

## UALAB level 4 Foundation diploma in Art & Design CCW progression Centre

Checklist for unit 7 (Art and Design Project Proposal and Realisation): Final Major project (FMP) completion



ITEMS YOU <b><u>MUST</u></b> INCLUDE WITH YOUR FMP (place on the top of the work you have done)	Done?
SIGNED PROPOSAL COVER SHEET (complete the checklist) Please attach to a hard copy of YOUR PROPOSAL + TIME PLANNER	
FULL (Harvard referenced) BIBLIOGRAPHY	
YOUR LOGBOOK and/or information identifying YOUR BLOG ADDRESS (this should also be emailed to your specialist tutor) Include a review of the usefulness/relevance of all the references included in your bibliography	
SELF ASSESSMENT SHEET + Hard copy of FINAL EVALUATIVE STATEMENT	
SIGNED AUTHENTICATION FORM + EXHIBITION AGREEMENT FORM	
<b>YOUR PROJECT WORK + CLEARLY IDENTIFIED OUTCOME(S)</b> ( <i>film makers note the requirements for film submissions</i> ) <b><u>See 'Unit 7 types of evidence below</u></b>	
Completed course evaluation feedback form	
Have you sent 5 images of your work to your tutor? (see briefing sheet on sharing photos for the show reel in the Unit 7 folder on Blackboard)	

**NB** TUTORS WILL NOT SIGN OFF YOUR WORK AT THE DEADLINE IF ANY OF THE ABOVE ITEMS ARE MISSING

All related information and forms are available in the FMP folder on Blackboard.

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Unit 7 Learning outcomes The learner will:	Examples of the types of evidence that could be included where appropriate
1. Have a <b>critical</b> and contextual understanding of <b>different</b> perspectives and approaches within art and design subjects of study or work	<ul style="list-style-type: none"> <li>- Recorded visual information sketchbooks, photographs, scrapbooks, collections etc. as appropriate to proposal</li> <li>- Evidence of <i>relevant</i> gallery/museum/site visits – <b>1<sup>st</sup> hand studies</b> of artwork, objects and artefacts</li> <li>- Evidence of a range of <i>relevant</i> reading/visual studies from books, periodicals and the internet</li> <li>- Notes supporting the above that make comparisons/links between subjects studied, discussion of content and ideas as well as use of media and materials</li> <li>- Notes discuss the link subjects studied to own work and emerging ideas.</li> <li>- Ongoing BIBLIOGRAPHY/list of sources</li> </ul>
2. Research, <b>analyse</b> and <b>evaluate</b> specific information and ideas in order to develop creative solutions	<ul style="list-style-type: none"> <li>- Notes that discuss and review how useful research information has been in the emerging ideas – how has visual and/or factual information informed thinking about project?</li> <li>- Worksheets that suggest a range of potential solutions in response to information and analysis of the communication problem to be solved.</li> <li>- Notes exploring retrospective thinking (looking back)</li> <li>- Notes exploring prospective thinking (looking forward)</li> </ul>
3. Solve <b>complex problems</b> through the application of art and design practical, <b>theoretical</b> and <b>technical</b> understanding	<ul style="list-style-type: none"> <li>- Clear statement of problems to be solved (e.g. what is being communicated to who? Why? What expected reactions or responses are required or expected? Etc.)</li> <li>- Annotated worksheets that test a range of solutions to stated problems</li> <li>- Test pieces, maquettes and samples that explore a range of approaches to technical execution, use of materials and/or application of formal elements</li> <li>- Further research linked to 7.1 above if identified as needed</li> </ul>
4. Adapt and use <b>appropriate</b> practical methods and skills for creative production	<ul style="list-style-type: none"> <li>- Annotated worksheets that test a range of solutions to stated problems</li> <li>- Test pieces, maquettes and samples that explore a range of approaches to technical execution, use of materials and/or application of formal elements</li> <li>- Review and <i>selection</i> of the most appropriate (notes that suggest <i>informed</i> decision making)</li> </ul>
5. Use <b>evaluative</b> and <b>reflective</b> skills in order to take responsibility for own learning, development and effective decision making	<p>Formats can include:</p> <ul style="list-style-type: none"> <li>- Logbook</li> <li>- Blog</li> <li>- Video/Audio diary</li> <li>- Notebooks</li> <li>- Visual diary</li> </ul> <p>i.e. any combination of the above filled with insightful <b>evaluation</b> and <b>reflection</b> – try to avoid mere description of what you did and focus on <b>why</b> you did it and the impact it had on your progress/results...</p>
6. Critically review the <b>effectiveness</b> and	<ul style="list-style-type: none"> <li>- On going in Logbook/Blog/Video or audio diary/Notebooks/Visual diary</li> </ul>

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<p><b>appropriateness</b> of planning, methods, actions and results</p>	<p><b>AND</b></p> <ul style="list-style-type: none"><li>- Final statement (can be written, artists statement, catalogue for exhibition, video statement etc.)</li></ul>
<p>7. <b>Effectively</b> present themselves and their work to appropriate audiences</p>	<ul style="list-style-type: none"><li>- Outcome(s) that are appropriately presented for assessment and/or exhibition.</li><li>- Presentation style should be linked to statement of intent in terms of the communication problem solved and intended audience.</li><li>- Where practical constraints are an issue (scale, H&amp;S, cost etc.), drawings and/or models can be used to explain/propose solutions that were not possible for the circumstances e.g. visualisation of large scale installations etc.</li></ul>