

# SUMMATIVE ASSESSMENT & STUDENT FEEDBACK (UG)

|                   |                                                    |                         |     |
|-------------------|----------------------------------------------------|-------------------------|-----|
| Student Name:     | Parees Gillard                                     | Student P Number:       |     |
| Programme:        | Illustration                                       |                         |     |
| Module:           | Media and Techniques                               | Module Level (4, 5, 6): | 4   |
| Module Code:      | M4X02139                                           | Contribution to Module: | 50% |
| Assignment Title: | The Contemporary Postcard experimenting with media |                         |     |

| Common Assessment Criteria Applied | Level of Achievement |        |        |        |    |                |        |        |          |        |        |               |        |        |                             |        |         |
|------------------------------------|----------------------|--------|--------|--------|----|----------------|--------|--------|----------|--------|--------|---------------|--------|--------|-----------------------------|--------|---------|
|                                    | Outright Fail        |        |        |        | MF | 3 Satisfactory |        |        | 2:2 Good |        |        | 2:1 Very Good |        |        | 1 <sup>st</sup> Exceptional |        |         |
|                                    | F                    |        |        |        | E  | D              |        |        | C        |        |        | B             |        |        | A                           |        |         |
|                                    | 1                    | 2      | 3      | 4      |    | 5              | 6      | 7      | 8        | 9      | 10     | 11            | 12     | 13     | 14                          | 15     | 16      |
|                                    | 0-15%                | 16-30% | 31-34% | 35-39% |    | 40-43%         | 44-46% | 47-49% | 50-53%   | 54-56% | 57-59% | 60-63%        | 64-66% | 67-69% | 70-79%                      | 80-89% | 90-100% |
| 1. Research & Analysis             |                      |        |        |        |    |                |        |        |          | X      |        |               |        |        |                             |        |         |
| 2. Development                     |                      |        |        |        |    |                |        |        |          | x      |        |               |        |        |                             |        |         |
| 3. Technical Skill                 |                      |        |        |        |    |                |        |        |          |        | x      |               |        |        |                             |        |         |
| 4. Subject Knowledge               |                      |        |        |        |    | X              |        |        |          |        |        |               |        |        |                             |        |         |
| 5. Presentation & Communication    |                      |        |        |        |    |                |        |        | X        |        |        |               |        |        |                             |        |         |
| 6. Personal Learning & Development |                      |        |        |        |    |                |        | X      |          |        |        |               |        |        |                             |        |         |
| 7. Professional Practice           |                      |        |        |        |    |                | X      |        |          |        |        |               |        |        |                             |        |         |

**Assessment Component** – Lecturer insert here e.g. 50%: Coursework – Project Portfolio.

Additional specific details of the work assessed (as per assignment specification) may be inserted here e.g. Portfolio of design research and development drawings, including photographs of models and test samples.

50%

## Comments:

Firstly Parees you need to have more confidence in yourself. You have great aspirations, you now need to put the work in to achieve your goals. I think it has been quite an achievement getting your work in on time which is really good considering that you had hardly started the project before Christmas. However as I am sure you are aware the work over all is thin on the ground.

- Research & Analysis- Great that you got to grips with your research towards the end. The pintrest pages were really interesting and it was good that you printed out some examples. Also your few research pages show that you have a good eye for artists work.
- Development/Experimentation with Media- There is some evidence of experimentation with media and some composition studies.  
Artbook –No art book presented.  
Crayons –one interesting crayon sketch with ink.  
Pastels –One pastel  
Watercolour –Some good watercolour work evident shows it is one of your favourite mediums.  
Oil –An oil study but not a lot of experimenting evident. The thick use of paint on your colour mixing board is interesting. It shows that you are interested in doing unusual things but again it seems you lack the confidence in case it goes wrong!  
Acrylic –No glazed piece a trial painting of a unicorn interesting that you prefer oil paints.  
Own Choice -Ink  
Digital –Lots of watercolour experiments with your brushes I really like these. The digital experiments of

the mermaid tail very competent. Demonstrated a good understanding of all the techniques covered during the digital workshops. A more simplistic approach to digital painting may suit your traditional pen work better.

Print –A screen print evident. It is quite a simple image and the watercolour is mis-registered but I think the mis-registration makes the image more interesting. The tonal control of the wipe out method on your etching works very well. In fact it is a very strong piece and you should do more of these. The image has movement and vibrancy. Very good Parees.

3. Technical skill- you did do all six which is good. They all needed to be full colour so the black and white ink piece needed to have colour on it. This is why you must take the time to read the brief carefully. The water colour piece works particularly well with the colours enhanced on photoshop. The little fish are lovely in the darker depths of water. It is a shame you did not have more time for your final pieces because from your sketches it is apparent that you have good drawing skills once you put your mind to it.
4. Subject Knowledge- This is where you have ideas for your work and then re explore them and take them further using your personal learning and development skills this will come in time. This area needs developing.
5. Presentation & Communication- You have presented your work quite well, it was easy to go through. And was presented in a folder. It would have been good if you had carefully presented the final postcards by putting them in a folder sleeve to protect the print out.
6. Personal Learning & Development- Your awareness of your strengths and weaknesses needs working on. I don't think you are very confident in evaluating your own work. This is also apparent on your self evaluation sheet. This mark is to do with understanding how to research or explore your working practice and then be able to decide what works for you and what does not and then apply the changes to your process. You have annotated this to an extent so that we can evaluate your progression and help you develop this side of your work. But you need to apply what you feel is happening as you progress with your project. Don't just abandon your initial ideas, you need to learn to work on further development.
7. Professional practice- You got your work in on time and you managed to organize yourself at the last minute. Now you need to apply what you have learnt in this project to your next one so that you have time for your finals. You have lots of potential you need time to execute your work.

You need time Parees, time to organise yourself, **make sure you have more time**. There are some lovely promising little gems in this body of work see me and I will show you. Now you need to increase the work load and you should up your mark overall.

These marks and comments are provided to give feedback on your performance and level of achievement for the assessed module component.

They are subject to ratification at the Examination Board and are for guidance only until they are confirmed.

**Late Submission Penalties (tick if appropriate)**

**Up to one week late – max. 40%**

**Over for weeks late – max. 0%**

|                     |                                          |                     |                   |              |                                 |
|---------------------|------------------------------------------|---------------------|-------------------|--------------|---------------------------------|
| <b>Assessed by:</b> | <b>Tracy Thompson/ Chris Harrendence</b> | <b>Verified by:</b> | Jonathan Williams | <b>Date:</b> | <b>20<sup>th</sup> Jan 2018</b> |
|---------------------|------------------------------------------|---------------------|-------------------|--------------|---------------------------------|

## MODULE LEARNING OUTCOMES

1. Insert here

### COMMON ASSESSMENT AND MARKING CRITERIA

| ASSESSMENT CRITERIA                                                                                                                                                                                      | OUTRIGHT FAIL                                                                                                             | MARGINAL FAIL                                                                                                                                    | SATISFACTORY                                                                                                                                                        | GOOD                                                                                                                                                | VERY GOOD                                                                                                                                                   | EXCEPTIONAL                                                                                                                                             |                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                          | 0-34%                                                                                                                     | 35-39%                                                                                                                                           | 40-49%                                                                                                                                                              | 50-59%                                                                                                                                              | 60-69%                                                                                                                                                      | 70-79%                                                                                                                                                  | 80-100%                                                                                                                                                                              |
| <b>1. Research &amp; Analysis</b><br>Systematic exploration and selection of sources; effective interpretation and evaluation of findings.                                                               | Limited or no material presented with limited or no evidence of critical enquiry.                                         | Material presented indicates a basic degree of insight and is of limited relevance to the task.                                                  | Material presented is adequate and relevant demonstrating the application of standard research techniques.                                                          | Material presented shows a good range of sources, is well organised and interpreted in a manner relevant to the task.                               | Connections have been made between sources and qualitative judgements have been made in the interpretation of these findings.                               | Research is extensive, well documented and critically evaluated with new personal judgements made and applied.                                          | Research and exploration is impressive both in extent and depth and the level of interpretation and critical insight is highly advanced.                                             |
| <b>2. Development</b><br>Formulation of innovative and effective concepts through appropriate application of problem solving, creative experimentation and testing methods.                              | Limited or no engagement with the practical and creative processes of ideation.                                           | Basic proposals have been made but limited in scope and lacking in considered and focused development processes.                                 | Proposals are adequate and are delivered within a familiar and well established framework of methods.                                                               | Proposed concepts are formulated with a good degree of detail through the use of a variety of systematic and exploratory methods.                   | Concepts display innovative ideas within established territories, which are well resolved through sound practical and creative processes.                   | Proposals respond effectively to unfamiliar or new conceptual territories and expand perceptions of process and/or product.                             | Proposals both challenge and extend the conceptual territory and set new benchmarks for innovation and effectiveness within the field.                                               |
| <b>3. Technical Skill</b><br>Effective utilisation of appropriate materials, tools and techniques and the level of skill demonstrated in their application to the realisation process.                   | Limited or no awareness and utilisation of tools and techniques are demonstrated.                                         | Rudimentary processes may have been applied but without consideration and competence.                                                            | Skills demonstrated display adequate awareness and appropriate application of standard materials and methods.                                                       | Controlled application of a range of materials and methods with good standards of finishing evident.                                                | Communication of intent is fully executed demonstrating diversity of process and effective technique.                                                       | Extensive and highly advanced technical skills in established processes demonstrating sensitivity and excellence in idea realisation.                   | Outstanding levels of technical skill in all aspects of the realisation process demonstrating the assimilation and development of cutting edge processes and techniques.             |
| <b>4. Subject Knowledge</b><br>Understanding and application of concepts and underlying principles associated with the discipline and the specific context of study.                                     | Unable to grasp or communicate key principles or knowledge.                                                               | Limited understanding and communication of key principles or knowledge.                                                                          | Evidence of basic understanding of the relevant concepts and underlying principles.                                                                                 | Knowledge is accurate and effectively applied in relation to the specific context.                                                                  | Knowledge is extensive and the understanding of the context exhibits awareness of the breadth and depth of established views.                               | Knowledge has been assimilated and individual and personal perspectives have been formulated and debated with effectiveness.                            | Discipline and context specific knowledge are substantive and a highly advanced synthesis of these elements creates new or expanded perspectives.                                    |
| <b>5. Presentation &amp; Communication</b><br>Clarity and effectiveness in the deployment of appropriate media to communicate a message relevant to specialist and non-specialist audiences.             | Appropriate media for communication have not been identified or applied effectively.                                      | Limited awareness of the audience and a lack of clarity and organisation are demonstrated.                                                       | Basic awareness of the audience and clarity of message is demonstrated in deployment of standard communication forms.                                               | Selection and application of media and conventions show good understanding of the audience and context.                                             | Communication media have been selected and deployed to maximise impact for the selected audience and context.                                               | Individual stylistic approaches have been implemented to communicate to a diverse range of audiences in a highly compelling and effective way.          | Presentation and communication methods employed are not only highly individual, compelling and effective but also combine media in an innovative way.                                |
| <b>6. Personal Learning &amp; Development</b><br>Personal responsibility demonstrated in managing own learning through programme engagement, self-directed study and reflective practice.                | Little or no responsibility taken for own learning demonstrated by poor attendance, engagement and reflection.            | Inconsistency in programme engagement and poor awareness of personal learning and development needs.                                             | Evidence of some reflective practice contributing to appropriate effort and engagement to further personal development.                                             | Evidence of regular reflective practice and awareness of individual strengths and weaknesses demonstrable in core learning and self directed study. | Reflective practice and individual development is extended beyond core learning, is well managed and documented.                                            | Full responsibility for own learning and development is evidenced in detail demonstrating critical appraisal of purpose, progress and future direction. | Outstanding level of engagement with all elements of the programme enhanced by the personal drive and passion to extend learning beyond established parameters and into new domains. |
| <b>7. Professional Practice</b><br>Demonstrates those attributes expected in professional practice including individual initiative, project management, collaborative working and inter-personal skills. | No demonstrable understanding of professional expectations and does not work effectively as an individual or with others. | Poor level of productivity as an individual or in a collaborative context, ineffective management and little understanding of professional life. | Demonstrates awareness of the relevant attributes for professional practice and delivers work to the minimum requirements as an individual and/or in collaboration. | Works to the relevant standards and meets most requirements as stipulated in both individual and team working scenarios.                            | Meets most or all of the relevant standards and in some areas exceeds the requirements as stipulated, taking control of some aspects of project management. | Often works above the relevant standards and exceeds the requirements as a team member, leader or individual in a variety of working scenarios          | Always works well above the relevant standards and demonstrates outstanding individual and collaborative professional attributes in every working scenario encountered.              |