

ART & DESIGN

EXAM BOARD: **EDEXCEL**

COURSE CODE: **1AD0**



'I will take responsibility for my learning, be intellectually curious and work independently at school and at home.'



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TOPIC NUMBER	TOPIC	Assessment Objective
	ART & DESIGN GCSE EXAM INFORMATION	
1	MIND MAPPING	1
2	ARTISTS RESEARCH (SEE TEACHER FOR SPECIFIC ARTISTS)	1
3	DRAWING	3
4	EXPERIMENTING WITH MEDIA, PROCESSES AND DEVELOPING IDEAS	1 & 2
5	ANNOTATING AND LINKING WORK	1, 2 & 3
6	REFINEMENT OF IDEAS	2
7	CREATING FINAL OUTCOMES	4
	ASSESSMENT OBJECTIVES SHEET	

Name:

Tutor Group:

Art and Design GCSE

2019-2021

Marking/Grading

Component 1 - Portfolio (coursework) 60% of final grade

Component 2 - Exam project 40% of final grade.

Each assessment objective is marked out of 18 giving a total mark of 72 available for both Component 1 and Component 2 separately.

Mind Mapping

INTRODUCTION

What is mind mapping?

This is when you come up with as many different words/images that you can think of that connect to your main theme.

KEY IDEAS

WHY DO WE DO IT?

- To give a clear idea to the examiners what your initial thoughts and inspiration was and the direction in which your project might go.
- It creates the climate for the rest of your project.
- At the beginning of each project you must have an initial mind mapping page.
- Also consider doing them as you focus more into specific 'mini' themes throughout the project.

FURTHER LINKS

Further links - Stretch

<https://www.studentartguide.com/articles/how-to-make-a-mindmap-creative-ideas>

<https://www.bbc.com/bitesize/guides/z2hp3k7/revison/1>

TIPS:

What makes a GOOD OR EXCELLENT mind map?

- Lots of words, at least 20. CHECK SPELLINGS CAREFULLY
- Images that match the words, these should be a combination of found images, your own photos and drawn/painted images.
- Consider any artists work that you might also include.
- An effective layout – this is what lets most people down – Don't try to be fancy, keep it simple and well balanced if you are unsure. Do not spend all of your time on presentation – spend time on the actual work!

Use the examples here to help you.



QUESTIONS/TASKS

- Is your mind map clearly arranged?
- Is it interesting to look at and easy to follow?
- Create 3 mini mind maps based on mini themes within your theme.

STRETCH

Task

Create more complex mind maps such as below



Artists Research and Analysis

INTRODUCTION

Whichever artists you look at (these will be self-directed or directed by your teacher) you will be required to analyse their work and link it to your own ideas. Use the following formulas to HELP ENSURE YOU COVER ALL AREAS OF THE ANALYSIS

KEY WORDS

Form	What is it?
Context	When was it made and are there any other links in society
Content	What is in the work? What is it 'of'
Process	How was it created?
Mood	How does the above create a mood? What is that mood?

FURTHER LINKS

<https://www.studentartguide.com/articles/how-to-analyze-an-artwork>

<http://www.bbc.co.uk/schools/gcsebitesize/art/aos/ao15.shtml>

TIPS:

Analysing artworks

Always use the following formula for looking at any artwork.

The Title of the artwork, the date it was created, where it can be seen.

Form

- What is the artwork? What is the size and scale? What materials have been used to create the artwork. What is the genre of the artwork, eg portrait, landscape, etc

Context

- When was it made? Is the artwork in response to anything such as war, politics, or any other social/ historical or contemporary issues? How do you know this?

Content

- What is the main theme of the artwork?
- Describe in detail what you see in the artwork. Consider how the composition is arranged, are there lines or shapes that link one area to another? Or colours that are mirrored in different places?
- Is the work realistic, semi abstract or abstract?

Process

- What materials have been used, how and where? Thick, thin paint? Lyrical or graphical marks etc./
- Have you been able to see any sketchbooks/ preparatory work that helps to explain how the decisions the artists made before creating the final piece?

Mood

- How does the work make you feel? How does the scale, colour, shape, texture or theme of the work affect the mood?

QUESTIONS

1. Choose the artwork that interests you the most.
2. Use the form context, content process and mood formula to write at least a page of analysis on the artwork.
3. Choose one of studies or developments that you have created in response to the artwork. Explain how you used a similar style. How is your work similar? How is it different?
4. Are there any purposeful differences? Have you linked more than one artist to your own ideas? How and why?

STRETCH

Task

Find out what other artists or styles your chosen artist was inspired by? DO further reading on this and include it in your work through more annotations and images.

Ensure all developments include annotation that links back to your artists.

ART & DESIGN - TOPIC 3

Drawing

INTRODUCTION

Drawing is an important aspect of Art and developing your skill in drawing is vital. However, drawing is not simply a pencil shaded drawing, drawing can take many forms from 2 min pen studies to longer realistic shaded pencil work. You should always consider the purpose of your drawing and match the way you draw to this.

KEY WORDS

Composition	How you arrange your work
Shape/form	The shape or 3D shape you are creating
Line	This may be an important element and your main focus in a drawing
Tone	Darks and lights, have you created tone? How?
Colour	Have you used the same colours or changed them?
Materials/Media	What materials have you used to draw with? Why? Pen, pencil, graphite etc.

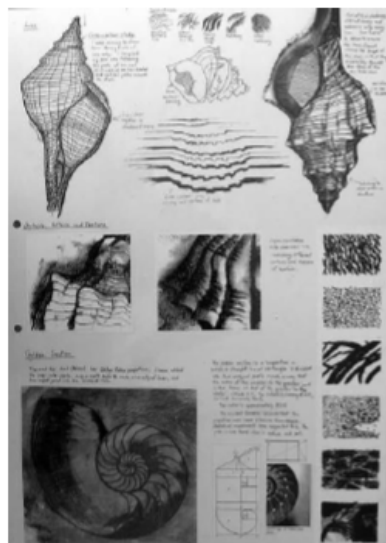
FURTHER LINKS

<https://www.bbc.com/bitesize/guides/zc7sf/rd/revision/1>
<https://www.google.co.uk/search?q=drawng+at+GCSE+Art&safe=active&cad=h#>

TIPS:

Drawing

- First-hand observation (when you draw from real life) is best. When you do this, also take a photograph of what you have drawn if you can.
- Second hand observation drawing is when you draw from an already created image such as a photograph from the internet. These do not achieve as many marks (however examiners realize that there are certain subject matters you may not be able to observe in real life – such as animals etc.).
- Make sure you LOOK! 99% of a good drawing is about looking at what you are studying.
- You MUST ensure there is a range of drawing styles in your sketchbook, being able to draw in different ways is vital to achieve the higher grades.



Tips for tone work.

- AVOID SMUDGING TOO MUCH! Tone should be created by skillfully layering shading or pressing on harder and lighter with little need for heavy smudge.
- Use a rubber to bring out highlights.
- Follow the shape of the object when adding shading in order to emphasize the 3D shape.

QUESTIONS/TASKS

1. Create 5 different drawings based on your theme.
2. What have you drawn and why?
3. Could you improve the drawing? How?
4. Has the style of your drawing brought out the elements of the subject matter that you are trying to show? E.g. if you are doing a heavily textured object, have you used lots of mark making?
5. Draw with different materials, string, wire, charcoal, pen, pastel, paint, ink and stick.
6. Draw in different ways – negative space drawing, contour drawing, blind drawing. All these will impress examiners and will also help to improve your observation skills.

STRETCH

Task

Choose a subject matter or style of drawing that you would normally avoid, and draw!

Consider things like, architecture, the figure and portraits with an open mouth.

If you are less confident with drawing, use you tube to teach yourself at home. There are plenty of tutorials out there for a range of abilities

ART & DESIGN – TOPIC 4

Experimenting with Media, Processes and Developing Ideas

INTRODUCTION

This is worth ¼ of your marks and is a vital part of a successful project/portfolio.

You need to use the studies and drawings you have completed and your artists research and develop ideas for a final piece. This should involve trying out different materials and ways of working so that you can decide which will be the most appropriate and successful when you are refining your final idea and outcome.

KEY IDEAS/WORDS/phrases

Through Experimentation and Exploration, you should be starting to have an idea about what exactly your final piece may or may not look like.

You should be writing things like.

- 'I explored this process/idea/material because....
I wanted to create/show/study.....'
- This process was successful/not successful because....
- Now I will.....in order to.....
- I am going to develop this idea by..... because.....'

FURTHER LINKS

<http://www.bbc.co.uk/schools/gcsebitesize/art/aos/ao13.shtml>

<https://www.pinterest.co.uk/causewayart/gcse-art-ao2-creative-making-examples/>

TIPS:

What makes a GOOD OR EXCELLENT experimentation and development

Trying new materials and ways of working.
Accepting that experiments are just that, if they don't work, you will still gain marks for trying them and being able to use that in order to move your ideas on in a different way is important.

Consider things you wouldn't normally.
Collage, printing, mixed media, 3D work, ceramics, different scales, fabric...the possibilities are endless.
However it is important to have some sort of idea about what you want to explore. E.g. is texture important, or producing a realistic portrait.

A good starting point is obviously using the artists' research that you have done and trying their style with your own ideas.

If you are really developing ideas well, it may well lead back to more drawing work and you finding more artists that you want to look at.

The key is to not be scared, to try things out and DOCUMENT everything...good or bad. ANNOTATE everything VERY CLEARLY and ensure you layout your work in a way that shows the 'JOURNEY' you took TOWARDS YOUR FINAL IDEA.

QUESTIONS/TASKS

Have you experimented fully? Could you have done something more/tried something different?

Are you able to answer the question WHY about everything you did? You should be able to explain the journey and why you took it in a particular direction clearly.

STRETCH

Consider does your work always need to be in your sketchbook? Perhaps it is restricting your development, especially if you are planning on working large scale?

Have a look below and consider whether you can clearly see where this idea is going? If not? Why not? What could the person do to make it clearer?



ART & DESIGN - TOPIC 5

Annotating and Linking Work

INTRODUCTION

This is a very important aspect of your work and your written work is marked.

MAKE SURE YOUR WRITTEN WORK IS CLEAR, TYPE IF YOU NEED TO AND CHECK SPELLINGS!

FURTHER LINKS

https://www.bbc.com/bitesize/guides/zgtn_gdm/revision/1

<https://www.pinterest.co.uk/misstrueman/gcse-writing-about-art-analysis-and-annotation-and/>



TIPS:

Annotation and linking work

Imagine you had never seen your sketchbook or work. This is how the examiner will see your work. It is VITAL that you explain clearly the ideas you have had and the journey you can go through.

Annotating Your Sketchbook

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

WHAT?

WHAT IS IT? Explain the piece of work you are annotating.

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...

WHY?

WHY DID YOU MAKE IT? Explain how this piece helps you in your project.

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...

HOW?

HOW DID YOU MAKE IT? Explain how you created the piece of work.

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...

QUALITY

HOW GOOD IS IT? What are you pleased with? What could you improve?

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...

LEARNING

WHAT DID YOU LEARN? What have you found out? What are your next steps?

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...

Refinement of Ideas

INTRODUCTION

Refinement is what happens after you have thoroughly explored and developed your ideas and you know what media you will be using.

It's all about those final try outs and tweaks to both your skill and idea that are needed to ensure that you are confident and ready to start your final piece.

This final stage of development is vital for success.

KEY considerations

- Practise – you may need to practise something more to get it just right
- Composition – Have you considered everything about the composition? Don't forget what happens in the background
- Colour – Is the colour scheme you are going to use definitely going to work? Could you try something different?
- Scale – Are you working on the best scale, don't be scared to work big, or really small!
- How long will the piece take? This is vital as in the exam you only have 10hrs.

FURTHER LINKS

<http://www.bbc.co.uk/schools/gcsebitesize/art/aos/ao25.shtml>

TIPS:

This stage is often left to the last minute and the examiners have noted this and so are looking for real thinking and workings out in this last stage.

Continue to **DOCUMENT** everything...good or bad. **ANNOTATE** everything **VERY CLEARLY** and ensure you layout your work in a way that shows this final part of the projects 'JOURNEY' before you start your final outcome.

- Get someone else to look over your development work and discuss your final idea with them.
- Your idea should be secure, so this is not the time to totally change it or try something completely new.
- Consider that, in your exam, you will be totally unaided, if you were to start right now, what actually do you still need to sort out to ensure the final piece will work well?
- Write a list and get to work, sorting everything out.
- Don't try the whole thing out too many times, it is likely that if you do this by the time you come to create your final piece it will become rather 'stale'.
- Try different sections out instead of the whole thing over and over.
- Time yourself as you do this so you have an idea of what can be done in the time you will have.

QUESTIONS/TASKS

Have you experimented fully with everything, including composition and colour?

Is there something you are still finding difficult – e.g. practise painting eyes, if you still don't feel fully confident?

Have you got all of your materials organised?

Examples



ART & DESIGN – TOPIC 7

Creating Final Outcomes

INTRODUCTION

This is what everything is leading to. It is worth 25% of your final mark in both your exam and your coursework.

This is the end product of all your hard work, the Art work that is the 'showpiece'

KEY considerations

This is not the time to try something different last minute.

Stick with the plan!

FURTHER LINKS

http://www.bbc.co.uk/schools/gcsebitesize/art/course_basics/externallysettask4.shtml

TIPS:

Make sure you have everything out that you need before starting. In the exam your time is for working, not for setting up or packing away. Use the time effectively.

1. Get out materials and final refinement work
2. Look and think carefully about your final refinements.
3. If you are doing a painting or similar. Start by sketching out the basic composition. Take the time to get this correct NOW, as it will be difficult to change later.
4. Colour wash areas so you can see the colour scheme if appropriate.
5. Final checks on basic shapes, and composition.
6. Start to add main components
7. Add detail.

KEEP AN EYE ON YOUR TIME!

QUESTIONS/TASKS

Don't panic!

If you have prepared then this part should be enjoyable, you are creating an artwork that you have decided upon and it's going to be great!

If you struggle with anything in the first day of the exam.....go home and practise and refine again.

Examples



Assessment objective	What it means	What we would expect to see	What NOT to do
<p>AO1 - Develop ideas. Through investigations, demonstrating critical understanding of sources.</p>	<p>Using other artist work to help you to develop your own ideas, this means collecting images, and copying them in order to understand how the artist has create the image. It may be that you copy a section for instance to really see how an artist has used colour in a particular way. It may be that you create something 3D using similar techniques whatever you do needs to be useful. Do not copy for copying sakes.</p> <p>You should show your understanding of the artist's work by not only analysing it but most importantly USING it to try out new ways of working and to take YOUR ideas forward.</p>	<p>Studies of artworks, some but not lots) of print outs – no more than 3. Your own ideas in a similar style, notes to explain what interests you about the artists work and how you intend to use it. Why it is relevant to your ideas and whether it is working and if not what you intend to do to make it work.</p>	<p>Write all about the artists life. A brief intro of no more than a few sentences is enough, unless their life is directly influencing their artwork. Eg. Frida Kahlo's work is all about the things that happened to her throughout her life.</p> <p>Too many print outs, the only thing this shows is your ability to press print.</p> <p>Research artists that are not used – this gain's very minimal marks, the reason you look at artists is to use them to inspire your ideas and move your ideas forward.</p>
<p>AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate materials, techniques and processes.</p>	<p>You try out different ways of working and materials that are relevant to the project and your ideas and interests. We see useful experimentation where you make decisions about what works and what doesn't and can explain WHY.</p> <p>You are confident enough to discard things that do not work and look again at how you can push the project forward.</p> <p>Your ideas narrow down and you are making decisions based on the experiments that you do, your ideas and use of materials become clearer and you show you have reflecting thoroughly on your experimentation and this has improved your work. Your work is becoming more personal.</p>	<p>Using materials and experimenting with them and also different ideas that relate to your theme and that have purpose. For instance, if you are studying a painter and plan to paint we would expect the majority of your sketchbook work to be in paint. If you are not sure and are going in a very experimental way you could be experimenting with glue, clay, paper, all sorts, and this experimentation will lead you to make decisions about which materials you will ultimately explore in more depth.</p> <p>Trying out all or parts of your final idea so that you are absolutely sure it will be the best it can be.</p>	<p>Using materials for the sake of it. There is no point in using clay if you are intending to paint.</p> <p>Simply drawing out 3 ideas for a final piece without actually really trying them out. This is not refinement or development this is recording an idea (next assessment objective).</p>

Assessment objective	What it means	What we would expect to see	What NOT to do
<p>A03 - Record ideas, observations and insights relevant to intentions as work progresses.</p>	<p>Everything you do, from taking photographs, drawing, creating studies in pastel, paint, clay anything. This is how skilful you are at recording. The skill is not simply in the ability to draw in a realistic way with a pencil. It is about recording your ideas through the correct medium in way that pushes your ideas forward and shows your improving skill. This is also where you record ideas through annotation.</p>	<p>Make sure that you take good photos and they are relevant to the project, ensure that the way you create studies is relevant. For instance, if you are interested in the colour, you should create a colour study. If you are interested in the line, you could do a pen drawing with line only, or a drawing using threads.</p> <p>You write about your ideas and constantly explain why. Do not simply tell us what you have done, this gains no marks. 'Here I have used oil pastel' gains no marks 'I used oil pastel to try to create a dense colour, it worked/didn't work because, so now I will....' Will gain a lot of marks.</p> <p>You need to write down what goes on in your head. It can be in note form or key word form.</p>	<p>Do not include images for the sake of it, do not include a lot from the internet. Make sure you think about what you find interesting in the things you are trying to study/record. If it is a dramatic sky, it might be best to work large on paper with chalk and charcoal, rather than create a pencil drawing.</p>
<p>A04 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>	<p>Creating a final piece or series of pieces that are exciting and make sense in terms of what you have done before. This is the end of you project 'journey'</p>	<p>A piece or series of pieces that makes sense in terms of linking back to what you did before. It does not have to be on a canvas, it could be completely abstract and 3D, as long as it was the most exciting thing to do and you do it brilliantly it will gain good marks if it links back to what you did before.</p>	<p>3 random ideas thrown together into one piece. This is very basic and usually results is 'naff' work that is not very personal or through in development and refinement. It is frowned upon by the examiners too. You should be able to explain why you did everything that you did with confidence and it should not be I I put 3 artists styles together</p>

DO NOT SEE THE ASSESSMENT OBJECTIVES IN AN ORDER, THEY ARE NOT. GREAT PROJECTS WEAVE IN ANSD OUT OF ASSESSMENT OBJECTVES 1-3 THROUGHT THE SKETCHBOOK WORK. IT IS MUCH MORE LIKELY THAYT YOU WILL START WITH COLLECTING IMAGES/ DRAWING OR ARTISTS RESEARCH AT THE BEFINNNIG OF A PROJECT.

Y11 GCSE Exam Dates

Y11 Mock(s):

Y11 PPE(s):

Final GCSE(s):

Success Programme Sessions:

Revision Guide (if applicable):

Notes
