



## Brief

*Deer Shed is a 3-day family orientated, music and arts summer festival set in parkland near Topcliffe, North Yorkshire. Now in its 11<sup>th</sup> year. The festival was established as a 1-day, 1000-capacity event in 2010 offering progressive and contemporary programming within a safe and secure environment suitable for children to explore. With an expected audience of 10,000, the festival is now widely regarded as “the ultimate family festival”.*

*This year the festival theme is*

# **‘Pocket Planet’**

**“Celebrating different things from different places, Icelandic ice cream, or the treasures to be found in a Japanese electronics market – anything goes!”**

Based on this information, you are asked to use a range of materials, techniques and processes to create portraits and/or masks to fit round the theme of **pocket planet**.

### **Checklist:**

**By the end of this unit you will have:**

1. A series of research relating to 2D and 3D Artists surrounding the theme Pocket Planet
2. Multiple experimentations using 2D and 3D materials, processes and technical skills.
3. Multiple developmental works solving your 2D and 3D problem.
4. At least 3 design ideas relating to your final solution
5. At least 1 final solution
6. Annotations on every sketchbook page assessing the effectiveness of your choices (strengths and weaknesses)
7. Evaluation (minimum 300 words)

## Learning Outcomes

### Unit 5- Solving 2D creative problems

1. Be able to use drawing and research skills in 2D art and design.	1.1 Use drawing and research skills to develop ideas to solve a 2D art and design problem.  1.2 Assess the effectiveness of drawing and research skills to develop ideas to solve a 2D art and design problem.
2. Be able to use contextual awareness in 2D art and design	2.1 Use contextual awareness to support the development of a solution to a 2D art and design problem.
3. Be able to use materials, processes and technical skills in 2D art and design.	3.1 Use materials, processes and technical skills to solve a 2D art and design problem.  3.2 Assess the effectiveness of materials, processes and technical skills to solve a 2D art and design problem.

### Unit 6- Solving 3D creative problems

1. Be able to use drawing and research skills in 3D art and design.	1.1 Use drawing and research skills to develop ideas to solve a 3D art and design problem.  1.2 Assess the effectiveness of drawing and research skills to develop ideas to solve a 3D art and design problem.
2. Be able to use contextual awareness in 3D art and design	2.1 Use contextual awareness to support the development of a solution to a 3D art and design problem.
3. Be able to use materials, processes and technical skills in 3D art and design.	3.1 Use materials, processes and technical skills to solve a 3D art and design problem.  3.2 Assess the effectiveness of materials, processes and technical skills to solve a 3D art and design problem.

## UAL Level 2 Grading Sheet

**This will be used when your work is assessed**

	<b>Fail</b> Work submitted fails to meet one or more of the assessment criteria and is of a poor standard	<b>Satisfactory</b> Work submitted meets all of the assessment criteria and is of a satisfactory standard	<b>Good</b> Work submitted meets all assessment criteria and is of a high standard	<b>Excellent</b> Work submitted meets all assessment criteria and is of a very high standard
<b>Research</b>	Insufficient research and investigation evidenced. Little or no information from relevant sources used to inform ideas.	Sufficient research and investigation of relevant sources, information used to inform ideas.	Thorough research and investigation of relevant sources, coherent use of information used to inform and develop ideas.	Thorough and sustained research and investigation of relevant sources. Accomplished and considered interpretation of information used to inform, develop and extend ideas.
<b>Planning and Production</b>	Ineffective or unrealistic planning and poor organisation. Task or tasks incomplete against timescale.	Realistic planning and organisation. Satisfactory production against timescales..	Effective planning, organisation and subject engagement evidenced. Efficient production against timescales.	Detailed and effective planning and organisation, commitment and subject engagement evidenced. Substantial production against timescales.
<b>Practical skills and presentation</b>	Limited use of processes, application of skills or knowledge demonstrated, few or no alternative ideas and poor presentation.	Competent demonstration of processes and application of skills and knowledge used to develop and present creative solutions	Considered and capable demonstration of processes, application of skills and knowledge used to develop ideas and present creative solutions	Accomplished demonstration of processes, skills and knowledge used to develop alternative ideas and present creative solutions.
<b>Evaluation and reflection</b>	Inadequate evaluation or insufficient evidence of ongoing assessment of ideas limiting progress and development.	Sufficient evaluation with evidence of ongoing assessment of ideas used to inform progress and development.	Effective evaluation clearly communicated and applied to make reasoned decisions and inform the development of ideas.	Perceptive evaluation and interpretation, demonstrating clarity in thinking and decision making used to inform and progress ideas.