

GCE AS/A LEVEL ART AND DESIGN **UNIT 1 PERSONAL CREATIVE ENQUIRY UNIT 2 PERSONAL INVESTIGATION UNIT 3 EXTERNALLY SET ASSIGNMENT**

ASSESSMENT OBJECTIVE CHECKLIST FOR TEACHERS

	Is about ability to develop contextual ideas , doing this through sustained and focused investigations. Candidates should show how they have been informed by contextual and other sources and demonstrate analytical and critical understanding .
A01	
Contextual	It is not just a matter of studying contextual sources, but showing relevant
understanding	understanding and demonstrating what impact such study has had on their own
Develop ideas through	approach.
sustained and focused	Analytical skills are concerned with identifying relationships (e.g. by comparing and
investigations informed	contrasting) between constituent parts of a complex whole to determine its content,
by contextual and other sources, demonstrating	nature and structure.
analytical and critical	
understanding.	Critical skills involve posing relevant questions , distinguishing between what is and
understanding.	what is not relevant, differentiating between various types of information (e.g.
	biographical, descriptive, evaluative), clearly presenting and justifying points of view,
	giving valid, well-argued reasons.
	Is about purposefully exploring resources , materials, processes and ability to make
	appropriate selection from these. During the process of their work, candidates should
	provide evidence of on-going evaluation /review , to decide if changes are required to
100	improve / refine it.
AO2 Creative	
making	It is concerned with imaginative activity to generate original outcomes relevant to the
Пакіну	intentions of the learner. It is usually preceded by the exploration of stimulating
Explore and select	sources likely to spark innovative ideas and can begin with initial drafting of ideas to
appropriate resources,	give them shape and form.
media, materials,	This can be also a superconduct development in which initials involve the state of the second
techniques and	This can lead to a process of development in which initial visualisations are more
processes, reviewing	clearly defined and the range of possible outcomes becomes more focused. Suitable
and refining ideas as	means of expression should be considered, including sensitive selection of the most suitable media, technique, scale etc. before undertaking final realisation .
work develops.	suitable media, technique, scale etc. before undertaking mai realisation .
	The final phase may involve refinement of detail using careful control to produce
	outcomes of quality. Clear relationships should be established between working
	methods and outcomes.
	Is about recording, in visual and other forms, ideas, observations, insights relevant to
	intentions. It is centrally concerned with research and enquiry into visual and tactile
AO3	sources of reference.
Reflective	
recording	As their studies develop, candidates should demonstrate ability to reflect on their work
-	and their progress. They should pay attention to the way they gather , select , organise
Record ideas, observations and	and communicate visual and other information.
insights relevant to	It also requires evidence of reflective learning which involves taking time to think
intentions, reflecting on	about their work and reflecting on and reviewing what they have learned in order to
work and progress.	deepen understanding. They should engage in looking for meaning and purpose in
	what they are doing and in seeking and expressing balanced viewpoints. Particularly
	important is evidence of their ability to transfer learning to a new context.
AO4	Is about presenting responses which are personal (without the intervention of someone
Personal	else), informed and meaningful (essentially to the candidate, but also to others). In
presentation	presenting their responses, they should demonstrate the outcome of their critical
-	understanding and make clear the extent to, and means by, which they have realised
Present a personal and	intentions.
meaningful response	
that realises intentions	Where appropriate, they should make explicit the connections between the different
and, where appropriate,	parts of the submission. Learning skills involve presenting work in a logical order
makes connections	which is easy to follow, making clear the purpose and context of the work and
between visual and other elements.	conveying intentions. They also involve devising a suitable form of presentation
	which is suited to the purpose of the work and engaging to an audience.



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ASSESSMENT OBJECTIVE CHECKLIST FOR LEARNERS

		Have I provided evidence that shows that I am able to:	√or x
AO1 CONTEXTUAL UNDERSTANDING	•	use my chosen contextual and other references to develop new thoughts and ideas;	
	•	carry out investigations which are sustained and focused on information relevant to my study;	
	•	<i>evaluate</i> the methods, approaches, purposes and intentions of artists / craftworkers / designers and <i>understand</i> how the different contexts in which their work has been produced influence interpretation and meaning;	k
	•	apply contextual understanding in ways which inform my own approach;	
	•	<i>analyse</i> my sources by finding <i>relationships</i> between different aspects and <i>comparing and contrasting</i> these;	
	•	ask <i>pertinent</i> questions and search for <i>relevant</i> answers, <i>distinguish</i> between different kinds of information and present my own, <i>considered</i> points of view.	
AO2 CREATIVE MAKING	•	convey a sense of purpose in exploring resources, processes and the visual elements;	
	•	<i>carefully</i> select media and techniques and use them <i>appropriately</i> so that they complement my intentions;	
	•	research stimulating sources for innovative possibilities and proficiently draft my initial ideas;	
	•	document <i>coherent</i> evidence of each stage of the creative process with clear relationships established between working methods and outcomes;	
	•	review my work regularly to improve and refine it where necessary;	
	•	skilfully handle materials, techniques and processes to produce quality outcomes.	
AO3 REFLECTIVE RECORDING	•	apply myself thoroughly to productive methods of research and enquiry;	
	•	efficiently gather, select, organise and convey the findings of my research;	
	•	effectively record ideas, observations and insights in line with my intentions;	
	•	utilise a suitable range of recording methods and competent recording skills;	
	•	thoughtfully review my work and progress to deepen my understanding;	
	•	transfer ideas and skills to new situations and look for meaning and purpose in my studies.	
AO4 PERSONAL PRESENTATION	•	present ideas and outcomes which are <i>my own</i> and not plagiarised;	
	•	produce work which is well informed and has meaning for myself and others;	
	•	plainly convey and successfully realise my intentions;	
	•	demonstrate <i>critical understanding</i> in the development of my outcome(s);	
	•	present my submission in <i>logical order</i> making <i>clear connections</i> between the various parts where	
		appropriate;	
	•	devise an <i>appropriate</i> form of presentation which <i>suits the purpose</i> of my work and <i>engages an audience</i> .	