



GCSE ART HANDBOOK

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Rules and Expectations in GCSE Art

1. Spend at least THREE hours per week on Independent Learning
2. Read and remember the four Assessment Objectives (or AOs) to help you make sure that you are on target.
3. In addition to tasks set, spend about 20 minutes every week researching exhibitions, galleries, artists and art events relevant to your project.
4. Meet all deadlines
5. Bring your PORTFOLIO/INDEPENDENT WORK to every lesson. Failure to do so will result in an email to your tutor and home. Consistent failure will result in detention.
6. Explore and enjoy different ways of making art to keep your work unique and exciting
7. Do not be afraid of making mistakes – this is a vital part of developing as an artist
8. Discuss improvement targets and ways of improving your work with your teacher
9. Take opportunities to experiment with different media and techniques – drawing, painting, print-making, 3D, mixed-media and photography.
10. Ask if your parent or carer can take you to see an art gallery or exhibition in your own time at least once per term. Living in London we are lucky enough to have a large number of art galleries that are free to visit.
11. Carefully present and store your own work. You are fully responsible for ensuring it is properly organised for assessment and review.
12. Tidy up and clear away properly after you have finished working in the art room. Keep your work safe in your individual plastic polyholdall and tray.
13. Look after your portfolios, taking a personal pride in how they are presented.
14. Keep every piece of work that you do even if you are unhappy with it and have started again. Pieces such as this can be used to demonstrate experimentation and ideas development earning you valuable assessment marks.
15. Extended Curriculum: meet with your teacher to discuss ways of extending tasks to stretch and challenge yourself

Introduction

You will be following the AQA GCSE Art and Design (Arts and Crafts) specification.

Arts and Crafts is all about your skill, creativity and imagination. You will create work in response to project themes and different kinds of inspirational starting points. Although you will all begin from the same starting point you will develop your own unique thoughts and ideas to explore.

Key to being successful at GCSE Art is your ability to gather first hand (or primary) research. When you receive a project starting point the first step in responding will involve gathering in-depth research. This could be done in a number of different ways. Drawing, photography and writing are the most obvious but you can discuss other methods with your teacher.

You must make connections with the work of other artists from different times, places and cultures. The ‘story of art’ is very much a living and ongoing thing. There are countless artists alive and working today shaping the world that we see and experience around us. It is important to show in your work that you have investigated contemporary and historical artists who share similar ideas, or ways of working, to your own. This process might be informed by visits to galleries, exhibitions and museums.

From your research you will begin to experiment with and explore the potential of different techniques, materials and processes. This could include traditional fine art practice such as drawing and painting. However, you will be encouraged to be as experimental as possible, so things like 3D making, digital media, photography, printmaking and mixed media could all become part of your work.

The work that you build up will form the basis for an outcome or final piece that sums up your project. This will assess your ability to bring all your thoughts together and express your ideas in response to the original starting point or project theme.

Course Overview

In order to successfully achieve your GCSE Art you will need to complete two units of work:

Component 1: Coursework (60% of final mark)

During the course you will build up a portfolio of work that is carefully selected and thoughtfully presented. This will include a series of extended projects responding to a theme or starting point in an in-depth way. Evidence will take the form of workbooks, journals, development sheets and test pieces. Projects will be concluded by a final piece outcome usually taking the form of a large scale drawing or painting. Work might also include photography, printmaking, digital media and 3D making.

Component 2: Exam (40% of final mark)

After Christmas in Year 11 you will receive an exam paper from AQA. You will choose ONE question to work from and then have a limited number of weeks to carefully research your thoughts and ideas in response to this theme. This could take the form of a workbook filled with primary research, artist connections and exploration studies. You will then take your sketchbook into a ten hour practical exam. During the exam time you will create a drawing, painting or other type of final piece outcome to finish your project

Drawing

You must provide evidence of drawing in both your coursework and your exam. These can take different forms depending on intention. It can feature as an element within the developmental process and/or explicitly in the realisation of intentions. Drawing could be demonstrated in as evidence for AO1, AO2 and AO4, but must feature in their evidence for AO3. The particular value and significance of drawing should be determined by the ways in which it addresses purpose and need rather than the extent to which it demonstrates technical mastery, unless this is the explicit intention.

Annotation

When addressing the requirements of AO3, you must record your ideas, observations and insights both visually and through written annotation using appropriate specialist vocabulary, as work progresses. Annotation must be explicitly evidenced in both Component 1 and Component 2. The content and presentation of annotation will be determined by what you wish to communicate, including how it supports the development of your work through the creative process. For example, as ideas are developed, explored and recorded annotations might relate to initial thoughts, practical considerations, the communication of intentions, responses to sources, critical reflection on personal work and self-evaluation.

Course Structure

	Year 10	Year 11
HT1	<u>Component 1</u> ‘Bauhaus’ (experimental project)	<u>Component 1</u> Individual project (coursework 2)
October HT Break		
HT2	<u>Component 1</u> ‘Bauhaus’ (experimental project)	<u>Component 1</u> Individual project/ Revision (coursework 2)
Christmas Holidays		
HT3	<u>Component 1</u> ‘Exploring the City’ (coursework 1)	<u>Component 2</u> ‘Externally Set Assignment’ (exam coursework)
February HT Break		
HT4	<u>Component 1</u> ‘Exploring the City’ (coursework 1)	<u>Component 2</u> ‘Externally Set Assignment’ (exam coursework)
Easter HT Break		
HT5	5 HOUR EXAM <u>Component 1</u> ‘Exploring the City’/ Revision (coursework 1)	10 HOUR EXAM
May HT Break		
HT6	<u>Component 1</u> Individual project (coursework 2)	Summer Exhibition
Summer Holiday		

Assessment

Work is assessed using the following Assessment Objectives (AOs). Successful GCSE art students will show that they can:

AO1: Develop ideas through investigations, demonstrating critical understanding of sources (*looking at other artists*)

You need to make clear links in your work to artists/designers/ craftspeople who have explored similar ideas or ways of working. This will involve developing your awareness of how people have made art in different times, places and cultures. Original and exciting work can take inspiration from all sorts of different sources. To achieve a high mark in this AO you need to show that you can produce in-depth research and analyse other people's work to create your own personal ideas.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

You need to show that you can develop ideas by exploring different ways of working. Types of drawing might involve working in pencil, biro, fineliner applying hatching, scumbling and stippling. Types of painting might involve smooth/flat brush-marks or rough/expressive

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

Inspiration and visual information needs to be taken from the visual world around you. It is impossible to underestimate the importance of recording from direct observation of primary sources when researching projects and ideas. Drawing, photography and writing are key to all this. Once you have an idea think about which primary sources you want to look at. As you make studies try different approaches. Not everything needs to be a finished drawing. Quick sketches, close-up photographs and thought maps might also provide exciting responses. Play around with the scale of your observational work. Large double-page spread drawings look great when contrasted with small thumbnail drawings that fill up a page. Good quality observational studies (relevant to your project idea!) can make the difference between a high and a low grade.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language (*final piece*)

Outcomes are the grand finale of your project. They are only as good as the time, quality and richness of effort that you have put into the other AOs. An outcome needs to reflect the exciting culmination of all your ideas and research. The processes of experimentation and exploration have identified the right materials and techniques required to achieve the right outcome. Spend time planning and thinking about your outcome. As always record this in your sketchbook (the more visual the better!). Scale is worth considering – what kind of surface or media would work best? Does it need to be rectangular? What will the first steps of realising your outcome involve? Once it is completed take a good look at it. Write an evaluation analysing it in terms of formal elements, visual language, colour, etc.

Marking

Students are marked out of 24 for each assessment objective, meaning that there will be a total of 96 marks available for each unit.

The AQA exam board specification describes the different final assessment grades as showing evidence of the following:

Grade 7 to 9

Candidates creatively develop and explore ideas through investigations. They sustain related activity perceptively and effectively analyse and evaluate images, artefacts and products. Responses, interpretations and subsequent developments are thoughtfully informed by an understanding of culture and context. They thoughtfully develop and refine their ideas through experimentation, confidently manipulating and exploiting a wide range of relevant resources, media, material, techniques and processes. They combine their knowledge, skills and understanding in resourceful, discriminating and purposeful ways. Significant relationships are established between process and product through continuing evaluation, planning and modification as their work progresses. They sensitively and skilfully record ideas and interpret observations and experiences. They present imaginative and personal responses, communicating the results of thorough research and enquiry in appropriate forms that clearly relate to and facilitate the realisation of intentions. They make perceptive and informed connections between personal lines of enquiry and the work of others.

Grade 4 to 6

Candidates effectively develop and explore ideas through considered investigations. They analyse and evaluate images, artefacts and products with a clear sense of purpose. They demonstrate a suitably broad understanding of context and culture, which inform developing responses. They refine their ideas and select and employ a range of resources, media, material, techniques and processes appropriately. They combine their knowledge, skills and understanding in a generally appropriate and accomplished manner. They understand the relationship between process and product, and demonstrate growing ability to review, modify and refine their work as it progresses. They demonstrate the necessary skills to effectively record and respond to observations and experiences. They present ideas and the results of their research and enquiry competently in forms that are consistent with intentions. They make connections with the work of others, which inform personal responses and support the realisation of intentions.

Grade 1 to 3

Candidates develop and explore ideas through experimentation. They make an attempt to analyse and evaluate images, artefacts and products, and in their responses show evidence of a modest understanding of culture and context. They make an attempt to refine and modify their work as it progresses. They use media, material, techniques and processes with some control and understanding. They demonstrate some ability to combine the knowledge, skills and understanding they have developed. They select and record observations in a direct way and draw upon their experiences. They present ideas with a basic understanding of the links between form and intention. They make a personal response, endeavouring to realise intentions, and seek to make connections between their own work and that of others.

GCSE Assessment Grid

	Assessment objective 1	Assessment objective 2	Assessment objective 3	Assessment objective 4
Marks	Develop ideas through investigations, demonstrating critical understanding of sources.	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Record ideas, observations and insights relevant to intentions as work progresses.	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
24 Convincingly	An exceptional ability to effectively develop ideas through creative and purposeful investigations.	An exceptional ability to thoughtfully refine ideas with discrimination.	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.	An exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction.
23 Clearly				
22 Adequately	An exceptional ability to engage with and demonstrate critical understanding of sources.	An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.		An exceptional ability to demonstrate understanding of visual language.
21 Just				
20 Convincingly	A highly developed ability to effectively develop ideas through creative and purposeful investigations.	A highly developed ability to thoughtfully refine ideas.	A highly developed ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A highly developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction.
19 Clearly				
18 Adequately	A highly developed ability to demonstrate critical understanding of sources.	A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.		A highly developed ability to demonstrate understanding of visual language.
17 Just				
16 Convincingly	A consistent ability to effectively develop ideas through purposeful investigations.	A consistent ability to thoughtfully refine ideas.	A consistent ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A consistent ability to competently present a personal and meaningful response and realise intentions.
15 Clearly				
14 Adequately	A consistent ability to demonstrate critical understanding of sources.	A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.		A consistent ability to demonstrate understanding of visual language.
13 Just				
12 Convincingly	A moderate ability to effectively develop ideas through purposeful investigations.	A moderate ability to thoughtfully refine ideas.	A moderate ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A moderate ability to competently present a personal and meaningful response and realise intentions.
11 Clearly				
10 Adequately	A moderate ability to demonstrate critical understanding of sources.	A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.		A moderate ability to demonstrate understanding of visual language.
9 Just				
8 Convincingly	Some ability to develop ideas through purposeful investigations. Some ability to demonstrate critical understanding of sources.	Some ability to refine ideas. Some ability to select and experiment with appropriate media, materials, techniques and processes.	Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Some ability to present a personal and meaningful response and realise intentions. Some ability to demonstrate understanding of visual language.
7 Clearly				
6 Adequately				
5 Just				
4 Convincingly	Minimal ability to develop ideas through investigations. Minimal ability to demonstrate critical understanding of sources.	Minimal ability to refine ideas. Minimal ability to select and experiment with appropriate media, materials, techniques and processes.	Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Minimal ability to present a personal and meaningful response and realise intentions. Minimal ability to demonstrate understanding of visual language.
3 Clearly				
2 Adequately				
1 Just				
0	Work not worthy of any marks.			

Vocabulary

2D Formal Elements: Key words that can be applied and used to describe art and design such as drawing, painting, print-making, collage, photography and graphics (Line/Tone/Texture/Shape/Pattern).

3D Formal Elements: Key words that can be applied and used to describe art and design such as sculpture, furniture, architecture and millinery (Structure/Form/Volume/Balance/Surface)

Colour: Chromatic values in terms of scientific, mechanical and expressive qualities (primary/secondary/tertiary/complementary/simultaneous/contrast/hot & cold/earth)

Composition: Ways of arranging, organising and laying out elements in a piece of art and design to suggest different visual ideas and meanings.

Analyse: Examine methodically and in detail, typically in order to interpret.

Annotate: Note added to drawing, image or text for explanation or comment.

Apply: Put skills/knowledge/understanding into action in a particular context.

Appropriate: Selection and use of materials, equipment and processes in ways that reflect a creative aim, brief or theme.

Coherent: Logically or aesthetically consistent and holding together as a harmonious or credible whole.

Confident: Demonstrate secure application of skills or processes.

Creative: Using techniques, equipment and processes to express ideas or feelings in new and engaging ways.

Compare: Identify the main factors relating to two or more items/situations, and explain the similarities and differences, and in some cases say which is best and why.

Competent: Having the necessary skill or knowledge to do something suitably or sufficiently, in amount or extent.

Comprehensive: Full, covering a range of factors, related to goals, briefs or objectives.

Consistent: Able to reliably repeat an action that progresses towards achieving an aim.

Define: State or describe exactly the nature, scope or meaning of something.

Demonstrate: Carry out practically.

Describe: Give a clear description that includes all the relevant features – think of it as ‘painting a picture with words’.

Develop: Bring out potential.

Discuss: Consider different aspects of a topic and how they interrelate and the extent to which they are important.

Effective: Show control over techniques, equipment and processes to efficiently meet the details and broad aims of a requirement.

Enhance: To raise in degree, to intensify.

Evaluate: Bring together all information and review it to form a conclusion, drawing on evidence including strengths, weaknesses, alternative actions, relevant data or information.

Explain: Provide details and give reasons and/or evidence to support an argument.

Explore: Try out the qualities of materials, techniques or processes through practical investigation, with some record of results.

Identify: Indicate the main features or purpose of something.

Imaginative: Develop ideas and concepts in new, engaging and inventive ways.

Independent: To complete some work on your own, by yourself, separate from other people.

Investigate: Test the qualities of materials, techniques or processes through practical exploration, keeping outline records of results.

Justify: Give reasons or evidence to support an opinion.

Outline: Provide a summary or overview or a brief description.

Refine: Improve initial work taking into account feedback and aims.

Review: Assess formally with the intention of instituting change if necessary.

Select: Choose the best or most suitable option.

Support: Contributing to the success or maintaining the value of something.

Synthesise: Put together or combine into a complex whole.

Consistent: Deliver to a high standard throughout. 12

Contextual: Connections made to the work of other artists from different and similar times, places and cultures.

Fluent: Communicate and present high quality material in a clear and meaningful way.

Skilful: Control and manipulate materials, techniques and processes with a high level of understanding, ability and control.

AQA Exam Board

AQA GCSE Art Specification - <http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/>

Useful Resources

If you want to succeed and achieve on your GCSE Art course you need to visit galleries, museums and exhibitions on a regular basis. Living in London you are lucky enough to have some of the world's most famous galleries right on your step and many of them are FREE to visit!

Tate Britain <http://www.tate.org.uk/visit/tate-britain>

Tate Modern <http://www.tate.org.uk/visit/tate-modern>

The National Gallery <http://www.nationalgallery.org.uk/>

The National Portrait Gallery <http://www.npg.org.uk/>

The Victoria and Albert Museum <http://www.vam.ac.uk/>

The British Museum <http://www.britishmuseum.org/>

The Design Museum <http://designmuseum.org/>

The Natural History Museum <http://www.nhm.ac.uk/>

The Science Museum <http://www.sciencemuseum.org.uk/>

The Wallace Collection <http://www.wallacecollection.org/>

The Haunch of Venison <http://haunchofvenison.com/>