



Expressive Arts Short Course

Keeping track of a creative project



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Expressive Arts Short Course

Keeping track of a creative project



The challenge is...

Challenge 2B1

Create a piece of art, sculpture, pottery, jewellery, fashion or any other two-or three-dimensional image or object over an extended period.

Provide evidence of careful planning and design of your work, perhaps in the form of an annotated sketchbook.

There are a number of ways you can plan and generate ideas for a creative project.

Firstly, explore any idea without judgement – get your initial ideas down on paper! Some people like to brainstorm in words or pictures, make collages or generate lots of small thumbnail sketches. Research famous artists and designers, collect photographs and different materials and textures.

Next, refine these ideas into practical solutions. Think about your design constraints such as, materials, time and cost. You may find it useful to produce technical drawings of your art piece at this stage to test out scale and how it will look from different angles.

Use the following templates to take on this challenge:

- Brainstorming template
- Thumbnail sketching template
- Top down/side view plan
- Isometric drawing grid

Stuck for ideas?



You can find inspiration nearly anywhere. But sometimes it can feel like inspiration just won't strike. If this happens, take a moment to reset – go for a walk or come back another day. The moment you stop searching for inspiration, it will usually find you.

Remember that you are the only one with your unique perspective on the world – you have a story to tell.

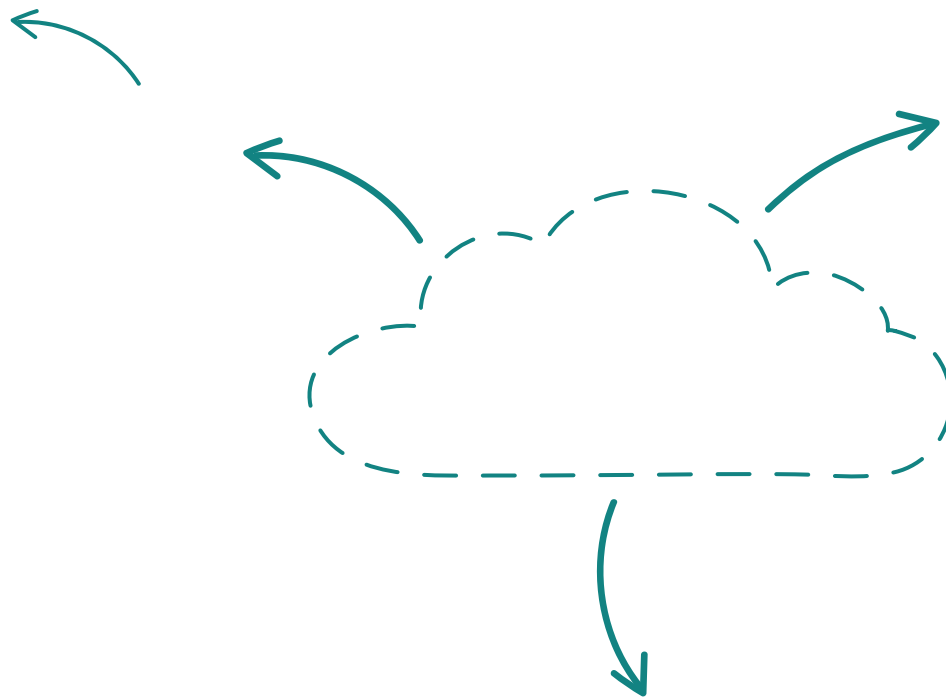
Expressive Arts Short Course: 2B1

Blank brainstorming template

Name:

Date:

Use the brainstorming template to begin connecting your ideas with arrows and keep expanding them to their fullest.



Expressive Arts Short Course: 2B1

Thumbnail sketching

Name:	Date:
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Use thumbnail sketching to explore as many idea iterations as possible. At this stage, no idea is a bad one.

Expressive Arts Short Course: 2B1

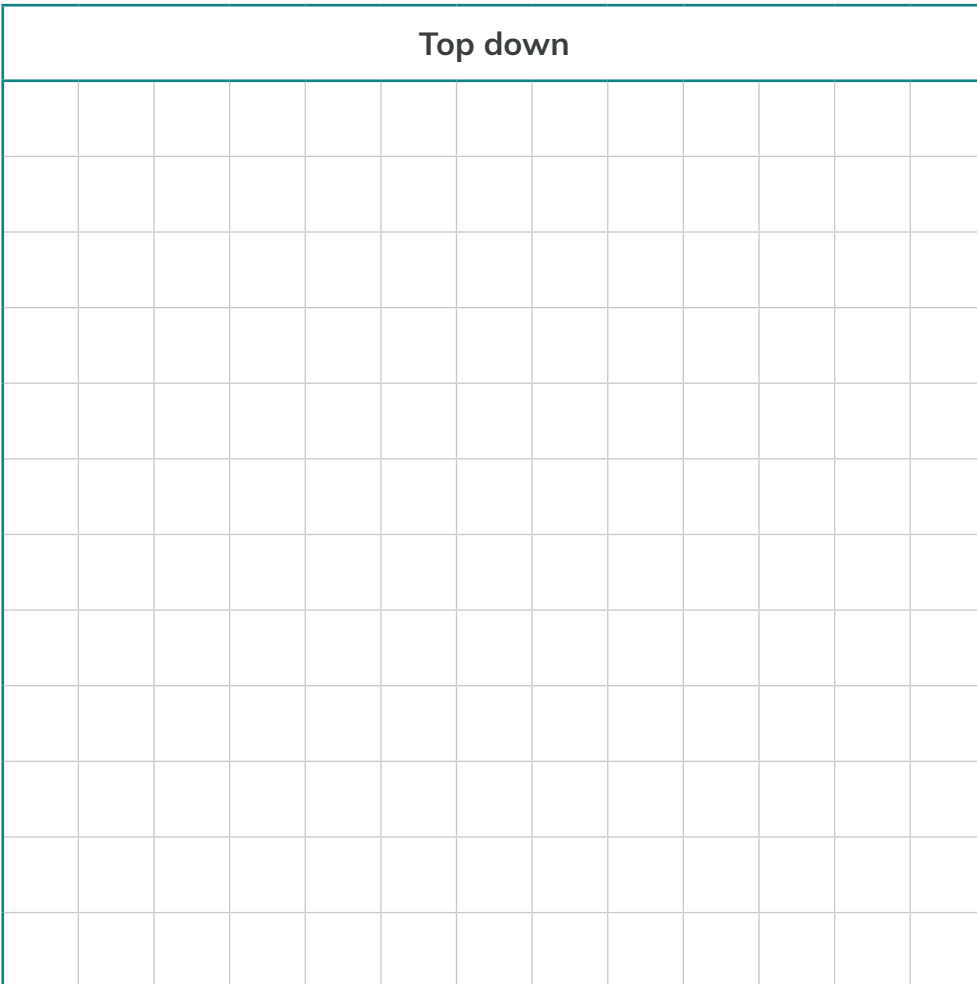
Top down/side view plan

Name:

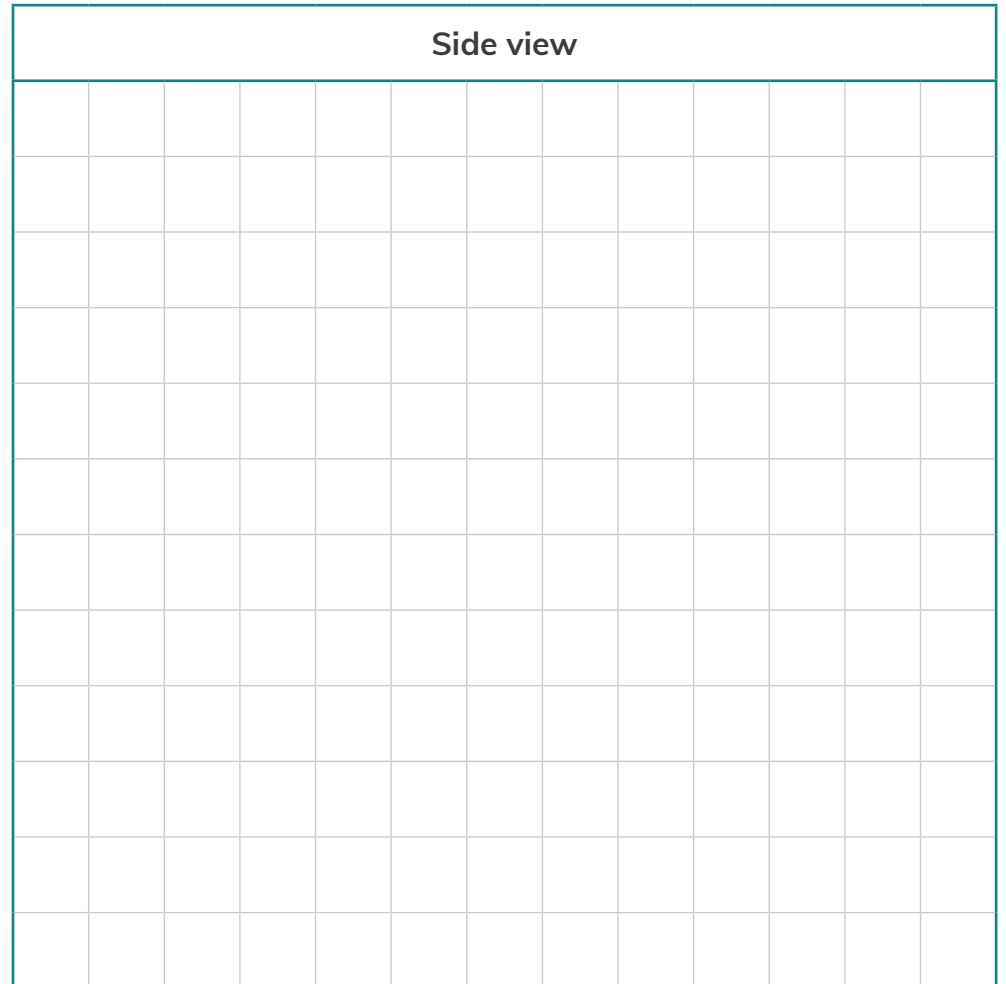
Date:

Use the grids below to plan how your art piece will look from a 2D perspective.

Top down



Side view



Expressive arts Short Course: 2B1

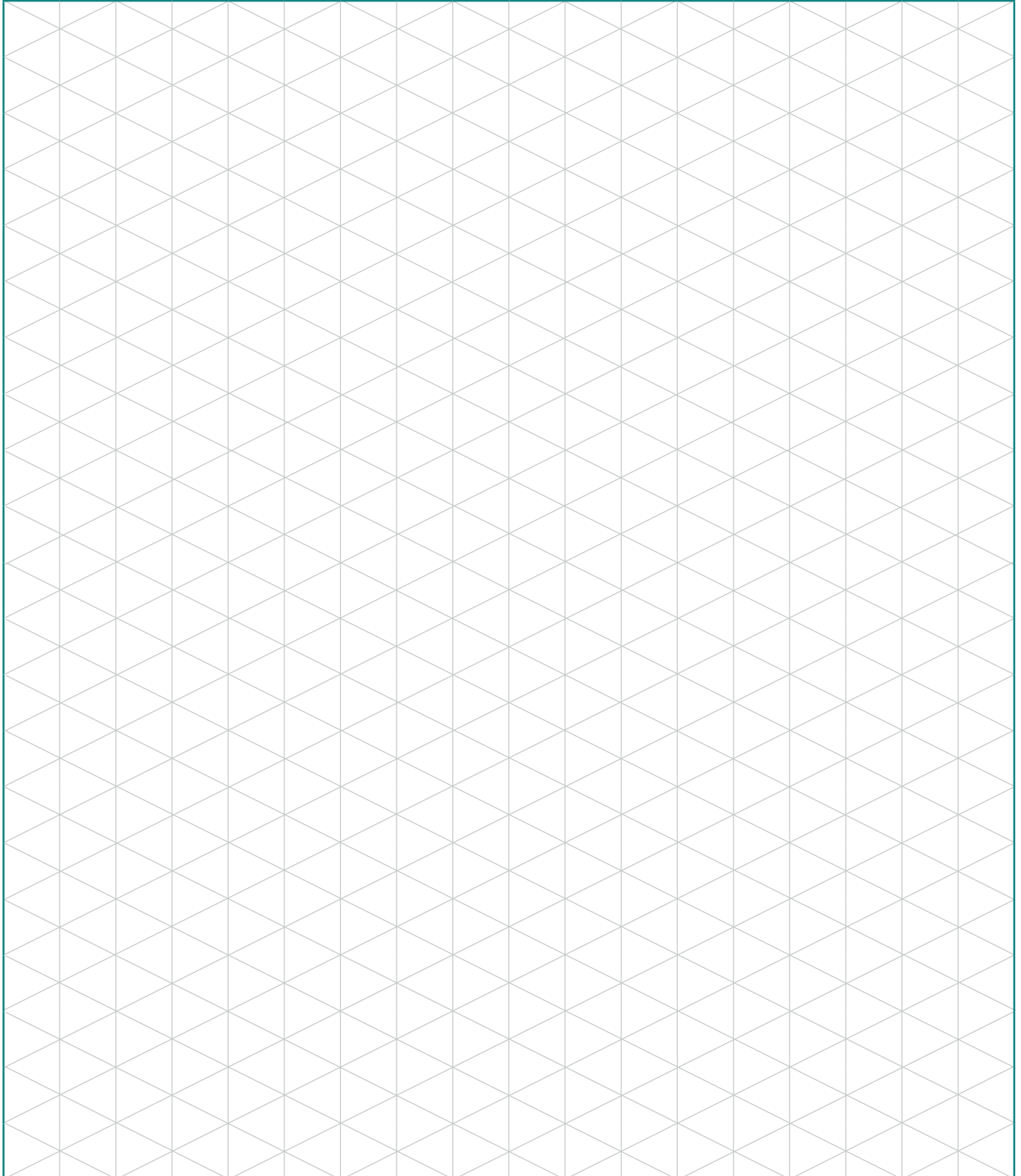
Isometric drawing grid

Name:

Date:

Use the grid below to plan how your art piece will look from a 3D perspective.

Isometric drawing



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The challenge is...

Challenge 3A2–3A6

Choose a challenge from section 3A. As part of the project, keep records to show:

- your involvement at each stage
- reviews of your progress
- any problems you encountered and how you solved them
- your awareness of health and safety

When starting a long term creative project, it is important to reflect upon your experiences. Reflection is how we learn from our mistakes and identify our strengths and weaknesses. Remember to think carefully about what you did, what you enjoyed and what you would do differently next time.

Progress looks different to everyone. Your progress might be improving your performance in something or learning a new skill. You could focus on a broad topic like communication, time-management, stress management or a specific skill like photography.

As part of your reflection, look back at your project and think about a time when you encountered a problem. Why was it a barrier? How did you overcome it?

Finally, think about the health and safety risks associated with your chosen project. How can you keep yourself and others safe? Are there specific tools or equipment that could be dangerous if not handled correctly? How can you minimise the risks?

Use the following templates to take on this challenge:

- Record of involvement
- Skills tree
- Peer review
- Problem and solution exercise
- Health and safety assessment



Links to Expressive arts challenges

3A2: Manage the production of a major piece of creative work (eg a show, an installation, an exhibition).

3A3: Take part in a series of creative workshops, a course, or group sessions over a period of time.

3A4: Learn a new creative skill over a period of time (eg playing a musical instrument, dancing, animation, painting, knitting, circus skills).








3A5: Mentor a group to help them improve their expressive arts skills.

3A6: Organise and run a community arts event or project.

Expressive Arts Short Course: 3A2–3A6

Record of involvement

Name:	Date:
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Challenge	My project is...	
3A ____		
 My role and responsibilities		
 During the project, I enjoyed...	 I didn't enjoy...	
 I did well at...	 Next time, I will...	
 Stick photo here	 Stick photo here	

Tutor signature:	Date:
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Expressive Arts Short Course: 3A2–3A6

Skills tree

Name:

Date:

Use the skills tree to map out new skills you learn and develop during the challenge.

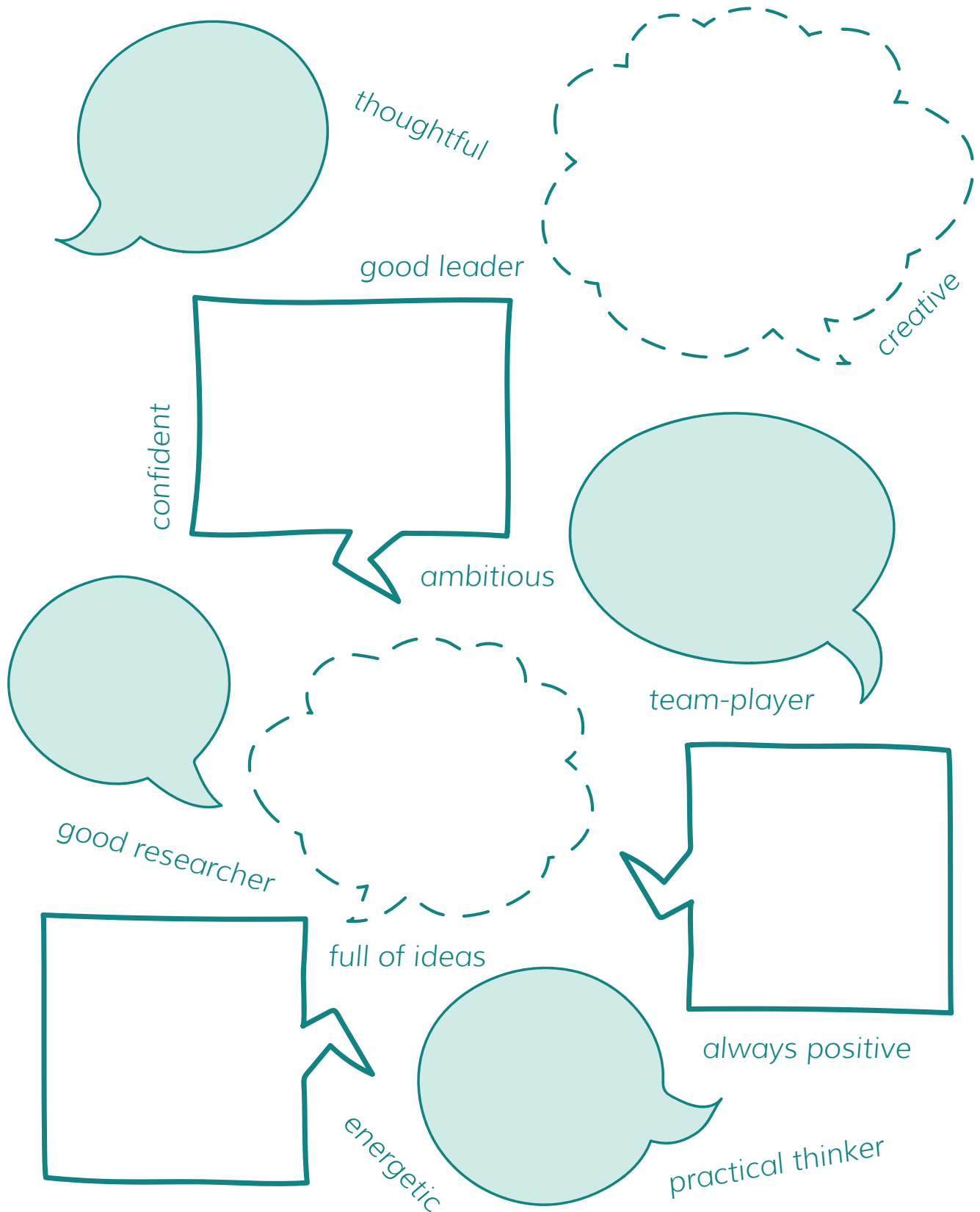


Expressive Arts Short Course: 3A2–3A6

Peer feedback

Name:	Date:
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Ask your peers to write down their feedback about your involvement in the project.



Expressive Arts Short Course: 3A2–3A6

Problem and solution exercise

Name:	Date:
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Think of the problems you encountered during the project and how you overcame them.

The problem was...	I solved it by...
The problem was...	I solved it by...
The problem was...	I solved it by...

Expressive Arts Short Course: 3A2–3A6

Health and safety assessment

Name:	Date:
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Challenge	My project is...
3A ____	

Think about potential health and safety risks you may encounter during the project that could pose a danger to you or others. How will you manage the risk?

A health and safety risk is...	✓	I will manage the risk by...	✓

⚠ Risk assessment checklist	✓
The area I am working in is safe and clear of hazards	
The tools and equipment I use are handled safely	
The area I am working in is safe for other people around me	
I know what do in case of an emergency (eg fire)	

Tutor signature:	Date:
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