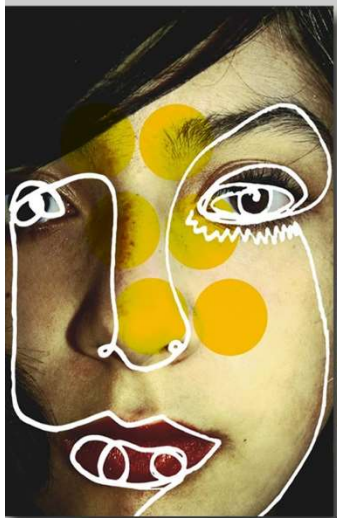




THE WESTLEIGH SCHOOL
Aspiring & Achieving Together

GCSE: Art & Design

Student support and coursework guide.



Student Name:

Art teacher:

GCSE Target:

Essentials

"To pass my Art GCSE, I have.."



1.) AO1



I have...

- *...researched my theme.
- *...made mind maps/mood boards.
- *...researched artists who link to my theme (and tried working like them)
- *...research artists whose work I like and talked about the reasons why.
- *...explained what I have seen that has influenced or inspired my work.

I have...

- *...created lots of experiments using different materials and techniques.
- *...pushed my ideas to their full potential, tweaking them as I progress.
- *...made sure work is annotated to explain how I made, what I think of it and where I'll take the idea next!



2.) AO2



25%



3.) AO3

I have...

- *...created more developed ideas and experiments that I have spent a lot of time on and show my best skills to their full potential.
- *...I have worked from my own photos or artefacts.
- *...I have shown evidence of what I intend to make for my final piece.

I have...

- *...produced my own final pieces.
- *...made sure my final pieces link to my theme and all of my sketchbook work.
- ...thought carefully about how this work will be presented
- *...reflected on these final pieces at the end of my sketchbook.



4.) AO4



AO1 Developing...

Can I find it?...

Can I 'bookmark' it?...

AO1 SKETCHBOOK

In your book can you find...

a.) A mind map or theme page.
(a page with key words and pictures about your topic)

b.) A page about an artist

(This could be given to you by your Art teacher or from someone else)

c.) A copy you have made of a piece of work by an artist.

d.) Research about the theme you are doing your work about.



Clue

This is usually found at the beginning of the project!

This first assessment objective is all about how you develop your first thoughts and ideas. We usually do this with theme pages, visual mind maps and artist research. Sometimes we also research themes or cultures that link to our work. You must annotate work to show "critical understanding"



Theme page or mind maps
(key words, images, decorated to suit a theme)



Artist research pages
(facts about the artist and how they make their work, key words, pictures of their work, your recreation of their work, your opinion of the work)

A02 Experiment/refine...

Can I find it?...
Can I 'bookmark' it?...

A02 SKETCHBOOK

Look at your own artwork in your book. Can you find...

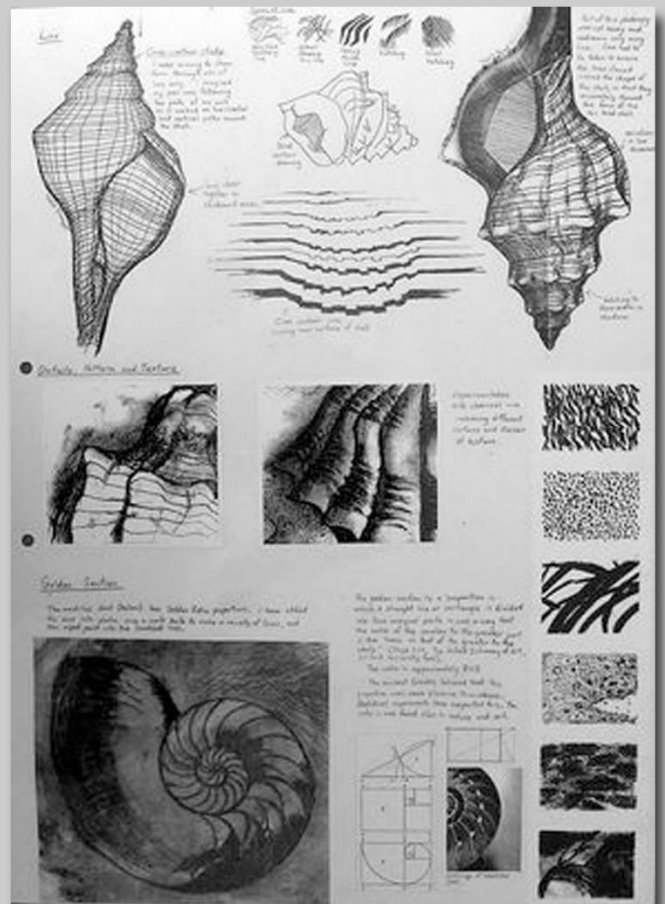
- a.) Artwork made with watercolours, inks or other paints?
- b.) Any printmaking like monoprinting or linocutting?
- c.) Any work which is 3D?
- d.) Any work done on Photoshop?
- e.) Any collages or other work?



Clue

This is usually found at the beginning of the project!

Assessment objective 2 is all about practical work and experiments you have created and annotated in your book. You should use a range of techniques (2D/3D/drawing/painting/digital art/photography/printing). These should be reflected on and you should make tweaks to refine and improve the studies as your work progresses



You can base any studies on...

PRIMARY SOURCES - your own photos/artefacts/objects

SECONDARY SOURCES - copied from photos from the internet/books.

A03 Record your intentions

Can I find it?...
Can I 'bookmark' it?...

A03 SKETCHBOOK

Look at your own artwork in your book. Can you find...

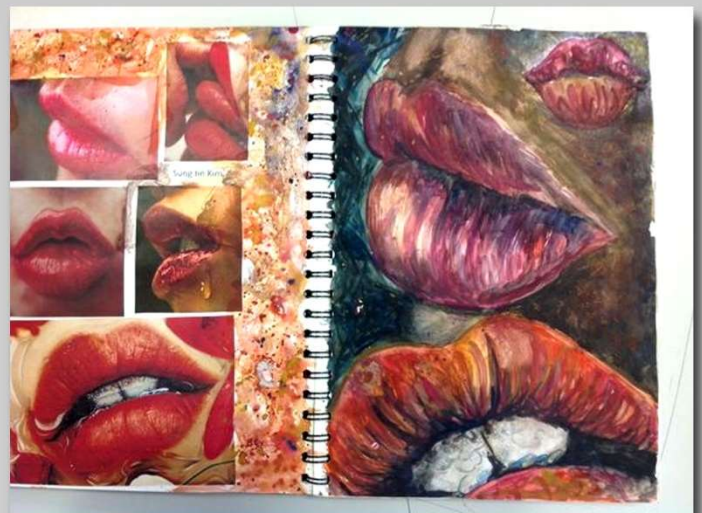
- a.) A mind map or theme page which is about your own theme or ideas.
- b.) Your own creative work about your theme (not work we did as a full class)
- c.) Any practice pieces which show what you are going to make.
- e.) Any sketches or plans for your final piece or pieces?



Clue

This is usually in the last few pages of your sketchbook!

This assessment objective is really important but often forgotten about. This is the part of your project where you should be doing more detailed (sustained) experiments and showing your intentions. Your intentions are what you plan to do for the final piece. Experiments at this time should link directly to what you want the 'end piece' to be. Annotation is vital!



Detailed plans, in-depth studies in the material/style you want your final piece to be in.

We also expect to see...

*Mock-up versions of your final piece

*Swatches/samples testing for the final piece.

*Labelled sketches of potential final piece ideas

A04 Present (final pieces)

Can I find it?...
Can I 'bookmark' it?...

A04

FINAL PIECE(S)

Find your final pieces and lay them out on your desk and think...

- Are they finished? (check with your teacher)
- Is it the best you can do or could you work back into it to make it look neater or bolder or more colourful?
- Does the work match up to the work you have done in your sketchbook?
- Have you written in your book about this work?



Clue

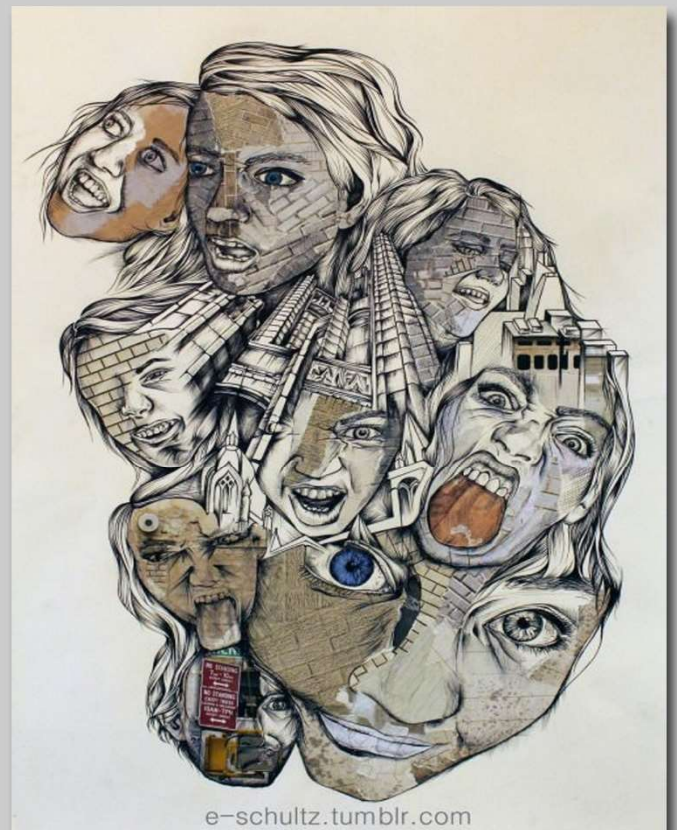
These are the pieces of work which will go on the wall!

Now it's all about the final pieces. Everything your sketchbook work has been leading up to. All of your research, testing, experimenting and planning has all led up to these pieces.

These pieces must link to sketchbook work and conclude (end) EACH project.

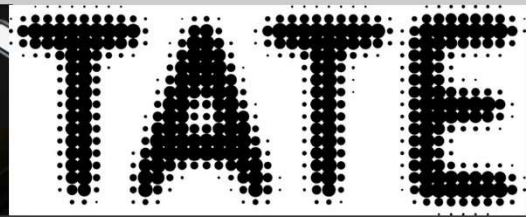
The final piece can be in any relevant style/material. It could be a series of drawings, a sculpture, paintings, a set of prints, digital artworks, mixed media work...

ANYTHING that links to your book work!



Artists for research...

"Where can you find them? Where could you start?"



Suggestions... "Everyday Objects"

"Use the internet to help you to find artists which link to your theme/topic. They could be an illustrator, painter, photographer, sculptor - anything you like!"



Janice Wu



Cath Riley



Mark O'Brien



Michael Craig Martin



Adam Hillman



Jim Dine



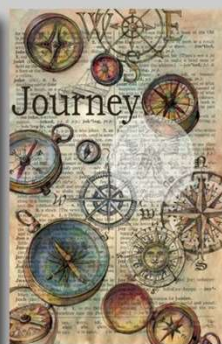
Lisa Milroy



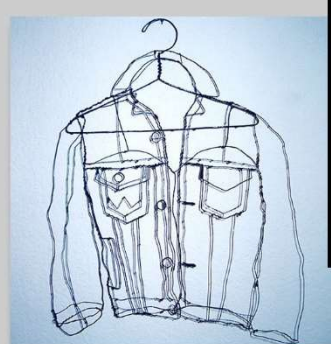
Nick Gentry



Kristy Patterson



Martin Senn



Nick Veasey

TOP TIPS - For creating a 'good' artist research page, the minimum we expect to see is...

- *A background that suits the theme/artist
- *A clear title
- *Key words linked to the theme/work
- *5+ pictures of the work of that artist
- *Facts about the artists work (what they make/how it is made)

- *Your OPINION on why you/don't like the work
- *A copy of your favourite piece by the artist
- *Your thoughts on how this could inspire you!

Checklist - Everyday Objects

"Highlight, cross off, or tick...whatever works. Keep yourself on track!"

AO1/AO2 (Exploring the theme and developing ideas)

*Theme page on Everyday Objects

(images, key words, mind map)

*5(or more) annotated pages of studies of Everyday Objects

(e.g pencil drawings, fine-liner, quink, monoprint, your own photography)

*1 A4 photo of your Everyday Objects from home

(annotated - what are they? what do they represent?)

*1 A4 fine-liner tracing of your photo of your objects.

(exterior and interior lines, fine detail - no mark making/shading)

*Double page of artist research - Michael Craig Martin

(sympathetic background, title, key words, facts about his work, your opinion of his work, images of his work and at least 1 response to his work either drawing or using paper)

*Double page (or more) of Photoshop work. Digital colouring of your fine-liner tracing piece.

(Different colour schemes - hue/saturation - annotated to explain the process and reflect on the results)

*Homework - ???

(your teacher will have set tasks related to the theme. These could involve taking photos, drawing pictures, making a collage. These must be glued in and annotated)

*Multi-sectional drawing (phone/shoes/keys)

(this is the task where you were given a grid of 12 squares and drew the same object from different perspectives/angles)

*Double page of artist research - YOUR CHOICE

(this must follow the same process as Michael Craig Martin work BUT you can choose any artist either from the suggestions in this booklet or your own choice. As long as they link to the theme of 'Everyday Objects')

AO3 (More in-depth research, sustained studies and showing planning)

*Double page of personal research

(a mood/theme board showing what you are specifically thinking of looking at for the final piece e.g. objects linked to sport or make-up)

*Double page showing the stages of creating your final A3/A2 coloured pencil study

(photo of outline/grid stage, photos of colour building/tones, photo of final piece. Annotations to explain the process, steps and any challenges along the way)

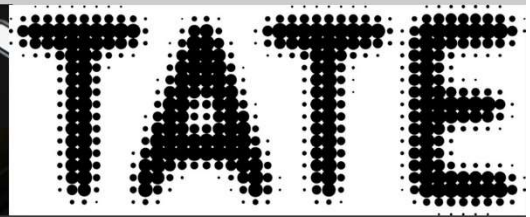
AO4 (The creative conclusion AKA - the final piece or pieces)

*Completed A3/A2 coloured pencil study

(there should be a copy of this in your book along with a long written reflection on the piece, linking it back to artists if you can!)

Artists for research...

"Where can you find them? Where could you start?"



Suggestions... "Natural Forms"

"Use the internet to help you to find artists which link to your theme/topic. They could be an illustrator, painter, photographer, sculptor - anything you like!"



Marcia Baldwin



Ernst Haeckel



Pat Short



Alice Bolland



Angie Lewin



Georgia O'Keeffe



Tessa Horrocks



Robert Kushner



Sorana Tarmu



Tamara Phillips

TOP TIPS - Can you copy their work?

YES! For an artist research page we'd expect you to try to copy or work in the artist. It helps you to understand new techniques and gives you an insight into the working process of the artist!

Checklist - Natural Forms

"Highlight, cross off, or tick...whatever works. Keep yourself on track!"

AO1/AO2 (Exploring the theme and developing ideas)

***Theme page on Natural Forms**

(linking background, images, key words, thorough mind map)

***6 (or more) double pages of a range of Natural Forms studies**

(e.g photography, mixed media, pencil drawings, drawing experiments – blind, contour, casting with plaster, polyblock/linocut printing.)

***Double pages of artist research - Marcia Baldwin, Ian Murphy and**

Andy Goldsworthy *(sympathetic background, title, key words, facts about his work, your opinion of his work, images of his work and at least 1 response to his work...in the relevant place in your book!)*

***Rubbings from trip to Formby or from around school site**

(shells, tree barks and leaves - presented, worked into and annotated)

***Homework ???**

(your teacher will have set tasks related to the theme. These could involve taking photos, drawing pictures, making a collage. These must be glued in and annotated)

***Double page of artist research - YOUR CHOICE**

(this must follow the same process as previous research BUT you can choose an artist of your choice as long as it links to the theme of Natural Forms)

AO3 (More in-depth research, sustained studies and showing planning)

***Double page of personal research** - *(mood or theme board showing what you are specifically thinking of looking at for the final piece e.g. prints of flowers or shells)*

***A specific artist that links to your intention for final piece** – *(it may be the content or use of media – annotate and explain your ideas – e.g Marcia Baldwin)*

***Double page showing the stages of creating your final pieces** – *(photographs of stages, samples, thoroughly annotated with plans and intentions labelled)*

AO4 (the final piece)

***Completed A2 oil pastel study** – *linking to Marcia Baldwin - (there should be a copy of this in your book along with a long written reflection, linking it back to artist)*

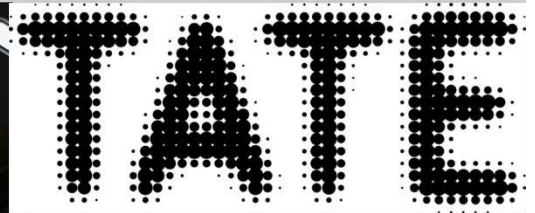
***Completed A2 mixed media study** – *linking to Ian Murphy - (there should be a copy of this in your book along with a long written reflection, linking it back to artist)*

**Any additional final pieces*

EXTRA - *developed digital coloured piece/fine-liner piece*

Artists for research...

"Where can you find them? Where could you start?"



Suggestions... "People"



Florian Nicolle



Dela Deso



Alexander Calder

"The human body, the face, the portrait, the selfie.. artists are fascinating with people. How people look, how they live, their issues, their stories..."



Chuck Close



David Hockney



Andy Warhol



Gwon Osang



David Fullarton



Steve Cutts

TOP TIPS - Unsure of your theme?

This topic can involve anything to do with people. It could be about... aspects of the human body or anatomy, hobbies and interests, issues, famous periods of history, realistic or abstract. Use Pinterest and search 'People Art' or 'Portrait Art' to look for ideas.

Checklist - People

"Highlight, cross off, or tick...whatever works. Keep yourself on track!"

AO1/AO2 (Exploring the theme and developing ideas)

*Theme page on People *(images, key words, mind map)*

*8(or more) annotated pages of studies related to People
(e.g pencil drawings, fine-liner, quink, monoprint, your own photography)

*Eye collage

(using different kinds of paper to represent shadows/highlights/midtones)

*Detailed tonal drawing of the eye

(with written reflection)

*Quink skulls

(1 with mark making/1 blended OR a 1st attempt and a 2nd improved attempt)

*Double page on Boris Schmitz and/or Kris Trappenier

(images, information, key words and 3 mini continuous line drawings)

*Double page of mixed media portraits using acetate

(These were done in the mock)

*Homework - ???

(your teacher will have set tasks related to the theme. These could involve taking photos, drawing pictures, making a collage. These must be glued in and annotated)

*Double page of photoshop developmen of your acetate piece

(with links to Andy Warhol)

AO3 (More in-depth research, sustained studies and showing planning)

*Double page of personal research

(a mood/theme board showing what you are specifically thinking of looking at for the final piece e.g. the human figure , social media or make-up)

*Double page of artist research...chosen by you and linked to your own final piece(s)

(Images, information and annotation as well as a detailed copy of their work)

*4 of more pages of personal, detailed experimentation

(these should link to the artist you picked, the style of work you want to do. Some experiments can be quick/simple but others must be more detailed and should clearly link to the sort of thing you intend to make for your final piece)

*Double page showing the stages of creating your final piece

(evidence of testing and experimenting, before and after colouring or the steps taken to create your final piece for this project)

AO4 (The creative conclusion AKA - the final piece or pieces)

*Completed final piece(s) linked to your AO3 work.

(there should be a copy of this in your book along with a long written reflection on the piece, linking it back to artists you researched yourself as well as any practical work you did)

Annotation guides...

Use the annotation guides on the next few pages to help you to reflect on and write about...

YOUR OWN WORK

(What the piece is, how you made it, whether it was successful or not and how it links to artists)

THE WORK OF ARTISTS

(What they create, how they create it, why you do or don't like their work and how their work could inspire you or teach you a new skill)

Annotation Help...

(Grade 4-5)



1.) What?... What is the piece of work you are writing about? (is it a drawing, a collage, or collage or something else?)

2.) How?... How did you make the work? Did you use any special materials or equipment? What did you do first? What did you do next?

3.) WWW... What is good about the piece? What looks good on the piece? What did you do well?

4.) EBI... What could you improve? Did anything go wrong? Was it difficult?

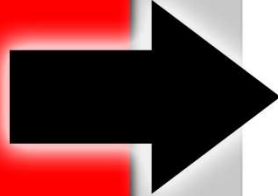
5.) Imagine... How could you turn this idea into a final piece for your project?

Writing about **YOUR** work!

Extra help: **MY** own work!

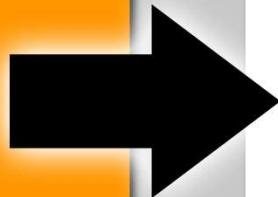
1.) THINK ABOUT...

What is my piece of work?



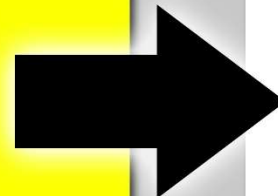
My work is a
of a
The materials I used were
.....

How did I make it?



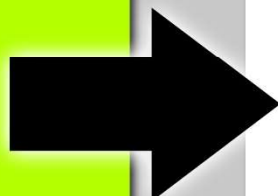
1.) First I...
2.) After that...
3.) Then...
4.) To finish it off, I...

**Is it good or bad?
Why?**



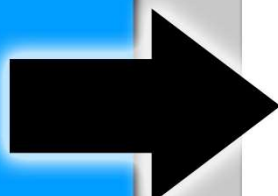
I thought my piece was good because.....
If I could improve it, I would
.....

Does it link to an artist?



My work links to
.....'s work.
I know this because I have used similar

What have I learned?



Through doing this work,
I think I am better at
.....
Next, I would like to try.....

HELP!

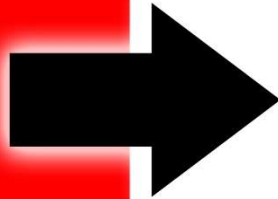
- *Use these simple sentence starters to help you to write about your artwork.
- *Follow each step in order so that your writing makes sense.
- *Use the word banks in your annotation guide to help you to describe important things about your work.

Annotating **MY** own work!

5 main areas you must cover in your annotations...

What?

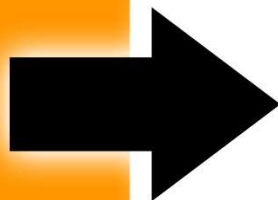
- *What is it?..
- *Explain the work you are annotating...



This is a drawing of a....
This is a series of photographs I took of...
This is a painting of a...
This is a photo of a 3D piece I made of based on a...
My source image came from... (Pinterest/google)
For my mock I made a...
This mixed piece is based on an image of a...

How?

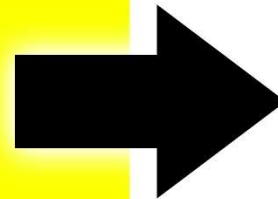
- *How did you make the piece of work?
- *Think: STEP-BY-STEP



Firstly, I searched online to find...
I used Pinterest to find an artist who linked with...
I created this piece by...
After drawing an outline using a grid, I...
Once my composition had been sketched out, I then...
To increase contrast between my shadows, I used...
Before applying my paint, I used...

Quality?

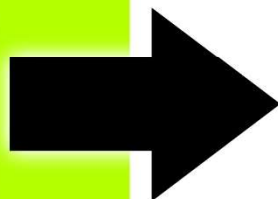
- *What are you pleased with about your work?
- *What could be improved?



In terms of my composition, I am happy that...
I like my piece because...
I don't like my piece because...
If I could repeat this process, I would...
To improve the quality of composition, I could...
The shading in my work is good, however, I am...
This is a piece I am very proud of, because...

Connections

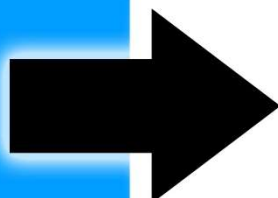
- *Which artist(s) does the work link to?
- *How is it similar/different?



Before starting this piece, I looked at the work of...
This piece links closely with my research on the...
It is similar to ? work, in the way that...
My use of colour is similar to ? because...
I have used ? in my work, in a similar way to...
After completing this piece, I used Pinterest to...
From 'art2day', I found an artist who links to this work...

Learning

- *What skills did you learn?
- *What could you do next?



Through creating this piece, I improved my ? skills...
I improved my use of ? by doing ?....
I could develop my piece by...
If I used Adobe Photoshop, I could experiment with...
To link closer to the work of ?, I could use...
Based on this piece, I could then create....

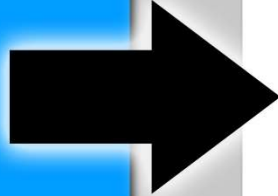
TOP TIPS:

- *Stick to these 5 points in order - this will help your reflections and annotations to flow.
- *Use the sentence starters to help you.
- *if you are still struggling, have a look at the literacy wall for other hints/tips and resources.
- *Don't forget your annotation guide for art specific key words and other sentence starters.
- *Use the Westleigh 'literacy mat' for additional help!

Extra help: **ARTIST'S** work!

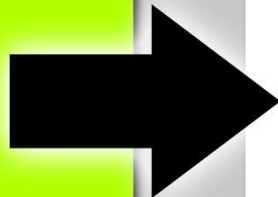
1.) THINK ABOUT...

What work am I looking at?



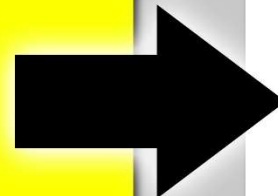
This artwork is a by
It was made using materials such as

How has it been made?



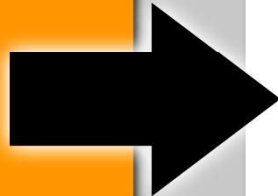
1.) First, the artist would...
2.) Then they would have...
3.) To finish it, they...

Do I like it? Why?



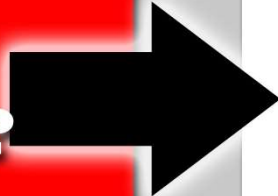
I like this work because.....
.....
However, I don't like
.....

Is it like any of my work?



This piece of art is similar to the that I created, because
.....

Has it inspired me?



By looking at this work, it has made me think about
and make me want to.....

HELP!

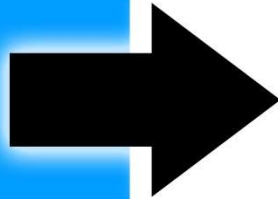
- *Use these simple sentence starters to help you to write about your artwork.
- *Follow each step in order so that your writing makes sense.
- *Use the word banks in your annotation guide to help you to describe important things about the artwork.

Annotating **ARTIST** work!

5 main areas you must cover in your annotations...

Introduce

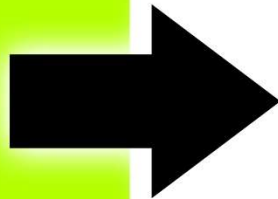
- *What is it?..
- *Explain the work you are annotating...



This is a drawing/painting/sculpture by...
These illustrations are by artist...
My source image came from... (Pinterest/google)
This is my favourite photography by...
I have chosen to reflect on this image because...

How?

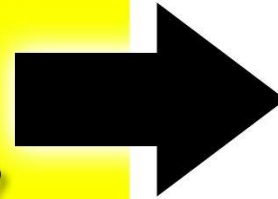
- *How has the work been made?
- *Think: STEP-BY-STEP



From looking at the work, I think...
Firstly, I think the artist...
After sketching the composition, I think ? did...
To add colour, I think the artist used...
From my research, I know that...
After exploring online, I discovered that the artist...

Why?

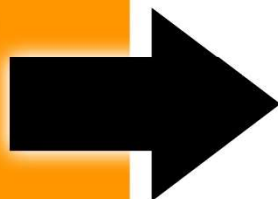
- *Does the work have a message or theme?
- *Why has the artist made it?



I think this work was created to make us think...
Even though I don't feel any emotion, I can see why...
I think the artist wanted to explore colour...
I think the artist was focussed on detail because...
i don't think the message has a message because...
This work is very powerful, it makes me think of...
The work addresses issues, such as...

Connections

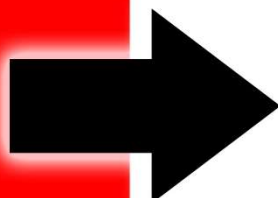
- *How is it similar/different do what you are doing?



This piece links closely with my photos because...
It is similar to ? work, in the way that...
My use of colour is similar to ? because...
I have used ? in my work, in a simialr way to...
This drawing is similar to mine because...
Despite some similarities, the use of colour is...
I can see connections with my work, such as...

Inspiration

- *How could it inspire you?
- *What could you do that links to it?



Through looking at this work, I would like to...
Inspired by his/her work, I could try...
Seeing this work has made me want to experiment with...
To create stronger links with their work, I could try...
I have inspiration by this work because...
I don't find the work inspirational to me, however...

TRY:

*Try writing out annotations on paper first, check it, then type or re-write it for your sketchbook.

*Add this reflection to a decorative page which includes: a clear title, images of work by the artist and a background which links to them!

Stretch Strategies

(Grade 8-9)



You show... AO3:

'An **exceptional** ability to **skillfully** and **rigorously** record **ideas**, **observations** and **insights** through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses'

WOW! Sophisticated language...

- *aesthetic - the overall 'look' of an image or general style of an artist.
- *assemblage - a collection or gathering of objects or images.
- *concept - an idea, theme or intention.
- *figurative - relating to the human form, the human figure.
- *juxtaposition - two things placed together, usually to highlight opposites or conflicts.
- *notion - a concept or belief about something.

REFER TO YOUR STYLE AS AN ARTIST...

"I found this task challenging as the aim was to create something realistic, whereas my style is more loose and sponatenous..."

The Basics...

1.) **What?**... What is the piece of work you are writing about? (is it a drawing, a collage, or collage or something else?)

2.) **How?**... How did you make the work? Did you use any special materials or equipment? What did you do first? What did you do next?

3.) **WWW**... What is good about the piece? What looks good on the piece? What did you do well?

4.) **EBI**... What could you improve? Did anything go wrong?

5.) **Imagine**... How could you turn this idea into a final piece for your project?

"Through creating this work, I started to think more about the injustice of poverty. To make the project more emotive, I could try to include..."

...GET EMOTIONAL
(WHEN IT'S RELEVANT)

SHARE CHANGES OF HEART
OR NEW IDEAS...

"Originally, I had intended to create a series of pieces inspired by David Hockney, however, through my own experiments with collage, I have developed my own idea. Now, i would like to create a series of..."

Writing about **YOUR** work!

Reflecting on my work!

How did I do it? How do I feel about it? Where could this piece of work lead?...



Source image: Found on Pinterest.

TOP TIP: Don't forget to use the annotation wall, annotation guides and literacy mats to help you to write your reflection!

REMEMBER:

What is your work based on?
How did you create the piece?
Do you like it or not? Why?

Final Outcome: Brusho ink/Coloured pencil piece (A3)

"For my mock exam I created this piece based on an image of a blood orange which I found when searching on Pinterest. I chose this image because I liked the rich, bold colours in the photograph and I liked the amount of detail and texture in the photo. I drew the outline freehand and I am happy that I did so accurately and that my composition links to the original photo. I was able to do this because the shape of the blood orange was simple.

After drawing the outline I used masking fluid to select and protect areas such as the section between the peel and the fruit and other highlights. I then mixed and applied a range of warm colours from dark red through to yellow using brusho inks. It was challenging to mix accurate colours so I made sure I tested them on paper before applying them to my piece.

Once the ink colours had dried, I peeled off the masking fluid and worked in pencil to add extra depth and tone to my colour work and shaded over some of the areas which had masking fluid on previously. I did this because some areas were bigger than I thought they would be.

I am happy that my work links closely to the source image and ombre/gradient of colour is very strong and as I hoped it would look. If I was to develop from this idea I could take my own photographs and create work based on those primary sources. I could also use photoshop to explore different hues and groups of colour."

DON'T COPY IT! Get it right!...

Artist Research Pages.

TOP TIP:
Nobody wants to read facts from 'Wikipedia' or other sources. Instead, find out information about...
- What materials and techniques does the artist use?
- What inspires them?

TOP TIP:
If you have made a 'mini piece' inspired by the artist's work, you need to explain how you did it (step-by-step) and list the materials you used!

How could you draw/paint/create sample pieces that link to the artist?
How could you show your understanding of their work?

TOP TIP:
Explain to the examiner why you do or DON'T like the artist's work...
It isn't enough to just say 'I like it' or 'I don't like it' - GIVE REASONS!

How does the background link with the work of the artist?
Look at the pictures for clues

Michael CRAIG-MARTIN

FACTS:
* Michael Craig-Martin has been interested in "Everyday Objects" since the 1960s. In the 70s this was through drawing, but by the 1990s he was painting them!

"The art world, of all worlds, has been for everyone."

MICHAEL CRAIG-MARTIN

... born 1941.

like MCM's work because simplifying and then either beginning objects, to reveal them in a way. He makes extraordinary...

SCULPTURE/ PAINTING.

... has been made from the surroundings...

Had the subject can see

What do key words on a page show an examiner?

blue paper and repaid it by exploring solid lines with a fine-line!

Even though this is a sculpture, it feels like a drawing (drawn with metal). This is a site specific sculpture!

Have I done explored MCM's style and pieces by using coloured paper? I have drawn around a pair of scissors, cut/struck it out...

like that MCM plays with the idea of scale. In one composition, a chair could be tiny, a pin could be...

BOLD LINES

HUGE!

BLOCK COLOUR

FINISHED? REALLY?

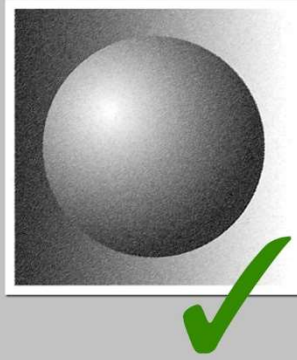
Is there a skill card that links to the work you have just finished? Check below to discover top tips to help you improve your work!

KEY SKILL - TONE

THINK! - Is your tone moving smoothly and gradually from dark through to light?

WHY? - If it isn't, it will look 'scratchy' and scruffy.

FIX IT - Pressing firmly at the start, go over it again, releasing pressure on your pencil, slowly to create a smooth gradient.



KEY SKILL - COLOUR

THINK! - How are you colouring this? Realistic colour or your own scheme of colour?

WHY? - This is an important decision which will alter the mood and atmosphere in your work

FIX IT - Could you test colours on scrap paper to decide on a scheme? If your colours should be accurate, do you have a colour copy of the image?



KEY SKILL - SKETCHING

THINK! - Have you sketched your outline 'lightly' using a 2B or HB pencil?

WHY? - If it isn't, it will be too hard to erase if you make a mistake and it will give your drawing an outline which is 'harsh' and not realistic.

FIX IT - STOP! Either start again or check your pencil and change your pressure. You should not be pressing on hard when planning an outline.

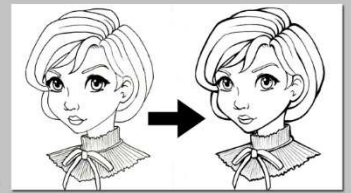


KEY SKILL - WEIGHT OF LINE

THINK! - Where should your lighter, mid-weight or heavy lines be?

WHY? - Different types of lines give a drawing depth and suggest refinement and a higher level of skill.

FIX IT - Could you go over the outline to make it heavier? Could you try using different types/thickness of fine-liner in different sections?



KEY SKILL - BACKGROUNDS

THINK! - Have you stopped and thought about how you're doing to do your background?

WHY? - The materials and techniques you choose should reflect the task, theme or artist you are creating the page about. (SHOW YOUR KNOWLEDGE)

FIX IT - STOP! Look at your work (or the artist's work). Would coloured paper be a good start? What about a 'wash' of colour? Plan carefully and ask your neighbour or teacher if you are unsure!



KEY SKILL - MARK MAKING

THINK! - What kind of marks could you add to enhance your work or suggest depth and tone in a drawing?

WHY? - Highlights/midtones and shadows don't just have to be done using tonal shading.

FIX IT - Could you try hatching, cross-hatching or controlled scribbles on paper using pencil or pen before trying it on a drawing?



KEY SKILL - TITLES/FONTS

THINK! - Have you stopped and thought what font would suit your work?

WHY? - Every part of your page should be thoughtfully planned, even your title can show your knowledge.

FIX IT - STOP!
YOUR WORK - Think about style - e.g if the work is about graffiti, could your title be a graffiti tag?
ARTIST WORK - What colour/aesthetic does their work have?



KEY SKILL - PATTERN

THINK! - Would adding patterns to your page or to your piece of work add interest and detail?

WHY? - Patterns linked to a theme can give your sketchbook work a boost!

FIX IT - Could you use pattern to liven up a boring sketchbook page? Could you add patterns around annotations or to frame a piece of work?



KEY SKILL - COMPOSITION

THINK! - Have you thought about where different elements of the piece need to be positioned in your work?

WHY? - Careful planning makes an image more pleasing to the eye.

FIX IT - 1.) Could you try different arrangements of the image first?
2.) Instead of the full image, could you try sketching interesting sections first?



KEY SKILL - TEXTURE

THINK! - Could you add a tactile texture to your work or your page.

WHY? - If your artist uses textures or impasto, you should try to do the same!

FIX IT - Could you use layers of tissue or newspaper which are torn? Could you use wax or glue to create drips?



How can I make sure I meet or exceed my target?

Art Assessment Objectives

AO4

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

SKILLS-VISUAL LANGUAGE-REFINE
EVALUATE-RESPOND-CONCLUSION

FINAL PIECE(S)

- *Your final piece(s) must...**
 - Be the highest quality work you can do
 - It must link back to your sketchbook work (especially the A03 work)
 - It can be 2D or 3D - in any style you want using any materials you want.
- *MORE MARKS -**
 - THINK DIFFERENTLY - Don't feel you have to stick to standard paper sizes (A4/3/2/1) or standard ways of hanging or displaying work. THINK OUTSIDE THE BOX!
 - Write a reflection on your final piece in your book (use the annotate sheets to help you with this).

- “An exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. An exceptional ability to demonstrate understanding of visual language.”*
- *Your final piece(s) have to wow the examiner. They are the conclusion to what should be a very in-depth exploration into your theme.
 - *Make sure you have pushed yourself out of your comfort zone - be ambitious with big, complex pieces.
 - *Evaluate the final piece in detail - be brutal!

AO3

“Record ideas, observations and insights, relevant to intentions, as work progresses”

PRESENT IDEAS-PRIMARY
OBSERVATION-ANNOTATE-PLAN

SKETCHBOOK

- *Initial research/ideas**
 - Mind maps (key words/images)
 - Theme page/mood boards.
- *Primary sources**
 - Now it's time to do as much of your practical work based on your OWN images and earlier work. Avoid just using photos from Google.
- *Practice**
 - Have a go at more developed 'practice pieces' or 'mini pieces' for in your sketchbook which show what you plan to do for your final piece.
- *Final piece plans**
 - Sketch out possible plans for what your final piece might look like. Annotate and label them to make it as clear as possible.

- An exceptional ability to skillfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.”*
- *Even if you are really confident that your final piece idea is strong, make sure you demonstrate that you have thought of others.
 - *Make sure primary sources (photos) are of a high standard and if they aren't good enough, take a 2nd set.
 - *Make sure 'mini pieces' are of the highest standard possible. These shouldn't be rough, they should be thorough practices.

AO2

“Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes”

REFINE-EXPERIMENT-EXPLORE-
TECHNIQUE-PROCESS-REVIEW

SKETCHBOOK

- *Explore 'wet media'**
 - Things like watercolours, inks, acrylic paints, oil paints, printmaking.
- *Explore 'dry media'**
 - Things like line drawing, tonal drawing, coloured pencil drawing, oil pastels, chalks, collage, photography.
- *Explore '3D media'**
 - Things like wire, clay, cardboard, plaster, found objects.
- *Explore 'digital process'**
 - Photography, use of photoshop, using a scanner, phone apps, digital manipulation.
- *Make sure everything is recorded and evidenced in your book. It must be annotated (use the helpsheets in the classroom to support you)

- “An exceptional ability to thoughtfully refine ideas with discrimination. An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.”*
- *Explore with at least 5 different types of media. Push yourself to try 3D as well as 2D. For every experiment, try it 3 times or more.
 - *Make sure annotations are detailed and that you critique deeply, referring back to yourself and your own style as the artist.

AO1

“Develop ideas through investigations, demonstrating critical understanding of sources”

DEVELOP-EXPLORE-INVESTIGATE
-ANALYSE- ANNOTATE-RESEARCH

SKETCHBOOK

- *Artist research**
 - This can be any kind of artist (painter, sculptor, ceramicist, illustrator, photographer)
 - Clear title
 - Images of their work (from internet)
 - Annotations (facts about their work)
 - Annotations (opinions - what you think of their work)
 - Your creative response (copying a piece of their work)
- *Initial research/ideas**
 - Mind maps
 - Theme page
 - Key words/images.
- *MORE MARKS...**
 - Make sure backgrounds link with an artist in some way - either by the colour of the background or materials used. Titles can even link in sometimes. Think outside the box

- “An exceptional ability to effectively develop ideas through creative and purposeful investigations. An exceptional ability to engage with and demonstrate critical understanding of sources.”*
- *At least 2 artists researched.
 - *Use the 'GENIUS STRETCH' sheets for any of your annotations.
 - *Chose your favourite piece by one of your chosen artists and write an IN-DEPTH analysis of it and how you feel about it. Be critical but balanced.

Target 1-5

Target 6-9

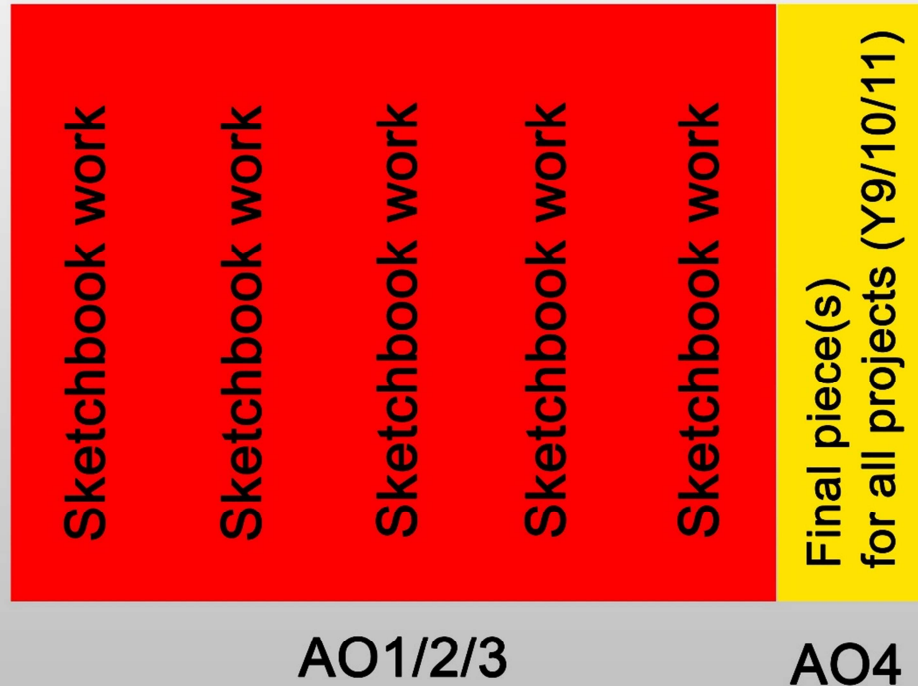
90% of your final grade is based on work done in school with your class teacher or at home.

You could be going into your exam knowing that you have successfully passed the course.
With full coursework marks this would be a guaranteed grade 8 before the 10 hour exam.

GCSE Art and Design

How is my work marked?

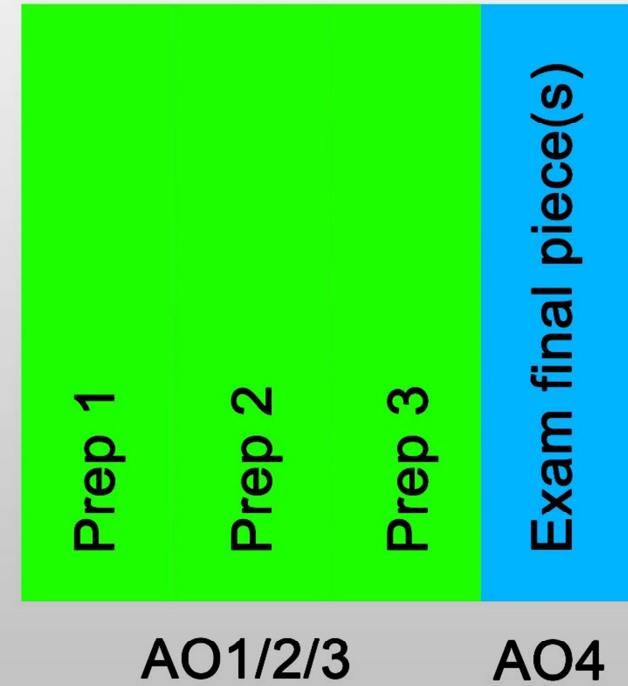
60% = Coursework Portfolio
(Sketchbooks and final pieces)



*75% of your coursework mark is based on your sketchbook work.
(This is 50% of your overall mark)

*25% of your coursework mark is your final piece(s) for all projects
(This is 10% of your overall mark)

40% = Y11 EST
(Externally set task) EXAM



*75% of your exam mark is based on your preparatory work (prep 1/2/3/)
(This is 30% of your overall mark)

*25% of your exam mark is your final piece(s)
which you create in the 10 hour exam
(This is 10% of your overall mark)

(Each coloured bar represents 10%)