

3

2015

Examination - Information

Before you start you need to:

# THINK

Doing a Mindmap will help you think!!  
Talking and researching will direct your thoughts and help you consider what to do and what to design

The Learning Aims of the Unit

A develop creative ideas, skills and intentions in response to a project brief

B produce final outcomes that meet the requirements of the brief.

# Starting points: self-initiated

*Learning aim A*

## Instructions:

Work through this sheet to help you brainstorm as many ideas as possible.

**Synonym:** a word/phrase that means exactly the same, or almost the same, as another word/phase.

**Antonym:** a word/phrase that means the opposite of another word/phase.

Use a thesaurus to look up synonyms/antonyms for words included in the brief. List here any words that you think are interesting or important.	Do the words you have noted down present an image to you? List here anything that springs to mind.
List any artists whose work or techniques you could use as a starting point.	List any objects or artefacts that you could use as subject matter.
List any process/materials that you are familiar with, or that you would like to use to create your final piece.	Review the work you have done so far. Are there any ideas that you chose not to develop for other assignments/units that might be a good starting point for this brief?

# Wild Wood – Research Pages

## Guide to Research

1. A general research page on Wild Wood, including a range of initial images as well as a written definition of what it means.
2. Do an Internet Search under:

Some Suggested search titles

wild wood, wild woods, woodlands, wild woodlands, ancient woods, forests, ancient forests, national forests, secret woods, private woods, old woods, posters on wild woods, national woodlands, national Woods, national parks, private woodlands, forestry commission.

## Starting points: using the internet

*Learning aim A*

### Instructions:

#### Tips for smarter internet searching:

- ☐ Remember, some websites will be useful, others less so. Be prepared to follow unexpected trails, but think critically about the usefulness of the links that you are following.
- ☐ Create a Word® document containing useful websites, along with a short comment on why each website was useful.
- ☐ Scan text to pick out words, and use on-screen highlighter (if available) on small sections (sentence/phrase level), or print out relevant sections and use highlighter pens, e.g.:
  - Green – relates to subject.
  - Yellow – interesting but doesn't quite match.
  - Pink – doesn't relate to subject at all, but is interesting.
- ☐ Try following up this highlighting exercise with some points you can use or ideas you can develop from your reading, e.g. how can you apply the green highlighted text? How could the yellow highlighted text take you in a new direction?
- ☐ Where does that text lead to in practical terms? How could it help you? Does it lead to new ideas?
- ☐ Avoid specialist and overly technical texts – use texts that mean something to you. How does it help with you working towards the brief?
- ☐ Search for key words on Twitter, etc. You will probably come across other students in other towns who are doing this unit and talk about how you are tackling it.

**Using the internet: putting it into practice**

Carry out searches on the internet to give you a broader range of ideas. List your findings in the table below.

<b>Contextual sources</b>	<b>Artists/designers to investigate</b>
<b>Images</b>	<b>Working processes you could explore</b>

3. Research page on a specific areas linked to Wild Wood – choose 5 of the following:

- Environments
- Change in weather
- Natural objects associated with Wild Wood
- Growth and Change in natural environments
- Habitats in Wild Woods
- Areas of Natural Beauty
- Specific other areas relating to the theme

Include the following as part of your specific research and presentation pages:

- Relevant imagery
- Information about each area
- How you see wild wood in these areas
- Symbolic imagery relating to the theme
- Any artists linked to this theme

Always refer back to the brief to keep you focus and avoid drifting from the task.

## Key terms

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**Note:** some of these terms may have different meanings when not used in the context of art and design.

<b>Environmental issues</b>	Issues such as pollution, use of renewable/non-renewable resources, and air and water purity, to consider when designing a product or system.
<b>Target audience</b>	The consumers of a product. Useful pieces of information to know about a target audience include age, gender, locality, occupation and personality.
<b>Functional/non-functional requirements</b>	Functional requirements are what a product or system should do, e.g. display information on a web page or carry a certain weight at a certain speed.  Non-functional requirements are about the limitations of a product or system in operation, e.g. how much it costs, how safe it is, how it can be adapted.
<b>Samples, models, maquettes, test pieces, swatches</b>	Smaller-scale versions of a product, used to test its look and feel, and its functionality.
<b>The design cycle</b>	The stages in the design of a product. Usually variations on: research, design, review and sample, investigate, plan, create and evaluate, implement, and reflect.

## The Mark Scheme

Mark Band	Criterion 1	Criterion 2	Criterion 3
No work Submitted	N/A	N/A	N/A
Band 1 (1-6 marks)	Work does not meet the requirements of Mark Band 2 criteria	Work does not meet the requirements of Mark Band 2 criteria	Work does not meet the requirements of Mark Band 2 criteria
Band 2 (7-12 marks)	Develop <b>ideas</b> from a starting point in response to the brief, describing creative intentions.	<b>Apply</b> materials, techniques and processes, in relation to creative intentions.	Produce a personal outcome that <b>responds</b> to the requirements of the brief.
Band 3 (13-18 marks)	Use appropriate skills to develop designs and ideas in response to the brief, <b>explaining</b> creative intentions.	<b>Select and apply</b> appropriate materials, techniques and processes, exploring creative intentions	Produce a personal outcome that <b>meets</b> the requirements of the brief.
Band 4 (19-24 marks)	<b>Explore</b> and refine <b>diverse</b> designs and ideas in response to the brief, analysing creative intentions.	Select and apply <b>diverse</b> materials, techniques and processes, <b>analysing</b> how they support creative intentions.	Produce a personal outcome, showing a cohesive <b>exploration</b> in meeting the requirements of the brief
Band 5 (25-30 marks)	<b>Synthesise</b> a diverse range of designs and ideas which imaginatively explore the requirements of the brief, justifying creative intentions.	Select and apply <b>diverse</b> materials, techniques and processes, <b>evaluating</b> how they enhance and support creative intentions.	Produce a creative outcome, showing an <b>imaginative</b> exploration in meeting the requirements of the brief.

Mark Band 2: Learners working to mark band 2 will have gathered information, with most of this being relevant to the project aims. Some areas of decision making and selection will be demonstrated and there will have been experimentation with a limited range of processes, materials and techniques. Recording of ideas will be straightforward but probably unrefined and while the response is methodical, leading to realisation of intentions, these may be superficial in connection with the contextual and cultural referencing. Emerging work will show some individual qualities and personal responses that connect between the gathered sources of reference and the final work. Review of work will show evidence of some planning and forethought. Learners will be able to describe their working practice and creative intentions.

Mark Band 3: Learners working to mark band 3 will have gathered information from two or more different sources which they will have explored through sustained investigations. The work will have been reviewed regularly, demonstrating some use of critical understanding and selection. There will have been some creative developments with a range of processes, materials and techniques. Recording of ideas will use appropriate visual and written techniques and ideas and issues will be understood clearly. The original intentions will be realised and the finished work will meet the requirements of the brief. The project elements will show some connection. Presentation will be adequate, and there will be some reflection of overall achievement. The results of explorations and ideas generation will be recognized but not developed to offer alternative solutions. Variations in approach may be considered but not pursued in depth.

Mark Band 4 The work for mark band 4 will demonstrate a creative engagement with the subject that is supported by purposeful investigation. A consistent approach will be evidenced throughout the work, showing a considered, inventive combining of techniques and use of equipment and machinery. Ideas will demonstrate use of a broadening range of processes and materials that will have been sourced and analysed through critical selection. Visual and written work will be informative and accurate, describing in detail individual qualities, personal responses and the reasons for them. The potential of the project for meeting learners' creative intentions will have been recognised and explored. The recorded evidence of the processes and development of ideas and techniques will have been clearly and accurately stated using a variety of different methods, such as drawing, writing, photography, blogs, social networking. At this level the work will demonstrate a creative flow and clear connection between all the elements of the project. Analysis will show how ideas and selection of techniques, materials and processes have been refined and developed according to purpose and intention, with reference to current trends.

Mark Band 5 Learners working to mark band 5 will have demonstrated sustained motivation. A diverse range of ideas will have been explored showing imaginative development. The learner will have worked with enthusiasm, applying critical judgement and an understanding of complex issues. Contexts and sources will have been sought out from a range of primary and secondary research, leading to diverse exploration of ideas. The potential of the project in meeting the learner's creative intention will have been explored and related to concepts, developments and application of materials and media. Experimentation will be original and the use of materials will be assured. The work will show a critical, individual response to creative problem solving. Personal development and progress through the project will be recorded imaginatively and supporting information will be clear. At this level learners will have used different sources to gain opinion and insight into their work. Sources could include drawing, writing, photography, video, blogs, social network sites, use of mobile devices and electronic presentations. Learners will be able to justify their selection and application of ideas, exploration of media and subsequent design development throughout the project.