

**East Renfrewshire Council: Education Department  
Practitioner Moderation Template**

Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es' and Os'.

**Experiences and Outcomes:**

I can extend my use of manual and digital graphic techniques to realise ideas, concepts and products and recognise the importance of real world standards.

TCH 4-11a

- Produces sketches which show proportion and scale.
- Produces 2D and 3D sketches using perspective techniques, surface texture, tonal change and colour
- Uses colouring media when drawing/sketching
- Plans and justifies the choice of colours, layout and presentation techniques in graphic displays
- Recognises and can apply the design principles and DTP terms.

**Learning Intentions:**

By the end of this project pupils will be able to:

- Analyse a design brief and carry out research relevant to brief.
- Use sketching techniques to produce a range of design ideas.
- Render design ideas to show light, shade, tone and texture.
- Plan a label and a promotional graphic with visual impact that will be used to advertise the product.

**Success Criteria:**

Pupils will successfully be able to:

- Work collaboratively and/or on their own to analyse the brief and identify at least three aspects of the brief that require further research.
- Use manual and electronic methods to carry out research that is specific, detailed and relevant to task.
- Produce a range of pictorial sketches which demonstrate effective use of line, shape, form and proportion.
- Render bottle concepts using a choice of media to show light, shade, tone and texture.
- Produce a range of thumbnail sketches or worked up visuals that are annotated to show an understanding of design elements and principles and DTP features.

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

The class were issued with the design brief which was introduced and discussed at length with reference to possible situations and proposals. Each pupil was encouraged to challenge their ability and respond to the brief in their own way using manual or electronic methods. Creativity during the conceptual design stage was also encouraged.

Pupils experienced a broad range of learning experiences which involved analysis of the design brief; sketching and rendering using a range of media; planning effective promotional graphics using layout techniques includes design elements and principals and DTP features. The relevance of each skill and stage of the process is emphasised as the process develops towards a solution. As opportunities arise, these skills and processes will be discussed with reference to examples found in other contexts and also the world of work.

Although pupils largely worked individually to produce their own graphical response to the brief, pupils were encourage to discuss and analyse the brief in pairs. Pupils worked independently to carry out research and develop their design concepts.

Where possible pupils were encouraged to lead their learning through the ongoing evaluation of their own progress and planning of next steps.

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

**Say:**

Identify relevant aspect of brief that require further research. (**Observation, learner conversation, folio evidence**)

Explain /Justify the effect that light has on a range of surfaces and materials using an appropriate vocabulary. (**Observation, learner conversation, folio evidence**)

Explain/justify the use of layout techniques such as design elements and principles and DTP features. Discuss, plan and justify next steps. (**Observation, learner conversation, folio evidence**)

**Write:**

Pupil planning sheets

Design folio (**assessed and recorded for reporting**)

Ongoing self & peer evaluation (**Learner conversations**)

**Make:**

Design folio (**Observation, folio evidence**)

2D and 3D models (**Observation, folio evidence**)

**Do:**

Select and use the necessary resource material. (**Observation, Pupil planning sheets, folio evidence**)

Complete a design folio using appropriate steps to achieve a successful outcome. (**Observation, Checklist, Folio evidence**)

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

**Feedback and Next Steps:**

- Feedback was provided for each pupil in both written and verbal form that focused on the learning intentions and success criteria.
- Self and peer assessment strategies were used that allowed the learners to identify goals and plan the next steps in their learning. These were discussed before any final targets were set.
- The use of exemplar folios are encouraged as part of the feedback so that pupils can benchmark their work and identify areas for improvement.

**Pupil Voice:**

What have you learned? How did you learn? What skills have you developed?

'This project has taught me how to analyse a brief and pick out important features that I needed to research in more detail to help me produce a graphics proposal. I also learned about sketching and rendering techniques which I was able to apply to produce a range of concepts for my water bottle. I enjoyed experimenting with a range of media to show how light interacts with a surface and different material. My teacher encouraged me to be creative throughout this process and build on our existing skills; this is why I decided to use biro pen as this is a style I had been exploring in Art and Design. I developed my skills in sketching and rendering by watching a teacher demo before practicing and applying these skills myself.

I also learned the theory surrounding design elements and principles and DTP techniques which was delivered by the teacher in a lesson. We looked at examples of effective promotional graphics in the world around us and discussed the ways in which elements and principles had been used to produce creative layout. I enjoyed learning about the theory of elements and principles before putting it into practice within my own design folio. After producing a range of preliminary graphics for the water bottle, I went on to model the bottle using 3D modelling software and produce my final promotional graphic using Desktop Publishing Software'.

Did the learner successfully attain the outcomes? YES

**Agua Antarctica: Assessment Feedback Sheet**

Name: XXXXXXXXXX

**1. Analysis & research (5 marks)**

|   |                              |                               |                               |
|---|------------------------------|-------------------------------|-------------------------------|
| <b>Analysis &amp; research:</b><br>Analysing brief in detail and providing information regarding target market, content, style, key dimensions & graphics to be produced. | <i>Limited understanding</i> | <i>Adequate understanding</i> | <i>Thorough understanding</i> |
|   | 1-2 marks                    | 3-4 marks                     | 5 marks                       |

**Commentary:**

Brief has been analysed in detail and you have clearly identified key areas of further research linked to target market, labelling of existing products currently on the market, key features of bottle, colour theory, logo concepts and fonts. Remember the purpose of 'Analysis and research' is to gather information and research other designs that have a similar purpose or style – you have started to begin the design process here – be careful of this.

|      |       |
|------|-------|
| Mark | 4 / 5 |
|------|-------|

**2. Preliminary graphics (15 marks)**

|   |                                     |                                      |                                   |
|---|-------------------------------------|--------------------------------------|-----------------------------------|
| <b>Ideas:</b> Using line, shape, form and proportion to represent ideas.                              | <i>Limited skill/technique</i>      | <i>Fair skill/technique</i>          | <i>Good skill/technique</i>       |
|   | 1 mark                              | 2 marks                              | 3 marks                           |
| <b>Rendering:</b><br>Communicating design features through the use of light, shade, tone and texture. | <i>Limited skill/technique</i>      | <i>Fair skill/technique</i>          | <i>Good skill/technique</i>       |
|   | 1 mark                              | 2 marks                              | 3 marks                           |
| <b>Promotional planning:</b><br>Producing annotated thumbnail sketches or drawn visuals.              | <i>Limited ref to DTP/technique</i> | <i>Adequate ref to DTP/technique</i> | <i>Clear ref to DTP/technique</i> |
|   | 1 mark                              | 2 marks                              | 3 marks                           |

**Commentary:**

**Ideas:**

You have shown a creative range of bottle concepts which explore a range of design features. Bottle concepts are well proportioned and effective use of rendering is used to show form. I particularly like the way you have used line around the body of some of the bottles to reinforce shape. Be careful to ensure that your sketches follow a recognised view and are either drawn as an elevation, pictorial or perspective sketch. The angle of some lines does not quite fit any of these methods.

**Rendering:**

Excellent use of biro pen to show light, shade and tone within each of your bottle concepts. You have used hatching effectively to build up shadows and emphasise the curvature of the bottles. An indication of surface texture is shown on the swatches however it would be good to incorporate this into the design itself. Your use of outline emphasises the bottle, indentations and key design features. Overall, great use of biro pen rendering and colour across folio pages to highlight key features.

**Promotional Planning**

Excellent range of ideas for label and table talker that show creativity and a good understanding of design elements such as colour and pattern. You have referred to DTP terms such as heading and cropping however there is limited reference to design principles. You have incorporated a number of DTP features and principles in your designs so remember to make reference to these in your annotations to demonstrate your understanding of these terms fully..

|      |       |
|------|-------|
| Mark | 8 / 9 |
|------|-------|

# Logo Ideas



In the design brief we were told about how they made the water. They melt ice bergs into fresh drinking water and sell it in shops.

In my logo I came up with the idea of an ice berg as the main part of the logo because of the process of making it. I also added the sun and behind the ice berg to represent the melting of the ice. I added the company name so it is recognise and identify the product.

# Fonts

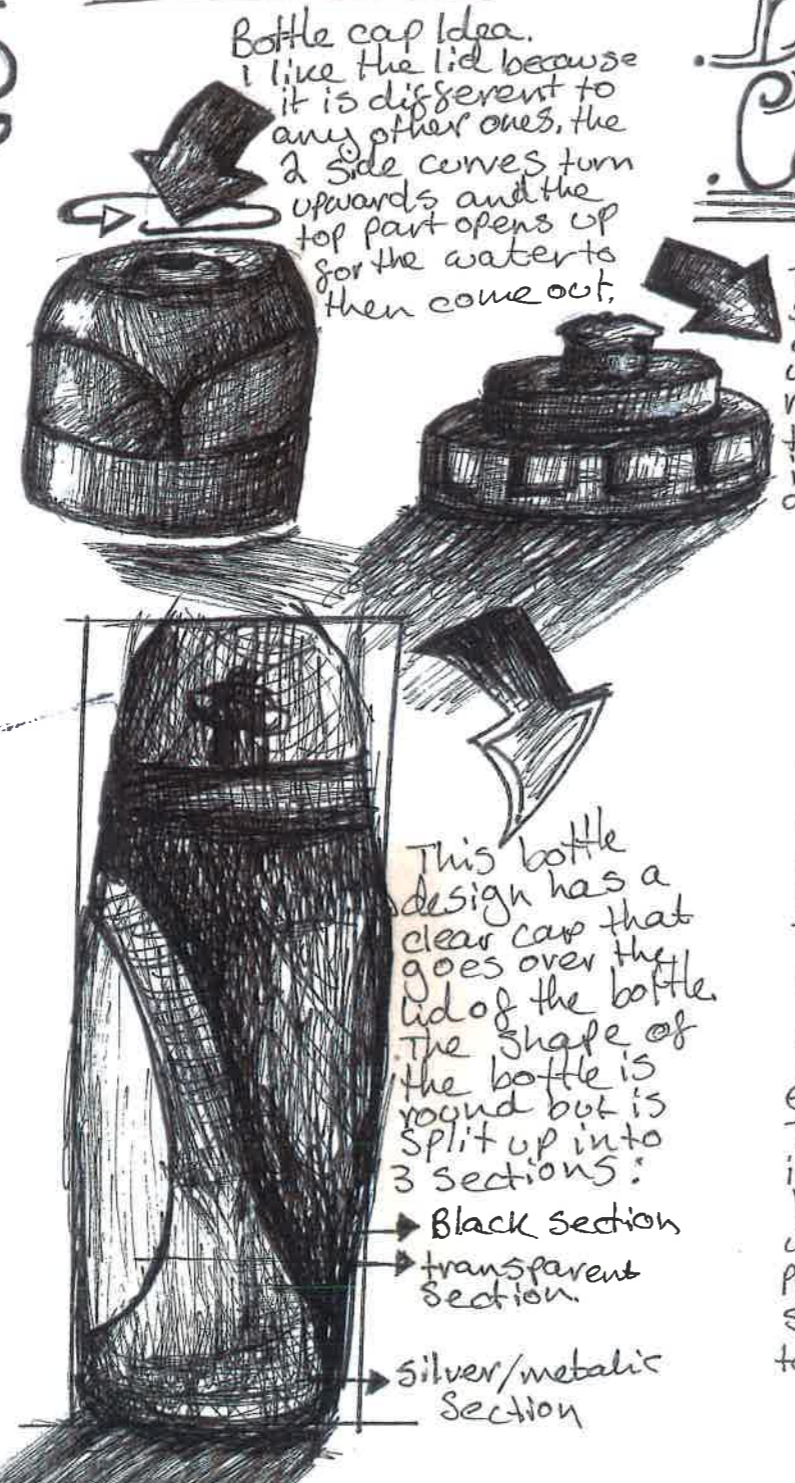
I like this font as it is all connected as a line joins, both the letter 'A's

I don't like this font as it is plain and boring.

I like this font because it is easy to read and the letters connect.

# Aqua Antarctica

## Woodfarm High School



Bottle cap idea. I like the lid because it is different to any other ones, the 2 side curves turn upwards and the top part opens up for the water to then come out.

This bottle lid is one that's used commonly and is used mostly on water bottles, the ridges on the base of the bottle lid is so that it is easier to unscrew and open it.

This bottle design has a clear cap that goes over the lid of the bottle. The shape of the bottle is round but is split up into 3 sections:

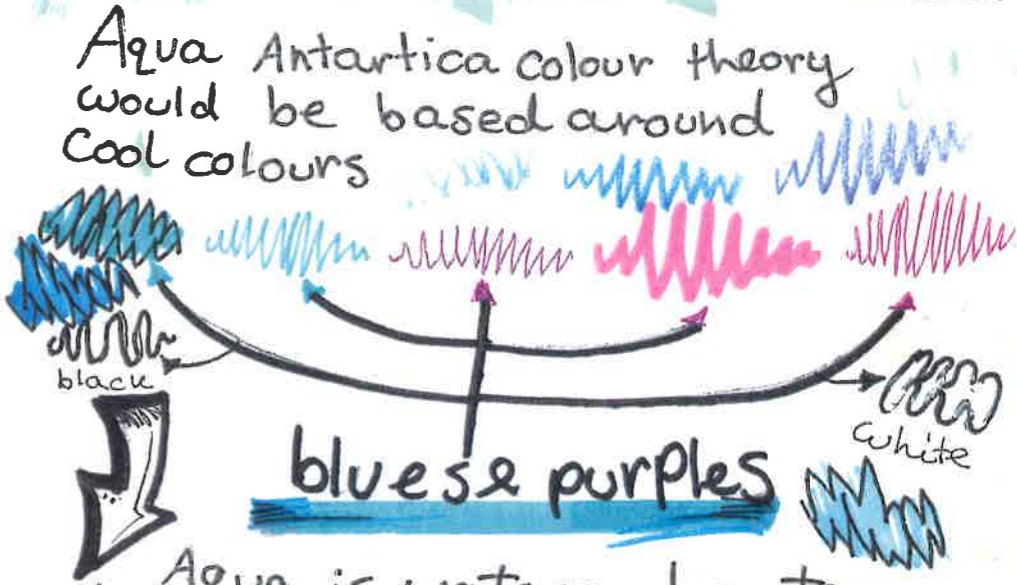
- Black section
- transparent section
- silver/metallic section

# Bottle Concepts

# Design Brief

They require us to create promotional advertising campaign to help them sell their product. Their company will provide us with stock images that they expect us to use in their graphic proposal. You are allowed to edit the images as required. The bottles have to be branded in one way or another. For the bottle we will have to come up with a logo, brand name and promotional display. The item should be in the form of a table talker.

# Colour Theory



Aqua is water and water is associated with blues and transparency. Antarctica is also associated with water and ice (Blues & whites).

## Young health

Conscious, Professional, Aspirational, Socially aware and with a high degree of financial freedom.

Target Market

# Logo

# Nutritional info

# barcode

**Sugar Free**

**Strathmore twist**

STILL SPRING WATER

STRAWBERRY & BLACKBERRY Flavour

|           |         |     |
|-----------|---------|-----|
| Energy    | 1.3kcal | <1% |
| Fat       | 0g      | 0%  |
| Saturates | 0g      | 0%  |
| Sugars    | 0g      | 0%  |
| Salt      | 0.02g   | <1% |

Strathmore Water\* is working with The Prince's Trust to help disadvantaged young people gain the skills they need to get a job. Please help us to change more young lives at [princes-trust.org.uk/donate](http://princes-trust.org.uk/donate).

**Prince's Trust**

The Strathmore brand is owned by A.G.BARR p.l.c. and we are making a payment of approximately £40,000 to Prince's Trust trading limited, a company which covenants all its taxable profits to The Prince's Trust (registered charity number England & Wales 1079675 and Scotland SC041195). A.G.BARR p.l.c. staff will also raise funds for the trust and give their time to support the community programmes that we are investing in.

**NUTRITION INFORMATION**

TYPICAL VALUES per 100ml

|                    |               |   |
|--------------------|---------------|---|
| ENERGY             | 2.0kJ/0.5kcal | STILL SUGAR FREE STRAWBERRY & BLACKBERRY FLAVOUR SCOTTISH SPRING WATER DRINK WITH SWEETENERS  |
| FAT                | 0g            | INGREDIENTS: Spring Water, Acid (Citric Acid), Natural Strawberry & Blackberry Flavours, Preservative (Sodium Benzoate), Sweeteners (Sukralose, Acesulfame K) |
| of which saturates | 0g            |   |
| CARBOHYDRATE       | 0g            |   |
| of which sugars    | 0g            |   |
| PROTEIN            | 0g            |   |
| FIBRE              | 0g            |   |

Once opened, keep refrigerated and consume within 3 days. Serve chilled. FOR HYGIENE REASONS REFILLING IS NOT RECOMMENDED.

[www.strathmore-water.co.uk](http://www.strathmore-water.co.uk)

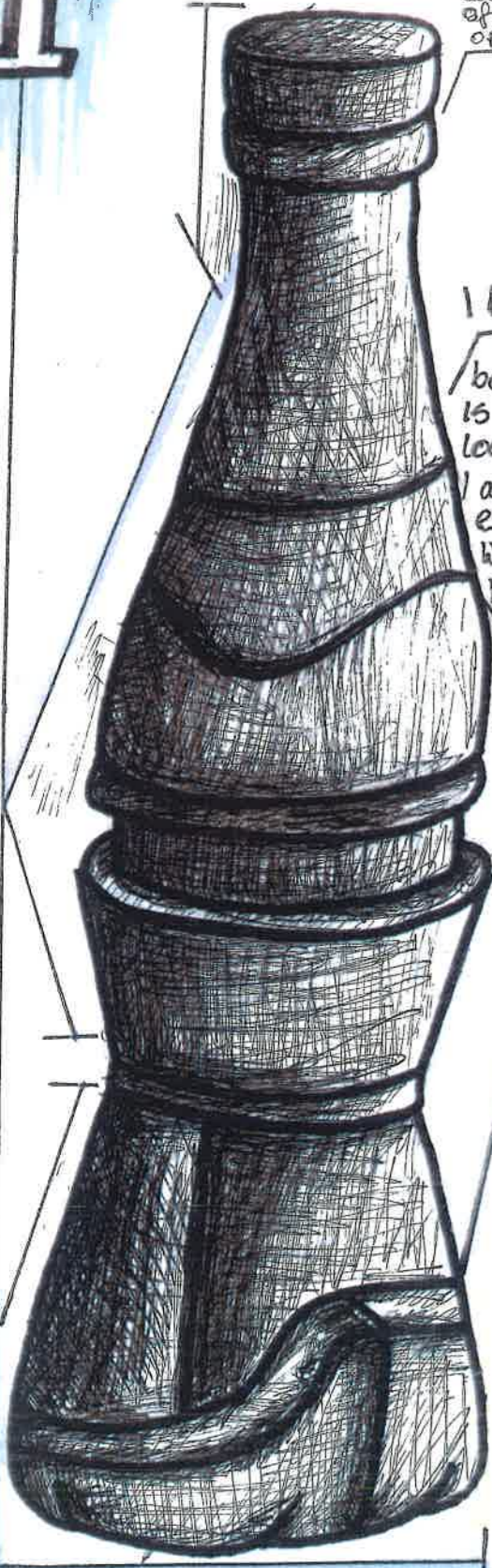
500ml e

Best Before End: See shoulder of bottle.

# origin recycling

# Analysis & Research

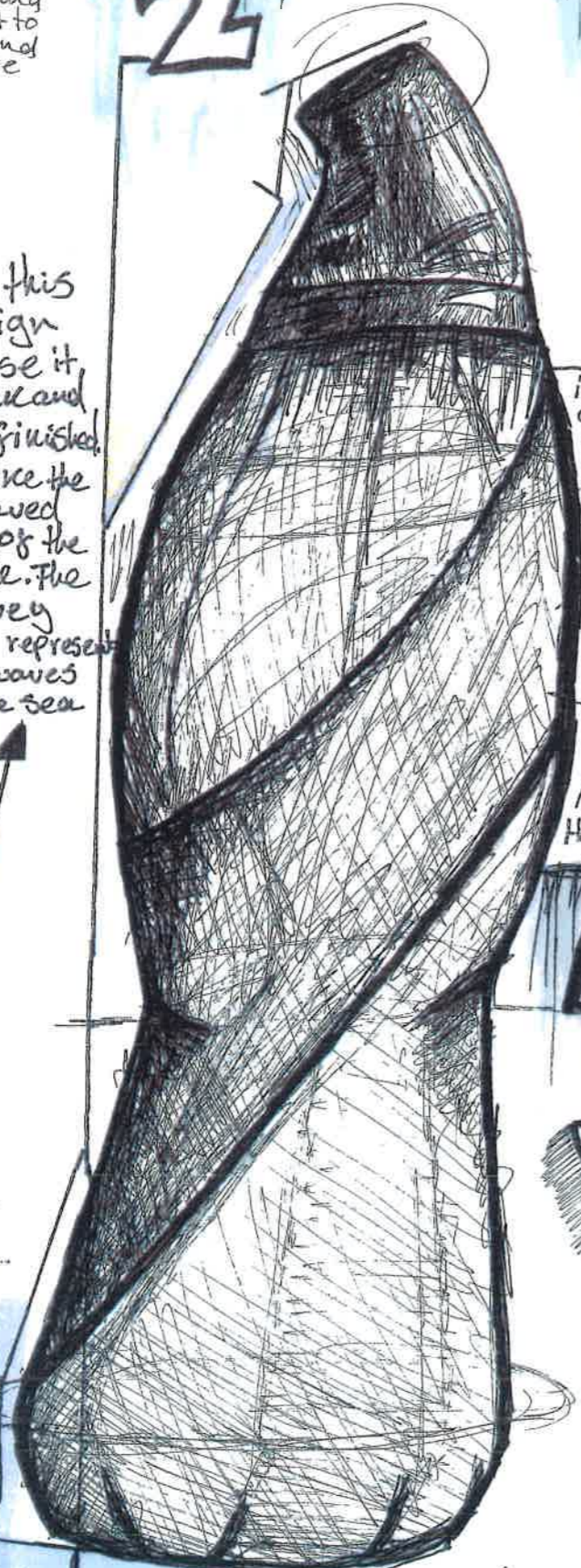
1



Screws the cap on and off so it to open and close

I like this design because it is sleek and looks finished. Also like the engraved lines of the bottle. The wavy line represent the waves in the sea

2



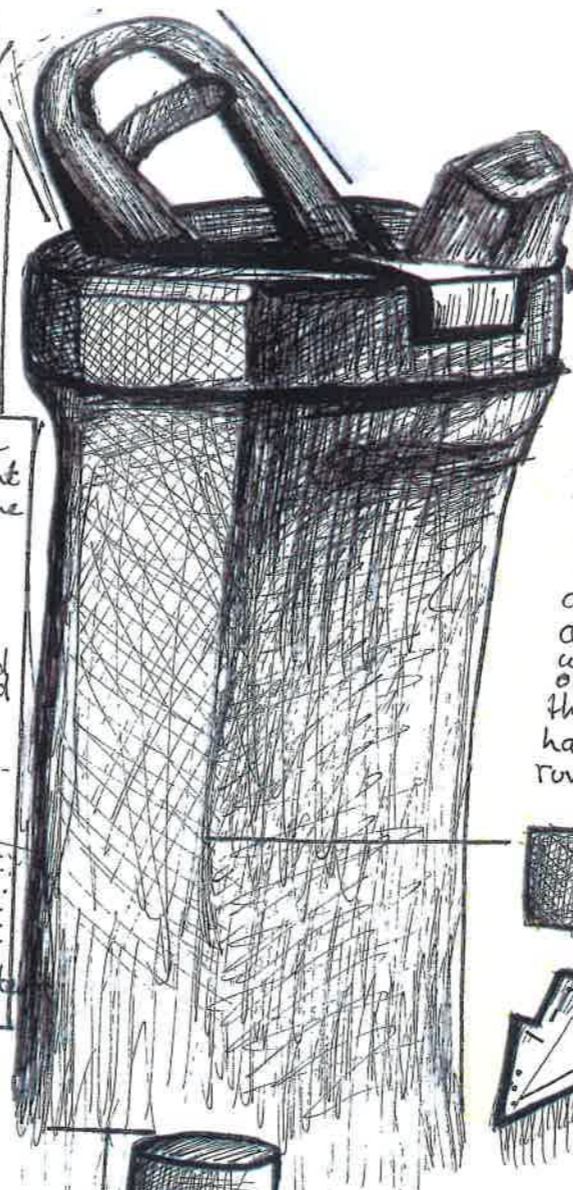
This bottle is transparent apart from the band going across this section of the bottle. The band will be used for a better grip of the bottle (hand-grips)

Hand grip pattern

4



3



This bottle has a lid with a handle attached to the top of it perfect for sports when running you can hold on to it and without you dropping it. The bottle also has a solid block which is where you drink out of. The strip down the side of the bottle has a pattern of lines running downwards

Pattern of the bottle



# Preliminary Sketches

## Bottle Concepts

AQUA ANTARTICA

This bottle has indentations at the top of the bottle, running down the centre of the body. At the sides there is hand grips for the buyers hand to hold the bottle, perfect for sports. The bottom section (the base) is plain and has no pattern or design. It will either be a solid colour or transparent.

I don't like this bottle cap idea as it is simple and common. The lid screws on and off the body of the bottle. The part where you drink out of is the part of the top of the lid

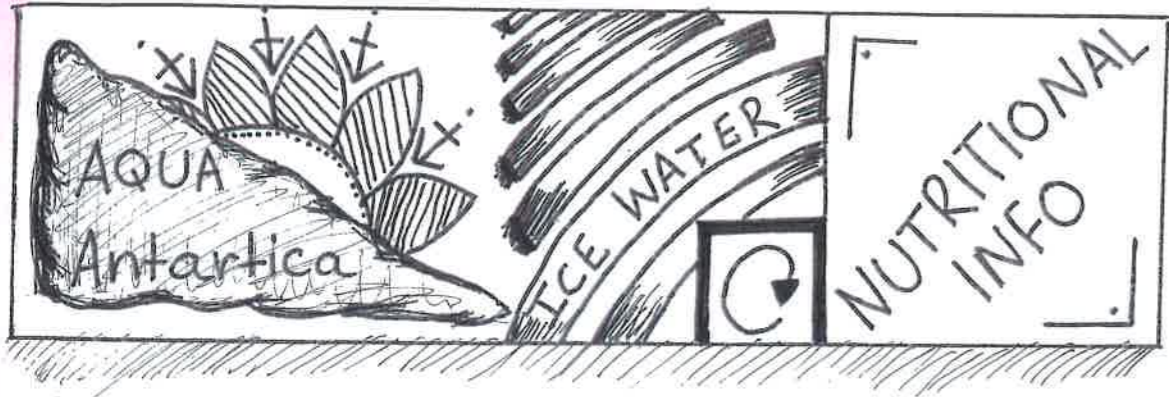
I like this bottle cap idea because it's different to a normal basic lid which screws on. It's a part that sticks up from the lid that is where you would drink from. I would like to use this lid and will probably use it with other bottles body.

# Käbblé Designs

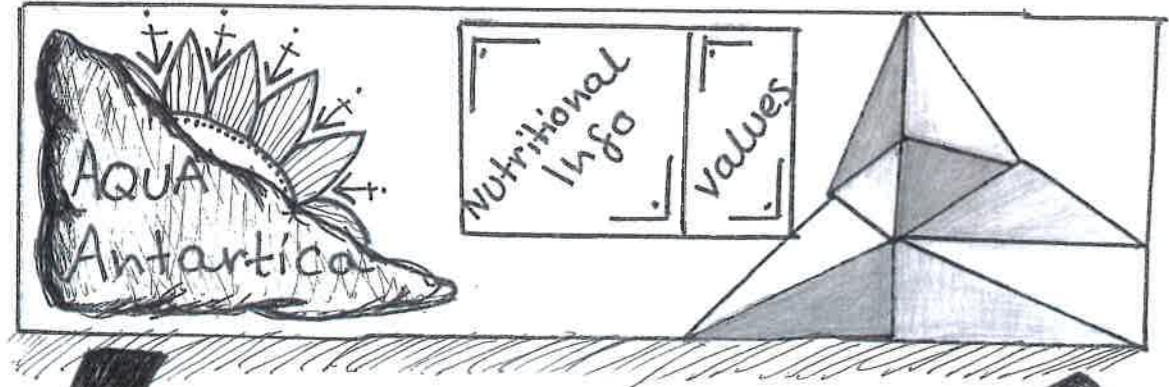


has a range of different size bars going in the order of smallest to largest. It has a highlighted section in all of the bar shapes

## Idea 1



## Idea 2



all the colours Harmonise

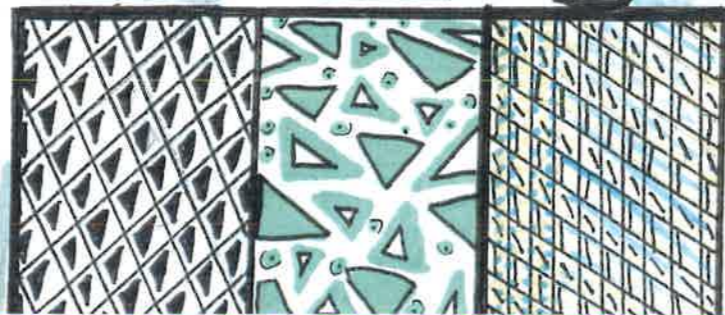
I will design this on the computer

The logo has a sun in the background and will be light yellow the iceberg will be a blue/dark blue for shading

I used cool colours for the iceberg as the iceberg is ice and water. The iceberg is

and is made out of triangles joined together evenly.

1 2 3



Pattern Idea 5

Aqua Antartica



Aqua Antartica

Also will include additional info like the price and heading

I used pattern for the background of the table talker

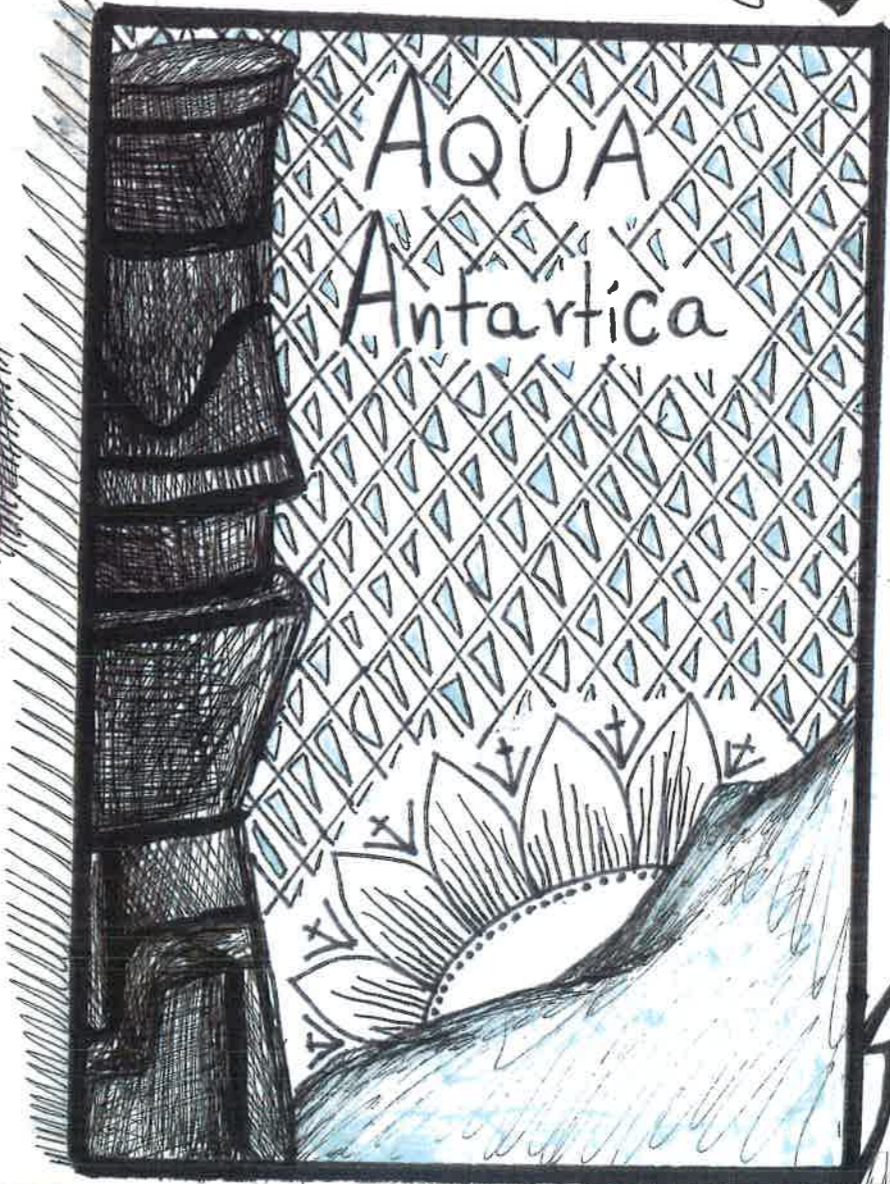


Table Talker

I will use the cropping tool to crop half the bottle so that on the promotional graphic (table talker) will feature half the bottle, the brand name and the logo.