



GCSE
Art and design- fine art



Name:

Course Information

The Art and Design GCSE is made up of two elements, **portfolio work** and the final **exam**.

The portfolio work will be created in year 9, 10 and the first term of year 11. You will work on a number of projects in this time and at the end of year 11 you will select your best work and submit this for marking. The portfolio mark will account for 60% of your final grade.

The exam will be 10 hours, spread over 2 days and sat at the end of year 11. You will have from the beginning of January to prepare for the exam and complete all your preparation work in your sketchbook. You will be given a theme by Edexcel and you will have to investigate this for your exam.

Projects

Year 9

Over the course of Year 9 you will be working on two different projects, Still Life and Portraiture. You will build up your skills, especially in acrylic painting, and you will gain confidence working on larger scales. Use this year to familiarise yourself with the format of projects.

Year 10

During Year 10 you will be working on 2 different projects. Natural Forms and the Transport project

Year 11

In Year 11 you will be completing the Transport project before beginning the exam prep in January. It's crucial that you use your experiences of Year 10 to develop your routines/organisation of project structure.

After the Christmas holidays you will be given the **exam** paper from Edexcel. You will then be given around 10 weeks to complete your preparation work. You will then complete your final 10 hour exam. All work completed for this exam will count towards 40% of your final mark. The Natural forms project and the Transport project count towards 60% of your grade.

Assessment

All of your work will be marked according to how well you have met the 4 assessment objectives.

AO1 - DEVELOP IDEAS – ARTISTS, TRIPS/VISITS & SOURCES OF INSPIRATION

Develop ideas through **investigations**, demonstrating **critical** understanding of sources.

AO2 - REFINING and EXPERIMENTING

Refine work by **exploring ideas**, **selecting** and **experimenting** with appropriate media, materials, techniques and processes.

AO3 - OBSERVATIONAL DRAWINGS, EXPLANATIONS & USE OF MEDIA

Record ideas, observations and **insights** relevant to intentions as work progresses.

AO4 - FINAL IDEA & FINAL PIECE, LINKS WITH ARTISTS

Present a personal and meaningful response that **realises intentions** and demonstrates understanding of visual language.



Changes to the Course

The GCSE is now graded on a nine-point scale: 1 to 9, where 9 is the highest grade.

A new top mark band has been introduced, enabling better differentiation between higher attaining students.

Students must show evidence of drawing and written annotation within both the projects and the exam unit.



Teacher Feedback

You will be issued your target grades and current working grades so you can track your progress.

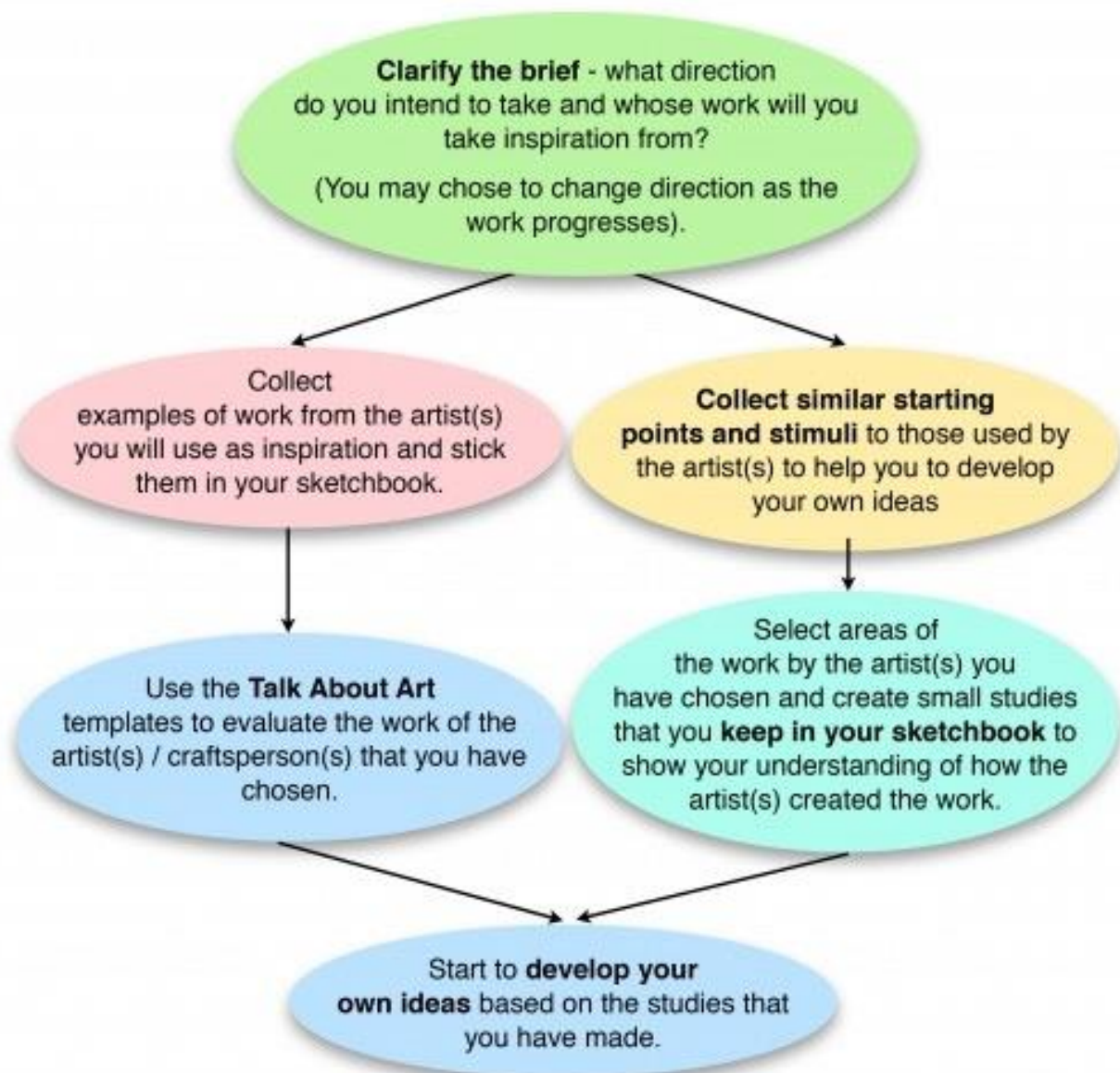
During the term you will periodically be given written and visual feedback on your sketchbook work and artwork through tutorial points and notes in sketchbooks.

During lessons you will also be given verbal feedback which you can use instantly to improve your work!

ASSESSMENT OBJECTIVES in ART & DESIGN

AO1 - DEVELOP

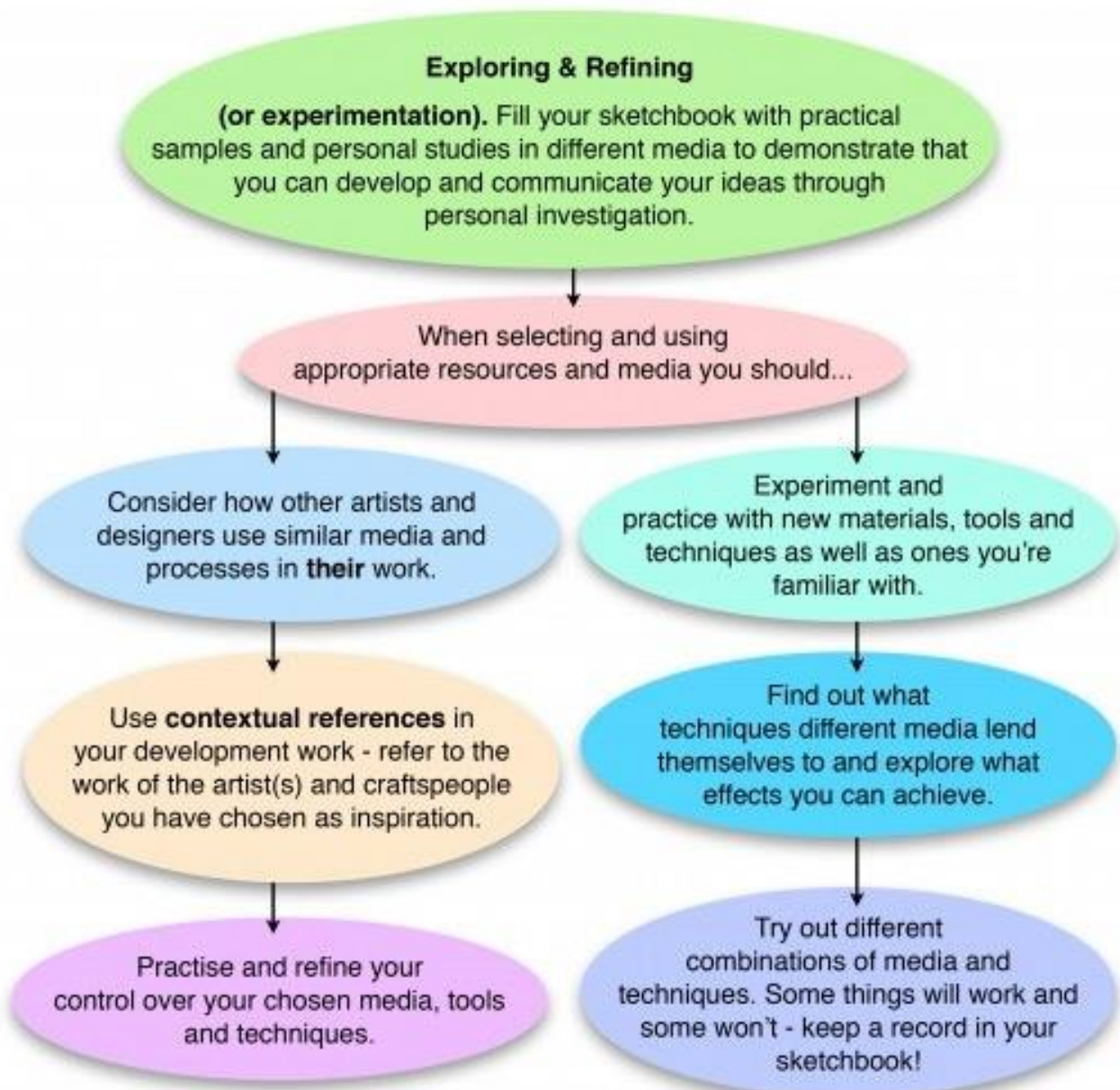
- ✓ Develop your own ideas through personal investigation.
- ✓ Look closely at (and collect examples of) the work of other artists / craftspeople who work(ed) in ways that interest you.
- ✓ Use other sources to show that you understand how the artists / craftspeople worked and why they produced this work.



ASSESSMENT OBJECTIVES in ART & DESIGN

A02 - EXPLORE & REFINE

- ✓ You show that you can explore develop and refine your ideas through experimentation.
- ✓ You select appropriate resources, media & materials.
- ✓ You experiment with different media, techniques and processes.



ASSESSMENT OBJECTIVES in ART & DESIGN

AO3 - RECORD

- ✓ You record your ideas, observations and insights in visual, written and other forms.
- ✓ You work from a range of experiences and stimulus materials.
- ✓ You talk about your work; what you have achieved at each stage and what you will do next.

When recording ideas you should ...

Fill pages of your sketchbook with drawings, sketches, jottings, photographs and experiments with different media.

Use detailed annotations alongside sketches, designs and images.

Collect images and stimulus materials from a variety of sources (always giving credit to the source).

Use primary and secondary sources to help you to develop your ideas.

Don't just describe what you have done. Analyse and evaluate what you have achieved at each stage to demonstrate your critical understanding.

Make collections of images as mood boards.

Organise your ideas and recordings into a sketchbook / journal or present them as sheets of mounted studies.

Say what you have done well and what you think you could have done better.

Make sketches and studies from primary and secondary sources that analyse formal elements.

Make studies of artists' or designers' work, showing an appreciation of their working methods

Try out different layouts or combinations of images and ideas

Make rubbings, prints or photographs that record texture, contrasting surfaces, pattern, tone or form.

Make 'maquettes' or models in paper, card, clay or found objects and materials that explore form, structure or scale.

Work at different scales

Make organised sequences of images and studies to show how your ideas have progressed

organise your studies into a sequence that shows the development of your ideas

ASSESSMENT OBJECTIVES in ART & DESIGN

A04 - PRESENT

- ✓ You present a personal, informed and meaningful response to the brief.
- ✓ You demonstrate analytical and critical understanding throughout.
- ✓ You present a finished piece or pieces.

When presenting your final piece(s) you should ...

realise your intentions through your development work as well as your final piece(s).

provide evidence of the development of your ideas from initial brief to finished work.

show that you have experimented with different media, materials and techniques

record your initial response to a theme or brief

**THE
FINISHED
PIECE(S)**

show that you have considered different working methods and processes, and selected and used some of them in your finished work

record your ideas, observations and insights into both your own work and that of other artists, designers and craftspeople

record your initial response to the theme or brief

present a personal response to your chosen theme or brief

provide evidence that you understand the connections between your work and contextual material you have chosen

show that you can select and control a range of media, tools and working methods

analyse and evaluate what you have achieved at each stage to demonstrate your understanding throughout the project.

Grade Information

Below are a series of statements that explain the difference between some of the grades in Art and Design.

Grades 9 to 8

<p>AO1 – Research 25%</p>	<ul style="list-style-type: none"> • High quality, in depth analysis of a wide range of purposefully chosen artists. • Artists chosen are completely relevant to ideas and fully inform your investigations for the project (eg. Techniques, composition, colour schemes, content etc) • Opinions are clearly explained, informed and justified. • Accurate use of a wide range of key technical words. • Excellent presentation with clear links to the art work • Strong links between artists and ideas are shown throughout experiments • Work demonstrates highly developed cultural understanding
<p>AO2 – Experiments 25%</p>	<ul style="list-style-type: none"> • Experiments are purposeful and help you to move forwards • A wide range of materials/techniques/processes are explored creatively and independently • Materials/techniques/processes chosen, allow for a high level of skill to be demonstrated • Experiments are reviewed through analysis and evaluation of their success, with suggestions for improvement and development. • Experiments allow for effective refinement and development of ideas. • Excellent progress is made over a high number of purposeful experiments.
<p>AO3 – Ideas 25%</p>	<ul style="list-style-type: none"> • Observational drawing is highly skilled • Ideas are recorded fluently and are relevant to developing the project • Ideas are recorded skilfully using a range of techniques such as through sketching, photography, mind maps, notes etc. • A wide range of ideas are purposefully explored, experimented with and evaluated. • Written communication is fluent and accurate
<p>AO4 – Outcomes 25%</p>	<ul style="list-style-type: none"> • Outcomes bring together ideas individually and creatively • Imaginative, personal and meaningful response to the project • Finished to a high standard • Creatively inspired by artists • Highly developed ability to evaluate

Grade Information

Grades 7 to 6

AO1 – Research 25%	<ul style="list-style-type: none">• In depth analysis of a range of thoughtfully chosen artists.• Artists chosen are relevant to ideas and purposefully inform your investigations for the project (eg. Techniques, composition, colour schemes, content etc)• Opinions are explained, informed and justified.• Accurate use of a range of key technical words.• Creative, effective presentation with clear links to the art work• Clear links between artists and ideas are shown throughout experiments• Work demonstrates good cultural understanding
AO2 – Experiments 25%	<ul style="list-style-type: none">• Experiments are purposeful and help you to move forwards• A wide range of materials/techniques/processes are explored creatively showing good progression of ideas• Materials/techniques/processes chosen, allow for a good level of skills to be demonstrated• Experiments are reviewed through reflections and evaluation of their success, with suggestions for improvement and alternatives.• Experiments allow for refinement and development of ideas.• Effective progress is made over a number of purposeful experiments.
AO3 – Ideas 25%	<ul style="list-style-type: none">• Observational drawing is tonal and skilful• Ideas are recorded effectively and are relevant to developing the project• Ideas are recorded clearly using a range of techniques such as through sketching, photography, mind maps, notes etc.• A range of ideas are thoughtfully explored, experimented with and evaluated.• Written communication is confident and clear
AO4 – Outcomes 25%	<ul style="list-style-type: none">• Outcomes bring together ideas individually and thoughtfully• Produce a creative, personal and meaningful response to the project• Skilfully finished to a good standard• Clearly inspired by artists• A confident ability to evaluate

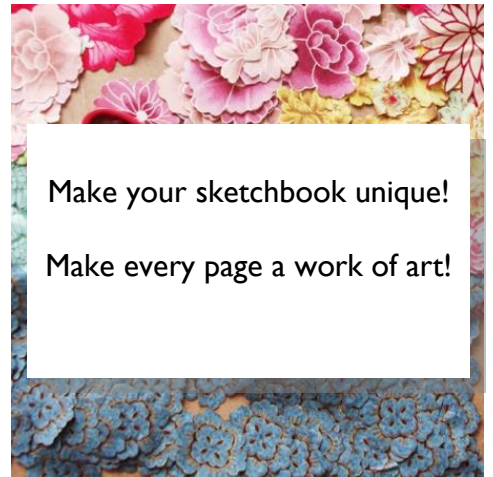
Grade Information

Grades 5 to 4

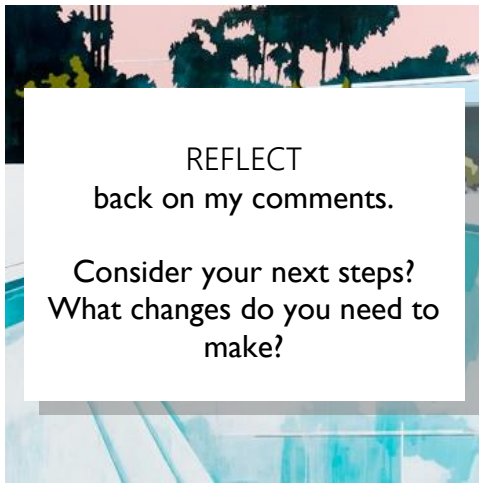
AO1 – Research 25%	<ul style="list-style-type: none">• Thoughtful analysis of a range of artists.• Artists chosen are relevant to ideas and inform your investigations for the project (eg. Techniques, composition, colour schemes, content etc)• Opinions suggest an understanding of the art work and are clearly explained• Accurate use of key technical words.• Effective, neat presentation with clear links to the art work• Links between artists and ideas are shown throughout experiments• Work demonstrates cultural understanding
AO2 – Experiments 25%	<ul style="list-style-type: none">• Experiments are purposeful and help you to move forwards• A range of materials/techniques/processes are explored, showing some development and progression.• Materials/techniques/processes chosen, allow for a good level of skill to be demonstrated• Experiments are reviewed through annotations and evaluation of their success, with suggestions for improvement.• Experiments inform the development of ideas.• Clear progress is made as a result of purposeful experiments.
AO3 – Ideas 25%	<ul style="list-style-type: none">• Observational drawing is tonal and generally effective• Ideas are recorded clearly and are relevant to developing the project• Ideas are recorded using a range of techniques such as through sketching, photography, mind maps, notes etc.• A range of relevant ideas are explored, experimented with and evaluated.• Written communication is appropriate and reasonably clear.
AO4 – Outcomes 25%	<ul style="list-style-type: none">• Outcomes bring together ideas effectively• A personal, meaningful and informed response to the project• Finished to a good standard• Some links to artist research can be seen in the outcome• A generally consistent ability to evaluate

Advice

Here are some top tips for creating an outstanding sketchbook in GCSE Art and Design.

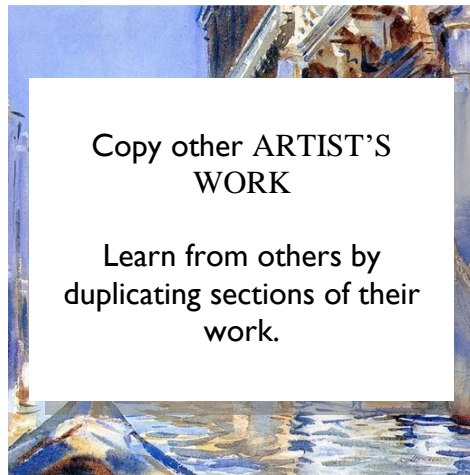


Make your sketchbook unique!
Make every page a work of art!



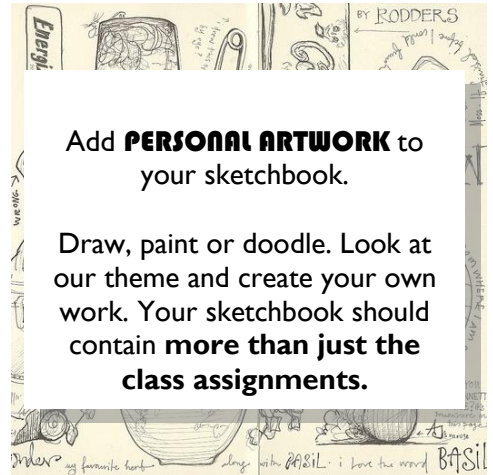
REFLECT
back on my comments.

Consider your next steps?
What changes do you need to make?



Copy other ARTIST'S
WORK

Learn from others by
duplicating sections of their
work.



Add **PERSONAL ARTWORK** to
your sketchbook.

Draw, paint or doodle. Look at
our theme and create your own
work. Your sketchbook should
contain **more than just the
class assignments.**



Do **RESEARCH** because you are
interested in an artist, movement or
skill, not just because you have been
told to by your teacher!

Add research about the style or
medium that we are currently
exploring in class.

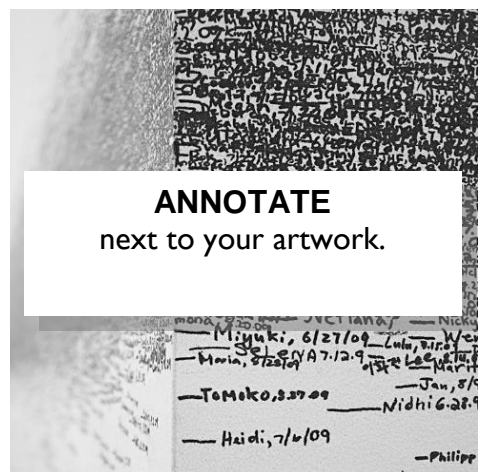


Use a **VARIETY of MEDIUMS**
Your sketchbook is not just for
sketching in pencil!

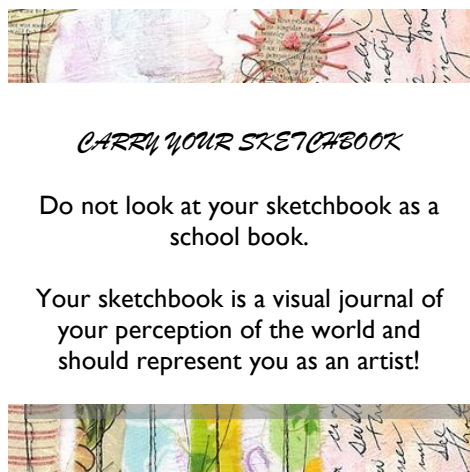


**WRITE DOWN, DRAW,
PAINT or GLUE** in
IMAGES of what
INSPIRES YOU!

This could be songs, images or
passages of text.



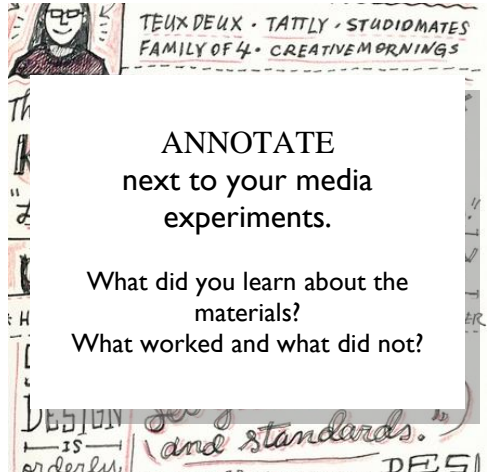
ANNOTATE
next to your artwork.



CARRY YOUR SKETCHBOOK

Do not look at your sketchbook as a
school book.

Your sketchbook is a visual journal of
your perception of the world and
should represent you as an artist!



ANNOTATE
next to your media
experiments.

What did you learn about the
materials?
What worked and what did not?

Analysing your own work

As well as using sketches, paintings and drawings etc. you can evidence your ideas through notes. Alongside your artwork you should make sure that you are providing notes to help explain your thoughts and ideas.

HOW TO ANNOTATE YOUR OWN WORK

USE THIS HANDOUT WHEN YOU WANT TO ANALYSE YOUR OWN WORK - YOU DO NOT HAVE TO ANSWER ALL THE QUESTIONS!

WHY DID YOU CREATE THIS WORK?

WHAT INSPIRED YOU?

WAS THERE AN ARTIST/ DESIGNER / PHOTOGRAPHER THAT INFLUENCED YOUR WORK?
HOW DID THEY INFLUENCE YOU?

DID YOU FIND THE WORK EASY OR DIFFICULT? WHY?

DID YOU HAVE ANY PROBLEMS WHEN YOU WERE MAKING YOUR PIECE?
HOW DID YOU OVERCOME THESE?

WHAT MEDIA / MATERIALS DID YOU USE?
DID YOU EXPERIMENT WITH THESE WHEN YOU WERE USING THEM? HOW?

HOW COULD YOU FURTHER IMPROVE YOUR WORK?

DID YOU USE ANY TECHNIQUES OR PROCESSES WHEN YOU WERE MAKING YOUR PIECE?

WHAT ARE YOUR NEXT STEPS?

USE FULL AND DETAILED SENTENCES WHEN WRITING YOUR ANSWERS TO THESE QUESTIONS NEAR THE PIECE OF WORK YOU ARE WRITING ABOUT YOU MAY HAND WRITE THE ANSWERS OR USE A COMPUTER

Analysing Artists - Style 1

During the course you will be expected to look at other artists and designers to help inspire your own artwork.

When presenting this investigation in your sketchbook you should always provide a written analysis of their artwork alongside images of their work and often a copies OR your own interpretation of their work .

Analysis Writing Style 1
You can select either style 1 or 2 to use as your guide when analysing others work

ARTIST NAME

Something I like about the artist's work is...

I think the artist has made the work by using...
(paint, clay, wire, a photography etc..)

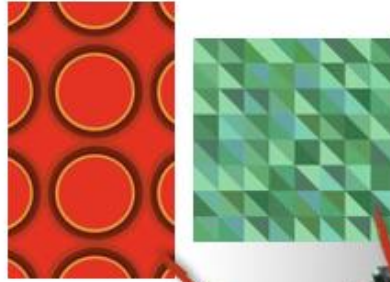
The shapes I can see in this piece are...
(as well as writing a list draw or find images of the type of shapes you can see)



The main colours in this piece of work are...



In this image I can see...
(using lots of describing words write about one of the pieces of work by the artist)



Analysis Writing Style 2

You can select either style 1 or 2 to use as your guide when analysing others work

1. FIRST REACTION

Write down your first thoughts on your chosen piece of artwork

Is it full of life and movement? Or does it look peaceful?
What attracts your attention first? Where are your eyes drawn to?
Are some shapes or patterns repeated in the work?

SENTENCE STARTERS:

The piece of work is...
What I first looked at this piece of work I noticed...
The overall style of this piece is...

2. DESCRIPTION

Now look closer at the work and try to describe what you see in detail

Can you see figures, shapes or objects?
What are the main colours?
Imagine you are describing the piece to someone over the phone

SENTENCE STARTERS:

In this piece of work I can see...
The main colours in this piece of work are...
In the background I can see... in the foreground I can see...

3. MY INTERPRETATION

You must include your own ideas and thoughts about the work as this will help you to develop ideas for your own artwork

What do you think the artists is trying to say or tell you in the work?
What is the main theme or idea behind this piece?
If you were inside this artwork what would you be feeling/thinking?
Does the artwork tell a story? Is it abstract? Is it realistic?
How are you going to use this work to inspire your own work?

SENTENCE STARTERS:

I think that the artist was trying to say...
The main theme/idea behind this piece is...
If I were inside this artwork I would be feeling/thinking...
This piece of artwork is...
I am going to use this artwork to inspire my own ideas and artwork by...

4A. FORMAL ANALYSIS

Write down your observations in detail

COLOURS

What type of palette has been used? bright, dull, strong weak etc
Are the colours mostly complementary, primary or secondary?
What colour has the artist used the most/least?
Has the artist mixed a wide range of colours?

SENTENCE STARTERS:

I feel that the artist has used a... palette because...
The colour scheme the artist has used is...
In this piece of work I can mostly see...
The artist has/has not used a wide range of colours. I can see this in...

4A. FORMAL ANALYSIS

Write down your observations in detail

USE OF MEDIA

What media has been used (acrylic paint, charcoal, clay...)?
How has the artist used the medium - i.e. is the paint applied thickly? How can you tell?
Can you see brush stroke or texture?
Was it painted, drawn, sculptured quickly, or slowly and with detail? What make you think so?

SENTENCE STARTERS:

I think the artist has used...
The artist has used...
In this piece of work I can see...
I think that the piece of work was created... I think this because...

4A. FORMAL ANALYSIS

Write down your observations in detail

MOOD AND EMOTION

What do you think the artist wanted you to feel when you look at the work?
What have they used to create mood (think about colour, shape, tone etc)
How else could the artist have shown mood in their work?

SENTENCE STARTERS:

I think the artist has tried to capture... in this piece of work
The artist has created this by...
In this piece of work I can see...
The artist could also have... to show the same mood in their work.

4A. FORMAL ANALYSIS

Write down your observations in detail

COMPOSITION

What type of shapes are used in this artwork (rounded, curved, straight edges or geometric etc)
Is their a mix of shapes or are they all similar?
Are some parts of the piece full of shapes and some parts empty or is it really busy?
How did the artist create a busy or dull composition?
What is the centre of interest in the piece? How did the artist make you notice this first?

SENTENCE STARTERS:

The shapes in this piece could be described as...
The shapes are ... There are many different shapes, such as...
The artwork is...
My eyes are drawn to... I believe the artist has achieved this by...

PRETTY

MENTAL
CULATION
THIS

ANSWER AS MANY QUESTIONS AS YOU CAN

What should my sketchbook page look like?

You'll need to consider scale, in an A3 sketchbook your drawings should be at least A4 size

You can use the space around to annotate, show colour palettes do experimentations, show images you've selected from etc.



Annotating and evaluating YOUR artwork

Annotating your work

Written annotations are an important part of **Assessment Objectives 1, 3 and 4**. Annotations can provide:

- information, such as the title of an artwork, artist's biographical details or when the work was made
- a record of your experiences and emotions connected to an image
- a record of how you intend to use these images to develop your own ideas
- an example of your progress through a project

To annotate your work successfully, you should explain:

- what you have done and why you did it
- how you did it, such as the media and techniques used
- why you chose a particular medium or technique
- how an artwork fits in with your project
- what aspects you like
- how you could improve the work
- what you think you will do next

Using the correct vocabulary

You must use the correct vocabulary when annotating your work to show that you are developing your knowledge, understanding and skills. Key terms are:

- **Subject** - what is shown in the artwork, such as a portrait or a still life
- **Composition** - how the elements of the work are arranged, ie whether they're close together or far apart
- **Foreground** and **background** - elements that appear to be in front or behind other aspects of the artwork
- **Line** - can vary in width, length, curvature, colour or direction
- **Shape** - describes the two-dimensional outline
- **Form** - describes a three-dimensional object
- **Texture** - the way surfaces look and feel, ie rough, smooth, soft, etc
- **Tone** - shading, from dark to light



Evaluating your work

An evaluation is a piece of writing where you look at your project as a whole and discuss its successes and weaknesses. This can help others understand what you were trying to achieve. You need to be honest and **use appropriate art language**. Evaluating your work is really important for getting marks in **Assessment Objective 4**.

Evaluating your preparatory work

When you're evaluating your preparatory work, you should consider:

- What was the theme for the project?
- How have you developed your ideas? How did your work change through the project?
- How much reference material did you find? Do you think you should have done more or less?
- What artists, art movements or cultures have you looked at to help and inspire you?
- What materials, tools and techniques did these artists use?
- How have your skills developed during the project?
- Are there any aspects of your studies that you wish you had explored further?

Evaluating your final piece

You also need to evaluate your final piece. You should reference relevant work from your preparatory studies.

- How have you used formal elements such as line, tone, colour and shape?
- What materials did you use, and why? Did they work successfully?
- What meaning and messages did you want to convey and were you successful?
- Are you happy with your final piece? Are there any elements you like in particular?
- Is there anything you would change? Why?

When you're evaluating your work, don't forget to say why and how you worked in a certain way.



GSCE ART Annotation

Shape, form, space	Tone	Pattern and Texture	Line	Colour
Closed	Bright	Repeated	Fluent	Bright Bold
Open	Dark	Uniform	Free Rough	Primary
Distorted	Faded	Geometric	Controlled	Secondary
Flat	Smooth	Random	Powerful	Tertiary
Organic	Harsh	Symmetrical	Strong	Radiant
Deep	Contrasting	Soft	Geometric	Dull Vivid
Flat	Intense	Irregular	Angular	Contrasting
Positive	Sombre	Coarse Bold	Light	Deep
Negative	Grey	Uneven	Delicate	Monochrome
Foreground	Strong	Bumpy	Flowing	Harmonious
Background	Powerful	Rough	Simple	Complementary
Composition	Feint	Smooth	Thick Thin	Natural
Curvaceous	Light	Uneven	Horizontal	Earthy
Elongated	Medium	Spiky	Broken	Subtle
Large	Dark	Broken	Interrupted	Pale
Small	Dramatic	Furry	Rounded	Cool Warm
2D	Small	Fine Flat	Overlapping	Saturated
		Grid	Broken Faint	Luminous
				Strong

Basic, simple, solid, loud, quiet, bright, realistic, stylised, observed, busy, vibrant, strange, interesting, balanced, lively, negative, recognisable, abstract, tactile, meaningful, symbolic, depressing, unique, emotive, hidden, textural, dynamic, disturbed, sophisticated, puzzling, optimistic, powerful, intentional, concealed, subtle.

REMEMBER to check your... Spellings, Grammar and Punctuation

Sentence Starter Help

Try thinking of your own too

- In this piece I have...
- The materials I have used are...
- The technique I have used is...
- Through working in this way I have learnt how to...
- I have shown... in the style of...
- This piece could develop further by including...
- The artist..... has influenced my designs because...
- To develop this piece further I could...
- I think using... worked really well because...
- I am particularly pleased with... and I now aim to...

Example

I have created this piece using watercolours, coloured pencil and oil pastel. I have learnt how to blend the watercolours to show different tones and use oil pastels to show the darkest tones and add texture. The piece shows strong shapes and vivid colours. I have added coloured pencils to show some areas in more detail and focus. The artist Georgia O'Keefe has inspired my piece. In her work she uses bright, bold colours to show close up views of flowers with a range of dark to light tones. I aim to now further develop my piece by using other materials. I could do this by experimenting with block prints on watercolour backgrounds or possibly try painting onto fabric to then stitch into to show more detail.



Annotating Your Sketchbook

Use these headings to explain each piece of work you have done in your book.

WHAT?	<p>WHAT IS IT? Explain the piece of work you are annotating.</p> <p>Examples: This is a first-hand drawing that I made of a... This is a series of photographs I took of... This is a collection of visual research about... This is some information I gathered about... This is a copy that I made of a painting by... This is a brainstorm that I put together to...</p>
WHY?	<p>WHY DID YOU MAKE IT? Explain how this piece helps you in your project.</p> <p>Examples: ...to get ideas about... to get me thinking about... to show what I have learned about... to explore the idea of... to examine the shape/form/texture/pattern of... to analyse the style of... to try out the technique of... to practice... to develop my skills in...</p>
HOW?	<p>HOW DID YOU MAKE IT? Explain how you created the piece of work.</p> <p>Examples: I drew it using... I painted it with... I constructed it from... I built it up by collaging... I photographed/drew it from life... I drew/painted it from a photograph... I gathered the images from the internet... I photocopied the images from a book called... I found the information on a site called...</p>
QUALITY	<p>HOW GOOD IS IT? What are you pleased with? What could you improve?</p> <p>Examples: I am pleased with the way I... one good element of this work is... the best feature of this work is... a section of this work that is particularly successful is... I'm not happy with... one area that I could improve is... the least successful part of this work is... I wish that I had...</p>
LEARNING	<p>WHAT DID YOU LEARN? What have you found out? What are your next steps?</p> <p>Examples: I improved my skills in... I got better at working in the style of... I have a better idea of... I have a clearer understanding of... I feel more confident about... Next I will try... To follow this up, I will... To build on this piece of work I hope to...</p>



ANNOTATION...

describes writing notes, cutting & pasting images or adding explanatory text about your thoughts, experiments & ideas in order to show the development of your own art & working methods

YOUR DIGITAL SKETCHBOOK SHOULD SHOW ANNOTATIONS ON THE FOLLOWING THEMES:

• **INSPIRATION** • **IDEAS** • **MATERIALS** • **TECHNIQUES** • **EVALUATION**

Looking at other artists to learn from their past successes + failures

Brainstorming your solutions to the problems you're trying to address

Investigating the alternative tools & media you have to work with (pros + cons of each)

The different methods experimented with towards developing a final piece (strengths & weaknesses)

Assessing your own progress along the way, successes & issues faced



ANNOTATION IS A THREE-STAGE PROCESS: DESCRIPTION > EXPLANATION > REFLECTION

① **DESCRIBE (WHAT?)**

e.g. + What is this an image of ?
+ What have you done here ?
+ What was this stage of the project for ?

② **EXPLAIN (HOW?)**

e.g. + How was this work made ?
+ How did you produce particular effects ?
+ How did you decide on the composition?

③ **REFLECT (WHY?)**

e.g. + Why did you use these specific methods ?
+ Why do particular elements work better than others ?
+ Why might you do things differently next time ?



Websites and Resources

<http://www.tate.org.uk/>

An encyclopaedia of artist's works, exhibitions (past and present)

Gallery websites are a great place to find information, simply google search galleries for more links.

<http://www.bbc.co.uk/schools/gcsebitesize/art/>

Course advice and tips from the BBC

<http://www.google.com/culturalinstitute/project/art-project?hl=en>

Google Art Project

A great website for researching different artists - includes some great videos on how to develop your projects

<http://www.studentartguide.com/>

The Student Art Guide

Contains ideas, help and guidance from students and teachers around the world on your GCSE

<http://www.juliastubbs.co.uk/>

100s of examples of pages from student sketchbooks and artwork at GCSE

<http://www.pinterest.com/>

A visual discovery tool that you can use to collect ideas for the different projects and themes (great for finding artists and other examples of GCSE artwork)

Books

There are a range of books in the art rooms, they can be a great starting place if you are in need of inspiration!

A recommendation....

Art- The definitive visual guide- Andrew Graham Dixon