

GRID	0 marks	Mark Band 1 Basic, Limited, superficial, tentative	Mark Band 2 Adequate, sufficient, some/partial, straightforward	Mark Band 3 Competent, Appropriate, mostly clear	Mark band 4 Confident, effective, thorough, in-depth	TOTAL
Learning Outcome A: Use investigation and experimentation processes in art and design practice						
1	0 marks	1-3 marks	4-6 marks	7-9 marks	10-12 marks	
	No rewardable material	Limited application of investigation methods using superficially relevant primary and secondary sources. Practical responses to the work of others, showing basic understanding of how they communicate visually.	Adequate application of sufficient investigation methods using some relevant primary and secondary sources. Practical responses to the work of others, showing adequate understanding of how they communicate visually.	Competent application of appropriate investigation methods using mostly relevant primary and secondary sources. Practical responses to the work of others, showing clear understanding of how they communicate visually.	Confident application of a range of effective investigation methods using focussed and pertinent primary and secondary sources. Practical responses to the work of others, showing in-depth understanding of how they communicate visually.	
MARK			3			
2	0 marks	1-3 marks	4-6 marks	7-9 marks	10-12 marks	
	No rewardable material	Limited use of practical experimentation showing a tentative awareness of how art and design, materials, techniques, and processes can be used to communicate.	Adequate use of practical experimentation showing some awareness of how art and design, materials, techniques, and processes can be used to communicate.	Competent use of practical experimentation showing a clear awareness of how art and design, materials, techniques, and processes can be used to communicate.	Effective use of practical experimentation showing a thorough awareness of how art and design, materials, techniques, and processes can be used to communicate.	
MARK			3			
Learning Outcome B: Generate and communicate art and design ideas						
3	0 marks	1-3 marks	4-6 marks	7-9 marks	10-12 marks	
	No rewardable material	Limited generation, recording and communication of ideas that are superficially informed by investigation, showing basic exploration of limited creative opportunities in relation to the brief.	Adequate generation, recording and communication of ideas that are partially informed by investigation, showing sufficient exploration of some creative opportunities in relation to the brief.	Competent generation, recording and communication of ideas that are mostly informed by investigation, showing clear exploration of a range of creative opportunities in relation to the brief.	Confident generation, recording and communication of ideas and intentions that are thoroughly informed by investigation, showing in-depth exploration of a broad range of creative opportunities in relation to the brief.	
MARK			4			
Learning Outcome C: Develop practical skills through application and review						
4	0 marks	1-3 marks	4-6 marks	7-9 marks	10-12 marks	
	No rewardable material	Selection of materials, techniques and processes shows limited consideration and has superficial relevance to creative intentions.	Adequate and partially informed selection of materials, techniques, and processes that have some relevance to creative intentions.	Appropriate and clearly informed selection of materials, techniques and processes that are mostly relevant to creative intentions.	Effective and thoroughly informed selection of materials, techniques and processes that are pertinent to creative intentions.	
MARK		2				
5	0 marks	1-3 marks	4-6 marks	7-9 marks	10-12 marks	
	No rewardable material	Basic practical skill in applying and manipulating materials, techniques and processes shown through outcomes.	Adequate practical skill in applying and manipulating materials, techniques and processes shown through outcomes.	Competent practical skill in applying and manipulating materials, techniques and processes shown through outcomes.	Confident practical skill in applying and manipulating materials, techniques and processes shown through outcomes.	
MARK			4			
6	0 marks	1-3 marks	4-6 marks	7-9 marks	10-12 marks	
	No rewardable material	Basic application of development and review processes leading to limited refinement of work and achievement of intentions in response to the brief.	Adequate application of development and review processes leading to sufficient refinement of work and achievement of intentions in response to the brief.	Competent application of development and review processes leading to clear refinement of work and achievement of intentions in response to the brief.	Thorough application of development and review processes leading to effective refinement of work and achievement of intentions in response to the brief.	
MARK		2				
Learning Outcome D: Record and communicate skills development						
7	0 marks	1-3 marks	4-6 marks	7-9 marks	10-12 marks	
	No rewardable material	Presentation is inconsistent, showing limited consideration of how to communicate the strengths and qualities of their work.	Presentation is partially coherent, showing sufficient consideration of how to communicate the strengths and qualities of their work.	Presentation is coherent, showing clear consideration of how to communicate the strengths and qualities of their work.	Presentation is cohesive and effective, showing in-depth consideration of how to enhance the strengths and qualities of their work.	
MARK			4			

Total Mark = 22

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paper away.
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young



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NARRATIVE

in art and design



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mean?" his fat
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DAVID KRACOV



David Kracov is an artist that has previously worked with Disney Animation, Don Bluth Animation and Rich Animation to make movies like Aladdin and Lion King. He also makes his own art like; the Book of Life, The Book of Love and Teha Kovsky, which are all book arts linked closely with our topic.



This artwork is called The Book of Life and is a 3D metal sculpture made by David Kracov. The artist has painted each individual butterfly to represent each child that escaped the disaster at Chernobyl. This piece is abstract with a realistic touch mixed in. This piece is actually a piece for charity with diary entries on each of the page of the book from children that died at Auschwitz. Even though the piece looks happy and joyful, it has a really upsetting story. This piece catches peoples attention because of its bright and joyful colours. My first impression was joyful and happy feelings. This piece uses a range of bright colours and weirdly shaped lines to give off effect. The depth shows that not all the butterflies are in a straight line and that its a 3D model. This work will inspire me and my future pieces of work by adding more bright colours to them.



Surrealism

Surrealism is a style in art and literature in which ideas, images, and objects are combined in a strange way, like a dream. The art movement is from the early 20th Century.



Salvador Dalí

sky fading into yellow

Salvador Dalí was a Spanish Surrealist painter and printmaker known for exploring subconscious imagery. Arguably, his most famous painting is 'The Persistence of Memory' (1931), depicting limp melting watches. His art includes painting, graphic arts, film, sculpture, design and photography, at times in collaboration with other artists.



The Persistence of Memory (1931)



Primary research

The following two pages are based on nature in the local area. The reason I chose these photos is because they show contrast. In the same area at different times of the year. So in the top image it shows the area during autumn/winter whereas the bottom picture is the same place - at sunset, in the summer. The art technique to gather these pieces was photography.



bright/
blipony

has to
be realistic



This artwork is a photo of the sea taken by a mobile phone camera and printed out by a computer. Nature is used to show beauty in wildlife. This piece is realistic. The artwork is about the beauty of natural features. The piece creates quite a happy mood. My first impression is a nice quiet place by the sea. The texture on the ocean is quite wavy creating an effect of movement. The pattern is very irregular and unbalanced. The colours consist of blue, white, green, brown and black. There are lots of organic and geometric shapes in this piece. The tone in the sea is dark at first and gets lighter and lighter, same applies to the sky. This work may influence my art work by applying nature to it.

Task 2 – Ideas generation

Based on your investigation into the theme and relevant creative practitioners, you

must develop your own ideas for the brief.

You should use different methods to generate a range of ideas. These can include:

- mind mapping
- mood boards
- visual methods
- experimentation with materials, techniques and processes.

You will need to record your ideas generation.

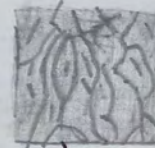
Suggested evidence

Records of all your ideas generation, such as:

- photographs, images or information
- sketches, drawings, silhouettes
- layouts, wireframes, diagrams
- rough drafts
- models, maquettes
- annotated practical work.

Mark Band 0	Mark Band 1 Basic, limited, superficial, tentative	Mark Band 2 Adequate, sufficient, somewhat partial, or slightly toward	Mark Band 3 Competent, appropriate, mostly clear	Mark Band 4 Confident, effective, thorough, in-depth
Learning outcome B: Generate and communicate art and design ideas				
0 marks	1 - 3 marks	4 - 6 marks	7 - 9 marks	10 - 12 marks
No reusable material	Limited generation, recording and communication of ideas that are superficially informed by investigation, showing basic exploration of limited creative opportunities in relation to the brief.	Adequate generation, recording and communication of ideas that are partially informed by investigation, showing sufficient exploration of some creative opportunities in relation to the brief.	Competent generation, recording and communication of ideas that are mostly informed by investigation, showing clear exploration of a range of creative opportunities in relation to the brief.	Confident generation, recording and communication of ideas and intentions that are thoroughly informed by investigation, showing in depth exploration of a broad range of creative opportunities in relation to the brief.

at first I started off with Reppig the nature theme from my primary research by drawing a tree



a tree pattern from the original idea of nature

I then got an idea of a snake from all the wavy lines

non live nature

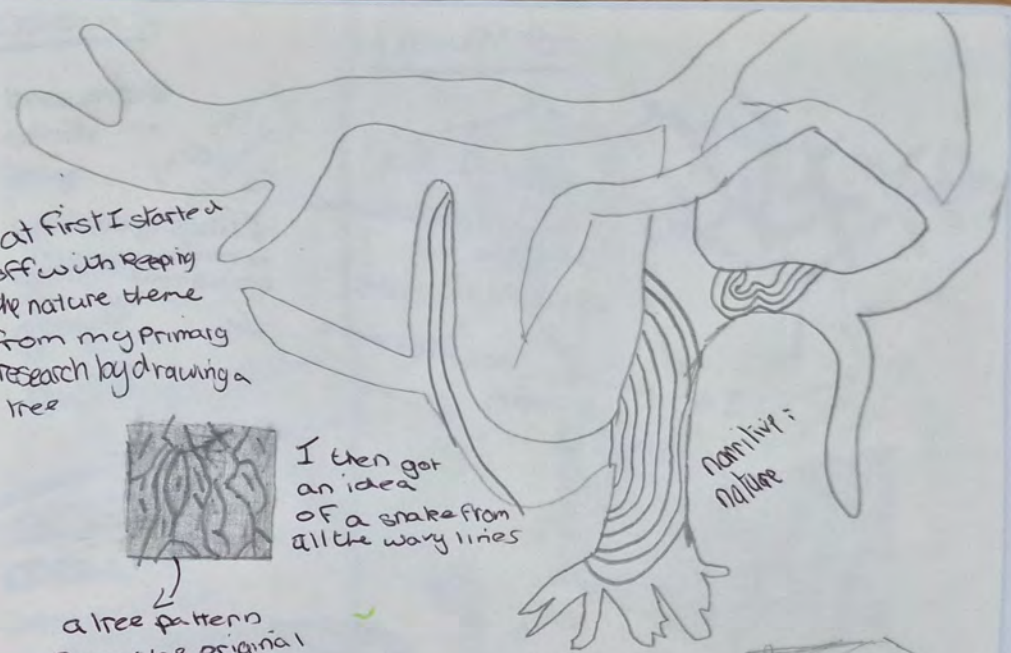
narrative

brown
green
yellow
bright

my original colour pallet

so I started doing snake designs + patterns

the original snake in a log sketch





here I was
switching between
the ideas of
snakes and trees

It was going
to be a book you
could read

I accidentally drew the book
wrong

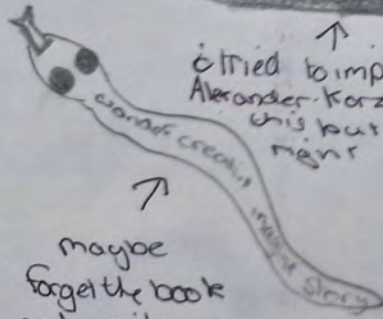


Creative
Imagination

story
wonder
vision
change



↑
I tried to implement
Alexander Kozler - Robinson into
this but it didn't look
right



↑
maybe
forget the book
and write on
the snake

colours

- brown
 - white
 - beige
 - yellow
 - green
 - grey
 - black
- my new
colour
palette

words
creative
imagination
story
wonder
vision
change

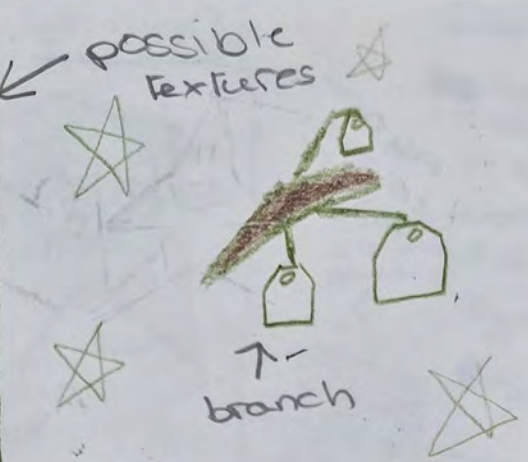
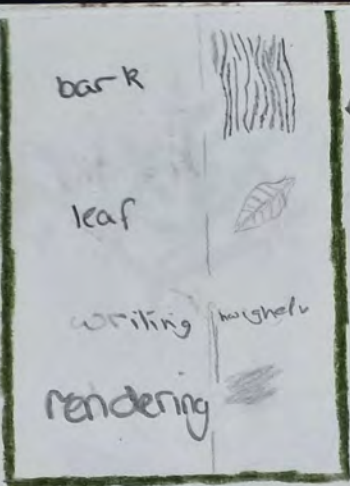
shape/form



Drawings



still deciding
whether to do
a tree or a
snake



NARRATIVE

colour scheme

light green	beige
dark brown	
mid brown	
light brown	
black	
dark green	
grey/white	

ideas → colour scheme

base of tree



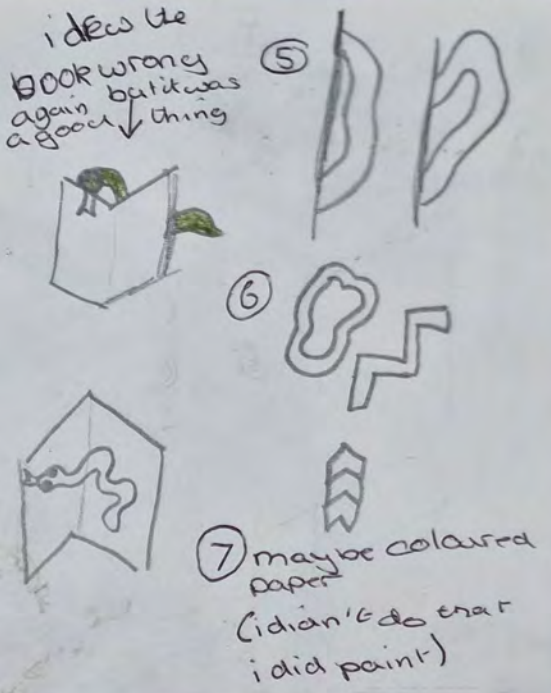
words

wood green
nature
curiosity
imagination
change strange
satisfying



ideas the book wrong again but it was a good thing

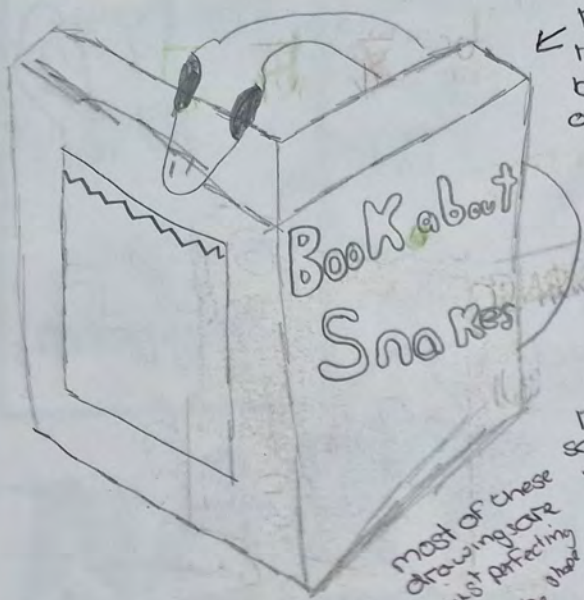
- 1 paper mache
 - 2 kitchen rolls
 - 3 algae green, darkish green, brown, lighter brown
- solid colour mix



snakes come to life
life of snakes



8 facts:
snakes are limbless
snakes are carnivores
they live 30-35 yrs
grow set teeth at top
2 rows at bottom
smell with tongues
some are venomous
hundreds of ribs

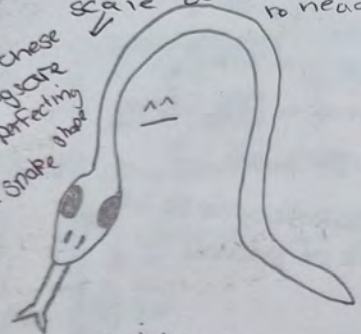


← Trying to get a better shape of the snout

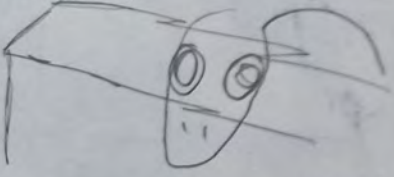


Trying to scale it in comparison to head

most of these drawing scale just perfecting the snake shape



Head on shaping different parts

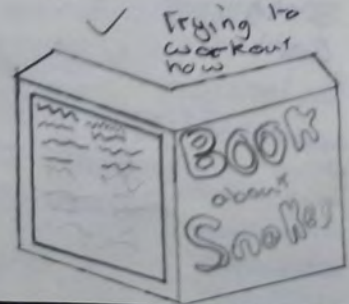
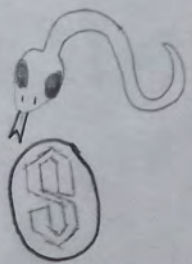


possible patterns



book

Small drawing



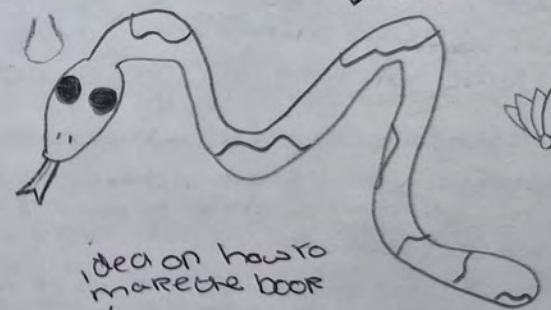
Trying to work out how



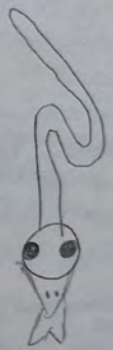
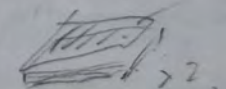
my "final design"



forming a rough shape



idea on how to make the book



The Actual Final Design

~~The Actual~~ The Final Idea Design

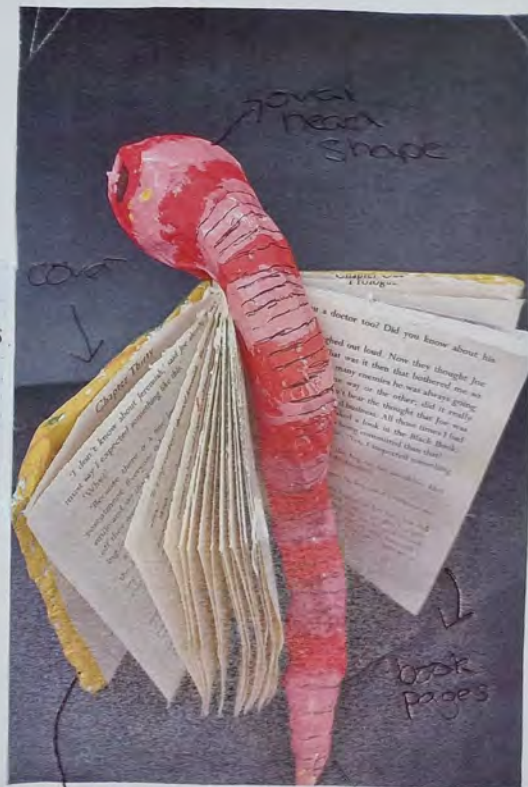


I chose this design because when I think of Narrative I think of nature and books, and worms are found in nature and the colour green is quite common in trees (my original idea). Also in Primary School you would have these things called "Book Worms" which is quite literally my design and it also follows the theme Narrative. Also nature comes up in my primary research which is all about trees and greenery therefore it's common theme throughout my work. I changed from a snake to a worm because multiple classmates and my teacher pointed out that it would look better like that. The worm was made out of wire newspaper and masking tape, for the book I used card newspaper and half a book. We used methods such as paper-mache to build and correct the structure.

Overall throughout this project I've come across many art styles and even seen how some are made.

FINAL DESIGN

My piece of artwork was crafted with card, newspaper, paints, book pages and wire. I chose this design because narrative, the first thing that comes to my head is books. Then when I was drawing trees I saw snakes which eventually formed into a worm while making the snake. This therefore makes it a "book worm" but quite literally.



In this Design, many formal elements were used, including line, colour, shape and form. For example, colours used in this artwork were, pink, black, yellow and green. Shapes like rectangles were used for the actual book and cylinder sort of shapes were created for the worm. Paints were used to form colours and newspaper was used to create the snake or now worms body. Texture is meant to be smooth and waxy. In my opinion, the successful part of this project was getting it done in time but what didn't go so well was how messy the outcome was. What I could improve on is working on the shape a bit more next time. This piece of work is trying to show narrative in a different form. Using narrative as a theme had really opened up my imagination to things like nature and to implement them in my artwork.

Worm Book!!

a bookworm!

Techniques

- paint
- paper mache
- wire
- cardboard



Shapes

- cylinders
- rectangles

Inspiration

nature, books, wavy shapes of tree branches.

colours

- pink
- yellow
- green
- red

frowned. 'I thought you knew we could never. Perhaps I should have said something that compels me to move on.'

'It's not that,' I said. 'I would have said it to you but —' I couldn't say it. I felt we faced each other wordlessly until it was broken by a soft voice that made me think of Perigoe.

'Mr Zabbidou,' she said. 'Mr Zabbidou came through the remains of the door and the destruction she looked distraught. She whispered. 'Everyone wants to know how we were wrong to treat you the way we have trusted you. It was the letter.'

'Ah,' said Joe, 'the letter.'

Perigoe looked as if she was about to cry. 'It was the oldest Sourdough boy who was blackmailing his own father to line his pockets. I found out that Elias had been to the doctor and he would blame you. Ruby found out that he was going to send to Dr Moulden. It was a terrible, Mr Zabbidou. You were waiting a little

Did you know about his

had laughed out loud. Now they thought Joe was laughing again. What was it then that bothered me so much? Jeremiah had so many enemies he was always going to meet a sticky end one way or the other; did it really matter now? But I couldn't bear the thought that Joe was in such a wretched business. All those times I had heard about having sneaked a look in the Black Book. There were far greater sins being committed than that! 'I heard!' repeated Joe. 'Yes, I suspected something was wrong with the fellow.'

Joe's eyes went to the bag on his shoulder. Her eyes widened rapidly and she blushed.

'What are you leaving?' 'I am. I think Pagus Parvus can do without me

she squeezed out of the corner of her eye, but she quickly and sniffed. 'Then I am glad I caught you before you gave you something.' She handed over a small envelope. 'It doesn't matter any more, now that Jeremiah's gone. I mean, who cares about



... whereabouts, it