

Unit 6: Working with a Graphic Design Brief

Delivery guidance

Approaching the unit

In this unit, learners will develop their ability to research, explore, and develop ideas for graphic design outcomes in response to a given brief.

Learners will undertake research into the work of graphic designers, interpreting and responding to a brief and research information about the target audience.

Learners will develop skills in using graphic design media, techniques, processes, and materials, and the use of the creative process to generate ideas in response to a brief. This could include using traditional, hands-on materials, or lens-based and digital techniques, to generate and develop ideas based on the investigations made into the brief and target audience. These will be reviewed and refined through ongoing and final reflection. At the end of this creative process, a final outcome or outcomes will be produced.

Learners must have access to specialist workspaces, media, materials, equipment and tools to produce creative work. The nature of these will depend on the type of activities undertaken, but they should include a wide range of 2D and 3D resources, and digital media if possible.

It is good practice to visit galleries, museums, and events so that learners can experience art and design work in context. It is also helpful to engage with professional practitioners, either through visiting speakers, or visits to workshops and studios to discuss how they work.

Delivering the learning aims

Although the unit content is separated into learning aims and content areas, these should not be viewed as completely separate elements. Art and design learning works best when it is approached holistically, with constant reflection and discussion linked directly to practical exploration. Investigation will begin the creative process, and will continue throughout the duration of the unit activities, as learners may need to make new investigations to refine their ideas as they progress.

For learning aim A, learners will generate and communicate ideas based on investigation to meet a graphic design brief. They will need to consider the scope of the brief, and research the target audience. They will also need to develop their understanding of graphic design practice. You could begin by getting the learners to research the contexts in which graphic design is produced and what techniques and processes are utilised. Visual language can be explored when looking at the work of others. How have they used fonts and typography? How have they balanced text and image? How is colour used? How does graphic design seek to communicate to the client? This is a good opportunity to involve guest speakers or local designers, who can discuss their working practice. There are also many television documentaries, podcasts and vlogs that feature artists and designers talking about the creative process. These could be used in class to promote discussion and reflection.

The second and third parts of learning aim A require learners to develop their skills in generating and communicating ideas. Introduce a variety of methods for the generation of ideas and then look at ways of visualising and presenting ideas and intentions in appropriate formats. Use methods such as mood boards, mind-maps and sketches to allow the learners to gather initial ideas together. These should be closely linked to their investigation.



Encourage annotation of visual methods so that the ideas may be fully communicated and explained.

For learning aim B, learners should be given as many opportunities as possible to experiment with media, materials, techniques, and processes to develop and produce outcomes to meet a graphic design brief. Through iterative experimentation, they will begin to develop an appreciation of how they can use the formal elements to develop visual communication techniques to use in their graphic design ideas. Workshops should include the use of 2D, 3D and time-based materials and techniques, both digital and non-digital. It is beneficial to link the workshops to the development of ideas or in response to research on artists and designers in order for the learners to make connections between practical and theoretical skills and understanding. Encourage the documentation of the creative process, testing and experimentation, recognising constraints and potential and considering the brief and the target audience. This should be fully documented and evidenced in their sketchbook, reflective log, blog or other means of recording their assignment.

Finally, **for learning aim C**, learners will review their working processes and outcomes produced for a graphic design brief. There should be ongoing review and reflection throughout the creative process, considering the suitability of media, materials, techniques and processes, quality of ideas, areas for development and using feedback to inform decision-making. There should be reviewing of the work of other creative practitioners to inform their own ideas. Learners should also be encouraged to discuss their work and ideas with teachers and their peers. This could be done in small groups or in pair work.

Finally, there should be a reflection and analysis of working practices to inform future work, including what has been learned and what the recommendations to develop future practice are.



Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Generate and communicate ideas based on investigation to meet a graphic design brief	A1 Investigation A2 Generating ideas A3 Communicating ideas	A portfolio of evidence produced in response to a brief to include: - evidence of investigation - initial ideas in response to a brief - exploration of media, materials, techniques, and processes relevant to creative intentions - evidence of development of ideas - a final outcomes(s) in response to a brief - ongoing annotation reviewing and reflecting on work.
B Develop and produce outcomes to meet a graphic design brief	B1 Exploring materials, techniques and processes B2 Developing creative work B3 The creative process	
C Review working processes and outcomes produced for a graphic design brief	C1 Reviewing own work C2 Reviewing the work of others C3 Reflecting on working practices	

Assessment guidance

There are 60 guided learning hours assigned to the unit. Delivery must cover all the unit content and prepare learners to produce evidence to meet the assessment criteria.

There is an Example Assignment Brief (EAB) provided in the teaching materials section for this specification on the Pearson website. This provides a helpful vocational scenario and a breakdown of tasks to meet the assessment criteria. This EAB may be adapted for local use.

The work for this unit is internally assessed. The submission for assessment is a portfolio of work evidencing the work created in all activities in the most suitable format. The portfolio of work should demonstrate learners' ability against the assessment criteria.



Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Introduction

This is one way that the unit may be delivered, showing the type of activities you might use to prepare learners with the knowledge and skills needed for assessment. You could use the EAB for this unit provided in the teaching materials section for this specification on the Pearson website along with this delivery guide or adapt it for local use. The learning aims combine to develop learners' understanding of graphic design skills and visual communication in order to meet a graphic design brief.

Introduce this unit by defining what graphic design is, and give a presentation showing the different ways in which graphic design presents itself in everyday life, from advertising and logos, to products, typography, and branding. A fun way to start this is with a logo quiz to demonstrate how recognisable brands have become through a simple piece of graphic design. Highlight how a graphic designer will need to consider their brief and target audience very carefully when creating ideas and concepts for their designs. There are some interesting videos online from big brands about how they create concepts for their audience such as BMW. Get learners to research and record the skills needed to work as a graphic designer. This might include generic skills or transferable skills such as communication, time management, teamwork and problem solving.

One way to do this is to use a series of workshops in useful specialist areas to extend the learners' graphic design skills, alongside investigation into graphic design working practices and analysing the work of others.

Guest speakers and visits can be included within the unit to complement practical activities. These will provide a very useful vocational context for the subject, and give learners a good insight into how professionals use the creative process to meet a live brief.

Learning aim A: Generate and communicate ideas based on investigation to meet a graphic design brief

Learning aim A is about generating and communicating ideas based on investigation.

- **A1** Investigation – The aim, purpose, and requirements of the brief need to be identified. The intended audience also needs to be researched. Start with a discussion about the brief. What are the key points? What are the requirements? What are the constraints? What does the client want to communicate? Who is the intended audience? What do they want/need? Primary and secondary sources should be used for investigation and it would be appropriate to invite guest speakers or to undertake visits to industry. Investigation methods such as audience surveys, product testing, collecting materials, recording through drawing, library visits and internet research could all be utilised.
- **A2** Generating ideas – Learners need to be introduced to a variety of techniques to generate a range of ideas in response to the theme. These may include, mind-mapping, mood boards, rapid prototyping, challenging assumptions, wordplay, the 'five-whys' approach, and collaboration.
- **A3** Communicating ideas – These initial ideas will need to visually communicate the learner's thoughts and initial intentions in response to the brief, and will be informed by their investigation. Encourage learners to visually communicate their intentions by using



formats such as, mind maps, sketching, storyboards, diagrams, maquettes, models, samples, and to support their visuals with annotations and written explanations.

Learning aim B: Develop and produce outcomes to meet a graphic design brief

For learning aim B, learners will need to explore media, materials, techniques, and processes. They will need to use these to develop their ideas through the creative process.

- **For B1**, learners should undertake a series of workshops to develop specialist skills in graphic design. Encourage them to document their workshops through taking photographs and screenshots of the processes and presenting these in sketchbooks, reflective logs or other form of record. Annotations detailing characteristics, qualities of the media and materials they are using, and the potential and limitations should be added. Workshops in the following could be included:
 - typography – serif and sans serif, hand-drawn, digital fonts. Look at type and meaning: how can a font affect meaning and how a viewer perceives a product or visual? How can fonts be generated or found? What does copyright and licensing mean?
 - photography – product photography, lighting, image capture and transfer. How a product is photographed and used in a poster or advert can affect the overall quality of the outcome. A workshop on the basics of lighting or using a camera may be appropriate depending on the brief. A workshop on photographing or scanning 2D work may also be useful as a learner may generate something hand-drawn and wish to use it in a digital format for the final outcome. Learning about file formats and image resolution and how to transfer images from digital hardware would be helpful.
 - image creation and editing – Photoshop (or similar) cropping, layers, brushes, rotation, hue/saturation, contrast. This is essential in graphic design as it often combines text and image. A basic awareness of these key image editing skills can be used to edit photographs, scanned images or computed generated images.
 - publishing – InDesign/Publisher (or similar) image and text, balance, white space, composition, layout, storyboard. This can be applied to paper-based printing as well as E-zines and website-based publishing. There are also free website building programmes available on the internet for online website publishing. Encourage learners to think about an overall design, elements that will hold their design together like colour, choice of font, borders, columns, headings, subheadings etc.
 - packaging – card engineering, CAD/CAM, laser cutting, box nets. Depending on the brief this may be a useful workshop using computer software or manual techniques with paper, card, and scalpels. Health and safety should be covered in the workshop. It is also an opportunity to embed numeracy skills through measuring, converting 2D box nets to 3D shapes and thinking about faces, vertices, rotation and symmetry.
 - time-based techniques – animation, web design, gifs, motion typography. These skills may be used for outcomes for online, web, social media, apps, or broadcasting. Programmes such as Premier, After Effects, Animate and Photoshop within Adobe Creative Suite may all be utilised, as well as simpler programmes available for free online. Stop-motion animation may be hand-drawn or made and photographed or filmed and edited in a basic programme such as Movie Maker.
 - 2D techniques – collage, drawing, illustration, storyboarding. There are trends in graphic design for hand-drawn fonts and imagery, while some clients and briefs may require a more traditional approach. It may therefore be appropriate to provide workshops in how to make a storyboard. This may help in the generation of ideas or planning. Collage

and illustration may generate some interesting imagery to be combined later with digital layout and fonts to create a final outcome. This mixture of approaches can often produce some innovative and creative outcomes.

- **For B2 and B3**, developing creative work, learners will need to demonstrate that they can select and apply the techniques, processes and materials in response to their ideas, the brief and their creative intentions. This can be through samples, trials and testing, and refining and clarifying their ideas. They will need to document this creative process in their sketchbook, reflective journal, blog or other form of recording their assignment.

It is important to note that investigation and experimentation will continue throughout the delivery of the unit, and learners should be encouraged to revisit, refine and adapt approaches to fulfil their creative potential. They should begin to take responsibility for their learning, following individual lines of enquiry and exploring new avenues for creative progression.

Learning aim C: Review working processes and outcomes produced for a graphic design brief

Learning aim C should be covered throughout the unit and must not simply be a retrospective evaluation of work completed. Learners should learn to analyse their work and working processes, so it is important that these skills are also taught throughout the unit.

Encourage learners to identify criteria by which they will evaluate the effectiveness of their ideas, practical skills, and communication techniques. From this, they should identify the actions they need to take to refine and improve their visual communication techniques. Ensure that learners understand, and reflect on, how to fulfil the assessment criteria for the pass, merit and distinction grades when they complete the assignment.

- **C1** – When reviewing their own creative practice learners need to consider the nature of, and reasons for the successes and failures of the outcomes, and the processes undertaken to achieve them. They will need to consider and record the development of their ideas, the application of materials, techniques, and processes, as well as the quality of the final outcomes. Learners will also need to carefully assess how well their outcome(s) meet the requirements of the brief.
- **C2** – Learners will need to analyse the use of formal elements, styles and concepts in the work of others. They should look at the context in which the work of the creative practitioner was made. They should examine why the work is relevant to their own and make connections to their own ideas.
- **C3** – The learner must reflect on their working practice to inform future work. They can do this by evaluating their final outcome(s) in relation to their planned intention. They can evaluate their own approach to their work including time planning, work ethic, personal standards and professionalism. Finally, they can identify what has been learned and make recommendations for their own future development and practice.

Learners could present their ideas and developmental work to their peers for review, refining their approach as necessary in response to constructive feedback. This activity could be done a number of times throughout the creative process, and you could organise it as presentation and feedback sessions to a potential client, audience, or customer group.

Learners should keep a reflective journal throughout all stages of activity. The format of this could vary, from an annotated sketchbook, diary or blog. You could encourage them to use tools such as a 'strength, weaknesses, opportunities, threats' (SWOT) analysis to identify their strengths and any areas for improvement.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 1: Developing Art and Design in Response to a Theme
- Unit 2: Visual Communication
- Unit 4: Contextual References in Art and Design
- International GCSE/core curriculum in Art and Design.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International Level 2 Qualifications in Art and Design. Check the Pearson website at: (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

Perrella L – *Artists' Journal and Sketchbooks: Exploring and Creating Personal Pages* (Rockport, 2007) ISBN 9781592530199

Arena S – *Lighting for Digital Photography: From Snapshots to Great Shots* (Peachpit Press, 2012) ISBN 9780321832757

Dabner D, Stewart S, Vickress A – *Graphic Design School* (Thames and Hudson Ltd, 2020) ISBN 9780500295595

Caldwell C, Zappaterra Y – *Editorial Design: Digital and Print* (Laurence King, 2014) ISBN 9781780671642

Klimchuk M, Krasovec S – *Packaging Design: Successful Product branding From Concept to Shelf* (Wiley, 2013) ISBN 9781118027066
Ingledew, J., *The A-Z of Visual Ideas: How to Solve Any Creative Brief* (Laurence King, 2011) ISBN 9781856697149

Websites

https://www.accessart.org.uk/	Online resource of lessons, ideas and inspiration
adobe.com	Art and design software
drawingroom.org.uk/resources	Resources, guides and activities for drawing
nsead.org/resources/	Art and design education resources
https://www.studentartguide.com/articles/	Useful articles
https://www.creativelive.com/guides	Photography guides, terms and techniques
https://www.creativeblog.com	Articles; 'How-to' blogs; for all creative disciplines



Pearson is not responsible for the content of any external internet sites. It is essential for teachers to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that teachers bookmark useful websites and consider enabling learners to access them through the school/college intranet.