



Art

GCSE

The AQA art GCSE is made up of two components:-

Component 1 Coursework = 60%

Component 2 Exam = 40%

Coursework 60%

Your child started their coursework when they started the course in year 10.

Coursework must consist of a

Mini Project, this is a selection of your child's strongest work from year 10.

Main project, this project was started at the end of year 10 and should be completed before Christmas. This extended project must follow the AQA assessment Objectives.

Exam 40%

Your child will be given their exam paper in January. The paper contains a series of questions/ themes. This will be explored as a class, and some suggestions on how the questions may be approached will be shared and discussed. Your child will then select one of the themes as a starting point and take

January to May to plan and prepare a solid project that will cover all of the assessment objectives.

The 10 hour NEA (Non-examined assessment) will be completed over two school days in the first weeks back after Easter. In this 10 hours your child will produce a final piece which concludes Component 2. Please note the 10 hours is practical, not written, and will be completed in the art department with full plans and preparations in place.

What are the Assessment Objectives?

Assessment objectives

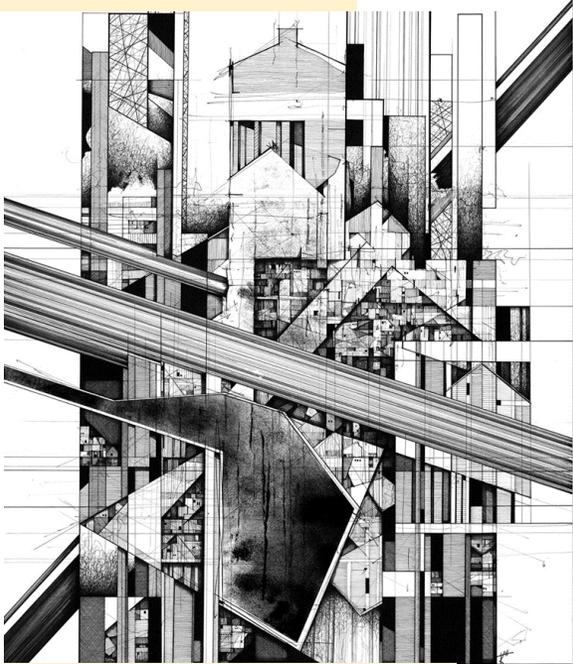
Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Art and Design specifications and all exam boards. We follow the AQA specification.

- AO1:** Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2:** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3:** Record ideas, observations and insights relevant to intentions as work progresses.
- AO4:** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Year 10 GCSE Term 1



Louise Nevelson



Kyle Henderson

How can you achieve higher? What can you do at home to develop further?

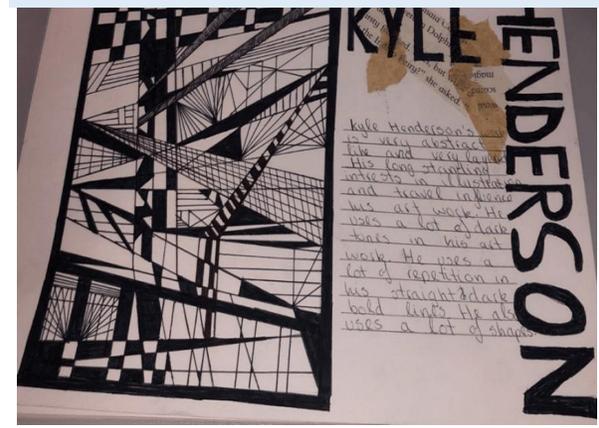
- Ensure you **complete unfinished** work to the highest standard you can; you can take classwork home to complete.
- **Continue to draw:** use a range of media such as pens, pencils, ink, tea stain, collage.
- **Do further research into the artists;** read information and look at new images of their work. Save them or print them.
- **Take photographs** that support your theme of work. (buildings, structures)
- **Be organised,** independent and engaged in this journey, **do some art work each week at home.**
- **Be resourceful**

- Collage** Assembled papers / materials
- Collagraph print** Print made from a texture plate.
- Composition** Layout and arrangement
- Design** A plan/drawing to show the idea
- Refinement** To develop and improve
- Tone** Dark to light colour or shade
- Artist influence** Working in the style of the artist
- Layering** To build and to work over the top



This term you will be exploring the theme **Structures** through the work of Kyle Henderson, Louise Nevelson and other sources. You will explore structures from the world around you to inform your ideas.

Examples of work: GCSE art is about building a portfolio of work that demonstrates a variety of materials and techniques and connection to the work of others.



During this term you will explore portraiture through a variety of mediums. You will begin by drawing a portrait of your choice accurately, to scale and with significant detail using the grid method as a guide. You will then explore the style of different artists to manipulate, distort and adapt an original style of working. This scheme will allow you to be experimental and free to develop your preferred way of working. **You need to be independent!**

Key words:

Accuracy – exact proportion, scale and detail

Distortion – to change shape/size

Manipulation – control skilfully, to change and develop

Selective – choose/leave out/include

Personal – not a direct copy

Refinement – improve/control

Experimentation – try/explore

Annotate – notes/labels

Analyse – describe/examine

Portraiture – Head/face

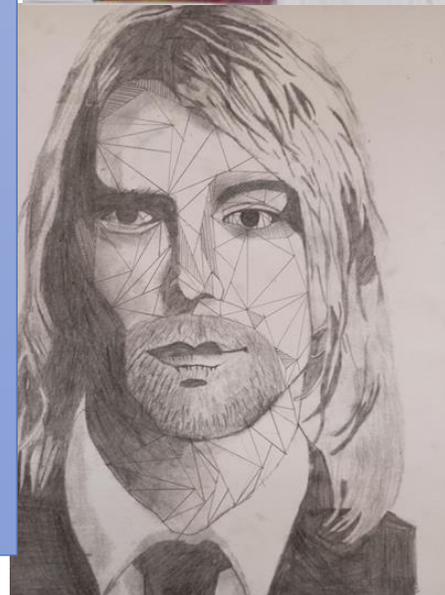
Influence – ideas

change/develop through new learning

Composition – arrangement of shape/colour/text/object.

Creative risk – trying something without knowing the outcome.

Year 10 Term 2



Artist suggestions:

If your ideas dry up. Look carefully at your chosen artist. Look at new images from this artist. Look at new artists. Looking at the work of others enriches our ideas. Look at the backgrounds, the materials, the lines, the style, the colour, the mood.



Josh Bryan
Francoise Nielly
Deb Weiers
Aaron Kraten
Luke Dixon
Nicole Florian
Melisa Wilcox
Guy Denning
Polina Bright



How much homework is set?

We will set approximately 3 hours of homework per half term, (about two - three homework tasks per half term) in line with the school homework policy. Pupils will have approximately 2 weeks to complete each task and homework will be set on Satchel One and marked as submitted or unsubmitted to inform and update parents. Sometimes homework is to complete unfinished classwork. All homework is part of their Coursework.

Why is homework important?

Our homework will support the learning in class and aims to strengthen:

Independence and organisation

Presentation skills

Drawing and recording ideas

Artist research and written annotation

Reading if and where appropriate

Coursework = 60% Practical Exam = 40%

Ks4 Art Homework massively supports Coursework

What do we need?

KS4 pupils are asked to purchase a good quality sketchbook for the completion of coursework studies. These are available on parent mail, school shop. **Basic equipment: Pencil, rubber, sharpener and a pen. We ask pupils to be resourceful and to think about what other surfaces they can work on, such as old envelopes, brown paper, cereal boxes. Everyone has something they can work on and use, art doesn't have to be expensive. Tea and coffee make great stains to work with.**

Homework submission:

Class submission: Each homework will be completed in the De La Salle Sketchbook or larger paper, this must be brought into school as this counts towards their final mark.

WHAT ARE THE ASSESSMENT OBJECTIVES?

AO1 EXPLORE
ANNOTATE
BEGIN TO LINK A
THEME IMAGES
TO YOUR CHOSEN ARTISTS WORK
WRITTEN ANALYSIS
LINK ARTISTS WORK TO
IDEAS AND ARTWORK RESEARCH

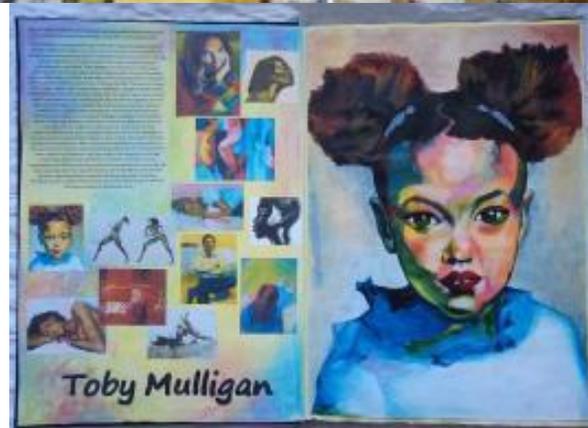
Thought showers and moodboards:

- Thoughtful display of images of interest and relevance
- Keywords associated with the images



Artist Research pages:

- Creatively and thoughtfully presented
- Clear, colour images of the artists work
- Clear and bold title
- Personal artist analysis
- Pupils own artist copy.



Gathering resources to work from:

Where possible take your own photographs of things that are related to your theme.

Gather images from the internet, magazines, leaflets that you can draw/ make from. Avoid using images that are already pieces of artwork created by another person.

WHAT ARE THE ASSESSMENT OBJECTIVES?

A02 EXPERIMENT WITH A RANGE OF MEDIA
LINKING TECHNIQUES TO ARTISTS AND THEMES
TEXTILES OF MEDIA
CLAY MIXED MEDIA WATERCOLOUR
PHOTOGRAPHS OIL PASTEL PEN AND INK



Where possible take your own photographs of things that are related to your theme.

Gather images from the internet, magazines, leaflets that you can draw/ make from. Avoid using images that are already pieces of artwork created by another person.



Draw, Paint, Sculpt. Photoshop etc etc.

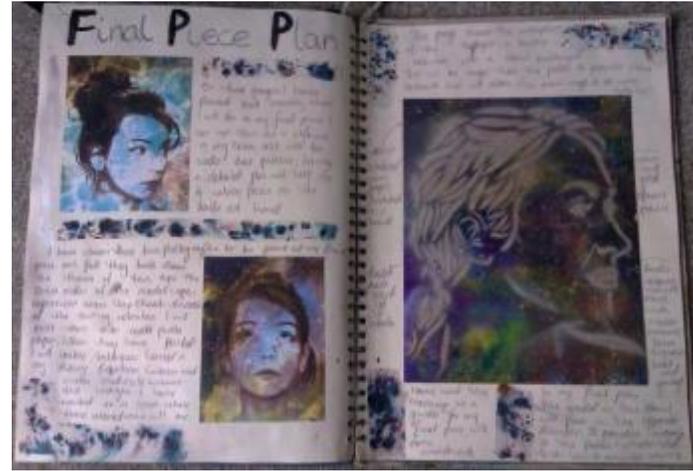
Use your images to produce a series of experiments exploring range of materials, surfaces and scales.

Annotate your experiments: what have you drawn/made, where does the idea come from? What materials did you use? Are you happy with the outcome?

Your work will naturally develop into your own style but the artists links should still be evident in your work through the style/materials/colour pallet etc.

WHAT ARE THE ASSESSMENT OBJECTIVES?

A03 IDEAS
IDEAS LINKING TO OBSERVATIONAL
ARTISTS WORK DRAWINGS
ALL ARTWORK LINKING TOGETHER
PLANS, DESIGNS PLANS
IN A RANGE OF EXPLANATIONS
DIFFERENT MEDIA ANNOTATION



Moving forward from your experiments. Which pieces have been the most successful? Which materials really showed your strengths?

Develop pieces of artwork that are fully refined and resolved.

Draw for purpose- produce a minimum of 2 final design ideas for a final piece. Annotate your designs clearly indicating the size, materials, imagery and artist links.



WHAT ARE THE ASSESSMENT OBJECTIVES?

A04

Meaningful Final
Informed Links between
response Visuals and

Conclusion

Show understanding

artists

Demonstration of skill

Chose your strongest design and produce a final piece.

Final piece does not necessarily mean that it has to be bigger nor does that mean that it is only one piece. You may want to produce a series of small images/ sculpts.

It really is your decision however it does have to completely link to your preparation work and chosen artists.



Ways to develop your GCSE further

Attend extra sessions when possible, where you have full access to all of the art materials needed to develop your projects.

Explain Your project regularly to anyone that will listen, this will help you to understand it better and put it into words for that all important annotation component.

Be Equipped with basic materials that will allow you to develop your project at home as well as in class:

- Pencils (preferably 2b)
- Colour pencils
- Pens, white gel pens are good
- Fineliner
- Rubber
- sharpener

Communicate with your teacher. Be sure that you are on the right track. Look at examples in the department and continuously question your own work.

All GCSE art pupils are expected to take work home every week to develop further. A project is never completed until the deadline. It is your dedication and pro-active determination that will allow you to succeed. This is your job and your responsibility. Not doing so will put your grade in jeopardy and you will only injustice yourself!

You can find the AQA art specification by following this link.

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

What

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

Examples: This is a first hand drawing of aThis is a series of photographs I took of...This is a collection of visual research based on...This is some information I gathered about...this is a study I made of....

Why

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

Examples: I produced this work in response to...to get ideas about...to get me thinking about...to show the skills I have learnt....to explore the ideas of...to explore...to develop my skills in...

How

HOW DID YOU MAKE IT? Explain the process, how did you make it? Add your art terms into this.

I drew this using...I painted with...I constructed this from...I built it up by...I started by...

Quality

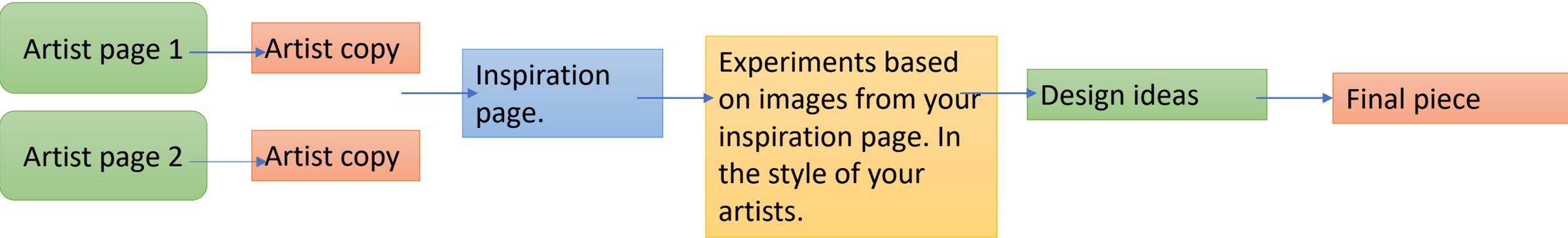
HOW GOOD IS IT? What are you pleased with? How could you improve?

Examples: I am pleased with the way I...One good element of this work is...The feature of this work is... A section of this work is particularly successful because, If I did this again I would...

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...to follow this up, I will... To make this work even better I will....



← Annotation throughout →

Above is an overview of how your project should look when arranged in order. This will show a clear journey.
 Lay out your work in this order and see if there are any gaps or if anything seems out of place.

What	WHAT IS IT? Explain the piece of work you are annotating. Examples: This is a first hand drawing of a ...This is a series of photographs I took of...This is a collection of visual research based on...This is some information I gathered about...this is a study I made of....
Why	WHY DID YOU MAKE IT? Explain how this piece helps you in your project. Examples: I produced this work in response to...to get ideas about...to get me thinking about...to show the skills I have learnt...to explore the ideas of...to explore...to develop my skills in...
How	HOW DID YOU MAKE IT? Explain the process, how did you make it? Add your art terms into this. I drew this using...I painted with...I constructed this from...I built it up by...I started by...
Quality	HOW GOOD IS IT? What are you please with? How could you improve? Examples: I am pleased with the way I...One good element of this work is...The feature of this work is... A section of this work is particularly successful because, if I did this again I would...
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...to follow this up, I will... To make this work even better I will...

Annotating your work

Trim all of your work using the guillotine.
 Layout your work onto white card in order of process.
 Arrange your work neatly leaving breathing space and a boarder around the edge of the card. (look at the walls for examples of arrangements)
 Check with your teacher before sticking anything down.