



Scottish Baccalaureate in Expressive Arts

Exemplar 3 - “Art, Health and Well-Being”

Group Project - Grade A

Expressive Arts: Interdisciplinary Project

Proposal

Candidate name	Mary McGillvary								
SCN									
Centre name	Whitehill High School								
Assessor name	Robert Davis								
Project title	Art Health and Well-Being								
<p>Project outline (<i>what it is you want to do and how will you go about it</i>)</p> <p>This is a joint project and it will investigate the importance of Art and its impact on society's health and well-being. We will divide the responsibilities into two separate areas:</p> <ol style="list-style-type: none"> 1. Teach a skill based lesson to a group of adults who have no art experience, developing confidence and creating fulfilment when making work. 2. Curating an exhibition for the same group of adults from the work they have made celebrating their success. <p>While John researches the process of assembling an exhibition, I will focus on teaching the skill of drawing and printmaking. This will be delivered in a three hour workshop.</p> <p>The aim of this project is to research and analyse the impact creativity has in relation to the practitioner's self-esteem, wellbeing and confidence. They will celebrate through the production and presentation of work culminating in an exhibition.</p>									
<p>Reasons for choosing this project (<i>eg personal interest, future plans, links to other subjects you are studying/ have studied</i>)</p> <p>I hope to study Painting and Printmaking at Art School and my interest rests in the development of art skills. I would like to encourage the local community to participate in the making of artwork and realise the subject's benefits.</p> <p>I see Art as a therapeutic experience and would like to eventually complete an MA in Art, Health and Wellbeing at Birmingham University.</p>									
<p>The broad contexts this project will cover are</p> <p> <input checked="" type="checkbox"/> Citizenship <input checked="" type="checkbox"/> Enterprise <input checked="" type="checkbox"/> Employability <input type="checkbox"/> Economic development <input type="checkbox"/> Sustainable development </p>									
<p>Learning environments I will access are</p> <p>Head-teacher - I will contact the Head-teacher to gain permission to organise a workshop event for staff, identifying an appropriate time and place to carry out this event. We will discuss with the Head-teacher available budgets and the costings of an</p>									

exhibition.

Art and Design Department - I will contact the department within the school to obtain specialist information on which skill to select for the workshops and how to develop and resource material for one three hour workshop, which will be delivered to teaching staff.

Print Studio – I will visit the Glasgow print studio making contact with the Artists who work there.

Psychology department - We will contact the department within the school to obtain specialist information on any relevant reading material and research, which links to our specialist theme.

University Psychology Department - We will contact the Psychology department at the university to obtain specialist information on appropriate research material, which links to the making.

Local Council - I will contact Local Council and the Expressive Arts Co-ordinator to discuss the delivery of workshops to members of the community.

How I will use my Knowledge of expressive arts?

I will use the practical skills I have developed over the last five years within Art and Design to develop a series of simple lesson plans resulting in the learners producing work.

The skills I will develop and/or improve in the course of this project are:

(carry out a short analysis of your current strengths and weaknesses in the skills areas below and how you think your project will allow you to develop and/or improve these skills)

- **Application of subject knowledge and understanding**
Although I have confidence in my own ability to draw and make work, it is the confidence building of others, which I will have to develop.
- **Research skills – analysis and evaluation**
I have carried out different types of research within Art and Design, but I am looking forward to moving outside the school environment to gather information. Through this project I hope to develop an understanding of, and use a wide range of available research methods. I would like to explore more methods of primary research through contact with specialists, organisations and evaluations of participants. I think it will be their collection of opinions, which will be central to the development of my project. My findings will be organised and recorded in a variety of different ways, but sketchbooks, film and photography will form a large part of my documentation.
- **Interpersonal skills – negotiation and collaboration**
I have good communication skills and I will be contacting a wide range of people from a variety of different backgrounds. This will be important when I am gathering information and seeking advice on my project. This is a group project and because of this I will have to negotiate and collaborate with my partner John. This will develop my negotiating and collaborating skills.
- **Planning: time, resource and information management**

Since we are working as a team we will need to plan and divide our research, identifying who will carry out each task. Good time management will be crucial during this project and I feel I will have to focus on this initially by creating an achievable time line, which identifies the really busy times as well as the timing of each task.

To manage my time further I will carefully plan weekly targets giving myself bite size tasks.

- **Independent learning – autonomy and challenge in own learning**

Although I will get advice from a wide range of different people I will have to develop and consolidate my ideas and conclusions independently. This experience will be extremely valuable, as it will give me a taste of the scale of an Art School project and the skill of working independently as a student and Artist.

- **Problem solving – critical thinking: logical and creative approaches**

I feel that the planning of this project will take a lot of creative thinking, as I will have to plan each activity by writing creative lesson plans and preparing examples of work. I will have to plan for possible obstacles and how I will overcome them.

- **Presentation skills**

I have to work out how I will deliver the lesson and produce creative resources. I must develop my confidence in public-speaking as this will be the key skill when inspiring the groups I am teaching. Power-point presentations, will be used as visual aids, this will develop my technical skills, as well as my creativity in the layout and organisation of text and image.

- **Self evaluation – recognition of own skills development and future areas for development**

To help with my self-evaluation I hope to get feedback from the professionals I will be working with, through informal discussion and completion of questionnaires

I plan to keep an annotated sketchbook, which will become a visual weekly diary, recording my ideas through drawing, annotation, photography and film. This will allow me to document any problems I encounter. At the end, I will be able to evaluate the successes within the project and the areas, which were less successful.

Assessor feedback to candidate

Your Group Project Proposal sounds very exciting and you seem to have clear divisions of responsibility, which will certainly help during the implementation of the teaching activities and the organisation of the exhibition. Communication will be vital in this project's success as you will both have to have clear timelines which will have to be written collaboratively to ensure smooth running of the workshops and exhibition events.

You state clearly how you will develop your own skills, collaborate with others and access different learning environments. Your proposal is well argued and articulately expressed. I look forward to finding out how your project develops.

You have got an interesting and creative project, which will certainly challenge you and bring together your skills and knowledge from different subjects. Your project title is rather broad and would benefit from further thought to ensure it goes to the heart of what you are doing.

Your project plan is detailed and shows a well thought out idea broken into simple steps.

You have thought well about how you use different subjects and the project is clearly interdisciplinary. Your reasons for choosing this project show personal interest in the area and I know from talking to you that you are enthusiastic and motivated by it. I hope this continues throughout the project. The teaching proposal is a mighty task and it is good to see you are prepared to seek support from specialists and other artists. You will need to ensure that you do not become dependent on the staff, they can help to facilitate the project, but you need to carry out the tasks. It may be helpful to set up formal meetings with the necessary teachers and prepare some key questions once you have done some initial research and preparation yourself.

Your analysis of the skills involved is good and you seem to understand what is expected and what you will gain through the project. You understand the process well and have chosen a potentially very interesting area for study. I think the key to the project's success will very much lie in time management.

Proposal approved	Yes	Further work required	
Candidate signature			Date
Assessor signature			Date

Expressive Arts: Interdisciplinary Project

Plan

Candidate name	Mary McGilvary								
SCN									
Centre name	Whitehill High School								
Assessor name	Robert Davis								
Project title	Art Health and Well-Being								
<p>Is this a group project? yes <input checked="" type="checkbox"/> no <input type="checkbox"/></p> <p>If a group project my individual role or responsibilities will be:</p> <p>To teach a group of adults who have no experience of making artwork. This will take the form of two separate vents</p> <ol style="list-style-type: none"> 1. Teachers in school 2. People from the local community <p>Through careful delivery these lessons will give them the skills to make a successful piece of work as well as develop their confidence and self esteem. This experience will increase their feeling of wellbeing and improve their health.</p>									
<p>Timescales <i>(this should be a detailed timeline and any separate spreadsheets or charts should be included as evidence)</i></p> <p>June</p> <p>Development of project proposal – consulting with partner on our individual roles</p> <p>Development of project plan- consulting with partner</p> <p>Create project proposal and issue to head teacher- this will be done along with my partner so that the head teacher can see the full scope of the group project and our individual roles within it</p> <p>Teaching event date established with head teacher</p> <p>External group teaching event date established with head teacher</p> <p>Talk to the Psychology department in school and at university and find out relevant research based on each theme.</p> <p>Write timeline – consulting with partner on deadlines and dependencies</p> <p>Talk to the Head teacher and identify dates for the delivery of the skill</p> <p>Write the lesson plan and produce resources to support the delivery of lesson</p> <p>Talk to the Art and Design department on the delivery of the skill</p> <p>Contact Expressive Arts co-ordinator regarding teaching groups/ classes who could be part of the teaching workshop.</p> <p>Contact the Print studio.</p> <p>Create evaluations for artists to complete.</p>									

August

Prepare workshop lesson plans and resources.

Evaluate the workshop proposal through discussion with staff.

Design evaluation to be issued to staff which identifies their skill and confidence before the activity. Design evaluation to be issued to staff, which identifies their skill and confidence after the activity.

Identify company or organisation that will lend screens or frames etc.

Prepare letter of invitation for first workshop, which will take place, in school for staff.

September

Deliver a three-hour workshop to teaching staff in school.

Issue evaluations to learners. This will take place during an in-service or CPD session.

This will be a trial run. Document workshop event visually through film. Document the teaching event through stills. These images would be used in the exhibition also used within a power point presentation, which would be presented to an appropriate audience.

Prepare letter of invitation for second workshop, which will take place in school for the members of the local community. Contact parents, friends etc Send letters of invitation through expressive arts development officer, consider local business, groups etc

October

Prepare second workshop to members of the local community within the school.

November

Complete any outstanding work. Also allow time for UCAS application and work on other school commitments.

December

Exhibition evening event

Document exhibition visually using stills and video

January

External exhibition at a local community venue

Review the exhibition and ask participants to complete evaluation forms.

February

Presentation to an audience made up of Senior management and subject teachers in my school, pupils in my year group, pupils in S5 with an interest in the subject and in the Baccalaureate, People who do not know much and would like to learn more about the making of a piece of Artwork and S1-S4 pupils.

Planning *(how you are going to meet the agreed objectives of your project)*

Objective 1 Find appropriate contacts in the field of teaching who are able to give advice and support.

Teaching and Location

Head teacher- Get permission from head teacher to teach a small group of staff during an appropriate time. Discuss and confirm key tasks and appropriate dates.

1. Teaching event for staff - date established with head teacher

2. Teaching event for external group - date established with head teacher

Teachers- Discuss the writing of lesson plans with Art and Design staff, evaluating examples, which already exist

EDO - Discuss with EDO community projects, which have taken place

Objective 2 - Questionnaires and evaluations

Design a series of questionnaires/evaluations, which would be issued to professionals relating to the project.

Objective 3 - lesson plan

Write the lesson plan and produce resources to support the delivery of lesson

Objective 4 – Art and Design and its impact on the Artists emotional wellbeing

Finding relevant research material which relates to and supports the view that art has a very positive impact on the emotional wellbeing of the artist.

Objective 5 - My skills

Photographing and videoing exhibiting events. This will give me evidence, which I can later evaluate.

Create an invitation to advertise both workshops (school and external).

Objective 6 – Target audience

I require a broad range of participants to make the work for in the workshops. The first group will be teachers within the school. For the second group I will invite family, friends and parents. For both events, the participants should have no art and design experience.

Resources

My main resource will be people who will be prepared to participate in a series of Art workshops and also have the confidence to exhibit the work they make with John. I will need to obtain specialist information on teaching Art and printmaking. I will also rely on the willingness of the participants to respond honestly when they complete the evaluations.

The people whose specialist knowledge I will undoubtedly need are teachers from the Art and Design department.

I will have to arrange with the department the available drawing and printmaking materials to carry out the workshops. A computer to research the topic and a colour printer to create the exhibition invitations, photographic documentation and workshop packs. Appropriate research material will be required which links to the impact art has on the artist's wellbeing. Access to a contact list of appropriate professionals is essential before I arrange visits.

In order to carry out our project, I will need somewhere to teach the lessons and exhibit the work. I will use the Internet and the library both in school and at the Art School.

Research methods (e.g. contacting companies, surveys, focus groups, experimentation)

I will carry out primary research by interviewing professionals and the artists participating. I will make use of books/journals and the internet at school, home and the Art school library in order to find out more detailed, specialist information. I will be making contact with professionals by means of e-mail and hopefully face-to-face

meetings and I will also gather information through evaluations.

Dependencies (*what is required for your project to go ahead i.e. reliance on other people or resources, steps in plan that must be completed before starting the next step*)

1. Finding relevant research material which links to the psychological impact art has on the artist is crucial to the success of this project.
2. When interviewing professionals I must make sure I am well prepared and have a basic understanding of subject of psychology, as this is the area I have very little knowledge of. If I do this it will improve the quality of questions I ask during the interview sessions. I will rely heavily on the advice and ideas given to me by this group of professionals. This will also have a major impact on the questions, which I include in the evaluations.
3. I am reliant on the cooperation and help of Art and Design teachers, as my evidence to support my ideas would not be thorough enough without their contributions.
4. I will depend on the willingness of people to respond and participate in the lesson as well as their co-operation when completing my evaluations.
5. I will not be able to draw any conclusions unless I get honest evaluations and responses from the Artists before and after the teaching event. This is the main dependency in the project.

Contingencies

Any anticipated problems

The Psychology Department at the university may not reply to my email or may be out of the university.

My evaluations may give me misleading information.

Lack of people willing to participate in the Art lesson

Lack of interest from the teaching group

Time- Artists take longer during the workshop than I expected.

My plans for overcoming the anticipated problems.

Try a follow-up telephone call. Make contact with more than one specialist.

Check with the Psychology department on the wording of the questions within the evaluations. Carry out some face-to-face evaluations and ask for clarification if needed.

Widen the group of artists.

Support the learners and try to encourage them further. Make sure I have good exemplars.

Three hour workshop instead of two.

Method for recording my skills development and future areas for improvement

Through the process I will be planning, researching, analysing, presenting and evaluating the evidence through the use of sketchbooks. Drawing, annotation, photography and video will play a fundamental role in recording my ideas and solutions in these sketchbooks. I will create a sketchbook for the research I have gathered and one, which will allow me to develop my ideas and finalise my thoughts. To do this efficiently I will also keep a week-by-week visual reflective diary, which will note the areas, which are successful, and the areas, which require development. This will also contain drawing, annotation and photography. By analysing the skills I have developed through the use of a weekly reflective diary, I should be able to identify what I need to do to continue to make progress and consider how I develop the project further. I will ask for verbal feedback from my teacher and participants throughout the project recording their observations and opinions in my reflective diary and sketchbook. I intend to discuss and record my findings in the Interim Review I have with my Assessor.

From these sketchbooks I will formally present my research, development of ideas and final solutions, which will include a teaching pack, through the production of a folio. The conclusions will be delivered to an audience by oral presentation using power-point which will visually record the process.

Assessor feedback to candidate

Your planning is detailed and links well to your proposal. You show clear and detailed timescales and you have considered your contingency plan. The process for your investigation, your resources and your dependencies are all clearly identified. You demonstrate very thorough planning, which will provide you with a good base upon which to create a successful and interesting project. It is important that you have regular meetings which will be essential when you put together your presentation.

Plan approved**Further work required****Candidate signature****Date****Assessor signature****Date**

Expressive Arts: Interdisciplinary Project

Presentation of Project Findings/Product

Candidate name	Mary McGilvary
SCN	
Centre name	Whitehill High School
Assessor name	Robert Davis
Project title	Art and Well Being

How I presented my project findings *(describe in detail how you presented your project findings and explain the choices you have made with regard to your presentation method(s) and audience(s))*

This is a joint project and John and I have worked hard to prepare our power-point to present to our audience. We presented our findings to the Artist participants, SMT, local business, staff, pupils, EDO, galleries.

Through the use of power point we presented the statement 'Making Art has a very positive Impact on peoples wellbeing' we supported this through a variety of professional research.

This professional research was presented to the audience and this was supported by four artist case studies. These case studies were made up of four artists who participated in the teaching and exhibition event. Their evaluations were presented to the audience and it was evident that that these four artists who have no art and design experience were very nervous and lacked real confidence in their ability, but were very positive after the teaching event.

The artists' involvement in the exhibition again proved to be very conclusive as the evidence demonstrated that the artists' confidence increased after their participation as exhibitors.

Our research and the development of ideas were carried out through the use of sketchbooks, photography, film and production of exemplars, models and maquets. At the end an evaluation was handed out. The presentation was well received. The presentation was filmed.

Assessor feedback to candidate

A creative presentation and with good use of primary resources and evidence. Your sketchbooks and research are very good demonstrating your excellent skills in recording information. You presented your findings on A1 boards and again your communication skills were excellent, documenting your findings through a visual language. The drawing and models demonstrated your understanding of the constraints of the exhibition space and you solved many issues through this

process of construction. Although you and John presented the slides together, you had obviously rehearsed your slides very well. You gave an excellent account of the workshop and the evaluations from the participants.

Candidate signature		Date	
Assessor signature		Date	

Expressive Arts: Interdisciplinary Project

Evaluation of project

Candidate name	Mary McGilvray								
SCN									
Centre name									
Assessor name	Robert Davis								
Project title	Art and Well Being								
<p>How successful has my project been overall? <i>(Consider the strengths, weaknesses and learning points of your planning, implementation and findings/outcomes giving examples to support your comments)</i></p> <p>Objective 1 - Art has a positive impact on artists health and wellbeing Our research began in June when we started gathering information about the theory that Art can have an impact on people's wellbeing. As the development of research skills is important to us for the future as well as for this project, we carried out research individually and shared the findings. As we both found information from different sources, we didn't so much half the job as double the data collected. We then analysed this together to decide what was more relevant to our project aims. The discussion with professionals and variety of articles/evidence we gathered which commented on the impact of Art on well-being, allowed us to develop a range of different ideas, which could support this statement.</p> <p>Objective 2 Teaching Although this was a group project, this was the part I was doing. John supported me by being a good sounding board for my ideas. Preparation of the workshop was intense but was it was supported by the visit to the print studio. The art and design staff helped me to understand the process of lesson planning. The first workshop was nervously delivered but the artists enjoyed the experience. I was able to make alterations to the timing and I had to draw on my contingency plan by extending the workshop time.</p> <p>Objective 3 - lesson resourcing was very time consuming and on reflection I now appreciate how much planning and time goes into a project. As a result of undertaking the project, I think that my confidence, in general, has increased.</p> <p>Objective 4 location – Head teacher fully supported event</p> <p>Objective 5 evaluations – Simple and short evaluations were created to encourage fuller descriptive responses.</p> <p>Objective 6 pupil/peer – Friends worked hard to help me out and were happy to get involved</p> <p>Objective 7 my skills- Due to the skills previously learned in Art and Design I was able to call on my prior knowledge and apply them to a real life project such as this.</p> <p>Objective 8 Target Audience - My contingency plan considered a lack of involvement from the participants, but I found they were very enthusiastic.</p> <p>Objective 9 presentation - Having presented visually our research (drawings,</p>									

photographs, films, models maquettes and sketchbooks) through an oral and power-point presentation I feel more confident with the project as a whole. Despite the challenges, however, I am pleased with the outcome of my project. We divided tasks, created a 30 minute presentation, each delivered the part of the presentation we had created and we received very complimentary feedback from the audience. The time management, turned out to be the most difficult aspect of the project and I did not realise the prelim diet would have an impact on my time and energies. With hindsight I should have included it in my timeline. Overall it was a detailed planning process, which led to such busy researching and the successful outcome of the project.

How effective were my communication methods throughout the project?

As this was a group project it was important for us to communicate continuously with one another and we arranged weekly meetings. It was exciting to look at our sketchbooks and see the different responses to each objective. I was not afraid to go to my teachers for help or advice and shared my worries with them and my partner John when things were going wrong. When the first workshop did not go as well as I would have liked I sat down with my teacher and discussed what had gone wrong and what I should do about it. I feel that this was a good example of how I communicated during my project, discussing strengths and weaknesses and evaluating myself, not only with the teachers in the school, but my partner John.

Is there any aspect of my project that could be taken further? What might my next steps be?

I would like to make a collection of works based on the research drawing, sketchbooks, annotation, photography, and film I have gathered. I would like to teach art to a wider audience and now that I have a bit of experience and I have made contact with the local community I would like to do more.

Candidate signature	Date	
Assessor signature	Date	

Expressive Arts: Interdisciplinary Project

Self-evaluation of generic and cognitive skills development

Candidate name	Mary McGilvary
SCN	
Centre name	Whitehill High School
Assessor name	Robert Davis
Project title	Art and Well Being

In evaluating your skills consider the skills analysis, which you carried out at the Proposal stage and how you said you would develop and improve these skills. Now refer to your reflective diary/log/blog and feedback you have received and evaluate how you have developed and/or improved these skills through the work on your Interdisciplinary Project.

Application of subject knowledge and understanding

(Think about practical uses for the expressive arts you have learned. How did you use your knowledge of expressive arts effectively to help you carry out various aspects of your project and how it related to your chosen broad context(s)?)

Teaching the skills of drawing and printmaking during the workshop I was able to demonstrate my ability to communicate the process of making a piece of artwork. This was very difficult, but I realised it was important to be well prepared and have lots of teaching aids.

Research skills – analysis and evaluation

(Think about the research process. How did you plan, carry out, analyse and evaluate your research? You should evaluate your research methodologies, tools, resources and contacts, data recording and referencing, reliability and usefulness of data.)

We both spent a long time initially discussing the project and the process of research we would follow. We defined our roles at the start making sure we had separate areas of interest, devising a very detailed timeline.

In June we carried out research through an interview with a psychologist from the University. As we were interviewing together it was not quite so daunting, but I had carefully prepared my questions and checked with John so we had no overlaps. The interview was good for developing my personal and communicational skills as I had never conducted an interview before and was relieved that I had prepared well. I took notes as the interview took place and then typed these up formally later.

Analyse

Using my sketchbook I documented every event and this allowed me to record and analyse every bit of information I gathered. I was very disciplined in this process.

Evaluate

I think the research stage went well, because I used the summer holidays to work

out some of my ideas. My timeline was detailed and this helped me to stick to the deadlines.

Interpersonal skills – negotiate and collaborate

(Think about how you considered other peoples' views/feedback, discussed issues of concern, reached a solution where needed, adjusted your approach in response to a situation/environment, showed positive self belief and had the confidence to offer and ask for support.)

It took time to get started because it was a joint project, but we were in contact over the summer so we were able to draft the plan and divide the work.

I gained more confidence when meeting the lecturer from the Psychology Department, due to the research I carried out before the meeting in preparation of asking questions.

I discussed the lesson in-depth with my teacher and the printmakers at the print studio, and because of this I was able to create a printmaking lesson, which I wrote myself.

I think I was sensitive to the Artists' lack of confidence when making work and I tried to support them by encouraging them throughout the lesson on a one to one basis. By resourcing the workshop well through the preparation of a supporting DVD, which demonstrated the drawing and printmaking process, the Artists had constant visual support.

I was very nervous during the first workshop and I was pleased that I overcame that in the second workshop.

I spent time carefully wording my evaluations and felt the Artists' responses were honest and it was good to discover that they enjoyed the lesson and were pleasantly surprised by their success. At the end they were excited when I photographed them with their prints.

Planning – time, resource and information management

(Think about your time management. How did you set targets, monitor/record progress, consider any probable barriers to achievement and take steps to minimise them?)

Jointly going over our progress each week kept us on track, but I underestimated the time it took for the Artists to make the work, but I had put in place extra time in the contingency plan. I used my sketchbook on a daily basis as a log for both ideas and personal thoughts, this gave me a clear idea of the process I was working through, but it did help me when I used the Gantt chart which was a quick way to see my time line on an A4 sheet. The visual mind map allowed me to create to see the timeline on a monthly basis visually.

Independent learning – autonomy and challenge in own learning

(Think about how you used your skills to make things happen, took the initiative to establish links with other learning environments/opportunities and looked for challenges rather than taking the easy option.)

We worked hard, gathering the appropriate literature and research, which would support the idea that art impacts heavily on people's well being and this proved to be successful. I was very aware that my part of the project depended on John

successfully completing his part and vice versa and did not want to let him down in any way.

I enjoyed visiting the print studio and gained an understanding of the professional process while meeting the printmakers.

Problem solving – creative approaches; critical thinking; logical approaches

(Think about your problem solving skills. How did you generate and explore ideas, use logical and creative approaches, analyse source materials in order to support findings, reflect on problems and possible contributory factors and think critically about possible actions/changes?)

We discussed and spent hours sharing ideas to come up with our final plan. The use of sketchbooks, photography and film allowed me to document and evaluate the process as well as generate ideas, but at times my ideas and creative thinking became too ambitious and I would return to my timeline and original plan as a reality check.

Presentation skills

(Think about how you presented your findings. Evaluate your presentation method(s), choice of audience(s), layout, structure, degree of formality and choice of content. Did your presentation include information/ideas/reflections with supporting detail in a logical order and reach a reasoned conclusion?)

The editing and presentation of all my findings through the powerpoint presentation and formal visual boards allowed me to justify my findings. This visual presentation also allowed me to present the skills I had developed within Art and Design to communicate my findings.

Self evaluation – recognition of own skills development and future areas for development

(Think about how you have developed throughout your project. How did you deal with feedback, praise, setbacks and criticism and their impact on your own development of knowledge, skills and understanding? To what extent did you ask for feedback, learn from experiences and how will you use these to inform future progress?)

Overall I think my confidence has grown a lot since taking on this project. I have had experience in dealing with people of different ages, which I am sure will help me later in life. As I move on to Art School I will have to become more independent and confident in the organisation of practical activities, which will give me more experience in the teaching of the subject in local communities.

I have learnt that other people might not be as committed to projects as I am. I was disappointed that John did not manage to organise the second exhibition as this also let down the artists who had worked so hard.

I have also learnt where I went wrong throughout the course of my project, and hopefully I will know not to make the mistakes again. For me, future areas for development are:

Having more belief in my ability to deliver a project of this size – I was not fully confident with my project until I saw the final result and realised how much I had achieved.

I am proud of myself for taking on this project, culminating in a 30-minute presentation and accompanying portfolio of evidence that engaged an adult audience and on which I received excellent feedback, Meetings with my teacher helped me with my own personal analysis and I asked how I was doing on a regular basis.

This section is not mandatory. It has been included to allow you the opportunity to undertake an overall reflection of your project.

Reflection on my experiences throughout this project *(eg things you feel you have achieved, things you have done that you feel particularly proud of, anything you would do differently were you to do something similar in future)*

I am proud of the success of the project and the impact it had on the inexperienced Artists. I know they enjoyed the experience, but I hope they continue to make artwork and maybe even join an Art class. I am delighted that I completed this project, as the time scale of the project was fairly tight.

Skills that I have used in this project that I would like to develop further *(eg using skills in even more challenging situations, more working on your own, more team working)*

I would like to consider extending this project and look at other groups who would benefit from making artwork. I would also like to become more involved in community projects.

Expressive Arts: Interdisciplinary Project

Assessor Report

Candidate name _____ Mary McGilvary _____

Candidate number _____

Centre Whitehill High School _____

Project proposal	Tick as appropriate
Grade C criteria	√
The title and aims of the project.	√
Clear aims and reasoned arguments to support the relevance and practicability of the project.	√
Identification of opportunities for:	√
• own skills development	√
• collaborative working	√
• accessing less familiar learning environments	√
• application of subject knowledge in a broad context	√
• use of knowledge and skills across different disciplines	√
• making connections between subject knowledge and the wider world	√
Evidence of the ability to communicate clearly and concisely in advocating the proposal.	√
Grade A criteria, includes all of above plus	
Well conceived proposal which sets creative and challenging goals which are at the same time realistic, achievable and practicable.	√
Robust and carefully argued justification of the proposal.	√
Substantial links and understanding of possible connections across disciplines contributing to the project.	√
Comments	
A very exciting and challenging group project proposal with clear divisions of responsibility. It clearly fulfils all of the C and A grade criteria. Mary has a very clear idea of the direction she wishes her project to take. She presented a very good justification for her project based on Health and Wellbeing, illustrating a maturity of thought not always evident in S6 pupils.	

Project plan	Tick as appropriate
Grade C criteria	
Development of clear project objectives in line with the project proposal.	√
Relevant and detailed planning strands to enable the project to be implemented, monitored, presented and evaluated.	√
Realistic timescales and achievable milestones for each stage of the project.	√
Clear identification of resources needed, research methodologies to be used, opportunities for support and feedback.	√
Grade A criteria, includes all of above plus	
Careful selection and effective use of research/investigation techniques.	√
Anticipation of probable and possible factors which may impact on the project.	√
Clear identification of dependencies or reliance on the success of other strands of work and of necessary adjustments to the plan.	√
Outline the process for achieving own identified development needs.	√
Comments	
<p>Within the group project clear individual objectives were developed, which linked directly to personal strengths. The timeline is clear and detailed. Enough time was allocated in June to develop the ideas and proposal. This freed up time to carry out detailed research, which would inform an understanding of the emotional impact that art has on people's confidence and levels of positivity. Contingency planning was well thought through and anticipated every scenario.</p>	

Presentation of project findings/product	Tick as appropriate
Grade C criteria	
Evidence of effective and critical use of — resources, research methodologies, information and time management, prioritisation, problem solving approach to reach objectives, feedback, collaborative approaches, self monitoring.	√
Application of specialist and interdisciplinary subject knowledge to establish meaningful connections within the broad context.	√
Clear presentation of main findings/outcomes.	√
Grade A criteria, includes all of above plus	√
Critical thinking, analysis and reflection used at key stages in the project to construct rigorous arguments, draw convincing, well supported conclusions, identify and resolve issues.	√
Skilful and creative use of resources, including people, information and learning context to progress the project.	√
Accurate and deepening of understanding through application of subject knowledge in the chosen context, with meaningful connections well established.	√
Comments	

The documentation of each workshop event was thorough and Mary increased her communication skills greatly through this teaching process. She analysed the research that she gathered based on a number of psychologists' findings. Her selection of relevant text supported her statement and was excellent. The evidence from her artist evaluation also supported this statement. During the presentation of findings she responded very well to the question and answer sessions, demonstrating her depth of knowledge.

Evaluation of project	Tick as appropriate
Grade C criteria	
A critical and justified evaluation of all stages of the project process — planning, implementation and findings/outcomes in terms of strengths, weaknesses and learning points.	√
Effective use of chosen communication method(s).	√
Grade A criteria, includes all of above plus	√
Incisive, well balanced evaluation of the project outcome against project aims, supported convincingly by well selected evidence.	√
Careful choice and skilful use of communication and presentation methods(s).	√
Comments	
<p>Mary was critical and honest when evaluating the project. The clear project aims allowed her to create incisive success criteria and the evidence that she gathered supported each artist's evaluation. She was reflective when discussing the first workshop event and acted upon the advice when it was received. As she grew in confidence the group of learners began to develop and inner confidence.</p> <p>Mary's process of documentation was excellent and she used a range of techniques to document each event. Through the use of sketchbook, A1 presentation boards, stills and moving image she was able to document incisively the endeavour of the project. It was this documentary and evaluative process that enabled her to deliver two successful printmaking workshops. Her research skills and depth of knowledge allowed her to tap into her creative graphic design skills, enabling her to create an effective package to advertise the events.</p>	

Self evaluation of generic/cognitive skills development	Tick as appropriate
Grade C criteria	
A critical evaluation of own skills development against the list of specified generic/cognitive skills.	√
A reasoned evaluation of own strengths and key goals for development in the specified list of generic/cognitive skills, which takes account of feedback sought and evidenced from others throughout the project.	√
Grade A criteria, includes all of above plus	
Insightful, balanced and well structured self evaluation of own development.	√

Assertive and justified use of feedback from others in evaluation and identification of development areas.	√
Comments	
This insightful self-evaluation is due to Mary's considered reflection of the artist and specialist evaluations. This sensitive yet honest feedback impacted greatly on her personal development.	

The overall grade will be:

- A indicative of a highly competent performance which meets the additional Grade A criteria and consistently demonstrated a high degree of autonomy, initiative and effective information management across the five pieces
- B indicative of a competent Grade C performance across the five pieces, but with some aspects of work meeting the criteria for highly competent performance (as outlined by the Grade A criteria)
- C indicative of a competent performance across the five pieces, with all aspects of the work meeting the criteria identified for Grade C performance

Overall Grade Awarded	<input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> Unsuccessful
Additional Comments/Overview	
<p>Mary's independence developed dramatically throughout the project. Through deep reflection she identified strategies, which would be adopted to enable her to carry out every stage within the set idea. Time was used very effectively during the holiday period, which resulted in a clear plan and effective proposal, which allowed her to resource and develop excellent teaching material to take forward and develop into a real project. Her creative and critical thinking was evident within the sketchbooks and this generated the ideas that were then taken forward in a structured and thorough manner. Her ability to timeline and plan effectively was evident throughout, resulting in the success of the project. Her teaching of the skill of printmaking was excellent and, although she was nervous the first time, she delivered the lesson and her confidence increased enormously in the second workshop activity.</p>	

Assessor signature _____ **Date** _____

Internal verifier signature _____ **Date** _____