

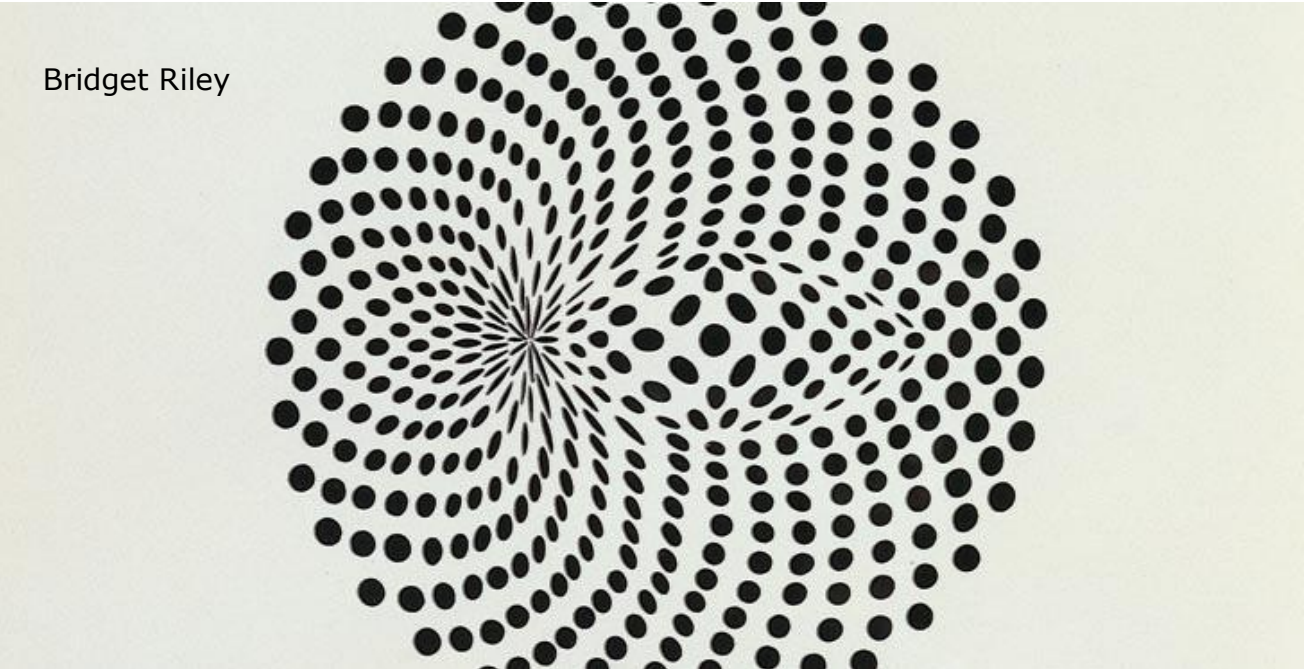
Assignment front sheet

Qualification: BTEC 90 Credit Diploma in Art and Design		
Unit numbers and title: Unit 1. Visual Recording in Art and Design Unit 4. Communication through Art and Design Unit 23. Photographic Media, Techniques and Technology To conclude Adobe computer workshops: Unit 49. Specialist Illustration using Computer Applications Unit 34. Image Manipulation using Computer Applications		
Learning Aims	Assessor Name	
All	Sue Martin, Victoria Burden, Rebecca Starkiss	
Learner name	Duration (approx)	
	8 weeks	
Date issued	Hand in deadline	Assessment date
Tuesday 25 th January 2016	Thursday 17th March 2016	Friday 18 th March 2016
Assignment title: BORDERS		

Scenario:

You have been asked to investigate the theme of Borders. This word has multiple meanings in a variety of contexts, which, you should investigate as part of this project.

Artists and Designers need to communicate with an audience. The focus for you throughout this project is for you to decide who you are designing for and what you intend to communicate through your final piece



“A LINE SEPARATING TWO COUNTRIES, ADMINISTRATIVE DIVISIONS, OR OTHER AREAS”



**“THE EDGE OR BOUNDARY OF SOMETHING,
OR THE PART NEAR IT.”**



Masato Kato

**“A DECORATIVE STRIP AROUND THE
EDGE OF SOMETHING.”**

TASK 1: PRIMARY AND SECONDARY RESEARCH

Explore **visual communication** within Art and Photography, exploring the theme of Borders: Possible Focus areas for Borders - culture, economics, class, poverty, cultural divides, politics, countries, appropriate/inappropriate, narrative, acceptable/unacceptable, religion, decorative, light, structure, political correctness, equality and diversity, direction, monuments, effecting the landscape, maps, lines, barriers, fences, walls, landscape, series of images, connections, taking on a role/personality, sexuality, belonging, groups, interaction with borders, exhibition of work, exhibiting final pieces.

EXPLAIN HOW MEDIA AND MATERIALS ARE USED IN THE WORK OF OTHERS TO CONVEY IDEAS AND MEANING

Explore **visual communication** within Fashion Design, Digital Illustration and Photography, exploring the theme of Borders:

Primary and Secondary Research

1. Research at least 3 artists, 3 designers and 3 photographers, include pictures of their work in your sketchbook (Record)
2. Identify the skills/techniques/processes required by these artists, designers and photographers to produce their work. (Describe)
3. Write up your thoughts and opinions about their work. (Discuss)
4. Take at least 30 photographs and complete at least 3 observational drawings relating to the theme of borders.

Evidence to be submitted for Task 1:

- Research into at least 3 artists
- Research into at least 3 designers.
- Research into at least 3 photographers
- At least 30 of your photographs
- At least 3 observational drawings

A minimum of 9 pages in your sketchbook, 3 pages per specialist area

TASK 2 MATERIALS TESTING

EXPERIMENT WITH DIFFERENT TECHNIQUES AND MEDIA RESPONDING TO YOUR INITIAL RESEARCH.

Work with materials, media, techniques and processes linked to your ideas to develop mixed media samples/pieces, relating to the theme Borders.

- **Fashion Design** - designs, trends/predictions, colours, textile samples, fabric swatches.
- **Computers in Art and Design** – Explore the image trace tool in Illustrator, digital illustration, create patterns in Illustrator, explore different fonts and colours, draw bespoke shapes

- **Photography** – take photographs exploring the theme, within your digital photographs considering settings, lighting and composition, Manipulate images further in Photoshop.

A minimum of 9 pages in your sketchbook, 3 pages per specialist area

REVIEW AND EVALUATE WORK

- Record and review all your work
- Annotate and analyse your work and explain your thought process.

Within task one, bring into your work all the processes and techniques you have learnt in the Computers in Art and Design Lessons, Fashion Materials, Processes and Techniques lessons and Photography Materials, Processes and Techniques lessons. Look back at work you have completed in previous lessons, think about how you can explore and expand what you have already learnt within scheduled lessons

TASK 3: COMPARE AND CONTRAST

GATHER MATERIALS THAT YOU CONSIDER TO BE EXAMPLES OF STRONG VISUAL COMMUNICATION:

- **COMPARE AND CONTRAST EXAMPLES**

Make direct comparisons showing how visual language is used to convey ideas and meaning in different ways.

Explore the following:

Fashion Design– styling, magazines, designers, couture, high street, history, key designers, techniques and processes, history, genres, sexuality, identity

Graphics and Digital Illustration – target audience, design, innovation, techniques and processes, genres, market, print design, web design, motion graphics

Photography – commercial, editorial, advertising, fashion, marketing, political, social media, selfie's, techniques and processes, key photographers, history, digital versus analogue

- **DESCRIPTIONS AND COMPARISONS WILL BE DIRECT AND OBVIOUS.**

In your sketchbook show examples of the above with written evaluations:

Write questions about your thinking for the examples you choose, for example:

Are selfie's a legitimate form of photography? - Show visual examples and answer the question

Do the high street shops "rip off" the couture designers and how do you protect your copyright? - Show visual examples and answer the question

Your lecturers will give you advice and guidance on this task.

You should include and generate 5 questions in your sketchbook filling one A4 page per question with your answers and visuals.

TASK 4: SELLING A SPECIALISM

COMMUNICATE AN INTENDED MEANING TO A SPECIFIED AUDIENCE USING VISUAL LANGUAGE.

Exploring the theme of Borders, think how about how you can interpret the theme to generate ideas towards the final pieces:

- **A series of final pieces in responsive to the theme of Borders**
 - **A photographic pieces**
 - **A digital illustration**
 - **A fashion outcome in response to the theme of Borders**
- **BRAINSTORM THE BRIEF**

Look back at all your research, material experiments, artists' research and initial research and decide on the meaning you are aiming to convey.
- **DEVELOP IDEAS INDEPENDENTLY**

Who is your intended audience? What are you going to produce for the three final pieces?
- **PRODUCE MOCK-UPS**

Work with media, materials and techniques across the disciplines – Photography, Digital Illustration and Fashion Design to communicate analytical, investigative or intuitive qualities based on expression and feeling. These will be your design ideas/tests to ensure that you are communicating your idea.
- **REVIEW AND REFINE IDEAS**

Critically appraise your designs and amend as appropriate. Is the intended meaning clear in your ideas and final pieces?
- **PRODUCE OUTCOMES INDEPENDENTLY**

These are your own ideas and should communicate your meaning effectively.

- **PRESENT OUTCOMES**

How you present your final designs is up to you, but it should convey the meaning to your client or audience, could your three final pieces interlink and form a series?

**You should show clear development of ideas with annotations,
Record ideas across minimum of 5 pages in your sketchbook.**

TASK 5— FINAL PIECE

You should document the process of making your final piece. Take photographs through each stage of the work, including equipment and tools used and health and safety measures.

These can be included in your sketchbook or made into a blog or presentation.

Discuss the progress of your work; what is going well, what you are finding difficult how you can improve you work? Use the 'how to annotate your work' sheet to help you.

Evidence you must submit for Task 5 Final piece/stage:

- **All work/photographs taken on the trip up to Photographic studio in London**
- **All work completed in the Computers in Art and Design workshop lessons (please refer to checklist)**
- **All work completed in the Photography workshop lessons.**
- **Documentation of your working process.**
- **A series of final pieces in response to the theme of Borders**
 - **A photographic piece**
 - **A digital illustration**
 - **A fashion collection/garment/illustrations**

TASK 6— EVALUATION

It is important that you evaluate your work at the end of every project so that you can identify what you have done well and what you can improve for future projects. Use the 'how to evaluate your work' sheet to help you. Your evaluation must be at least 600 words

Evidence you must submit for this:

- **Written evaluation, at least 600 words**

ASSESSMENT HAND IN - Thursday 19th March 2016

SUMMARY OF WORK TO BE SUBMITTED:

TASK ONE

- **A minimum of 9 pages in your sketchbook, showing research into Photography, Digital Illustration and Fashion Design - 3 pages per specialist area**
- **A minimum of 9 pages in your sketchbook, exploring materials and techniques in Photography, Digital Illustration and Fashion Design - 3 pages per specialist area**
- **Evaluations thorough out the pages above.**

TASK TWO

- **Include and generate 5 questions in your sketchbook filling one A4 page per question with your answers and visuals.**

TASK THREE

- **Experiment with different media to explore materials**

TASK FOUR

- **Show clear development of ideas with annotations, record ideas across a minimum of 5 pages in your sketchbook**

TASK FIVE

- **Submit all work/photographs taken on the trip up to London to the Photographic studio if you attended**
- **Submit all work completed in the Computer in Art and Design workshop lessons (please refer to checklist)**
- **Submit all work completed in the Photography workshop lessons. (Please refer to checklist)**
- **Documentation of your working process – (Tasks, 1, 2 and 3 and conclusion of Task 4)**

- **A series of FINAL PIECES in response to the theme of Borders**
 - **A photographic piece**
 - **A digital illustration**
 - **A fashion collection/garment/illustrations**
 - **An open piece in response to the theme of Borders**

TASK SIX

- Written evaluation, at least 600 words

BRIEF SCHEDULE	
Week One	Tuesday 19th January 2016 Introduction to the brief, work commences towards task one
Week two	Tuesday 26th January 2016 Working towards task 1
Week Three	Tuesday 2nd February 2016 Working towards task 2
Week Four	Tuesday 9th February 2016 Working towards task 2
HALF TERM – 15th February – 19th February - Working towards task 3	
Week Five	Tuesday 23rd February 2016 Interim Crit Review of work completed towards brief set Working towards task 3
Week Six	Tuesday 1st March 2016 Working towards task 3 and moving onto Task 4
Week Seven	Tuesday 8th March 2016 Working towards Task 4
Week Eight	Tuesday 15th March 2016 Completing Task 4 and Task 5
ASSESMENT HAND IN - Thursday 17th March 2016	



UNIT CRITERIA

Viktor & Rolf

Criteria reference	To achieve the criteria the evidence must show that the learner is able to:	Task no.
Unit 1: Visual Recording in Art and Design		
Unit 1 P1	Identify primary and secondary sources for recording	
Unit 1 P2	Record visually	
Unit 1 P3	Discuss visual recording in others' work	
Unit 1 P4	Review own visual recording	
Unit 1 P5	Develop visual recording to produce effective outcomes.	
Unit 1 M1	Research and respond to independently selected sources, consistently showing effective visual recording skills	
Unit 1 M2	Show an individual approach to communicating, comparing, illustrating and expanding information and presenting work in a coherent and appropriate creative format.	
Unit 1 D1	Demonstrate independence, innovation and individuality in evaluating and using sources, integrating visual recording skills and in-depth understanding in communicating information	

Criteria reference	To achieve the criteria the evidence must show that the learner is able to:	Task no.
Unit 4: Communication through Art and Design		
Unit 4 P1	Explain how media and materials are used in the work of others to convey ideas and meaning	
Unit 4 P2	Create own visual language by working with materials, media and processes.	
Unit 4 P3	Describe ways in which visual language is used to communicate ideas and meaning.	
Unit 4 P4	Communicate an intended meaning to a specified audience using the language of art and design.	
Unit 4 M1	Evaluate how media, materials and processes are used diversely to convey ideas and meaning, drawing on own experiments to make	

	effective comparisons.	
Unit 4 M2	Communicate an intended meaning clearly to a specified audience through refined use of the language of art and design.	
Unit 4 D1	Communicate an intended meaning cogently to a specified audience through imaginative use of the language of art and design.	

Criteria reference	To achieve the criteria the evidence must show that the learner is able to:	Task no.
Unit 23: Photographic media, techniques and technology		
Unit 23 P1	Investigate photographic media, techniques and technology.	
Unit 23 P2	Use photographic media, techniques and technology safely.	
Unit 23 P3	List the characteristics and properties of photographic materials.	
Unit 23 P4	Discuss own use of photographic media, techniques and technology.	
Unit 23 M1	Investigate effectively, a diverse range of photographic media, techniques and technology.	
Unit 23 M2	Use coherently, a diverse range of photographic media, techniques and technology safely.	
Unit 23 M3	Describe the characteristics and properties of a diverse range of photographic materials.	
Unit 23 M4	Analyse own use of photographic media, techniques and technology.	
Unit 23 D1	Investigate independently, a comprehensive range of photographic media, techniques and technology.	
Unit 23 D2	Use innovatively, a comprehensive range of photographic media, techniques and technology safely.	
Unit 23 D3	Describe in detail with correct terminology, the characteristics and properties of a comprehensive range of photographic media.	

Criteria reference	To achieve the criteria the evidence must show that the learner is able to:	Task no.
Unit 49: Specialist Illustration using Computer Applications		
Unit 49 P1	Research the use of digital illustration, referring to the work of others	
Unit 49 P2	Use digital illustration packages to produce illustrative graphics	
Unit 49 P3	Discuss own digital illustration work	
Unit 49	Purposefully research the use of digital illustration with reference to the work of others reaching coherent conclusion	

ARTIST REFERENCES:

Photographers:

Mary Ellen Mark

Irving Penn

Martin Parr

David LaChapelle

Bill Brandt

Ansel Adams

Art Wolfe

Bernd and Hilla Becher

Jacqueline Hassink

Diane Arbus

Arthur Fellig Weegee

Fay Goodwin

Sophie Ristelhueber

William Eggleston

Paul Strand

Annie Leibovitz

Artists:

Dan Flavin

Olafur Eliasson

Robin Rhode

Banksy

Mark Wallinger

Greyson Perry

Rachel Whiteread

Bridget Riley

Piet Mondrian

Josef Albers

Jim Lambie
Ed Fairburn
Mark Webber
Cindy Sherman

Sculptors:

Richard Long
Andy Goldsworthy
Anthony Gormley
Anish Kapoor
Richard Serra
Carsten Holler
Gerry Barry
Random International

Fashion Designers:

Viktor and Rolf
Issey Miyake
Phillip Lim
Paul Smith
Liberty fabrics
Donna Karen
Christian Louboutin
Irregular choice shoes
Betsey Johnson
Marc Jacobs
Jean Paul Gaultier
John Galliano

Digital Illustration:

Danny Roberts
Lovisa Burfitt
Jon Burgerman
Pau Geronimo behance (google search)
Masato Kato

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LEARNER ASSESSMENT SUBMISSION AND DECLARATION

When submitting evidence for assessment, each learner must sign a declaration confirming that the work is their own.

Learner name:		Assessor name:	
Issue date:	Submission date:	Submitted on:	
Programme: Level 3 90 Credit Diploma in Art and Design			
Assignment reference and title: BORDERS			

Please list the evidence submitted for each task. Indicate the page numbers where the evidence can be found or describe the nature of the evidence (e.g. video, illustration).

Task ref.	Evidence submitted	Page numbers or description
Additional comments to the Assessor:		

Learner declaration

I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

Learner signature:

Date: