

# Externally Set Assignment | Year 11 | Art Term 2

ASSESSMENT OBJECTIVES	
A O 1	Develop ideas through purposeful investigation and exploration. Find images, artists, and techniques relevant to the unit theme. Include info: what, how, why (key words).
	Identify techniques, media, materials, and skills.
	Demonstrate critical understanding of sources through written and practical responses. Include own thoughts about the work. Written in own words with correct spelling, grammar, and punctuation. Present work in a creative way: drawings, experiments, artist extensions.
A O 2	Refine work and ideas through deliberate and relevant experimentation. Find and use technique instruction, demonstration, and information. Select and exhibit a variety of responses and experiments and media evidence.
	Identify connections and overlaps with techniques.
	Experiment with appropriate media, materials, techniques, and processes. Include equipment, media, materials, diagrams, method using specialist language. Use research to develop technique, skills, and creative knowledge. Present work in a creative and methodical way. Record ideas, observations, and insights relevant to intentions. Communicates through written and visual means: drawings, paintings, prints and any other media. Annotate samples, experimentations, observations, and developments.
A O 3	Collect source material to use in design work: own photos, museum visits/tickets, drawings, and notes.
	AO1 and AO2 has inspired design work and connections are clearly identified throughout. Investigate the most appropriate media, materials, techniques, and art skills to use within the unit. Use resources creatively to produce a variety of design ideas that are relevant to intentions. Clearly identify work progress, idea generation influences and directional changes related to the body of work.
	Plan and adapt ideas to create a personal successful outcome. Ensure that all components of final outcome are own work (not copies). Work independently, making informed decisions.
A O 4	Demonstrate a strong understanding of visual language.
	Select the best bits from all the assessment objectives to include in personal outcome.
	Identify where improvement is required and confidently adapt design work to show changes. Realise intentions and designs with conviction, confidence, and purposeful intent. Exhibit a clearly developed and improved set of art skills from experimenting to outcome. Present an imaginative, meaningful, personal, and informed response to the unit theme.

RESPONDING TO AN EXTERNALLY SET ASSIGNMENT TASK	
<b>Choose only <u>ONE</u> starting point.</b>	Choose carefully and don't change your mind later, there will not be time to “quickly” swap ideas or themes.
<b>Read the prompts very carefully.</b>	Highlight the key words. Look at the named artist or designer work. What aspects of art are you being encouraged to explore - a genre or genres (e.g. still life, landscape, portraiture etc.), an aspect of visual language (e.g. colour, composition, pattern etc.), a social issue (the environment, human relationships, protest etc.) or something else?
<b>Begin by mind-mapping your initial thoughts</b>	These will probably change/develop during your research so it's a good idea to record your first thoughts so you can compare them with your later (more sophisticated) thoughts.
<b>Research ALL of the named artists or designers in detail.</b>	<b>NEVER</b> copy text from the Internet. Think hard about the ARTIST's work – what have you learned about it and how has this helped you develop your ideas? Respond in the style of the artist or style as soon as possible. Put together artist research pages where appropriate.
<b>Get your primary research sources early</b>	Visit museums and places of relevant, take photographs and imagery of your chosen theme and question. Present as you go and use these sources throughout your investigation.
<b>Try to add new samples/ experiments (6-10 samples minimum) each week</b>	Evaluate and annotate your work thoughtfully identifying clearly what you have learned, what you might do more of and what you might avoid doing in future and develop techniques and processes carefully and in-depth. You will be better off if you keep to a “highly productive” plan.
<b>Present as you go along</b>	Reduce the last minute trouble or stress by presenting pages as soon as you are ready to. This reduces loss or last minute panic.
<b>Experiment thoughtfully</b>	Make sure that you have <b>THOROUGHLY</b> investigate, developed and explored each technique and all artists have responses and connections.
<b>Leave plenty of time (at least two weeks) to prepare for the Controlled Assessment.</b>	Your final exam (Controlled Assessment) is 10 hours. Your coursework leading up to the 10 hours will be submitted before the exam starts and you will not be able to do any further coursework during this time. The content of this exam is a final outcome for the entire unit. You need to have planned and prepared to the best of your ability to be able to avoid stress and have a solid plan and outcome – this is the “final” showpiece of the entire art course, make it count.