

Cambridge TECHNICALS LEVEL 2 & 3

Cambridge  
TECHNICALS  
2012

# ART & DESIGN

*Summary Brochure*  
2015/2016

FASHION  
FINE ART  
TEXTILES  
GRAPHIC DESIGN  
SCULPTURE  
PHOTOGRAPHY  
CORPORATE BRANDING  
CHARACTER DESIGN  
DRAWING  
ADVERTISING DESIGN

ILLUSTRATIONS

LANDSCAPES

ANIMATION

MEDIA



*OCR is a not-for-profit organisation. For us, success is measured through the impact and reach of our activities and the scale of our contribution in helping students realise their aspirations.*

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Our purpose is to work in partnership with others to provide general and vocational qualifications that support education in ways that enable students to reach their full potential, equip them with the knowledge and skills they need for their future, and to recognise and celebrate their achievements.

We develop our qualifications in close consultation with teachers, industry leaders and government to ensure they are relevant for today's students and meet requirements set by the Office of Qualifications and Examinations Regulation (Ofqual).



*Our Cambridge Technicals suite gives you the reassurance that you have the right qualifications to support your students' lifelong learning journey.*

Cambridge Technicals are vocational qualifications at Level 2 and Level 3 for students aged 16+. They're designed with the workplace in mind and provide a high-quality alternative to A Levels, with a great range of subjects to choose from.

Vocational education is not just about results, it's about educating people in the knowledge and skills required for employment and for the community as a whole. It's also about developing the behaviours and attributes needed to progress and succeed in education and in work.

#### Our offer:

Subject	Level 2	Level 3	Level 4
Art & Design	✓	✓	×
Business	✓	✓	×
Engineering	×	✓ (09/2015)	×
Health and Social Care	✓	✓	✓
IT	✓	✓	✓
Media	✓	✓	×
Performing Arts	✓	✓	×
Science	✓	✓ (09/2016)	×
Sport	✓	✓	×

The qualifications allow for a high degree of flexibility with the choice of units that make up the qualifications, so your students can specialise in the specific areas of the subject that interest them most.

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# LEVEL 2 AND 3 ART & DESIGN

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*Our Level 2 and Level 3 Cambridge Technicals in Art & Design qualifications will allow your students to achieve their potential and progress to the next stage of their lives, whether it be Higher Education, an apprenticeship, or employment.*

We've designed exciting content, that's engaging, fit for purpose and suitable for the needs of your students.

At Level 2 your students have the opportunity to take units that are relevant to specific areas within the art and design industry; such as graphic design and illustration, photography, fine art and fashion and textiles, giving them practical and creative skills that transfer easily into the workplace. This qualification has been designed so that it can be delivered in one year.

At Level 3 there are specialist pathways in photography, graphic design, 3D design, fashion, and fine art for your students to choose from. These reflect the breadth of opportunities available within the art and design sector. Plus, your students have the opportunity to engage in a broader way through non-specialist units where, as an example, they might plan, research and develop ideas in response to a client brief, or plan and prepare for an exhibition for a collection of artwork.

100% centre assessed including practical and wider project-based assessment opportunities, plus OCR visiting moderation providing centre feedback and support; has resulted in focused qualifications which, dependent on the size chosen, either complement a Key Stage 5 study programme alongside other vocational qualifications, A Levels, or may constitute the bulk of a two-year study programme.



## The Qualifications

All Level 2 and Level 3 qualifications across the Cambridge Technicals Art & Design suite have the ability to be co-teachable; allowing for flexibility within the delivery of the study programme.

### Level 2 Cambridge Technicals Art & Design

Scheme code	Qualification title	Guided learning hours (GLH)
05360	Level 2 Cambridge Technical Certificate in Art & Design	90
05362	Level 2 Cambridge Technical Extended Certificate in Art & Design	180
05365	Level 2 Cambridge Technical Diploma in Art & Design	360

### Level 3 Cambridge Technicals Art & Design

Scheme code	Qualification title	Guided learning hours (GLH)
05367	Level 3 Cambridge Technical Certificate in Art & Design	180
05369	Level 3 Cambridge Technical Introductory Diploma in Art & Design	360
05372	Level 3 Cambridge Technical Subsidiary Diploma in Art & Design	540
05375	Level 3 Cambridge Technical Diploma in Art & Design	720
05378	Level 3 Cambridge Technical Extended Diploma in Art & Design	1080

## Pathways

The Level 3 Introductory Diploma, Subsidiary Diploma, and Diploma have five vocational pathways within them that can be followed. Students can achieve up to two pathways depending on the size of qualification taken:

- Photography
- Fashion
- Graphic Design
- Fine Art
- 3D Design

## Progression

If your students leave your institution or change their mind on their final destination, they have the opportunity to top up/move down different qualification sizes. Cambridge Technicals provide a strong base for progression to university, apprenticeships or work and are recognised for UCAS tariff points\*.

\* It is always important to check individual course requirements when applying to university



### *DfE Key Stage 5 performance measures*

We've made a decision not to add external assessment to the qualifications in the Cambridge Technicals Art & Design suite. During our research with universities, employers and centres, we were told that Art & Design does not suit external assessment and that forcing it into the qualifications would feel fake and invalid. It was unanimous that you prefer the flexibility of the current specifications, allowing for the development of your students' creativity, and the opportunity for them to gain knowledge and skills of different art and design mediums.

### *Collaborators*

The Cambridge Technicals Art & Design have had support from a range of employers and universities. These include:

Employers	HEIs
Canon (UK)	Anglia Ruskin University
Logistik	Cardiff Metropolitan University
McCann	University of Nottingham
Culture Coventry	University of Warwick



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# UNITS - AIM AND PURPOSE

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## *Assessment and moderation*

Cambridge Technicals can be assessed and claimed when the student is ready, so you're not restricted to set dates and times.

Our team of Visiting Moderators will be able to offer you support, advice and guidance throughout, and will moderate a selection of assessments.

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## *Simple and sensible certification*

We've introduced a Distinction\* grade at qualification level. The grades offered are Pass, Merit, Distinction and Distinction\* at both Level 2 and Level 3.





## Level 2 Cambridge Technicals Art & Design

Unit number	Unit title	Certificate 15 credits GLH 90	Extended Certificate 30 credits GLH 180	Diploma 60 credits GLH 360
	Mandatory unit			
1	<b>Exploring the work of artists and designers</b> This unit will enable students to understand the key trends and movements in art and design.	10	10	10
	<b>Non-specialist units</b>			
10	<b>2D media, materials and techniques</b> In this unit students will explore the work of artists through the use of 2D media, and safe working practices.	5	5	5
11	<b>3D media, materials and techniques</b> In this unit students will look at the work of a range of 3D artists and designers, and safe working practices.	5	5	5
12	<b>Developing ideas in response to an art and design brief</b> This unit will enable students to understand and respond to a brief or project.	10	10	10
13	<b>Realising art and design ideas</b> Students will learn how to select, develop and refine a chosen idea, including selecting media, materials and techniques.	10	10	10
14	<b>Producing art or design work for sale</b> This unit will enable students to understand how art and design work is sold. Students will create a personal piece for sale.	10	10	10
15	<b>Producing art or design work for a location</b> This unit will educate students about how artists and designers produce work for specific locations.	10	10	10
16	<b>Exploring self-image</b> Students will explore the work of other artists and how they have produced images of themselves.	10	10	10
20	<b>Exploring photography</b> Students will look at the work of professional photographers, photographic techniques and processes.	10	10	10
30	<b>Exploring graphic design and illustration</b> This unit will explore graphic design and illustration products and associated media, materials, techniques and processes.	10	10	10
40	<b>Exploring 3D</b> This unit will introduce students to the work of artists/designers/craftspeople who produce 3D work, and safe working practices.	10	10	10
50	<b>Exploring fashion and textiles</b> This unit will broaden students' understanding of the work of textile artists and fashion designers.	10	10	10
60	<b>Exploring fine art</b> Students will focus on the work of fine artists.	10	10	10
	<b>Minimum mandatory credits</b>	10	10	10
	<b>Minimum optional credits</b>	5	20	50
	<b>Total minimum credits required</b>	15	30	60
	<b>Notes</b>	Mandatory units are shaded.		

### **Unit 1**

#### ***Exploring the work of artists and designers***

This unit will develop your students' understanding of the key trends and movements in art and design, and how these have influenced the work of artists and designers.

Your students will use their research to identify an artist or designer who is of particular interest to them; they will then develop and produce a piece of creative work inspired by this person.

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### **Unit 10**

#### ***2D media, materials and techniques***

Being able to work with a range of media and materials is fundamental to art and design. This unit introduces the diverse range of 2-dimensional media and materials and explores the subject using a range of techniques, processes and safe working practices.

Your students will learn about the work of a range of artists and designers and explore their work through the use of 2D media. Plus, they will learn how to use a range of 2D media, materials and techniques, and be able to demonstrate safe working practices.

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### **Unit 11**

#### ***3D media, materials and techniques***

Being able to work with a range of media and materials is fundamental to art and design activities. This unit introduces the diverse range of 3-dimensional materials, techniques and processes.

Your students will learn about the work of a variety of 3D artists and designers. They will learn how to use a range of 3D media, materials and techniques, and be able to demonstrate safe working practices.

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### **Unit 12**

#### ***Developing ideas in response to an art and design brief***

Being able to work with clients, understand their requirements and translate them into creative art and design forms is a key skill within the industry. In this unit your students will respond to an art and design brief. They will learn how to understand the requirements of a brief or project and generate and develop a range of ideas that meets its requirements.

At the end of this process, your students will be able to present their ideas to the client and gain feedback that will help them choose and refine a final idea.

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### **Unit 13**

#### ***Realising art and design ideas***

Being able to work with clients, understand their requirements and translate them into creative art and design forms is a key skill within the industry. This unit is best approached as a continuation of unit 12.

Your students will select, develop and refine an idea, including the selection of suitable media, materials and techniques. They will present their idea to a client for approval before producing an outcome that meets the requirements of the brief.

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## Unit 14

### *Producing art or design work for sale*

As an artist or designer, being able to showcase your work for others to purchase is a fundamental part of survival and success. This unit presents an opportunity for your students to learn about how artists and designers sell their work. Plus, to apply their learning to the development of their own ideas, and produce a piece of art or design work to be sold.

## Unit 15

### *Producing art or design work for a location*

Art and design pieces are created for a variety of different environments and locations. In this unit your students will gain an understanding of how artists and designers produce work for specific locations. They will apply this learning to develop their own ideas and create a piece of work to be placed in a specified location.





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### **Unit 16**

#### **Exploring self-image**

In this unit your students will learn about the work of a range of artists and how they have produced images of themselves.

Your students will generate a range of ideas for self-image work developed from their knowledge of the self-image work of others. They will plan and produce an original self-image art and design work, reflecting on who they are.

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### **Unit 20**

#### **Exploring photography**

The focus of this unit is to explore and discover photographic techniques and processes that will give your students good practical knowledge, allowing them to produce creative and imaginative images with either film-based or digital cameras.

Your students will learn about the work of professional photographers, photographic techniques and processes for film-based and/or digital cameras. Plus, they will produce a range of photographic images to demonstrate their understanding. They will also produce a range of experimental photographic images, and reflect on the photographic images explored and produced.

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### **Unit 30**

#### **Exploring graphic design and illustration**

In this unit your students will explore and gain an understanding of graphic design and illustration products, and the media, materials, techniques and processes used to produce them.

In response to a brief, your students will develop a range of ideas for a graphic design or illustration outcome. They will present their ideas to the client, and taking into consideration any feedback, produce a final graphic design or illustration outcome.

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### **Unit 40**

#### **Exploring 3D**

In this unit your students will explore working 3-dimensionally using suitable materials and processes, applied to any purpose. Work can really take any 3D direction at all. For example, a sculpture produced as fine art generated by a starting point, or perhaps in response to a commission or brief; ceramics either functional or sculptural; theatre, spatial or product design; or a 3D design brief investigating jewellery or furniture from recycled materials.

By completing this unit, students will understand the work of artists/designers/craftspeople that produce 3D work, and the safe use of 3D materials, processes and techniques. They will be able to develop an idea in response to a 3D project, starting point or brief, and will then produce and present a final 3D outcome.

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## Unit 50

### *Exploring fashion and textiles*

This unit provides a great opportunity for your students to explore the breadth of textile and/or fashion options from across art, craft and design. It is the wealth of diverse opportunities that exist between, on the one extreme, fine art textiles, and on the other, fashion design, that can be best investigated through the work of artists and designers.

By completing this unit, students will understand the work of textile artists and fashion designers and the safe use of materials, processes and techniques. Plus, they will develop and create a fashion or textile outcome in response to a project or brief.

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## Unit 60

### *Exploring fine art*

This unit presents an opportunity for your students to gain an understanding about the important role fine art plays in enriching our lives.

By completing this unit, students will understand the work of fine artists. Plus, they will generate ideas, produce and present a piece of fine art work, and review their work.



## Level 3 Cambridge Technicals Art & Design

Unit number	Unit title	Certificate 30 credits GLH 180	Introductory Diploma 60 credits GLH 360	Subsidiary Diploma 90 credits GLH 540	Diploma 120 credits GLH 720	Extended Diploma 180 credits GLH 1080
	<b>Mandatory unit</b>					
1	<b>Art and design in context</b> In this unit students will look at key trends, movements and events in the context of a chosen art or design discipline.	10	10	10	10	10
	<b>Non-specialist units</b>					
10	<b>How artists and designers use 2D materials, techniques and processes</b> Students will look at the work of artists or designers, and characteristics and working properties of 2D media, materials and techniques.	10	10	10	10	10
11	<b>How artists and designers use 3D materials, techniques and processes</b> Students will investigate artists'/designers' work to influence the generation and development of ideas for their work.	10	10	10	10	10
12	<b>Planning, researching and developing ideas for a specialist art or design brief</b> Students will research artists/designers and how their work can influence ideas, in response to a client brief.	10	10	10	10	10
13	<b>Realising an outcome for a specialist art or design brief</b> Students will learn how to identify a suitable idea and investigate 2D/3D media, materials, techniques and processes.	10	10	10	10	10
14	<b>Presenting, displaying, promoting and selling artwork</b> This unit will provide students with an understanding of how display and presentation spaces are used, and how professional artists or designers work.	10	10	10	10	10
15	<b>Planning an artist's or designer's studio</b> This unit will enable students to produce a proposed layout plan for an artist's/ designer's studio, and understand equipment and consumables needed.	10	10	10	10	10
16	<b>Exhibiting and presenting artwork</b> Students will plan, and prepare for, an exhibition for a collection of artwork.	10	10	10	10	10
	<b>Photography specialist pathway</b>					
20	<b>Exploring digital photography</b> This unit is designed to enable students to understand the operating controls of a digital camera.	10	10	10	10	10
21	<b>Exploring film-based photography</b> Students will look at the operating controls of a film-based camera and using them to take film-based photographs.	10	10	10	10	10
22	<b>Portrait photography</b> This unit will enable students to produce personal photographic portrait images inspired by the work of professional photographers.	10	10	10	10	10
23	<b>Exploring artists as photographers</b> Students will consider ways in which artists have responded to photography and used it in their artwork.	10	10	10	10	10
24	<b>Digital image creation</b> In this unit students will explore the work of a range of digital artists/ photographers, and practical skills.	10	10	10	10	10
25	<b>Landscape photography</b> Students will look at a range of landscape photographers' work and producing ideas for landscape photographic images.	10	10	10	10	10
	<b>Graphic design specialist pathway</b>					
30	<b>Using digital technology in graphic design</b> Students will use digital hardware and graphic design software, and experiment with the software.	10	10	10	10	10
31	<b>Motion graphics</b> Students will explore different styles of motion graphics, where they're used and where they can be seen.	10	10	10	10	10
32	<b>Art and design illustration</b> Students will look at different types of illustration and professional practice, and planning how to satisfy a brief.	10	10	10	10	10
33	<b>Character design and creation</b> In this unit students will learn how characters are created and developed for use in animation, graphic novels and comics.	10	10	10	10	10
34	<b>Creating animation</b> Students will learn how different types of animation are produced, and also produce a short animated film.	10	10	10	10	10
35	<b>Design for advertising</b> This unit will provide students with an understanding of advertising visuals and the media, materials, techniques and processes suitable for producing them.	10	10	10	10	10
36	<b>Branding and corporate design</b> Students will consider how companies brand themselves, and develop an understanding of the media, techniques and equipment used to design logos.	10	10	10	10	10



## Level 3 Cambridge Technicals Art & Design

Unit number	Unit title	Certificate 30 credits GLH 180	Introductory Diploma 60 credits GLH 360	Subsidiary Diploma 90 credits GLH 540	Diploma 120 credits GLH 720	Extended Diploma 180 credits GLH 1080
<b>3D design specialist pathway</b>						
40	<b>Carving, constructing and modelling 3D artwork</b> This unit will explore the work of artists, designers or craftspeople producing 3D work by carving, constructing and modelling.	10	10	10	10	10
41	<b>Creating 3D art or design work</b> Students will gain an understanding of 3D artwork, and the materials and processes used to create it.	10	10	10	10	10
42	<b>Exploring ceramics</b> Students will be able to produce ideas for a piece of ceramics and understand safe working practices.	10	10	10	10	10
43	<b>3D product design</b> Students will learn how to respond to the requirements of a brief or project for 3D product design.	10	10	10	10	10
44	<b>Spatial design</b> Students will learn how to respond to the requirements of a client brief for a spatial design project.	10	10	10	10	10
<b>Fashion specialist pathway</b>						
50	<b>Fashion design</b> Students will gain an understanding of how to respond to fashion design and the media, materials and techniques used in the production of fashion products.	10	10	10	10	10
51	<b>Fashion production</b> This unit will give students an opportunity to understand the fashion production process.	10	10	10	10	10
52	<b>Textile design</b> Students will explore innovative and mixed media approaches to the design of surface decoration and pattern.	10	10	10	10	10
53	<b>Up-cycling fashion products</b> Students will experience the currently popular up-cycling trend in the fashion industry.	10	10	10	10	10
54	<b>Fashion illustration</b> Students will understand fashion illustration, including styles, influences, materials, processes and presentation techniques.	10	10	10	10	10
<b>Fine art specialist pathway</b>						
60	<b>Fine art drawing</b> Students will look at the work of artists who use drawing as a significant art form in its own right.	10	10	10	10	10
61	<b>Fine art painting</b> This unit is designed to develop students' understanding of how other painters work, and students will develop an idea for a personal painting.	10	10	10	10	10
62	<b>Understanding sculpture</b> Students will explore sculpture and the work of the artists who produce it.	10	10	10	10	10
63	<b>Contemporary fine art</b> This unit will enable students to understand contemporary fine artists and their work and develop ideas for a personal piece.	10	10	10	10	10
64	<b>Digital fine art</b> Students will explore the work of artists who use digital media, and techniques they use to produce fine art.	10	10	10	10	10
65	<b>Fine art printmaking</b> This unit will enable students to understand techniques, processes and materials, and produce a series of prints.	10	10	10	10	10
66	<b>Fine art textiles</b> Students will learn to recognise how textiles are used produce fine art, and the media, materials, techniques and processes involved.	10	10	10	10	10
<b>Minimum mandatory credits</b>		10	10	10	10	10
<b>Minimum optional credits</b>		20	50	80	110	170
<b>Total minimum credits required</b>		30	60	90	120	180
<b>Specialist pathway endorsement</b>		Not available	40 credits achieved from a specialist pathway. Max. of one specialist pathway	40 credits achieved from a specialist pathway. Max. of two specialist pathways	40 credits achieved from a specialist pathway. Max. of two specialist pathways	Not available
<b>Notes</b>		Mandatory units are shaded.				

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### **Unit 1**

#### ***Art and design in context***

The aim of this unit is that students understand key trends, movements and events in the context of a chosen art or design discipline and identify areas of personal interest. They'll investigate artists and/or designers more specifically involved, and use this to develop an idea for a personal piece of creative work. They'll also produce and review a final outcome, sample model or maquette.

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### **Unit 10**

#### ***How artists and designers use 2D materials, techniques and processes***

By completing this unit, students will understand the work of a range of other artists or designers and the characteristics and working properties of a wide range of 2D media, materials and techniques. They'll be able to use investigations into artists'/designers' work to influence the generation and development of ideas for their own work, and they'll be able to work safely.

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### **Unit 11**

#### ***How artists and designers use 3D materials, techniques and processes***

Students will learn about the work of a range of 3D artists or designers and the characteristics and working properties of a wide range of 3D media, materials, techniques and processes through this unit. They'll use investigations into artists'/designers' work to influence the generation and development of ideas for their own work, and they'll be able to work safely.

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### **Unit 12**

#### ***Planning, researching and developing ideas for a specialist art or design brief***

The ability to investigate a client's requirements for a brief or project is key. In this unit, students will use research into artists/designers and how their work can influence the generation and development of ideas, in response to a client brief. They'll present a selected range of final ideas to a client or audience, and use feedback to review their final ideas.

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### **Unit 13**

#### ***Realising an outcome for a specialist art or design brief***

The aim of this unit is that students can work with a client and realise an outcome in response to a specialist art or design brief. They'll learn how to identify a suitable idea and investigate a range of appropriate 2D/3D media, materials, techniques and processes. They'll produce a final proposal and present this to the client for agreement before realising and evaluating a final outcome.

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### **Unit 14**

#### ***Presenting, displaying, promoting and selling artwork***

This is an opportunity for students to understand how commercial, public and community display and presentation spaces are used, and how professional artists or designers present, promote, manage and sell their work. They'll know how to select and organise work for a portfolio, organise a display of work, produce personal promotional material, and will understand how their work might be sold.

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**Unit 15*****Planning an artist's or designer's studio***

This unit explores the requirements of artists'/designers' workplaces, usually referred to as studios. Students will be able to produce a proposed layout plan for an artist's/designer's studio, and understand the equipment and consumables needed for it. They'll also produce and present a design proposal for an artist's/designer's studio.

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**Unit 16*****Exhibiting and presenting artwork***

Through this unit, students will understand art exhibitions. They'll plan and prepare for an exhibition for a collection of artwork, including the production of promotional material, and the organisation of work to exhibit. They'll realise a planned exhibition, and evaluate feedback gained on the final exhibition.

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**Unit 20*****Exploring digital photography***

The aim of this unit is to enable students to understand the operating controls of a digital camera. They'll understand how to take digital photographs, and how to use camera controls to produce final images. They'll also learn about the use of framing, composition and lighting when taking digital photographs, and how digital editing and manipulation techniques can be used to produce alternative photographic outcomes.





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### **Unit 21**

#### **Exploring film-based photography**

In this unit, students will look at the operating controls of a film-based camera and how to use them to take film-based photographs. Students will also consider the use of framing, composition and lighting when taking film-based photographs, and how darkroom and/or cameraless photographic techniques can be used to produce alternative photographic outcomes.

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### **Unit 22**

#### **Portrait photography**

By completing this unit, students will be able to produce a range of personal photographic portrait images inspired by the work of professional photographers. They'll be able to produce, and plan how to exhibit, a final range of portraits using a personal approach.

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### **Unit 23**

#### **Exploring artists as photographers**

This unit's designed to give students knowledge of the different ways in which artists have responded to photography and have used it in their own artwork. They'll understand the developments in art that have happened as a result of photography and will use their investigations to generate, develop and realise a personal outcome that reflects the close relationship between art and photography.

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### **Unit 24**

#### **Digital image creation**

This unit explores the work of a range of digital artists/photographers. Students will create and manipulate a range of digital images, and generate and develop ideas for a final digitally manipulated image, to be produced in response to a brief or project.

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### **Unit 25**

#### **Landscape photography**

In this unit, students will look at a range of landscape photographers' work. They'll generate and develop ideas for landscape photographic images, in response to a brief for promotional material. They'll also produce a minimum of ten final landscape photographic images in response to the brief, and present these to a client for feedback.

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### **Unit 30**

#### **Using digital technology in graphic design**

This unit will give students an understanding of the use of text and image in graphic design products. They'll use a range of digital hardware and graphic design software, and experiment with the software, exploring alternative ideas, approaches and effects. They'll develop ideas for a graphic design outcome, in response to a brief, and produce a final idea that meets the requirements.

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**Unit 31****Motion graphics**

By completing this unit, students will, by using hardware and software, understand different styles of motion graphics, where they are used, and where they can be seen. They'll be able to respond to a client brief, develop ideas and using storyboards, present them to a client. They'll also be able to select a final idea, refine it and produce a final motion graphic that meets the requirements of the client brief.

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**Unit 32****Art and design illustration**

Students will understand different types of illustration and professional illustration practice, and be able to plan how to satisfy an illustration brief through this unit. They'll be able to develop a range of ideas in response to an illustration brief, present these for client feedback, and then be able to produce a final illustration outcome for presentation to a client.

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**Unit 33****Character design and creation**

Students will look at how characters are created and developed for use in animation, graphic novels and comics. They'll create a new character with a profile, and develop it through drawings into a modelled 3D outcome.

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**Unit 34****Creating animation**

This unit explores how different types of animation are produced. Students will generate a story, placing a character(s) they've created in an environment and producing a short animated film.

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**Unit 35****Design for advertising**

Through this unit, students will understand a range of advertising visuals and the media, materials, techniques and processes suitable for producing them. They'll develop ideas in response to an advertising brief, and present a final design idea to a client and refine it based on feedback received. They'll produce a final outcome in response to an advertising brief, taking account of client feedback.

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**Unit 36****Branding and corporate design**

By completing this unit, students will understand how companies brand themselves, and will understand the media, techniques and equipment used to design logos for corporate use. They'll be able to develop their own ideas for a logo, in response to a brief, for presentation to a client for feedback. Taking account of client feedback, they'll then be able to produce, and present a final logo design to a target audience, and evaluate the audience's feedback.

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**Unit 40**  
**Carving, constructing and  
modelling 3D artwork**

Students will explore the work of artists, designers or craftspeople who produce 3D work by carving, constructing and modelling through this unit. They'll develop ideas for carved, constructed and modelled 3D work, and produce a maquette, model or finished piece from the ideas developed.

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**Unit 41**  
**Creating 3D art or design work**

Understanding 3D artwork and the materials and processes used to create it is key to this unit. Students will develop an idea for 3D art or design work, from which they're able to produce a final piece. They'll then review the success of their final work.

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**Unit 42**  
**Exploring ceramics**

The aim of this unit is that students will be able to generate and develop ideas for a ceramic piece. They'll understand how to work safely with ceramic materials and tools, and develop the skills and understanding needed to realise an intended outcome. They'll also produce a final ceramic piece.

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**Unit 43**  
**3D product design**

In this unit, students will look at how to respond to the requirements of a brief or project for 3D product design. They'll be able to develop ideas for a 3D product, in response to a brief or project. They'll also be able to plan the realisation of the final 3D product, and produce and present a scale model or final 3D product for feedback.

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**Unit 44**  
**Spatial design**

This unit explores how to respond to the requirements of a client brief for a spatial design project. Students will be able to develop ideas for a spatial design, in response to the brief or project. They'll also be able to produce and present the final 2D visualisations and/or a final 3D scale model of the chosen spatial design.

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**Unit 50**  
**Fashion design**

By completing this unit, students will understand fashion design, and the media, materials and techniques that are used in the production of fashion products. They'll generate and develop design ideas for a fashion product, leading to the presentation of a final design idea and sample materials.

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**Unit 51**  
**Fashion production**

This unit provides students with an opportunity to understand the fashion production process. They'll explore materials, techniques and processes used in the design, development and production of fashion items. They'll explore presentation techniques for fashion items and will display or exhibit the item they produce.

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## Unit 52

### Textile design

Fashion relies on fabric and in today's experimental world, the materials used by textile designers are changing every season. By completing this unit, students will be able to explore innovative and mixed media approaches to the design of surface decoration and pattern. They'll be able to apply the skills they've learned and produce a final textile sample for a design brief.

## Unit 53

### Up-cycling fashion products

In an industry that's increasingly overproducing, little is being done to highlight how many fashion items we prematurely discard. What we throw away is often still useable, if adapted to a new context. The concept of up-cycling is a process of upgrading used material, making it more desirable and more unique than it was at the start. By completing this unit, students will experience this currently popular up-cycling trend in the fashion industry, and explore this area, creating their own 'to-be-worn-again' fashion item.

## Unit 54

### Fashion illustration

The aim of this unit is to enable students to understand fashion illustration, including styles, influences, materials, processes and presentation techniques. They'll be able to produce designs and present a portfolio of designs, for a fashion collection, in response to a brief.







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**Unit 60****Fine art drawing**

In this unit, students will look at the work of artists who use drawing as a significant art form in its own right. They'll be able to adapt the techniques, approaches and media used by other artists to a series of their own drawings. They'll develop ideas for, realise and present a personal drawing project.

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**Unit 61****Fine art painting**

Understanding the way in which other painters work is the key focus of this unit. Students will develop an idea for a personal painting, produce and present it.

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**Unit 62****Understanding sculpture**

This unit provides an opportunity for students to understand sculpture and the work of the artists that produce it. They'll develop an idea, produce a sculpture and present it.

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**Unit 63****Contemporary fine art**

Through this unit, students will understand contemporary fine artists and their work. They'll develop ideas for a personal piece of contemporary fine art work, and then produce and present a final piece.

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**Unit 64****Digital fine art**

The aim of this unit is that students will understand the work of artists who use digital media, and the digital techniques they use to produce fine art. They'll develop an idea for a fine art project or brief that uses digital media in its production and/or presentation. They'll then produce and present a final piece of fine art using digital media for part, or all, of the production.

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**Unit 65****Fine art printmaking**

By completing this unit, students will understand printmaking techniques, processes and materials. They'll develop ideas for, produce, and present a series of prints, in response to a project or brief and then review both the final series of prints and the process.

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**Unit 66****Fine art textiles**

This unit explores how artists use textiles to produce fine art and the media, materials, techniques and processes used. Students will develop an idea for a piece of fine art textiles work in response to a project or brief and then produce and present a finished piece of fine art textiles.



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# YOUR JOURNEY WITH US...

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Our aim is to support you on your journey with us – from initial enquiry right through to results day.

To get you off on the right foot you might want to take advantage of the face-to-face support we provide for Cambridge Technicals.

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## Subject expert visit

Subject expert visits are available to centres that haven't started teaching the specification. The visit takes the form of a meeting with an open agenda covering an introduction to the qualification structure, assessment model, resources and support, guidance on delivery and assessment requirements. Subject expert visits are free of charge; but your centre must be referred by an OCR regional account manager, a customer development manager or a member of our customer liaison team.

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## Advisory visit

If your centre is already delivering Cambridge Technicals, but needs some additional support, you can take advantage of a free advisory visit. Advisory visits are available before your first moderation; and will provide you with an opportunity to discuss the specification and assessment criteria, delivery ideas and centre-set assignments (if applicable). One thing we can't look at is live student work. To book an advisory visit please email the CPD team at [cpdhub@ocr.org.uk](mailto:cpdhub@ocr.org.uk)

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## CPD training events

We also provide INSET events; these are offered on various dates and locations throughout the UK. On our CPD Hub [cpdhub@ocr.org.uk](https://cpdhub@ocr.org.uk) you can take a look at the courses, find out what the aims and objectives of the course are, and book your place. For those of you who are new to the qualification we'd suggest attending 'getting to know the specification'. This will provide an introduction to the qualification structure, assessment model, resources, support and guidance on delivery, and assessment requirements for the mandatory units.

On the CPD Hub you can also find all the materials that are provided to delegates on the day. So, if you can't attend a face-to-face event... don't worry, you can still download the materials free of charge.

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### Online community

If you want to interact with other tutors you could try our online community. Of course, online communities are only as good as the members who contribute to them. Within a virtual professional development community you can share and swap ideas for delivery, post questions, support others, suggest ideas for employer engagement, and share links to other teaching and learning resources.



# TEACHING, LEARNING AND ASSESSMENT SUPPORT

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## *Teaching and learning materials*

In addition to our face-to-face support, we also provide a range of materials to assist you in your teaching.

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## *Internal assessment*

All of the qualification content will be internally assessed through centre-set assignments created by you. We'll provide you with a range of model assignments across the qualification for you to use or adapt where necessary. Alternatively, you can create your own assignment to reflect your local area and needs that are relevant to your centre; plus you can use our Assignment Checking Service to make sure you're on the right lines.

In addition, we will be providing pathway project resources, which will be whole projects designed to ensure holistic teaching coverage of the content of each vocational pathway.

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## *Visiting moderation*

For the internally assessed units, we provide two free visiting moderation visits per academic year. At these visits we will be able to provide you with supportive feedback, advice and guidance.

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### Sample learner work

We know that you like to make sure your students are on the right track and working towards gaining the best possible outcome they can.

We can't look at your students' live work, but the CPD Hub has a range of sample learner work for Cambridge Technicals.

Sample learner work is just that... a sample; it's not exemplary or a 'gold standard'. The work has been looked at by our Chief Moderator and in many cases they've provided a commentary on how the work stacks up against the assessment criteria, or have annotated the script to show which assessment criteria have been met. This should help you get a feeling for what is expected, and how your students are getting on – you may also find the command verb resource useful too; this can be found on the qualification page of the OCR website at [www.ocr.org.uk/qualifications/by-type/cambridge-technicals/](http://www.ocr.org.uk/qualifications/by-type/cambridge-technicals/).



To find out more

**[ocr.org.uk/artanddesign](http://ocr.org.uk/artanddesign)**

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **[vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)**



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