Pathway 1 – Process Design

Abstract

Design is about designing and creating products, systems, and environments, to improve the quality of people’s lives and relationships.

Designers need to create and produce outcomes. To achieve this, learners will need to be able to research, explore and develop ideas that relate to a specific brief. Learners will gain experience of working to briefs that relate closely to those used in professional practice. Through this pathway, learners will build their experience of responding creatively to briefs. Exploring and developing ideas covers the process of analysing project briefs, researching appropriate information, generating, and developing ideas that meet the requirements of the brief. Learners will produce evidence for this pathway through preparatory work that shows the creation and development of their visual ideas. Learners will need to know that design briefs are often general and open-ended, while having to meet very detailed needs of the client. They will need to analyse the requirements of the brief carefully and learn how to generate ideas. In order to develop their ideas, learners will need to understand how to research information appropriate to the given brief. Access to a rich range of primary and secondary sources will form the basis of learners’ research. Historical and contemporary contextual references will provide essential information to inform and inspire learners developing ideas. At all stages of their work, learners will review their research and ideas to evaluate their progress and to check that they are meeting the objectives of the brief.

Learners will communicate how a selected idea might be realised in final form. Through offering the learner specific types of brief, this pathway offers the opportunity to heighten learners’ awareness of ethical/moral, social, cultural, and environmental issues. The final outcomes for this pathway should be planned and delivered

Designers often produce 2D and/or 3D prototypes, models, mock-ups, samples, or test pieces to check that their ideas will work in practice. They need to ensure that they have satisfied client needs. Learners will need to recognise whether their ideas are suitable for the people who will pay for them, use them, or see them. The aim of this pathway is to develop and extend realisation skills, enabling learners to produce a final outcome that matches the brief for the project. In this pathway they will produce their final idea and communicate the main features of their proposals effectively.

Learners will need to produce an evaluation of their final outcome and working methods in response to the brief, using correct technical terms. An annotated visual record of the learner’s progress and ongoing review of the work is more appropriate than an extensive written document. This might take the form of ongoing review through, for example, visual diaries, annotated sketchbooks, or worksheets.

Pathway 1 – Process Design - Learning Outcomes/Strands

On completion of this pathway a learner should:

1 Be able to research and record visual and other information from primary and secondary sources to respond to the brief

2 Understand how to produce & create ideas & solutions that meet the requirements of the brief

3 Be able to produce developmental work to enable a final outcome to be realised, and to produce the final outcome.

4 Understand how to explain the strengths and weaknesses of the development work, and future directions it could possibly take

5 Be able to clearly communicate the evolution of a chosen idea through to realisation

Pathway 1 – Process Design – Content

**1 Be able to research and record visual and other information from primary and secondary sources to respond to the brief:**

*Primary sources:* recording, e.g. through drawing, painting, photography, video, from objects, places, people, galleries, exhibitions, museums

*Secondary sources:* recording, e.g. through drawing, painting, photography, digital technology, paper-based and online publications, commercial products, advertising, audio-visual sources

*Record*: different methods, e.g. IT, photos, mood boards, note files and sketches

*Respond:* be clear about what the brief requires; identify additional information needed to guide development work, e.g. information about limitations and constraints, the needs of client, users or audience, technical possibilities for the realisation of the ideas

*Brief:* choice of brief is open; learners to negotiate brief with their tutor; briefs must relate directly to the chosen vocational area; learners have to cope with constraints found within art and design specialism chosen, e.g. material costs when working in 3D; time always a constraint; deadlines

**2 Understand how to produce & create ideas & solutions that meet the requirements of the brief:**

*Requirements of the brief:* analyse the brief; analyse research to clarify brief and inspire ideas

*Create & Develop ideas*: ‘thinking on paper’ or modelling with materials; apply research to generate early ideas; review and develop ideas that seem to ‘work’ as an answer to brief; evaluate and refine most appropriate ideas; make several different versions until ‘best’ version reached

**3 Be able to produce developmental work to enable a final outcome to be realised, and to produce the final outcome.**

*Specialist working methods and processes:* e.g. producing plans or working drawings, interpreting ideas from 2D to 3D; interpreting rough sketches into a digital form, taking account of costs, quantity, and quality

*Final outcome:* e.g. graphic design — digital printout or paste up of artwork; 3D design — a scale model of a product or interior and CAD printout

**4 Understand how to explain the strengths and weaknesses of the development work, and possible future directions it could take:**

*Explain strengths and weaknesses of work:* what sources have been used and why; which ideas were successful and which were rejected and why; what went well and what went badly in the work; what are the strengths and weaknesses in the final outcome; how well does it answer the original brief; how could the work be improved given more time

**5 Be able to clearly communicate how the chosen idea can be realised in a final form**

*Communicate chosen idea:* selecting media, materials, mark-making and making techniques; using formal Strands; creating effects and communicating information; producing visuals in a format and vocabulary appropriate for chosen specialism, e.g. 3D design — scale drawings or site plans; material samples; models; graphic design — printouts; scamps, mock-ups

Assessment for Pathway 1 – Process Design

|  |  |  |  |
| --- | --- | --- | --- |
|  | Standard Level All should achieve | Intermediate LevelMajority achieve | Advanced LevelMost able achieve  |
| Strand 1:Investigation1.1 | Standard 1 - Research and record appropriate visual and other information from primary and secondary sources to respond to the brief basically | Good 1 - Research and record a range of visual and other information from primary and secondary sources to respond to the brief effectively | Outstanding 1 - Research and record a wide range of visual and other information from primary and secondary sources to respond to the brief independently |
| Strand 2:Design – Create1.2 | Standard 2 - develop appropriate ideas that basically meet the requirements of the brief  | Good 2 - develop a range of alternative ideas that meet the requirements of the brief effectively D2 develop a wide range of alternative ideas that imaginatively meet the requirements of the brief  | Outstanding 2 - develop a wide range of alternative ideas that imaginatively meet the requirements of the brief  |
| Strand 3:Design – Realise 1.3 | Standard 3 - present developmental work and final outcome appropriately  | Good 3 - present a range of developmental work and final outcome effectively  | Outstanding 3 - present a wide range of developmental work and final outcome imaginatively  |
| Strand 4:Evaluation1.4 | Standard 5 - basically explain the strengths and weaknesses of the work in terms of meeting the requirements of the brief, using appropriate technical terms.  | Good 5 - effectively explain the strengths and weaknesses of the work in terms of meeting the requirements of the brief, using technical terms consistently. | Outstanding 5 - fluently explain the strengths and weaknesses of the work in terms of meeting the requirements of the brief, using technical terms imaginatively |
| Strand 5:Communication1.5 | Standard 4 - basically communicate the chosen idea and how it can be realised in a final form.  | Good 4 - effectively communicate the chosen idea and how it can be realised in a final form.  | Outstanding 4 - imaginatively communicate the chosen idea and how it can be realised in a final form.  |

Assessment Levels for Pathway 1 – Process Design

Standard Level – All students should achieve

For **Standard Level – Strand 1**, Learners will be expected to be able to basically research and record appropriate information from primary and secondary sources in response to the project brief. Learners may use a variety of sources but at Standard level are not expected to study a particularly extensive range. They will need to show that they have collected and recorded appropriate visual (and other) information, relevant to the brief and they may use different methods to evidence their recording.

For **Standard Level – Strand 2**, this information will be drawn upon to develop appropriate ideas that meet the objectives of the brief at a Standard level. Assessment might be based upon a presentation to the class, witness statements, observation records or within annotated sketches or worksheets.

**Standard Level – Strand 3** requires learners to present their developmental work and final outcome appropriately. This could be achieved via a presentation to the class, but it would not necessarily require a formal presentation unless considered appropriate. It may take place at informal interim assessments as project progresses.

For **Standard Level – Strand 4**, learners will be expected to basically explain the strengths and weaknesses of their work in terms of the requirements of the brief. They will be expected to use appropriate technical terms at pass level. Again, this could be evidenced through an audio/video taped presentation or a witness statement or observation record.

For **Standard Level – Strand 5**, learners would be expected to select the most appropriate idea and develop more than one version to show they have tried to extend their thinking. They will need to be able to communicate basically how their chosen idea can be realised as a final outcome. Their information should be organised so that the assessor can understand what the learner wants to achieve. If learners struggle to communicate their ideas in writing, then their ability to talk about their work should be taken into account and recorded by the teacher as above.

Intermediate Level – Good – Majority of students should achieve

For **Good level – Strand 1**, learners should be able to effectively research and record a range of information from primary and secondary sources in response to the brief. Learners’ information should be well organised and taken from a creative range of sources, demonstrating a sound understanding of the requirements of the brief. The visual and other evidence gathered could form the basis of a presentation to the class that could also be used as part of the evidence for Good Level – Strand 2.

For **Good Level – Strand 2**, learners will develop a range of creative, alternative ideas that effectively meet the requirements of the brief. The development work might take the form of annotated sketchbook/worksheet studies, which evidence the modification of the learner’s ideas.

**Good Level - Strand 3** requires learners to present a range of developmental work and the final outcome effectively.

For **Good Level – Strand 4**, learners will be expected to analyse the strengths and weaknesses of their work effectively in relation to the brief’s objectives, using technical terms accurately and consistently. The evidence for this may be verbal but at merit level could be supported by some written work although a formal written evaluation will not be necessary. The assessment evidence for all these criteria could take a similar format to those for the Standard grade level.

**Good Level – Strand 5** requires learners to effectively communicate; and how their chosen idea might be realised in final form. They will have met the requirements of the brief effectively in their careful and accurate selection of materials and techniques to be used towards their final outcome.

Advanced Level – Outstanding – Most able should achieve

**Outstanding Level – Strand 1** requires that learners independently research and record a wide range of information from primary and secondary sources in response to the brief.

*For Outstanding Level – Strand 1 and Outstanding Level – Strand 2, the tasks undertaken might be similar to those carried out for the equivalent Standard and immediate criteria but the learner at outstanding level will demonstrate an imaginative and independent approach.*

For **Outstanding Level – Strand 2** learners will present a wide range of alternative ideas that imaginatively meet the requirements of the brief.

For **Outstanding Level – Strand 3**, learners will present a wide range of developmental work and final outcome demonstrating a high level of sophistication and imagination.

**Outstanding Level – Strand 4** requires learners to analyse how successful their work has been in meeting the requirements of the brief fluently. They will demonstrate an imaginative use of correct technical terms in their discussion. Again, the assessment evidence for these criteria could take a similar format to those at the Standard and intermediate levels.

**Outstanding Level – Strand 5** will require a creative and imaginative ability to communicate and how the selected final idea might be realised. At outstanding level, learners will use correct technical terms when annotating their work and be able to articulate their ideas clearly.

GCSE GCSE

Grade Mark – 10 Mark – 100 Level

A\* 10 90 – 100 8/9

A 9 70 – 89 7

B 8/7 60 – 69 5/6

C 6/5 50 – 59 4

D 4 40 – 49 3

E 3 30 – 39 2

F/G 2 20 – 29 1

U 1 0-28 U