

Challonerart

GCSE Art & Design

Handbook



GCSE Art & Design Handbook

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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 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 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. 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 your 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, a 5 or 6, or between a 8 and 9.

Above all else, enjoy working, but work hard to fulfil your promise.

Assessment Objectives

What are the assessment objectives?

- They are a guide to how 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:

GCSE Assessment		Minimal development Basic	Limited Modest	Generally consistent Developing	Consistent Clear Coherent	Highly developed Confident	Exceptional Ability Fluent	
AO1 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	
AO2 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	
AO3 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	
AO4 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	
							TOTAL	
Notes								

AO1 – Develop ideas through investigations, demonstrating critical understanding of sources.

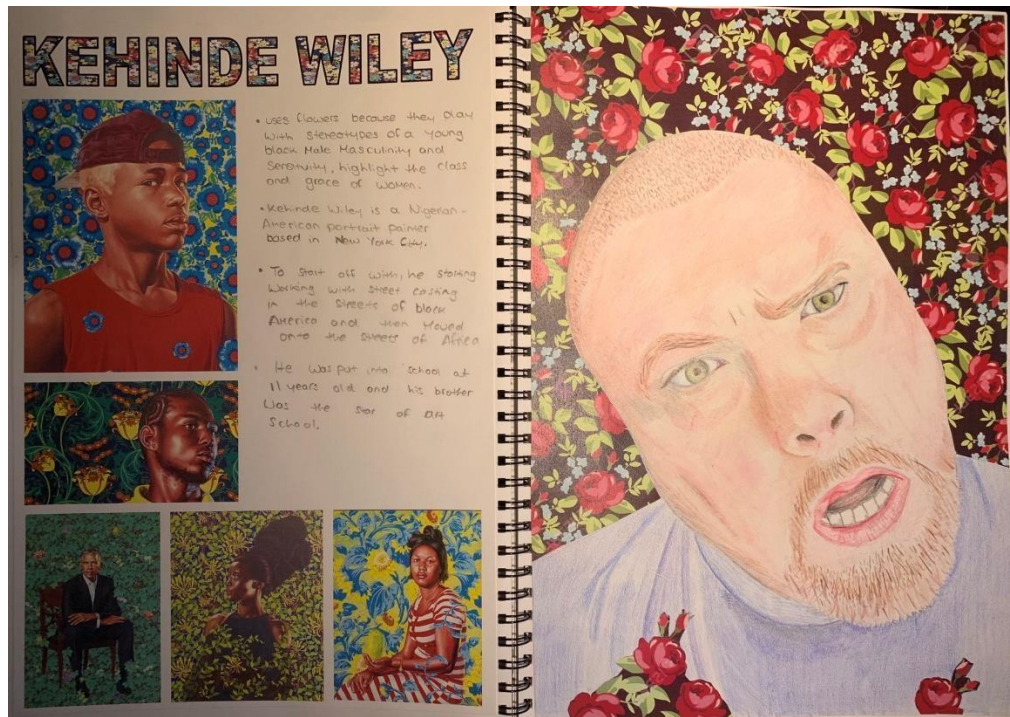
Have you:

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

Have you:

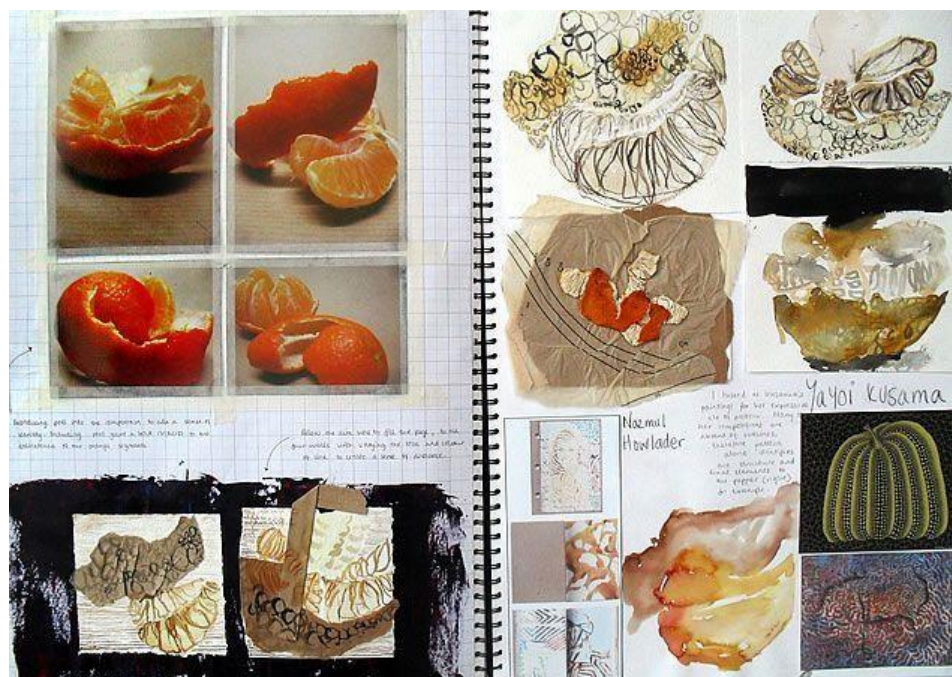
Developed your own ideas?

Experimented with different art styles?

Combined different styles?

Experimented with different materials?

Changed, refined and modified your ideas as you progress?



A03 Record Observations and Insights in visual forms, relevant to ideas.

Have you:

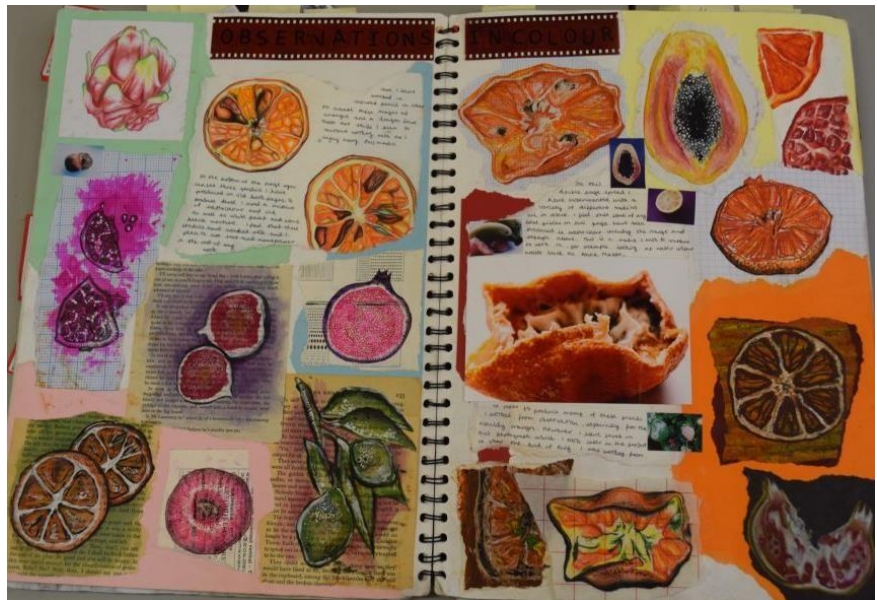
Collected images?

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)?



A04 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?

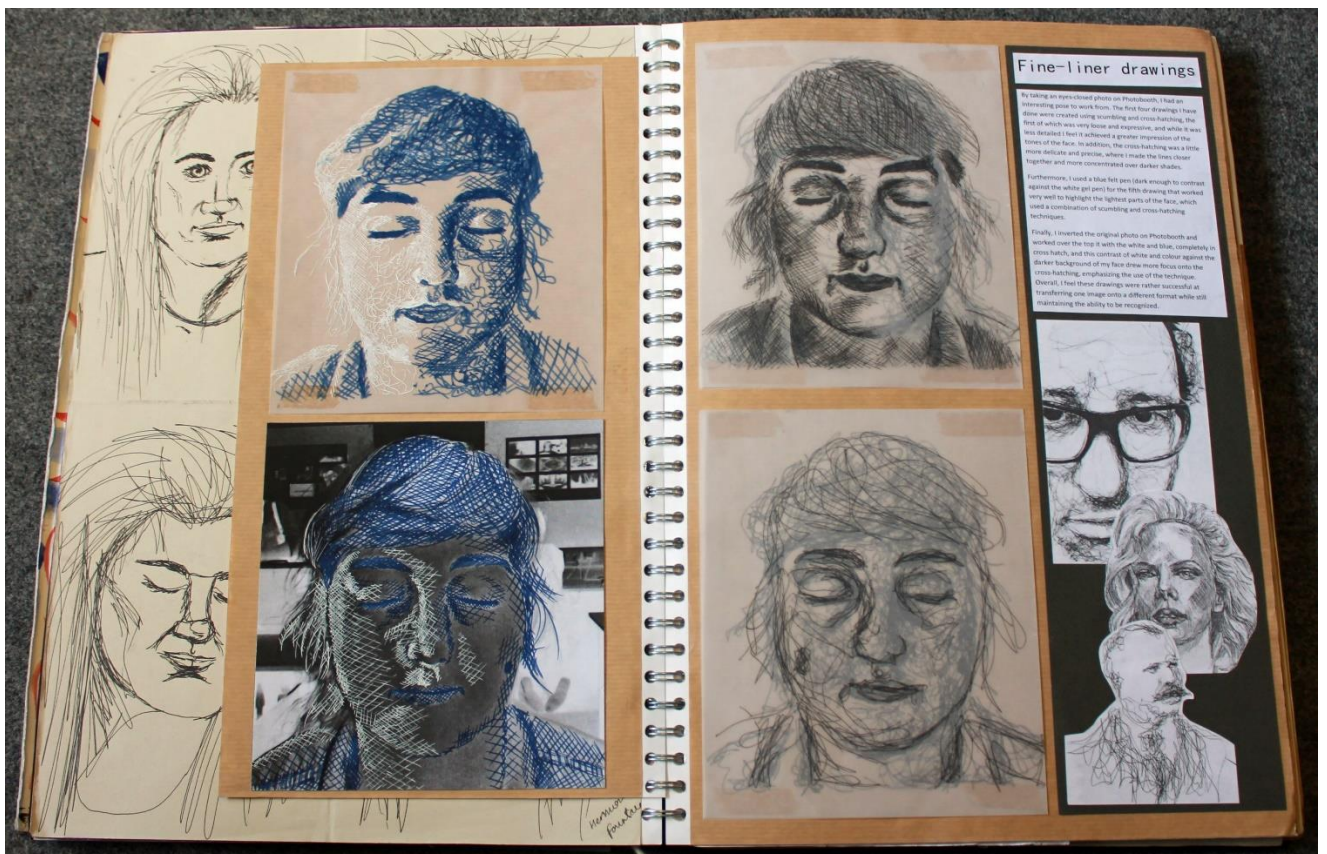
Created a Main Piece that clearly grows out of the project?

Practised the skills in the Main Piece



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 this 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 your 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 has the artist used composition, shape, colour, texture?
- Use keywords.
- 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)

For 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?

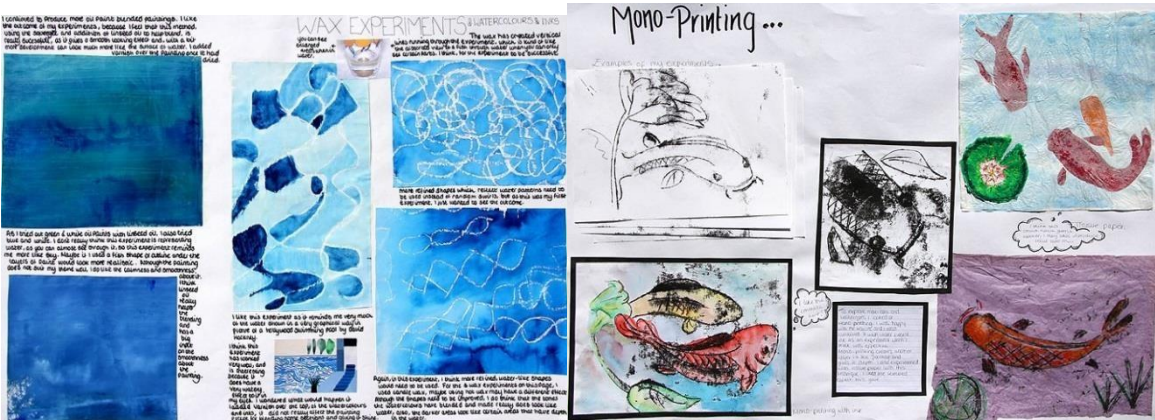
Process (Looking at process means studying the techniques used to make the work)

- 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.



Getting the Grade – Success Criteria

AO1 – Develop Ideas

You will know you have been successful if...

- Your development is relevant to the subject of your work.
- Your development is understandable and makes sense.
- You have included images of the artists' work and linked them to the work you make.
- Your annotation includes key vocabulary.
- Your annotation includes personal analysis and opinions about how you could respond.
- You experimented with scale, different techniques and different materials.

Grade 3 – your development is hesitant, and ideas do not flow from one piece to the next. You have made single versions of each individual piece with only a cursory link. Written work does not support the choices made. The Main Piece goes off at a tangent to the prep work.

Grade 5 – Your development is sequential and understandable. It is clear to see the thought process you have used to develop the ideas. You use a range of materials. You try different versions of similar images, making small shifts in colour or tone or material. Larger pieces are supported by smaller studies and the Main piece easily follows from the previous work.

Grade 7 – your development is clear & fluent with some inspired elements. You use materials with dexterity & elegance, building on skills from one piece to the next. Your written notes make understandable analysis of work, and this feeds new work. The Main Pieces grow out of the preparatory studies.

Grade 9 – Your initial studies are engaging and exciting, and you develop these into larger, more complex studies, switching easily and skilfully from one to the next. Each study has something to contribute to the project, adding an interesting ingredient. Skills are highly developed and there is a fruitful progress through the prep work and fluently onto larger, more extended studies, incorporating the insights from the work of other artists as the Main Piece is tackled.

AO1 – Critical Understanding ie 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 with key vocabulary

Your annotation includes artist information and personal analysis/opinions of work.

You have created at some personalised responses to the artists' work.

Grade 3 - When creating your research pages, you include facts about the artist, print-outs of the artwork and only minimal opinions of the artwork. You respond to the work of the artist simply, without experimenting with their technique.

Grade 5 - 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 is clearly presented in your sketchbook and the layout is neat. When writing annotations, you briefly analyse the work of the artist and discuss your opinion of the art work as well as providing facts.

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

9 Grade Your response include highly accurate transcriptions of the artist's or artists work and details of their technique and style. You make extremely skilled details of the work and write intelligent comments with insight. You link the work to your own studies with verve and inspired comment. Your research is independent and your select your own interesting and appropriate artists.

A02 – Experimenting, developing, use of media

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 altered your techniques after learning about the materials
- You have tried combining different media..

Grade 3 - your experimentation uses a limited range of different media, techniques and you demonstrate some consideration of artistic theory – for example, colour. You annotate your experiments using some key words;

Grade 5 -Demonstrate good 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 schemes, compositions, etc. Also consider the effects the techniques in your experiments would have on the development of your ideas when writing your annotation. Work at different speed, mixing slower studies with quicker ones. You take some risks.

Grade 7 -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. You take risks effectively. You are inventive.

Grade 9 – Your experiments are effective, fluent and exciting. The experiments are about discovery, but equally, they have purpose. You master all the techniques, working on a small scale and with large sized pieces. You use layering and mixed media assuredly, with confidence. There is an easy, playful sense of invention

A03 – Recording. Presentation

You will know you have been successful if...

- Your work should always be clearly presented in your sketchbook and easy for the viewer to understand – it should tell the unfolding story of your project
- Every page in your sketchbook should be thought of as a piece of art work – make it as creative and interesting as possible.
- 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.
- Have plenty of your own work (drawings, etc) on each page

Grade 3 – Your work is displayed in an untidy manner with rough and out-of-kilter lines. The appearance is uncared for with uneven edges. There are unintended smudges and marks on the pages. There are numerous photocopies and cut-out images.

Grade 5 – Your pages are busy and full of your work/ideas. You use visually engaging backgrounds. Your annotation is detailed and well written. Things are neat and look cared for.

Grade 7 - Your page is creative and demonstrates your own creativity, you have used your artistic skills to decorate the page, and this is related to the work you are doing. The pages feel purposeful

Grade 9 – Your pages are fluent and exciting. There is a clearly tracked development throughout the sketchbook with items presented in a variety of rich and satisfying manner. You master all the techniques, working on a small scale and with large sized pieces. You use layering and mixed media assuredly, with confidence. The sketchbook is visually attractive and engaging to flip through. There are plenty of high quality drawings.

A03 – Recording - Drawing

You will know you have been successful if...

- Your drawing demonstrates control.
- You have added accurate detail
- You have made good use of tone
- You make use of perspective and depth and rendered objects in 3-D
- You have drawn using a variety of materials (pen, graphite, coloured pencil, pastels etc).
- You have drawn from observation, imagination, memory and by transcription.

Grade 3 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 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 intricate detail within your work and the drawing skills you have demonstrated are of a high standard. You draw with a full range of material.

Grade 9 – Your drawing is crisp and accurate and you sketch with an appropriate level of detail. Full use is made of the complete range of tones and you use a wide variety of lines. You draw in monochrome and full colour. Your observational studies are acutely accurate yet you also draw from memory and imagination with verve and expression. Drawing is purposeful and educational.

A03 Recording - Painting

You will know you have been successful if...

- Your painting demonstrates control.
- You have added accurate detail
- You have made good use of tone and colour
- You make use of perspective and depth and rendered objects in 3-D
- You have painted using a variety of materials (watercolour, gouache, acrylic – paper, card, canvas).
- You have painted from observation, imagination, memory.

Grade 3 You have shown a level of control when painting, but your lines are not always neat. It is clear what your image 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 painting is controlled and neat, it demonstrates a good understanding of shade and you have used graduated tone. You have added minor detail to your work as well as areas of large detail. In some parts your painting is not fully in proportion, but the majority of your image is accurate.

Grade 7 Your painting 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 intricate detail within your work and the painting skills you have demonstrated are of a high standard. You draw with a full range of material.

Grade 9 – Your painting is crisp and accurate, and you employ an impressive level of detail. Full use is made of the complete range of tones and colours, and you use a wide variety of lines and mark-making. You use monochrome and full colour. Your observational studies are sensitive and full of immaculate detail and astounding decoration, yet you also paint from memory and imagination with verve and expression. You use washes skilfully and paint using layering techniques with under-painting and overpainting working in harmony. Painting is purposeful and instructive.

A04 – Understanding of Visual Language

You will know you have been successful if...

- There are ample written notes on your sketchbook pages.
- Your notes are understandable and makes sense.
- You have included quotes by the artists' work and linked them to the work you make.
- Your annotation includes key vocabulary.
- Your annotation includes personal analysis and opinions about how you could respond.

Grade 3 – 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.

Grade 5 – Your development is sequential and understandable. It is clear to see the thought process you have used to develop the ideas. You use a range of materials. You try different versions of similar images, making small shifts in colour or tone or material. Larger pieces are supported by smaller studies and the Main piece easily follows from the previous work.

Grade 7 – your development is clear and fluent with some inspired elements. You use materials with dexterity and elegance, building on skills from one piece to the next. Your written notes make understandable analysis of work, and this feeds new work. The Main Pieces grow out of the preparatory studies.

Grade 9 – Your initial studies are engaging and exciting, and you develop these into larger, more complex studies, switching easily and skilfully from one to the next. Each study has something to contribute to the project, adding an interesting ingredient. Skills are highly developed and there is a fruitful progress through the prep work and fluently onto larger, more extended studies, incorporating the insights from the work of other artists as the Main Piece is tackled.

A04 – Create a Personal, Meaningful Response

You will know you have been successful if...

Your ideas are your own.

Your work is personal and interesting.

You produce a Main Piece that evolves out of your prep work.

You have included images of the artists' work that support your studies

You write about the journey of your ideas as the project unfolds and develops

You have experimented with scale, different techniques and a variety of materials.

Grade 3 - You have come up with reasonable prep work yourself, a development or two, and a basic Main Piece that reflects your prep work.

Grade 5 – You have relied on second hand material (photos, photocopies and the work of other artists) and only have a handful of elementary studies of your own. You over-use tracings, line drawings and photocopies. Many of your ideas are conventional or simplistic. There is a basic link to your thoughts and interests

Grade 7- The prep work demonstrates the aspects of the themes in which you are interested. Studies reflect a sense of independent thought and the Main Piece is clearly your own idea. It is evident from the work you have done that you made individual decisions and aesthetic choices as you developed your theme and you highlighted how you might make improvements. You conducted interesting independent research.

Grade 9 - You have plotted a highly individual path for your project and have found your own interesting sources. Your choices are skilful and inventive and you have managed the project adroitly. There is an engaging sense of purpose as the project evolves and unfolds. ,

A04 – Final Piece

You will know you have been successful if...

- The final piece evolves clearly and understandably from the prep work.
- The final piece reflects the work of the artists you have studied.
- You have designed an aesthetically pleasing image.
- You have painted neatly or drawn accurately.
- The piece reflects your best prep work.
- The final piece is the best piece you have made in the project.

Grade 3 – The final piece is a larger version of one of your development streams. You have used some skills never practised in the prep. 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.

Grade 5 – Your development to the Main Piece is sequential and understandable. It is clear to see the thought process you have used to develop the composition. You use a range of materials and have laid out the Main Piece successfully, checking the design before you start colouring/shading. Painting is technically good and the best thing you have completed in the project. 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

Grade 7 – The Main Piece is a strong design that clearly follows from the prep studies in a way that is inventive and exciting. You have used the prep studies to practise the skill then applied them in the Main Piece with care and consideration. Painting is generally good and, in some places, excellent. Accuracy is high and you can use monochrome well. The Main Piece grows effortlessly from the prep studies though there are some areas that might seem underdeveloped.

Grade 9 – The Main Piece has fluently developed from your understanding of the sources you studied. You have practised the techniques used, ensuring high competence before applying them on the Main Piece. The Main Piece composition is dynamic, original and engaging. It is beautifully and carefully made. 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

Useful Websites:

[Student Art Guide](#)

[Fine Art Academy](#)