

**TEACHER'S NOTES**  
**ART & DESIGN (KS3+)**

**ABOUT THE D&AD RESOURCE BOX**

The D&AD Resource Box has been designed to support a visit to the exhibition ***REWIND: 40 years of design and advertising from the D&AD Awards*** (7 November 2002– 2 February 2003). An additional selection of ten posters is also available upon request.

These notes have been designed primarily for teachers of *Art & Design* (KS3 and above) and are designed to help teachers use these resources with their students. A separate contents list for the Resource Box is also available.

The D&AD exhibition includes areas which deal with product and graphic design, including packaging. These areas have relevance for subjects such as *Design & Technology* but the box itself will be most effective in supporting students of *Art & Design* due to the nature of the material it contains.

The D&AD Resource Box and poster selection can only be used in the Print Room at the V&A. The Print Room, D&AD Box and poster selection must be booked at least three weeks in advance. Please refer to the booking section below for further information.

**ABOUT D&AD**

D&AD is a professional association and charity representing the UK's design and advertising communities. Its purpose is to set creative standards, educate and inspire the next creative generation. D&AD was initially set up in 1962 by a group of graphic designers and advertising people

The exhibition, ***REWIND***, marks the fortieth anniversary of D&AD's annual awards, known as the Yellow Pencil. Each year 20,000 individual entries are submitted from around the world. These are judged by 200 senior creative practitioners. Silver and Gold Pencils are presented at London's biggest creative awards night. The exhibition will show a selection of gold and silver award winners from forty years of D&AD.

## **USING THE PRINT ROOM**

The Print Room is the study room for the Prints, Drawings and Paintings Collections in the Word and Image Department in which you can see works of art on paper from the V&A collection.

## **BOOKING & OPENING HOURS**

The Print Room is open to education groups: Tuesday to Friday; 10.00-16.30. For enquiries about the Print Room please call: 020 7942 2563 or email: [pdp@vam.ac.uk](mailto:pdp@vam.ac.uk). For group bookings please call: 020 7942 2197 or 020 7942 2184. Please state that you wish to use the D&AD Resource Box.

For enquiries about the Print Room please call: 020 7942 2563 or email: [pdp@vam.ac.uk](mailto:pdp@vam.ac.uk).

The Print Room may be booked by education groups for morning, afternoon or all day sessions. The Print Room must be booked at least three weeks in advance through the bookings office on 020 7942 2197 or 020 7942 2184. No more than 10 pupils and one teacher may attend any one session, but when one group of pupils is finished another ten can be brought in, and so on as necessary. Students of 16 and over may work individually or in pairs, but a sequence of individuals must be booked in as a group. Groups of pupils or students doing individual studies are restricted to a maximum of five persons at any one time. If five or more students are present they need to be supervised.

Please remember all groups, including a sequence of individual students, *must* be booked in advance. On arrival in The Print Room, group leaders are shown how to use Print Room objects and facilities. For a morning session please arrive between 10.00 and 12.00 and depart by 14.00. For an afternoon session please arrive after 14.00 and depart by 16.30.

Please note that lead and coloured pencils **ONLY** may be used in The Print Room.

## **BEFORE YOUR VISIT**

Students will gain more from their visit to the exhibition if it is integrated into their existing school-based work. They will also need to have some background about D&AD and know what to expect when they arrive at the V&A.

As a preparatory task you could ask students to select a magazine advertisement which they like or think is particularly effective. Ask each student to explain their choice by saying a little about why the design appeals to them. Display this selection of advertisements in the classroom for future discussion and reference. From this display ask each student to select the two advertisements which they think are the most successful. Give each student a gold and silver star (or something similar) to stick next to their choices: the advertisements with the most gold or silver stars will be the winners. Some preliminary discussion, before the judging, about criteria for assessing a piece of advertising will help students develop a critical eye. An agreed class list of criteria can be used by students to help them develop their own designs, and to evaluate both what they see at the V&A.

The judging of the best advertisements from the class-selection could be done equally well after the students have visited the D&AD exhibition. Your visit to the exhibition, and the use of the Resource Box, will provide further opportunities for students to develop their critical skills.

Given sufficient thought and careful planning your visit to the D&AD exhibition could be used as a starting point for future school-based work. A pre-visit to the exhibition before bringing your group is strongly recommended.

## **AT THE MUSEUM**

Ten students is the maximum number allowed for each Print Room session. There are ten examples of advertising and design in the D&AD Resource Box so each student could investigate one piece at a time, or students could work in pairs, spending some time looking at each piece individually.

The box includes examples of advertising and design from each decade from the 1950s onwards. It could be useful to arrange the material in rough chronological order: this is the order used on the box contents list. The arrangement of the material in chronological order could be posed as a challenge for your students. The box contents are selective and not representative of each decade but they can still be used to explore some issues related to the changing nature of advertising and design over the last fifty years.

You could ask students to make a list of those points which they feel make each piece successful or unsuccessful in achieving its purpose. For example, does the advertisement have a powerful slogan, or use colour effectively? It might be helpful to look at one or two pieces as a group first.

## Key questions

These are some key questions which you could pose for your students to help focus their thoughts when looking at the designs:

- What is the purpose or aim of the design?
- How has the designer tried to achieve this aim?
- How successful do you think they have been?
- How does the design capture the viewer's attention?
- What techniques have been used to produce the original artwork for the design?
- How could you replicate this technique or design?
- Does the design incorporate a logo?
- What purpose does the logo serve?
- Does the design rely entirely on visuals?
- What role does language play in the design?
- If the design incorporates written language, would it make sense without it?
- What are the advantages and disadvantages of using language in advertising?
- What appeals does the design make to the viewer? Does it rely on sex appeal or humour? Does it stimulate curiosity? Does the design attempt to shock the viewer?
- Has the design dated? If so how could it be given a more contemporary feel?

You could ask students to decide which of the pieces included in the box they think is the most successful if you haven't done this previously. If they had to choose one design from this selection for a Gold or Silver Pencil award,

which would they choose? Are the most successful advertisements and pieces of design always those created with the most difficult or complex techniques?

## **BACK AT SCHOOL**

There are numerous possibilities for following up the work undertaken at the Museum, and begun at school. For example, possible projects could relate to:

- Producing an advertisement for a specific product.
- Redesigning the brand or corporate image of an organisation.
- Designing a poster which carries a political message or an appeal from a charitable organisation such as the NSPCC.
- Items 2, 3 & 10 in the Resource Box relate to packaging for albums. Students could be asked to design innovative prototype packaging for a CD which could be mass produced, but which still uses unusual materials or concepts.

## **Discussion Points**

Advertising and controversy have never been far apart. This offers opportunities for some stimulating discussion and debate about the ethics of advertising. Newspaper articles can be used as a starting point for discussion. Debates could cover:

- **Provocative images.** Some advertisements deliberately attempt to shock or provoke the viewer. The 'Act Up' advert (Item 7 in the Resource Box) refers to a Benetton advert which featured David Kirby (an AIDS activist) on his death bed. Act Up argue that such images shouldn't be used to sell clothing or to generate profit for a company like Benetton. Is it right to use shocking or emotive images to make profit? Is it any more acceptable for charitable organisations to use such images?
- **Tobacco advertising.** Is it right that millions of pounds is spent on advertising products which shorten lives and cause both heart disease and lung cancer? Cigarette advertising is heavily regulated by government, but should it be banned altogether?

- **Representation of women and men in advertising.** A 1950s advertisement for American cars is included in the box: it uses a representation of a woman to help sell the product. The depiction of women in advertising has often been controversial. Is advertising sexist, and does it promote unfavourable stereotypes? The Diesel advertisement features two men kissing and there has recently been an increase in the number of men complaining about sexist adverts. Are prejudice, stereotyping and sexism in advertising things of the past? Or is it just the gender of the target that has changed?

## **FEEDBACK**

We value your opinions. Please do let us know what you think of the D&AD Resource Box. If you have any suggestions for additional activities, or if you have used a particularly successful approach, please provide details. These notes will be revised at a future date and we will incorporate any helpful suggestions we receive. Please forward any feedback or comments to the Schools Education Officer: [s.frost@vam.ac.uk](mailto:s.frost@vam.ac.uk)

## **FUTHER INFORMATION**

[www.asa.org.uk](http://www.asa.org.uk)

The website of the Advertising Standards Authority (ASA). The ASA is the independent, self-regulatory body for non-broadcast advertisements in the UK.

[www.dandad.org](http://www.dandad.org)

The website of British Design and Art Direction.

*A Teacher's Guide to Using the Print Room* (ISBN 1 85177 155 7)

This publication is shows teachers how to use the Print Room at the V&A. It is available from the V&A Shop or by mail order at £5.95 (plus £1.45 p&p). Please refer to the V&A website for further details. [www.vam.ac.uk](http://www.vam.ac.uk)