

Exemplar Material

Summer 2014

NQF BTEC Level 1/Level 2 Firsts in  
Art and Design

Unit 7: Recording for Creative  
Intentions in Art and Design (21357E)

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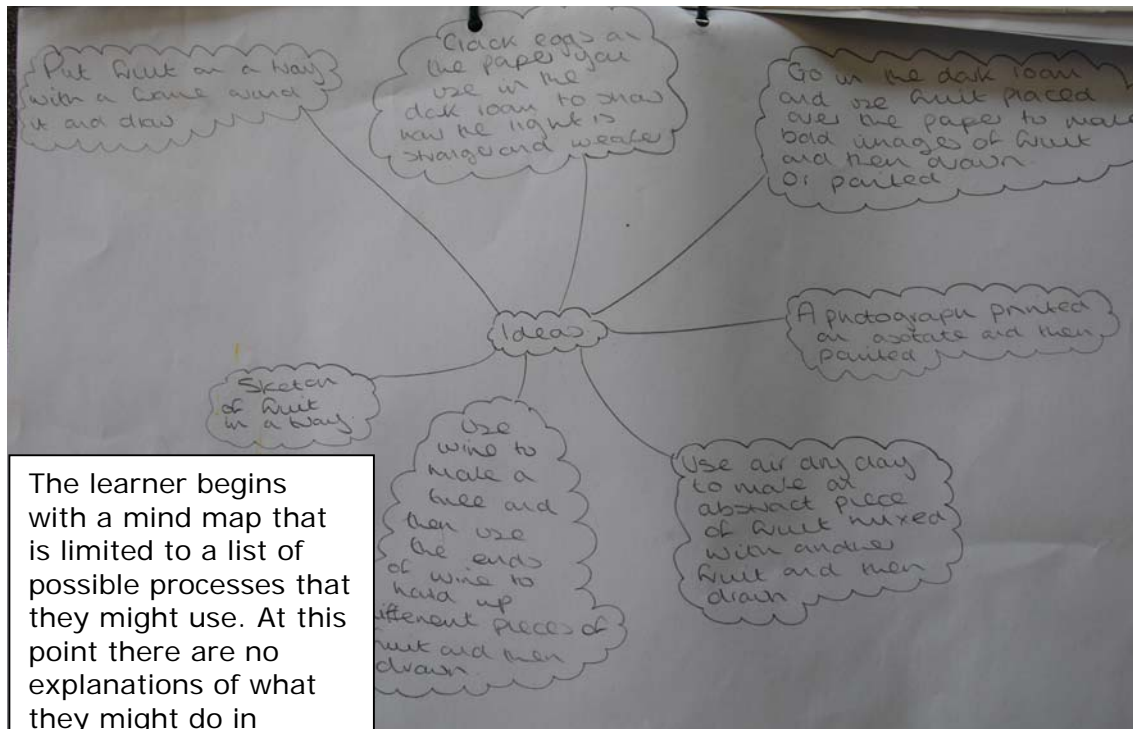
## **Introduction**

We are continually aiming to provide materials to support you in teaching and assessing our qualifications. We hope you find the example work and comments contained in this document useful.

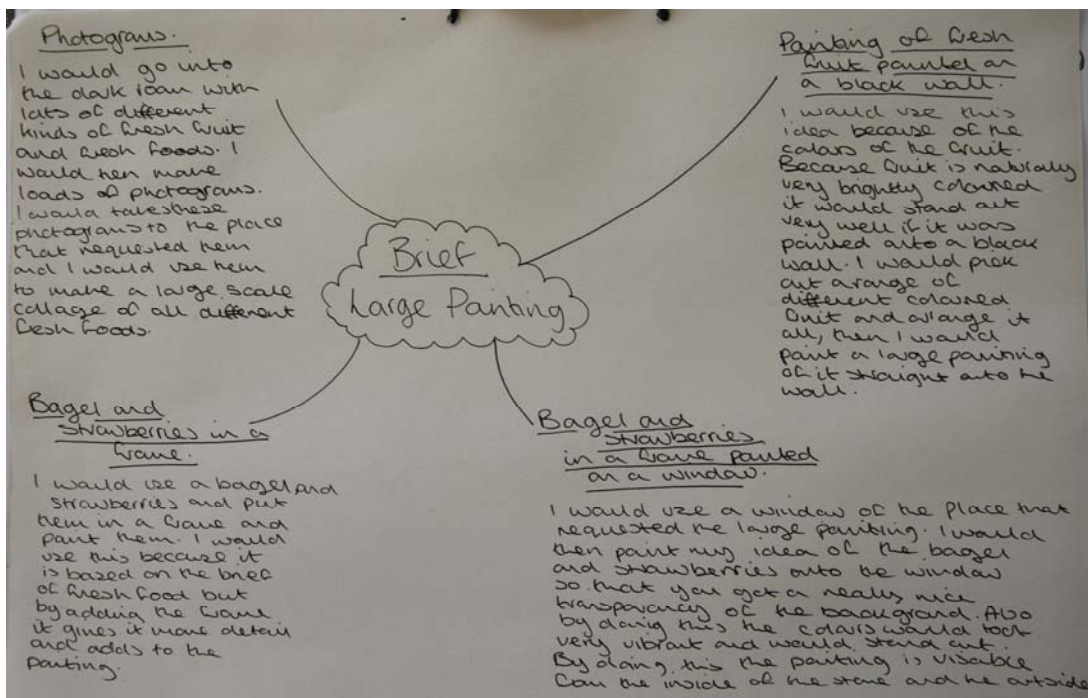
This exemplar material focuses on Unit 7: Recording for Creative Intentions in Art and Design (21357E) and includes work from high and lower achieving learners. The work shows the creative journey the learner has undertaken throughout the project. Alongside the work you will find comments from the Lead Examiner explaining the value of the images shown and how the mark scheme has been applied.

This work is taken from the archive gathered by our senior moderation team during the summer 2014 assessment process. We would like to thank the centres and learners for producing the work that we are presenting in this document.

## 15 Marks



The learner begins with a mind map that is limited to a list of possible processes that they might use. At this point there are no explanations of what they might do in response to the brief.



The learner presents a few ideas but seems to come immediately to their final idea at this early stage. They clearly indicate an intention to use a range of processes, for example the use of photograms as described at the top left, but these are not followed through in the final work although there is evidence of experimentation with photograms.

I chose to use a frame, bagel and strawberries in my original image. I chose the frame because it had the solid black colour gold and silver. I also chose it because of the details in the frame, I really like how the silver curls around the gold frame on the outside. Another thing I liked about the frame is how the inside of the frame is very detailed which contrasts to the middle of the frame that is completely blank silver.

I chose strawberries because of how bright the red is. You can see in the photo that the red of the strawberries really contrasts the colour of the frame. I also chose the strawberries because of the green tops, I really like how the tops of the strawberries are a dark green and they are very messy. I like how they look messy because they are contrasting to everything else that is in the image which are all very sharp. Another reason I chose the strawberries is that because the small seeds on the outside, I love how the small yellow seeds contrast the red and green of the strawberries and how they link to the gold in the frame. I also used strawberries so that I could get the triangles at the places where they meet. I liked this because it gave angles to the image.

I chose to use a bagel so that there was a round object in the photo. I did this because all of the objects in the image are sharp and straight so I chose the bagel so it had a round object on. I chose to use a bagel so that the small seeds atop of it linked to the small seeds in the strawberries. I also chose a bagel because the small seeds have a variety of yellow, golds and browns which also link to the gold frame.

Here the learner expands on their thinking and although not always well argued there is plenty of description of subject material and possible ways of using it.



# Original Image.

3

The grey of the table made the frame look plastic.



I used white paper for the background so that I didn't have the grey of the table.

Contact Sheet.



This is the original image that I took. One weakness of this photo is that all of the background eg: table, floor, legs is in the way. When I printed the image off I forgot to crop the background out. So when I used this image with different medias I had to cut off the background.

The learner has created a composition using actual objects including a frame found in the art room. Initially this is recorded photographically.

# Transparent

4



Strawberries  
look 3d  
which  
adds  
depth  
to the  
photo.

Gold of  
the photo-  
frame  
looks very  
deep adding  
depth to  
the photo.

I think this worked well because of the background inside the frame. Because the strawberries were whole when I photographed them they looked like they were sticking out, but when I printed the photo onto transparent laser film the strawberries looked even more 3d. I think this would of looked better if I hadn't of put the strawberry inside the bagel. The strawberry does look good inside the picture and it connects all of the photo together but at the same time it looks out of place.

The learner has provided us with reasoning about the choices she has made in presenting the photograph as a transparency.



## Transparent:

I chose to print my original image on acetate so that I got a different effect. I think this worked well because you get the same effect like when you print it off normally but it creates a lot more depth in the image. The silver in the Game shows slight highlights because I took the photo with flash on. Because of the highlights in the silver the gold looks very dark which adds depth into the photo. Another reason this worked well is because the middle part of the Game that is silver also has highlights which makes the image look more glossy. One of my favorite things about this image is that the strawberries have created shadows behind them. This really works well because it adds depth to the image and makes it look 3D. When I printed this off I did have to cut around the edges because the tape was showing, this was bad because when I had cut it out I had rough edges instead of straight edges. If I was to do this again I would have made sure that the tape wasn't in the photo so that I didn't have to cut it out and get rough lines.

In this page the learner attempts to provide some evaluation and reasoning about what they have produced but it is simplistic and obvious.



## Painting on Acetate.

5



I think this worked really well because it made the image look very vibrant. If I did this again I would have mixed more yellow into the gold to make it brighter because the gold didn't come out very well. I really like how this is painted on acetate because it stops the image from giving the background attention. I used acrylic paint so that it was bold.

In this image the learner has copied the image in paint on acetate. The annotation on this image does not really add to the process followed or the reasoning for what they have done. We are beginning to see different versions of the same idea but we do not know where this idea came from and why the composition was chosen. For example there are no variations of the design.

## Painting on Acetate

I decided to paint my original image on acetate so that I got a different effect. I think this worked well because the paint looked very vibrant and bold. I used acrylic paint because I knew that the colours would really stand out. One thing I found difficult with the acrylic paint is that I couldn't get very much detail. I found that it took a very long time to paint the horse because of the detail in the mane. I found that the gold and the silver paints were very thin so I had to do two coats so I could get it brighter. Another thing I found difficult was getting the right colour for the bagel. I had to mix various different colours just to get a colour near to the actual colour. At the time I had to rush the painting because I needed to annotate it, if I hadn't of rushed it I think it would of come out a lot better. At the time I thought that the gold would look good but now I look ~~back~~ back I think that I should of mixed in yellow so that the colour would have been brighter.

This annotation is descriptive and does not explain any further about the learner's creative process. It may be the case that the learner is exploring what a painting would look like on glass but this is not clearly explained.

# Oil Pastels

The bagel almost looks like a sun which could suggest health.



The red strawberries really stand out against the cream, showing their freshness.

I used oil pastels because I wanted vibrant colors with a different texture. I think this looks good because of the way the colors blend together but also contrast to each other. I think it would of looked better if I had used the right color for the bagel instead of trying to blend two colors which ended up looking scratchy.

The learner reproduces the same idea in a different medium, in this case oil pastel. There is little consideration of the suitability of the media and how it contributes to the desired outcome. The learner is using a large range of media and processes which do not add to the design process.

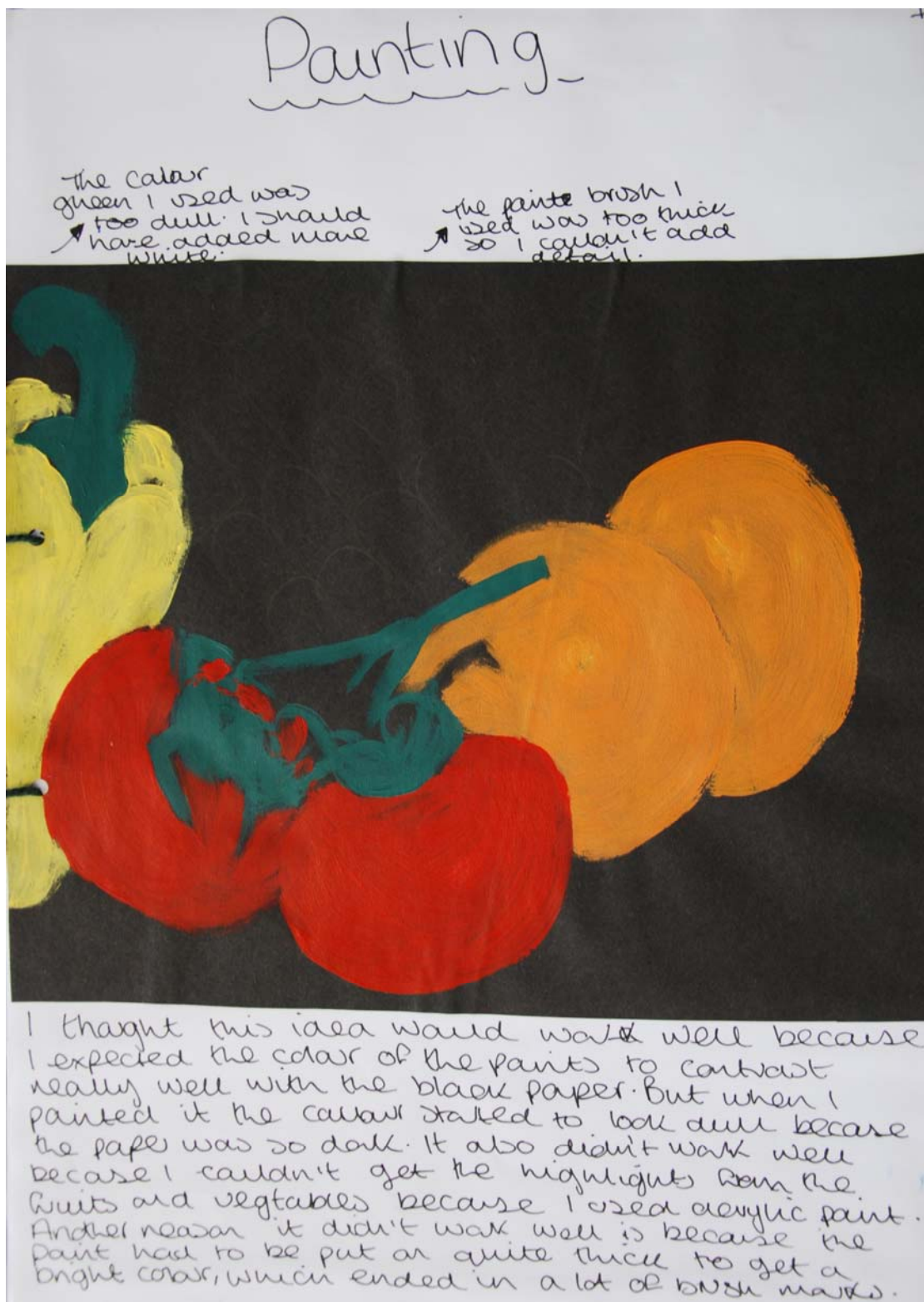


## Oil Pastels:

I used oil pastel so that I could use a different medium and a different type of image. When I did this I found that because the oil pastels were thick I couldn't get the detail in the frame. I also found that I couldn't mix the colours inside the bagel so it ended up looking a mess. I think the strawberries looked good because of how bright they were. If I did this again I wouldn't use Oil Pastels I would use watercolours because with watercolours I would be able to blend the colours together really well and I would be able to not put water on the pencils and still be able to get the detail of the frame. I would also be able to get the details of the seeds on the paper.

This annotation does not support with reasons how the oil pastels contributed to the progression of the design process to meet the brief. Much of it is given over to the possible advantages of using watercolour instead, an idea that is not followed through.





Again we are presented with reasoning that is lacking in sophistication and reveals a lack of understanding about the characteristics and properties of materials used. The 25 GLH of teaching and learning time in the unit could have given the learner the experience in use of media and materials.

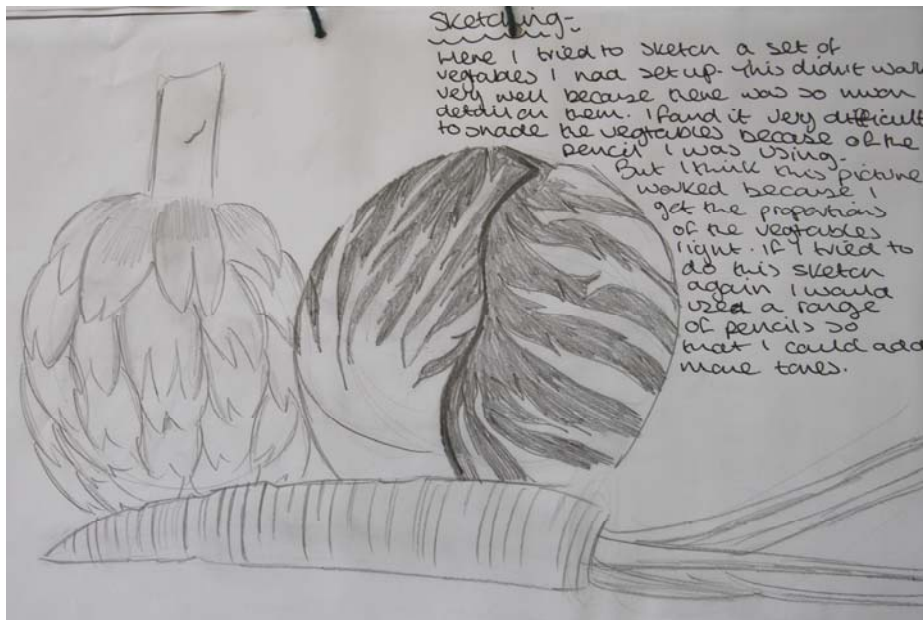
## Painting.

I decided to use black paper in this because I thought that the colours of the fruit and vegetables would stand out. This didn't work very well because the black paper made the acrylic paint look dull.

I picked to use oranges, tomatoes and a pepper because they all had very bright bold colours. When it came round to painting this I had to apply the paint very thick so that the colours didn't look dull. Even after applying a lot of paint the fruit and vegetables still looked very dull.

My original idea was to have a pineapple in the background as well but when I painted the other fruits and vegetables I decided it would be hard to get the right colours and it would be hard to get them to look bold. I chose to use tomatoes and oranges because they are round and they would contrast the pepper and the pineapple. I was going to use a pineapple because it was a lot bigger than the other fruits and vegetables so it would stand out. If I did this again I would paint the fruits and vegetables on white paper and then cut them out and make a collage.

Here the learner makes a number of statements that do not inform us of their understanding of the design opportunities they are looking for. They talk about the objects they have selected but do not expand to tell us about the impact this has on the possibilities for designing from the objects.



Sketching:

I decided to do a sketch because I wanted to capture the details of the vegetables. When I did this I found it was very difficult because I only had a HB pencil, so I couldn't shade to get the right tones. If I did this again I would use a range of pencils so that I could get the details and also get the right tones.

I picked a red cabbage because it had a lot of detail and the purple and the white were very contrasting. So I knew that I would have to shade the dark bits and leave the detail white. This didn't work well because the pencil was very scratchy on the paper and left a lot of harsh marks.

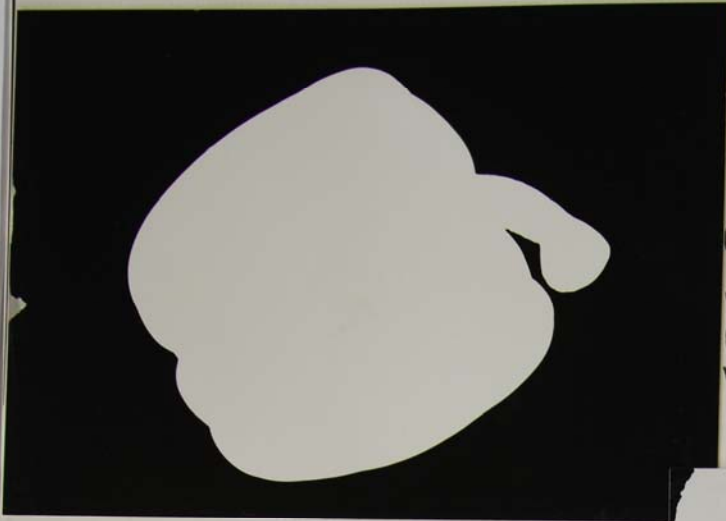
I chose to do a carrot because it was long and thin compared to the other vegetables that were bulk and hard. I found that it got too much and that I easily gave up because I didn't turn out how I wanted it to be.

This sketch reveals a number of issues. Again the learner is using a different medium without consideration to advancing their design thinking. The comment about the choice of pencil suggests the learner has little experience of using pencil for observational work. This comment also reminds us of the necessity to provide adequate materials for this timed test. Recording is a necessary part of this unit and the course. This learner fails to convince that they have sufficient prior experience of using pencil and other media to record from primary sources.



# The Dark Room.

## Photographs:



I used a pepper because I knew that it would make a really bold outline. When I did this I positioned it so it would look thick. By making it look thick it makes it look healthy.

I used this idea because it was the main idea I had for most of my work. Instead of it being transparent I used the same items but in the dark room. By doing this I got the same image but without the hole, so it was more focused on the food. This worked really well because the bagel and the strawberries came out very white and bold. This really got the attention on the food because of the black background.



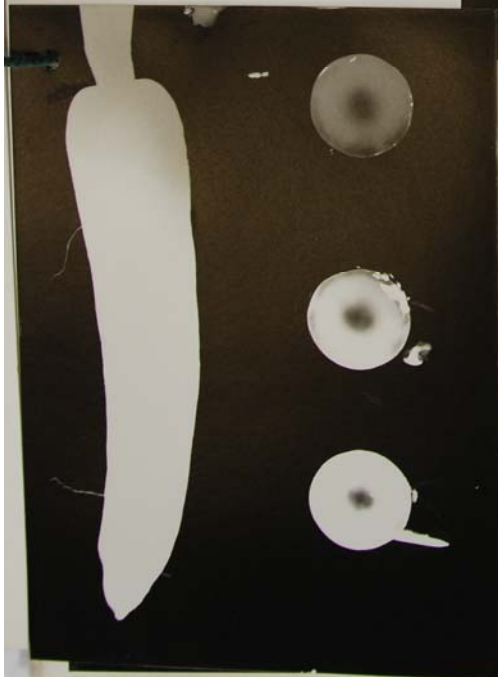
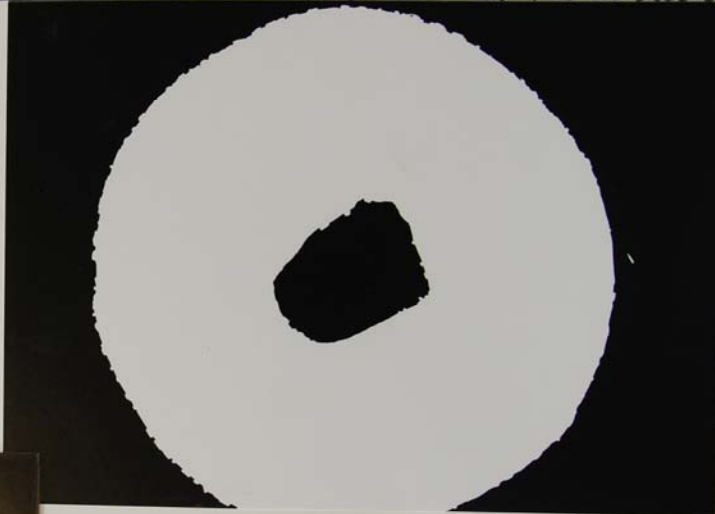
In this picture I used the end of a carrot. I decided to use this because I knew that the end of the carrot leaves would show a lot of detail. I also used a slice of kiwi because I knew the light would pass through it.



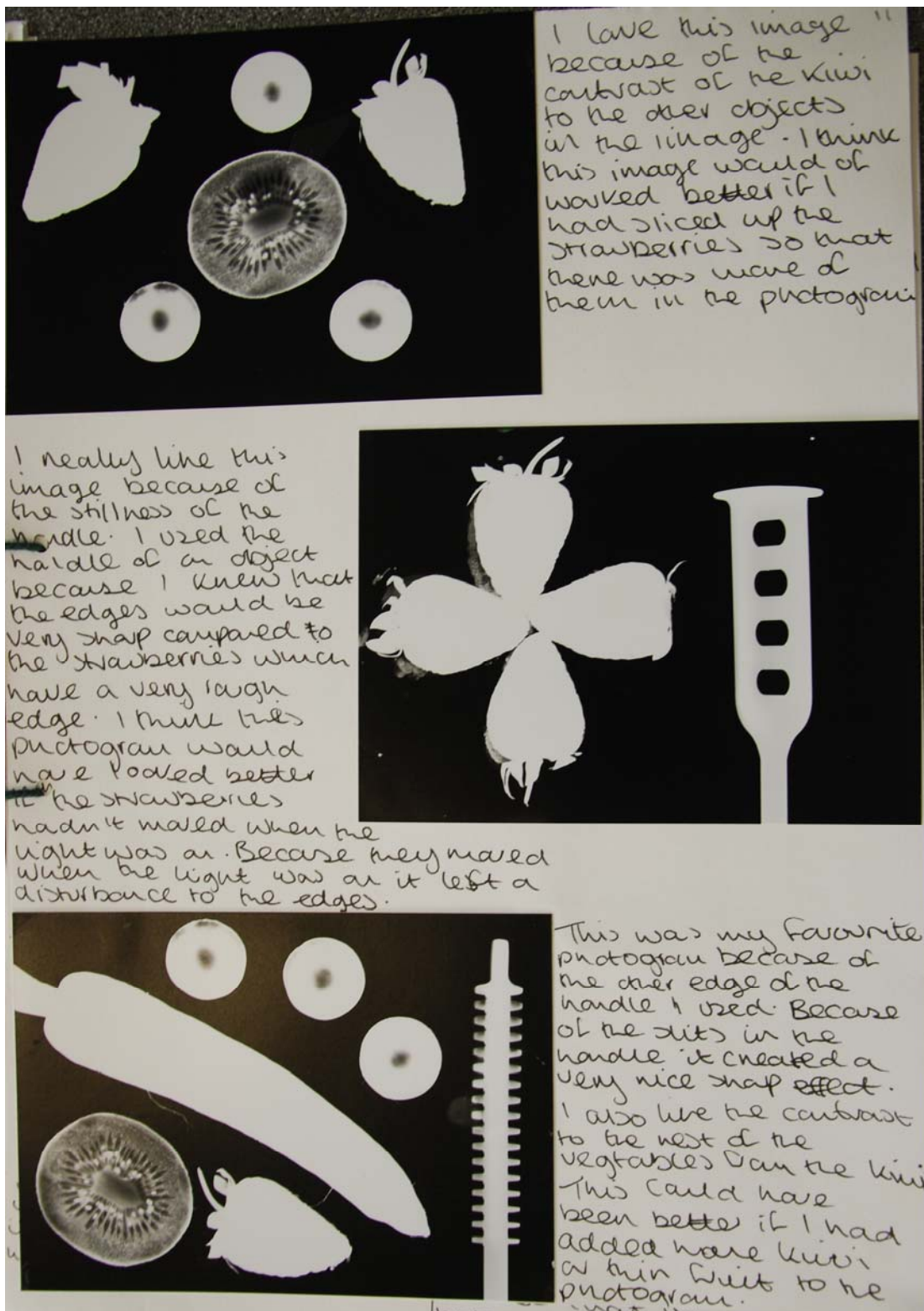


In this I decided to add a tomato. I really like <sup>10</sup> this because of the way the strawberries are built up. I really like how I turned the two on the outside upside down. I think this could of looked better if the kiwi was at the top instead of the bottom. By doing this it would of added more contrast because the most bold would be at the bottom.

I used a bagel in this because I knew it would give a really good bold outline. I think I could of improved this by adding something to the background. I could of also put the chemicals or with a paintbrush to cause it to develop only some parts of the photo.



I really like how this image came out because of the different tones. The first piece of carrot was thinner than both of the other pieces causing it to be darker than the others. The piece of carrot in the middle was a bit thicker than the first so it was a bit bolder. To make this picture better I could of added more slices of carrot to give the image more meaning.



The learner is once again using a different process, in this case photograms. They have not deviated from their initial idea and this activity neither adds to the design process nor does it help to develop alternative ideas. Many of the images are unsophisticated and look like initial experiments with photograms.

## Photograms:

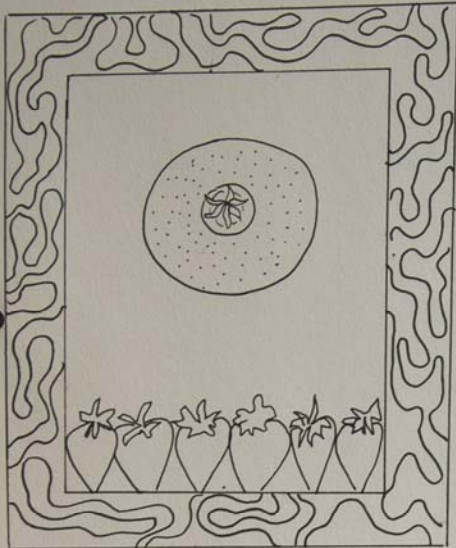
The photograms were my favorite idea because I was able to create a wide variety of ideas. I used fruits and vegetables cut up thinly so that the light went through them and created darker shapes instead of them being completely white. I also used a wide variety of different fruits and vegetables and other fresh foods to create different shapes. I found a piece of equipment which I then used the handle and the other end to create different shapes with. If I did this again I would have made larger photograms so I could interpret some of my original ideas into them.

This annotation is the same as previous annotations and provides some basic thoughts about use of the process but fails to add to the creative process required to meet the brief.



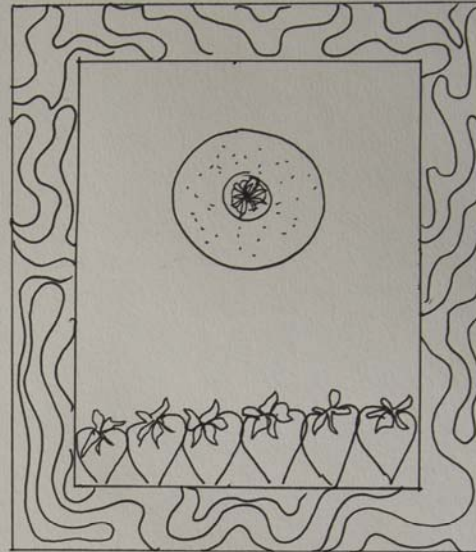
# Final Ideas:

## Large Painting.



I would use the original image I had of the bagel and the strawberries in a frame but I would copy scan it and use it to make a large painting. This meets the brief which asks for a large painting based on fresh food. I would use very small brushes so that I could get the detail of everything and I would use a range of different colors to make it look vibrant. Because this is a painting I wouldn't try and make it 3d using shadows, I would use block colors so that it looked very abstract but I would still add detail.

## Large 3d painting/model



Here I would use the same idea but instead of having a large flat painting I would make it 3d. To do this I would use polystyrene to make the bagel and the strawberries and the frame. I would then carve the polystyrene into the shapes I need and then paint them all by hand. This would give a really good effect, because of how large the model would be you would be able to see all of the detail. This meets the brief of a large painting because it is still a large painting but it has been made 3d so that you get a better effect.

The learner presents two alternatives for their proposal, a 2D and 3D version. The annotations evidence a lack of understanding of visual language and some confusion about the intentions.



Overall this work is awarded 15 marks. The learner has selected visual sources and provided some reasons. For criterion 2 there has been some recording of primary visual sources using selected materials, techniques and processes but not all of these are appropriate. There is some reflection about ways of working and possible improvements. For criterion 3 the learner has generated one main design among some other material. Some of the requirements of the brief have been met. This just satisfies the requirements of band 3.

## 28 Marks

**Brief; Produce a series of photographic images, as well as design ideas, based on one or two fresh food items sold in the shop. The images will be used for display in the shops café and should explore the photographic qualities of the fresh food items.**

**Idea 1.**  
One image spread out over three canvases, the image will be tampered with on Photoshop by editing the brightness and contrast and using the curves tool. The size of each canvas is to be 1m by 1m and in between each canvas a gap of 15cm. The image that I will be using for this design will be the American cucumber. The colours need to be bright and bold.

Canvas x3  
1m by 1m  
15cm gap

**Idea 2.**  
A small recipe booklet, this booklet is to be 30cm by 60cm, on the front and back of the mini booklet will be the image that I edit of the peppers, using Photoshop, editing brightness and contrast and also duplicating my layers and editing the opacity on them. On each page of the booklet will be a recipe for a meal that you can make using peppers. For this design I need to use my primary/secondary colours such as reds, yellows and greens.

**Idea 3.**  
Black and white image of the Dragon fruit, one canvas 1m by 2m. Close up images. The idea of the close up image means that I can focus on the detail and structure inside of the fruits or vegetables.

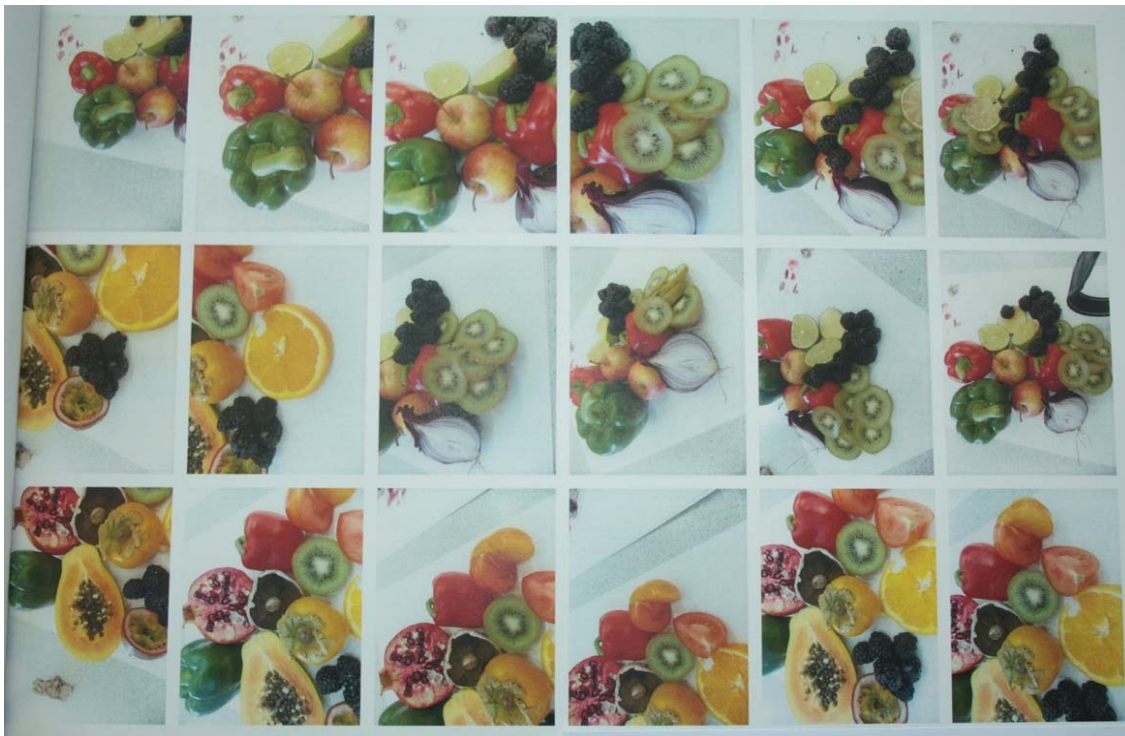
**Photography Brief; 2.**

**Size;**  
30cm by 60cm → 1<sup>st</sup> design  
1m by 2m → 2<sup>nd</sup> design  
3m by 3m → 3<sup>rd</sup> design

**Colours;**  
Two of the designs will be brightly coloured so that it catches people's attention, the third design is going to be a negative image. For the bright images I will be focusing on mainly primary and secondary colours, as these are the colours that are well known by people.

To each of the images that I select I will edit them using Photoshop, I will edit their brightness and contrast because this will show where they stand out in certain areas and also show how the colours contrast from each other. I may choose to duplicate my layers and then add them up layer by layer, editing the opacity, this changed how strong or faded the image is, the more faded the image is the more of a moving affect it has, this will be seen as a eye catcher to the people eating inside the shops café.

The learner is immediately taking ownership of their response to the brief. They are making relevant statements for a range of ideas. There is a balance of visual language and reference to technical aspects of the software to be used. They are already thinking of the design implications of the brief. There is a strong sense of the student considering what they will do and what they will need to achieve it.



We are shown a range of successful photographs that effectively record from the source material. At this stage there is no selection of images taking place. In the second sheet selectivity in terms of viewpoint and composition are clearly being considered indicating a thinking eye.

## Design 1.

**Brief;** Produce a series of photographic images, as well as design ideas, based on one or two fresh food items sold in the shop. The images will be used for display in the shops café and should explore the photographic qualities of the fresh food items.

For my first design idea I have decided to go with the canvas idea, which was 1m by 2m. The reason that I have not made this design a big one and just kept with rather small measurements is because of the fact the image is black and white, although the black and white images are more detailed and better structured to look at, the dull colours can often set people off in a dull mood. For this design I would say that my target audience are more for (30 years and onwards) the reason is because usually when people start to settle down in homes, and get older they don't like looking at bright in your face images.

### Idea 1.

**Brief:** Produce a series of photographic images, as well as design ideas, based on one or two fresh food items sold in the shop. The images will be used for display in the shops café and should explore the photographic qualities of the fresh food items.



First I opened my image in Photoshop.



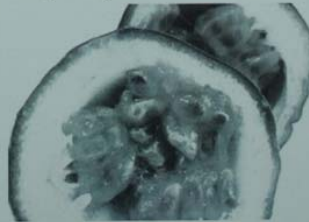
Next I began to edit my image by tampering with it, I chose the brightness and contrast tool to use first, this tool allows me to see how bright my image is in certain areas and helps me see where the contrast in the colours lie. The reason I want my image to do this is so that it stands out and doesn't look flat.



I then used the vibrancy and saturation tool, this allowed my image to stand out, it made the purple colour around the edges and the green colour in the middle to stand out from the rest of the image.



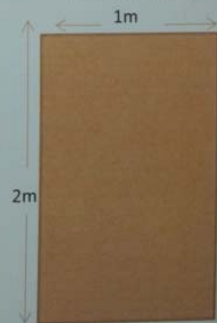
I then turned my image into a black and white image, the reason I done this was, because of how bright the colours looked on the image, it looked as if it had almost been tampered with too much, by turning it into a black and white image I would be getting rid of that affect and thought on people in the café. Not everybody in a café likes to see bright in your face images so I thought that if I had at least one of my images as a negative.



Final Image.

The reason I have chosen this fruit is because the insides had a lot of detail to it, all the different shades and shapes really draw attention to the fruit. The reason this image will be printed onto a canvas and not just photographic paper is because canvas are more 3D than photographic paper, the reason I want the image to be 3D is because then it is more likely to catch people attention because its like its popping out in front of them on purpose so that they have to look at it.

Not drawn accurately



This sheet gives a clear indication of the learner's thinking in relation to the brief. Reasons are clearly given and there is a balance between the process followed (Photoshop screenshots), creative intentions and reference to the brief itself.



## Design 2.

**Brief; Produce a series of photographic images, as well as design ideas, based on one or two fresh food items sold in the shop. The images will be used for display in the shops café and should explore the photographic qualities of the fresh food items.**

For my second design idea I have decided to design a pocket recipe book, this means that the book is quite small and easy too carry around with people. The reason I have decided to do this design idea is because a lot of people love to cook and when they see that fresh vegetables can be turned into a lovely meal they will want to buy them straight away. The vegetable that I chose to photograph and then edit on Photoshop was the red and yellow peppers, the reason was because a lot of people like to eat peppers and they are a well known vegetable, also they are used in a wide range of recipe's. The detail in peppers are very interesting as are the colours, I knew that If I were to edit my photographs of the peppers that I could get them to stand out, by making the image brighter and bolder. I made my image look as if it is moving slightly, I thought that this would attract peoples attention more than what a still flat image would.

### Idea 2.

**Brief; Produce a series of photographic images, as well as design ideas, based on one or two fresh food items sold in the shop. The images will be used for display in the shops café and should explore the photographic qualities of the fresh food items.**



First I selected and image from the range of images I had previously taken of fresh fruits and vegetable's. The reason I had chose to go with peppers is because they are already a bright and colourful vegetable, so I thought that they would look amazing once I had tampered with them on Photoshop.



I then used the brightness and contrast tool to make my image stand out more. The lighter parts of the peppers would stand out more in comparison to the darker areas. The reason I wanted the peppers to be like this is because it would make the fruits have a glow to them witch indicates that they are fresh.



I then used the curves tool, this also helps the colours to stand out, because I am advertising the healthy fresh foods I don't want them to be boring and dull.



The next tool that I used was the duplicate layer tool, this allowed me to add more layers to my image, this is basically just like copying and pasting the image. The reason I don't this is so that I could next edit each layer using the opacity tool.



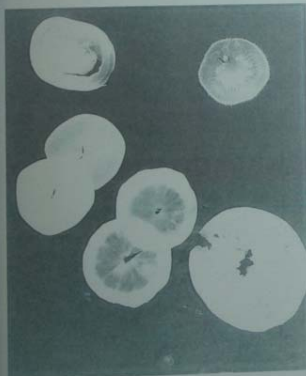
By editing the opacity on each layer, made the layers look like they had a slight movement to them, the reason I wanted my image to have this look was because it is a lot more interesting than a flat still image, more people will be interested and take a better look at it.



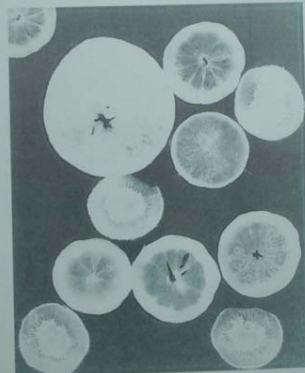
This book is to be 30cm by 60cm. On the front and back of the mini booklet will be the image that I edited of the peppers, using Photoshop, editing brightness and contrast and also duplicating my layers and editing the opacity on them. On each page of the booklet will be a recipe for a meal that you can make using peppers. Inside this book I want seven pages, one recipe for each day of the week. For this design I need to use my primary/secondary colours such as reds, yellows and greens.

With the second design we are seeing the learner developing a methodical and clear approach to detailing their experimentation and processes. The consistency of layout really helps to get across the learner's ideas. Valid reasons for selection are given and the learner clearly explains how their experimentation has impacted the creative process. The learner is showing evidence of imaginative thinking in their design ideas, taking it beyond the ordinary. The learner is using the time to progress ideas using processes with which they are familiar and confident. There is additional evidence of creative thinking regarding the blurred image and its implications.

For my third design idea I created a **photogram** this is when photographic paper is placed underneath the machine called the **enlarge** what gives off a small light. These photograms are made in the darkroom. There cannot be any light in the darkroom apart from the red light and the light from the enlarger. I took some lemon, kiwi, orange, apple and tomato and sliced them into thin slices. The reason that I sliced them thin was so that they would become translucent to the light, which means the light could travel through them and then hit the photographic paper that they were placed upon. I took the slices of fruit and placed them how I wanted on my **photographic paper**. I then pressed the start button which would set off the light that I had timed on the enlarger, the photographic paper was exposed to this light for 2 and a half seconds. After that time was up I removed the fruit and put the paper into a plastic tray which contained a chemical called **developer**, this chemical would allow the print from the fruits to come through onto the photographic paper creating an image. I left the paper in the developer for around 2 minutes. I then placed the paper into another chemical called **stop**, this chemical basically stops the photograph from developing so that it doesn't over develop. The third chemical was called **the fix**, this would help the image get rid of any smudges or blue tinges that the image had. I then rinsed my image under the cold water tap to get all of the chemicals off, then I left my image to dry. I really like the photograms because they go into depth with how much detail the fruit/ vegetable slices have in them. The reason that it may be a bad idea to go with the photograms is because they don't have any colour in them, and when trying to advertise fresh fruits the photograms don't exactly promote they very well.

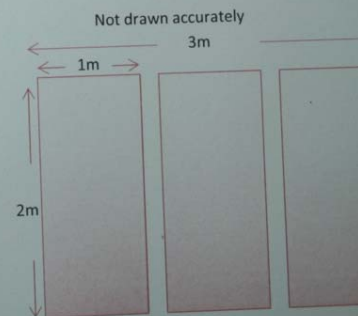


This was my first photogram, I exposed this under the enlarger light for 2 seconds, I thought that it may not have enough exposure so I took another one.

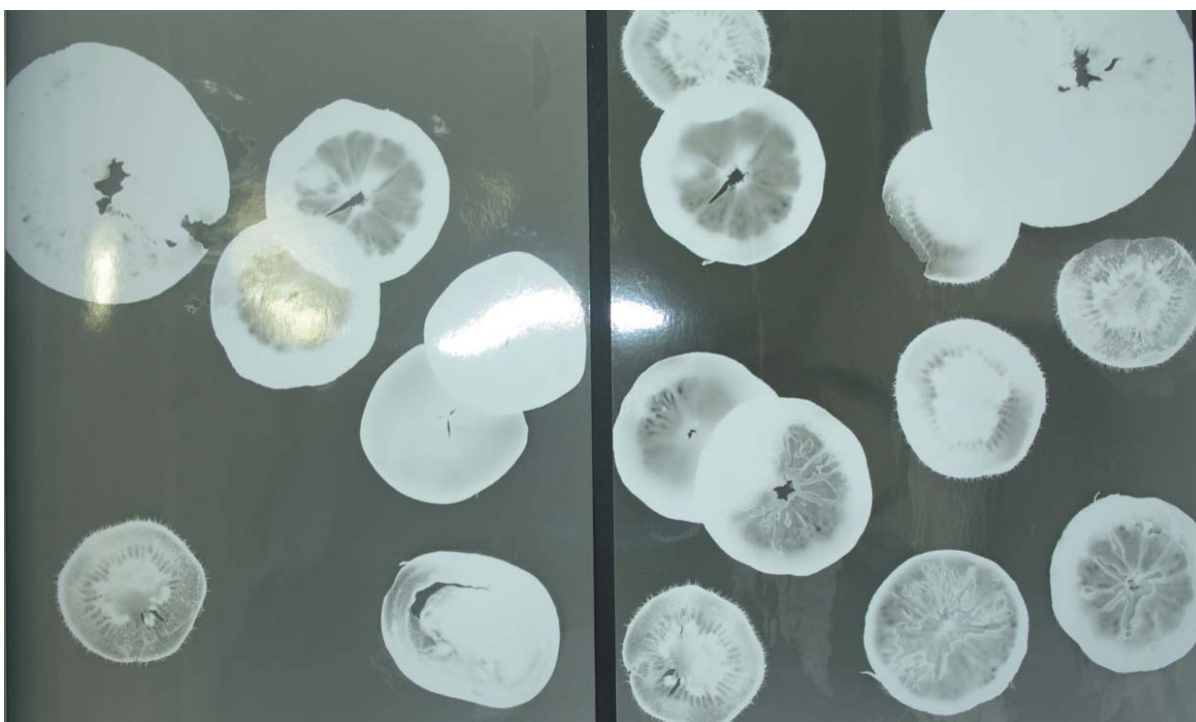


This was my final photogram, I added more sliced fruit and sliced it thinner than what they were on the first photogram because they were not translucent enough for the light to fully get through them and create all the detail that is shown on them.

For this design idea I want my second photogram to be blown up onto a canvas that has been split up into three sections. Each canvas is to be put side by side, and must be the size of 1m by 2m and each canvas be approximately 8cm apart.



Whilst much of what is written is technical or descriptive the learner goes through a process showing a degree of creativity in relation to the development of ideas related to the briefs. The learner is thinking about the final presentation as shown by the planning diagram. What we do not see on this page is a fully worked out indication of how the photographic images might appear in their final form.



Here we see the full size photograms as shown on the previous design sheet. It is clear that there is potential within these images and they have shown development from one to the next as seen in their comment that they adjusted the process to get a better effect. There is a sense that there is more potential within this process and the images produced than the learner has had time to explore.

This work was awarded 28 marks. This learner is clearly operating in band 5 of the assessment criteria. The learner presents us with 3 distinct design ideas. They have provided us with sufficient diversity to fully meet the requirements with full justification, thus satisfying criterion 1. Recording is primary and materials, techniques and processes have been applied imaginatively. The learner reviews and evaluates progress at every step, informing creative intentions and therefore meets criterion 2. They have generated a diverse range of imaginative designs and ideas, clearly communicating creative intentions, to comprehensively explore the requirements of the brief. In effect they have exemplified the requirements of criterion 3. What is noteworthy is the extent to which the learner has produced a solution to the brief, presented that clearly and effectively and done so within the time limit.