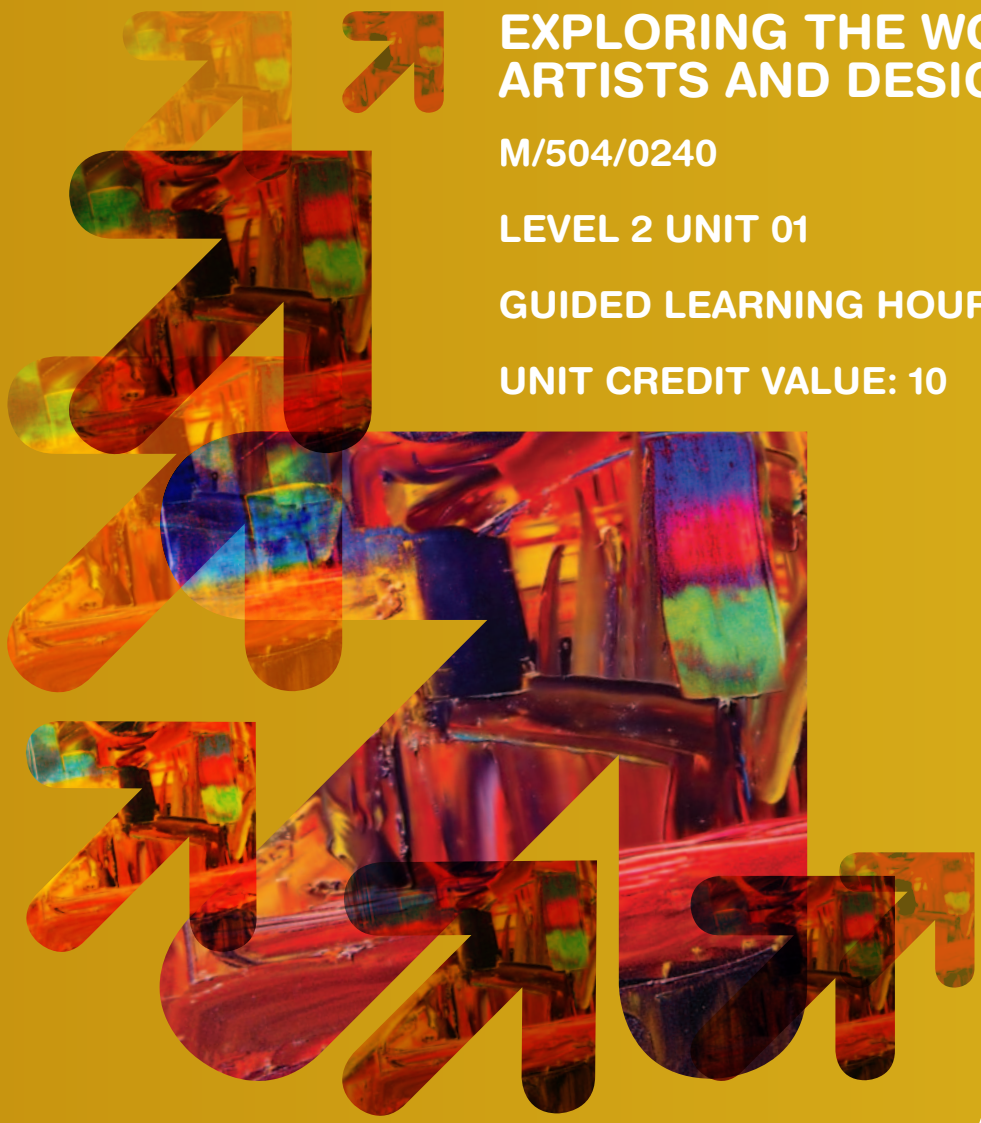
Cambridge TECHNICALS

Accredited

OCR LEVEL 2 CAMBRIDGE TECHNICAL

CERTIFICATE/DIPLOMA IN

ART AND DESIGN



EXPLORING THE WORK OF ARTISTS AND DESIGNERS

M/504/0240

LEVEL 2 UNIT 01

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

OCR

EXPLORING THE WORK OF ARTISTS AND DESIGNERS

M/504/0240

LEVEL 2

AIM OF THE UNIT

By completing this unit, learners will understand the key trends and movements in art and design, and how these have affected the development of artists and designers. Learners will use their investigations to identify artists or designers of particular interest who they will study and use to generate new work of their own.

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 the work of artists, craftspeople or designers and the key trends and movements that influence their work	P1 Learners produce a simple time line for a chosen area of study that relates artists, craftspeople or designers to their movements or styles. Learners identify relevant influential key trends and events		
	P2 Learners identify a movement, style, period, culture or theme from their timeline that is of personal interest to them. They use annotated studies to investigate the work of relevant artists, craftspeople or designers in their chosen area of personal interest	M1 Learners demonstrate an understanding of how art and design work progresses over time. They show how artists, craftspeople or designers are influenced by previous movements, styles and events	
	P3 Learners carry out a focused study into one of the artists, craftspeople or designers identified		
2 Be able to develop an idea for a piece of creative work inspired by the work of another artist, craftsperson or designer	P4 Learners develop an appropriate idea for their own creative work, inspired by the work of the artist, craftsperson or designer studied	M2 Learners use their investigations into artists, craftspeople or designers to influence the development of an imaginative and thoughtful idea	
3 Be able to produce final creative work inspired by the work of another artist, craftsperson or designer	P5 Learners produce competent final creative work inspired by the work of the artist, craftsperson or designer studied	M3 Learners demonstrate proficient skills in producing a successful final creative work. The work produced is generally of a good quality	D1 Learners produce original final creative work. The work produced is skilfully finished, generally of a high quality and reflects the influence of artists, craftspeople or designers investigated

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 work of artists, craftspeople or designers and the key trends and movements that influence their work

For example, produce a time-line to develop an initial awareness of how art/design has developed. Look at:

- movements/styles
- artists/craftspeople/ designers
- events/trends

The timeline created should relate to the area of study chosen. Consider:

- pre-1900
- 1900-1950
- 1950-present day

Compare their work considering influences such as:

- major events of the time
- social developments
- technological developments
- earlier artists/movements/trends/events
- public reaction to their work
- their influence on other artists/movements/trends/styles

Consider, for example:

- what/who influenced them
- how their work compares to others of the time
- content/subject/approach used
- why they did what they did
- the reaction of others to their work at the time
- media/materials/techniques used

Be able to develop an idea for a piece of creative work inspired by the work of another artist, craftsperson or designer

You could generate an idea by, for example:

- adapting the artists style/approach/technique to a new or personal theme or subject
- combining aspects of the artist studied, with another, where one provides the style/approach, and the second the composition/form
- producing new artwork in the artists style, in response to a brief
- designing support/gift material to accompany an exhibition of the artists work

Be able to produce final creative work inspired by the work of another artist, craftsperson or designer

Using appropriate media, materials, techniques, and working safely, produce a final piece of work that reflects your study and personal ideas. Final work could be model, sample, maquette.

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.

Learners can choose from any specialist area and investigate the historical development of relevant artists, craftspeople and designers.

Learners should start by taking a very broad look at how artists, craftspeople and designers work has evolved over time by investigating key trends and movements **P1**, by creating a 'time-line'.

By then focusing on an area of particular interest **P2/M1** they will look at a 'group' of artists and the influences that have given them their character and identity.

From this investigation the learner can select one artist, craftsperson or designer and produce a more in-depth study, looking closely at their influences and the unique qualities of their work.

Learners will use what they have learnt from their study of the artist to develop an idea **P4/M2** for an original piece of creative work which will be produced, depending on its nature, as a finished piece, a sample, model or maquette **P5/M3/D1**. Guidance may need to be given to the student over expectations that relate to the outcome bearing in mind the 60 guided learning hours of the unit.

Learners should be encouraged to visit museums, galleries and exhibitions as well as using books, videos, DVD's and the internet. They need to look for interesting ways to present their investigations and studies, using research selectively and appropriately, and whenever possible making personal notes.

Evidence for this unit may take a variety of forms depending on the area of interest selected but all evidence will need to be supported by annotated studies e.g. sketchbooks, personal journals, 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

Books

Hodge, Susie.	*How to Survive Modern Art* Tate Publishing ISBN-10: 1854377493
Godfrey, Tony.	*Painting Today* Phaidon ISBN: 978-0-7148-4631-6
Nickas, Bob.	*Painting Abstraction: New Elements In Abstract Painting* Phaidon Press ISBN-10: 0714849332
Dailey, Megan. Rosenthal, Norman.	*USA Today: New American Art from the Saatchi Gallery* Royal Academy of the Arts ISBN-10: 1903973961
Gallery Saatchi.	*100: The Work that Changed British Art* Random House UK ISBN-10: 0224071807
Gallery Saatchi.	*The Empire Strikes Back: Indian Art Today* Vintage ISBN 10: 0224089498
Gallery Saatchi.	The Revolution Continues: New Art in China Saatchi Gallery ISBN: 9780224084994
Saatchi Collection.	*Sensation* Thames and Hudson ISBN: 9780500600238
Phaidon Press.	*Vitamin 3-D: New Perspectives in Sculpture and Installation* Phaidon ISBN-10: 071484974X
Tufnell, Ben.	*Land Art* Tate Gallery Publishers ISBN 10: 1854376047
Collins, Judith.	*Sculpture Today* Phaidon Press Inc. ISBN-10: 0714843148
Mengham, Rod.	*Marc Quinn* NAi Publishers ISBN-10: 905662511X
Opie, Julian.	*Julian Opie Portraits* Hatje Cantz Publishers ISBN: 3775713018

Koester, Thomas. Roeper, Lars.	*50 Artists You Should Know* Prestel Publishing ISBN: 3791337165
Dantini, Michele.	*Modern & Contemporary Art* Sterling ISBN-10: 1402759215
Bonham-Carter, Charlotte.	*The Contemporary Art Book* Goodman Books ISBN-10: 1847960057
Mullins, Charlotte.	*Painting People* Thames and Hudson ISBN 9780500287477
Tate Publishing	*Pop Life: Art in a Material World* Tate Publishing ISBN-10: 1854378333
Siegel, Katy.	*Money* Thames & Hudson ISBN: 050093004X
Lewisohn, Cedar. Chalfant, Henry.	*Street Art: The Graffiti Revolution* Tate Publishing ISBN-10: 1854378759

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.

Telephone 02476 851509
Email cambridgetechnicals@ocr.org.uk
www.ocr.org.uk