

UAL Foundation Diploma Art & Design: Unit 7 Assessment

Student Name	xxxx	Pathway	Photography		
Unit 7 – Art & Design Project Proposal & Realisation					
Level: 4 Credit value: 40	Unit Aim: To enable the candidate to take responsibility for their own learning by proposing and realising a project which integrates planning, research, ideas, methods, evaluation, reflection and future progression / professional opportunities				
Learning Outcomes	Assessment Criteria	Criteria Met			
		R	P	M	D
1. Be able to initiate and develop an art and design project proposal.	1.1 Use a range of critical and contextual perspectives to initiate a personal self directed art and design project proposal.		P		
	1.2 Use detailed analysis and evaluation to clarify and develop a personal self directed art and design project proposal.		P		
2. Be able to use research, analysis and evaluation to develop solutions for an art and design project.	2.1 Use wide ranging and in-depth research to support the development of a personal self directed art and design project.		P		
	2.2 Use analytical and evaluative skills to develop a range of creative solutions to realise a personal self directed art and design project.		P		
3. Be able to solve practical, theoretical and technical problems in art and design project.	3.1 Solve complex practical and technical problems within a personal self-directed art and design project.		P		
	3.2 Solve complex theoretical problems within a personal self-directed art and design project.		P		
4. Be able to plan, organise and produce an art and design project.	4.1 Demonstrate the ability to efficiently plan, organise and produce a personal self-directed art and design project within an agreed time frame.		P		
			P		
5. Be able to use practical methods and skills in an art and design project.	5.1 Demonstrate the exploration, adaptation and application of a range of practical methods and skills in the realisation of a personal self-directed art and design project.			M	
				M	
6. Be able to use evaluative and reflective skills in an art and design project.	6.1 Maintain detailed critically evaluative and reflective records of the development of a personal self-directed art and design project.		P		
	6.2 Use evaluative and reflective skills to make perceptive decisions in support of a personal self-directed art and design project.		P		
7. Be able to present an art and design project.	7.1 Explore a range of considered strategies to present a personal self directed art and design project.		P		
	7.2 Present a personal self-directed art and design project skillfully and proficiently to a specified audience.		P		

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Name	xxxx	Pathway	Photography			
<p>Context : PASS</p> <p>F.M.P Proposal is limited in terms of ambition and therefor scope for aesthetic development, but does indicate direction for development in terms of content (Islam and the portrayal of young women, by a young Muslim woman ;) and photographic strategies. In addition you are clear that you intend to develop time based media experiments as a response to initial research, and while this is a narrow research starting point, providing one entry to bibliography at this point, there is enough project potential in the proposal to pass. Grammar and spelling also an issue, particularly at level three/four practice. This should have been addressed earlier in the unit.</p> <p>Research: PASS</p> <p>Artist research is limited but does provide evidence of photographic investigations, particularly Rineke Dijkstra, although the opportunity for comparison of the aesthetic and meaning created is not fully exploited in terms of relationship to images of young Muslims. Both historic and contemporary images of young Muslims are absent from research and again, this is a missed opportunity to develop the project. There is however, good evidence of practical experiments and technical research to support the development of both the photography and the video shoot, and it is this practical research that supports the grade awarded.</p> <p>Problem Solving: PASS</p> <p>In terms of the problems solved during this project the video shoot in the studio and subsequent edit evidence demonstrates a good standard of practice. The extension beyond pure photography, into time based media has been a crucial factor in the successful outcome of this unit.</p> <p>Planning & Production: PASS</p> <p>Planning is evident throughout a number of location and studio shoots and then reiterated and reinforced with the video recording in the TV studio and edits that followed. There were opportunities to further develop and improve these criteria when printing and presenting the photo shoots but it is clear from your evaluation that you allowed the scale of the existing frames to dictate the final installation and presentation of the piece. Foundation demands a higher level of reflection and response to the problems you faced. The potential of the images generated, is not realized in the manner in which they are presented. Had you experimented with scale and presentation, recorded and reflected on the outcomes; identifying successful decisions and responding to these outcomes, then the production of the final piece would have improved.</p> <p>Practical Skills: MERIT</p> <p>There is a range of very good practical skills evidenced throughout this project. These include both studio and location photography and moving image production with excellent skills in both photo shop and premier pro supporting the post production of the images and audio you created. As in planning and production however, I feel that the final output of all the work lacks the same level of commitment, reflection and response. A fashion shoot would not present images in this way and broader research would have confirmed that. The range of practical skills demonstrated in the origination of the work however does fulfill the criteria for Merit.</p> <p>Evaluation & Reflection: PASS</p> <p>Evaluation and reflection is constant but I question the application of both, as there is little impact of this process on the direction of the work. Most importantly, there is nothing in the evaluation regarding the content of the work. The representation of young Muslim women is an incredibly vital and engaging topic that you do explore in the work, but fail to discuss or provide any resolution on in terms of evaluation. This is disappointing and is lost in the poor presentation of the final pieces.</p> <p>Presentation: PASS</p> <p>Presentation is flawed, the photographs do not benefit from the reduced scale or the framing strategy. The video is edited and presented to a high level however and supports the overall grade of pass. Supporting evidence for presentation is limited as identified in the planning and production criteria feedback.</p>						
Unit 7 – Final grade			R	<u>P</u>	M	D
Assessors:	xxxx	Date:	10/06/15			

UAL Foundation Diploma Art & Design: Unit 7 Assessment

Student Name	xxxx	Pathway		Visual Communication			
Unit 7 – Art & Design Project Proposal & Realisation							
Level: 4 Credit value: 40	Unit Aim: To enable the candidate to take responsibility for their own learning by proposing and realising a project which integrates planning, research, ideas, methods, evaluation, reflection and future progression / professional opportunities						
Learning Outcomes	Assessment Criteria	Criteria Met					
		R	P	M	D		
1. Be able to initiate and develop an art and design project proposal.	1.1 Use a range of critical and contextual perspectives to initiate a personal self directed art and design project proposal.			✓			
	1.2 Use detailed analysis and evaluation to clarify and develop a personal self directed art and design project proposal.			✓			
				M			
2. Be able to use research, analysis and evaluation to develop solutions for an art and design project.	2.1 Use wide ranging and in-depth research to support the development of a personal self directed art and design project.			✓			
	2.2 Use analytical and evaluative skills to develop a range of creative solutions to realise a personal self directed art and design project.			✓			
				M			
3. Be able to solve practical, theoretical and technical problems in art and design project.	3.1 Solve complex practical and technical problems within a personal self-directed art and design project.			✓			
	3.2 Solve complex theoretical problems within a personal self-directed art and design project.			✓			
				M			
4. Be able to plan, organise and produce an art and design project.	4.1 Demonstrate the ability to efficiently plan, organise and produce a personal self-directed art and design project within an agreed time frame.			✓			
				M			
5. Be able to use practical methods and skills in an art and design project.	5.1 Demonstrate the exploration, adaptation and application of a range of practical methods and skills in the realisation of a personal self-directed art and design project.			✓			
				M			
6. Be able to use evaluative and reflective skills in an art and design project.	6.1 Maintain detailed critically evaluative and reflective records of the development of a personal self-directed art and design project.			✓			
	6.2 Use evaluative and reflective skills to make perceptive decisions in support of a personal self-directed art and design project.			✓			
				M			
7. Be able to present an art and design project.	7.1 Explore a range of considered strategies to present a personal self directed art and design project.			✓			
	7.2 Present a personal self-directed art and design project skillfully and proficiently to a specified audience.			✓			
				M			

UAL Foundation Diploma Art & Design: Unit 7 Assessment

Name	xxxx	Pathway	Visual Communication			
<p>Context : Your blog evidences clear direction and context from the onset. You defined strategies to explore the way we see ourselves that were firmly anchored in your analysis of strengths in previous work and your understanding of relevant contextual research. You have a clear focus of the skills you want to develop and of where your work would exist in a professional environment. You have demonstrated a good level of understanding of the subject and have consistently made informed and accurate decisions that clarify meaning.</p> <p>Research: Your contextual research is very good, you have explored a number of artists who predominantly work within the photographic field utilising the face as a metaphor for their work. These artists have included Joseph Parra, Bert Simmons, Richard Avedon and Cindy Sherman. You have thoroughly analysed this work, showing clear synthesis with your own practice. You have also researched the potential of materials, experimenting with a range of photographic techniques and have continued to experiment and reflect on the success of folding methods, digital editing, increased scale and a range of possibilities for finish and presentation.</p> <p>Problem Solving: Problem solving skills have been evidenced to a very good level throughout the project, you have resolved issues with materials using different qualities of paper to overcome folding difficulties, you have experimented with scale which consequently brought its own challenges for you to resolve; for example how would the photograph/sculpture maintain its structural integrity and stand up, what impact would scale have on the audience and their reading of the work and what meaning is created by moving the photographic into the sculptural. All of these problems have been proposed, investigated and effectively solved. You have experimented with digital and film cameras, developed photographs independently in the darkroom, booked the studio, arranged models and then edited the photographs to remove a scratch that was unknowingly on the lens. You continued to face challenges through to the presentation of work, the decision to scale up to A0, meant you had to explore ways to stiffen the paper; if the sculptures were to be free standing. Experimentation with varnishes subsequently led you to the decision to make the work and place it directly onto the board.</p> <p>Planning & Production: Your ability to plan and produce is apparent in your final work, supported by your work plan and detailed records on the blog that evidence your process. You have independently and efficiently managed your time throughout and problems faced with the production of final pieces meant that it was necessary to thoroughly plan in order to meet the deadline of the exhibition opening. You have shown full engagement and commitment to the project and have continuously made realistic evaluative decisions. Your dated work-plan is lacking in detail but is countered by the detail on your blog.</p> <p>Practical Skills: Your practical skills show a real level of understanding and sophistication. Your ability to manipulate the image and consider the audience shows you have retained real focus on your original intentions, you have consistently applied the same level of sophisticated thinking to your decision making and analysis of both your own and others work. Although on initial appearance it may look like there is a lack of development of ideas but you have in fact explored a variety all within the context. You have used both digital and film cameras, complex editing techniques on Photoshop, you have experimented with scale, materials and considered the overall aesthetic of the image, the exposure and saturation in terms of the message it conveys, all with clear links to contextual research and achieving your original aims.</p> <p>Evaluation & Reflection: Your evaluative skills are excellent you clearly investigate and source the work of other artists who are working within the same context and make clear focused interpretations of your findings. Your own developments show synthesis with this contextual research and a real understanding of what you are trying to achieve. This analysis has informed the development of your ideas and subsequently an outcome that effectively communicates your concept.</p> <p>Presentation: Your final presentation demonstrates a confident and carefully considered solution. You have thought about the audience, you have considered strategies for engagement with them, and have shown clear independent thinking on the placement of the sculptures within the exhibition space. Your decision for the viewer to see them from different angles and for the sculptures to face each other validates your understanding and commitment to the subject. Your idea was ambitious but you have worked hard to achieve your goals and consequently have produced an excellent display.</p> <p>All of the criteria have been awarded a merit grade Maddie, in order for this assessment to have been Distinction, there would need to be extended activities in all outcomes. This would have provided opportunities for the depth, breadth, experimentation and subsequent reflection required to achieve the highest grade. In all, only two final pieces were produced, and despite their success, the production of more pieces would have allowed you more opportunities for reflection and response in all criteria.</p>						
Unit 7 – Final grade			R	P	<u>M</u>	D
Assessors:	xxxx	Date:	10/06/15			

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2. Be able to use research, analysis and evaluation to develop solutions for an art and design project.	2.1 Use wide ranging and in-depth research to support the development of a personal self directed art and design project.				D
	2.2 Use analytical and evaluative skills to develop a range of creative solutions to realise a personal self directed art and design project.				D
3. Be able to solve practical, theoretical and technical problems in art and design project.	3.1 Solve complex practical and technical problems within a personal self-directed art and design project.				D
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5. Be able to use practical methods and skills in an art and design project.	5.1 Demonstrate the exploration, adaptation and application of a range of practical methods and skills in the realisation of a personal self-directed art and design project.				D
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	6.2 Use evaluative and reflective skills to make perceptive decisions in support of a personal self-directed art and design project.				D
7. Be able to present an art and design project.	7.1 Explore a range of considered strategies to present a personal self directed art and design project.				D
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Student Feedback (Blind Marking)

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Name	XXXX	Pathway	Photography			
<p>Context: This element is extremely articulate, analytical, and insightful. Your proposal clearly articulates your theme of structure and offers reasoning for its selection, namely that it offers you lots of potential for interpretation. This reflects your creative energy, drive and unstoppable work ethic. It also evidences a willingness to work outside of your comfort zone with the potential of incorporating sculptural elements as part of the final presentation, eventually manifesting as a construction process employed in the manufacturing of your photographic compositions. The proposal is supported by the inclusion of tutorial records, drafts, and visual mood boards. The context portion of your blog also contains evidence of further elucidation with the inclusion of your selected catalogue image, your work that appeared in Art & Music magazine and illustrations and supporting annotation concerning your initial contextual influences. These being Hirst's dissected animals, Bernd & Hilla Becher's industrial landscapes and Knight's iridescent plant studies, which were perfect anchors for potential avenues of investigation. This offered an excellent start and clear direction that informed and motivated this outstanding body of work.</p> <p>Research: You have included an outstanding selection of research that includes an array of appropriate photographers and fine artists including Eastwood's hanging food, Goya's meat and fish paintings, Van Gelder's meat portraits, Johanson-Maet' meat in a bottle, Magalhaes & Issac's meat and fish sculpturally formed and contained in a bags, and Bacon's paintings. Within your selection process and written commentary you display conceptual, aesthetic, political and socio economic understanding, and offer independent, insightful, intelligent reading of the work. The simultaneous investigation of painting alongside photography has obviously informed and inspired your practical investigations resulting in pieces that force the viewer to question the origin of their production.</p> <p>Problem Solving: You have resolved a wide selection of complex problems to bring this work to fruition. Practically you worked through several variations, the dissection, preservation, sourcing of materials, locations, physical manipulation (cutting, hanging) of objects as well as several photographic processes: film (different formats), digital (different lenses) , photograms, studio, location, lighting, composition, capturing movement, containment and composition. You eventually resolved a professional standard of presentation of your work, which was no easy task due to the volume of potential outcome you had produced. This involved decision making around editing, scale, selection and presentation methods. Theoretically, you had to resolve producing an outcome that was equally informed by painting and photography, explore containment and develop potential strategies of construction to support your composition. All these problems had to be resolved before aesthetically overriding the content, making the "nasty" palatable or the repulsive, desirable. All final pieces completed to a high standard which displays understanding, organization and a mature outlook.</p> <p>Planning and Production: Extensive planning process evident. You worked independently throughout with commitment and determination. You were totally engaged with the process and pushed to achieve very sophisticated photographic images that display both technical ability and aesthetic maturity. A larger body of work was produced within the given timescale which is testimony to your drive, engagement and commitment to achieve your self-directed goals.</p> <p>Practical Skills: An outstanding body of practical work was produced that investigated several avenues before a final focus was instigated. This included architectural structures inside and out, flower dissection and organization, and man-made object dissection and suspension. Your selection of dead animals was potentially challenging but you overcame any issues with vigor and decisive decision making. This included fantastic studies of a pig head in various guises, some obviously informed by Bacon's aggressive emotional paintings, and dissected fish, contained, organized and hung. Within these fish studies you captured an almost decorative aspect in your containers, a clinical layout on the tray that speaks the language of exclusive food shots and the beautiful shot hanging studies that subtly applied light to dance over the surface whilst the back remains dense and black. You made the macabre beautiful, the repulsive desirable offering a narrative on physical fragility. These were also concerned with deconstructing internalized as opposed to your earlier studies that negotiated the external.</p> <p>Evaluation & Reflection: Your evaluation and reflection are outstanding throughout accompanying every post and activity. You have built strong connection to contextual research assimilated intelligently, showing understanding of process as well as theoretical and contextual drive. Very independent, unstoppable work ethic, you always brought your her own ideas to the table as well as responding positively and proactively to feedback. Excellent decision making resulting in and body of work that had lots of possibility to bring to fruition.</p> <p>Presentation: Your decisions to present you work as a book and large print was intelligent and insightful as it gave you the opportunity to showcase a wide selection of what you had achieved. You never settled and explored the potential for gloss and mat print prior to selecting your final presentation method. Your final presentation was professional and a resounding success. Displaying your subtle, mature outcomes that have delighted and engaged all viewers.</p>						
Unit 7 – Final grade			R	P	M	<u>D</u>
Assessors:	xxxx	Date:09/06/15				