

New
Specification



Rewarding Learning

General Certificate of Secondary Education

Art and Design

Component 1 Part B

Investigating the Creative and Cultural Industries

Guidance and examples for teachers

[G9081]

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**CONTROLLED
ASSESSMENT**

Component 1: Part B Investigating the Creative and Cultural Industries

How to use this booklet

These tasks provide opportunities for students to investigate and engage with the creative and cultural industries. Teachers should plan their course based on the resources and expertise available to them. The examples in this booklet can be adapted to suit the school context and local resources, for example planned school events, trips, local art centres, heritage sites and environment, businesses or industry. Teachers can choose to deliver this part of the course as a set assignment to the whole teaching group, or as a range of set tasks that individual students can choose from.

Each student must complete one of the following:

- 1 An investigation into an artist, designer, movement or other aspect of art and design leading to a personal response.**
- 2 A response to a design brief or visual arts commission.**
- 3 Participation in a collaborative project with a clearly defined role leading to an outcome which can be presented for individual assessment.**

Candidates will develop an awareness of the different working practices and roles in the creative and cultural industries that contribute to the production of art, craft and design. They will develop an understanding of the purpose, intentions and functions of art, craft and design, and how this impacts on their own work.

This booklet offers suggested starting points for each of the three tasks.

1 Research-based Investigation

Students undertake research into an artist, designer, craft practitioner, creative practice or art movement relevant to their own chosen area(s) of interest/practice/study. The research should inform the development of an outcome by the student.

Starting points

- A comparison of selected work from two different periods
- A comparison of two different approaches to drawing, printmaking, painting, sculpture or design with visual examples, critical analysis and personal appraisal
- A study of one movement in art and design
- A study of a contemporary artist, designer or craft practitioner
- A visual and annotated record of an exhibition visit
- An exploration into how different artists respond to the same theme
- An exploration into a specific textiles technique, e.g. how artists/cultures have used applique or batik in different ways, referring to specific examples
- A comparison exploring how two different photographers convey feelings and meanings in their images
- A comparison of lino and wood cutting in printmaking based on the work of named artists
- Research into the visual language of sculpture based on a specific practitioner or movement
- Research into a 20th century designer

- The use of techniques in ceramics, e.g. sgraffito, slab work, coiling, throwing and carving
- The use of materials in painting, e.g. oils, watercolours, gouache, encaustic, acrylic
- A practical study exploring how named artists or designers use digital media
- The media, materials, techniques and processes used by a single practitioner.

Research can include:

- first-hand insight into the practices of individuals, or organisations within the creative and cultural industries appropriate to their area(s) of study;
- a museum or gallery visit; or
- appropriate and credible texts and images from books, journals and the Internet.

Research can include written and practical responses to the work of others (for example drawings, thumbnails and experiments with processes and techniques).

Students should use their research to inspire experimentation and to inform and develop their own ideas as they work towards producing their outcome(s). Their work can reflect current art, craft and design practice and, where relevant, new media developments.

Their completed outcome should be presented with their research. The research should be presented in a suitable and relevant format. This might be a visual work book or portfolio, an annotated journal or sketchbook, written illustrated study, PowerPoint, a video with a soundtrack, website or installed presentation.

2 Design Brief or Visual Arts Commission

Students create original work in response to a design brief or visual arts commission. This can be from this booklet, one devised and written by the teacher, or it can be in collaboration with a client. Students use primary and secondary sources as a starting point for the development of their ideas leading to an appropriate response or resolution. The 'design process' or 'design cycle' can be used as the model for working, and students should consider client needs and expectations throughout.

Students should produce as appropriate, layouts, illustrations, samples, sketchbooks, digital media experiments, thumbnail sketches, typographic exploration, maquettes, models, elevations, storyboards and contextual references.

Example Design briefs

- Design a poster for a new film, starting with research into industry examples and/or the history of poster design
- Create a specific brand identity for a local coffee house
- Design an advertising leaflet/postcard for a 1950's Vintage/Retro shop
- Design a book cover for a new children's picture book
- Create a series of illustrations for a book or short story in any medium
- Design a brand identity for a photographer/printmaker/visual arts practitioner
- Design and create a surface pattern inspired by birds or wildlife, and create two sample items for an interior furnishings range, e.g. cushion cover or wallpaper
- Create a typographic alphabet for a wall in a local primary school
- Design a toy with wheels for a specific age group; ensure that the use of materials and the design are appropriate to age group
- Design and create a commemorative sculpture, vessel or trophy that reflects an aspect of the school's history or community
- Design a set of tiles which reflect a culture. Plan how they interconnect to be presented as a set.

Expanded example

Design the graphics for a magazine or web page to promote an event, to provide information and communicate mood/emotion. Possible examples include:

- a music festival
- coffee shop
- an art exhibition
- a campaign against poverty
- a health issue
- a homeless awareness issue

Use a combination of hand-drawn imagery, illustration, digital processes, type design and image making to convey a clear message. Present the work in a form suitable for client consultation.

Possible exploratory approaches

- Research various web page or magazine formats and compositions that interest you and document these in your sketchbook
- Experiment with a variety of drawing materials such as pens, brushes, inks, marker pens, spray paints and watercolours
- Explore hand-drawn typography and illustration to develop initial ideas
- Use mixed media, collage, photography and/or digital media to develop possible layouts and imagery
- Layer photographs, paper, fabric, hand-drawn type, illustrations, cut type from magazines to develop your style of imagery
- Assemble found objects or manipulate flexible materials such as string, wire, clay and cut paper to form words or images
- Photograph, manipulate and explore how these ideas could be developed into your finished work.

Example Visual Arts Commissions

School Visual Arts Commission

A local school is celebrating its 50th birthday and invites proposals from visual artists for artworks to be permanently sited in the school grounds. Students are invited to respond to the school, its people, place, ethos and identity, in ways that are meaningful to them, the school community and the wider context.

Public Art Commission

The local council want to commission a piece of public art reflecting the local area. The artist should reflect the unique history or geography of the area in a contemporary way. The design should be innovative and creative. The design should also be easily maintained and be able to stand the test of time. Maquettes or scale models can be presented in the place of a realised outcome. (This brief has the potential for realisation by working with local community)

Restaurant Visual Arts Commission

A new Moroccan restaurant is opening in your town. The owners want an artist to design and produce one large Moroccan textiles piece to be hung in the restaurant space. It should include vibrant colours and patterns inspired by Moroccan culture and imagery. (This brief can be adapted to suit other ethnic cuisine or community venues)

Exhibition Commission

The print format is essential to the way we visualise and communicate. A showcase is planned in the local library to celebrate 'The Love of Type', telling people about the history of printing and typography, which dates back to the 1500s.

Design and create a bespoke product inspired by the history of the printed word/type. Examples might include furniture, artwork, crafts, jewellery, and home accessories. The chosen work will be displayed and available for purchase in a pop-up showcase.

3 Collaborative Project

Students work in collaboration with peers, the school community, external artists, designers, craft practitioners, clients or studios, to develop and produce a final outcome in a chosen area(s) of art and design practice.

Teachers should seek to set up projects within or beyond their school, in the community, with a local Arts group or practitioners, or local industry. Potential participants might include primary schools, nursing homes, community halls, religious groups, theatres or sports clubs and venues. The design of public artworks, public spaces, clothing, textiles, furniture, props and stage sets, publicity leaflets, logos, magazine covers, websites, are some examples of what might be produced.

Although students will develop art or design work through collaboration, and share some decision making, each individual student must document the development of their ideas, experimentation and personal contribution for assessment. This can be documented through an individual visual diary which records individual action plans and decision making.

Example Collaborative Projects

School Cross Curricular Project

The school history department wants to have a mural created to commemorate and inform viewers about the atrocities of the Second World War. As a group, students research the imagery of 'Guernica' by Picasso, the art of the holocaust and other art imagery related to war and conflict. A visit to a local museum, or war museum could be used as part of the students' research. Students create their own imagery in an agreed artistic style and medium and plan a wall piece together. They consult with the history department and other members of the school community in order to agree the final design for which they all create individual parts.

Restoration Brief

The local council require a small group of artists to visually improve three under-bridge areas in your town, by creating permanent works of art on the walls/structures in these locations.

Key groups must be consulted and engaged with as part of this project, such as local schools, industry and community representatives. Students can work with artists and participate in arts workshops that will help inform and inspire the local community to engage in the arts and view the locations as a community space. The outcome of the workshops is the generation of ideas and inspiration for the main themes of the final series of artworks. A series of drawings and plans are produced by the students.

Community Arts Brief ArtsEkta

Working in collaboration with community arts organisation ArtsEkta students create a textile panel depicting the rich heritage and working life of Belfast port and docks between 1863 and 2013. The panel will be exhibited at the Belfast Harbour Commissioner's Office and will then tour to Dublin, Liverpool and Glasgow. There is an opportunity to develop and apply a wide range of print, applique, dyeing, embroidery and other textile techniques. The history and culture of Belfast and the various migrant communities that traded from the port and docks should be considered and inform ideas and imagery.

Community Arts Brief Printmaking, Arts Care

Students work with a printmaker from the organisation Arts Care to create a series of 10 original prints for their exhibition space in the Ulster Hospital. The theme is 'Memories'. They should undertake primary research into the theme of memories, for example, interviewing an elderly relative for inspiration. The exhibition must include works using at least two different printmaking processes such as; collagraph, lino cut, wood cut, drypoint, or screen printing.

Architecture Design Brief

Students collaborate with an architect to design an art studio from reclaimed materials that will be located on the school grounds. The space will be used by a maximum of 10 people at a time and must include a seated area for reading and researching as well as a workspace that GCSE and GCE Art students may use in their free periods. There would obviously be many health and safety and building regulation issues to deal with for the final built structure. You should research ideas and develop a maquette or model, and present supporting information and illustrations.

