Pathway 2 – Contextual Design

Abstract

Designers need to keep up to date with creative and cultural events, looking to the future and identifying trends, as well as being informed about what has happened in the past.

This involves studying historical and contemporary art, craft, and design. This pathway aims to provide development of the skills needed to seek out, organise, select, and record a wide variety of information and references that provide inspiration for originating ideas. Learners will develop their research and presentation skills by exploring others’ work and developing their own responses.

Learners will cover a range of structured studies in different aspects of contemporary art, craft, and design. They should connect their contextual studies with their ongoing practical work. Learners will need to learn research skills in order to access relevant images and information and how to use what they find. Learners will need to produce evidence of this research primarily, where possible, from first-hand experience. This might involve working with professional practitioners, visiting galleries, museums, and exhibitions. They will need to collate images from these and other sources, e.g. books, DVDs, CD ROMs, the internet and quality magazines and journals. Learners will make a range of different studies from these sources relevant to their ideas.

When studying others’ work, learners will need to examine how designers used visual language, materials, and media to communicate ideas. Learners will apply their understanding of the formal elements in analysing the work of others in order to recognise and record how artists, craftspeople and designers use visual language to communicate their ideas.

Learners will need to record their research through visual and written means. They will need to make appropriate selection from their research and exploratory studies. Careful consideration should also be given to the display of learners’ visual records and notes. Through the study of specific movements, designers and architects, this pathway offers the opportunity to heighten learners’ awareness of ethical/moral, social, cultural, and environmental issues.

Another aspect of this pathway is looking to the future and possible career opportunities it can offer. To enable the learner to explore possible career paths, they will need to have knowledge of employment opportunities within the design field.

This will include an overarching understanding of the different specialist areas and how they relate to each other, as well as specific knowledge of the different job roles within learners’ chosen pathways. This section of the pathway aims to give learners an awareness of the employment roles and possibilities within the design industry, and to show design goes into the future as well as from the past. It will include an evaluation of different types of organisations and the roles individuals play within them. Different aspects of the design industry, such as administration, research, and practical production, will need to be considered.

Learners will explore a range of art, design, and architectural organisations. They will consider how these organisations operate in terms of their purpose and how they relate to specific markets. Teachers will support learners in researching employment opportunities. Learners may be able to relate their investigations to their specific chosen pathways. Learners will consider the roles of people working in these organisations. They will develop research based on the characteristics of the different job roles they investigate and explain how these roles relate to each other.

Learners will develop an understanding of how organisations use individuals, whether they are freelance or employed directly, and how goals are achieved by the organisations and individuals. Learners can consider the types of skills needed in the art and design industry, and use the knowledge gained to develop their own set of skills accordingly.

Pathway 2 – Contextual Design – Learning Outcomes/Strands

On completion of this pathway a learner should:

1 Know the influences of historical and contemporary design and art developments

2 Understand historical and contemporary references to support their research and development of their own response

3 Know about organisations in the design industry

4 Know about job roles in the design industry.

5 Be able to present information about the work studied in an appropriate format.

Pathway 2 – Contextual Design – Content

**1 Know the influences of historical and contemporary design and art developments**

*Influences:* key movements — styles, schools, and individuals; cultures — western and non-western, similarities and differences; materials, techniques, processes, and formal elements — what they are, how they have been used

**2 Understand historical and contemporary references to support their research and development of their own response**

*References:* making sketches with notes; taking photographs; collecting ready-made visual images, e.g. postcards, leaflets; interviewing people and using a tape recorder; making notes on, or printing out from, electronic media, e.g. video, CD ROM, the internet, databases; photocopying or making notes on information found in books, magazines, journals

*Own response:* use others’ work as a starting point for own ideas; describe and comment on how own work has been influenced

**3 Know about organisations in the design industry**

Organisations: e.g. architects, design groups, fashion houses, animation companies, arts centres, illustration and fine art agencies, multimedia companies, museums, newspapers and magazines, publishing houses, art direction companies, design firms, software publishers, public relations and marketing companies, television and film studios, newspapers and magazines, advertising agencies and in-house advertising departments, computer and digital imaging departments, theatres, architecture firms, interior design and decorating firms, education outreach, community arts

National, Museum, Design and Arts administration: e.g. national funding bodies; regional arts boards; local authorities; business-based sponsors

**4 Know about job roles in the design industry**

Job roles: e.g. self-employed designer, design director, junior designer, freelance designer, interior designer, consultant, architect, concept artist, artworker, multimedia designer, website designer, illustrator, graphic designer, product designer, software designer, animator, games designer, computer and interactive/multimedia artist, special effects artist, modelmaker, photographer, art director, 3D designer, copywriter, typographer, environment artist

National, Museum, Design and Arts administration: e.g. producer, curator, funding officer, marketing officer, link worker

**5 Be able to present information about the work studied in an appropriate format**

*Present information:* background or other important biographical details; what they made or make; what the work is made from; how the work was made; what formal elements are used; how 2D and 3D visual language has been used; why the work was made

*Appropriate format:* case study; annotated images in a file or sketchbook; illustrated oral presentations.

Assessment for Pathway 2 – Contextual Design

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| --- | --- | --- | --- |
|  | Standard Level  All should achieve | Intermediate Level  Majority achieve | Advanced Level  Most able achieve |
| Strand 1:  Historical & Contemporary  2.1 | Standard 1 - basically identify the influences of historical and contemporary design and art developments | Good 1 - consistently identify the influences of a range of historical and contemporary design and art developments | Outstanding 1 - imaginatively and independently identify the influences of a wide range of historical and contemporary design and art developments |
| Strand 2:  Response  2.2 | Standard 2 - basically explore historical and contemporary references in researching and developing own response | Good 2 - consistently explore a range of historical and contemporary references in researching and developing own response | Outstanding 2 - imaginatively and independently explore a wide range of historical and contemporary references in researching and developing own response |
| Strand 3:  Organisations  2.3 | Standard 3 - identify how organisations operate in the design industry | Good 3 - explain how organisations operate in the design industry | Outstanding 3 - independently and fluently analyse how diverse organisations operate in the design and art industry, reaching informed conclusions |
| Strand 4:  Jobs  2.4 | Standard 4 – list job roles and describe the characteristics of job roles within the design industry. | Good 4 - explain the characteristics of job roles within the design industry. | Outstanding 4 - independently and fluently explain the characteristics of diverse job roles within the design and art industry, reaching informed conclusions |
| Strand 5:  Communication  2.5 | Standard 5 - present information about others work studied appropriately. | Good 5 - consistently present well-organised and effective information about others work studied. | Outstanding 5 - imaginatively and independently present complex information about other work studied. |

Assessment Levels for Pathway 2 – Contextual Design

Standard Level – All students should achieve

For **Standard Level – Strand 1** learners will be expected to be able to basically identify historical and contemporary art and design developments. This may be achieved in several ways, e.g. by investigating key movements, schools, individuals, and cultural differences through study of original artwork or by using suitable high-quality visual materials. Learners at this level are not expected to study a particularly extensive range.

For **Standard Level – Strand 2** requires learners to use a basic exploration of others’ work as inspiration in researching and developing their own work. Learners will offer a direct personal response. It will be necessary for learners to keep an illustrated record of their research notes to support this work. They will need to be taught how to collect and record this information and teachers may employ a number of methods to demonstrate this, using a variety of media efficiently and constructively. Assessment is usually based on written information. If learners struggle to communicate effectively in writing, then their ability to talk about what they can see and understand about the work should be taken into account. This could be achieved via a presentation to the class, a witness statement, an observation record or within annotated sketches or worksheets as part of a project.

To achieve **Standard Level – Strand 3** the learner must be able to explain how organisations operate in the design and art industry. For example, the learner may describe the development and production of an advertising campaign, produced by an advertising company.

To achieve **Standard Level – Strand 4**, learners will need to be able to list job roles within the design industry. The range of roles that they list will show some understanding of the industry, although some of the examples may tend to be obvious. There may not be much development or amplification of the subtleties indifferent job roles within certain areas; for example. they may list ‘graphic designer’ as a job role, and not exploit the opportunity to develop their list of roles in this area through analysing the field in more detail such as ‘junior designer; art director; artworker’ and so on. Learners will need to explore the characteristics of the identified job roles. Some information is available on industry websites, but learners will be able to cite first-hand evidence through work placements or visits to practitioners, studios, and workshops.

For **Standard Level – Strand 5**, learners need to be able to present their research findings clearly. Their visual information should be organised so that the assessor can understand what the learner was trying to achieve. Tutors will be expected to provide support and feedback in order to assist learners in generating this evidence appropriately.

Intermediate Level – Good – Majority of students should achieve

For **Good Level – Strand 1**, learners should be able to consistently identify the influences of a range of art and design developments from the past and present. Learners should be able to provide evidence of a deeper understanding of these influences and the pictorial evidence gathered could form the basis of part of a project or presentation that could also be used as evidence for Good Level – Strand 2.

For **Good Level – Strand 3**, the learner must provide more detailed explanations of organisations. Their research and conclusions will show analysis of different types of operations, and they will be able to explain them in an effective manner.

For **Good Level – Strand 4**, learners will be able to develop their list to include a wider range of examples, and these will have been well considered and relate to their identified areas for research.

**Good Level – Strand 5** requires learners to be consistent again in presenting well-organised and effective information about the work they have studied. Their presentations will be interesting and informative and include their own ideas about the work studied and how it was made. Learners will have an increased skill in the use and understanding of visual language.

Advanced Level – Outstanding – Most able should achieve

For **Outstanding Level – Strand 1**, learners are required to identify the influences of a wide range of design and art developments imaginatively and independently from the past and present.

For **Outstanding Level – Strand 1 and 2** the tasks undertaken might be similar to those carried out for the equivalent Standard and good level criteria, but the learner will demonstrate a creative and independent approach. They will be exploring a wide range of historical and contemporary references and their use and understanding of visual language will be more sophisticated.

To achieve **Outstanding Level – Strand 3**, learners will be able to explain, independently and fluently, how a diverse range of organisations operates in the design and art industry. The range of examples will show a greater engagement with the tasks than work produced in the lower levels. Learners will be able to use their research to reach informed conclusions. Learners will be able to explain the characteristics of job roles within the design and art industry. They will identify the main characteristics and purpose of the job roles. They may not extend this analysis to consider how roles might interrelate in any detail. The range of characteristics described will be limited.

For **Outstanding Level – Strand 4**, learners will be able to extend their list independently; this will show an ability to develop research beyond the obvious and demonstrate an awareness of the field in more detail. Learners will be able to identify and explain the characteristics of a wider and more diverse range of job roles. They will be able to explain the function of the roles and explain the specific characteristics relating to them. Learners will be able to articulate independently the characteristics of a wider range of more diverse roles within their chosen areas. They will be able to explain fluently how the roles work within the organisations, and how the roles may interrelate.

For **Outstanding Level – Strand 5**, learners would be expected to present personal, coherent, and well-structured information about the work studied.

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

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