

GCSE ART & DESIGN

FINE ART

Exam board AQA



COURSEWORK 60% (INCLUDES MOCK EXAM)
CONTROLLED TEST (EXAM) 40%

- Sketchbook counts upto 80% for both of the above.



WHAT'S LEFT OF THE COURSE?

**Mock exam until
22nd October**

**Improvement time
Until 23rd
November**

**Continue with
coursework**

**Deadline lesson 1
w/b March 12th**

**Exam start w/b 12th
March lesson 2**

**Deadline
May 1,2,3 (STC)**

**Counts towards
coursework!**



HOW IS THE COURSEWORK & EXAM IS MARKED?

There are four assessment categories

- Research
- Use and exploration of materials
- Developing ideas
- Realisation (making final piece/s)



All sketchbook!



ASSESSMENT GRID ART & DESIGN

- Boundaries are not static and are likely to move each year.

2018 Grade Boundaries /96	Marks Out of 24	Assessment Objective 1 (AO1) Develop ideas through investigations, demonstrating critical understanding of sources.	Assessment Objective 2 (AO2) Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Assessment Objective 3 (AO3) Record ideas, observations and insights relevant to intentions as work progresses.	Assessment Objective 4 (AO4) Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
9+ = 1	0	Work not worthy of any marks.			
	1 Just	Minimal ability to develop ideas through investigations.	Minimal ability to refine ideas.	Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Minimal ability to present a personal and meaningful response and realise intentions.
	2 Adequately				
	3 Clearly	Minimal ability to demonstrate critical understanding of sources.	Minimal ability to select and experiment with appropriate media, materials, techniques and processes.		Minimal ability to demonstrate understanding of visual language.
	4 Convincingly				
21+ = 2	5 Just	Some ability to develop ideas through purposeful investigations.	Some ability to refine ideas.	Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Some ability to present a personal and meaningful response and realise intentions.
	6 Adequately	Some ability to demonstrate critical understanding of sources.	Some ability to select and experiment with appropriate media, materials, techniques and processes.		Some ability to demonstrate understanding of visual language.
	7 Clearly				
	8 Convincingly				
34+ = 3 47+ = 4	9 Just	A moderate ability to effectively develop ideas through purposeful investigations.	A moderate ability to thoughtfully refine ideas.	A moderate ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A moderate ability to competently present a personal and meaningful response and realise intentions.
	10 Adequately	A moderate ability to demonstrate critical understanding of sources.	A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.		A moderate ability to demonstrate understanding of visual language.
	11 Clearly				
	12 Convincingly				
54+ = 5 61+ = 6	13 Just	A consistent ability to effectively develop ideas through purposeful investigations.	A consistent ability to thoughtfully refine ideas.	A consistent ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A consistent ability to competently present a personal and meaningful response and realise intentions.
	14 Adequately	A consistent ability to demonstrate critical understanding of sources.	A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.		A consistent ability to demonstrate understanding of visual language.
	15 Clearly				
	16 Convincingly				
68+ = 7 74+ = 8	17 Just	A highly developed ability to effectively develop ideas through creative and purposeful investigations.	A highly developed ability to thoughtfully refine ideas.	A highly developed ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A highly developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction.
	18 Adequately	A highly developed ability to demonstrate critical understanding of sources.	A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.		A highly developed ability to demonstrate understanding of visual language.
	19 Clearly				
	20 Convincingly				
81+ = 9	21 Just	An exceptional ability to effectively develop ideas through creative and purposeful investigations.	An exceptional ability to thoughtfully refine ideas with discrimination.	An exceptional ability to skillfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	An exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction.
	22 Adequately	An exceptional ability to engage with and demonstrate critical understanding of sources.	An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.		An exceptional ability to demonstrate understanding of visual language.
	23 Clearly				
	24 Convincingly				

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 3hrs/ week (usually more around the exam time).
- A good exam grade can improve an overall GCSE grade by two levels or more.
- Unfortunately the opposite applies!



WHERE DO STUDENTS STRUGGLE MOST?

- **Independence and planning for their Art exams (both mock and actual).**
- For both the mock and actual exam, students choose from a starting point and independently develop ideas supported by the teacher.
- There are no wrong outcomes, just better solutions!
- The best and most rewarding work created by students is personally driven.
- Encourage students to get out and about – collecting **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

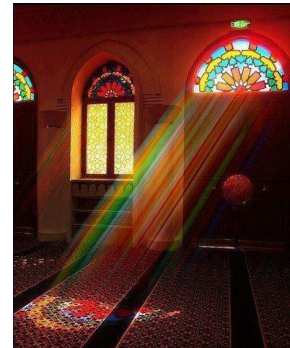


WORKING DIRECTLY FROM A PRIMARY SOURCE ALLOWS YOU TO:

Change your viewpoint

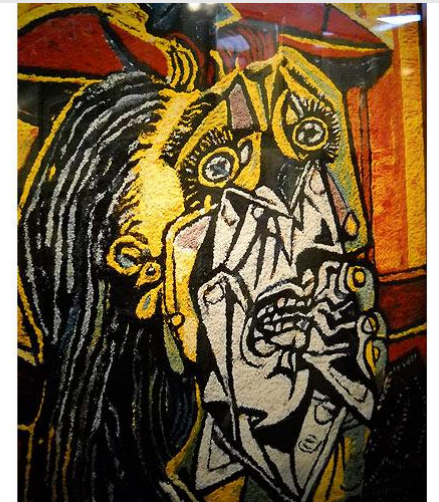
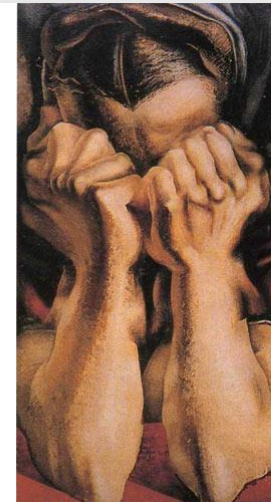
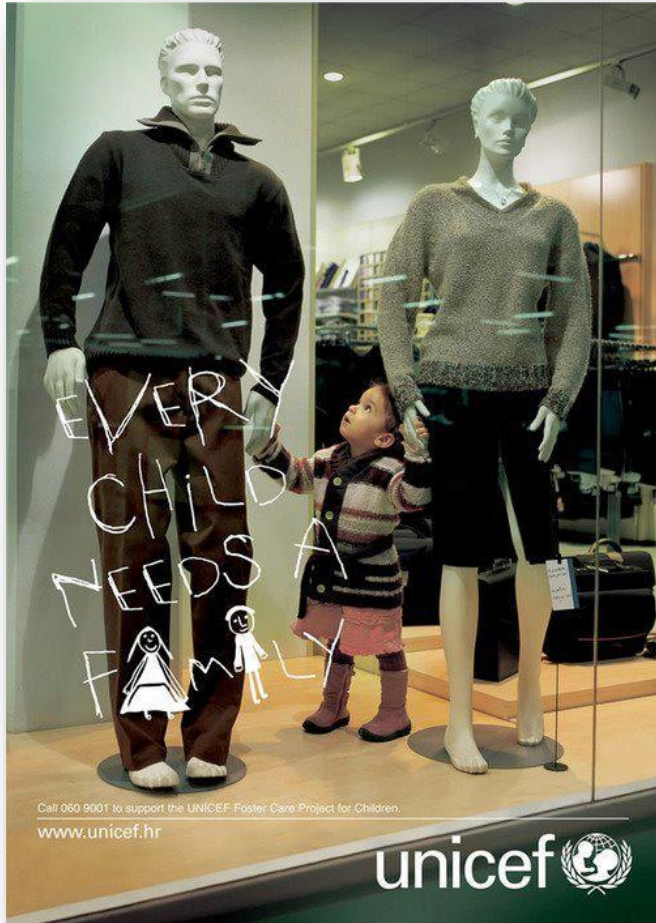


Experience objects, images, people or places in different lighting conditions



WORKING DIRECTLY FROM A PRIMARY SOURCE ALLOWS YOU TO:

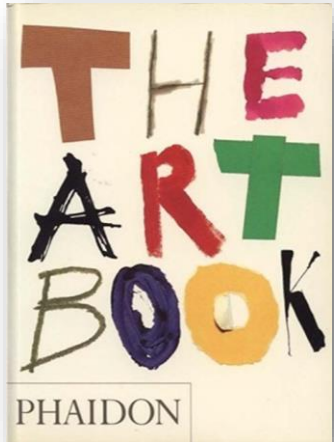
Respond emotionally to the subject



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!

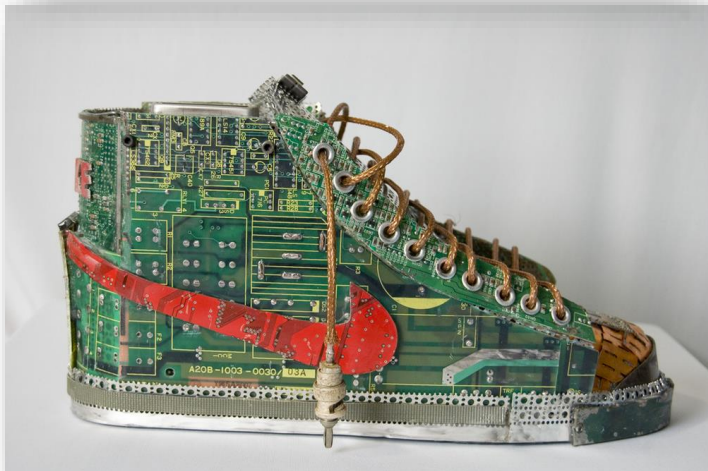


A combination of all of these is best!



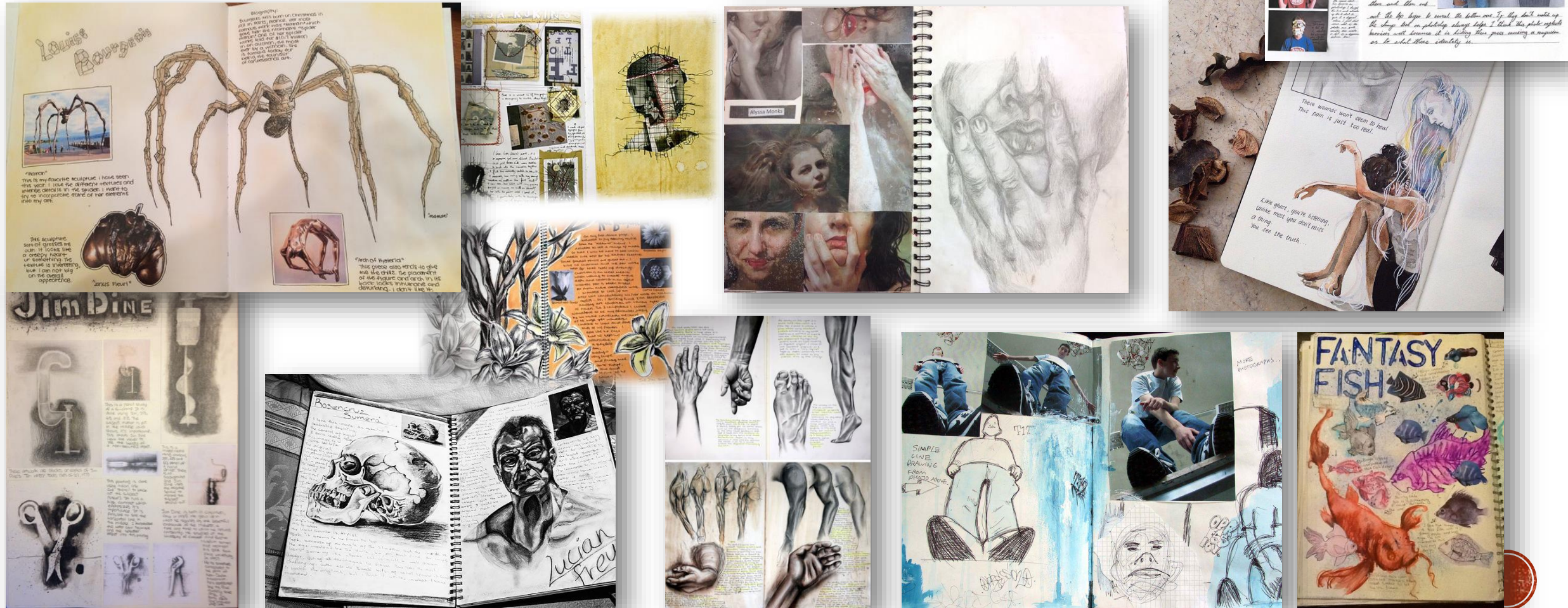
YOU CAN CHOOSE TO USE IMAGERY FROM ONE CONTEXT IN A NEW OR INNOVATIVE WAY. FOR EXAMPLE:

Inspired by art & design to recreate



DOCUMENT ALL PRIMARY AND SECONDARY RESEARCH IN YOUR SKETCHBOOK

<https://www.studentartguide.com/articles/art-sketchbook-ideas>



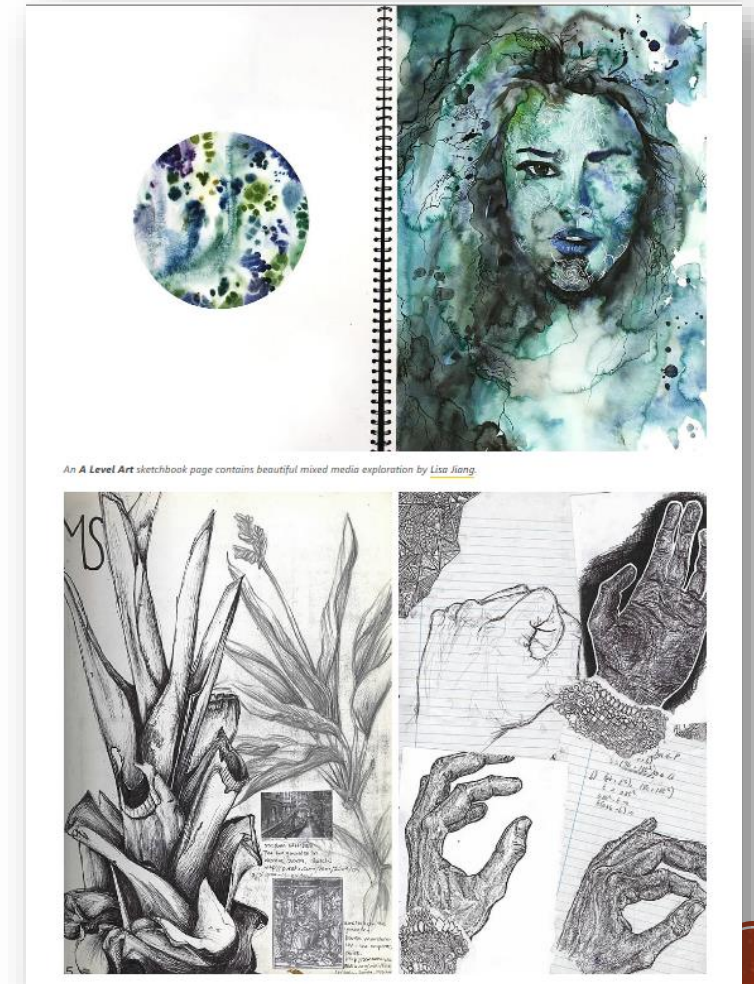
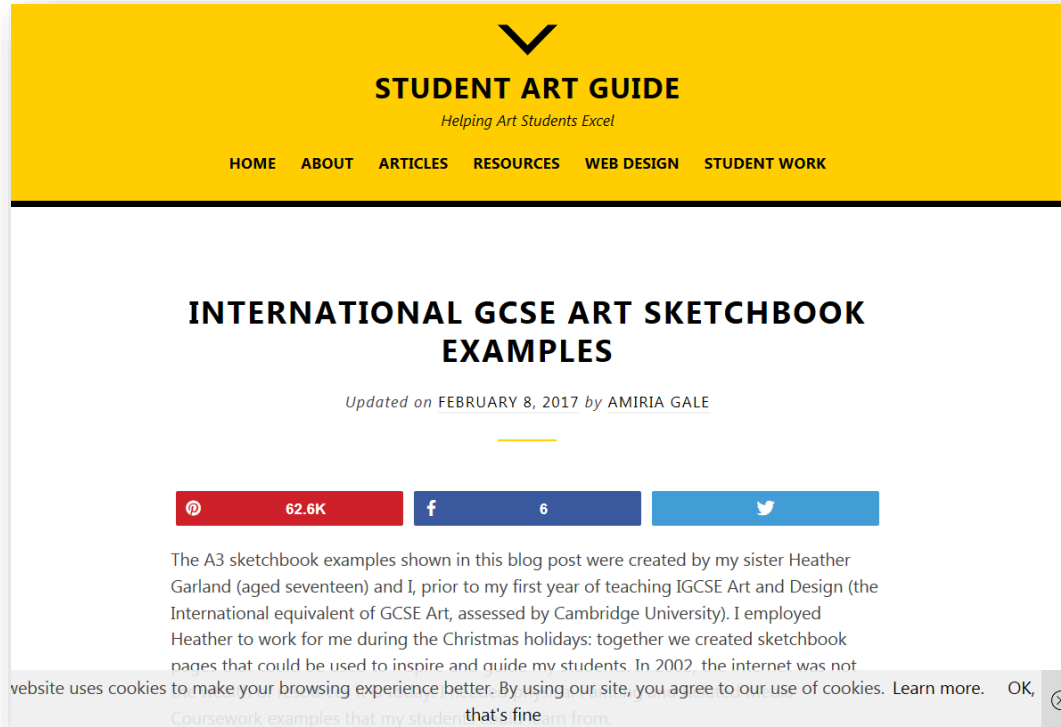
GOOGLE CLASSROOM & OTHER RESOURCES

Assigned To:	Ireland 10K; Aiden Jolliffe 10J; George Knight 10G; Brad Marshall 10B; Barney Martin 10B; Jay Murray 10F; Morley Penaluna 10D; Emilie Phipps 10H; Charlie Ralph 10F; Alistair Rickelsford 10F; Michael Ryan 10F; Joe Wallis 10K; Riley Whitford 10F		
Start and End Date:	08/10/2018 - 22/10/2018		
Expected Time (mins):	500		
Homework Type:	Homework ▾		
Title:	Act upon mock exam targets		
<p>Complete the targets set in your feedback you were given, which is types up in the back of your book.</p>			
View File(s)		View Link(s)	
		Reuse Homework	Edit Delete



OTHER RESOURCES - WWW.STUDENTARTGUIDE.COM

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



BBC BITE SIZE

Sign in

[News](#)
[Sport](#)
[Weather](#)
[iPlayer](#)
[TV](#)
[Radio](#)
[More -](#)

Bitesize

[Home](#) | [Learn & revise](#) | [Support](#)

[My Bitesize](#) ||| [All Bitesize](#)

GCSE

Annotating your work

Annotation means writing key information alongside your work. It can help to record your thoughts, keep your development on track and let others know what you have done and why.

Part of [Art and Design](#) | [Creative process](#)

Revise

Video

Tesit

<
1
2
3
4
5
>

Using annotation

keep your work visual and use annotations to analyse and explain it

Annotations are written explanations or critical comments added to art or design work that record and communicate your thoughts.

There are several reasons annotation may be used, for example to:

- analyse the work of an inspirational artist or designer

More Guides

- Finding Inspiration >
- Responding to stimuli >
- Analytical drawing >
- Developing Ideas >
- Creating a design brief >
- Experimenting with materials and techniques >
- Recording and observing >
- Annotating your work**
- Analysing and evaluating >
- Presenting your personal intentions and response >

Struggling to get your head round revision and exams?

Our team of exam survivors will get you started and keep you going.

[BBC](#)
[Sign In](#)
[News](#)
[Sport](#)
[Weather](#)
[IPlayer](#)
[TV](#)
[Radio](#)
[More](#)

Bitesize

[Change language](#)

[Home](#) |
 [Learn & revise](#) |
 [Support](#)
| [My Bitesize](#) | [All Bitesize](#)

GCSE

Developing ideas

Developing ideas is part of the creative process for artists and designers. By exploring and refining ideas, effective decisions can be made about the final piece of artwork or design solution.

Part of [Art and Design](#) | [Creative process](#)

Revise

Video

Test

<
1
2
3
4
5
6
7
>

Developing use of materials and techniques

Early development is an opportunity to try out materials and techniques that are new to you or that you may not be confident with.

You have nothing to lose at this stage - some studies will be more successful than others.

You can save time by trying a few different techniques on one development study. This can be done by splitting it into sections and applying different materials in each section.

Alternatively, you may draw a development study, but only work up a small section in a selected technique.

Combining different techniques in one development study can save time and make comparing techniques easier

More Guides

- Finding inspiration
- Responding to stimuli
- Analytical drawing
- Developing ideas**
- Creating a design brief
- Experimenting with materials and techniques
- Recording and observing
- Annotating your work
- Analysing and evaluating
- Presenting your personal intentions and response



HOW CAN PARENTS SUPPORT?

- **Actively support by encouraging investigation...**

Getting out and about/ encouraging photographing sketching.

- **Monitoring independent work.**

Checking tasks set against homework diary and Google classroom for resources.

Look at planning sheets filled out in lesson.

- **Making sure that there is an active response to feedback and targets given.**
- **Encourage to attend Art sessions after school (most evenings).**
- **Always contact teacher if unsure/ unhappy.**

edickinson@helston.cornwall.sch.uk



The A Level Mindset

40 activities for transforming student commitment, motivation and productivity

Steve Oakes and Martin Griffin

The A Level Mindset Student Workbook

40 activities for transforming commitment, motivation and productivity

Steve Oakes and Martin Griffin

A real students' answers who later went to study medicine



1. How many hours independent work do you do on this subject outside of class?

$2 + 2.5 = 4.5$ hours a day.
 ↑ each free ↑ Home
 8 hours in total for the weekend.
30.5 hours per week

2. What sort of activities do you do? Use the table below:

	Always	Sometimes	Never
Reading Through Class Notes			✓
Using resources on Bloodle		✓	
Using Course Textbooks	✓		
Mind Maps / Diagrams	✓		
Making / Re-making Class Notes	✓		
Highlighting / Colour Coding	✓		
Flashcards !!!	✓		
Using a Revision Wall to Display your Learning		✓	
Writing Exam Answers Under Timed Conditions	✓		
Reading Model Answers	✓		
Using Past Exam Questions & Planning Answers !!!	✓		
Marking Your Own Work to a Mark Scheme			✓
Studying Mark Schemes or Examiner's Reports	✓		
Working with Other Students in Groups / Pairs		✓	
Comparing Model Answers Against Your Own Work	✓		
Creating Your Own Exam Questions			✓
Handing In Extra Exam Work for Marking			✓
One to One Discussions with Teachers / Tutors		✓	