



Accredited

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

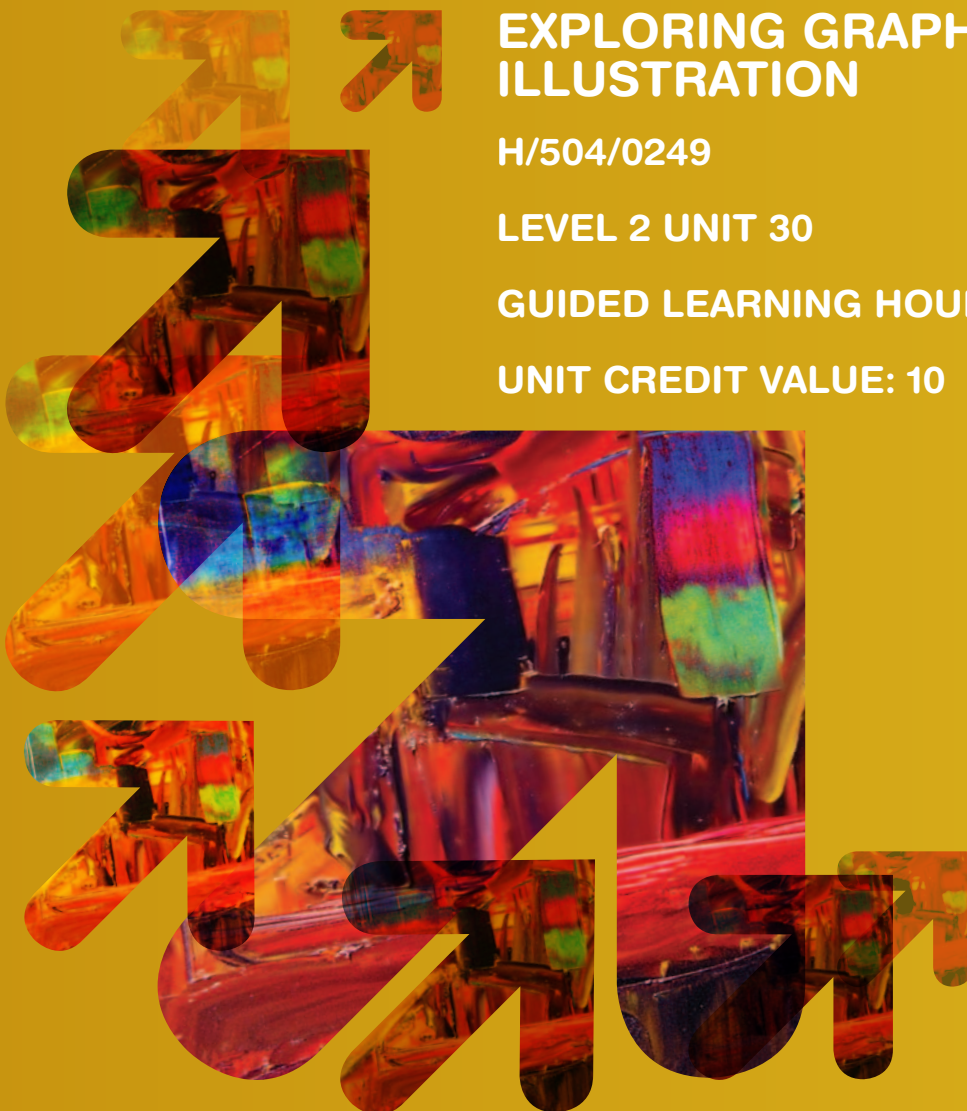
**EXPLORING GRAPHIC DESIGN AND
ILLUSTRATION**

H/504/0249

LEVEL 2 UNIT 30

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



EXPLORING GRAPHIC DESIGN AND ILLUSTRATION

H/504/0249

LEVEL 2

AIM OF THE UNIT

By completing this unit, learners will understand graphic design and illustration products and the media, materials, techniques and processes used to produce them. They will be able to develop a range of ideas for a graphic design or illustration outcome, in response to a brief. Learners will be able to present their ideas for a final design to a client, gain, and take account of client feedback. They will also be able to produce a final graphic design or illustration outcome in response to a brief.

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 Understand how graphic design products and illustration artworks are created	P1 Learners use annotated studies to investigate a range of graphic design products and illustration artwork, considering: a) purpose b) use of formal elements c) target audience		
	P2 Learners investigate media, materials, techniques and processes suitable for carrying out a graphic design or illustration brief		
2 Be able to develop ideas for a graphic design or illustration outcome in response to a brief	P3 Learners generate and develop a range of ideas for a graphic design or illustration outcome, in response to a brief	M1 Learners use their exploration into graphic design and illustration to influence the development of original, imaginative and thoughtful ideas	
3 Be able to present ideas for a final graphic design or illustration outcome to a client for feedback	P4 Learners present appropriate graphic design or illustration ideas to the client, for feedback and selection	M2 Learners use feedback from the client to refine one idea and take it forward for further development	
4 Be able to produce a final graphic design or illustration outcome in response to a brief	P5 For a chosen idea, learners take account of client feedback to produce a competent final graphic design or illustration outcome, in response to the brief	M3 Learners demonstrate proficient skills in producing a successful final graphic design or illustration outcome. The outcome produced is fit for purpose and generally of a good quality	D1 Learners produce an original final graphic design or illustration outcome. The outcome produced is skilfully finished, generally of a high quality and displays a thorough understanding of the materials and processes used. The outcome produced fully meets the requirements of the brief

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 how graphic design products and illustration artworks are created

For example:

- a) communicate information, selling products, increasing brand awareness, etc.
- b) colour, composition, line etc.
- c) by age, gender, interests etc.

The range of graphic design products and illustration artwork might be from, for example:

- publishing – e.g. magazines, brochures, books, cards
- packaging – e.g. CD/DVD covers, labels, cartons, bags
- corporate identity – e.g. logos, branding
- advertising – e.g. flyers, posters
- web/motion graphics – e.g. digital multi-media, animation, moving image

Explore a range of hand drawn and/or digital from, for example:

- dry media
- wet media
- digital software
- lens based
- 3D visualisation
- layering
- mixed media.

Be able to develop ideas for a graphic design or illustration outcome in response to a brief

Brief could be set by a client, or tutor acting as client.

Consider, for example:

- client expectations
- deadlines
- suitability for purpose
- constraints on design
- target audience
- investigation into existing products
- suitable elements – text and image
- researching and gathering relevant information
- design and layout principles.

Be able to present ideas for a final graphic design or illustration outcome to a client for feedback

Present ideas/final idea to the client considering for example:

- design board
- digital presentation
- story board
- annotated sketchbook

Record feedback gained from the client.

Be able to produce a final graphic design or illustration outcome in response to a brief

Using client feedback, review and modify the final idea.

Produce final work considering:

- aesthetics/function
- media, materials and techniques for production
- safe working practices.

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.

To provide evidence for **P1** and **P2** learners will need to develop an understanding of graphic design and illustration products. This might be done by approaching the first two pass grading criteria in an integrated manner, graphic design and illustration products and artwork being investigated using a range of media, materials, techniques and processes. Graphic products and illustration artwork can be researched on the internet and through the wide range of books available that focus on good examples of current practice, branded graphics or themed applications.

With a range of skills established and knowledge of graphic/illustration applications and styles established, learners will be in a good position to develop a range of ideas in response to a specialist graphic design brief. The brief could be provided by a real client but is more likely to be set by the teacher acting as the client. The appropriateness of the brief is very important and to inspire and involve the learners it should try to link with contemporary cultural interests and lifestyles.

Evidence for **P3/M1** should show how a range of ideas have been developed and could be supported by annotated studies that reflect all the stages of the developmental process.

Presenting ideas to the client for **P4** and **M2** provides an important focus in creating a real design scenario, evidence

for this might take the form of a digital presentation or design/storyboard, supported by an annotated sketchbook. Feedback could for example be given as part of a witness evidence sheet, or by e-mail etc. and be used to inform the final graphic design or illustration outcome.

After taking account of the client feedback the learner can provide evidence for **P5/M3/D1** by production of a final graphic design or illustration outcome in response to the brief.

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

Carter, David E. (2007)	<i>The Big Book of Layouts</i> Collins ISBN 978 0 06 114993 1
Dabner, David. (2004)	<i>Graphic Design School</i> Thames & Hudson ISBN 0 500 28526 8
Dorrain, Michael S. (2006)	<i>Business Cards 2. More ways of saying hello</i> Lawrence King ISBN – 1 85669 477 1
Klanten, R. (2005)	<i>Illusive – contemporary illustration and its context</i> Die Gestalten Verlag ISBN – 978 3 89955 085 6
McKean, Dave. (1998)	<i>The Sandman Dustcovers</i> Titan Books ISBN – 1 85286 926 7
Raimes, Jonathan. (2007)	<i>Retro Graphics</i> I Lex ISBN – 1 904705 97 9
Design, Sussner.	<i>Letterhead and Logo Design 10</i> Rockport Publishers ISBN – 10: 1592533752
Stones, John.	<i>No Rules Logos</i> RotoVision SA ISBN – 10: 2888930528
Owens, Sarah.	<i>Yes Logo: 40 Years of Michael Peters Branding, Design</i> Black Dog Publishers ISBN – 10: 1906155372
Neuenschwander, Brody.	<i>Letterworks: Creative Letterforms in Graphic Design</i> Phaidon ISBN – 0714829099
Brereton, Richard.	<i>The Hidden Art of Designers, Illustrators and Creatives</i> Laurence King Publishers ISBN – 10: 1856695824

Illustralia.

Cutting-edge Digital Illustration

Promotora de Prensa International S A

ISBN-10: 849365082X

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

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.

Telephone 02476 851509

Email cambridgetechnicals@ocr.org.uk

www.ocr.org.uk