

# External Assessment Brief

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## Unit 1: Diagnostic Investigation in Art and Design

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**UAL Level 3 Applied General Diploma in Art & Design  
(603/1457/6)**

**UAL Level 3 Applied General Extended Diploma in Art &  
Design (603/1459/X)**

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This brief must not be opened or distributed to students before  
4th February 2022.

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# Guidance For Students

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Before beginning your work, you should ensure that you read the assessment brief carefully and make sure you understand:

- > What you need to do to complete the assessment
- > How much time you have for each of the assessment tasks
- > What you need to submit for the assessment

You must also familiarise yourself with the assessment grid and the grading criteria, which clearly state what you need to do to achieve a Pass, Merit or Distinction grade.

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## What you need to do to complete the assessment

You **must** complete **all tasks** within each part of the assessment within the specified time.

**The assessment is comprised of:**

### A Preparatory period (10 hours recommended)

- > Following receipt of the brief, you **must** complete **Task 1**.
- > You **must** stop work on your preparatory work as soon as the first period of supervised condition starts.

### Supervised condition (173 hours)

- > Following the preparatory period, you will be asked to complete **Tasks 2, 3 and 4**.
- > You **must** complete **Task 2** in the first 3 hours of the supervised condition.
- > You may use any specialist equipment required to produce your work. You **must** ensure that the equipment and materials that you might need are available before you start any tasks.
- > In the supervised condition, you may use all of the material you have produced during the preparation period, but this **must** not be added to, or amended to.

### Enhanced supervised condition (12 hours)

- > You **must** complete **Tasks 5 and 6**.
  - > In the enhanced supervised condition, you **must** be provided with access to the work you produced for **Tasks 2, 3 and 4**.
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## What you need to submit for the assessment

You **must** submit to the assessor via portal at the end of the enhance supervised condition:

- > Your Project Proposal (maximum of 350 words)
- > Your digital portfolio including any outcome(s)
- > Your final evaluation (minimum of 250 words maximum of 750 words)

All the work you submit for your assessment **must** be clearly identified with your centre name and your candidate number so that the assessor is able to grade it.

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## Authentication

The work you submit for assessment **must** be your own. You **must** complete a candidate authentication form to confirm that the work you have submitted for assessment is your own, and that you have not copied it from someone else or allowed another candidate to copy from you.

Any content not generated by you **must** be appropriately referenced using the Harvard format.

# Enhanced Supervised Conditions

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## Instructions to candidates

These instructions must be followed during the enhanced supervised part of your assessment during which you will produce your portfolio and complete your final evaluation. Failure to comply with these instructions may result in your assessment being declared void and you being withdrawn from the qualification.

### DO

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Have access to your development work that will inform the conclusion of your investigation.

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Ensure you know the start and finish times of the assessment window.

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Follow the instructions precisely.

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Ensure that **all** of the work included in your final submission is all your own.

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Contact a technician or technical support staff member and ask for technical assistance if you have a problem.

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### DO NOT

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Speak or collaborate with other students.

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Copy or plagiarise anyone else's work, including that of your fellow students.

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Ask for advice or guidance about your work from your tutors, peers, parents / guardians and or practising artists / designers.

# Assessment Brief

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You must provide a personal creative response to the theme:

## Journey

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### Definition

**The act of travelling from one place to another.**

“They journeyed into the unknown.”

Within the theme of Journey, there are multiple routes of exploration. Some journeys are taken on foot, while others may be vehicle assisted, real or imaginary. For example, a journey can offer an ephemeral wander through our imagination where disparate thoughts are connected to form ideas, stories or solutions to problems. It may be a physical journey from A to B or a meander without a destination in mind. Journeys can happen in the blink of an eye or span beyond our own lifetime.

Journeys are varied and can be determined in multiple ways; epic like a climber scaling the summit of a mountain, gentle like a bee flying between flowers or personal like a text chat between friends. The potential for exploring journeys are everywhere. For example, mapping movements, recording time and freezing motion, repetitive actions or routines, all offer potential for understanding the building blocks of what a journey can be.

A journey may occur within the distance of a one metre ruler, a single room or a thousand miles and each unique journey allow us to measure and record the seen or unseen. Journeys can manifest uninterrupted from start to finish such as the listening of a complete album or a periodical visit, spanning minutes, days, weeks, months or years.

The infinite possibilities of journeys offer an ever changing activity that can fascinate, educate and illuminate. By researching, analysing and responding to journeys, there is inexhaustible opportunity for humans to be enriched by simple or complex experiences and discover new perspectives about themselves, others and the world around them. Single journeys have paved the way to forged continents, completed video games, olympic medals, the greatest perfected skateboard trick and human footprints on the moon.

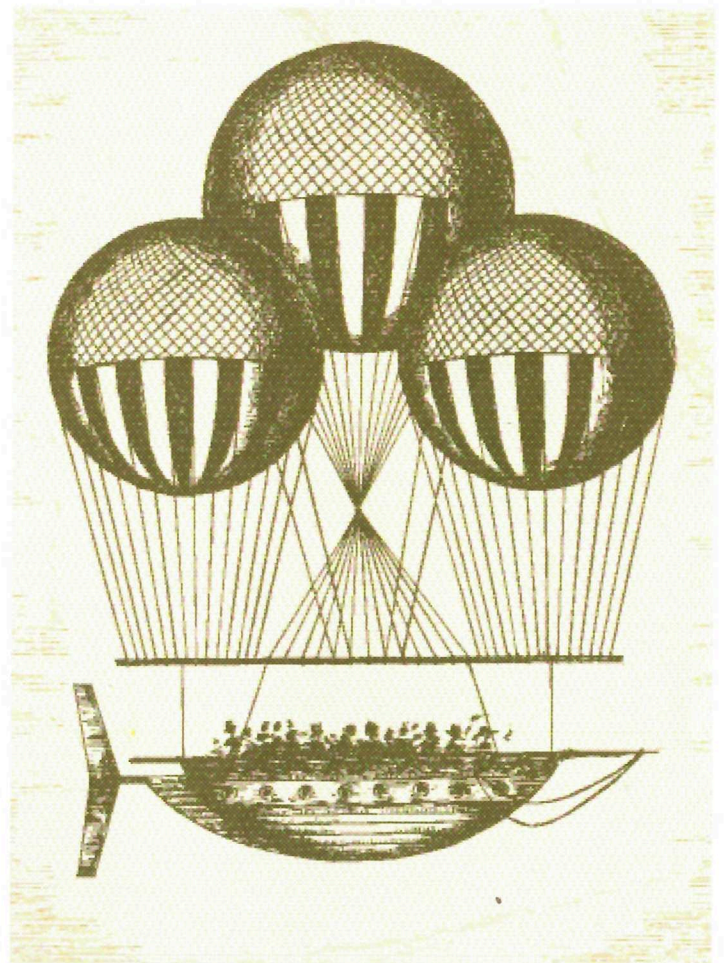
Journey and activities relating to journey can be explored through material choices, practical experimentations, reflective research and chance/risk. Practical experimentations could include photography, drawing, filming, making and designing (amongst others). When images, objects and design solutions are creatively explored in this manner, the theme of Journey offers multiple connected opportunities for exploration.

Using the term **Journey** as a starting point, propose and execute an independent creative art & design investigation that explores the term in a personal and insightful manner. Develop a body of work that unpicks and analyses your individual response to the term through planned activities, as well as embracing the opportunities presented through risk or chance discoveries. Draw your investigation to a close with a conclusive outcome that summarises your creative interpretation of the term **Journey**. Using this theme and the suggested images, text and references as a starting point, you must produce and present a digital portfolio evidencing your personal research, developmental process and ideas.

**Travel  
Imagine  
Wander  
Map  
Play  
Repeat**

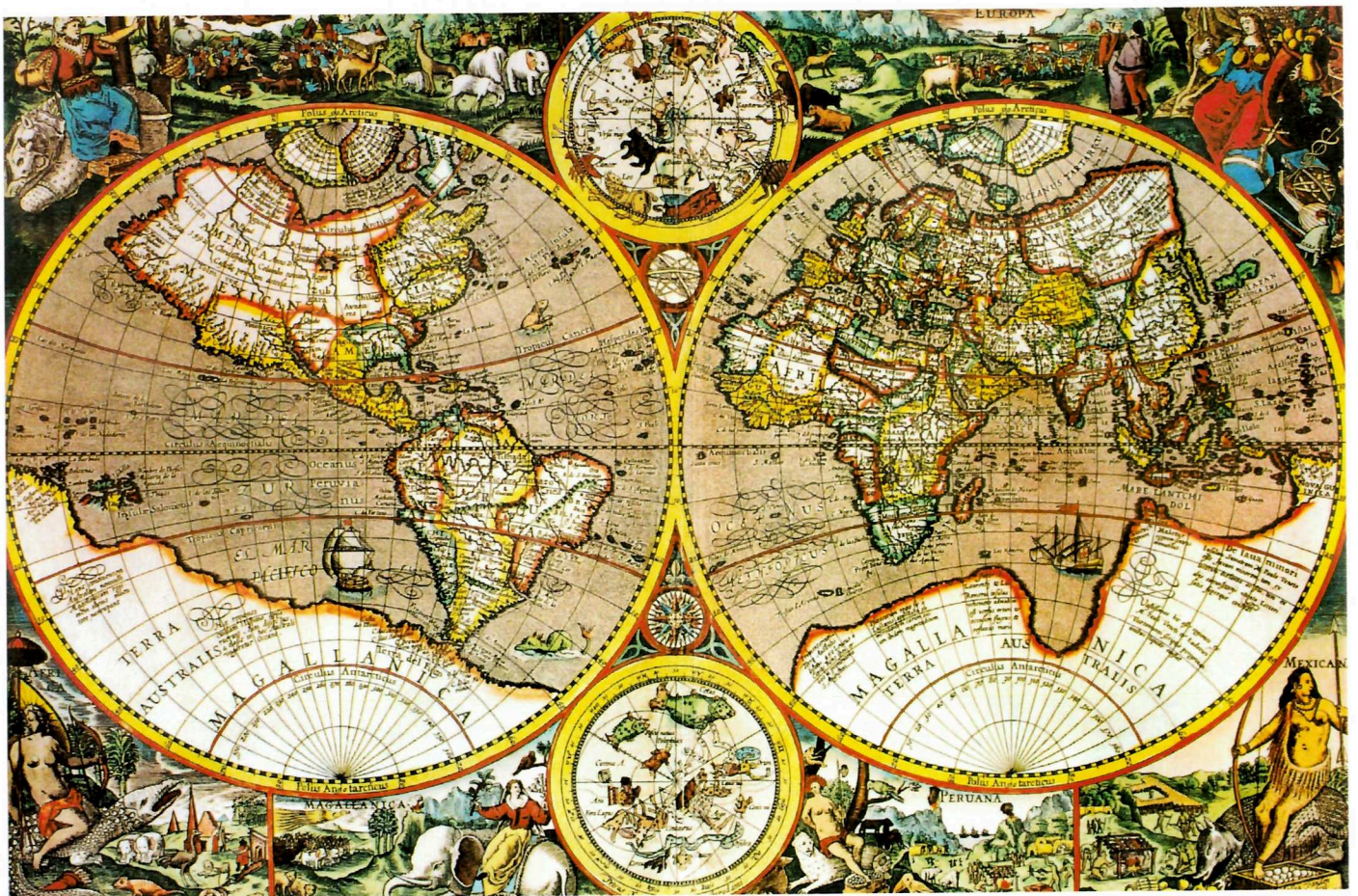


**Measure  
Record  
Plot**



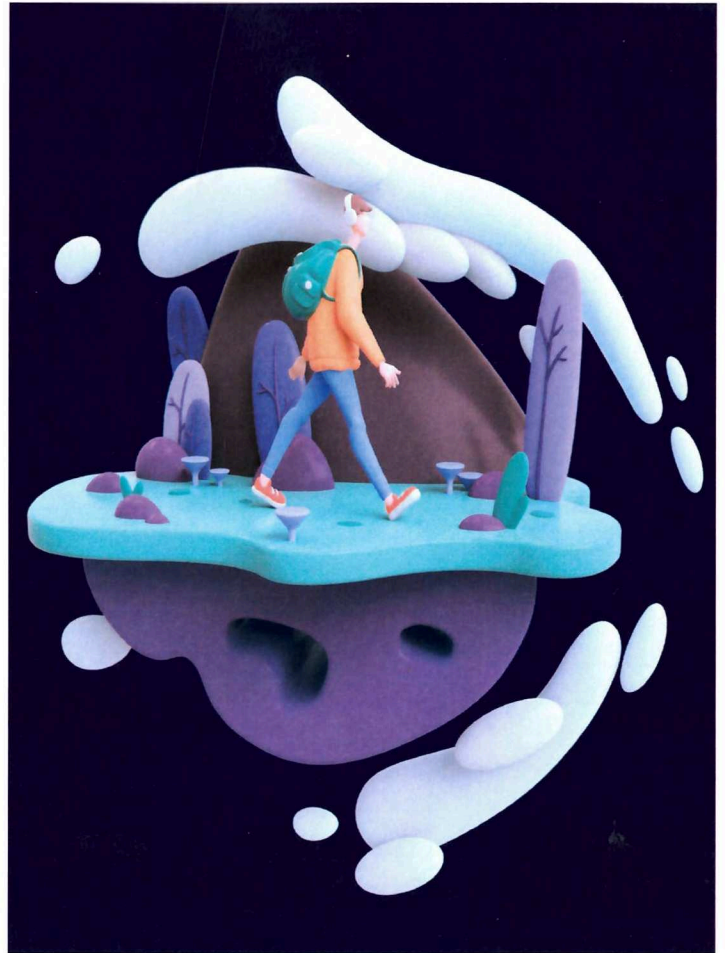


**“The journey of a thousand miles begins with one step.”**  
*Lao Tzu*



**Artists and  
designers for  
reference:**

Thomas Yang  
Sarah Sze  
Jean Julien  
Kevin Parry  
Ernesto Neto  
Chandler O'Leary  
Corrie Parks  
Lucinda Rogers  
Tobi Shinobi  
Olivier Kugler  
Fuller Maps  
Ememem  
Kathy Prendergast  
Cindy Sherman  
Guo Fengyi



**“The only impossible journey is the one you never begin.”**

*Tony Robbins*

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# Tasks



You **must** complete all 6 of the following tasks.

## PREPARATORY PERIOD

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### Task 1: Initial research (10 hours recommended)

You should start by carrying out broad research into the theme **Journey** and what it means to you. You must use your own interpretation of the theme to develop an art and design project.

- > You can use the context, images and word triggers from this document as a starting point, or you can source your own if you prefer.
- > You should undertake initial research into the theme **Journey** examining the work of artists, designers and any other appropriate sources. Ensure that you undertake visual and textual analysis on the sources explored.
- > You should use this research and your references to inform your Project Proposal.
- > You should consider your rationale, concept and intentions for the project.
- > You **must** keep a record of the research you are carrying out in an appropriate format, and include reasons for your choices.

## SUPERVISED CONDITION

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### Task 2: Project Proposal

You **must** complete this task during **3 consecutive hours** of supervised time.

*Your work in Task 2 will be assessed against: LO2, LO5 and LO6.*

Using your initial research, you **must** produce a **Project Proposal** that includes the following sections:

- > Section 1: Rationale (maximum of 100 words)
- > Section 2: Project concept (maximum 200 words)
- > Section 3: Evaluation (maximum 50 words)
- > Proposed Research Sources and Bibliography (Harvard Format) Project Action Plan and Timetable

**Your evidence for this task must be:** a completed version of the Project Proposal template provided by UAL Awarding Body.

You are required to submit a digital copy of your Project Proposal to the supervisor at the end of the 3 hours. This copy will be submitted as part of your assessment evidence. You **must** also retain a digital copy for yourself, to refer to throughout the assessment.

It is recognised that during the development of a project, ideas may emerge that differ from the original intentions. You should justify any changes that are made to the original Project Proposal when you submit your final evaluation.



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## Task 3: Research and experimentation

You **must** complete this task during **150 hours** of supervised time.

You **must** bring in a copy of your Project Proposal for reference.

*Your work in Task 3 will be assessed against: LO1, LO2, LO3, LO5, LO6.*

Using your project proposal as a starting point, you **must** undertake further visual and contextual research to inform the development of a range of ideas and areas for exploration.

- > You should explore and experiment with a range of materials, processes and techniques in order to develop your work.
- > You should aim to produce a wide range of sketches, samples and/or models that demonstrate your exploration, experimentation and manipulation.
- > You **must** reflect on your choices and evidence how you have resolved any problems encountered.
- > Based on and following your research and experimentation, you should then define your conclusion(s).
- > You **must** choose one or more conclusion(s) that best address potential solutions to the theme.
- > You **must** specify why you have selected potential materials, processes and techniques you could use whilst concluding your investigation.

**Your evidence for this task may include:** notes, sketches, annotated drawings, photographs, mood boards, sampling, digital materials, etc.

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## Task 4: Production

You **must** complete this task during **20 hours** of supervised time.

*Your work in Task 4 will be assessed against: LO1, LO2, LO3, LO4, LO6.*

During this time you **must** conclude your investigation against the set theme.

Your final conclusion in response to the theme can be developed in any specialist practice, including but not limited to:

- > Fine art (e.g. painting, sculpture)
- > Interactive arts (e.g. games design, web design)
- > Graphic communication (e.g. illustration, motion graphic)
- > Textiles/fashion design (e.g. costume design, interior design)
- > Three-dimensional design (e.g. product design, 3D digital design)
- > Photography/lens based media: (e.g. portraiture, fashion photography)

You are not required to produce a final outcome to the externally set theme, your response should focus on the creative journey. However, you should identify any potential outcome(s) as a conclusion to your investigation.

You must photographically record the making process as evidence, and should constantly record, analyse and evaluate throughout the task.

**Your evidence for this task must be:** a visual documentation of the making process and your final conclusion(s).

# ENHANCED SUPERVISED CONDITION

You **must** ensure you have access to work produced for **Tasks 2 – 4** for the enhanced supervised condition.

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## Task 5: Portfolio creation

You **must** complete this task during **10 hours** of enhanced supervision time.

*Your work in Task 5 will be assessed against: LO4, LO5, LO6.*

You **must** produce a portfolio of work demonstrating the development and realisation of your project.

Your portfolio **must** include key pieces from your development work that show:

- > **Your ideas, both initial and developmental** – you may submit mind maps, sketchbook pages, storyboards and development sheets.
- > **Research and how it informed your work** – you may submit notes, sketches, annotated drawings, photographs, mood boards, etc.
- > **The materials, skills and techniques you used** – you may submit sampling, annotations and photographs of experimental work.
- > **How you resolved the practical and theoretical problems you encountered** – you may submit sketchbook pages of development work that includes visual and written records of process and decision making.
- > **Images / diagrams / annotations of your proposed final conclusion(s)** – note that photographs of 3D work should also include information referring to size and scale. You may include a separate file for animated work.
- > **Film, audio or animation included as part of the submission should not exceed one minute in total length. Please see 'Regulations and Guidance for Tutors' for file size plus how these must be submitted as part of the assessment evidence.**

Your portfolio **must** be primarily visual but should include supporting annotations sufficient to explain your development and rationale for decisions.

**Your evidence for this task must be:** a digital portfolio in the template provided. Your work **must** contain a maximum of 30 slides. Multiple images/sketches etc. can be put on each page.

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## Task 6: Final evaluation

You **must** complete this task during **2 consecutive hours** of enhanced supervised time.

You **must** produce a final evaluation (**minimum of 250 words / maximum of 750 words**).

*Your work in Task 6 will be assessed against: LO4.*

You should analyse and evaluate the effectiveness and impact of your project against your proposal aims and objectives, including the timescale set out in the action plan and timetable.

Your evaluation should include the following:

> A commentary on the development process including:

*What type of research you did, and why.*

*What resources, materials and techniques you applied and why.*

*How the research and resources you used informed the development of your work.*

*How you solved practical and theoretical problems and the reasons why you chose to resolve problems in that way.*

*Anything that impacted on the progress of your project.*

> Justification for any changes made to your proposed final conclusion(s) and why they differ from your original intent.

> How your proposed final conclusion(s) relate to the theme.

> What parts of your project have been the most effective and why.

> What you have learned and what new skills you have developed during the project.

> Areas for further development and improvement.

Throughout your evaluation, you should make reference to the learning outcomes and explain how you have met them through the realisation of your project.

## **END OF ASSESSMENT**

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# Grade Criteria

## Unit 1 Diagnostic Investigation in Art and Design

### Assessment grid

Learning outcome	Fail	Pass	Merit	Distinction
<b>Learning outcome 1</b>				
Understand how visual language and visual language skills inform art and design activities	<ul style="list-style-type: none"> <li>&gt; Insufficient use of the formal elements of visual language.</li> <li>&gt; Limited application of visual language skills.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Uses the formal elements of visual language appropriately to influence the meaning of images and ideas.</li> <li>&gt; Satisfactory application of visual language skills through exploration and experimentation across a range of art and design activities.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Uses the formal elements of visual language confidently and coherently to influence the meaning of images and ideas.</li> <li>&gt; Confident application of visual language skills through sustained exploration and experimentation across a range of art and design activities.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Uses the formal elements of visual language convincingly and purposefully to influence the meaning of images and ideas.</li> <li>&gt; Accomplished application of visual language skills through extensive exploration and experimentation across a range of art and design activities.</li> </ul>
<b>Learning outcome 2</b>				
Understand visual and contextual research to inform ideas for creative activities	<ul style="list-style-type: none"> <li>&gt; Little or no understanding of how research is used to inform ideas.</li> <li>&gt; Research does not relate sufficiently to the development of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Sufficient interpretation of a range of visual and contextual sources is used to inform ideas for creative activities.</li> <li>&gt; Application of relevant visual and contextual research informs the development of own work.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Effective selection and interpretation of a range of visual and contextual sources is used to inform ideas and solutions for creative activities.</li> <li>&gt; Application of coherent and reasoned visual and contextual research informs the development of own work.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Thorough analysis of a comprehensive range of visual and contextual sources used to inform creative ideas and solutions.</li> <li>&gt; Application of extensive and substantial visual and contextual research informs the development of own work.</li> </ul>
<b>Learning outcome 3</b>				
Be able to use materials, processes and practical skills to support art and design activities	<ul style="list-style-type: none"> <li>&gt; Limited range of materials and processes explored.</li> <li>&gt; Execution of techniques is poor and inhibits the production of practical solutions.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Sufficient range of materials, processes and practical skills explored.</li> <li>&gt; Demonstrates capable selection and application of materials, processes and practical skills to produce valid solutions.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Thorough range of materials, processes and practical skills explored.</li> <li>&gt; Demonstrates considered selection and skilful application of materials, processes and practical skills to extend enquiry and produce valid solutions.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Extensive range of materials, processes and practical skills explored.</li> <li>&gt; Demonstrates sophisticated selection and accomplished application of materials, processes and practical skills extending enquiry and supporting the development of original solutions.</li> </ul>
<b>Learning outcome 4</b>				
Be able to use reflective and evaluative skills to inform own progress and practice	<ul style="list-style-type: none"> <li>&gt; Insufficient evidence of reflection and evaluation.</li> <li>&gt; Little or no justification of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Clearly communicated evidence of valid reflection informing the on-going development of ideas.</li> <li>&gt; Realistic evaluation of own practice used effectively to inform own progress.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Effective communication of considered reflection used to make reasoned decisions and inform the on-going development of ideas.</li> <li>&gt; Adept evaluation of own practice used effectively to make detailed and reasoned conclusions and inform own progress.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Articulate communication of perceptive reflection used to provide clarity in decision making and inform the on-going development of ideas.</li> <li>&gt; Insightful evaluation of own practice used effectively to make accomplished and convincing conclusions and inform own progress.</li> </ul>
<b>Learning outcome 5</b>				
Be able to explore and develop alternative solutions for theoretical and practical problems in art and design activities	<ul style="list-style-type: none"> <li>&gt; Insufficient alternative ideas explored.</li> <li>&gt; Problems encountered are unresolved.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Explores alternative ideas to resolve practical and theoretical problems.</li> <li>&gt; Develops valid solutions to practical and theoretical problems.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Explores alternative ideas using considered approaches to resolve practical and theoretical problems.</li> <li>&gt; Develops effective solutions to practical and theoretical problems.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Explores a range of alternative ideas using innovative approaches to resolve practical and theoretical problems.</li> <li>&gt; Develops imaginative solutions to practical and theoretical problems.</li> </ul>
<b>Learning outcome 6</b>				
Be able to plan, develop and present an art and design project	<ul style="list-style-type: none"> <li>&gt; Ineffective planning, work is incomplete.</li> <li>&gt; Insufficient ideas and solutions provided with little or weak response to the specified requirements.</li> <li>&gt; Presentation is poor and fails to clearly communicate ideas.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Demonstrates evidence of sufficient planning to meet the requirements of an art and design brief.</li> <li>&gt; Develops an appropriate range of ideas and solutions that show a clear and satisfactory response to specified requirements.</li> <li>&gt; Selects, organises and clearly communicates ideas and outcomes with reference to the requirements of the brief.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Demonstrates considered and effective planning to meet the requirements of an art and design brief.</li> <li>&gt; Develops a range of relevant ideas and solutions that shows an informed and realistic creative response to specified requirements.</li> <li>&gt; Selects, organises and effectively communicates ideas and outcomes coherently and appropriately with reference to the requirements of the brief.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Demonstrates detailed and purposeful planning to meet the requirements of an art and design brief.</li> <li>&gt; Develops a comprehensive range of ideas and solutions that shows an accomplished and original response to specified requirements.</li> <li>&gt; Selects, organises and skilfully communicates ideas and outcomes coherently and convincingly with reference to the requirements of the brief.</li> </ul>