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| **GCSE PHOTOGRAPHY PROJECT ASSESSMENT-Closed task** | **Name: Lily Prosser** | **Date: Nov 22**  | **Teacher: TSA**  |
| **MARKS** | **A01:** **Develop** their ideas throughinvestigations informed by contextual andother sources, demonstrating analytical andcultural understanding | **A02: Refine** their ideas through experimenting and selecting appropriate resources, media, materials, techniques andprocesses | **AO3:** **Record** ideas, observations and insights relevant to their intentions in visual and/or other forms. | **AO4:** **Presen**t a personal, informed and meaningful response demonstrating analytical and critical understanding realising intentions and, where appropriate, making connectionsbetween visual, written, oral or other elements. |
| **L.0-1****1-4****marks** | *Ideas from a given starting point are partially developed with attempts at researching the work of others.* | *Minimal exploration of resources and processes appropriate to ideas. Literal and hesitant experimental development* | *Inconsistent use of visual/other forms and any writing where included, with minimal use of first**hand materials. Recording shows elementary connection to intentions.* | *Presentation of evidence shows little connection to sources, with partial realisation of intentions**through a personal response.* |
| **L.2-3****5-8 marks** | *Straightforward ideas are considered from a few starting points, informed by an emerging critical understanding, in response to a range of sources.* | *Adequate selection and experimentation,**Ideas show some refinement through more appropriate use of resources and processes.* | *Some focus and relevance to intentions with adequate use of visual/other forms. Recording of**ideas, observations and expression of any specialist terms often unrefined.* | *Deliberate and methodical responses lead to adequate realisation of intentions, the personal response showing superficial connections with ideas and sources.* |
| **L.4-5****9-12 marks** | *Own ideas provide a starting point and are developed using sufficient skill, based on adequate research. Analysis of own and others’ work shows a degree of critical understanding.* | *Appropriate, sometimes predictable, selection and experimentation with a broadening range of resources and processes.* | *Relevant selection in recording from sources, using growing technical control, including**expression of specialist terms where included, to support and communicate the intention in their**ideas with visual/ other forms:* | *Work presented shows emerging individual qualities and intentions are appropriately realised. Personal responses demonstrate**connections between sources and contexts.* |
| **L. 6-7****13-16 marks** | *A diverse range of ideas is being explored**with exciting and imaginative developments. Personal, refined judgment conveys understanding of more complex issues.* | *Effective, coherent selection, experimentation and exploration of the potential and limitations of processes and resources.* | *Selecting and recording from sources is purposeful, relevant and clear. Assured use of visual/other forms, consistent command of skills, techniques. Any specialist terms are expressed accurately.* | *Produces skilful, personal showing consistent**application, knowledge and understanding. Effective and diverse connections are made in**realising intentions in a coherent outcome.* |
| **L.8-9 17-18 marks** | *Imaginative ideas supported by perceptive, sustained investigations. Independent, sensitive insights are supported by skilful use of critical understanding.* | *Insightful and in-depth review, resulting in creative and imaginative developments. Recognises the full potential of materials,**techniques and processes selected.* | *Perceptive grasp of ideas and issues recorded, evidenced through sustained, comprehensive and**creative use of visual/other forms. Any specialist terms are used appropriately and are expressed**highly accurately* | *Intentions are fully realised through personal outcomes, demonstrating original, imaginative, inventive and exciting qualities, with highly appropriate connections between elements.* |
| **Mark** | **16 /18** |  **16/18** |  **16/18** | **16/18** |
| **Your Target to Improve****(Highlighted)** | Complete all A.O.1 tasks from project task listCHECK SPELLINGResearch a wider range of artists/photographersAnnotate contact sheetUse more specialist terms / key words.State your opinion about the photograph/artwork.Use your artist analysis sheet to write your **own** response to a photograph.Try to explain the context of the photograph/artworkExplain how the artist/photographer might influence you own photographs | Complete all A.O.2 tasks from project task listShow more evidence of **experimentation** with different techniques and processesUse **digital processing** to refine and improve the quality of your photographs Use digital processing to create **different effects**Annotate, evaluate and review your work as it developsExplain the processes and technical processes you have usedPresent your experiments and outcomes clearer | Complete all A.O.3 tasks from project task listTake more photographs relating to the themeMake connections to the artist/photographer you have investigated.Annotate and explain the decision-making.Record camera settings for aperture/shutter speed, ISO if relevant. Make connections to your theme when you record your photographs | **Total Marks: 64/72** | **Grade: 7****Level**  |
| Present more final outcomesIncrease the scale of your workDevelop and improve your skills in:* Recording/taking photographs
* Digital editing
* Analogue printing and processing
* Display your work appropriately to your chosen theme.
* Evaluate your outcomes.
* Create a series of work.
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| **Estimated Boundaries Total: L9 = 69-72 L8 =66-68 L7 =61-65 L6 = 56-60 L5 = 49-55 L4 = 37-48 L3 = 25-36 L2= 13-24 L1= 1-12** |