

Unit 2 Creative Project in Art and Design

Inside Front Cover

Assessment criteria

No work	Unclassified	Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Develop creative ideas, skills and intentions in response to a project brief					
No work submitted.	Work submitted does not meet the requirements of Level 1 criteria.	1A.1 Develop ideas from a starting point in response to the brief, describing creative intentions.	2A.P1 Use appropriate skills to develop designs and ideas in response to the brief, explaining creative intentions.	2A.M1 Explore and refine diverse designs and ideas in response to the brief, analysing creative intentions.	2A.D1 Synthesise a diverse range of designs and ideas which imaginatively explore the requirements of the brief, justifying creative intentions.
		1A.2 Apply materials, techniques and processes, in relation to creative intentions.	2A.P2 Select and apply appropriate materials, techniques and processes, exploring creative intentions.	2A.M2 Select and apply diverse materials, techniques and processes, analysing how they support creative intentions.	2A.D2 Select and apply diverse materials, techniques and processes, evaluating how they enhance and support creative intentions.

Unit 2 Creative Project in Art and Design

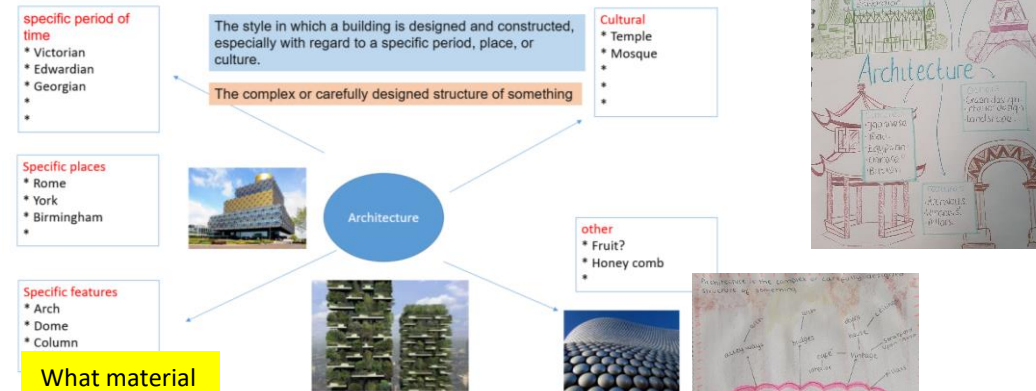
Page 2 – Group Discussion/Client brief

Page 1 – Research for _____

Learning Aim A:

Develop creative ideas, skills and intentions in response to a project brief.

1. Mind Mapping of your project ideas



What material could you use to create this?
What Techniques would you use to create this?
Why?

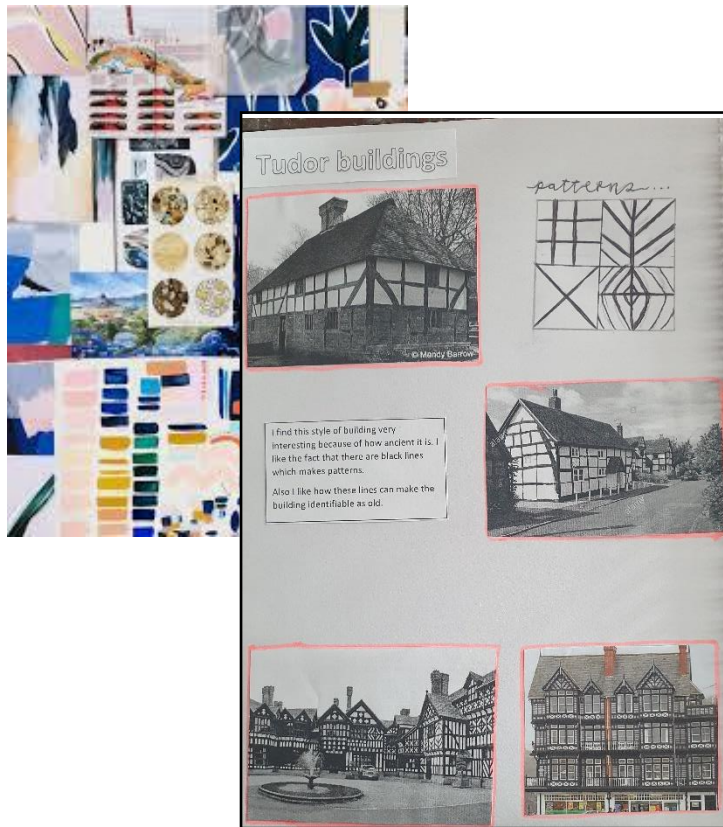
Group discussion notes and teacher observation record

***What constitutes to primary and secondary research? Is a mood board primary or secondary? What kind of techniques can we use for background pages, rainbow wash, tonal wash, do all pages have to be the same? Use of bleach to take out sections of colour and wax as a resist technique.**

Write up the Client Brief

Unit 2 Creative Project in Art and Design

Page 3 – Mood Board Primary Research



Collect a page of images on your chosen topic for inspiration: Include key words, annotated notes of why you are drawn to the image.

Page 4 – Existing product Analysis Secondary Research



Aesthetics:
What does the product look like?
Why does the product look like this?

Safety:
Does the product have any safety risks?
How can these risks be eliminated?

Cost:
Who do you think the customer is?
Why does the product appeal to them?

Size:
How big is the product and why?
Can the size be changed?

Customer:
Who do you think the customer is?
Why does the product appeal to them?

Function:
What is the main function of the product?
Can it perform any other functions?

Environment:
How will the product affect the environment when in use?

Material:
What material is the product made from?
Why is it made from this material?

Task :Look at existing products:

Answer 1 question from each heading of the **ACCESS FM** Criteria

Page 5 –Trend Report



Look at the two Trend Reports:
What do the Trend reports contain?



Pantone colours are colour codes that stand for a specific shade. ...

What is a TREND?

Trend
Popular
Forecasters
Industry experts
Pantone

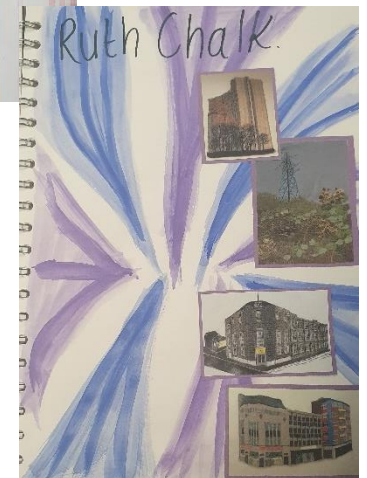
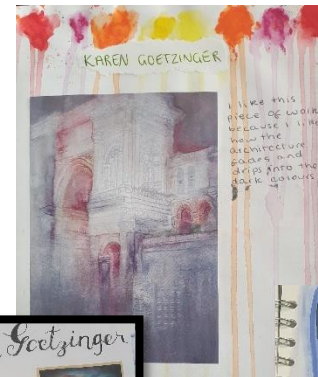
Page 6 -Designers

Create a research page on 2 of the below:

Architecture (Textiles)
Ruth Chalk
Karen Goetzinger
Harriet Popham or
Debbie Smyth

Transport and Journeys (RM)
Nick Fraser
Tom Dixon or the company:
Furniture's
The ART DECO designer Sadler

- What is their work based on
- What techniques do they use
- Describe some of their pieces of work with an image.



Page 7 – Manufacturers

Textiles Research the company: Liberty London <https://www.libertylondon.com>

Rm Research the company: Ikea <https://www.ikea.com/gb>

When and who founded the company?

What do they sell?

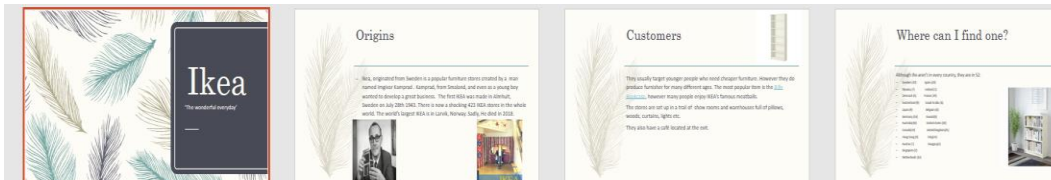
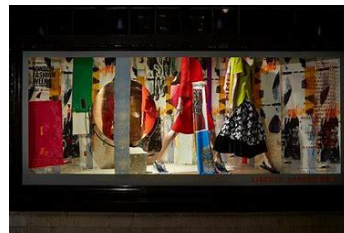
Who is their target market?

What Lifestyle do they Target?

Are they nation wide if so where do they have stores?

Do they have a cult item?

Add a few pictures of sample products.



Page 8 – Professional Bodies

British Standards Institute What do the British standards institute do? How do they protect the Consumer and The Manufacturer?

The Kite Mark: What does this mark mean? How does it ensure safety?



The CE Mark: What does this mark mean? How does it ensure safety?



Page 9- Summary of Research

Primary and Secondary, be able to combine research explaining how it can enhance your personal design ideas: Your summary should include your concluding thoughts for example

From the Brainstorm I have decided to focus my area on....

Within the Group Discussion I.....

The image ofon my mood board has inspired me to.....

From looking at Existing products I have found.....

The Trend Report has shown me.....

Looking at the Designer Research has inspired me to.....

Health and Safety such as..... Is important I know this from looking at Professional bodies such as.....

Page 10 – Project Target Audience

Explore other factors that could influence your ideas for example, cultural factors, world issues and technological advances.

	Tick when complete
target audience	
age	
social grouping	
lifestyle and aspirations	
cultural factors such as music, style, fashion, art and design, sport, the environment, world issues, social factors, technological advances	

Page 11 – Idea to meet the client brief

Include photographs which you have taken.



Page 12– Idea to meet the client brief

Page 13 – Idea to meet the client brief



Page 14 – Idea to meet the client brief



Page 15 – Idea to meet the client brief



Page 16 – Idea to meet the client brief



Page 17 – Developed idea

Collect feedback on your 6 designs and carry them forward to come up with a developed design.

Redraw your Final design and write about what you have changed (developed) and why. Link back to your client brief.

Page 18 – Developed idea



Page 19 – Final design with annotation

Explain how your final design links back to your research and client brief.

Page 20 – Manufacturing Specification


Page 21 – Techniques and Processes



Page 22 – Experimenting Techniques

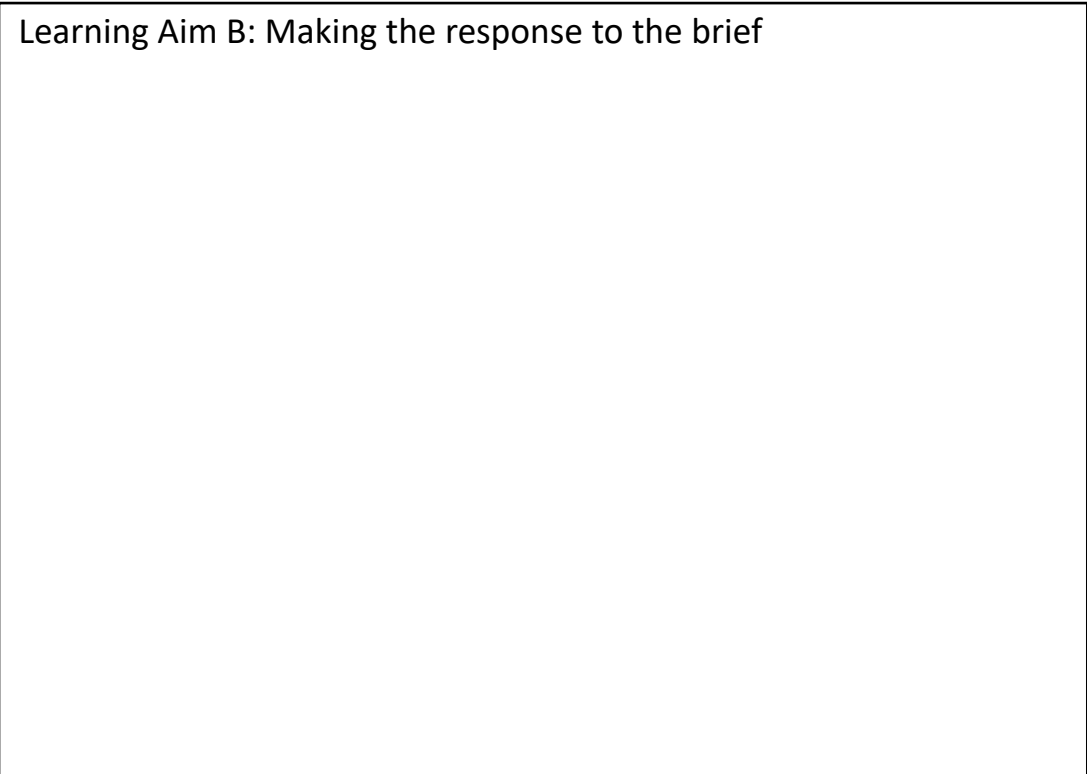


Page 23 – Feedback



Page 24 – Making the Client's Product

Learning Aim B: Making the response to the brief

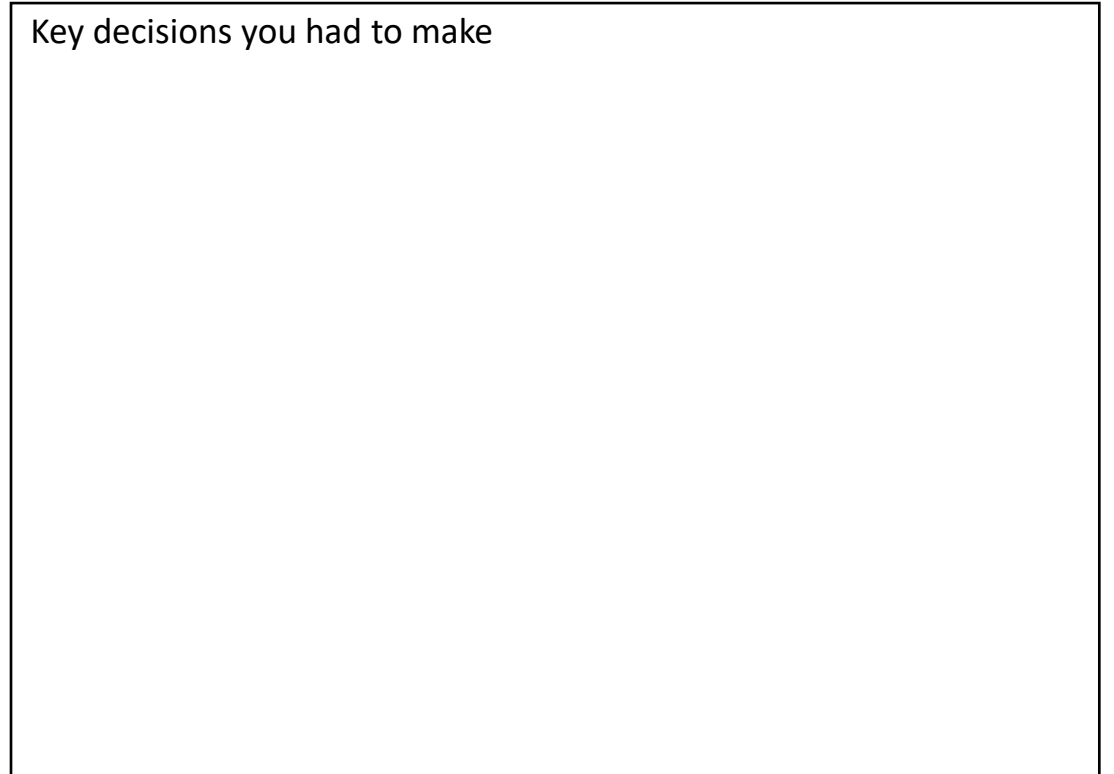


Page 25 – Action Plan



Page 26 – Troubleshooting

Key decisions you had to make



Page 27 – Samples in the production



Page 28 – Techniques used



Page 29 –Evaluation Self Review

Page 30 – Evaluation Teacher Feedback

Witness statement

Student name:																			
Qualification:	BTEC First Award Art and Design																		
Unit number & title:	Unit 2: Creative Project in Art and Design																		
Date activity undertaken	Monday 16 th March and Tuesday 17 th March																		
Description of activity undertaken (please be specific as possible)																			
10 Learner hours to produce final outcome using visual elements, materials, techniques and process to meet their clients brief.																			
Assessment & grading criteria for which the activity provides evidence																			
<table border="1"> <thead> <tr> <th>No work</th> <th>Unclassified</th> <th>Level 1</th> <th>Level 2 Pass</th> <th>Level 2 Merit</th> <th>Level 2 Distinction</th> </tr> </thead> <tbody> <tr> <td colspan="6">Learning aim B: Produce final outcomes that meet the requirements of the brief</td> </tr> <tr> <td>No work submitted.</td> <td>Work submitted does not meet the requirements of Level 1 criteria.</td> <td>1B.3 Produce a personal outcome that responds to the requirements of the brief.</td> <td>2B.P3 Produce a personal outcome that meets the requirements of the brief.</td> <td>2B.M3 Produce a personal outcome, showing a cohesive exploration, in meeting the requirements of the brief.</td> <td>2B.D3 Produce a creative outcome, showing an imaginative exploration in meeting the requirements of the brief.</td> </tr> </tbody> </table>		No work	Unclassified	Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction	Learning aim B: Produce final outcomes that meet the requirements of the brief						No work submitted.	Work submitted does not meet the requirements of Level 1 criteria.	1B.3 Produce a personal outcome that responds to the requirements of the brief.	2B.P3 Produce a personal outcome that meets the requirements of the brief.	2B.M3 Produce a personal outcome, showing a cohesive exploration, in meeting the requirements of the brief.	2B.D3 Produce a creative outcome, showing an imaginative exploration in meeting the requirements of the brief.
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How the activity meets the requirements of the assessment criteria, including how and where the activity took place																			

Page 33– Evaluation Peer Feedback



Page 34 – PowerPoint of Evaluation



Page 35 –

Stick in an assessment grid sheet – Blue Paper

Grade/mark Band	Marks	Awarding of mark
Level 2 Distinction	25–30	Learners must have evidence that meets all the criteria D1-D3. Learners who just attain the standard expected at Level 2 Distinction should be awarded 25 marks. Learners working consistently throughout at Level 2 Distinction should be awarded 26-28 marks. Learners working consistently at an exceptional level should be awarded 29-30 marks.
Level 2 Merit	19–24	Learners must have evidence that meets all the criteria M1-M3. Learners who just attain the standard expected at Level 2 Merit should be awarded 19 marks. Learners working consistently throughout at Level 2 Merit should be awarded 20-22 marks. Learners working consistently at and occasionally beyond Level 2 Merit, i.e. they have some evidence partially meeting the criteria for Level 2 Distinction, should be awarded 23-24 marks.
Level 2 Pass	13–18	Learners must have evidence that meets all the criteria P1-P3. Learners who just attain the standard expected at Level 2 Pass should be awarded 13 marks. Learners working consistently throughout at Level 2 Pass should be awarded 14-16 marks. Learners working consistently at and occasionally beyond Level 2 Pass, i.e. they have some evidence partially meeting the criteria for Level 2 Merit, should be awarded 17-18 marks.
Level 1	7–12	Learners must have evidence that meets all the criteria 1-3. Learners who just attain the standard expected at Level 1 should be awarded 7 marks. Learners working consistently throughout at Level 1 should be awarded 8-10 marks. Learners working consistently at and occasionally beyond Level 1, i.e. they have some evidence partially meeting the criteria for Level 2 Pass, should be awarded 11-12 marks.
Unclassified	1–6	Learners who do not have evidence that meets all of the criteria 1-3 will be unclassified. Learners should be awarded 1-6 marks, according to the match of evidence to criteria 1-3.
No mark	0	Learners who do not provide a final outcome(s) or who produce work that meets none of the required attributes should be awarded 0.