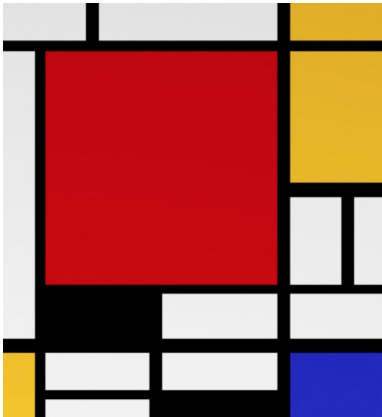


Year 11-12 bridging work for A-Level Product Design

Part 1

There are several historical design styles and movements that still influence designers to this day



Arts and Crafts movement

Art Deco

Modernism: Bauhaus

Streamlining

Post-Modernism: Memphis



For **each** of the design styles listed produce an **A3 mood board**. Your mood boards should include:

- Information about the design style – influences, inspirations, features, famous designers
- Annotated (key features) photographs of examples of the design styles. Some of which you could have taken yourself – you might have seen some of these design styles when you have been on holiday in the past or in your local area whilst out exercising. Many of these features can be found on buildings – particularly older ones.

Useful links:

<https://designmuseum.org/>

http://www.bbc.co.uk/homes/design/period_index.shtml

<https://www.bauhaus100.com/the-bauhaus/>

<https://www.78derngate.org.uk/>

Example of the application of this information at A level:

Below is an extract from the A level specification which shows how your investigation links to the type of questions you have had to respond to at GCSE and the step up to A level:

3.2.2 Design theory

Design influences

Students should be aware of, and able to discuss, how key historical design styles, design movements and influential designers that have helped to shape product design and manufacture.

Design styles and movements

Students should be aware of, and be able to discuss, key design styles and movements and their principles of design, including:

- arts and craft movement
- Art Deco
- Modernism, eg Bauhaus
- Post modernism, eg Memphis.

GCSE example question

Give the name of a historical design school that followed the concept of form follows function. (1 mark)

A-level example question

Figure 4 shows a tea infuser designed by Marianne Brandt



Analyse and evaluate how well the tea infuser follows the principles and ethos of the Bauhaus Design School

(6 marks)

Year 11-12 bridging work for A-Level Product Design Part 2

A huge part of designing a new product is being able to look at existing products and analyse certain criteria so that when you design your own product you can make improvements.

Product analyses at their best are completed with the product in front of the person analysing it. This is because you can gain a real insight by using the product and really looking in detail at its flaws and success', by turning it inside out, looking underneath it or taking it apart.

You are to produce 2 A3 pages completing 2 primary product analysis (where you have the product in front of you). One page will be analysing a lamp or lighting product, the other page will be analysing a child's toy.

You can lay your work out how ever you wish, but you must photograph the product that you analyse to help show features that you are describing in your analysis and you need to use the following criteria:

- Performance criteria
- Aesthetics/form
- Safety
- Function
- Ergonomics
- Size
- Cost
- Customer/user
- Sustainability
- Materials



Useful links:

<http://www.technologystudent.com/prddes1/prdanl1.html>

[http://www-materials.eng.cam.ac.uk/mpsite/tutorial/non IE/prodanal.html](http://www-materials.eng.cam.ac.uk/mpsite/tutorial/non_IE/prodanal.html)

<https://simplicable.com/new/product-analysis>

<https://www.youtube.com/watch?v=P4BUENvf6rg>

Example of the application of this information at A level:

Below is an extract from the A level specification which shows how your investigation links to the type of questions you have had to respond to at GCSE and the step up to A level:

Through the study and critical analysis of existing products, students should develop an understanding of the requirements of the following:

- the design, development and manufacture of products to meet specification criteria
 - fitness for purpose
 - accuracy of production
 - how the critical assessment of products can lead to the development of new designs.
- Students should develop the skills to critically assess products and develop new design proposals.

GCSE Example:

(b) Figure 12 shows a stand for a handheld electronic tablet.

The stand must hold the tablet in different positions.

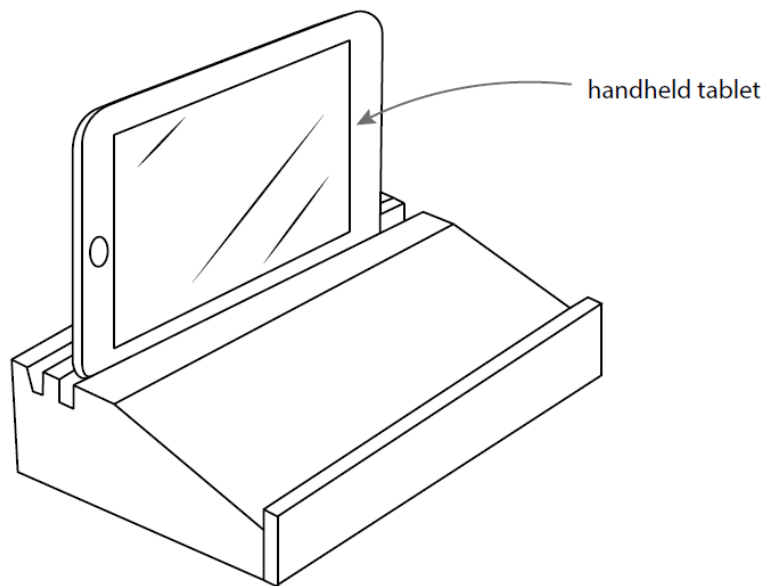


Figure 12

Analyse the stand.

Explain **two** ways in which the stand meets or fails to meet the criteria of holding the tablet in different positions.

(4)

A-level Example:

7 (b) (i) Use notes and diagrams to critically evaluate the anthropometric, ergonomic and safety aspects of the chair. You should refer to the data table on the Insert Sheet. (9 marks)



	Measurements in centimetres
Overall height	45
Seat height	30.5
Overall length	56.5
Overall width	34