

**GCSE Art & Design**

**-**

**Fine Art & Textiles**

**disciplines**

## HOW IS THE COURSEWORK MARKED?

THERE ARE 4  
ASSESSMENT  
OBJECTIVES

# A01

Develop ideas through investigations, demonstrating critical understanding of sources

# A03

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

# A02

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

# A04

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

## **VITAL POINTS TO CONSIDER**

- Students cannot reach their targets by classwork alone!
- Students are allowed to work on sketchbooks at home but not final pieces.
- Each student should be working on their sketchbook an estimated 2hrs a week.

## **WHERE DO STUDENTS STRUGGLE MOST?**

- Independence and planning for mock and actual exams.
- Choosing starting points from a given theme then developing independently.
- There are no wrong outcomes, just better solutions.
- The best and most rewarding work created by students is personally driven.
- Encouraging students to collect primary research.

# PRIMARY RESEARCH

**& Write!**



- A **primary source** is one that you study directly from **first-hand experience**. Primary sources can be natural objects, artefacts, places, people or events.

**Photograph**

**Sketch & paint**

**Collect**



**A combination of all of these is best!**

# PRIMARY RESEARCH

- A **primary source** is one that you study directly from **first-hand experience**. Primary sources can be natural objects, artefacts, places, people or events.

Visit



&

Experience



# WORKING DIRECTLY FROM A PRIMARY SOURCE ALLOWS YOU TO:

Change your viewpoint

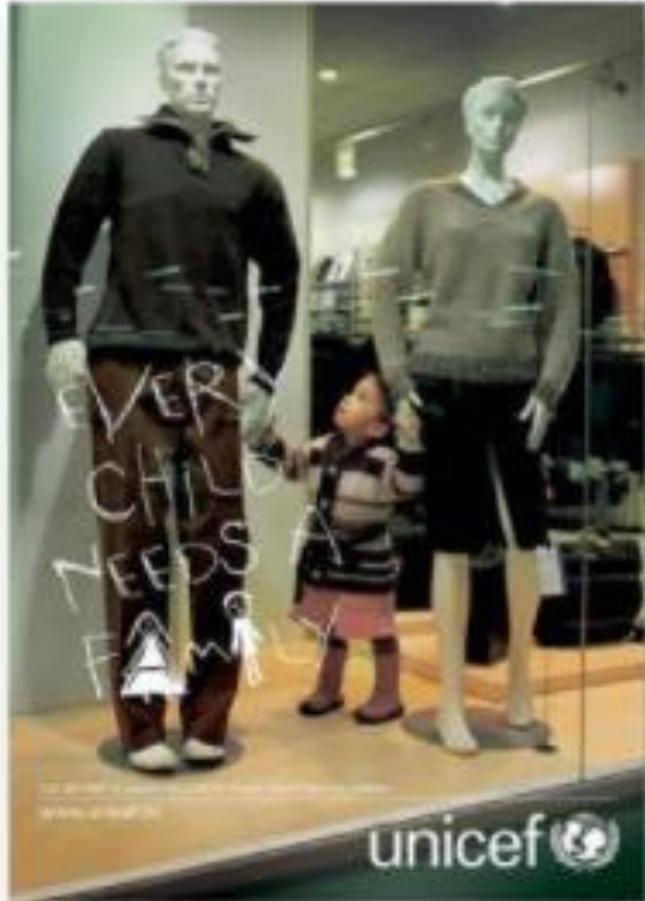


Experience objects, images, people or places in different lighting conditions



# WORKING DIRECTLY FROM A PRIMARY SOURCE ALLOWS YOU TO:

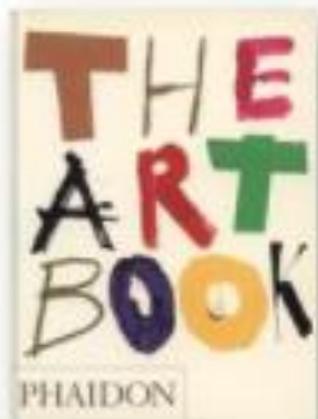
Respond emotionally to the subject



# SECONDARY RESEARCH

- A secondary source is **material produced by others**. Secondary sources can be reproductions of images and artefacts, photographs, film, video or web-based material..

## Books



## Other media

### Magazines & newspapers



### TV & Film



### The internet!



**A combination of all of these is best!**



# YOU CAN CHOOSE TO USE IMAGERY FROM ONE CONTEXT IN A NEW OR INNOVATIVE WAY. FOR EXAMPLE:

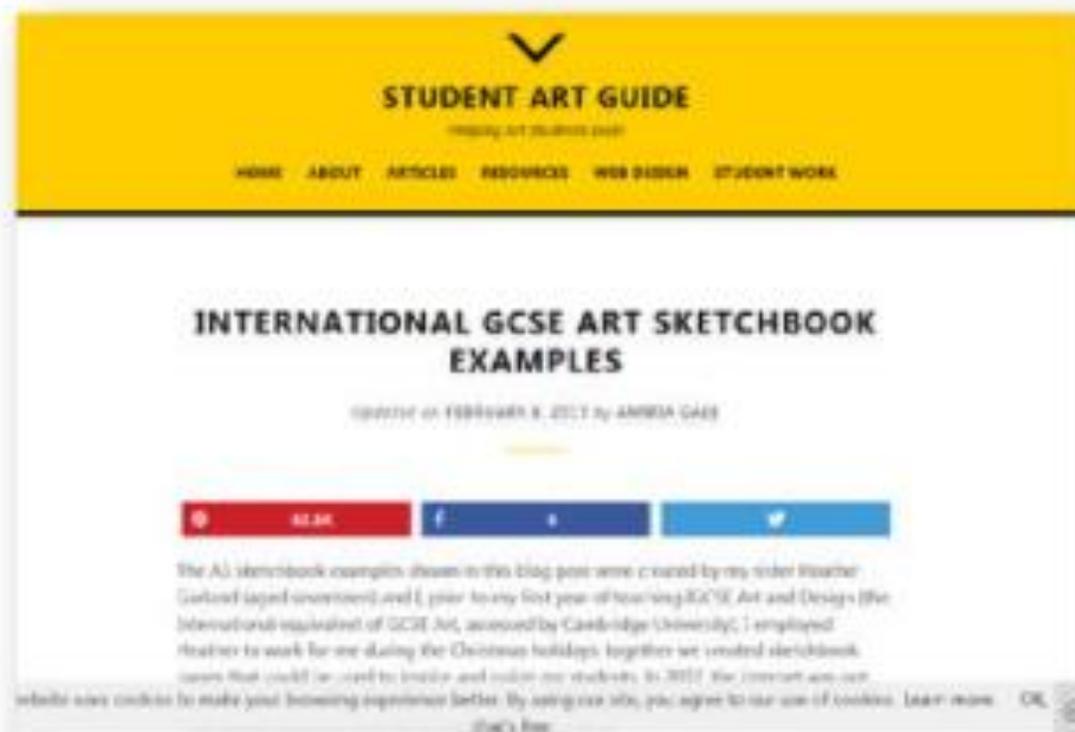
Inspired by art & design to recreate





# OTHER RESOURCES - WWW.STUDENTARTGUIDE.COM

- Student Art Guide – an excellent resource with ideas & links for GCSE & A Level students



# BBC BITESIZE

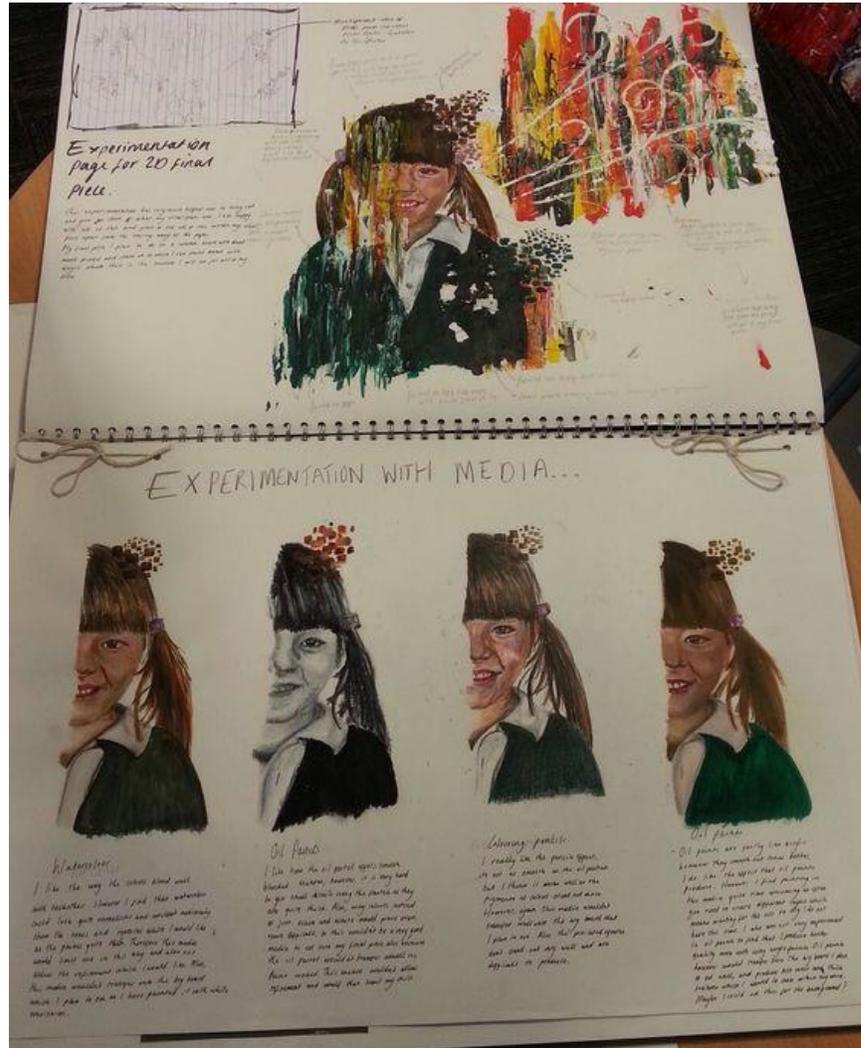
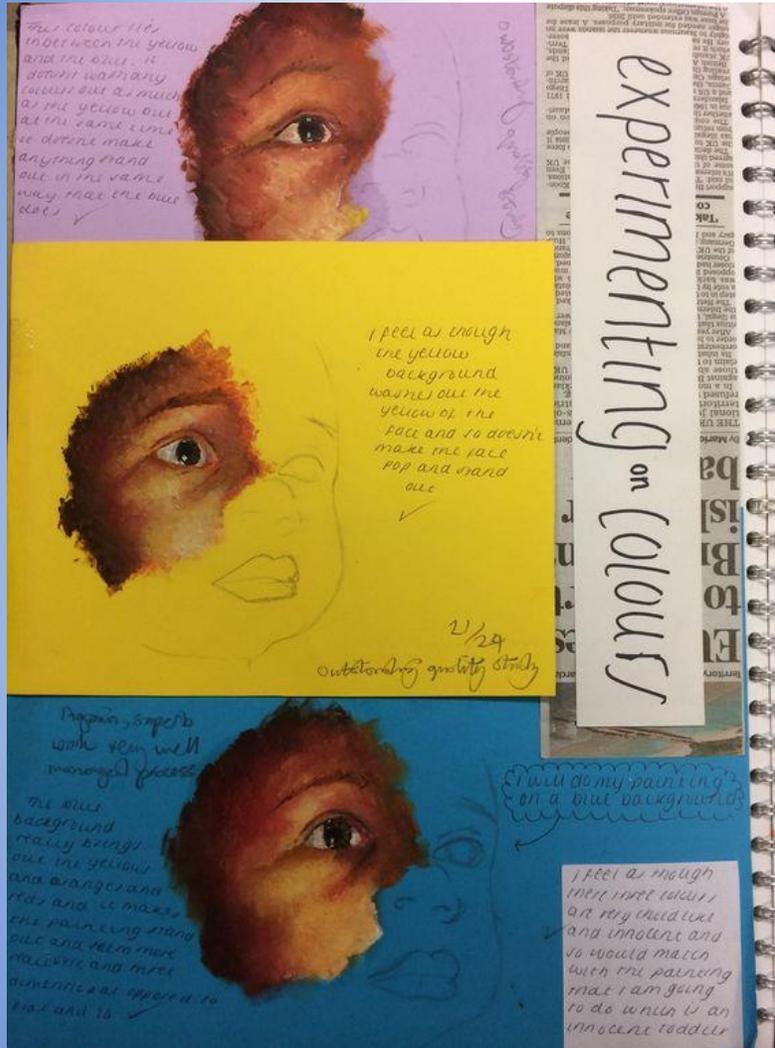
The screenshot shows the BBC Bitesize website interface. At the top, there is a purple navigation bar with the BBC logo and the word 'Bitesize'. Below this is a white bar with navigation links: 'Home', 'Learn & revise', and 'Support'. On the right side of this bar, there are links for 'My Bitesize' and 'All Bitesize'. The main content area has a purple header with the word 'GCSE'. Below this, the article title 'Annotating your work' is displayed in a large, bold font. A short introductory paragraph follows, explaining that annotation helps with writing and organizing thoughts. Below the text, there are three tabs: 'Review', 'Video', and 'Text'. The 'Review' tab is currently selected. To the right of the main content, there is a 'More Guides' sidebar with a list of links: 'Feeling uninspired', 'Responding to stimuli', 'Analytical drawing', 'Developing ideas', 'Creating a design brief', 'Experimenting with materials and techniques', 'Recording and observing', 'Annotating your work' (which is highlighted), 'Analysing and evaluating', and 'Presenting your personal statement and response'. Below the sidebar, there is a small image of a group of people and a text box with the heading 'Struggling to get your head round revision and exams?'. The main article content includes a large image of a sketchbook with various drawings and a caption that reads 'Use your work sheet with permission to judge and respond'. Below the image, there is a paragraph of text: 'Annotations are written explanations or critical comments added to art or design work that record and communicate your thoughts. They are a key feature of annotation and can be used, for example, to evaluate the work of an artist or designer and to discuss it.'

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## HOW CAN PARENTS SUPPORT?

- Actively support by encouraging investigation. Getting out and about, encouraging sketching.
- Monitoring independent work. Checking assignments set on teams. Looking at planning sheets in books.
- Make sure there is an active response to feedback and targets given.
- Encourage to attend art sessions after school.
- Always contact the teacher if unsure –  
[zmoore@ketteringscienceacademy.org](mailto:zmoore@ketteringscienceacademy.org);  
[cmawle@ketteringscienceacademy.org](mailto:cmawle@ketteringscienceacademy.org);  
[hjohnson@ketteringscienceacademy.org](mailto:hjohnson@ketteringscienceacademy.org)



# TIP 1

**You must take an idea and develop it technically at least twice!**

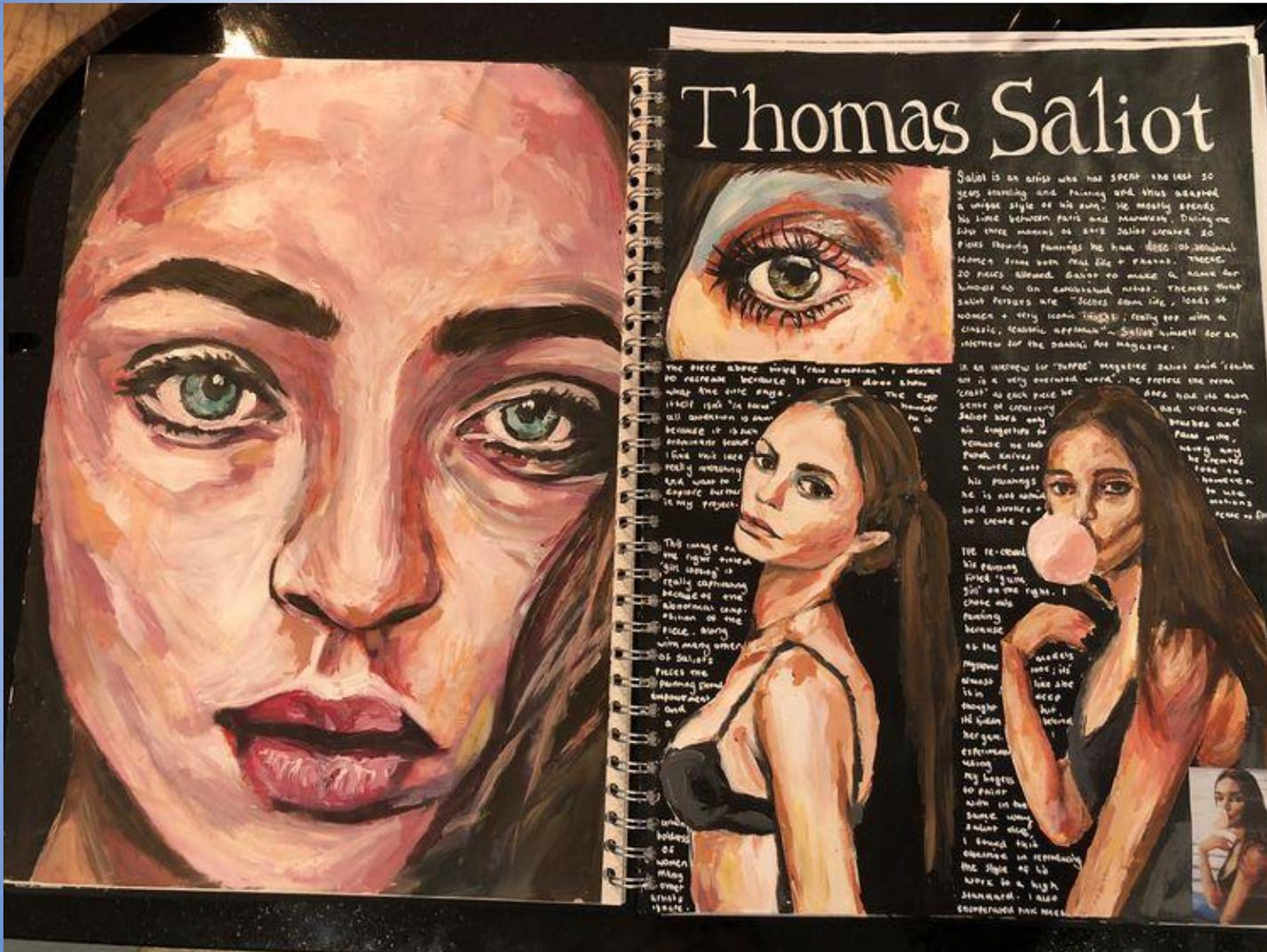
**- You have done the same response twice but changed the material, added something, moved it on to the computer and edited it.**



# TIP 1a

You must take an idea and develop it conceptually or compositionally at least twice!

Much like tip 1, you need to ensure you are taking the concepts of your ideas as far as possible.



## TIP 2

**When completing an artists research page you must do one large scale study and at least one other small scale study.**

***-Take your time do the large scale study, the smaller ones should take much less time and are more as an experimentation with the artists style and process.***





marion  
bolognesi

Marion Bolognesi was born in 1948 in New York City and she works as an architect. She got her BA in Architecture from the University of Pennsylvania in 1970 and her MFA in Architecture from the University of Pennsylvania in 1973. She has been teaching at the University of Pennsylvania since 1973. She is also a practicing architect and has worked for several years in the architecture firm of Skidmore, OWing, Merrill and Knapp.



# TIP 3

You must have at least 2 pages in your sketch book that have multiple observational drawings either of the same object, or with in the same theme. You must include pictures of what you draw!

*An observational drawing is when you draw directly from an object in front of you.*





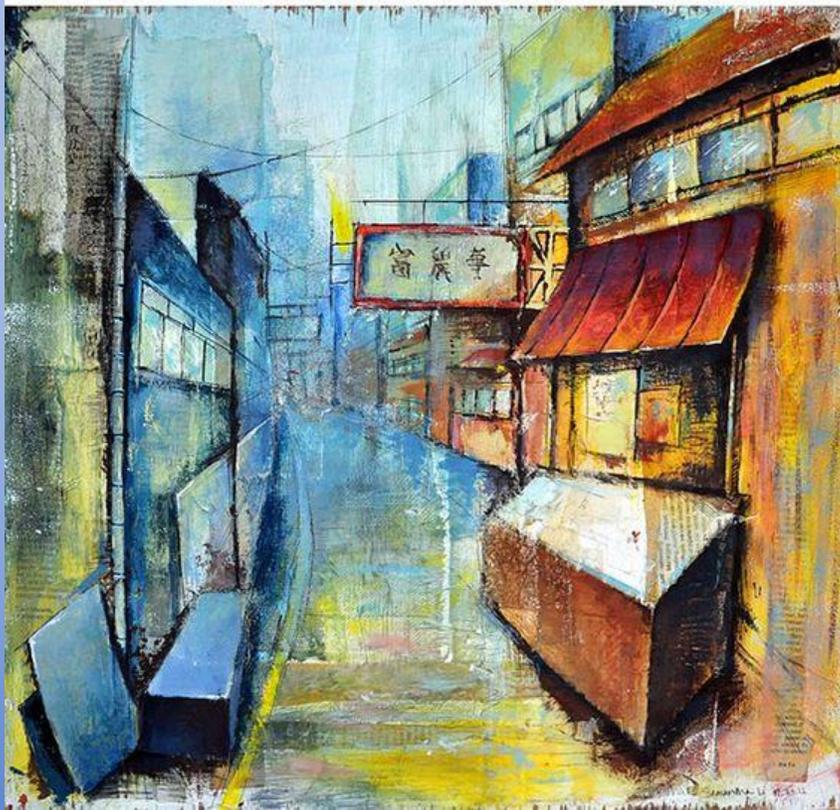
The colors here evoke a lot like at a concert or a dance party. It has a lot of vibrant development (if that makes sense) what really shows the vibrant world, which could make an air atmosphere painting "blow" has a lot of movement!



I like the vibrant, cool paper texture and the bright contrasting warm colors.



Materials (kg)  
 1. Sandpaper  
 2. Pen - silver sketch  
 3. Lay down lights  
 4. Shade  
 5. Textures  
 6. Popping out shapes - bright colors  
 7. Popping out shapes - bright colors  
 8. Popping out shapes - bright colors  
 9. Popping out shapes - bright colors



# TIP 4

You must show planning for some of your responses. When you design something, you would always do preliminary sketches, a quick 20 minute draft (a kind of hypothesis) This is the same for your responses.

5/10/2012

## COMPOSITIONAL IDEAS

HAVING explored cultural identity, I would now want to move on and investigate other factors that contribute to WHO WE ARE and HOW WE CHOOSE to define ourselves. I think the concept of age is very interesting - we have very strong ideas about elderly people; they are dull, boring and lifeless. On the other hand, youth culture is portrayed as energetic, fun and unpredictable. I want to create a piece that questions these stereotypes - an elderly person can too be wild and dynamic, can they not?

### IDEAS FOR PHOTOGRAPHIC ESSAY



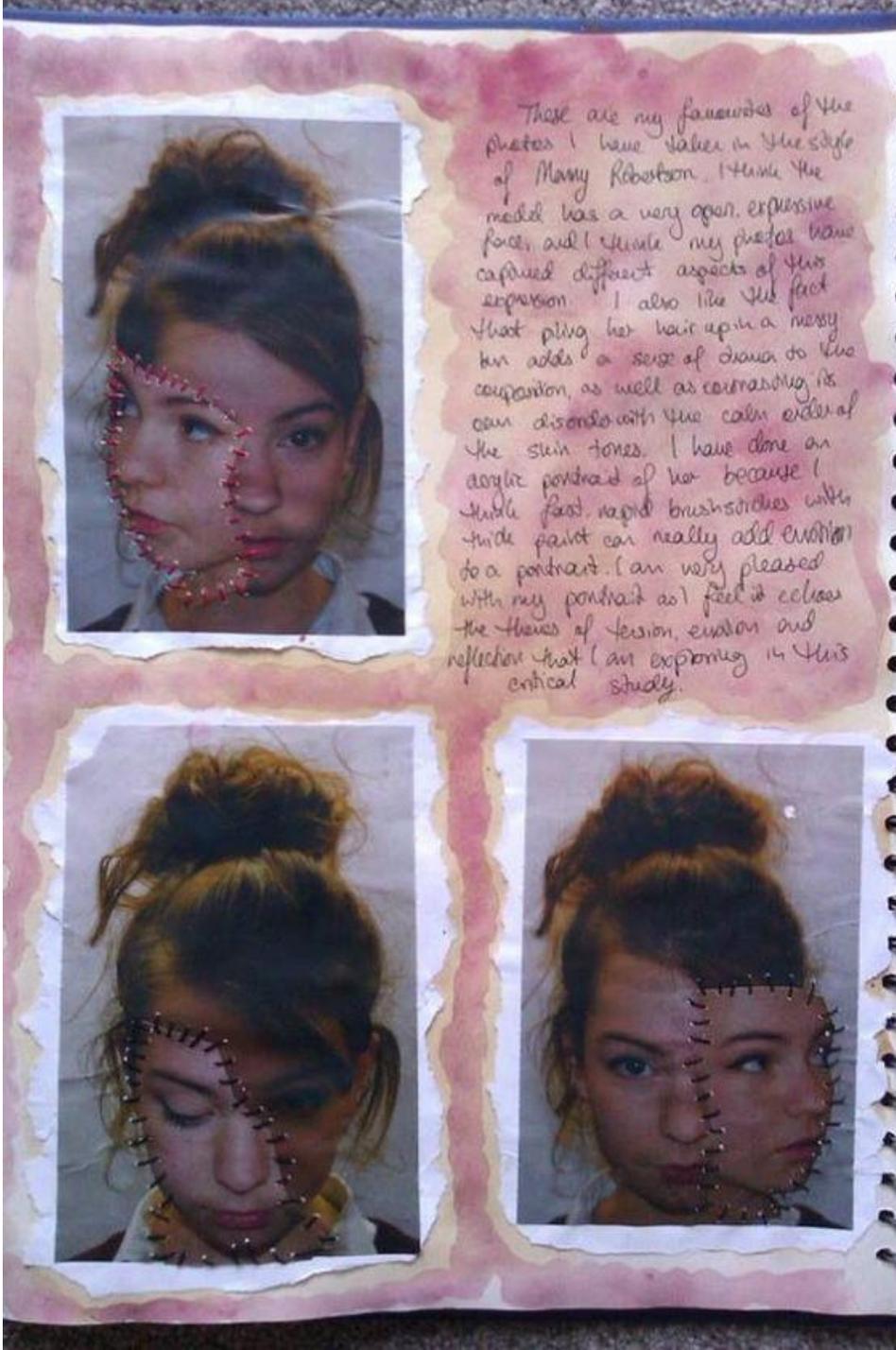
"Confessions of an elderly drama queen"



The subject of my photographs will be an elderly person embodying a youthful vibe, posing playfully and showing a large range of variety in facial expressions.

### MY OWN PHOTOGRAPHS





# TIP 5

Use as many primary images as possible and experiment with them as much as possible.



## GCSE assessment grid – you should use this assessment grid to assess all student work for both components and all titles

Assessment Objectives	0	Level 1 LIMITED ABILITY <i>Insufficient knowledge, understanding and skills; minimal evidence of, and lack of structure in, the development and recording of ideas</i>			Level 2 BASIC ABILITY <i>Some knowledge, understanding and skills demonstrated but they are simplistic and deliberate; some structure and repetition in the development and recording of ideas</i>			Level 3 EMERGING COMPETENT ABILITY <i>Knowledge, understanding and skills are generally adequate but safe</i>			Level 4 COMPETENT AND CONSISTENT ABILITY <i>Knowledge, understanding and skills are secure and cohesive throughout</i>			Level 5 CONFIDENT AND ASSURED ABILITY <i>Knowledge, understanding and skills are effective and focused throughout</i>			Level 6 EXCEPTIONAL ABILITY <i>Knowledge, understanding and skills are in-depth, perceptive and accomplished throughout</i>			
		Evidence meets requirements	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully
<b>AO1</b> Develop ideas through investigations, demonstrating critical understanding of sources	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	<b>AO1 mark</b>
	No rewardable material	<ul style="list-style-type: none"> <li>Development of ideas through investigations shows limited ability</li> <li>The investigation process shows limited critical understanding of the context of own ideas and the sources that have informed them</li> </ul>			<ul style="list-style-type: none"> <li>Development of ideas through investigations shows basic ability</li> <li>The investigation process shows basic critical understanding of the context of own ideas and the sources that have informed them</li> </ul>			<ul style="list-style-type: none"> <li>Development of ideas through investigations shows emerging competence</li> <li>The investigation process shows emerging competence in critical understanding of the context of own ideas and the sources that have informed them</li> </ul>			<ul style="list-style-type: none"> <li>Development of ideas through investigations shows competent and consistent ability</li> <li>The investigation process shows competent and consistent critical understanding of the context of own ideas and the sources that have informed them</li> </ul>			<ul style="list-style-type: none"> <li>Development of ideas through investigations shows confident and assured ability</li> <li>The investigation process shows confident and assured critical understanding of the context of own ideas and the sources that have informed them</li> </ul>			<ul style="list-style-type: none"> <li>Development of ideas through investigations shows exceptional ability</li> <li>The investigation process shows exceptional critical understanding of the context of own ideas and the sources that have informed them</li> </ul>			
<b>AO2</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	<b>AO2 mark</b>
	No rewardable material	<ul style="list-style-type: none"> <li>Limited ability to refine work, driven by insights gained through exploration of ideas and reflection</li> <li>Limited ability to explore ideas through a process of experimentation and review</li> <li>Limited ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions</li> </ul>			<ul style="list-style-type: none"> <li>Basic ability to refine work, driven by insights gained through exploration of ideas and reflection</li> <li>Basic ability to explore ideas through a process of experimentation and review</li> <li>Basic ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions</li> </ul>			<ul style="list-style-type: none"> <li>Emerging competence in ability to refine work, driven by insights gained through exploration of ideas and reflection</li> <li>Emerging competence in ability to explore ideas through a process of experimentation and review</li> <li>Emerging competence in ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions</li> </ul>			<ul style="list-style-type: none"> <li>Competent and consistent ability to refine work, driven by insights gained through exploration of ideas and reflection</li> <li>Competent and consistent ability to explore ideas through a process of experimentation and review</li> <li>Competent and consistent ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions</li> </ul>			<ul style="list-style-type: none"> <li>Confident and assured ability to refine work, driven by insights gained through exploration of ideas and reflection</li> <li>Confident and assured ability to explore ideas through a process of experimentation and review</li> <li>Confident and assured ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions</li> </ul>			<ul style="list-style-type: none"> <li>Exceptional ability to refine work, informed by insights gained through exploring and reflecting on ideas</li> <li>Exceptional ability to explore ideas through a process of experimentation and review</li> <li>Exceptional ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions</li> </ul>			
<b>AO3</b> Record ideas, observations and insights relevant to intentions as work progresses	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	<b>AO3 mark</b>
	No rewardable material	<ul style="list-style-type: none"> <li>Limited ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods</li> <li>Limited ability to record relevant to intentions</li> </ul>			<ul style="list-style-type: none"> <li>Basic ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods</li> <li>Basic ability to record relevant to intentions</li> </ul>			<ul style="list-style-type: none"> <li>Emerging competence in ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods</li> <li>Emerging competence in ability to record relevant to intentions</li> </ul>			<ul style="list-style-type: none"> <li>Competent and consistent ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods</li> <li>Competent and consistent ability to record relevant to intentions</li> </ul>			<ul style="list-style-type: none"> <li>Confident and assured ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods</li> <li>Confident and assured ability to record relevant to intentions</li> </ul>			<ul style="list-style-type: none"> <li>Exceptional ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods</li> <li>Exceptional ability to record relevant to intentions</li> </ul>			
<b>AO4</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	<b>AO4 mark</b>
	No rewardable material	<ul style="list-style-type: none"> <li>Limited ability to produce a personal and meaningful response</li> <li>Limited ability to realise intentions</li> <li>Realisations demonstrate limited understanding of visual language through application of formal elements</li> </ul>			<ul style="list-style-type: none"> <li>Basic ability to produce a personal and meaningful response</li> <li>Basic ability to realise intentions</li> <li>Realisations demonstrate basic understanding of visual language through application of formal elements</li> </ul>			<ul style="list-style-type: none"> <li>Emerging competence in ability to produce a personal and meaningful response</li> <li>Emerging competence in ability to realise intentions</li> <li>Realisations demonstrate emerging competence in understanding of visual language through application of formal elements</li> </ul>			<ul style="list-style-type: none"> <li>Competent and consistent ability to produce a personal and meaningful response</li> <li>Competent and consistent ability to realise intentions</li> <li>Realisations demonstrate competent and consistent understanding of visual language through application of formal elements</li> </ul>			<ul style="list-style-type: none"> <li>Confident and assured ability to produce a personal and meaningful response</li> <li>Confident and assured ability to realise intentions</li> <li>Realisations demonstrate confident and assured understanding of visual language through application of formal elements</li> </ul>			<ul style="list-style-type: none"> <li>Exceptional ability to produce a personal and meaningful response</li> <li>Exceptional ability to realise intentions</li> <li>Realisations demonstrate exceptional understanding of visual language through application of formal elements</li> </ul>			
<b>Total</b>																				