



Accredited

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

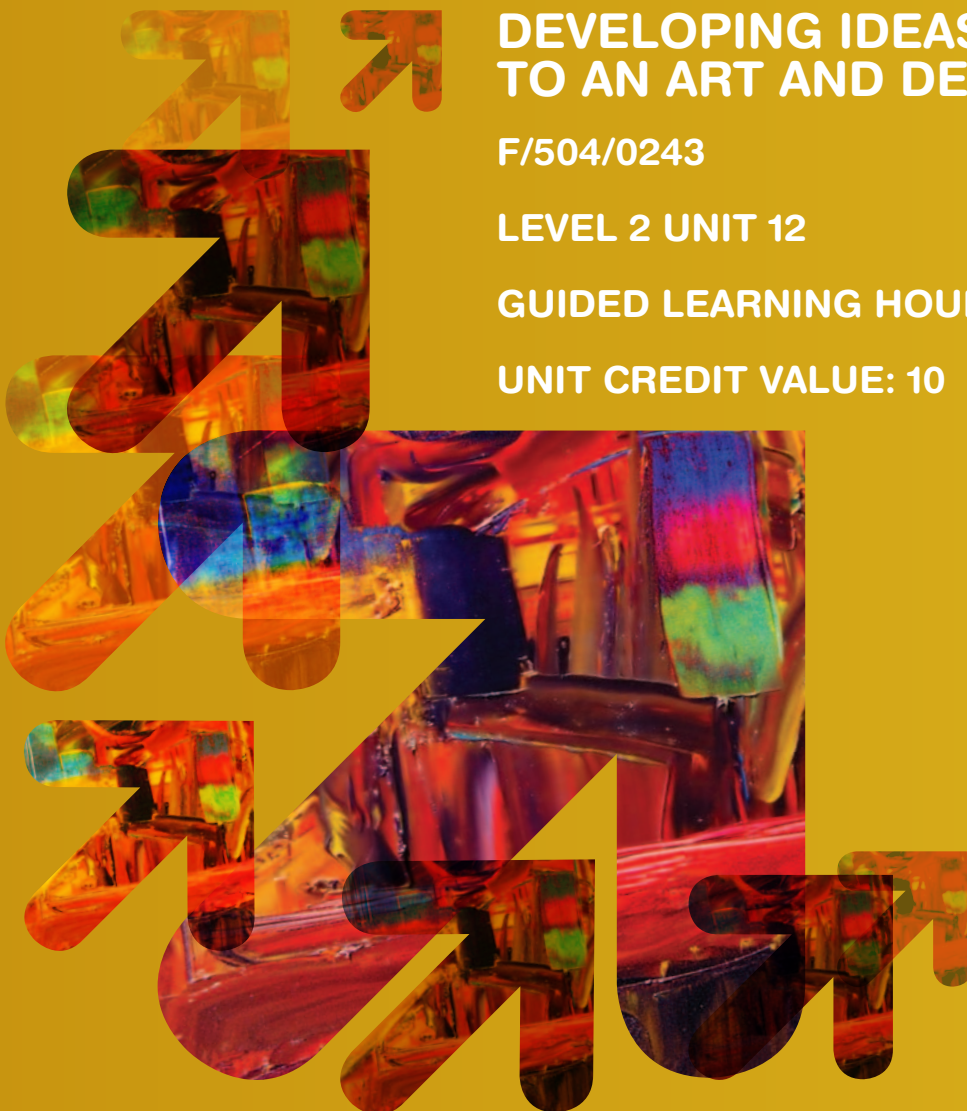
**DEVELOPING IDEAS IN RESPONSE
TO AN ART AND DESIGN BRIEF**

F/504/0243

LEVEL 2 UNIT 12

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



DEVELOPING IDEAS IN RESPONSE TO AN ART AND DESIGN BRIEF

F/504/0243

LEVEL 2

AIM OF THE UNIT

By completing this unit, learners will be able to understand and respond to the requirements of a given brief or project. They will be able to generate and develop a range of ideas in response to a brief or project. Learners will be able to deliver their range of ideas in a presentation to a client, and be able to review the feedback obtained.

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 requirements of a brief or project	P1 Learners investigate a given brief or project by considering: a) client requirements b) responses by other artists and/or designers to similar briefs or projects		
2 Be able to generate and develop a range of ideas in response to a brief or project	P2 Learners generate a range of appropriate ideas in response to a brief or project using: a) primary and/or secondary sources b) the work of other artists and/or designers		
	P3 Learners develop a range of appropriate ideas in response to the given brief or project. They use annotated studies to record how their ideas have developed	M1 Learners make reference to the work of artists and/or designers as they take their own ideas forward. The ideas developed are imaginative and thoughtful	D1 Learners develop a range of effective and original ideas that present clear and appropriate opportunities for the client to provide constructive feedback. Ideas fully meet the requirements of the brief
3 Be able to present ideas to a client for feedback in response to a brief or project	P4 Learners deliver a competent presentation to the client, showing the range of ideas they have produced in response to the brief or project. Learners gather feedback from the client on the ideas that they have presented	M2 Learners use effective presentation techniques, to successfully communicate their ideas	
4 Be able to use client feedback gained to choose and refine a final idea	P5 Learners use the client feedback they have gathered to identify the most suitable final idea for development and realisation	M3 Learners further develop and refine their final idea based on client feedback received	

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 brief or project

For example:

Brief or project can be from a real client or generated by the teacher acting as the client. Consider for example:

- a) timescales, deadlines, client's ideas, clarification of information provided in the brief
- b) themes, topics, ideas, materials, techniques and processes

For example, within the first few weeks, clarify requirements with the client. This could be done by email, by questionnaire or during a meeting with the client.

Be able to generate and develop a range of ideas in response to a brief or project

Consider, for example:

- a) a range of primary sources providing first-hand experience such as visits to sites, galleries/exhibitions, artefacts, observational drawings.
a range of secondary sources such as books, internet, magazines, video/DVD
- b) how other artists/designers use formal elements, media, materials, techniques and processes to respond to ideas, themes, thoughts and feelings

For example, as work progresses:

- make comments and judgements about ideas
- identify appropriate changes to ideas

Be able to present ideas to a client for feedback in response to a brief or project

Presentation for a range of ideas could include, for example:

- digital presentation
- annotated sketch books
- design boards
- photographs
- 3D models
- written report

Feedback could be written (e.g. report, email from client following presentation etc)

Be able to use client feedback gained to choose and refine a final idea

For example, review feedback to identify:

- client likes/dislikes
- possible changes and modifications
- problems and how they can be overcome or improved
- opportunities for future development

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.

The focus of this unit is responding to an art/design brief, investigating the requirements of the client/brief and organising, generating and developing a range of ideas that meet the requirements of the brief. At the end of this process they will present a range of selected ideas to the client and gain feedback that will help identify a possible final idea.

The quality of the brief is fundamental to the success of the unit. If the opportunity exists to work on a 'live' brief with a 'real' client then this is ideal, but for many the brief will be generated by the teacher who will act as the client. Briefs need to be 'open' to allow all learners to respond in areas of personal strength or interest.

The use of a 'scenario' which allows a number of different briefs to be set within it, or the creation of briefs that take into account specific learner interests, will be most successful. Evidence will be in many forms and reflect the diversity of briefs, projects set, and ways of working but most final presentations will be supported by annotated sketchbooks.

The brief whilst needing to be specific, should initially be presented to the learner so as to require further investigation to establish and clarify the exact requirements of the client. Evidence of research might be in a sketchbook and could for example, lead to the formulation of a number of questions to ask the client (at a meeting/by email etc.) to ensure ideas generated are appropriate for the brief.

Learners can evidence these using annotated studies that show how ideas have been generated and then developed in response to the brief.

Evidence of the range of ideas presented to the client could for example be a design board or digital presentation supported by an annotated sketchbook. Evidence of the presentation could be supported by an evidence witness sheet that gives feedback to the learner on the range of ideas presented.

Learners could evidence with a written review of the feedback obtained from the client and/or by annotating their ideas to detail improvements.

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

Butler, Adam. (2005)	<i>The Art Book</i> Phaidon ISBN 0 7148 4487 X
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LINKS TO NOS

Creative and Cultural Skills – Design (2009):

DES3 Use critical thinking techniques in your design work

DES5 Follow a design process

DES10 Create visual designs

DES18 Interpret the design brief and follow the design process



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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