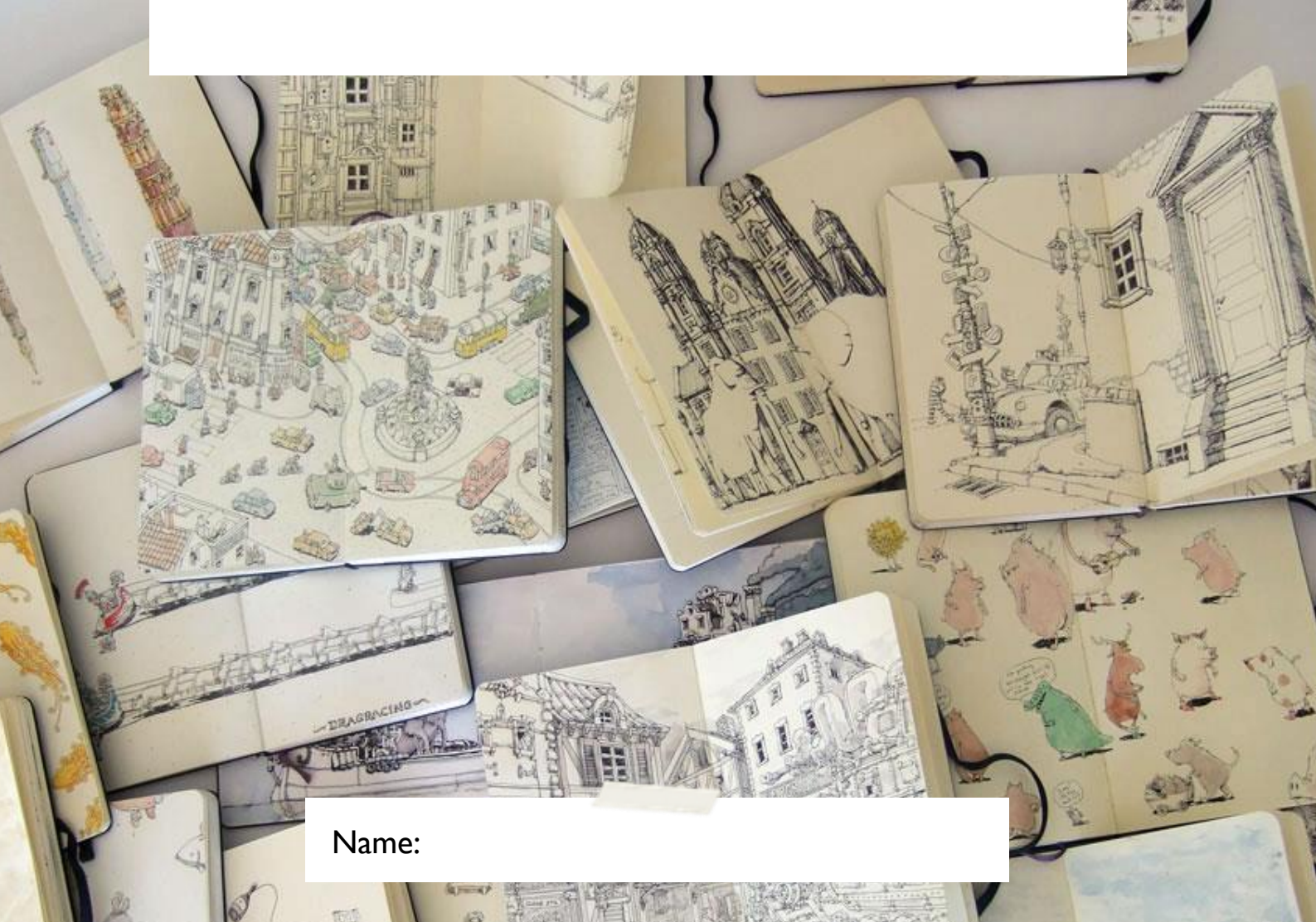


GCSE

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 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 10

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

Year 11

In Year 11 you will be completing the Manmade Structures 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 Manmade Structures project count towards 60% of your grade.

Assessment

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

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

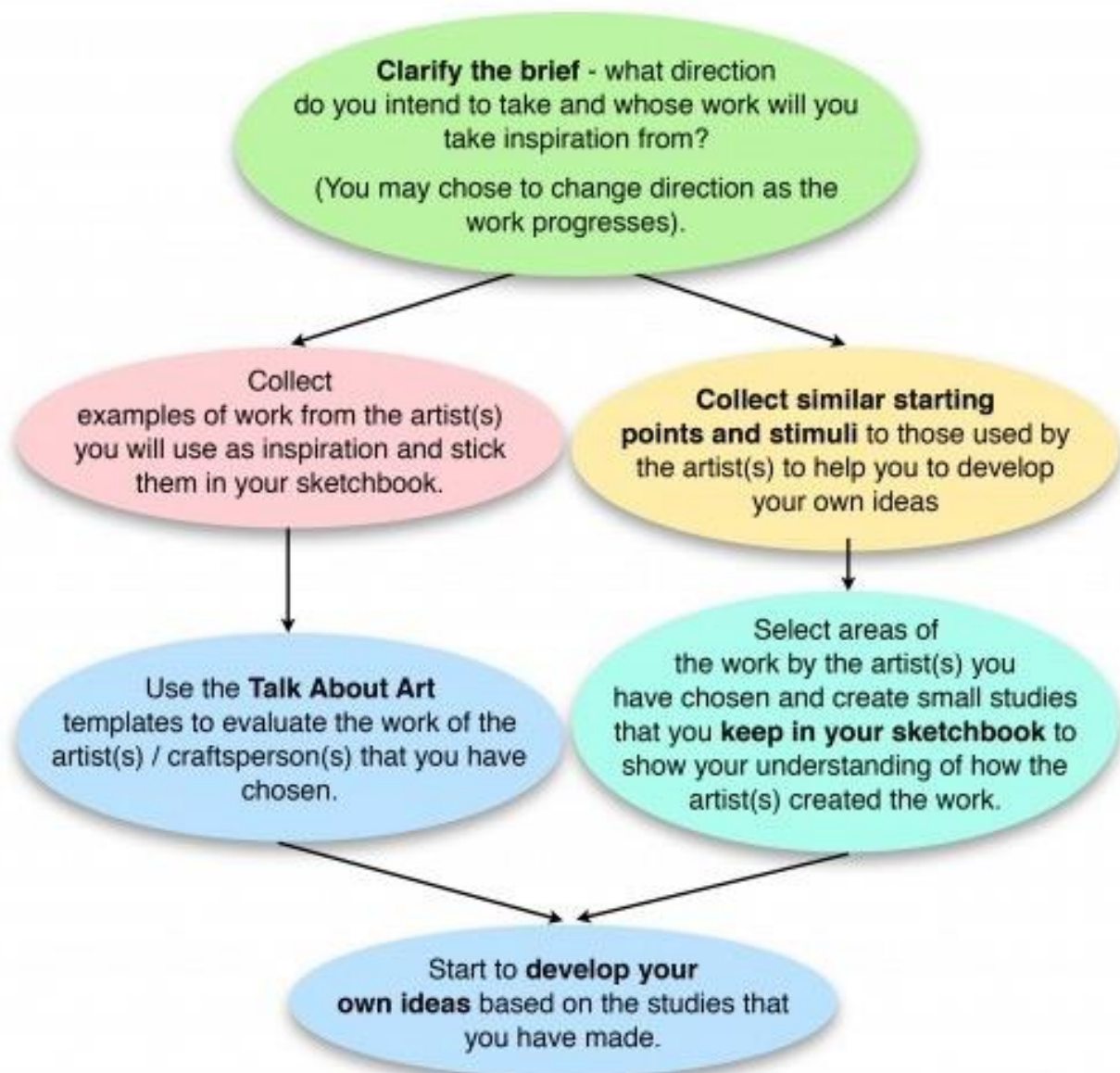
During lessons you will also be given verbal feedback which you can use instantly to improve your work!

Your coursework and exam work will be marked **by your art teacher** using the GCSE assessment objectives at the end of the course.

ASSESSMENT OBJECTIVES in ART & DESIGN

AO1 - DEVELOP

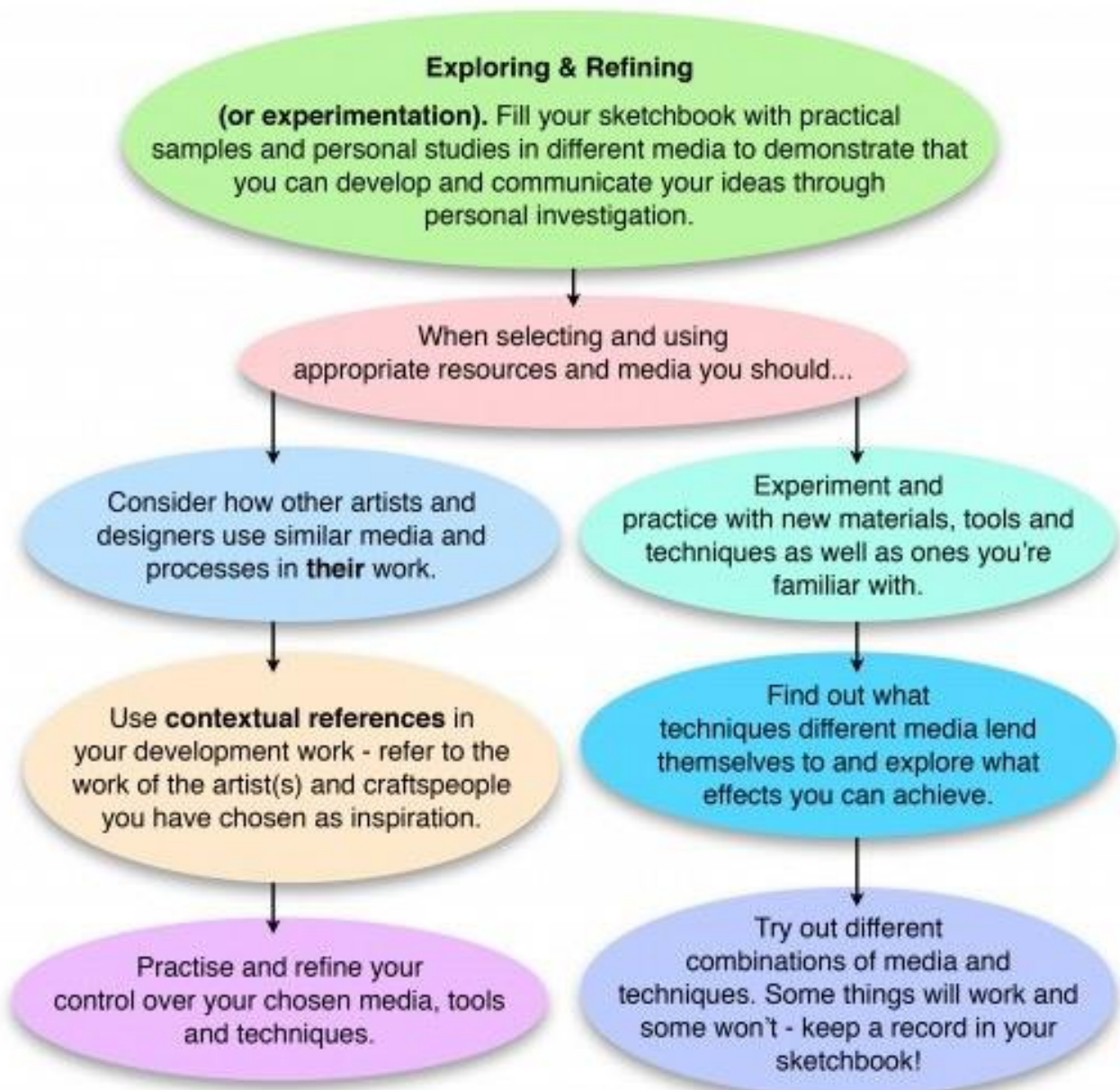
- ✓ Develop your own ideas through personal investigation.
- ✓ Look closely at (and collect examples of) the work of other artists / craftspeople who work(ed) in ways that interest you.
- ✓ Use other sources to show that you understand how the artists / craftspeople worked and why they produced this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

A03 - 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

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 artist 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

ANSWER AS MANY QUESTIONS AS YOU CAN

Analysing your own work

Visual Language Word Bank: Use words from these lists to help you in your descriptive writing.

Shape, form, space	Tone	Pattern/Texture	Line	Colour	Style/mood
<ul style="list-style-type: none"> Sparse Composition Open Distorted Flat Organic Deep Flat Positive Negative Foreground Background Middle ground Arrangement Curving Elongated Large Small Flowing Render Superimposed Distort Vast Miniature Rounded Domineering Overpowering Dominant 	<ul style="list-style-type: none"> Bright Dark Faded Smooth Harsh Contrasting Intense Sombre Grey Strong Powerful Pale Muted Medium Dark Dramatic Large Small Shadow Depth Glaring Highlight Graduated Variation Subtle Shadow Artificial Illuminate 	<ul style="list-style-type: none"> Repeated Uniform Geometric Symmetrical Rough Soft Irregular Coarse Grey Uneven Bumpy Smooth Uneven Spiky Jagged Broken Furry Fine Grid Impasto Embossed Raised Detail Markings Repeated Dots Impasto Daub/daubed 	<ul style="list-style-type: none"> Fluent Free Gestural Rough Controlled Powerful Strong Geometric Precise Angular Light Delicate Flowing Simple Thick Thin Horizontal Broken Vertical Overlapping Faint Outline Blurred Wild Clean 	<ul style="list-style-type: none"> Bright Bold Primary Intense Secondary Tertiary Radiant Pale Muted Vivid Contrasting Deep Monochrome Harmonious Complimentary Natural Earthy Subtle Warm/cool Clashing Saturated Vibrant Luminous Strong Loud Artificial Pastel Faded 	<ul style="list-style-type: none"> Abstract Gestural Painterly Surreal Minimal Aggressive Delicate Eerie Brooding Intimate Distorted Peaceful Tranquil Still life Symbolic Sombre Energetic Naive (childlike) Simplified Collage Photo-montage Pointillist Hazy Intense Realist/realistic Hyper-realism Dream-like Frightening Menacing





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**

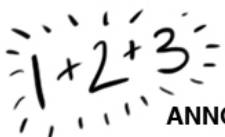
Looking at other artists to learn from their past successes + failures

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?)

② EXPLAIN (HOW?)

③ REFLECT (WHY?)

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

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

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?

Visual Style

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

<https://theartyteacher.com/artists-themes/>

A great website for researching different artists

<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