

# Synoptic Assessment

Grade: **Input here**

## Unit 13: Project Proposal and Realisation in Art & Design

Student name:

Date:

Assessor 2:

IV:

| Learning Outcomes (LO)                                                                                    | Achieved | YES | NO |
|-----------------------------------------------------------------------------------------------------------|----------|-----|----|
| LO1: Be able to initiate and develop an art and design project proposal.                                  | LO1      |     |    |
| LO2: Be able to use research, analysis and evaluation to develop solutions for an art and design project. | LO2      |     |    |
| LO3: Be able to solve practical, theoretical and technical problems in an art and design project.         | LO3      |     |    |
| LO4: Be able to plan, organise and produce an art and design project.                                     | LO4      |     |    |
| LO5: Be able to use practical methods and skills in an art and design project.                            | LO5      |     |    |
| LO6: Be able to use evaluative and reflective skills in an art and design project.                        | LO6      |     |    |
| LO7: Be able to present an art and design project.                                                        | LO7      |     |    |

## Grading Grid (The overall grade is determined through the mastery model of assessment)

| Criterion                                                                                                                                                                                                                                                                  | Grade Standard <small>Please flood the matrix at the level the student is currently working at.</small> |                                                                                                           |                                                                                                                             |                                                                                                                                              | Assessment Commentary<br><small>Commentary must be relevant to, and consistent with, the requirements of the assessment criteria and grade standards.<br/>Where achievement isn't reached, assessors must clarify why.</small> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                            | Refer                                                                                                   | Pass                                                                                                      | Merit                                                                                                                       | Distinction                                                                                                                                  |                                                                                                                                                                                                                                |
| <b>Context</b><br><i>1.1 Use critical and contextual perspectives to initiate a personal self-directed art and design project proposal.</i><br><br><i>1.2 Use analysis and evaluation to clarify and develop a personal self-directed art and design project proposal.</i> | Limited understanding of subject context, lacking clarity in aims and purpose.                          | Understanding of subject context used appropriately to make judgments, describe aims and clarify purpose. | Good understanding and knowledge of subject context used to make sound judgments, articulate ambitions and clarify purpose. | Comprehensive understanding and knowledge of subject context used to communicate complex concepts, articulate ambitions and clarify purpose. |                                                                                                                                                                                                                                |

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| <b>Research</b><br>2.1 Use research to support the development of a personal self-directed art and design project.<br><br>2.2 Use analytical and evaluative skills to develop creative solutions to realise a personal self-directed art and design project.                     | Little or no evidence presented or information does not relate sufficiently to task.                                  | Sufficient relevant information has been gathered, documented and used in the development of ideas.                                      | Thorough and sustained research and investigation of relevant sources, interpretation and synthesis of information used to inform, support and develop ideas.            | Independently identified, thorough and sustained research and investigation of a range of relevant sources, insightful interpretation and synthesis of information used to inform, support and develop ideas.   |  |
| <b>Problem solving</b><br>3.1 Solve practical and technical problems within a personal self-directed art and design project.<br><br>3.2 Solve theoretical problems within a personal self-directed art and design project.                                                       | Insufficient exploration of alternative ideas and processes. Problems unresolved.                                     | Sufficient exploration of alternative ideas using established approaches to resolve practical and theoretical problems.                  | Decisive demonstration of initiative in effectively solving problems, adapting to unforeseen practical and theoretical challenges to achieve identified goals.           | Decisive demonstration of initiative in effectively solving problems, autonomously implementing creative solutions and adapting to unforeseen practical and theoretical challenges to achieve identified goals. |  |
| <b>Planning and production</b><br>4.1 Demonstrate the ability to plan, organise and produce a personal self-directed art and design project within an agreed time-frame.                                                                                                         | Ineffective planning and little or no evaluation against aims. Task or tasks are incomplete.                          | Evidence of effective planning and evaluation against aims that have contributed to a satisfactory completion of the task or tasks.      | Coherent and reasoned planning, subject engagement and commitment. Realistic evaluation against aims and efficient production against timescales.                        | Detailed and coherent self-directed planning and negotiation, subject engagement and commitment. Continuous evaluation against aims and efficient production against timescales.                                |  |
| <b>Practical skills</b><br>5.1 Demonstrate the application of practical methods and skills in the realisation of a personal self-directed art and design project.                                                                                                                | Limited range of processes demonstrated, judgement and execution of techniques is poor.                               | Adequate range of processes, skills and knowledge demonstrated. Competent execution and application of techniques used to develop ideas. | Consistent and appropriate processes, skills and knowledge applied to extend enquiry and develop creative solutions.                                                     | In depth understanding and aesthetic awareness, imaginative and flexible processes, skills and knowledge applied in extensive enquiry to develop creative solutions                                             |  |
| <b>Evaluation and reflection</b><br>6.1 Maintain evaluative and reflective records of the development of a personal self-directed art and design project.<br><br>6.2 Use evaluative and reflective skills to make decisions for a personal self-directed art and design project. | Insufficient evidence of ongoing evaluation, lack of or only basic analysis and little or no justification for ideas. | Clearly communicated evidence of valid evaluation and realistic analysis independently used to inform and develop ideas.                 | Effective communication of analysis and interpretation, independent synthesis of information and application of reasoned decision making to inform development of ideas. | Accomplished and professional communication of perceptive analysis and interpretation, demonstrating clarity and sophistication in thinking and maturity in decision making to progress ideas.                  |  |

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| <b>Presentation</b><br><i>7.1 Explore strategies to present a personal self-directed art and design project.</i><br><br><i>7.2 Present a personal self-directed art and design project to a specified audience.</i> | Ineffective communication and presentation of ideas. Lack of clarity in structure, selection and organisation. | Competent communication and sufficient clarity and consistency in presentation of ideas appropriate to the intended audience. | Confident selection, organisation and communication of ideas. Consistent approach to presentation demonstrating a good understanding of conventions and standards. | Confident selection, organisation and communication of ideas. Demonstrating autonomy, personal style and an ambitious use of available resources to communicate ideas effectively to an intended audience. |  |
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**Comment if applicable.**