

## Exploratory Stage Brief.

Qualification	Unit number and title
Foundation Diploma in Art & Design L3/4	U1: Research, Recording & Responding in Art & Design U2: Media Experimentation in Art & Design
Issue Date	Completion Date
Assessor	IV

<b>Assignment title</b>	<b>Gallery.</b> Exploratory Stage Media Workshop; Drawing/Mixed Media.
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### Purpose of this assignment.

The following tasks will provide you with the assessment evidence for Units 1 and 2 of the Exploratory Stage of the BTEC Foundation Diploma in Art & Design L3/4. These tasks provide information, which is relevant to all areas of the Exploratory Media Workshops, whichever curriculum area you are working in.

### Employer engagement and vocational contexts

Practitioners in art and design use presentation techniques in a variety of scenarios – presenting to clients, to audiences at lectures, to team members and to pitch for contracts. The skills required for successful presentation include communication and technical skills. The Exploratory Stage outcomes relate these skills directly to your progression ambitions. A summary of your work at the end of the stage should be included in a presentation in a work-based scenario. You should see this presentation in an interview context; for a job, a specific contract or a university place or a presentation to group of people in a gallery or lecture.

### Scenario.

#### 'Gallery' – Twist and other exhibitions; Cecile Johnson Soliz.

Responses to touring exhibition at the Oriel Davies Gallery, Newtown and other venues.

#### 1. Planning (U1; P1, P3, P6)

Make sure you are clear about what you are going to research, design and make. Update the Planning Activity to list these details and make sure you know when they will be completed. This is really important to enable you to complete the projects on time and cover all of the required criteria. Plan your research activities, development and making activities and the production and evaluation of your final piece.

#### 2. Research Sources Record (U1; P2, P3, P5)

You will need to identify the main sources of your research in advance, as far as you can. Think about where you might get relevant information from; library, Internet, gallery, museum, visit to an artist or designer, work place visit, magazines, newspapers etc. You may not know exactly where this information will come from but have a go at listing as many sources as you can. Be specific as you can about the details, e.g. list the URL address rather than just stating 'the internet'. Later on when you have actually started doing your research, make sure you record the source of your information in your sketchbook. This should be on going throughout the Exploratory Stage.

### **3. Media Records (U1; P1, P7, U2; P1, P3, P5)**

During the process of development and making, keep a written record of your findings about the different media you have worked with. Keep this information in your sketchbook. With the samples you have produced or photographs, if the work is not suitable to put in a sketchbook. It is important that you use the criteria provided.

### **4. Analysis & Evaluation of Others' Work (U1; P1, P2, P3, P5, P6, P7)**

The review of other specific artefacts relevant to you curriculum area or theme will help to develop and inform your own work. Produce at least 1 report based on a drawing technique. This should be in your sketchbook and include; a reproduction of the artefact you are evaluating, the written analysis and a sample of work produced in a similar style, produced by yourself.

### **5. Sketchbook work (U1; P1, P4, P5, P8, U2; P1, P2, P3, P4, P7)**

This is where you may record part of your evidence and is central to your Exploratory evidence. Make sure every page is considered in terms of layout, content, presentation style etc. There should be no blank pages or gaps. Make every page a work of art! Include annotations, labels and titles, word-processed if needed.

### **6. Practical Art & Design work in a range of different drawings styles.**

#### **Research (U1; P1, P2, P3, P5, P7)**

As well as the research activities listed above, you will also need to do some additional research on your theme; sketches, photographs, printouts, cuttings, notes etc. The better your research, the more interesting your outcomes will be. Remember to identify the source of this information in your sketchbook.

#### **Develop (U1; P1, P3, P4, P5, U2; P1, P2, P4, P7)**

Develop your art & design work based on the project themes and curriculum areas. Try out different drawing materials, techniques and processes at the same time as exploring interesting alternative ideas about your theme.

#### **Produce (U1; P1, P8, U2; P2, P3, P4, P7)**

When you have been through the exploration/development stage and you have a clear idea about what it is you are going to draw. See list of drawing activities.

### **7. Portfolio Presentation (U1; P1, U2; P2, P3)**

Present and show your work to others members of the group and a tutor using your traditional and digital portfolios.

### **8. Student Self-Assessment (U1; P2, P6, P7, U2; P3, P5, P6)**

Finally self-assess your work using the Edexcel official document found on Moodle. It is important that you make comments about strengths and weaknesses for each criterion. It should not be just a description of what you did.

**Drawing** Layered View Point Drawing with Paint - Ink & 3 Book Pages - Ink & Book 5 Pages with White - Negative Space - White Spaces, White Paint - Charcoal Reduction & Indian Ink - Blindfold Drawing - Batik & Ink - Pen, Paint, Charcoal on Buff - Continuous Line - Drawing with added Collage Shapes - Bleech & Wax - Line Drawing with Text - Large Scale Double - A1 Drawing - Repeat Stencil/Mask - Lantern Drawing - Inside Outside Abstract Painting - Automatic Drawing - Subtractive Tone - Oppositite Hand Preference - Large Colloborative Drawing - Compositon Series - Exploration of View-Point; top, middle, bottom - 'Badly Drawn Boy' – making mistakes - Drawing with Hand-Writing - Tracings and Rubbings – Silhouettes - Cross-hatching, Aux-Trois-Crayon, Isometric, Perspective, Cubist, Orthographic.

**Painting application techniques:** transparent, opaque, impasto, stippling, graduated wash, broken colour, splattering, masking, sponging, scumbling, scraping, dry brush, blowing, blotting, glazing, frottage, stencilling, underpainting.

