



Scottish Baccalaureate in Expressive Arts

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

Group Project - Grade B

Expressive Arts: Interdisciplinary Project

Proposal

| | | | | | | | | | |
|--|---------------------------|--|--|--|--|--|--|--|--|
| Candidate name | John Clelland | | | | | | | | |
| SCN | | | | | | | | | |
| Centre name | Whitehill High School | | | | | | | | |
| Assessor name | Robert Davis | | | | | | | | |
| Project title | Art, Health and Wellbeing | | | | | | | | |
| Project outline (<i>what it is you want to do and how will you go about it</i>) | | | | | | | | | |
| <p>Art Health and Well Being : 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 be 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 artwork they have made and celebrate their success. <p>While my working partner Mary focuses on the teaching of the skills Drawing and Printmaking through the delivery of a three hour workshop, I will research the process and organise an exhibition for the people who attend the workshop. 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 through the production and presentation of artwork(s).</p> | | | | | | | | | |
| Reasons for choosing this project (<i>eg personal interest, future plans, links to other subjects you are studying/ have studied</i>) | | | | | | | | | |
| I hope to study Environmental Art at Art School. | | | | | | | | | |
| The broad contexts this project will cover are | | | | | | | | | |
| <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 | | | | | | | | | |
| Learning environments I will access are | | | | | | | | | |
| <p>The school Head-teacher – I will talk to the Head-teacher to see if he can help me identify an exhibition space in the school. We will talk about budgets and costing.</p> <p>Psychology department - We will talk to the department in the school to find specialist</p> | | | | | | | | | |

information on any relevant reading material and research which links to our theme.

University Psychology department We will contact the Psychology department at the university to get specialist information on appropriate research material which links to the making and exhibiting of artwork and its impact on the artists well being.

Local Council

I will contact Local Council and expressive arts co-ordinator to identify an appropriate exhibition space within the local area. This could include, vacant premises, libraries etc. I will see if there are any grants for this project.

Local business

I will speak to local business and find out if and help me in this project.

Museum Services

I will contact Museum services to gather information on how they go about organising exhibitions.

How I will use my Knowledge of expressive arts?

My Knowledge and experience of exhibiting artwork is limited, but I have helped others present artwork and exhibit small exhibitions within the school. I have good communication skills and a real interest in exhibitions and gallery spaces.

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**

I have a real interest in exhibitions and have visited many galleries. I will research the different ways of exhibiting work and try and find inexpensive ways of presenting pieces of artwork.

- **Research skills – analysis and evaluation**

Through this project I hope to gain an understanding of a wide range of available research methods. I have carried out different research within Art and Design, but I will look to outside agencies to help me.

I would like to spend more time using primary research. This will mean I will speak with specialists and participants. It will be the collection of opinions, which will be important to the project. Sketchbooks, film and photography will play a large part in my documentation.

- **Interpersonal skills – negotiation and collaboration**

This is a group project and because of this I will have to negotiate with my partner Mary on what we are doing. We get on well and she works hard so I think we will help one another. This will develop my negotiating and collaborating skills. I get nervous talking to people, but once I get over my nervousness I should be able to talk to people from different backgrounds.

- Planning: time, resource and information management**
 Since we are working as a team we will have to plan and divide our research. Identifying each of our skills and working out who will carry out what task. Time management will be important for me during this project and I feel I will have to focus on this. So I will make a time line, which will let me know when the really busy times are about to happen. I think a weekly plan would help me.
- Independent learning – autonomy and challenge in own learning**
 I am used to working on my own so this experience will be extremely helpful, as it will give me a flavour of Art School life.
- 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 think creatively when I am presenting the work. The other big challenge and problem to solve will be exhibiting in an unknown space so I think I will construct scaled models of the space.
- Presentation skills**
 My biggest challenge is the presentation of the artwork and the organisation of the exhibition space. I will have to consider seeking practical advice and finding solutions to the space constraints.
- Self evaluation – recognition of own skills development and future areas for development**
 Talking to strangers makes me quite nervous so I have to work at that. My time management is a bit erratic, but I do meet deadlines only because I work all night to finish. I will keep an annotated sketchbook, a visual weekly diary, recording everything through drawing, annotation, photography and film. This will help me when I come to realise what I have to work at.

Assessor feedback to candidate

Your Group Project Proposal sounds very exciting and you seem to have clear divisions of responsibility; this will certainly help during the implementation of the teaching activities and the organisation of the exhibition. Communication is important and you will have to develop these skills. Clear timelines will have to be written collaboratively to ensure smooth running of the project. You identify a variety of appropriate learning environments. You will need to ensure that you do not become dependent on your teachers.

You state clearly how you will develop your own skills, collaborate with others and access different learning environments. Your proposal is good and I look forward to finding out how your project develops. Time management will be a big issue and you will need to consider how to organise yourself because the curator's role is about real time management and you will have to gather research on the experience of other curators and how they time manage effectively.

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

Expressive Arts: Interdisciplinary Project

Plan

| | | | | | | | | | |
|--|-----------------------|--|--|--|--|--|--|--|--|
| Candidate name | John Clelland | | | | | | | | |
| SCN | | | | | | | | | |
| Centre name | Whitehill High School | | | | | | | | |
| Assessor name | Robert Davis | | | | | | | | |
| Project title | Art and Well Being | | | | | | | | |
| Is this a group project? yes <input checked="" type="checkbox"/> no <input type="checkbox"/> | | | | | | | | | |
| If a group project my individual role or responsibilities will be: To organise two exhibitions for a group of adults (Artists) who have no art experience. The artists involved will be: 1. Teachers in school 2. People from the local community This experience will increase their feeling of wellbeing and improve their health. | | | | | | | | | |
| Timescales (<i>this should be a detailed timeline and any separate spreadsheets or charts should be included as evidence</i>) June Development of project proposal - consulting with partner about our individual roles Development of project plan - consulting with partner as above. Create project proposal and issue to head teacher- this will be done along with my partner so that the head teacher can see the whole project Write timeline - consulting with partner on deadlines needed Exhibition 1 in school- establish with head teacher an available evening event date. Exhibition 2 External group exhibition location could be library, shop fronts, vacant shops, galleries, council buildings. Contact galleries to discuss how to exhibit art work. Design questionnaire to be issued to gallery relating to process of presentation. August Design evaluation to be issued to staff, which identifies their skill and confidence before the exhibition. Identify company or organisation that will lend screens or frames etc. September Photograph the teaching event through stills. These images would be used in the exhibition and also within a power point presentation, which would be presented to an appropriate audience. Speak to the food technology/ hospitality and music department. Identify a pupil journalist within the school who would write an article for the school magazine or newspaper/website. | | | | | | | | | |

Prepare flyers and invitations for exhibitions. Send through expressive arts development officer, consider local business, groups etc.

October

Begin to prepare for exhibition within school

Mount and present the work from the first workshop (teachers)

November

Prepare work from second workshop for exhibition

Present the work of artists (teachers from first lesson and people from the community in the second lesson)

December

Exhibition evening event

Document exhibition visually using stills and video

Review exhibition through the evaluations film and stills.

January

External exhibition at a local community venue

February

Presentation to Audience

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

Research 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.

Exhibition Make initial contact with galleries, education development officers and head teacher. Introducing myself and explaining proposals through email or letter. Galleries - Arrange appointments to discuss with galleries their presentation techniques and any technical issues. This will give me a realistic understanding of the process before I seek advice from other professionals.

EDO - Discuss with EDO community projects, which have taken place and the process of exhibiting a variety of Artwork. Discuss available public spaces, which have been and could be used as an exhibition space. Discuss and confirm key tasks and appropriate dates.

Local business- Engage in discussion with local businesses, identifying creative ways to exhibit the work, e.g. shop fronts, wall displays etc.

Exhibition event (evening) - date established with head teacher

Head teacher- Get permission from head teacher. Discuss the use of space within the school premises, which could be used as an exhibition space. Discuss and confirm key tasks and appropriate dates.

Location - Find an appropriate area within the local community, which could be used for an external group exhibition. e.g. library, shop fronts, vacant shops, galleries, council buildings.

Evaluation - Design a series of questionnaires/evaluations, which would be issued to

professionals relating to the project.

Peers - Speak to musicians within the school and ask if they would play during the exhibition.

Speak to classmates who would be interested in organising the hospitality during the exhibition.

Skills - I am good at photography and film so I will record both teaching and exhibition events. This will give me evidence, which I can later evaluate. I am good at Graphic Design so I will design an invitation to advertise both exhibitions (school and external).

Target audience - I require a broad range of participants to make the work to exhibit. I will seek to invite family friends and parents who have no art and design experience to participate in the lesson and exhibition.

Resources

I will need to organise two venues to exhibit the work. I will work closely with teachers from the Art and Design department, and professionals who exhibit art work - curators. I will need people to complete my evaluations. I will use the Internet and the library both in school and at the art school to research the impact art has on the artist's wellbeing. A list of the appropriate professionals is essential and I will call on friends and family to come to the exhibition.

I will need a video camera to document the events. A computer to research the topic and a colour printer to create the exhibition invitations, photographic documentation.

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

I will contact professional bodies and the artists participating through e-mail and hopefully face-to-face meetings, and will also gather information through evaluations. To find out specialist information I will make use of books and the internet at school, home and Art school.

Presentation

- **Who do I think will benefit from listening/reading/looking at my presentation of my project findings/product**

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.

S1-S4 pupils

- **What methods are appropriate to my audience(s)** (e.g. *demonstration, presentation software, websites, oral, report, piece of theatre, dvd, wiki/blog or any combination*)

At the end of this joint project we will present an oral and power point presentation, which will include stills from the events and video footage. This presentation will

support the psychologist's research. We will look at four case studies of the exhibiting artists. These case studies follow the artist from the initial making of the work to the presentation and of it.

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*)

I am dependent on Mary completing her workshops to produce material for exhibiting.

Contingencies

| Any anticipated problems | My plans for overcoming the anticipated problems. |
|--|---|
| The Psychology Department at the university may not reply to my email or may be out of the university. | Try a follow-up telephone call. Make contact with more than one specialist. |
| My evaluations may give me misleading information. | 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. |
| Lack of people willing to participate in the exhibition having participated in the lesson. | Make compulsory. |
| Lack of interest in the exhibition | Advertise, advertise, advertise. |

Method for recording my skills development and future areas for improvement
 In sketchbooks I will draw, annotate, photograph and video and I think I should also include a week-by-week visual sketchbook. This will be the main way I record my ideas and gather my research and will allow me to develop my ideas. From these sketchbooks I will be able to present my research, for the oral power-point presentation.

Assessor feedback to candidate
 Your planning is good and will support your proposal well. You show clear timescales, but you must make sure you stick to this time scale. I think that the key to your success will very much lie in time management. As we have discussed, it will be important for you to create links with the outside agencies as soon as possible as your responsibilities lie at the end of the project which means you must use your time at the beginning well. You should also consider other factors which will impact on your project at different stages. Your timeline shows some of the steps for each stage of your project but you should consider expanding this to improve your dependencies.

| | | |
|----------------------|-----|------------------------------|
| Plan approved | Yes | Further work required |
| Candidate | | Date |

| | |
|---------------------------|-------------|
| signature | |
| Assessor signature | Date |

Expressive Arts: Interdisciplinary Project

Presentation of Project Findings/Product

| | |
|-----------------------|-----------------------|
| Candidate name | John Clelland |
| 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))*

Through the use of power point we presented the statement 'Making Art has a very positive Impact on peoples wellbeing' This was supported by a range of professional research. Our audience were Artist participants, SMT, local business, staff, pupils, EDO, galleries. From these two artists groups we looked at four artist case studies. These four artists participated in the workshop and the exhibition event and had completed their evaluations explaining how they felt before and after each event. When their evaluations were presented to the audience it was clear that these four Artists had much more confidence at the end and felt better about themselves. When we presented all of the evaluations it was clear that everyone involved felt much better about themselves after each event.

Assessor feedback to candidate

Creative presentation and good use of primary resources were evidenced. You were nervous during the presentation and Mary supported you at the beginning of it, but you found your feet becoming more confident at the end. Your organisation of the first exhibition was very good.

| | | |
|----------------------------|-------------|--|
| Candidate signature | Date | |
| Assessor signature | Date | |

Expressive Arts: Interdisciplinary Project

Evaluation of project

| | | | | | | | | | |
|---|-----------------------|--|--|--|--|--|--|--|--|
| Candidate name | John Clelland | | | | | | | | |
| SCN | | | | | | | | | |
| Centre name | Whitehill High School | | | | | | | | |
| 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>Our research for the project began in June and we chose to concentrate on the theory that Art can have an impact on people's wellbeing. We met with professionals and read lots of articles, which allowed us to try and prove this statement.</p> <p>My project was successful, but due to the prelim diet I was unable to complete the second exhibition, as I was so busy preparing for my exams and I did not include that in my contingency plan even although we had discussed that as an issue. I had organised for the work to be exhibited in shop windows and I would have liked to do that but I did not complete it for the presentation. This was only a very minor point as we had enough evaluation feedback from the first exhibition. I had completed other tasks within the project, but I felt I let Mary down as she had completed all her individual tasks within the project.</p> <p>Our Head teacher fully supported the first exhibition event and gave us some money to buy food for it and my musical friends worked hard to help me, playing at the event. I photographed and filmed the workshops and exhibition and this was a good body of evidence for our final presentation. Simple and short evaluations were created to encourage artists to write more descriptive responses and they proved to be successful. All of the artists felt more confident and happier during the exhibition and were very proud of their achievements. Having presented visually our presentation I feel more confident with the project as a whole. And feel I have definitely improved my skills in communication but my time management was only slightly improved.</p> <p>I think that I planned my project well, but I had to make changes because of the timings of the second exhibition.</p> | | | | | | | | | |
| <p>How effective were my communication methods throughout the project?</p> <p>Because it was a group project we had to communicate continuously with one another meeting up every day in the studio. It was great to share ideas and I was not afraid to go to my partner and my teachers for help. I learned to talk to professionals without getting into a mess and this gave me confidence.</p> | | | | | | | | | |

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

I will fulfil the project by having the works exhibited in the windows of local businesses. I would like to curate an exhibition for public art in an open air space within the city, but I guess this is far too ambitious at this stage and is something I could do at Art School

| | | |
|----------------------------|-------------|--|
| Candidate signature | Date | |
| Assessor signature | Date | |

Expressive Arts: Interdisciplinary Project

Self-evaluation of generic and cognitive skills development

| | | | | | | | | | | |
|-----------------------|-----------------------|--|--|--|--|--|--|--|--|--|
| Candidate name | John Clelland | | | | | | | | | |
| 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 |
| <p><i>(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)?)</i></p> <p>I understood the exhibition space well through the process of drawing and construction, this helped me to plan the space and hang the show quickly. Photographing, filming and producing invitations have always been part of my practice so I was just relying on me for these tasks.</p> |
| Research skills – analysis and evaluation |
| <p><i>(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.)</i></p> <p>We both discussed the project and the type of research we would carry out. We defined our roles at the start making sure we had separate tasks and this allowed us to work freely, but support one another. My timeline was detailed and this helped me to stick to the deadlines.</p> |
| Interpersonal skills – negotiate and collaborate |
| <p><i>(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.)</i></p> |

We were in contact over the summer so we were able to write the plan and divide the work.

We worked well together, but I was able to do a lot of the things I like to do - making work, going to exhibitions, reading books, so a lot of the research was about recording it in sketchbooks. It became more difficult for me when I had to arrange to meet with other agencies.

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?)

We met every day, but had proper meetings once a week and this kept me on track, but I still found it difficult to meet the deadlines. Rather than using a formal chart as a time line I found it easier to draw my own visual mind map.

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.)

The most difficult aspect for me was to arrange formal meetings and I worked hard to overcome my nervousness. So when I had to meet with the council and local shopkeepers to discuss ways to exhibit artwork within their premises I had to be very well prepared.

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 had to find a way to gather our research and we both agreed that it was still possible to use out sketchbooks to evaluate the process. Photography and film allowed me to document and evaluate the process as well as generate ideas, but constructing models and drawing allowed me to really understand the problem.

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?)

I used the power-point presentation and presented my ideas on A1 visual boards. This editing process allowed me to include all of my findings through creating a power point presentation. This was a perfect opportunity for me to use my artistic and creative skills I had developed within the Art and Design Department.

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?)

I feel I listened to what people had to say and I gained an understanding from professionals with experience of curating shows. I think I could have planned my time better and I realised sometimes I live in my own bubble. Listening to other people's ideas and getting support from organisations means I am able to solve the problems quicker.

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)*

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)*

Expressive Arts: Interdisciplinary Project

Assessor Report

Candidate name John Clelland

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 | |
| This was a well-conceived and challenging group proposal, which set very clear divisions of responsibility. The objectives were achievable, but very ambitious. Proposed links across and outwith the school meant a reliance on individuals to play a role within the project and allow development of leadership skills. John initially stepped up to this challenge. | |

| 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 | |
| Appropriate research material, which would support the statement "Art and Design has an impact on people's emotional wellbeing " was clearly identified. Objectives were developed in detail but there was a lack of anticipation of other solutions or strategies which would be required should objectives not be successful. The importance of the dependencies and contingency plans of the project were not given sufficient consideration. | |

| 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 exhibition within the school was a very successful event, which was achieved through the organisation of relevant work experience from Museum Services and the arts development officer. John worked very hard with musicians and FFAT staff within the school. The music and canapes certainly enhanced the ethos of the event. Not all of the aims were achieved due to the timings of the exhibition and better contingency plans should have been put in place. His determination to organise another exhibition later is admirable and emphasises his genuine interest in the project. John presented his findings through power-point and this further demonstrated his enthusiasm for the project.

| 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 | |
| John evaluated the project through the views of others and reflected on the project using sketchbook, stills and film. These annotated reflections became a very important aspect of the project evaluation and he also acted on the advice given by the exhibition audience. It was unfortunate he was unable to host the second exhibition within a community setting as this would have extended the viewers. This could have been avoided by improving the contingency plan. During the evaluation of the project I was aware he was disappointed and at times critical of his organisation, but in reality he made great links outwith the school environment, organised an exhibition and a very positive ethos was created during this event. | |

| 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 | |
|---|--|
| <p>This is a balanced and insightful self-evaluation which identifies development in areas such as communication with others, particularly professionals outside school, but at the same time recognises problems with time management, which impacted on the full achievement of the project. Had John taken on board some of our discussions at an early stage he might have completed his second exhibition within his original timescale.</p> | |

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 | A | B | C | Unsuccessful |
| Additional Comments/Overview <p>John demonstrated that he is now capable of working independently. He completed the majority of his objectives effectively and coped well with the complex nature of the curating process. He produced excellent scale models, which allowed him to visualise his exhibition space. At the beginning he reluctantly met with specialists from the Psychology Department, Print studio, EDO and Museum Services and these initial meetings were nerve-racking for him, but after each one he built very strong relationships with these professionals. He must continue to learn from these experiences and build confidence further in this area. His daily entries in his sketchbook were beautifully presented and the drawings and annotations demonstrated his planning. His time management was erratic at times, but this was due to the constraints of the prelim diet and resulted in the postponement of the second exhibition, which was unfortunate. However, he showed a mature approach throughout this project and his confidence and self-esteem have grown. He displayed many valuable skills, which will stand him in good stead during Art School and his professional career. His presentation was very interesting and informative and it was well received by the audience even although he was nervous at the beginning. He has shown a high degree of creativity throughout this project and has met sufficient of the A criteria to warrant a B grade.</p> | | | | |

Assessor signature _____ **Date** _____

Internal verifier signature _____ **Date** _____