

Paper Reference(s)

**Unit 5303**

**Edexcel GCSE  
(Double Award)**

**Applied Art and Design**

**Candidates' Paper – 2008**

**Externally Set Project**

**Unit 3: Working to Project Briefs**

There is no timed element for this project but a **minimum of 30 hours** should be allowed to include preparation, finished work and evaluation.

NOTE:

The project may be taken at any time but **must** be completed and assessed by the OPTEMS deadline of **15 May 2008**.

**MODERATION VISITS WILL COMMENCE FROM 16 MAY 2008.**

**Materials required for project**

---

Full range of art, craft and design media, materials and equipment.

### **Information to Candidates**

---

Please read the paper thoroughly. Any queries can be discussed with your teacher. Your teacher will guide you through each stage of this project.

Printer's Log. No.

**M31165A**



M 3 1 1 6 5 A

W850/R5303/57570 6/6/6/4/

This publication may be reproduced only in accordance with Edexcel Limited copyright policy. ©2008 Edexcel Limited.

*Turn over*

**edexcel**   
advancing learning, changing lives

# Working To Project Briefs

## Project Management

The briefs describe what a client might require of someone working in art, craft or design. They have been devised to encourage you to be creative in your response. You must apply relevant vocational disciplines, such as time planning, material constraints and presentation as if to a client.

Produce what is asked for in the brief. Additional relevant final pieces may also be included. Discuss your work with your teacher and peers throughout the project. Appropriate external contacts can also be valuable.

Develop your ideas in this unit using the skills, techniques and ways of working you have learnt through Unit 1: 2D and 3D Visual Language and Unit 2: Materials, Techniques and Technology. Work carried out for this project may contribute to evidence for Units 1 and 2.

You must use the Candidate Checklist (page 7) or a suitable alternative to support your project management.

## *Preparation and Research*

- State your aims and plan your time, indicating how you intend to go about the work in relation to your chosen brief. Modify your plan if necessary as the project progresses.
- Your teacher will help you to interpret and work to the brief, to ensure that you meet the brief's requirements.
- Begin the project by collecting visual information from both primary and secondary sources. Use this material as you develop your response to the brief.
- Explore a number of ideas, using drawing and other appropriate media and techniques. Recording the strengths and weaknesses of your visual ideas as they develop will help you to make your final evaluation. This might be done in sketchbooks, through design sheets, samples, maquettes and other trials and test pieces. Make your research relevant to the brief, individual and visually exciting.
- Consider making connections with the work of professional artists, crafts people or designers, showing how this has informed your work. Sources should be named and used constructively rather than simply copied.

Information may be found in:

- books/periodicals/websites
- museums/galleries/collections/exhibitions
- studios/workshops
- commercial products
- other relevant sources

### ***Development and Making***

- Develop a range of ideas in response to the brief and the theme.
- Use materials, techniques and technology safely at all times. Record how you do this throughout your project.
- Monitor your progress as you develop the project. Review your project plan with your teacher.
- Your final work must be as well-made as possible and satisfy the needs of your client.
- If your intended work cannot be made to actual size or finish, develop a scaled-down prototype.

### ***Presentation and Evaluation***

- Reflect on the development of your work throughout the project. At the end of the project, present all your work appropriately and include a final evaluation against the brief showing:
  - how well the work answers the brief
  - how well the work meets the requirement of the client
  - how the work could be improved, done differently and taken further
- Indicate how finished pieces might be produced commercially if they are not ‘one-off’ items, or how individual items might be produced to a high standard of finish.
- Display and present all stages of your project as if to a client. This can be combined with the process of evaluation.
- Your evaluation may be in any suitable form. If it is presented orally, as if to a client, it should be evidenced by teacher/client witness statements, and/or recorded by audio/video/stills photography. If it is written it should clearly respond to the needs of the brief.

# The Theme for 2008 is *Totally Trees*

## Scenario

**The Timber Commission** has set aside areas of woodland in both rural and urban-fringe locations across the country where it intends to create regional recreational centres for the general public.

Its aim is to entertain and inform people of all ages, taking as its focus the theme of trees and their many characteristics – aesthetic, botanical, ecological, historical, functional and fun.

The centres will be called *Totally Trees*. There will be woodland areas incorporating walks, bike tracks, a sculpture trail, treetop walkways, an arboretum and plant sales area, plus special tree festivals throughout the year.

Each centre will include:

- a **Visitors' Centre** with an information area
- a **stylish restaurant**
- a **family-friendly cafeteria**
- a **gift shop**
- an **open-air skills arena**, where practitioners lead workshop activities
- a **Great Oak Hall** for exhibitions that celebrate the beauty, benefits and uses of trees and timber. It will also host events, such as conferences and weddings.

## What you need to do

As young artists, craftspeople and designers, you are to submit work from one of the following briefs for **The Timber Commission**.

You must **closely follow one of the briefs** and develop your own response. It is essential that you satisfy the demands of the brief in order to fulfil the requirements of Unit 3.

You should carefully consider all the constraints necessary to meet the requirements of the brief. In all cases you must produce a clearly defined outcome as stated in the brief.

Refer to the candidate checklist as your work progresses.

**If your work cannot be made to actual size or finish, develop a scaled-down prototype. You must indicate the dimensions of the intended outcome, what it would be made from and a visual representation of the work *in situ*.**

**Your final submissions to the client should be:**

- all your developmental work
- the finished piece of work
- an A2 presentation sheet of your proposal. It may include visuals, photographs, photocopies or scanned images of the final work with accompanying annotation. Alternatively, this information could be presented to the client in digital format.

## The Briefs

Select one of the following:

### Art briefs

#### EITHER

For the entrance to the Visitors' Centre create a mural using paint, mixed media and/or collage.

#### OR

For the cafeteria, create a series of small, organically shaped 2D or relief panels.

#### OR

For the sculpture trail create a large-scale piece to be sited in a pool, pond or lake.

#### OR

For the restaurant, create a series of small-scale 3D pieces that work together for visual impact.

### Craft briefs

#### EITHER

Design a banner, that will be used to line the driveways entering the ***Totally Trees*** locations. You must use traditional print techniques to produce one or more banners. The design should reflect the seasonal changes of trees and may incorporate one of these titles: Winter Wonder, Blossom Trail, Summer Sensation, Falling Leaves.

#### OR

Create a range of jewellery which will be entitled 'Root, Branch and Seed' for sale in the shops at the Visitors' Centres. Present the jewellery in suitable packaging.

#### OR

Celebrate the characteristics of wood – its structure, grain, texture and colour – to make a functional object or decorative item for sale in the shops at the Visitors' Centres.

#### OR

Design and make an item of clothing or accessory – e.g. waistcoat or scarf – using any suitable textile technique, reflecting the theme of trees. These would be sold as gifts in the Visitors' Centre shops.

## Design briefs

### EITHER

Design a corporate identity for ***Totally Trees***. This should include a logo or a symbol, and choice of corporate typeface. The identity should be implemented in some of the following items: press advertisements, posters, tickets, stationery, promotional leaflets, visitor pack, webpage. (Detailed text is not a requirement of this option).

### OR

Design a short narrative sequence – film or animation – to promote any aspect of trees. This will be shown at information points located in the ***Totally Trees*** experience. The whole sequence should be presented as a storyboard, with part of it produced as an actual working product.

### OR

Design a series of boxes, to be positioned on the walls of the Visitors' Centres. These should open to reveal 2D/3D visual aspects of the ***Totally Trees*** experience or the story of trees and timber. Make at least one of the boxes you have designed.

### OR

Design and make a chair from wood and other materials, for use in a woodland-themed event in the Great Oak Hall.

## Practitioner brief

If you have worked with a practitioner you could, in discussion with your tutor, develop a brief showing the influence of the practitioner. The brief must be developed in relation to the scenario of ***Totally Trees*** and be presented with your work.

## Candidate Checklist

**Produce work directly in response to the externally-set brief.**

- Plan your time and monitor your progress.
- Collect primary source information.
- Collect secondary source information.
- Use primary source information to develop your ideas.
- Use secondary source information to develop your ideas.
- Use suitable materials and methods in developing and making your work. Record the process.
- Evidence the safe use of tools and equipment.
- Display the work as if to a client.
- Evaluate your response to the brief in a presentation as if to a client.
- Meet the deadline(s) and constraints set by the brief.

**Edexcel GCSE in Applied Art & Design (Double Award)**

Unit assessment record and portfolio index

Student:
Centre:

**Unit 3: Working to project briefs**

**This unit is assessed only on the basis of the Edexcel external project brief**

List of main contributions from this project to Unit 1:

--

List of main contributions from this project to Unit 2:

--

**Instructions for use**

- Enlarge this page to A3 on the photocopier.
- Photocopy the enlarged assessment grid on the other side.
- Fold it in half, with this page on the outside.
- This forms a four-page booklet, providing an assessment record for the unit and a portfolio index, that enables internal standardisers and external moderators to locate evidence claimed to substantiate the assessment criteria for the unit.

Feedback to student:	Signed (tutor):	Signed (student):	Date :
Feedback to student:	Signed (tutor):	Signed (student):	Date :
Feedback to student:	Signed (tutor):	Signed (student):	Date :
Feedback to student:	Signed (tutor):	Signed (student):	Date :
Witness statements:	Signed (tutor):	Signed (student):	Date :

**Edexcel GCSE in Applied Art & Design (Double Award) Unit 3: Working to project briefs**

Centre name and number Student name

**Assessment evidence** (The assessment evidence is subsumed in the mark band descriptions)

You need to produce the following evidence, which would typically be sketchbooks, preparatory work and a finished piece of work suitable for presentation to a client. You should:

- Produce work in response to a brief.
- Meet the constraints of a brief, including time and material constraints.
- Collect primary and secondary source information.
- Use primary and secondary source material to understand and respond to the brief.

**Assessor's marking grid**

Marks available	Mark band 1 At this level the student must:	Mark range	Mark band 2 At this level the student must:	Mark range	Mark band 3 At this level the student must:	Mark range	Mark awarded
<b>10 marks</b> (relates to AO1)	<ul style="list-style-type: none"> <li>• collect <b>limited</b> primary and secondary source information</li> <li>• use <b>limited</b> primary and secondary source material to understand and respond to a brief</li> </ul>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• collect <b>extensive</b> relevant primary and secondary source information</li> <li>• use <b>relevant</b> primary and secondary source material to <b>develop ideas</b> when responding to a brief</li> </ul>	<b>5–7</b>	<ul style="list-style-type: none"> <li>• collect <b>extensive, imaginative and relevant</b> secondary source information and <b>well worked</b> primary source information</li> <li>• select <b>relevant</b> primary and secondary source material <b>imaginatively</b>, to <b>develop ideas</b> when responding to a brief</li> </ul>	<b>8–10</b>	
Comments/evidence locations/justification for mark awarded:							
<b>10 marks</b> (relates to AO2)	<ul style="list-style-type: none"> <li>• basically use materials, techniques and technology <b>safely</b> to meet the requirements of a brief in a <b>limited way</b></li> </ul>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• use materials, techniques and technology <b>safely and effectively</b> to meet the requirements of a brief</li> </ul>	<b>5–7</b>	<ul style="list-style-type: none"> <li>• use materials, techniques and technology <b>safely, imaginatively and with a high level of skill</b> to meet the requirements of a brief</li> </ul>	<b>8–10</b>	
Comments/evidence locations/justification for mark awarded:							
<b>17 marks</b> (relates to AO3)	<ul style="list-style-type: none"> <li>• produce <b>limited</b> work in response to a brief</li> <li>• meet the constraints of a brief in a <b>limited way</b></li> </ul>	<b>1–7</b>	<ul style="list-style-type: none"> <li>• produce a <b>range</b> of work in response to a brief <b>effectively</b></li> <li>• meet the constraints of a brief having considered a <b>range</b> of options</li> </ul>	<b>8–12</b>	<ul style="list-style-type: none"> <li>• produce a <b>wide range</b> of work in response to a brief <b>imaginatively</b></li> <li>• meet the constraints of a brief <b>imaginatively</b> having considered a <b>wide range</b> of options</li> </ul>	<b>13–17</b>	
Comments/evidence locations/justification for mark awarded:							
<b>13 marks</b> (relates to AO3)	<ul style="list-style-type: none"> <li>• <b>basically</b> display the work</li> <li>• <b>basically</b> evaluate responses to the brief</li> </ul>	<b>1–5</b>	<ul style="list-style-type: none"> <li>• display the work <b>effectively</b></li> <li>• evaluate responses to the brief <b>effectively</b></li> </ul>	<b>6–9</b>	<ul style="list-style-type: none"> <li>• display the work <b>imaginatively</b></li> <li>• evaluate responses to the brief <b>imaginatively</b></li> </ul>	<b>10–13</b>	
Comments/evidence locations/justification for mark awarded:							

Assessor signature Total marks available for this unit **50**

Date Total mark for student for this unit

(transcribe this mark on to OPTEMS)

## Authentication Form

### Examinations to be held during 2008

Specification Number .....

Specification Title .....

Centre Number	Centre Name
Candidate Number	Candidate Name

#### Declaration of Authentication:

I declare that the work submitted for assessment has been carried out without assistance other than that which is acceptable under the scheme of assessment.

Signed (candidate) .....

Name (Block capitals) .....

Date .....

Signed (teacher-examiner) .....

Name (Block capitals) .....

Date .....

I give permission for Edexcel to use my Art and Design coursework and work from the externally-set assignment 2008.	
Student signature:	Print name:

**Please attach this form to the candidate's submission**

**BLANK PAGE**

**BLANK PAGE**