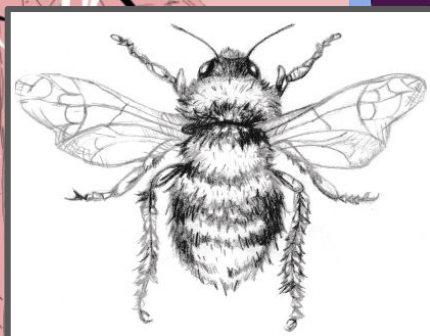
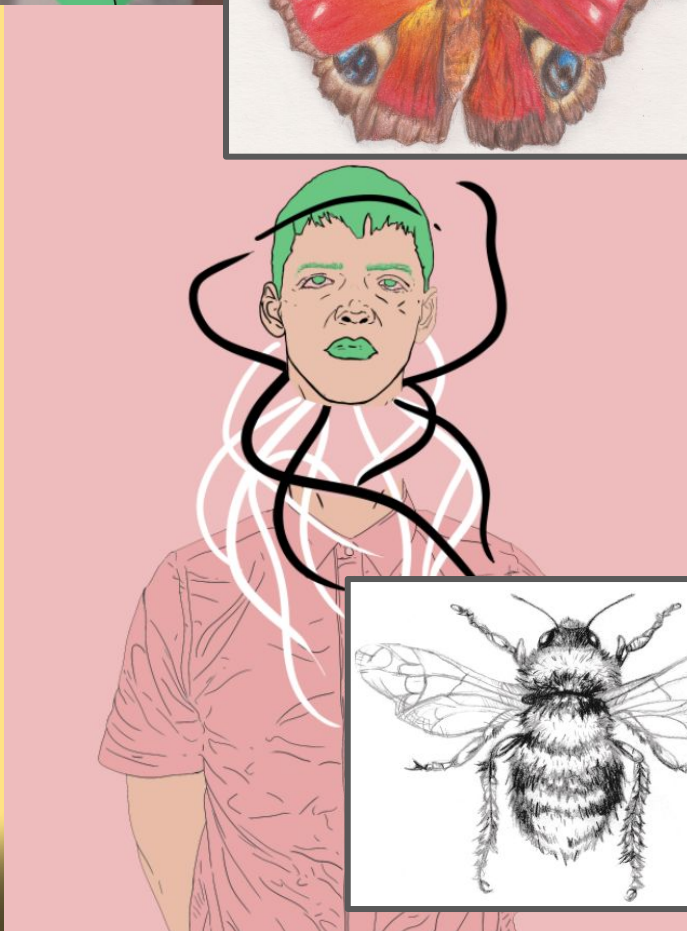


GCSE

Art Craft and Design Handbook



Course Information

The Art and Design GCSE is made up of two elements, **portfolio work** and the **final exam**. (Component 1 and Component 2)

The portfolio work will be created in year 10 and the first term of year 11. You will work on 2 projects in this time and at the end of year 11 you will select your best work and submit this for marking. The portfolio mark will account for **60%** of your final grade.

The exam will be 10 hours, spread over 2 days and sat towards the end of Year 11. You will have from the beginning of January to prepare for the exam and complete all your preparation work. You will be given a range of themes/words from AQA (the exam board) and you will select and investigate one of these for your exam work.

Projects

Year 10

Over the course of year 10 you will be working on 2 projects:

Project 1: Nature and Surface Pattern

During this project you will explore various medias such as tonal pencil, coloured pencil, watercolour, collage, mark making, screen printing photography and Photoshop. You will investigate a range of artists and designers and use their work to inspire your own. To assist your development of ideas we will visit colleges, galleries and work places.

Project 2: Stranger Things

During this project you will explore photography, photomontage, illustration, line drawing, tonal drawing, characterisation, graphic design and textiles artwork. To assist your development of ideas we will visit local galleries and cities.

Year 11

Project 2: Stranger Things...continued

Then, after the Christmas holidays you will be given the **Art exam** paper from AQA. You will select one of the themes given and begin your preparation work. You have 8 weeks to complete a thorough body of work, which will lead up to your final 10 hour exam. This will take place over 2 full days in the art rooms. All work completed for this exam will count towards **40%** of your final mark.

After the course has ended, your work must be kept in school until the end of October.

Assessment

All of your work will be marked according to how well you have met the 4 assessment objectives.

AO1

DEVELOP IDEAS – ARTISTS, TRIPS/VISITS & SOURCES OF INSPIRATION

Develop ideas through **investigations**, demonstrating **critical** understanding of sources.

AO2

REFINING and EXPERIMENTING

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

AO3

OBSERVATIONAL DRAWINGS, EXPLANATIONS & USE OF MEDIA

Record ideas, **observations** and **insights** relevant to intentions as work progresses.

AO4

FINAL IDEA & FINAL PIECE, LINKS WITH ARTISTS

Present a personal and meaningful response that **realise intentions** and demonstrates understanding of visual language.

Checking progress

You will be issued with a Planning Diary, that will allow you to record your progress and reflect upon your work during each lesson.

You will also be given a checklist for each project which will help you to manage your own progress and monitor your work effectively. This will indicate the minimum amount of work expected, anything you complete above and beyond the list is fantastic!!!



CHECKLIST		
- NATURAL FORMS AND SURFACE PATTERN DESIGN		
COMPLETE THE FOLLOWING TASKS:	ASSESSMENT OBJECTIVE	TICK WHEN COMPLETE
min of 2)		
insects (min of 2)	A03	
ts (min of 2)	A03	
racters (min of 2)	A02	
inting of insects (min of 2)	A03	
	A02	
	A02	
	A01	
	A01	
	A01	
	A04	
5)	A03/4	
	A03/4	
	A04	
ple	A04	

ASSESSMENT OBJECTIVES in ART & DESIGN

A01 - DEVELOP

- ☑ Develop your own ideas through personal investigation.
- ☑ Look closely at (and collect examples of) the work of other artists / craftspeople who work(ed) in ways that interest you.
- ☑ Use other sources to show that you understand how the artists / craftspeople worked and why they produced this work.



ASSESSMENT OBJECTIVES in ART & DESIGN

A02 - EXPLORE & REFINE

- ✓ You show that you can explore develop and refine your ideas through experimentation.
- ✓ You select appropriate resources, media & materials.
- ✓ You experiment with different media, techniques and processes.



ASSESSMENT OBJECTIVES in ART & DESIGN

A03 - RECORD

- ✓ You record your ideas, observations and insights in visual, written and other forms.
- ✓ You work from a range of experiences and stimulus materials.
- ✓ You talk about your work; what you have achieved at each stage and what you will do next.

When recording ideas you should ...

Fill pages of your sketchbook with drawings, sketches, jottings, photographs and experiments with different media.

Use detailed annotations alongside sketches, designs and images.

Collect images and stimulus materials from a variety of sources (always giving credit to the source).

Use primary and secondary sources to help you to develop your ideas.

Don't just describe what you have done. Analyse and evaluate what you have achieved at each stage to demonstrate your critical understanding.

Make collections of images as mood boards.

Organise your ideas and recordings into a sketchbook / journal or present them as sheets of mounted studies.

Say what you have done well and what you think you could have done better.

Make sketches and studies from primary and secondary sources that analyse formal elements.

Make studies of artists' or designers' work, showing an appreciation of their working methods

Try out different layouts or combinations of images and ideas

Make rubbings, prints or photographs that record texture, contrasting surfaces, pattern, tone or form.

Make 'maquettes' or models in paper, card, clay or found objects and materials that explore form, structure or scale.

Work at different scales

organise your studies into a sequence that shows the development of your ideas

Make organised sequences of images and studies to show how your ideas have progressed

ASSESSMENT OBJECTIVES in ART & DESIGN

A04 - PRESENT

- ✓ You present a personal, informed and meaningful response to the brief.
- ✓ You demonstrate analytical and critical understanding throughout.
- ✓ You present a finished piece or pieces.

When presenting your final piece(s) you should ...

realise your intentions through your development work as well as your final piece(s).

provide evidence of the development of your ideas from initial brief to finished work.

show that you have experimented with different media, materials and techniques

record your initial response to a theme or brief

show that you have considered different working methods and processes, and selected and used some of them in your finished work

THE FINISHED PIECE(S)

record your ideas, observations and insights into both your own work and that of other artists, designers and craftspeople

record your initial response to the theme or brief

present a personal response to your chosen theme or brief

provide evidence that you understand the connections between your work and contextual material you have chosen

analyse and evaluate what you have achieved at each stage to demonstrate your understanding throughout the project.

show that you can select and control a range of media, tools and working methods

9-8 Grade descriptors

AO1 – Research 25%	<ul style="list-style-type: none"> • High quality, in depth analysis of a wide range of purposefully chosen artists. • Artists chosen are completely relevant to ideas and fully inform your investigations for the project (eg. Techniques, composition, colour schemes, content etc) • Opinions are clearly explained, informed and justified. • Accurate use of a wide range of key technical words. • Excellent presentation with clear links to the art work • Strong links between artists and ideas are shown throughout experiments • Work demonstrates highly developed cultural understanding
AO2 – Experiments 25%	<ul style="list-style-type: none"> • Experiments are purposeful and help you to move forwards • A wide range of materials/techniques/processes are explored creatively and independently • Materials/techniques/processes chosen, allow for a high level of skill to be demonstrated • Experiments are reviewed through analysis and evaluation of their success, with suggestions for improvement and development. • Experiments allow for effective refinement and development of ideas. • Excellent progress is made over a high number of purposeful experiments.
AO3 – Ideas 25%	<ul style="list-style-type: none"> • Observational drawing is highly skilled • Ideas are recorded fluently and are relevant to developing the project • Ideas are recorded skilfully using a range of techniques such as through sketching, photography, mind maps, notes etc. • A wide range of ideas are purposefully explored, experimented with and evaluated. • Written communication is fluent and accurate
AO4 – Outcomes 25%	<ul style="list-style-type: none"> • Outcomes bring together ideas individually and creatively • Imaginative, personal and meaningful response to the project • Finished to a high standard • Creatively inspired by artists • Highly developed ability to evaluate

7-6 Grade descriptors

AO1 – Research 25%	<ul style="list-style-type: none"> • In depth analysis of a range of thoughtfully chosen artists. • Artists chosen are relevant to ideas and purposefully inform your investigations for the project (eg. Techniques, composition, colour schemes, content etc) • Opinions are explained, informed and justified. • Accurate use of a range of key technical words. • Creative, effective presentation with clear links to the art work • Clear links between artists and ideas are shown throughout experiments • Work demonstrates good cultural understanding
AO2 – Experiments 25%	<ul style="list-style-type: none"> • Experiments are purposeful and help you to move forwards • A wide range of materials/techniques/processes are explored creatively showing good progression of ideas • Materials/techniques/processes chosen, allow for a good level of skills to be demonstrated • Experiments are reviewed through reflections and evaluation of their success, with suggestions for improvement and alternatives. • Experiments allow for refinement and development of ideas. • Effective progress is made over a number of purposeful experiments.
AO3 – Ideas 25%	<ul style="list-style-type: none"> • Observational drawing is tonal and skilful • Ideas are recorded effectively and are relevant to developing the project • Ideas are recorded clearly using a range of techniques such as through sketching, photography, mind maps, notes etc. • A range of ideas are thoughtfully explored, experimented with and evaluated. • Written communication is confident and clear
AO4 – Outcomes 25%	<ul style="list-style-type: none"> • Outcomes bring together ideas individually and thoughtfully • Produce a creative, personal and meaningful response to the project • Skilfully finished to a good standard • Clearly inspired by artists • A confident ability to evaluate

5-4 Grade descriptors

AO1 – Research 25%	<ul style="list-style-type: none"> • Thoughtful analysis of a range of artists. • Artists chosen are relevant to ideas and inform your investigations for the project (eg. Techniques, composition, colour schemes, content etc) • Opinions suggest an understanding of the art work and are clearly explained • Accurate use of key technical words. • Effective, neat presentation with clear links to the art work • Links between artists and ideas are shown throughout experiments • Work demonstrates cultural understanding
AO2 – Experiments 25%	<ul style="list-style-type: none"> • Experiments are purposeful and help you to move forwards • A range of materials/techniques/processes are explored, showing some development and progression. • Materials/techniques/processes chosen, allow for a good level of skill to be demonstrated • Experiments are reviewed through annotations and evaluation of their success, with suggestions for improvement. • Experiments inform the development of ideas. • Clear progress is made as a result of purposeful experiments.
AO3 – Ideas 25%	<ul style="list-style-type: none"> • Observational drawing is tonal and generally effective • Ideas are recorded clearly and are relevant to developing the project • Ideas are recorded using a range of techniques such as through sketching, photography, mind maps, notes etc. • A range of relevant ideas are explored, experimented with and evaluated. • Written communication is appropriate and reasonably clear.
AO4 – Outcomes 25%	<ul style="list-style-type: none"> • Outcomes bring together ideas effectively • A personal, meaningful and informed response to the project • Finished to a good standard • Some links to artist research can be seen in the outcome • A generally consistent ability to evaluate

After school activities

The more you participate in after school activities, the greater the rewards!!!

Your home learning activities - 2 hours per week which can be completed in school during p6 sessions.

Sign up to our after school sessions at Wigan and Leigh College, Pendleton 6th Form College and Bolton 6th Form College where you will learn how to screen print and much more using specialist equipment and materials!

Attend after school art sessions at WHS to learn how to etch, develop your Photoshop skills, design and print your own t-shirts, make badges/bags and other products or just work on your own ideas!!!



Rewards

Pizza parties

Art ambassador responsibilities

Art badges

Postcards of praise

Art student of the week

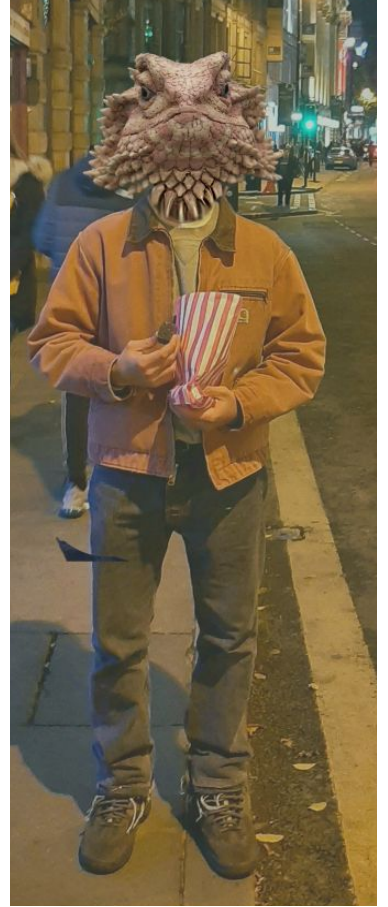
Greater skills and subject knowledge

Use of art rooms at break and lunch times

Improved GCSE Art results

Develop relationships with other artists, students and staff

The list goes on.....



Useful websites

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

Course advice and tips from the BBC

<http://www.studentartguide.com/>

The Student Art Guide

Contains ideas, help and guidance from students and teachers around the world on your GCSE

<http://www.juliastubbs.co.uk/>

100s of examples of pages from student sketchbooks and artwork at GCSE

<http://www.pinterest.com/>

A visual discovery tool that you can use to collect ideas for the different projects and themes (great for finding artists and other examples of GCSE artwork)

<http://www.art2day.co.uk/>

A site dedicated to supporting students through their Art and Design GCSE. A great place to start if you are looking for artists to investigate.

<https://www.bolton.ac.uk/subject-areas/art-and-design/>

Here you will find information about art courses and more!

<https://www.wigan-leigh.ac.uk/courses/art-design>

Here you will find information about art courses and more!

<https://www.runshaw.ac.uk/area-of-study/art-design/>

Here you will find information about art courses and more!

<https://www.theartcareerproject.com/careers/>

EXPLORE HUNDREDS OF ART CAREERS AND LEARN MORE ABOUT WHAT IT TAKES TO MAKE A LIVING DOING WHAT YOU LOVE.

Vocab and key terms

LINE

Straight	Curved
Broken	Scribble
Faint	Confident
Free	Strong
Angular	Wavy
Curvaceous	Bold
Fine	Thin
Sharp	Soft
Thick	Jagged
Broad	Loose
Short	Flowing

TONE

Contrast	Bright
Dark	Light
Faded	Smooth
Soft	Harsh
Gradient	Graduated
Shadow	Midtone
Shading	Range
Highlight	Reflected
Cast	Blended
Diffused	Tinted
Solid	Density

COLOUR

Primary	Secondary
Complimentary	Dull
Pale	Deep
Bright	Vibrant
Warm	Cool
Tinted	Soft
Contrast	Shade
Harmonious	Pastel
Flat	Hue
Pure	Mixed

COMPOSITION

Background
Middle-ground
Foreground
Perspective
Symmetry
Design
Complex
Simple
Centred
Asymmetric
Focus

SHAPE

Angular	Organic
Sharp	Pointed
Frame	Square
Body	Figure
Rounded	Circular
Geometric	Spherical
Cylindrical	Proportion
Size	Multi-faceted
Mass	Bulky
Solid	Fluid
Dense	

TEXTURE

Rough	Smooth
Hard	Soft
Furry	Scaly
Cracked	Grainy
Dry	Wet
Spiky	Glossy
Matt	Shiny
Bumpy	Silky
Coarse	Uneven

PATTERN

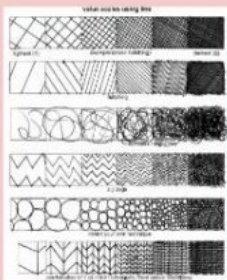
Natural	Simple
Plain	Complicated
Intricate	Repeat
	Symmetrical
Stamped	Spiral
Irregular	Structured
	Overlapped
	Continuous
	Tessilation
	Cross Hatch
Stripes	Zig - Zag

TYPE OF ART

Portrait
Landscape
Abstract
Figurative
Still Life
Sculpture
Painting
Print
Drawing
Textiles

LINE

A line can take many forms e.g. horizontal, diagonal or curved. A line can be used to show contours, Movements, feelings and expressions.



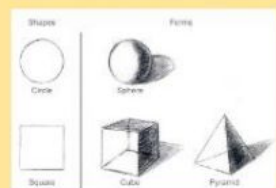
TONE

Tone means the lightness or darkness of something. This could be a shape or how dark or light a colour appears.



SHAPE & FORM

A shape is an area enclosed by a line. It could be just an outline or it could be shaded in. Form is a three dimensional shape such as a sphere cube or cone.



FORMAL ELEMENTS

TEXTURE

Texture is the surface quality of something, there is two types of texture; Actual texture and visual texture.

Actual Texture - You can physically touch it
Visual Texture - Different marks to represent texture



COLOUR

There is 3 primary colours: **RED**, **YELLOW** and **BLUE**
By mixing any two Primary Colours together to get secondary colours



PATTERN

A pattern is a design that is created by repeating lines, shapes, tones or colours.

Patterns can be manmade, like a design on fabric or natural, such as the markings on animal fur.



