

## Active Revision – 3D Art

### Assessment Point - end of year 10 assessment

Research shows that students who do frequent chunks of revision across all 3 stages of revision below are more likely to reach their full potential.

- ✓ Upload – consolidate your knowledge
- ✓ Process – active retrieval practice
- ✓ Download – apply your knowledge



upload



process

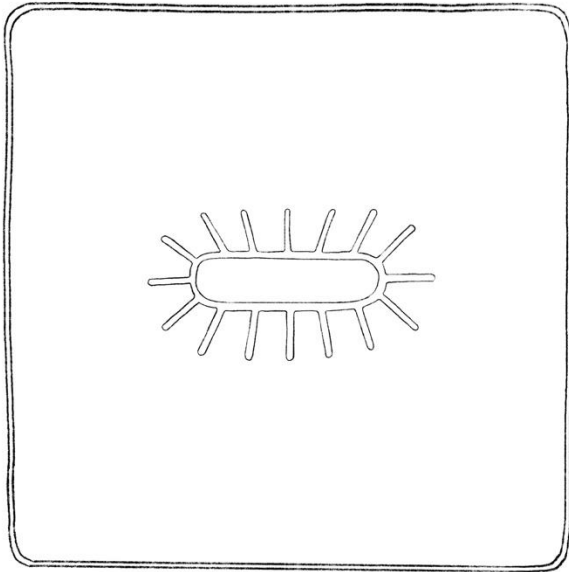


download

TOPIC: Hierarchy

- Develop Ideas
- Explore and Refine
- Record Ideas
- Refine and Present

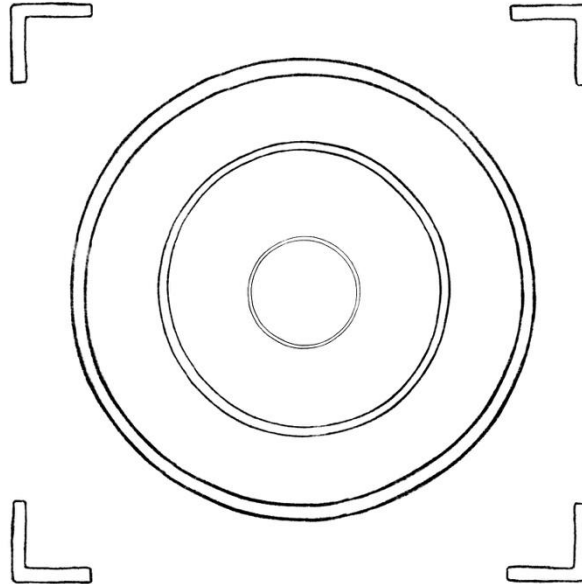
- Use a **spray map** to note your thoughts and capture a full range of ideas about items we consider to be both low and high value



- **Read and reflect** upon your sketchbook work in which you have evidence of:

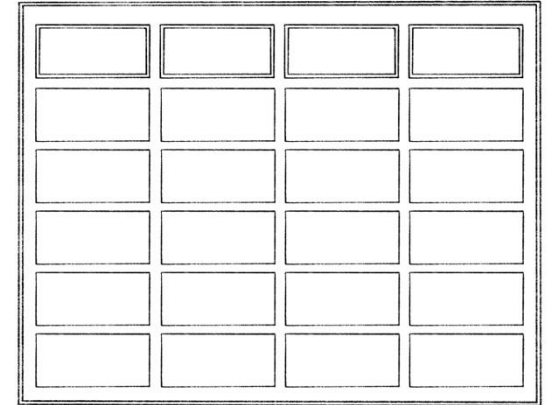
Periods of art in which high value materials and visual opulence have been prioritised, for example during the Baroque-era. In contrast, the work of artists such as Jean-Michel Basquiat who subverted and questioned such opulence in their work

- Use a **target map** to categorise your most relevant ideas and research all the way through to the least relevant. Develop the ideas you have indicated are 'more or most relevant'



- **Record** (draw, sketch, paint, collage, photograph...) the items you have selected as more or most relevant on your target map. Use the '**show me what you see**' and '**nothing is the same**' worksheets to guide your approach
- **Explore** the potential of materials to convey meaning as you draw and design (pencil, oil pastel, paint, wax crayon, ink, pens...)

- Use the **idea box** template to identify the main components of your concluding designs. Hone in on each identified area and specify their qualities



- **Practice** the clay skills you will use in your assessment by making a model in timed conditions (suggested, 1-hour)
- **Adapt** your design/s so that you are sure that it is both achievable in the set time (5-hours) and sufficiently ambitious to showcase your making skills

Contemporary artists who have created work in response to the theme of value, questioning this Eg Ai WeiWei, Jeff Koons, Claes Oldenburg, Vanderlai Lopez, Katharina Fritsch

The work and ideas of Richard Serra, including his use of a verb list to generate a range of designs and forms

- **Read and reflect** on the responses you have in your sketchbook, along with your feedback and targets. **Ensure you have actioned these.**

- **Test** the potential of your designs by making small models and clay forms based on the items you have selected as more or most relevant on your target map
- **Create** designs (on paper, or through making in three dimensions) in which you refine a concept you have developed.
- **Annotate** your designs to highlight your ideas and to make the connections to the work of artists clear.
- Use the '**reflect on work prompts**' worksheet to guide your developing ideas