

# Challonerart

GCSE Art and Design

Handbook

2018 -



# **GCSE Art Handbook**

## **Contents**

- Introduction
- Understanding the Assessment Objectives
- Sketchbook tips.
- Research pages
- Writing about art
- Getting the grade – Success Criteria

## **Introduction**

This handbook will help you through your GCSE. It provides the key information that will guide you through the course and it also contains examples of excellent GCSE work. You should strive to meet the standard displayed in this handbook and use the advice given throughout – this will help ensure your success!

Your GCSE starts right now, and everything that you do from here on will contribute to your final grade. Even the mistakes that you make along the way can gain you marks. It is for this reason that you should not throw anything in the bin. A mistake is a learning process and it is essential that you keep a record of this – that doesn't mean you have to present it in your sketchbook, but store it in a folder at the back of your book. Most importantly, take pride in every piece of work you do and constantly aim to produce work of the highest standard.

Throughout your GCSE you will learn new techniques and use a range of different materials. So as to give you the opportunity to express yourself as an individual, there will be lots of occasions when you are expected to work independently. This does not mean we are not here to support or guide you; we can give you as much help as you need but we also want to give you the freedom to explore your own areas of interest.

During the course you will get plenty of feedback; this will be both positive and negative. Please take on board all feedback and know that any negative comments are made constructively and with the aim of helping you progress.

As with any other GCSE it is essential that you complete homework. Every piece of homework will contribute to your final grade and missed homework could mean the difference between a 3 grade and a 4 grade or between a 7 and 8.

**Above all else, work hard and enjoy!**

## Assessment Objectives

### What are the assessment objectives?

- They are the way your work is marked.
- They can help you can learn to mark your own work.
- They are a way of knowing you are up to date.
- They help you to stay on track for a good GCSE result.

**It is good to understand the assessment objectives, because they explain how your work will be marked. If you have a clear understanding of the assessment objectives you will find it easier to produce work which meets those objectives.**

This is what we use to mark your work:

<b>GCSE Assessment</b>		Minimal development Basic	Limited Modest	Generally consistent Developing	Consistent Clear Coherent	Highly developed Confident	Exceptional Ability Fluent	
<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 19 20	21 22 23 24	
<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 19 20	21 22 23 24	
<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 19 20	21 22 23 24	
<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 19 20	21 22 23 24	
							<b>TOTAL</b>	
Notes								

# AO1 – Develop ideas by evaluating and analysing other artists showing an understanding of context.

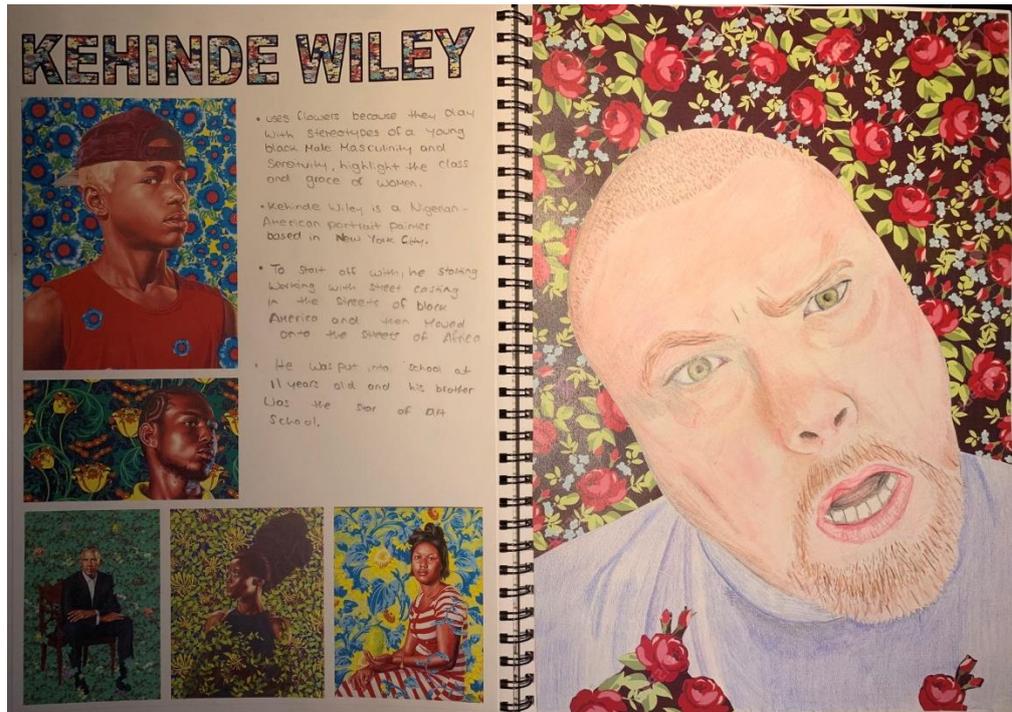
Have you:

Researched several artists relevant to the project?

Shown a clear understanding of their work by:

Copying their style several times in different materials.

By writing about their work and expressing your opinions and evaluation of it.



# AO2 Refine ideas by exploring, experimenting, reviewing and modifying.

Have you:

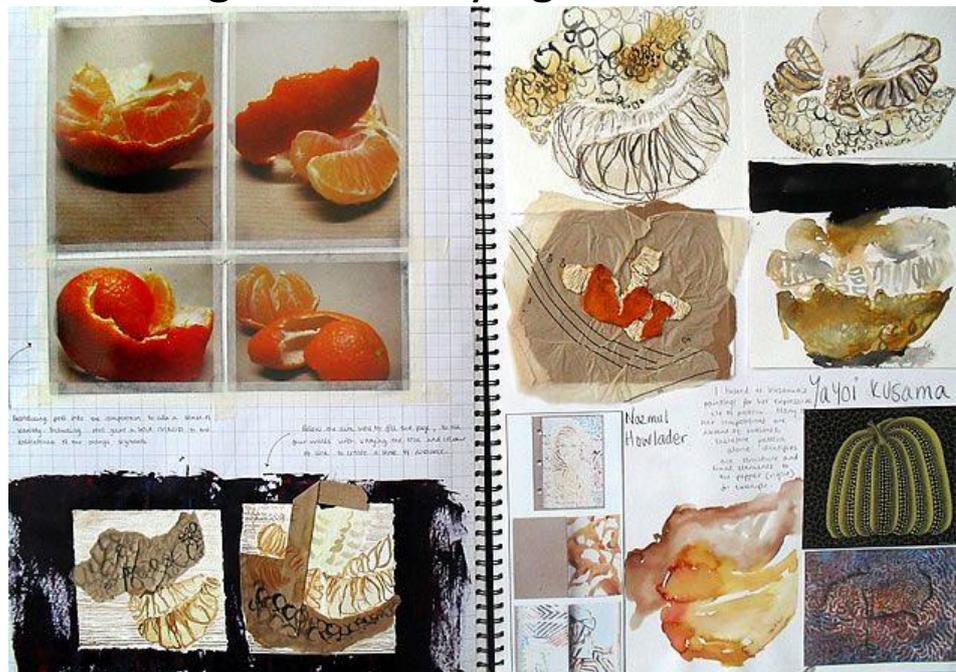
Developed plenty of your own ideas?

Experimented with different art styles?

Combined different styles?

Experimented with different materials?

Changed, refined and modified your ideas as you progress?



## **AO3** Record Observations and Insights in visual forms, relevant to ideas.

### **Have you:**

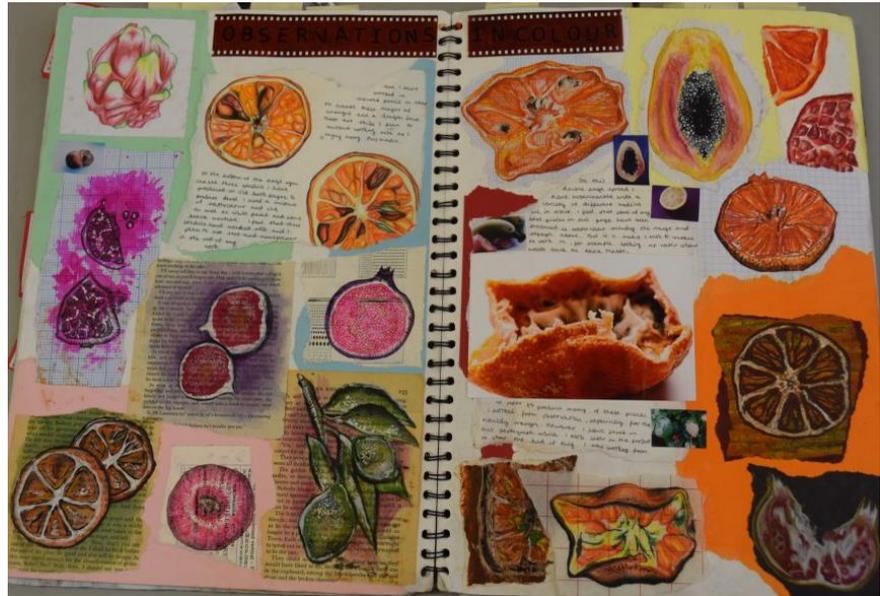
Collected images?

Made detailed drawings?

Presented your observations in a well-planned, organised and clear way?

Taken photos?

Drawn from life (Real objects in front of you)?



## **AO4** Final Pieces which show understanding of connections to your research AND to the work of other people.

Have you:

Made clear links to the artists' research in your sketchbook?

Developed your ideas fluently from the studies in your sketchbook?

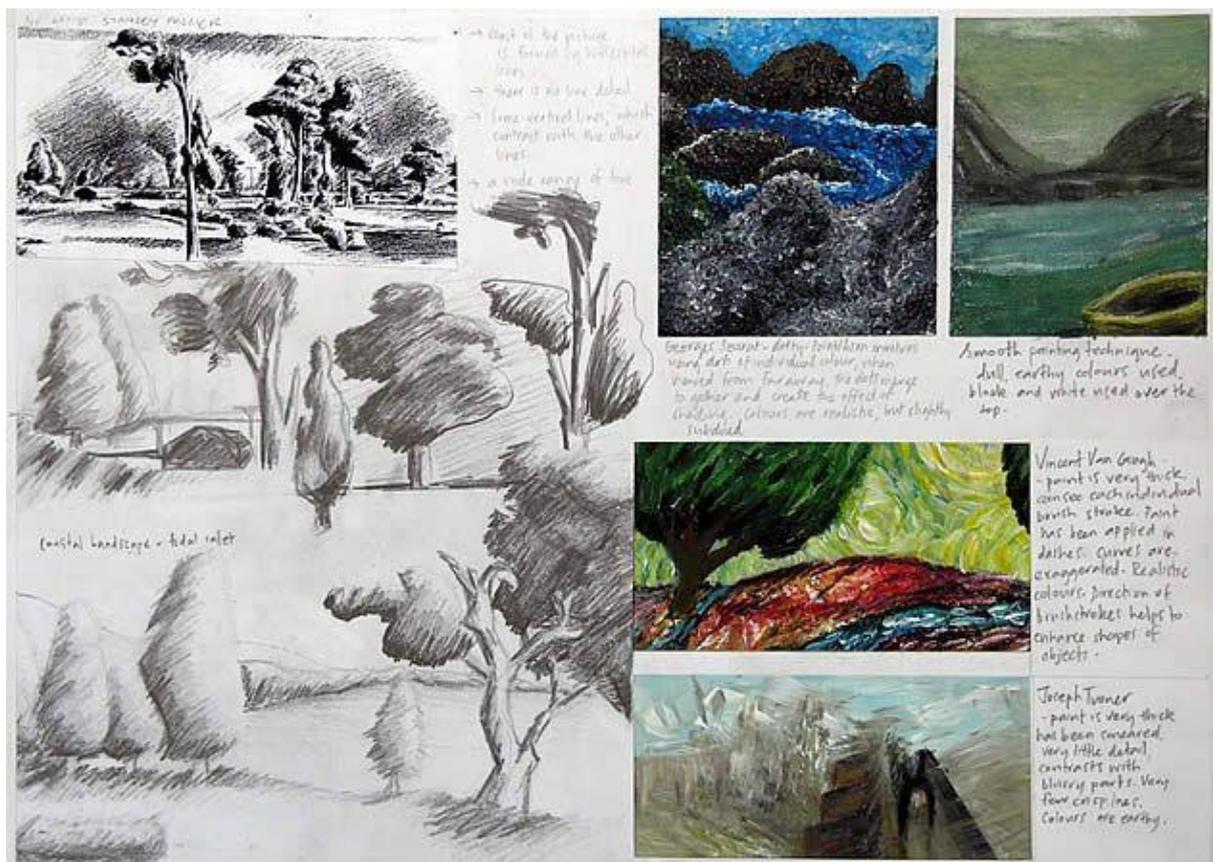
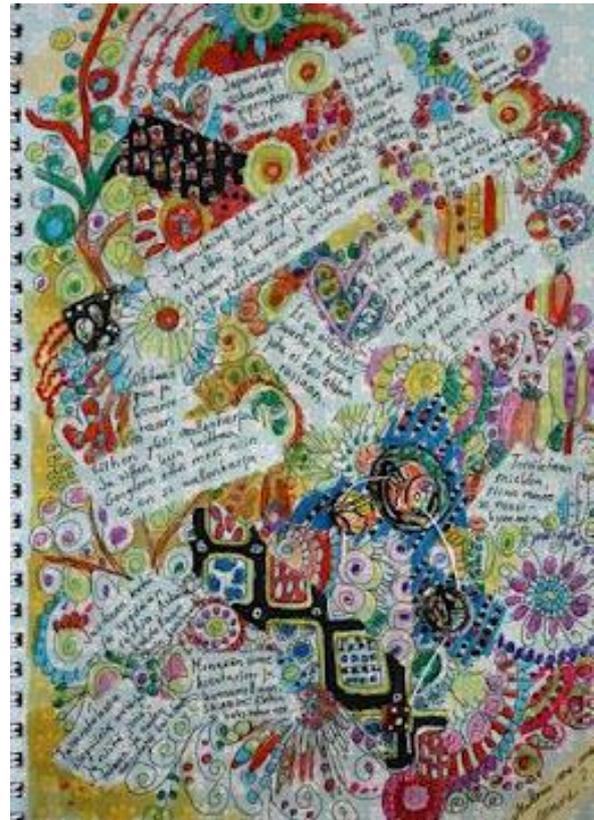
Used the strongest skills from the project?

Created a Main Piece that clearly grows out of the project?



# Making a top class sketchbook....

SKETCHBOOKS – can be as unique and individual as the artists who create them. It is a personal journey showing research and understanding of other artists. It is a place to explore ideas, materials and techniques and to learn from mistakes to refine and develop those ideas and to support a separate Main Piece.



## Explore Materials and Analyse the outcomes



Practise your skills and techniques.



# Creating Research Pages...

Looking at different artists helps to inspire and develops knowledge of different styles and techniques. Do this throughout the course because gives you the opportunity to gain marks. When presenting research you will get marks for most of the assessment objectives (AO1, AO2 and AO3). Follow this guide and you won't go wrong.



First things first, consider the layout of you page: Where will everything go? Have you used up all of the space? How will you make it look interesting? Is it easy for the viewer to understand?

Your research pages should include:

- A title
- Information and facts about the artists and their work
- Your own insights, opinions and feelings about the work
  - How has the work been made?
  - How does the work make you feel?
  - What is the style of the work?
  - Can you compare the work to another artist?
  - How as the artist used composition, shape, colour, texture?
  - Use as many keywords as possible
- You should include response experiments in different materials (these can be small sections of the image)
- You should include a larger response (using the most successful material from the experiments)

**To gain higher marks you should create your own design in the style of the artist you have studied.**

# Analysing an artist's work.

Analysing an artist's work means studying the elements that make up an artwork. You can show your understanding by answering questions about the work.

The following can help you to structure a piece of writing and understand a piece of artwork. Always remember to use your own words so that you are expressing what you think.

## **Form** (This means looking at the formal elements of an artwork)

- What is the medium of the work?
- What range of colours does the artist use? Why? How is colour organised?
- What kind of shapes or forms can you find?
- What kind of marks or techniques does the artist use?
- What is the surface like? What is the texture?
- How big is the work?

## **Context** (how the work relates to the time, place and culture in which it was produced)

- When was it made? Where was it made? Who made it?
- Who was the work made for?
- What do you know about the artist?
- How does the work relate to other art of the time?
- Does the work relate to the social or political history of the time?
- Can you link it to other arts of the period, such as film, music or literature?

## **Content** (The content is the subject of a piece of work.)

- What is it? What is it about? What is happening?
- Is it a portrait, a landscape or abstract?
- The title - what does the artist call the work? Does the title help understand the work?
- Is it a realistic depiction or is it stylised or abstracted?
- Have any parts been exaggerated or distorted? If so, why?
- What message does the work communicate?

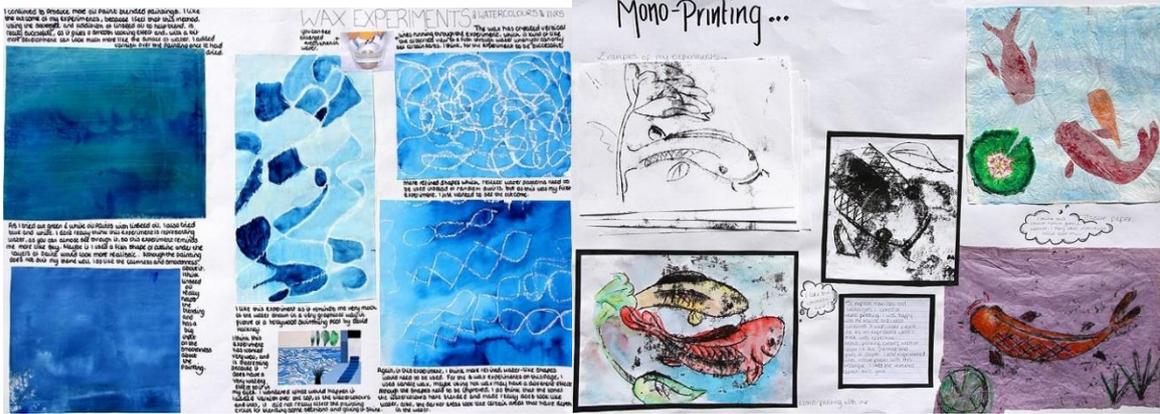
## **Process** (Looking at process means studying the techniques used to make the work)

- What materials and tools were used to make the piece?
- What is the evidence for this?
- Do sketchbooks provide any clues as to how the work developed?

## **Mood** (Mood means looking at how the artist has created a certain atmosphere or feeling)

- How does the work make you feel?
- Why do you feel like this?
- Does the colour, texture, form or theme of the work affect your mood?
- Does the work create an atmosphere?

# Developing a Final Piece.....



## Final piece plan

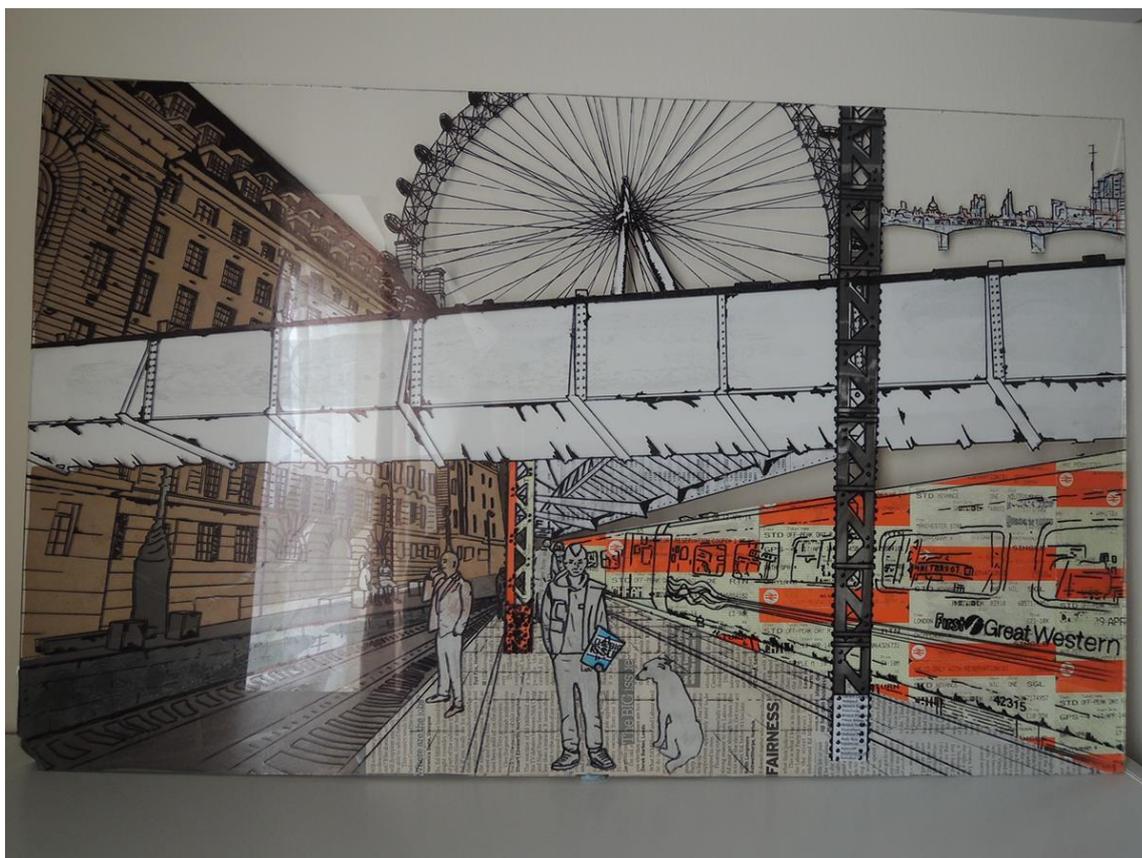


## Final piece examples:

Excellent composition using fragmented “Cubist” style and a range of media



A Final Piece for GCSE Fine Art made using Perspex, marker pens and materials such as train tickets, newspaper and old timetables. Read about it here; <https://www.behance.net/gallery/28481269/GCSE-Final-Piece-Openings>



## Getting the Grade – Success Criteria

Whether you are completing work at home, or in school, you can use these criteria to assess your own work and make sure you are doing everything you can to get the highest possible grade.

### AO1 – Research Pages

#### You will know you have been successful if...

- Your research is relevant to the subject of your work.
- Your work is presented clearly and in an interesting way.
- You have included images of the artists' work.
- Your research pages include annotation.
- Your annotation includes key vocabulary.
- Your annotation includes artist information and personal analysis/opinions of work.
- You have created at some personalised responses to the artists' work.
- Your work is of a high quality.
- You have experimented with scale, different techniques and different materials.

**4 Grade** - When creating your research pages, you must include facts, images and your opinions of the artwork. You respond to the work of the artist, experimenting with their technique.

**5 Grade** - When responding to the artists' work you experiment with and alter the style and techniques used by the artist, use a variation of different media and add detail and tone to your response. Your work should be clearly presented in your sketchbook and the layout is neat. When writing annotations, you analyse the work of the artist and discuss your opinion of the art work.

**7 Grade** - Your response could be a combination of the artist's style and your own ideas. You could also make your responses large scale and develop each response further. Your information page could be presented and decorated in the style of the artist. When writing about your responses you should evaluate the media you have used and suggest ways in which you can develop further.

### AO2 - Experimenting

#### You will know you have been successful if...

- You have used a range of different media.
- You have tried using each media in different ways.
- You have altered compositions and colours.
- You have tried combining different media.
- You have altered your techniques after learning about the materials.

**4 Grade** -Throughout your experimenting you must use a range of different media, techniques and demonstrate some consideration of artistic theory – for example, colour. Annotate your experiments using key words; you must define what you did.

**5 Grade** -Demonstrate high quality media techniques within your experimenting, showing control and variation. Additionally you should demonstrate a sound knowledge of artistic theory by carefully selecting effective colour scheme, compositions, etc. Also consider the effects the techniques in your experiments would have on the development of your ideas when writing your annotation.

**7 Grade** -Add small, intricate detail into your experimentation, showing lots of control and use an extensive range of different techniques and media, considering every mark made very carefully. Include within some of your annotation ideas about how you could develop the experiment further.

## A03 – Recording - Presentation

- Your work should always be clearly presented in your sketchbook and easy for the viewer to understand – it should tell a story.
- Every page in your sketchbook should be thought of as a piece of art work – make it as creative and interesting as possible.
- Have plenty of your own work (drawings, etc) on each page
- Always annotate your work. This helps the viewer understand what it is you are doing. When annotating, DO NOT just describe what you have done. Evaluate your work and say what you have learnt from doing it.

**4 Grade** – Your work is clear, easy to understand and presented neatly.

**5 Grade** – Your page is very busy and full of your work/ideas. Your annotation is detailed and thoughtfully written.

**7 grade** – Your page is creative and demonstrates your own creativity, you have used your artistic skills to decorate the page and this decoration related to the work you are doing.

## A03 – Recording - Annotation

**4 Grade** – When writing about artists, you write historical facts and describe the content of their work. When writing about your own work you describe what you have done and how it was done.

**5 Grade** – When writing about artists, you also share your opinion on their artwork and you justify your opinion. When writing about your own work, you evaluate what went well and what needs improving. You also identify what you have learnt from doing the piece of work you are writing about.

**7 Grade** – When writing about artists, you analyse their art work; You identify techniques they have used and the effects this has had on the art work.

When writing about your own work, you also discuss how you might develop the work you have done and highlight how you might make improvements.

## A03 – Recording - Drawing

You will know you have been successful if...

- Your drawing demonstrates control.
- You have added detail.
- You have added tone.
- You have considered scale, proportion and perspective.
- Your drawing is accurate.

**Grade 4** – You have shown a level of control when drawing, but your lines are not always neat. It is clear what your drawing is, but the proportions are not totally accurate. There are large areas of detail within your work, but not a lot of minor detail. You have started to use different tones within your work.

**Grade 5** – Your drawing is controlled and neat, it demonstrates a good understanding of tone and you have used lots of graduated tone. You have added minor detail to your work as well as areas of large detail. In some parts your drawing is not fully in proportion, but the majority of your drawing is accurate.

**Grade 7** – Your drawing is very accurate and the lines you have created are controlled, neat and confident. Graduated tone is used effectively throughout your work to create a sense of depth. There is lots of minor detail within your work and the drawing skills you have demonstrated are of a high quality.

## A03 – Recording- Painting

You will know you have been successful if...

- Your painting demonstrates control.
- You have added detail.
- You have controlled the tonal range.
- You have considered scale, proportion and perspective.
- Your painting is accurate.

**4 Grade** – When painting, your application is not consistent; colours are sometimes transparent and you leave unintentional marks in the paint. Some ability to add tone and/or colour blending is evident, but you do this rarely. There are no areas of minor detail in your work and your control needs developing, which means there are lots of areas within your work which are untidy.

**5 Grade** – You show some confidence when painting, however there are small areas of untidiness. You have tried adding tone and colour blending, but the transition from one colour/tone to the next is not always seamless. When adding detail, you do this on a large scale and it is mainly neat; your control is good.

**7 Grade** – You are highly skilled when using paint; you confidently and accurately add tone and blend colour, the paint is consistent and you can add minor detail. You demonstrate high levels of control and using paint you are always precise.

## AO4 – Final Piece

**4 Grade** – Your final design is quite simple, includes only a little bit of detail and lacks the demonstration of high quality skills. There are areas of untidiness within your final piece and the quality is quite inconsistent. You have used the materials you have selected well, however this is an area for development. Within your sketchbook there are gaps in the development of your final piece, but the viewer can see a link between the sketchbook and the final piece.

**5 Grade** – Your final piece is of a good standard; however, some areas need improving. There are parts of your final piece that aren't 100% accurate, but you have demonstrated a good ability to execute techniques such as tone and colour blending. It is clear from your sketchbook how your final piece has developed, however there are elements within your final piece which you could have experimented with more.

**7 Grade** – Your final design is complex and you have created a high quality finish. You have used the materials with precision and confidence. Your composition is strong and you have executed artistic techniques exceptionally well. There is a clear link between your sketchbook and final piece and within your sketchbook you have experimented with and practised every aspect of your final piece.