

Assignment brief
for assessment unit A1
Creative Industry Response

BTEC Level 3 in Art and Design Practice

Summer Journal



Summer Journal

Client

Visual Arts at Solihull Sixth Form

Context

You have been commissioned to produce work for a group exhibition which will consist of a large installation of suspended journals. You are to produce a visual journal, which can take any form you choose, to document your summer. There are a number of things you must include and tasks you must complete. This journal should be completely individual to you and your summer. The installation will be curated and hung when we return in September.

Requirements

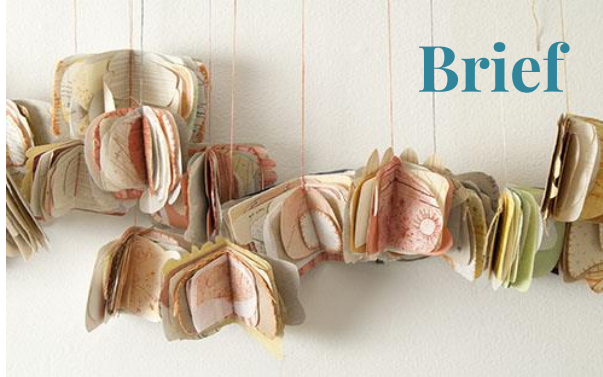
- A handmade visual journal (No smaller than A5, no larger than A4) You can use any paper and any binding technique. You will be to research and trial these techniques
- The work must include the following items, tasks and responses:
 - documentation of a gallery/museum visit, including photos/postcards, observational drawing and analytical notes
 - a souvenir/ memento and visual responses to it
 - photographs (in any form you choose)
 - rubbings (an impression made by rubbing on paper laid over an object or surface with a drawing material e.g. wax crayon)
 - a newspaper cutting and visual responses to it
 - pressed objects e.g. pressed flowers or flattened packaging etc and visual responses to it
 - diary extracts – documenting your thoughts and feeling throughout the summer
 - create a map to visualise a journey (see inspiration page for ideas)

Audience

The primary target audience is anyone interested in art, which will include college students, prospective students, friends & family and the wider public.

Deadline

9th September 2024



Brief



Summer Journal

Inspiration:

These are starting points to provide some inspiration for the Summer Journal:

- Maps
- Family
- Friends
- Travel
- Food
- Sport
- Hobbies
- Events
- Migration routes
- Significant objects
- Bags, tags, tickets
- Your environment
- Nature
- Projects
- Goals
- Learning
- Experiences
- Galleries/Museums
- City/Country



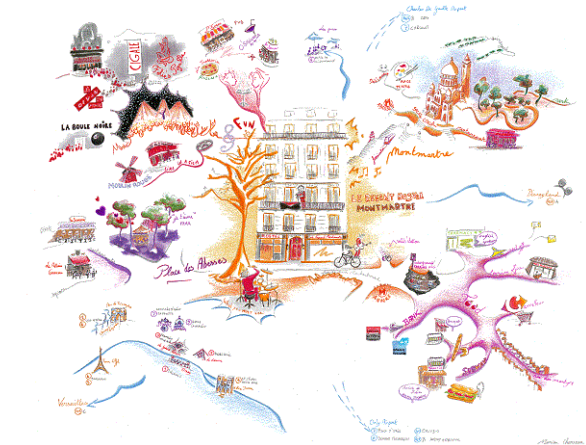
Jennifer Bornstein, *Left Hiking Boot*



Cornelia Parker



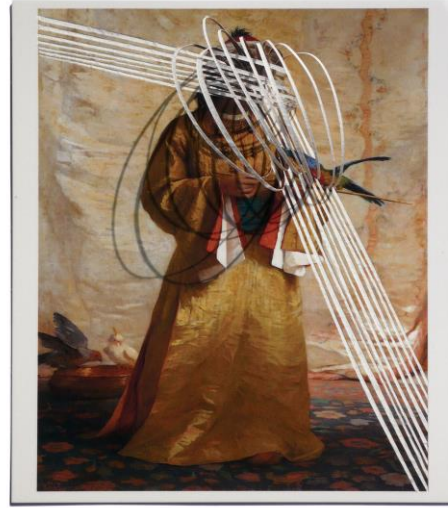
Clare McGibbon



MARION CHARREAU



Julie Cockburn



Ruth Claxton



Summer Journal

Links:

<https://yourvisualjournal.com/start-here-visual-journal/>

<https://yourvisualjournal.com/>

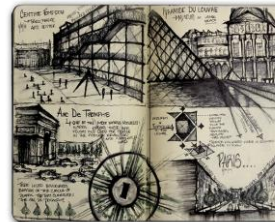
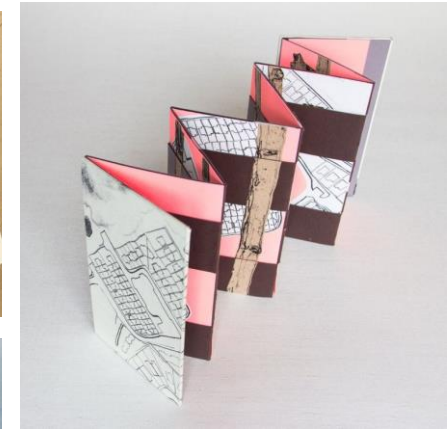
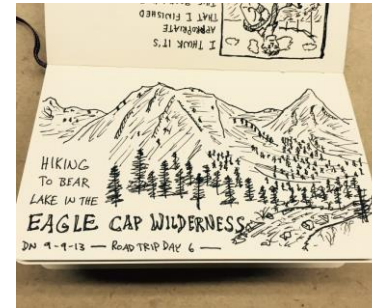
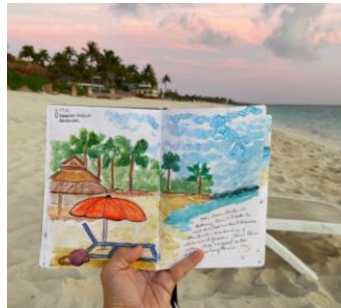
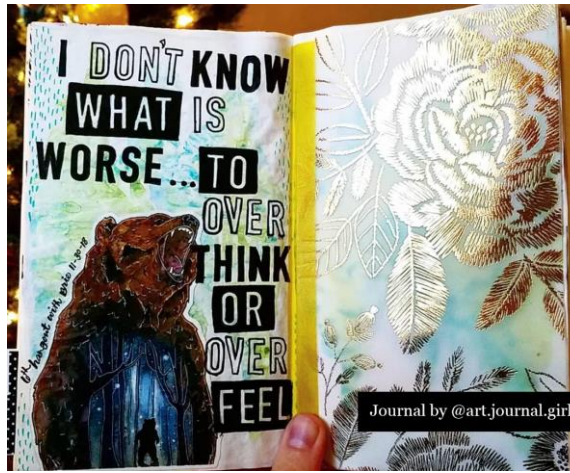
<https://www.psychologytoday.com/gb/blog/arts-and-health/201311/top-ten-art-therapy-visual-journaling-prompts>

<https://www.skillshare.com/blog/a-guide-to-starting-a-visual-journal-prompts-examples-and-inspiration/>

<https://www.youtube.com/watch?v=8RfRmgwNLS>

<https://www.clothpaperscissors.com/making-handmade-books/>

<https://mindfulartstudio.com/10-handmade-art-journals/>



Assessment Objectives:

A1: Skills Development

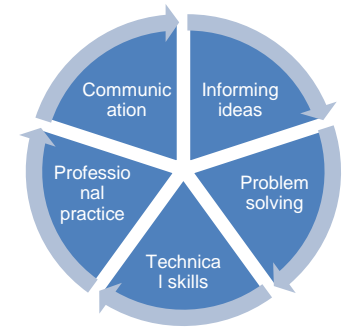
A1.1 Inform ideas for a response to a creative industry brief

A1.2 Apply problem solving practice to develop solutions in response to a creative industry brief

A1.3 Apply technical practice in response to a creative industry brief

A1.4 Demonstrate professional practice and behaviours in response to a creative industry brief

A1.5 Apply communication skills in response to a creative industry brief



BTEC Level 3 540 Diploma and Extended Diploma in Art and Practice assessment criteria

In order to be awarded a qualification, learners must achieve a minimum of Pass in all criteria for all assessment units. See Appendix 2 for larger version.

Assessment criteria	U Limited/insufficient	Pass Generally competent/adequate	Merit Clear/effective	Distinction Accomplished/thorough
AC1: Informing ideas	Limited or inappropriate research and investigation. Information has not been used to inform ideas or understanding.	Generally competent research and investigation used to interpret briefs, develop ideas for work and inform plans for progression, showing adequate understanding of industry and the work of others.	Effective research and investigation skills used to interpret briefs, develop ideas for work and inform plans for progression, showing a clear understanding of industry and the work of others.	Accomplished research, investigation and critical analysis skills used to interpret briefs, develop ideas for work and inform plans for progression, showing a thorough understanding of industry and the work of others.
AC2: Problem solving	Lack of clarity in use of problem-solving processes. Work does not progress coherently through appropriate stages of development in order to find solutions.	Generally competent use of development process showing sufficient ideas generation, experimentation and review to find solutions.	Sound use of ideas generation, experimentation, testing and review. Clear and consistent reflection on work showing emerging awareness of how solutions relate to intended meaning, purpose and function.	Thorough engagement and confident application of ideas generation, experimentation, testing and review used to make considered choices. Sustained use of reflection to develop a critical understanding of how solutions align with the intended meaning, purpose and function of work.
AC3: Technical skill	Limited or inappropriate evidence, work does not show a minimum level of precision or competence with media, materials, techniques and processes.	Generally competent selection and manipulation of appropriate media, materials, techniques and processes to produce work that shows some awareness of impact in outcomes.	Effective selection and application of media, materials, techniques and processes, with a clear awareness of their effect on communication through outcomes. Mostly consistent technical competence shown through development and execution.	Accomplished selection and skilful application of media, materials, techniques and processes, showing thorough understanding of their impact on outcomes and ability to exploit them to meet intentions. Technical competence sustained throughout development and execution.
AC4: Professional practice	Limited understanding and use of professional practice skills, behaviours and approaches to working.	Adequate exploration and use of some professional practice skills, behaviours and approaches to working.	Clear understanding and application of professional practice skills, behaviours and approaches used effectively to manage and inform projects.	Thorough understanding and application of accomplished professional practice skills, behaviours and approaches used in a sustained and considered way to manage and inform projects.
AC5: Communication	Lack of clarity seen in outcomes in relation to intentions and audience. Limited use of appropriate presentation conventions.	Generally competent communication of meaning, purpose and function of work in relation to intentions and audience. Appropriate use of presentation methods, formats and conventions.	Effective communication of meaning, purpose and function of work in relation to intentions and audience. Clear understanding and use of effective presentation methods, formats and conventions used to reflect qualities and engage the audience.	Fluent and imaginative communication of meaning, purpose and function of work in relation to intentions and audience. Thorough understanding and skilful use of presentation methods, formats and conventions applied in a highly considered way to enhance qualities of work and engage the audience.