small amount of water to the drawing using a thin brush allowing the ink to bleed. Carefully use the brush to move the ink around to create depth and tone. | Objects e.g. bottles, fruit, sunglasses etc.  Paper, Ballpoint pen or fibre-tip pen, ink, thin brush, glass of water. | <https://www.ocr.org.uk/qualifications/gcse-art-and-design-j170-j176-from-2016/delivery-guide/delivery-guide-gaddg002a-drawing-for-different-purposes-and-means>  <https://www.youtube.com/watch?v=wGoDnBksTYE> |  |
| 4 | Pattern selection | Draw a V shape at 45 or 90 degrees apart. Do this 6 times.  Position the mirrors over the original line drawing until you like the pattern you can see in the reflection.  Repeat this 6 times creating different possible patterns. | Tracing paper or grease proof paper, pencil, ruler, 2x small mirror, Ballpoint pen or fibre-tip pen. | <https://www.teacherspayteachers.com/Product/Radial-Design-Coloring-Sheet-1857198>  <https://ziegler-art.weebly.com/journal-prompts/radial-design>  <https://blog.jungalow.com/2015/12/pattern-play-with-jeanetta-how-to-create-a-pattern-in-the-style-of-william-morris.html> |  |
| 5 | Pattern repeat. | Create a repeat pattern by deciding which section is the best.  Place tracing paper over the section and trace it through.  Draw the same pattern out to produce 360-degree design. Consider changing the proportions on the pattern repeat. | Tracing paper or grease proof paper, pencil, Ballpoint pen or fibre-tip pen. | Annotation;  <https://www.bbc.co.uk/bitesize/guides/zgtngdm/revision/1> | Use a digital camera or a smart device take pictures of your work. Insert these pictures onto PowerPoint or Google slides. Annotate your artwork using the link. |
| 6 | Colour combinations | Experiment with different colour combinations 3 times.  Decide which combination is the best and annotate your opinions about the artwork. | Tracing paper or grease proof paper, pencil, ruler, Ballpoint pen or fibre-tip pen, colour pencils, markers, paints, watercolours.  Or relevant skills in the list below; | <https://www.ocr.org.uk/Images/169734-how-colour-theory-can-be-used-in-graphic-images-teacher-instructions-basic-.pdf> |  |
| 7  8  9  10 | Final piece | Create a final piece on an accessible scale size, reproduce the pattern to cover the size required.  ***Art;***  Draw out the design and then apply the medium of your choice. Consider using different layers within your design.  ***Graphics & Photography;***  Produce a piece of work that uses digital skills and tools. Then apply the design to create a range of marketing material for a record release, remember to include poster design.  ***Textiles;***  Printing – of the pattern using the lino and paint. Then use colour threads to stitch over the design to make it creative and personal.  ***3-D design;***  Produce a 3-D model using a software package that you know and use. Create a sculpture or a short animated 3-D video. | ***Art;***  Colouring pencils, markers, paints watercolours, gouache, acrylic, newspapers, scissors. Digital ArtRage, Corel Painter, Krita, Inkscape  ***Graphics & Photography;***  Digital device, PhotoPea, Adobe suite - Photoshop, Illustrator, InDesign.  ***Textiles;***  Lino pad material, ink or paint, screwing needle, coloured threads.  ***3-D design;***  Digital device, Google sketchup, Pro-Desktop etc. | ***Art;***  <https://blog.spoonflower.com/2018/01/how-to-create-a-seamless-repeat-from-a-drawing/>  <https://www.youtube.com/watch?v=vpW3DASgAZE>  ***Graphics & Photography;***  <https://www.youtube.com/watch?v=KkvuG1JWiYc>  <https://www.youtube.com/watch?v=mQLXH3HpYik>  ***Textiles;***  <https://www.youtube.com/watch?v=soVrto5reI0>  <https://www.youtube.com/watch?v=go89e8xpVYs>  ***3-D design;***  <https://www.youtube.com/watch?v=Fic21QoLbic>  <https://www.youtube.com/watch?v=4pUQTy0CPBU>  <https://www.youtube.com/watch?v=r-ltGNgZQGU> |  |
| 11 | Evaluation | Evaluate your work through the project. Use close pictures of your work to help you explain your thoughts.  Methods can include, written, short digital video recording. | MS word or PowerPoint, digital device.  Device with camera built in. | <https://www.bbc.co.uk/bitesize/guides/zymtv9q/revision/1> |  |
| 12 | Submission / Deadline | Use PowerPoint or Google slides. Store on the cloud system your centre might be using like One-drive, Google Docs and then share it with your subject teacher. |  |  | Submit through cloud-based methodology by sharing the file or folder with your subject teacher. |

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