

Cambridge TECHNICALS LEVEL 3

# ART AND DESIGN

Unit 1 – Art and Design in Context  
DELIVERY GUIDE

Version 1

Cambridge  
TECHNICALS  
2012

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# INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the requirements of this unit.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk).

## OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.



### Please note

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from [www.ocr.org.uk](http://www.ocr.org.uk).

The latest version of this Delivery Guide can be downloaded from the OCR website.

## UNIT AIM

By completing this unit, learners will understand key trends, movements and events in the context of a chosen art or design discipline and identify areas of personal interest. They will investigate artists and/or designers more specifically involved, and use this to develop an idea for a personal piece of creative work. Learners will also be able to produce and review a final outcome, sample model or maquette.

### Unit 1 Art and Design in Context

LO1	Understand the work of artists or designers within a movement, style, period, culture or theme
LO2	Be able to develop an idea influenced by the work of another artist or designer
LO3	Be able to produce a final outcome influenced by the work of another artist or designer
LO4	Be able to review their final outcome in comparison to the work of the artist or designer that most influenced them

Cambridge  
TECHNICALS  
2012

### 2012 Suite

- Current suite launched in 2012
- 100% internal assessment
- No Key Stage 5 performance points from 2018

# RELATED ACTIVITIES

The Suggested Activities in this Delivery Guide listed below have also been related to other Cambridge Technicals in Art and Design units/Learning Outcomes (LOs). This could help with delivery planning and enable learners to cover multiple parts of units.

This unit (Unit 1)	Title of suggested activity	Other units/LOs	
<b>LO1</b>	Art Timeline/Artist Research	Unit 10 How artists and designers use 2D materials, techniques and processes	LO1 Understand the 2D work of other artists or designers
		Unit 11 How artists and designers use 3D materials, techniques and processes	LO1 Understand the 3D work of other artists or designers
		Unit 23 Exploring artists as photographers	LO1 Understand photography as a medium for artists' work
		Unit 32 Art and design illustration	LO1 Understand the work of professional illustrators
		Unit 50 Fashion design	LO1 Understand fashion design and how fashion designers work
		Unit 52 Textile design	LO1 Understand textile design
		Unit 54 Fashion illustration	LO1 Understand fashion illustration styles and influences, and the media, materials and processes used to create them
		Unit 60 Fine art drawing	LO1 Understand fine art drawing, and how and why artists draw as they do
		Unit 61 Fine art painting	LO1 Understand fine art paintings, and how and why fine art painters work as they do
		Unit 62 Understanding sculpture	LO1 Understand sculpture and how and why sculptors work as they do
Unit 63 Contemporary fine art	LO1 Understand the work of contemporary fine artists		
<b>LO2</b>	Generating a design idea	Unit 10 How artists and designers use 2D materials, techniques and processes	LO3 Understand the influence of other artists and/or designers on own work
		Unit 11 How artists and designers use 3D materials, techniques and processes	LO3 Understand the influence of 3D artists and/or designers on own work
		Unit 60 Fine art drawing	LO2 Be able to develop skills in using drawing techniques, approaches and media
		Unit 63 Contemporary fine art	LO2 Be able to develop ideas for a piece of contemporary fine art work
		Unit 64 Digital fine art	LO2 Be able to generate ideas for a digital fine art project
		Unit 66 Fine art textiles	LO2 Be able to generate ideas for a piece of fine art textiles in response to a project or brief

This unit (Unit 1)	Title of suggested activity	Other units/LOs	
<b>LO3</b>	Develop a final outcome	Unit 23 Exploring artists as photographers	LO4 Be able to produce final photographic artwork for display
		Unit 25 Landscape photography	LO4 Be able to produce final landscape photographic images, in response to a client brief
		Unit 30 Using digital technology in graphic design	LO4 Be able to produce a final digital graphic design outcome, in response to a brief
		Unit 31 Motion graphics	LO5 Be able to produce a final motion graphic in response to a client brief
		Unit 32 Art and design illustration	LO4 Produce final illustration work for presentation to a client
		Unit 35 Design for advertising	LO4 Be able to produce final advertising visuals in response to a client brief
		Unit 41 Creating 3D art or design work	LO3 Be able to produce a final piece of 3D art or design work
		Unit 42 Exploring ceramics	LO3 Be able to produce final 3D ceramic work
		Unit 61 Fine art painting	LO3 Be able to produce a final fine art painting
		Unit 62 Understanding sculpture	LO4 Be able to produce a final piece of sculpture for presentation
	Unit 64 Digital fine art	LO3 Be able to produce a final piece of digital art	
<b>LO4</b>	Review and Evaluation	Unit 13 Realising an outcome for a specialist art or design brief	LO4 Be able to evaluate the success of the final outcome
		Unit 16 Exhibiting an presenting artwork	LO6 Be able to evaluate the exhibition
		Unit 36 Branding and corporate design	LO5 Be able to produce a final corporate logo design for presentation to a target audience or focus group
		Unit 43 3D product design	LO5 Be able to produce a maquette or final 3D product to meet a client brief, evaluating its success against the client's original requirements

# KEY TERMS

Explanations of the key terms used within this unit, in the context of this unit	
Key term	Explanation
<b>Annotated studies</b>	Images with commentary added to explain the relevance of choices made. Further description and critical comment might be included.
<b>Art and design in context</b>	The conditions under which artwork is created, such as: art movements and styles, social, political, technological, historical and moral influences, etc. For example: The artist René Magritte's surrealist painting, ' <i>The Flavour of Tear</i> ' was created in 1948 shortly after the end of the second World War. The image is described as a ' <i>taste of sorrow</i> ' and is said to represent Magritte's feelings of sadness after the war. The painting was produced in Brussels, where Magritte lived during German occupation in Belgium.
<b>Art timeline</b>	A timeline is a way of presenting a list of events in chronological order. It is often illustrated as a long line labelled with dates and events highlighted by dots where they would have occurred. For example, a timeline that displays the major trends and movements in sculpture.
<b>Chosen area of study</b>	This can be quite specific but must allow enough opportunity for genuine investigation into how the work of artists and designers has evolved through movements, styles and is influenced by context, trends and events.
<b>Cultures</b>	Are the unique characteristics of a 'group' that distinguish it from others. Often cultures relate to a place and/or a time. For example Aboriginal art, or Punk.
<b>Disciplines/pathway</b>	Pathways describe how, for the purpose of this qualification, art and design disciplines have been grouped together to give a balanced and focused structure for learners to work within, or across. (Learners can follow one or more pathways or choose units from any including non-specialist.)
<b>Events</b>	Timelines must be related to 'events' to help learners understand how artists and designers respond to/are affected by what is going on e.g. Picasso's 'Guernica' or Salvador Dali's 'Autumn Cannibalism' were responses to an event – the Spanish Civil War.
<b>Final outcome</b>	The end result. The final article/artwork. For example, a final piece of artwork that brings together personal ideas reaching a suitable conclusion. In the unit the final outcome could take the form of a sample piece, model or maquette.
<b>Investigate</b>	Whilst investigations into artists or designers should lead to increased knowledge and understanding, learners need to be aware that they are investigating the work of others to generate new and original ideas for their own work.
<b>Movements</b>	An art and design movement is a collective term for a group of artists who share the same ideas, approach and style of work to achieve a common goal during a specific period of time.
<b>Periods</b>	Identifiable periods of time that might include a number of movements or styles. For example, Modern Art 1860 – 1945, or a period of time in the development of the work of an artist such as Picasso's Blue Period 1901 – 1904.
<b>Review and evaluation</b>	An end of the assignment analysis using information to make judgements about how well something is done. For example, to evaluate the final outcome successes against the requirements of the original brief.
<b>Styles</b>	The distinct characteristics of a movement, artist or designer that allow it to be recognised. For example Art Deco, Hippie, or the style of Van Gogh.
<b>Themes</b>	Common subject matter, ways of working or ideas that allow different artists and designers to be grouped together. For example, Still Life, Landscape, War, Conflict, Self-portraiture.

# MISCONCEPTIONS

Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	How can this be overcome?	Further guidance which could help
<b>That this unit, because it is mandatory, should be done at the start of the course.</b>	The unit can be done at any time but is often most successful once learners have had the opportunity to establish clear areas of personal interest.	Centres have often found this unit works very well taken in the final third of the first year.
<b>That a timeline has to be for a prescribed period of time.</b>	The period of time covered by a timeline will vary a great deal according to the chosen area of study. It must provide sufficient opportunity for learners to develop an awareness of how the work of artists or designers has evolved over time and has been affected by movements, trends, styles and events.	Whilst a timeline for jewellery might start at 110,000 BC with the decorative sea shell beads found in Morocco; animation with the Thaumatrope in 1824 or Phenakistoscope in 1831, 'modern' fashion or painting timelines would start in the 1850s and 1870s with the first haute couture fashion house in Paris or the arrival of impressionism. Game related design by comparison would only go back to the late 1950s.  The depth of study therefore needs to relate to the period of time being covered by the timeline.
<b>Should the tutor choose an area of study for the timeline?</b>	Learners can choose their own area of interest to study for a timeline. This can be from absolutely any area of art or design so all learners could follow very individual paths.	The range is endless.  Whilst many start with broad areas such as modern painting, photography or fashion, others choose already focused areas such as abstract painting or hat design. Some of the more unusual choices have included perfume bottle design, and game box design.

Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	How can this be overcome?	Further guidance which could help
<b>Formal design elements</b>	Guided study of recognized formal design elements in art and design practices.	Resources describing principles in design: <ul style="list-style-type: none"> <li>• Art vocabulary Lists of Art.wmv – <a href="https://www.youtube.com/watch?v=kijF-hPGsqU&amp;feature=related">https://www.youtube.com/watch?v=kijF-hPGsqU&amp;feature=related</a></li> <li>• Elements and Principles of Design – <a href="http://www.youtube.com/watch?v=rnwmZs1_kl8&amp;feature=related">http://www.youtube.com/watch?v=rnwmZs1_kl8&amp;feature=related</a></li> </ul>
<b>Visual language</b>	To communicate through the use of visual symbols/elements such as line, shape, texture, colour etc. and not through words.	Resources linked to art vocabularies: <ul style="list-style-type: none"> <li>• Art vocabulary Lists of Art.wmv – <a href="https://www.youtube.com/watch?v=kijF-hPGsqU&amp;feature=related">https://www.youtube.com/watch?v=kijF-hPGsqU&amp;feature=related</a></li> <li>• Incredible Art Department – <a href="http://www.incredibleart.org/files/vocab.htm">http://www.incredibleart.org/files/vocab.htm</a></li> <li>• Slide Share – <a href="http://www.slideshare.net/dripsandcastle/art-critique-words">http://www.slideshare.net/dripsandcastle/art-critique-words</a></li> </ul>
<b>Key trends</b>	Popular and fashionable directions that evolved or have been taken in painting, music, literature and dance etc.	Highlighting trends and inspirations in Art Deco <ul style="list-style-type: none"> <li>• Victoria and Albert Museum (Art Deco) – <a href="http://www.vam.ac.uk/page/a/art-deco/">http://www.vam.ac.uk/page/a/art-deco/</a></li> </ul>



# LESSON ELEMENT – TUTOR INSTRUCTIONS

## Art timeline/artist research

### Unit 1: Art and design in context

### LO1 Understand the work of artists or designers within a movement, style, period, culture or theme

#### Instructions and answers for tutors

In this Lesson Element learners will create a timeline to illustrate a chosen art or design discipline such as: fashion and textiles, sculpture, painting, photography, graphic design, product design etc.

Learners will annotate their timeline to show a clear understanding of how themes, ideas, thinking and practice have shaped the discipline and how it has progressed over time through movements, styles and cultures.

From the timeline learners will select an area of personal interest, such as an art movement, style, period, culture or theme, and complete a more detailed investigation of the discipline, but through the works of three or more artists or designers.

Finally, selecting one of their chosen artists or designers, learners will produce some 2D or 3D samples in the style of that chosen artist or designer.

Learners will need to use equipment and tools safely and show knowledge of safe working practice, considering safe handling of materials, tools and equipment. Where applicable, they should make cross-reference to technical instructions and literature.

**Activity 1** 60 minutes

**Activity 2** 3 hours

**Activity 3** 60 mins

**Activity 4** 12 hours

#### Opportunity to develop English and/or Maths skills



Opportunities to develop English skills could include, for example: analysis of text, summarising of material, sentence construction and vocabulary extension. Opportunities to develop skills in Maths could include, for example: geometric patterns, symmetry, fractals, tessellations, Fibonacci sequence and 3D models.

#### Opportunity to extend learning in work experience situation



Art Research Assistant  
Gallery Technician  
Museum Assistant  
Exhibitions Assistant  
Art Administrator  
Marketing & Events Assistant

# LESSON ELEMENT – TUTOR INSTRUCTIONS

## Art timeline/artist research

### Activity 1

**Short Activity** – This activity will link artworks to specific art movements, styles, periods, cultures or themes in the form of a timeline. This is a starter activity to explain key terminology.

Explain to learners that artworks are often influenced and shaped by events and trends happening in the world at the time. Make clear that key trends are best described as popular and fashionable directions that evolved or have been taken in painting, music, literature and dance etc.

For example: after the end of the First World War, a period often called the 'Roaring 20s', marked dramatic changes in women's fashion, with hairstyles and dresses becoming much shorter to reflect a new spirit in dance music popularized by energetic sounds of the 'Charleston' and 'Shimmy'. The 'Roaring 20s' is described as an era of prosperity, fast cars, jazz, and wild youth. Luxurious silk fabrics inspired the clothing of the period, and new technology allowed the production of a cheaper, more versatile fabric in the form of rayon which was more widely accessible. Fashion designers, such as Jacques Doucet, used exotic motifs on textile prints, drawing influence of a black African culture, illustrating a widespread taste for the exotic. This was further exemplified in the decorative arts where colours were opulent with lines, angular and geometric, an inspiration of the Art Deco movement. Art Deco came along at a time of great progress and technology, with designers attempting to capture a sense of progress, technology, motion and the future in their works, such as demonstrated in the 1927 poster for Fritz Lang's film, 'Metropolis', that conveyed a sense of power, a popular theme in the posters of the time.

The following websites may be a useful reference:

- Artcyclopedia (Art Deco) – <http://www.artcyclopedia.com/history/art-deco.html>
- Victoria and Albert Museum (Art Deco) – <http://www.vam.ac.uk/page/a/art-deco/>

Ask your learners to work in small groups to create a simple timeline that links artworks to key events and trends in technology, politics and social change etc.

Explain that a timeline is a way of presenting a list of events in chronological order and is often illustrated as a long line labelled with dates and events denoted by dots where they would have occurred.

Ask learners to select at least one artwork and to describe and interpret its meaning. The 'Key Events' and 'Sample Art Works' lists provided may help with ideas. Learners should make reference to key events and trends happening at the time.

Learners could present their findings to the rest of the group.

#### Learners will need:

- Website external resources.
- Glue.
- Scissors.
- Paper.
- Printing facilities.
- Art History literature and Internet access.

#### Website external resources:

##### Timelines:

- The Art Story – [http://www.theartstory.org/section\\_timelines.htm](http://www.theartstory.org/section_timelines.htm)
- Arty Factory – [http://www.artyfactory.com/art\\_appreciation/timelines/art\\_history\\_timelines.htm](http://www.artyfactory.com/art_appreciation/timelines/art_history_timelines.htm)
- ENCYCLOPEDIA OF ART© visual-arts-cork.com – <http://www.visual-arts-cork.com/history-of-art-timeline.htm>
- Artcyclopedia (Art Deco) – <http://www.artcyclopedia.com/history/art-deco.html>
- Victoria and Albert Museum (Art Deco) – <http://www.vam.ac.uk/page/a/art-deco/>

##### Art vocabulary:

- Incredible Art Department – <http://www.incredibleart.org/files/vocab.htm>
- Slide Share – <http://www.slideshare.net/dripsandcastle/art-critique-words>

You will find the external resources useful for devising timelines and providing art vocabulary lists.

# LESSON ELEMENT – TUTOR INSTRUCTIONS

## Art timeline/artist research

Key Events
1851 – The Great Exhibition at Crystal Palace
1859 – The 'Origin of the Species' is completed by Charles Darwin
1866 – The first transatlantic cable is laid
1869 – The opening of the Suez Canal
1876 – The four-stroke internal combustion engine is developed by Nikolaus Otto
1882 – Germany, Italy and Austria–Hungary form the Triple Alliance
1885 – The machine gun is invented by Hiram Maxim
1890 – An all steel bridge is built over the Firth of Forth
1897 – The diesel engine is patented by Rudolf Diesel
1901 – The death of Queen Victoria
1903 – The first aeroplane flight by the Wright brothers
1905 – Einstein's theory of relativity
1907 – The first animated cartoon made by Emile Cohl
1912 – Titanic hits an iceberg and sinks
1914 – Panama Canal complete
1914-18 – The First World War
1910 – First film is made in Hollywood
1915 – America enters the war
1918 – Jazz introduced into Europe from America
1920 – The first radio transmissions
1927 – The first talking film, 'The Jazz Singer' in America
1939 – Second World War begins
1941 – Japan bombs Pearl Harbour - America is now at war
1945 – The atom bomb is dropped on Hiroshima and Nagasaki – Japan surrender
1948 – The State of Israel is born
1952 – The accession of Queen Elizabeth II on the death of King George VI
1953 – Commercial television begins
1955 – Blue jeans become a number one best seller
1956 – Civil rights demonstrations in America
1961 – First manned space flight by Yuri Gagarin
1963 – John F Kennedy, president of America, is assassinated in Dallas
1966 – Barclaycard – first British credit card
1969 – The first man walks on the moon
1972 – Britain joins the EEC membership
1973 – Skylab launched into orbit by America
1982 – The Falklands War between Britain and Argentina
1983 – The Channel Tunnel is begun
1987 – Stock markets collapse – 19 October Black Monday
1990 – The Berlin wall is demolished
1991 – The USSR and Communism start to disintegrate
1992 – Yugoslavia split by civil war
1995 – First planet outside our solar system found Pegasi-51
2001 – Wikipedia is launched
2005 – YouTube is launched
2006 – Saddam Hussein is executed and Twitter is launched
2009 – Barack Obama is sworn in as 44th president of the USA
2014 – Ebola virus epidemic in West Africa infects more than 20,000 people and killing more than 7,000

# LESSON ELEMENT – TUTOR INSTRUCTIONS

## Art timeline/artist research

Sample Art Works		
Art Movement	Image	Artist
Symbolism Started: 1880 Ended: 1910	<a href="http://www.artjin22.com/static/img/gallery/classic/james_ensor_death_and_the_masks_1897.jpg">http://www.artjin22.com/static/img/gallery/classic/james_ensor_death_and_the_masks_1897.jpg</a>	Artist: James Ensor <i>'Death and the Masks'</i> (1897)
Art Nouveau Period Started: 1890 Ended: 1905	<a href="https://classconnection.s3.amazonaws.com/698/flashcards/2966698/jpeg/unknown-2-14129D029265BB77898.jpeg">https://classconnection.s3.amazonaws.com/698/flashcards/2966698/jpeg/unknown-2-14129D029265BB77898.jpeg</a>	Artist: Hector Guimard Art Nouveau Entrance Gate to Paris Subway Station (1900)
Bauhaus Started: 1919 Ended: 1933	<a href="http://static.dezeen.com/uploads/2007/12/8459-tea-infuser.jpg">http://static.dezeen.com/uploads/2007/12/8459-tea-infuser.jpg</a>	Artist: Marianne Brandt <i>'Model No. MT 49'</i> (1927)
Surrealism Started: 1924 Ended: 1966	<a href="http://uploads1.wikiart.org/images/rene-magritte/the-taste-of-tears-1946(1).jpg">http://uploads1.wikiart.org/images/rene-magritte/the-taste-of-tears-1946(1).jpg</a>	Artist: René Magritte <i>'The Flavour of Tear'</i> (1948)
Pop Art Started: Mid 1950s Ended: Early 1970s	<a href="http://www.moma.org/wp/moma_learning/wp-content/uploads/2012/06/Warhol-Soup-Cans-469x292.jpg">http://www.moma.org/wp/moma_learning/wp-content/uploads/2012/06/Warhol-Soup-Cans-469x292.jpg</a>	Artist: Andy Warhol <i>'Campbell's Soup Cans'</i> (1962)
Earth Art (Land Art or Earthworks) Started: 1960s to 1980s	<a href="http://www.tate.org.uk/art/images/work/P/P07/P07149_10.jpg">http://www.tate.org.uk/art/images/work/P/P07/P07149_10.jpg</a>	Artist: Richard Long <i>'A Line made by Walking'</i> (1967)
The Pictures Generation – Post Modernism Started: 1974 Ended: 1984	<a href="http://www.moma.org/collection/works/56618?locale=en">http://www.moma.org/collection/works/56618?locale=en</a>	Artist: Cindy Sherman Untitled Film Stills (1977-1980)
Photorealism Started: Early 1960s onwards	<a href="http://orig10.deviantart.net/8d09/f/2010/166/1/2/diogenes_by_denis_peterson.jpg">http://orig10.deviantart.net/8d09/f/2010/166/1/2/diogenes_by_denis_peterson.jpg</a>	Artist: Denis Peterson <i>'Diogenes II'</i> (2009)
Street Art Started: 1920 onwards	<a href="http://summerofhate.files.wordpress.com/2011/02/obama-hope-shepard-fairey.jpg?w=614&amp;h=924">http://summerofhate.files.wordpress.com/2011/02/obama-hope-shepard-fairey.jpg?w=614&amp;h=924</a>	Artist: Shepard Fairley <i>'Barack Obama Hope'</i> poster (2008)

# LESSON ELEMENT – TUTOR INSTRUCTIONS

## Art timeline/artist research

### Activity 2

**Extended Activity** – This activity is to extend the learners' understanding of chronological developments within a chosen art and design discipline, such as fashion and textiles, sculpture, photography, etc.

Ask your learners to produce a comprehensive timeline showing an understanding of how a chosen art or design discipline has evolved.

Learners should consider:

- Art movements and styles.
- Social, political, historical, moral influences.
- Major events of the time.
- Technological and scientific developments.
- Past artists/movements/trends/events that influenced them.
- The influence of past artists on other artists/movements/trends/styles.

From the timeline, ask learners to find an area of specific interest, for example: an art movement, style, period, culture or theme, etc., and to investigate it through the works of three or more selected artists or designers. So for example: a sculpture student might investigate their chosen discipline by creating a timeline that gives an overview of how modern sculpture has evolved over time and been shaped and transformed by significant influences from 1840 to 1970. From this timeline, they may wish to explore in more detail sculpture produced between 1915 and 1935, (between the end of the First World War and the start of the 'Great Depression') but specifically the works of M eret Oppenheim, Alexander Calder and Constantin Brancusi.

**Learners will need:**

- Paper and art materials.
- Printing facilities.
- Art History books/journals or Internet access.

**Website external resources:**

- BBC Arts Online – <http://www.bbc.co.uk/arts>
- Artcyclopedia – <http://www.artcyclopedia.com/>
- The Saatchi Gallery – <http://www.saatchigallery.com/>
- The Victoria and Albert Museum – <http://www.vam.ac.uk/>
- Tate Galleries – <http://www.tate.org.uk/>
- Design Museum – <http://designmuseum.org/>
- National Media Museum – <http://www.nationalmediamuseum.org.uk/>
- Crafts Council UK – <http://www.craftscouncil.org.uk/>
- Metropolitan Museum of Art – <http://www.metmuseum.org/>
- Museum of Modern Art – <http://www.moma.org/>
- The Guggenheim Museum – <http://www.guggenheim.org>
- The Art Story – [http://www.theartstory.org/section\\_timelines.htm](http://www.theartstory.org/section_timelines.htm)
- Culture 24 – <http://www.culture24.org.uk/art>

The external resources may be useful for fact-finding and artist research.

# LESSON ELEMENT – TUTOR INSTRUCTIONS

## Art timeline/artist research

### Activity 3

**Short Activity** – Explain that the activity is to describe and interpret artworks using the correct art terminology.

Ask learners to work in small groups and, referring to the work of a favourite artist or designer, describe and interpret the piece through the following four components:

1. The content.
2. Formal design elements.
3. Expression and mood.
4. How the artwork was created.

Extension Activity: Ask your learners to work in small groups and to compare their chosen artworks with each other using the same four components considering what they have in common or their differences.

**Learners will need:**

- Art images.
- Access to Art History literature and the Internet.
- Paper and pens.

**Website external resources:**

- Art vocabulary Lists of Art.wmv – <https://www.youtube.com/watch?v=kijF-hPGsqU&feature=related>
- Elements and Principles of Design – [http://www.youtube.com/watch?v=rnwmZs1\\_kl8&feature=related](http://www.youtube.com/watch?v=rnwmZs1_kl8&feature=related)
- GCSE Bitesize – <http://www.bbc.co.uk/schools/gcsebitesize/art/practicalities/annotatingevalyourwork1.shtml>
- Incredible Art Department – <http://www.incredibleart.org/files/vocab.htm>
- Slide Share – <http://www.slideshare.net/dripsandcastle/art-critique-words>

The external resources may be useful for introducing the topic, increasing art vocabulary and interpreting artworks.

### Activity 4

**Extended Activity** – Explain to learners that the task is a practical activity to explore techniques and materials used by one of their chosen artists or designers.

Ask your learners to produce 2D or 3D samples in the style of one of their chosen artists or designers.

Ask learners to consider how their chosen practitioner uses:

- Materials, techniques and processes.
- Content/subject/approach.

Learners will need to show safe working practice, considering:

- Safe handling of materials, tools and equipment.
- Safety considerations when investigating techniques and processes, drawing reference, if applicable, to technical literature.

Learners will need:

- Materials, tools and equipment.
- Workshop facilities suitably equipped for practical activities.
- Specialist technical publications and knowledge of safe working practices.

**Website external resources:**

- The National Society for Education in Art and Design (nsead) guide to safe working practices in Art and Design – <http://www.nsead.org/hsg/index.aspx>

You will find the external resource useful for fact-finding on safe working practices.

# LESSON ELEMENT – TUTOR INSTRUCTIONS

## Generating a design idea

### Unit 1: Art and design in context

### LO2 Be able to develop an idea influenced by the work of another artist or designer

### Instructions and answers for tutors

In this Lesson Element learners need to develop an idea influenced by the work of an artist or designer.

Learners should consider:

- Adapting the artist's/designer's style, approach or technique to a personal theme or subject.
- Combining aspects of the artist/designer investigated, with another, where one provides the style/approach, and the second the composition/form.
- Producing new artwork in the artist's/designer's style, in response to a brief.
- Designing support/gift material for an exhibit of the artist's work.

Learners should produce work that is skilfully finished, generally of a high quality and show a thorough understanding of art and design in context.

**Activity 1** 60 minutes

**Activity 2** 60 minutes

**Activity 3** 9 hours

**Activity 4** 3 hours

#### Opportunity to develop English and/or Maths skills



Opportunities to develop English skills could include, for example: analysis of text, summarising of material, sentence construction and vocabulary extension. Opportunities to develop skills in Maths could include, for example: geometric patterns, symmetry, fractals, tessellations, Fibonacci sequence and 3D models.

#### Opportunity to extend learning in work experience situation



Artist/Designer  
Community Arts worker  
Assistant Exhibitions Officer  
Assistant Display Designer

# LESSON ELEMENT – TUTOR INSTRUCTIONS

## Generating a design idea

### Activity 1

**Short Activity** – Ask your learners to consider where artists get their ideas. To help encourage class discussion, ask learners to consider how an idea might be generated. Some of the following examples could be considered:

- The material's own qualities, such as colour, shape, texture etc.
- Experimenting, exploring, technical skills, chance.
- Observational drawing.
- Imagination.
- Expression/mood, such as feelings and emotions.
- Subject/theme.
- Other cultures/religions/artists/movements/trends and events.
- Interests and hobbies.
- Nature and the man-made world.
- Composition making considering the arrangements of elements on a page.
- Words and literature.
- Art theory.

Ask learners to visit the BBC Blast and the video entitled: *'How to create sculptures with David Mach part 1'*. Discuss the video.

Website: BBC Creative Blueprint Blast – <http://www.bbc.co.uk/blast/221833>

Working in small groups, ask learners to find artworks created in some of the ways discussed.

Ask your learners to present their findings to the rest of the class.

**Learners will need:**

- Images of sample artworks.
- Access to Art History literature and the Internet.
- Paper and pens.

**Website external resources:**

- Incredible Art department – <http://www.incredibleart.org/files/ideas.htm>
- BBC Creative Blueprint Blast – <http://www.bbc.co.uk/blast/221833>
- BBC Creative Blueprint Blast – <http://www.bbc.co.uk/blast/>
- The Secret of Generating Ideas – <http://www.bartelart.com/arted/ideas.html>

Resources will help learners' to understand where artists get their ideas.



# LESSON ELEMENT – TUTOR INSTRUCTIONS

## Generating a design idea

### Activity 2

**Short Activity** – Ask your learners to work in small groups to develop ideas for a new piece of artwork based on the work/s of a chosen artist or designer.

Ask learners to produce rough sketches or models, etc., to help them generate ideas.

Invite learners to present their findings to the class.

**Learners will need:**

- Paper, pens, modelling clay etc.
- Artist references.

**Website external resources:**

- Incredible Art Department – <http://www.incredibleart.org/files/ideas.htm>
- The Secret of Generating Ideas – <http://www.bartelart.com/arted/ideas.html>

The external resources may be useful for developing learner understanding of the topic.

### Activity 3

**Extended Activity** – Ask learners to generate an idea for a new piece of personal creative work using their study into the work of a chosen artist or designer as their influence.

Encourage learners to think creatively and to experiment with ideas. Ask your learners to consider the formal elements of art and design to extend their understanding of art and design as a visual language.

Ask learners to consider:

- Alternatives ideas.
- More than one outcome.
- Perfecting a technique.
- Formal design elements.
- Use of annotation to record experiences and emotions connected to an image.

**Learners will need:**

- Art materials and artist reference.

**Website external resources:**

- BBC Bitesize – <http://www.bbc.co.uk/schools/gcsebitesize/art/aos/ao13.shtml>
- Student Art Guide – <http://www.studentartguide.com/articles/a-level-art-coursework-development>
- Pinterest – <https://www.pinterest.com/mckeown114/art-developing-art-ideas/>

The external resources may be useful for fact-finding and for experimenting with design ideas.

### Activity 4

**Extended Activity** – Ask your learners to plan a final design that is original and skilfully finished. The design should be reflective of work so far undertaken and show an accumulative understanding of art and design in context.

**Learners will need:**

- Art materials and research work.

**Website external resources:**

- BBC Bitesize – [http://www.bbc.co.uk/schools/gcsebitesize/art/course\\_basics/externallysettask4.shtml](http://www.bbc.co.uk/schools/gcsebitesize/art/course_basics/externallysettask4.shtml)
- Student Art Guide – <http://www.studentartguide.com/articles/a-level-art-coursework-development>
- Pinterest – <https://uk.pinterest.com/mhsartdept/ideas-for-art-projects-at-gcsebtec-and-a-level/>

The external resources may be useful for fact-finding and for planning a final design.

# LESSON ELEMENT – TUTOR INSTRUCTIONS

## Developing a final outcome

### Unit 1: Art and design in context

### LO3 Produce a final outcome influenced by the work of another artist or designer

#### Instructions and answers for tutors

In this Lesson Element learners need to develop an idea influenced by the work of an artist or designer.

Learners will be asked to demonstrate proficient skills in producing a competent final work. The work produced should be of a good quality.

**Activity 1** 20 hours

**Activity 2** 60 minutes

**Activity 3** 60 minutes

**Activity 4** 60 minutes

#### Opportunity to develop English and/or Maths skills



Opportunities to develop English skills could include, for example: analysis of text, summarising of material, sentence construction and vocabulary extension. Opportunities to develop skills in Maths could include, for example: geometric patterns, symmetry, fractals, tessellations, Fibonacci sequence and 3D models.

#### Opportunity to extend learning in work experience situation



Assistant model making for stage and TV  
 Display designer  
 Visual merchandiser  
 Workshop assistant to a practitioner  
 Creative apprentice  
 Tattoo designer

# LESSON ELEMENT – TUTOR INSTRUCTIONS

## Developing a final outcome

### Activity 1

**Extended Study** – Ask your learners to produce a competent final outcome, sample, model or maquette influenced by the artist or designer investigated.

Ask learners to show an understanding and appreciation of material qualities and their characteristics that should suit intentions.

**Learners will need:**

- Materials, tools and equipment.
- Workshop facilities suitably equipped for practical activities.
- Specialist technical publications and knowledge of safe working practices.

**Website external resources:**

- Artist Tool Kit – <http://www.artsconnected.org/toolkit/encyclopedia.html>

The external resource may be useful for fact-finding and will help learners appreciate material qualities and characteristics.

### Activity 2

**Extended Studies** – Ask learners to show control in the handling of tools and equipment. Learners should work safely and with due regard to relevant legislation and in line with any technical manuals.

Ask learners to record safe working practices in the control of materials, tools and equipment used when producing their final art and design work.

**Learners will need:**

- Materials, tools and equipment.
- Workshop facilities suitably equipped for practical activities.
- Specialist technical publications and knowledge of safe working practices.

**Website external resources:**

- nsead guide to safe working practices in Art and Design – <http://www.nsead.org/hsg/index.aspx>

You will find the suggested resource useful for fact-finding and it will help your learners to appreciate the need for safe working practices in the control of materials, tools and equipment used in art and design practices.

### Activity 3

**Short Study** – Critique (Formative Assessment.) Ask your learners to discuss how they could improve on techniques to create a more skilfully finished outcome.

Ask learners to gather feedback from classmates or a tutor on ways to improve the quality of the final outcome and their technical skills.

Ask learners to bullet point a plan of action listing methods to refine the finish of the final outcome and improve on technique.

**Learners will need:**

- Paper and pen.
- Artwork.

**Website external resources:**

- GCSE Bitesize – <http://www.bbc.co.uk/schools/gcsebitesize/art/practicalities/annotatingevalyourwork2.shtml>

The suggested resource may be useful for annotating a review of artwork.

# LESSON ELEMENT – TUTOR INSTRUCTIONS

## Developing a final outcome

### Activity 4

**Short Activity** – Ask your learners to work in small groups to produce a spider chart/mind map that lists safe working practices and other health and safety considerations used to produce the final artworks. It is recommended that each group consists of learners from the same art and design discipline so that they can focus on the aspects relevant to their specific discipline. Ask the learners to make reference to:

- Safe handling of materials, tools and equipment.
- Safety considerations when working with techniques and processes.
- Technical literature.

**Learners will need:**

- Specialist technical publications and knowledge of safe working practices.

**Website external resources:**

- nsead guide to safe working practices in Art and Design – <http://www.nsead.org/hsg/index.aspx>

You will find the resource useful for identifying safe working practices in the control of materials, tools and equipment used in art and design practices.

# LESSON ELEMENT – TUTOR INSTRUCTIONS

## Review and Evaluation

### Unit 1: Art and design in context

### LO4 Review their final outcome in comparison to the work of the artist or designer

### Instructions and answers for tutors

In this Lesson Element learners will produce a review of their final outcome and will compare it to the work of the artist or designer that most influenced them.

**Activity 1** 3 hours 45 minutes

**Activity 2** 15 minutes

**Activity 3** 60 minutes

**Activity 4** 60 minutes

#### Opportunity to develop English and/or Maths skills



Opportunities to develop English skills could include, for example: analysis of text, summarising of material, sentence construction and vocabulary extension. Opportunities to develop skills in Maths could include, for example: geometric patterns, symmetry, fractals, tessellations, Fibonacci sequence and 3D models.

#### Opportunity to extend learning in work experience situation



Arts Feature Writer  
Research Writer  
Online Arts Blogger  
Studio Administrator/Technical/Project Assistant  
Communications and Press Assistant

# LESSON ELEMENT – TUTOR INSTRUCTIONS

## Review and Evaluation

### Activity 1

**Extended Activity** – Self Assessment.

Ask your learners to create a mood board of linking images that illustrates how they have connected together ideas as they have progressed through the unit.

Ask learners to annotate each image explaining how ideas developed. Explain to learners that annotations should show good analytical skills.

Learners should show a critical understanding of art and design in context and demonstrate that they have understood the influence of a chosen artist or designer on the final outcome.

**Learners will need:**

- Camera, computing and printer access.
- Artwork.
- Glue stick, paper and scissor.

**Website external resources:**

- Department of Art, Media & Design London Metropolitan University – [https://metranet.londonmet.ac.uk/fms/MRSite/psd/hr/capd/investigations/vol5/INV%205\\_013%20-%20Harris.pdf](https://metranet.londonmet.ac.uk/fms/MRSite/psd/hr/capd/investigations/vol5/INV%205_013%20-%20Harris.pdf)

This suggested resource may be useful for fact-finding on the taxonomy of creative review.

### Activity 2

**Short Activity** – Peer critique.

Explain that this activity is a peer critique to help learners show their achievements and to consider areas for improvement.

Ask your learners to work in pairs and write a comment about each other's final outcome.

Explain to your learners that they should write a comment that describes: *'What Went Well'* and *'Even Better If'*.

Explain to learners that this task will help them to think about what has gone on so far and will help them to:

- Improve reflective and analytical skills.
- Deepen understanding.
- Improve achievement.

**Learners will need:**

- Pen and paper.
- Final outcome/s.

**Website external resources:**

- Teaching Essentials – <http://www.teachingessentials.co.uk/SAS%20Posters.pdf>
- TES – <http://teachertoolkit.me/2013/07/01/the-5-minute-marking-plan-by-teachertoolkit-and-leadinglearner-5minplan/>

You may find the suggested resources useful for fact-finding and it will help learners to correct and improve their work.

# LESSON ELEMENT – TUTOR INSTRUCTIONS

## Review and Evaluation

### Activity 3

**Short Activity** – Group critique.

Ask learners to appraise each other's final artwork by writing a short comment about the successes and suggestions for improvement.

Feedback responses could start as follows:

- One thing I really like about this is ...
- One way to make this stronger could be ...
- Did you ever think about ...?

Ask your learners to write feedback on 'Post It Notes'.

**Learners will need:**

- 'Post It Notes' and pens.
- Final outcome.

**Website external resources:**

- Association for Supervision and Curriculum Development – <http://www.ascd.org/publications/educational-leadership/nov09/vol67/num03/Why-Every-Student-Needs-Critical-Friends.aspx>

You may find the suggested resource useful for fact-finding and will help learners to give constructive feedback.

### Activity 4

**Short Activity** – Target critiques. (Hot seat questions)

Explain to learners that they are going to work in small groups to devise: 'who, what, where, when, why and how' questions about their final artwork.

Discuss question prompts to encourage detailed enquiring, such as:

- What have you done and why did you do it? What difference did it make?
- Why have you chosen to work with a particular medium or technique?
- How does the artwork fit in with your project?
- How does it link to the chosen artist or designer?
- What changes have you noticed?
- What aspect do you like?
- How could you improve the work?
- What do you think you will do next?

Learners should take turns sitting in the hot seat to answer questions.

**Learners will need:**

- Pen and paper.
- Final outcome.

**Website external resources:**

- TES – <https://www.tes.com/teaching-resource/hot-seat-questions-poster-6267508>

You will find the suggested resource useful for classroom display.

# LESSON ELEMENT – LEARNER ACTIVITY

## Art timeline/artist research

### Unit 1: Art and design in context

For this Lesson Element you will create a timeline to illustrate how a chosen art or design discipline has evolved. Disciplines could be chosen from fashion and textiles, sculpture, painting, photography, graphic design, product design etc.

From your timeline you will select an area of personal interest that might include an art movement, style, period, culture or theme. You will explore this chosen area of interest through annotated and visual studies and by examining the work of three or more selected artists or designers.

Choosing one of your selected artists or designers, you will produce an in-depth study exploring their design ideas, techniques, etc., producing some 2D or 3D samples of work in the style of that chosen artist or designer. Safe working practice must be observed when undertaking practical investigations.

### Activity 1

**Short Activity** – Make a timeline linking artworks made by artists, craftspeople and designers to key trends and events of that time. You could use the Key Events listed. Then pick an artwork (which could be from the Sample Art Works list or elsewhere) and place it in the right place on the timeline. Next, explain how your chosen artwork is influenced by trends and events of that time.

So for example, a timeline could show:

- How modern sculpture has evolved over time and has been shaped and transformed by significant influences from 1840 to 1970 – [http://www.theartstory.org/sculpture\\_timeline.htm](http://www.theartstory.org/sculpture_timeline.htm)
- The Top 50 Works of Modern Art – <http://www.theartstory.org/top50.htm>
- The Greatest Jewish Achievements in Modern Art – [http://www.theartstory.org/timeline\\_jewish.htm](http://www.theartstory.org/timeline_jewish.htm)
- Works of French Sculptor Louise Bourgeois – <http://www.theartstory.org/artist-bourgeois-louise.htm>

When referring to key trends of the time consider popular and fashionable directions that were taken in painting, music, literature and dance, etc. So for example: the 1920s is often called the 'Roaring 20's' and is defined by dramatic changes in fashion, music and dance styles. The 'Roaring 20's' is described as an era of 'prosperity, fast cars, jazz, and wild youth'. Artworks were often richly coloured with exotic themes such as those inspired by a black African culture that formed part of the Art Deco period. Others drew influence from new mechanical forms and forces, with the United States leading the way building majestic skyscrapers and designing streamlined locomotives; this 'machine age' in design offered inspiring symbols to artists and designers.

Website reference: <https://prezi.com/eetb0sgoqos8/1920s-fads-and-trends-roaring-twenties/>

Use art vocabulary to help you explain and interpret the work.

Present your findings to the rest of the class.

Website external resources:

Timelines

- The Art Story – [http://www.theartstory.org/section\\_timelines.htm](http://www.theartstory.org/section_timelines.htm)
- Arty Factory – [http://www.artfactory.com/art\\_appreciation/timelines/art\\_history\\_timelines.htm](http://www.artfactory.com/art_appreciation/timelines/art_history_timelines.htm)
- ENCYCLOPEDIA OF ART© visual-arts-cork.com – <http://www.visual-arts-cork.com/history-of-art-timeline.htm>
- Kayla Poirier (Prezi) – <https://prezi.com/eetb0sgoqos8/1920s-fads-and-trends-roaring-twenties/>

Art vocabulary

- GCSE Bitesize – <http://www.bbc.co.uk/schools/gcsebitesize/art/practicalities/annotatingevalyourwork1.shtml>
- Incredible Art Department – <http://www.incredibleart.org/files/vocab.htm>
- Slide Share – <http://www.slideshare.net/dripsandcastle/art-critique-words>

This is a tutor guided activity. You will find the external resources useful for fact-finding and will help you to understand how artwork is influenced by events and trends of the time.



# LESSON ELEMENT – LEARNER ACTIVITY

## Art timeline/artist research

Key Events
1851 – The Great Exhibition at Crystal Palace
1859 – The 'Origin of the Species' is completed by Charles Darwin
1866 – The first transatlantic cable is laid
1869 – The opening of the Suez Canal
1876 – The four-stroke internal combustion engine is developed by Nikolaus Otto
1882 – Germany, Italy and Austria–Hungary form the Triple Alliance
1885 – The machine gun is invented by Hiram Maxim
1890 – An all steel bridge is built over the Firth of Forth
1897 – The diesel engine is patented by Rudolf Diesel
1901 – The death of Queen Victoria
1903 – The first aeroplane flight by the Wright brothers
1905 – Einstein's theory of relativity
1907 – The first animated cartoon made by Emile Cohl
1912 – Titanic hits an iceberg and sinks
1914 – Panama Canal complete
1914-18 – The First World War
1910 – First film is made in Hollywood
1915 – America enters the war
1918 – Jazz introduced into Europe from America
1920 – The first radio transmissions
1927 – The first talking film, 'The Jazz Singer' in America
1939 – Second World War begins
1941 – Japan bombs Pearl Harbour - America is now at war
1945 – The atom bomb is dropped on Hiroshima and Nagasaki – Japan surrender
1948 – The State of Israel is born
1952 – The accession of Queen Elizabeth II on the death of King George VI
1953 – Commercial television begins
1955 – Blue jeans become a number one best seller
1956 – Civil rights demonstrations in America
1961 – First manned space flight by Yuri Gagarin
1963 – John F Kennedy, president of America, is assassinated in Dallas
1966 – Barclaycard – first British credit card
1969 – The first man walks on the moon
1972 – Britain joins the EEC membership
1973 – Skylab launched into orbit by America
1982 – The Falklands War between Britain and Argentina
1983 – The Channel Tunnel is begun
1987 – Stock markets collapse – 19 October Black Monday
1990 – The Berlin wall is demolished
1991 – The USSR and Communism start to disintegrate
1992 – Yugoslavia split by civil war
1995 – First planet outside our solar system found Pegasi-51
2001 – Wikipedia is launched
2005 – YouTube is launched
2006 – Saddam Hussein is executed and Twitter is launched
2009 – Barack Obama is sworn in as 44th president of the USA
2014 – Ebola virus epidemic in West Africa infects more than 20,000 people and killing more than 7,000

# LESSON ELEMENT – LEARNER ACTIVITY

## Art timeline/artist research

Sample Art Works		
Art Movement	Image	Artist
Symbolism Started: 1880 Ended: 1910	<a href="http://www.artjin22.com/static/img/gallery/classic/james_ensor_death_and_the_masks_1897.jpg">http://www.artjin22.com/static/img/gallery/classic/james_ensor_death_and_the_masks_1897.jpg</a>	Artist: James Ensor <i>'Death and the Masks'</i> (1897)
Art Nouveau Period Started: 1890 Ended: 1905	<a href="https://classconnection.s3.amazonaws.com/698/flashcards/2966698/jpeg/unknown-2-14129D029265BB77898.jpeg">https://classconnection.s3.amazonaws.com/698/flashcards/2966698/jpeg/unknown-2-14129D029265BB77898.jpeg</a>	Artist: Hector Guimard Art Nouveau Entrance Gate to Paris Subway Station (1900)
Bauhaus Started: 1919 Ended: 1933	<a href="http://static.dezeen.com/uploads/2007/12/8459-tea-infuser.jpg">http://static.dezeen.com/uploads/2007/12/8459-tea-infuser.jpg</a>	Artist: Marianne Brandt <i>'Model No. MT 49'</i> (1927)
Surrealism Started: 1924 Ended: 1966	<a href="http://uploads1.wikiart.org/images/rene-magritte/the-taste-of-tears-1946(1).jpg">http://uploads1.wikiart.org/images/rene-magritte/the-taste-of-tears-1946(1).jpg</a>	Artist: René Magritte <i>'The Flavour of Tear'</i> (1948)
Pop Art Started: Mid 1950s Ended: Early 1970s	<a href="http://www.moma.org/wp/moma_learning/wp-content/uploads/2012/06/Warhol-Soup-Cans-469x292.jpg">http://www.moma.org/wp/moma_learning/wp-content/uploads/2012/06/Warhol-Soup-Cans-469x292.jpg</a>	Artist: Andy Warhol <i>'Campbell's Soup Cans'</i> (1962)
Earth Art (Land Art or Earthworks) Started: 1960s to 1980s	<a href="http://www.tate.org.uk/art/images/work/P/P07/P07149_10.jpg">http://www.tate.org.uk/art/images/work/P/P07/P07149_10.jpg</a>	Artist: Richard Long <i>'A Line made by Walking'</i> (1967)
The Pictures Generation – Post Modernism Started: 1974 Ended: 1984	<a href="http://www.moma.org/collection/works/56618?locale=en">http://www.moma.org/collection/works/56618?locale=en</a>	Artist: Cindy Sherman Untitled Film Stills (1977-1980)
Photorealism Started: Early 1960s onwards	<a href="http://orig10.deviantart.net/8d09/f/2010/166/1/2/diogenes_by_denis_peterson.jpg">http://orig10.deviantart.net/8d09/f/2010/166/1/2/diogenes_by_denis_peterson.jpg</a>	Artist: Denis Peterson <i>'Diogenes II'</i> (2009)
Street Art Started: 1920 onwards	<a href="http://summerofhate.files.wordpress.com/2011/02/obama-hope-shepard-fairey.jpg?w=614&amp;h=924">http://summerofhate.files.wordpress.com/2011/02/obama-hope-shepard-fairey.jpg?w=614&amp;h=924</a>	Artist: Shepard Fairley <i>'Barack Obama Hope'</i> poster (2008)

# LESSON ELEMENT – LEARNER ACTIVITY

## Art timeline/artist research

### Activity 2

**Extended Activity** – Produce a detailed timeline to illustrate how your chosen art or design discipline has evolved.

Consider the following influences:

- Art movements/styles.
- Key developments.
- Artists/craftspeople/designers.
- Events/trends.

From the timeline, choose an area of personal interest that you would like to investigate in more detail, such as a specific art movement, style, period, culture or theme.

Using illustrations, drawings and annotated studies, explore your area of personal interest through the works of three or more selected artists or designers.

Consider influences on the artists' or designers' work, such as:

- Major events - social, political, historical and moral.
- Technological or scientific developments.
- Past artists/movements/trends/events that influences them.
- The influence of past artists on other artists/movements/trends/styles..

#### Website external resources:

- BBC Arts Online – <http://www.bbc.co.uk/arts>
- Artcyclopedia – <http://www.artcyclopedia.com/>
- The Saatchi Gallery – <http://www.saatchigallery.com/>
- The Victoria and Albert Museum – <http://www.vam.ac.uk/>
- Tate Galleries – <http://www.tate.org.uk/>
- Design Museum – <http://designmuseum.org/>
- National Media Museum – <http://www.nationalmediamuseum.org.uk/>
- Crafts Council UK – <http://www.craftscouncil.org.uk/>
- Metropolitan Museum of Art – <http://www.metmuseum.org/>
- Museum of Modern Art – <http://www.moma.org/>
- The Guggenheim Museum – <http://www.guggenheim.org>
- The Art Story – [http://www.theartstory.org/section\\_timelines.htm](http://www.theartstory.org/section_timelines.htm)
- Culture 24 – <http://www.culture24.org.uk/art>
- The Art Story – [http://www.theartstory.org/section\\_timelines.htm](http://www.theartstory.org/section_timelines.htm)
- Arty Factory – [http://www.artfactory.com/art\\_appreciation/timelines/art\\_history\\_timelines.htm](http://www.artfactory.com/art_appreciation/timelines/art_history_timelines.htm)

This is a tutor guided activity. You will find the external resources useful for fact-finding and they will help you to understand how events and trends can influence art.

# LESSON ELEMENT – LEARNER ACTIVITY

## Art timeline/artist research

### Activity 3

**Short Activity** – In this task use the correct vocabulary to annotate artworks and to show your interpretation skills.

Working in small groups use the art vocabulary web links to help you to describe and interpret artwork by a favourite artist or designer, making reference to the following four components:

1. Content
  - What is the work about?
  - Who created the work and when was it made? Name the artist/designer and art movement/style.
  - What was happening in the world at the time that might have influenced the work? For example: political upheaval, scientific developments, new technologies etc.
2. Formal Design Elements
  - Describe the way the artist or designer has used formal design elements, such as: line, mark, tone, colour, shape, texture and pattern.
3. Expression and Mood
  - Does the work capture a feeling or emotion, such as fear or joy?
  - How has the artist suggested the mood or emotion? For example: by colour, subject, techniques etc.
4. How is the work created?
  - Describe materials, techniques or processes used.
  - Is the work typical of the artist/designer's 'style' and technique? For example, Jackson Pollock is famous for dribbling paint in his 'Action Paintings'.

**Extension activity:** In small groups, compare your chosen artworks with each other. For example: compare similarities and differences between content, formal design elements, choice of materials, expression and emotion.

**Website external resources:**

- Artlex Art Dictionary – <http://www.artlex.com/>
- Incredible Art Department – <http://www.incredibleart.org/files/vocab.htm>
- Slide Share – <http://www.slideshare.net/dripsandcastle/art-critique-words>
- GCSE Bitesize – <http://www.bbc.co.uk/schools/gcsebitesize/art/practicalities/annotatingevalyourwork1.shtml>
- Artist's Tool Kit – <http://www.artconnected.org/toolkit/encyclopedia.html>

This is a tutor guided activity. Resources will help you to develop an art vocabulary to support your interpretation of the artwork.

# LESSON ELEMENT – LEARNER ACTIVITY

## Art timeline/artist research

### Activity 4

**Extended Activity** – Create 2D or 3D samples of work in the style of a chosen artist or designer.

You will need to show:

- Material investigations and form, making processes.
- Knowledge of the effect of tools and equipment upon processes.

You will also need to show:

- Technical competence through research and experimentation.
- How your chosen artist or designer used their materials, techniques and processes.

You need to use equipment and tools safely and show knowledge of safe working practice, considering, safe handling of materials, tools and equipment. Where applicable, make cross reference to technical instruction and literature.

**Website external resources:**

- The National Society for Education in Art and Design (nsead) guide to safe working practices in Art and Design – <http://www.nsead.org/hsg/index.aspx>

This is a learner led activity with tutor guidance. You will find the suggested resource useful for fact-finding and helpful in recognizing the need for safe working practices in the control of materials, tools and equipment used in art and design practices.

# LESSON ELEMENT – LEARNER ACTIVITY

## Generating a design idea

### Unit 1: Art and design in context

For this Lesson Element you will generate an idea and produce practice work based upon the work of a chosen artist or designer.

To create an idea you will need to consider:

- Adapting the artist's/designer's style, approach or technique to a personal theme or subject.
- Combining aspects of the artist/designer investigated, with another, where one provides the style/approach and the second the composition/form.
- Producing new artwork in the artist's/designer's style, in response to a brief.
- Designing support/gift material to go with an exhibit of the artist's work.

You will need to show:

- Good understanding of the formal elements of design when using line, mark, colour, shape, pattern, texture, space etc.
- Skill and control in the handling of tools and equipment.
- An appreciation for the characteristics of materials and processes used.

### Activity 1

**Short Activity** – How do artists get their ideas? Working in small groups, explore ways you think ideas for artworks could be generated and find examples. Present your findings to the rest of the class.

**Website external resources:**

- Incredible Art department – <http://www.incredibleart.org/files/ideas.htm>
- BBC Blast and the video title 'How to create sculptures with David Mach part 1' – <http://www.bbc.co.uk/blast/221833>

This is a tutor guided activity. Resources will help you to widen your understanding of where artists get their ideas.

# LESSON ELEMENT – LEARNER ACTIVITY

## Generating a design idea

### Activity 2

**Short Activity** – For this activity you will create ideas for a new piece of artwork that links works made by artists, craftspeople and designers.

In small groups create rough sketches or models. To help with these activities consider some of the following questions:

- How could I adapt the artist's/designer's style to produce new artwork?
- What approach or technique could I take from the artist or designer to create a new or personal theme or subject?
- How could I combine aspects of the artist/designer investigated, with another, where one provides the style/approach and the second the composition/form?
- Could I design support/gift material to support an exhibit of the artist's work?

Present your findings to the class.

**Website external resources:**

- BBC Creative Blueprint Blast – <http://www.bbc.co.uk/blast/221833>
- Incredible Art Department – <http://www.incredibleart.org/files/ideas.htm>

This is a tutor guided activity. Resources are for fact-finding and will help you to understand how to generate ideas.

# LESSON ELEMENT – LEARNER ACTIVITY

## Generating a design idea

### Activity 3

**Extended Activity** – Develop your ideas based upon research undertaken into the works of your chosen artist or designer.

Produce competent artwork, considering alternative ideas that show you understand formal design elements such as the use of line, mark, tone, colour, shape, texture and patterns.

Experiment with ideas using a variety of materials for a final piece of work.

From your research refine and modify ideas to make them better or different by:

- Producing rough sketches of what you could do next.
- Trying different combinations of things such as colour, line, pattern, shape and texture etc.
- Writing notes about these changes and describing your first thoughts. What works? What doesn't?
- Decide what is important and worth continuing with? Get some feedback from teachers and classmates.

**Website external resources:**

- Exploring Different Techniques – <http://www.bbc.co.uk/schools/gcsebitesize/art/video/>
- Artist Tool Kit – <http://www.artsconnected.org/toolkit/index.html>
- BBC Bitesize – <http://www.bbc.co.uk/schools/gcsebitesize/art/aos/ao13.shtml>
- Student Art Guide – <http://www.studentartguide.com/articles/a-level-art-coursework-development>
- Pinterest – <https://www.pinterest.com/mckeown114/art-developing-art-ideas/>

This is a learner led activity with tutor guidance. Resources will help you to understand how final ideas can be developed from an initial source.



# LESSON ELEMENT – LEARNER ACTIVITY

## Generating a design idea

### Activity 4

**Extended Activity** – Plan and prepare your final piece.

To help you decide on your final design, consider:

- Four or five preferred designs, choosing one that works the best.
- Think about how you will make what you want to do.
- Decide on the materials, technique and processes you will use and the time you have to do it in.
- Check your final design satisfies the brief.

Produce finished drawings/plans to show how you imagine the final artwork will look.

**Website external resources:**

- BBC Bitesize – [http://www.bbc.co.uk/schools/gcsebitesize/art/course\\_basics/externallysettask4.shtml](http://www.bbc.co.uk/schools/gcsebitesize/art/course_basics/externallysettask4.shtml)
- Student Art Guide – <http://www.studentartguide.com/articles/a-level-art-coursework-development>
- Pinterest – <https://uk.pinterest.com/mhsartdept/ideas-for-art-projects-at-gcsebtec-and-a-level/>

This is a learner led activity with tutor guidance. You will find the external resources useful for planning a final design.

# LESSON ELEMENT – LEARNER ACTIVITY

## Developing a final outcome

### Unit 1: Art and design in context

For this Lesson Element you will produce a final outcome influenced by your chosen artist or designer.

You will need to work safely when using selected media, tools and techniques.

Your final piece of work should successfully bring together your personal ideas reaching a suitable conclusion, with the final outcome being of a generally good quality and demonstrating proficient skill.

### Activity 1

**Extended Studies** – Produce a competent final outcome, sample, model or maquette that shows you have connected together and learned from all the research undertaken as you have progressed through the unit. Show that you have been influenced by the artist or designer investigated.

Demonstrate an understanding of technical processes while showing sensitivity in the control and appreciation of material qualities and characteristics.

**Website external resources:**

- Artist Tool Kit – <http://www.artsconnected.org/toolkit/encyclopedia.html>

This is a learner led activity with tutor guidance. The resource will help you to understand material qualities and their characteristics.

# LESSON ELEMENT – LEARNER ACTIVITY

## Developing a final outcome

### Activity 2

Show safe workshop practice by:

- Adhering to general workshop etiquette.
- Wearing appropriate clothing, face masks, gloves etc.
- Knowing the location of first aid boxes.
- Knowing and adhering to health and safety rules should there be an accident.
- Understanding common equipment and material hazards.
- Using tools and equipment safely and in line with technical instruction.

Record how you followed safe working practices in the control of materials, tools and equipment when producing your final art and design work.

Make cross-reference to technical instructions and literature to show that safe workshop practice was followed.

#### **Website external resources:**

- nsead guide to safe working practices in Art and Design – <http://www.nsead.org/hsg/index.aspx>

This is a learner led activity with tutor guidance. You will find the suggested resource useful for fact-finding and helpful in recognising the need for safe working practices in the control of materials, tools and equipment used in art and design processes.

# LESSON ELEMENT – LEARNER ACTIVITY

## Developing a final outcome

### Activity 3

#### Short Study – Critique.

Gather feedback from your tutor or classmates on the work you have so far produced. Ask how you could improve the quality of the finished outcome.

You may like to ask some of the following questions:

- Could I improve on technique?
- Have I understood the material/s selected and explored them to their full potential?
- Have I chosen the correct material/technique/s for the task?
- Is my work of a good quality? Could it be improved?
- Have I demonstrated sufficient skill in my handling of materials?
- Have I chosen my best design to be realized as a final outcome?
- Have I answered the brief correctly?

Bullet point a plan of action listing methods to improve the finish of the outcome and improve on technique.

#### Learners will need:

- Paper and pen.

#### Website external resources:

- GCSE Bitesize – <http://www.bbc.co.uk/schools/gcsebitesize/art/practicalities/annotatingevalyourwork2.shtml>

This is a tutor guided activity. You will find the suggested resource useful for fact-finding and helping you to appraise your work.

# LESSON ELEMENT – LEARNER ACTIVITY

## Developing a final outcome

### Activity 4

**Short Activity** – Working in teams produce a spider chart/mind map that lists health and safety regulations and safe working practices within your subject discipline.

Use the spider chart/mind map to produce a list of safe working practices and health and safety considerations used to create your final outcome.

This could include reference to:

- Safe handling of materials, tools and equipment.
- Safety considerations when investigating techniques and processes.
- Technical literature to help with your research.

**Website external resources:**

- nsead guide to safe working practices in Art and Design – <http://www.nsead.org/hsg/index.aspx>

This is a learner led activity with tutor guidance. You will find the suggested resource useful for fact-finding and helpful in recognizing the need for safe working practices in the control of materials, tools and equipment used in art and design practices.

# LESSON ELEMENT – LEARNER ACTIVITY

## Review and Evaluation

### Unit 1: Art and design in context

For this Lesson Element you will review your final outcome with the work of the artist or designer that most influenced you by considering:

- If your final creative piece matched your intentions?
- The similarities between your own and the other artists' or designers' work.
- Key factors that most influenced your work.

### Activity 1

**Connections** – Review your work showing how your final outcome has come together by creating a mood board of annotated, linking images.

You could do this by:

- Placing images of artists' and designers' work side-by-side with your own work.
- Using annotations to explain connections between images and ideas.
- Explaining decisions made at each stage of the designing process that helped you to reach your final outcome.

You should:

- Use annotations alongside sketches, designs and images.
- Demonstrate your understanding of links between visual and formal elements.
- Demonstrate connections with contextual sources and the way other artists and designers work.

To help you review your final outcome consider, for example:

- What key ideas/factors came from your initial research?
- Are there similarities between your own and the other artist's work?
- How have you used design elements seen in the artist's own work in your final outcome, such as line, tone, colour and shape?
- What materials did you use, and why?
- Does your final outcome match your intentions and were you successful?
- Is there anything you would change and why?

The task could be presented as a photographic and annotated page.

**Website external resources:**

- GCSE Bitesize – <http://www.bbc.co.uk/schools/gcsebitesize/art/practicalities/annotatingevalyourwork2.shtml>

This is a learner led activity with tutor guidance. You will find the suggested resource useful for fact-finding and will help you to understand the process of review.

# LESSON ELEMENT – LEARNER ACTIVITY

## Review and Evaluation

### Activity 2

**Short Activity** – Peer critiques.

Ask a classmate to write a comment about your final outcome. Ask them to keep it simple describing, *'What Went Well'* and *'Even Better If'*.

You can then write a comment to answer the same questions for your classmate's final outcome.

Use your classmate's feedback to help you to correct and improve your work.

**Website external resources:**

- Teaching Essentials – <http://www.teachingessentials.co.uk/SAS%20Posters.pdf>

This is a tutor guided activity. You will find the suggested resource useful for fact-finding and it will help you to understand how to improve and change your work.

# LESSON ELEMENT – LEARNER ACTIVITY

## Review and Evaluation

### Activity 3

**Short Activity** – Group critique.

On *'Post It Notes'* give feedback to a classmate about their final artwork. Be encouraging and supportive in your comments, but constructive about weaknesses and problems.

The following question prompts may help you to make useful comments:

- Have artists, art movements or other cultures, guided the study?
- Have the tools and techniques used by the artist or designer been successfully explored in the final outcome?
- Have skills developed during the project?
- Is the final outcome finished to a good quality?
- Are there any aspects of the study that could be further explored?

**Website external resources:**

- Schoolnet – [http://schoolnet.org.za/gettingstarted/05/M5\\_Act2.htm](http://schoolnet.org.za/gettingstarted/05/M5_Act2.htm)

This is a tutor guided activity. You will find the suggested resource useful for fact-finding and will help you to give constructive feedback.



# LESSON ELEMENT – LEARNER ACTIVITY

## Review and Evaluation

### Activity 4

**Short Activity** – Target critiques. (Hot seat questions)

Work in small groups to devise hot seat questions based on: 'who, what, where, when, why and how' to help you explain how you arrived at your final artwork; the strengths and weaknesses and how you could improve it.

Take it in turns to sit in the '*hot seat*' to answer the questions about your own work.

Consider your responses to the questions and how they will help you to correct and improve your work.

Website external resources:

- Pinterest – <https://uk.pinterest.com/LisaVaro/slp-wh-questions/>

This is a tutor guided activity. You will find the suggested resource useful for fact-finding and for devising '*hot seat*' questions.



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