



# RSA Arrow Vale Academy GCSE ART EXAM STUDENT

**Name:**

**Form:**

**Art Teacher:**

**Target Grade:**

**Coursework (Portfolio Unit) = 60% of total marks.**

**Deadline for completion & handing in coursework = 05 March 2019**

Your coursework units are *Natural Form and Structures* (including mock exam) Response to all 4 assessment objectives required in coursework as a whole.

**EXTERNALLY SET UNIT (exam project) = 40% of total marks**

Your art exam is a practical **10 hour (2 day) exam**, completed unaided under exam conditions in the large art room. You will prepare for the exam over the next 9 school weeks, researching artists and experimenting with media, techniques and processes so that you can produce your best work. Your exam paper will contain **7 titles**. You will choose **one** of these. Exam dates T.B.C (likely to be the week commencing 5<sup>th</sup> May).

This booklet has all the information that you need to complete your work effectively. It contains classwork and homework tasks that you need to complete with checklists so that you can cross off your work as you complete it.

**Preparation Work Start Date:** Week beginning 07.01.19

**Preparation time:** 11 weeks (In school)

**Deadline for all prep work:** 1<sup>st</sup> May 2019

**Your Exam board is AQA.**

## What Is Expected For Your Art Exam Preparation Work?

Your prep work should take the viewer on a personal, creative journey from your initial ideas to finished piece(s) via research, recording, experimentation, drawing, development and analysis...

We would expect **4-6 full (carefully presented) A1 design boards**, or 10 A2 boards or a full A3 sketchbook by the time you reach the exam. (Yes, a lot of work!)

During your preparatory period you will research, investigate and develop your ideas. Your work could be in sketchbooks, or 3D models (maquettes), video work etc). **We recommend working on A1 or A2 design boards**, as they display well and allow you to present your work in a way that shows connection between your ideas. These will, however, have to be at your own expense (Black A1 mount board £1.20 from art dept.). It may be best for you to work in a sketchbook at home and assemble on the mount-board in school. A3 or A2 sketchbooks are a good portable alternative (best to work on one side of page only).

The work submitted for this examination **must be your own unaided work**. All secondary Source material submitted must have clear reference to where it came from (if an image from the internet is used, try to get the author's name and the URL)

You must hand in **all the preparatory work** with your final piece(s) and at the end of the examination. All your work, (i.e. exam outcome and prep work), will be marked using the 4 equally weighted Assessment Objectives (see back page) with a maximum of 80 marks in total. **Your work must fulfil all four of these assessment objectives** (shown at the back of this booklet).

### **Advice :**

You should **discuss your ideas with your teacher** before deciding on your starting point. You should make sure that any materials or equipment which you might need are available before you start your exam. You must take all your preparatory work into the examination sessions and hand in at the end.

You should look at examples of the work of other artists, craftspeople and/or designers as part of your research.

You may work on further supporting studies until you have completed your final piece(s). You may use any appropriate medium, method(s) and materials, unless the question states otherwise.

**Come to every lesson prepared with everything you need in order to work effectively during class time (e.g. images printed out etc)**

Please remember that the project that appeals to **you** most is likely to be the one in which you will perform best. Discuss your ideas with your teacher, family and friends but it will ultimately be your choice.

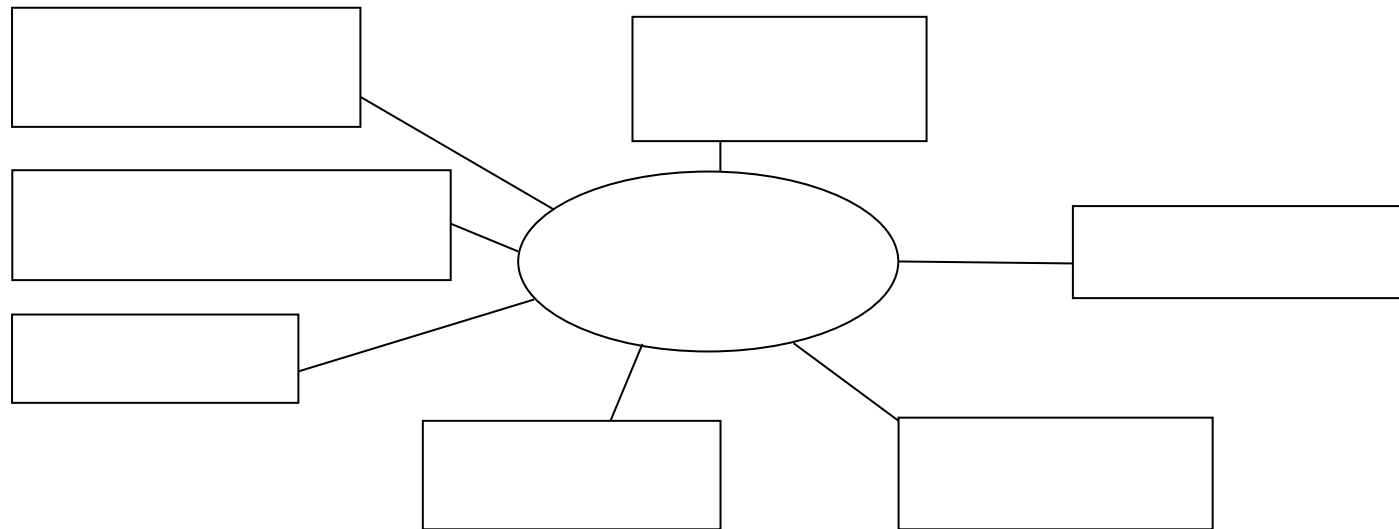
**1. The title I have chosen is:**

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**2. Complete a basic mind map based on the project title you have decided upon** (key headings only, this will be expanded to add detail and a wide range of ideas).



**3. Initial Ideas**

**3.1 Primary/Secondary Research**

Consider the following: What images will I collect? How will I collect them? How many images will I need in each section?

Remember -Taking your own photographs and sourcing your own, individual primary research is essential.

Primary Research	Secondary Research
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### 3.2 Artist Research

It is a good idea to investigate more than one artist in the early stages of your project. Note down the artists' names and analyse their use of colour, composition, subject matter, techniques, materials, and how the artists' work relates to your project title.

MAKE SURE YOUR FINAL PIECE MAKES FULL, INFORMED CONNECTIONS WITH THE ARTISTS WORK.

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### 3.3 Media

List the different techniques that you might investigate throughout your preparatory work and the media you may choose.

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### 4. Statement of Intent

Using the notes you have completed, compose your introductory paragraph for your title page using full sentences. For example; "Throughout this project I will be exploring the theme of Still Life. I will be looking at the artist, ....., and developing my ideas through..... techniques."

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When researching this project please remember the extra help available to you including:

- The PowerPoints and images collected by the Art staff are on the computer system Shared area / Art
- Please use the extra lunchtime and after school sessions to complete work or discuss ideas and issues relating to your project with your teacher.


# STAGE ONE- MIND MAP & ARTIST RESEARCH (AO1) 25%

8th January-18th January (2 weeks)

Classwork and Homework Tasks		
1	Fill in the <b>front pages of this booklet</b>	
2	Make an initial <b>mind map</b> of possible ideas for your chosen theme. You can do a quick, rough version, where you get down every idea and image that you could associate with your title, then analyse this and re-order to create a clear mind map with images. Include a <b>'Mood Board' of secondary source images relating to your theme.</b>	
3	<b>Artist Research 1</b> - Complete half an A1 board <ul style="list-style-type: none"> <li>• Background and title</li> <li>• <b>Brief, Relevant</b> biographical information</li> <li>• Analysis of artist's work (<b>see the annotation and analysis sheets</b>)</li> <li>• Why you have chosen to research this artist.</li> <li>• Quality Studies (drawings and paintings) and clear images of their work.</li> </ul>	
4	<b>Artist Research 2</b> - Complete half an A1 board <ul style="list-style-type: none"> <li>• Background and title</li> <li>• <b>Relevant</b> biographical information</li> <li>• <b>Analysis</b> of artist's work</li> <li>• Why you have chosen to research this artist</li> <li>• Studies and clear images of their work</li> </ul>	
5	Mount up all artist research onto your boards/into sketchbooks	
	<ul style="list-style-type: none"> <li>➤ <b>For a Lvl 5-6 grade</b>, complete at least one more piece of artist research using the method described above</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ <b>G4G For an lvl 8-9 grade</b>, complete at least two more pieces of artist research using the method described above and copy a piece of two of the artists work in a technique you like.</li> </ul>	
<p>Bring in money for sketchbook / black boards</p> <p><b>Bring in images and research info on your chosen artists</b></p> <p><b>ANALYSIS</b> - Choose 3 key images of each artists' work that are relevant to your topic. Use <b>clear annotations</b> to show your understanding of their art work. Make sure that your writing is readable, spellings are correct and your writing is <i>analytical</i> and gives your opinion and insight (not just description)</p> <p><b><u>Include your own studies of their work</u> - e.g. drawing or painting -this could be a close-up sections)</b></p>		


# STAGE TWO - RECORDING OBSERVATIONS (AO3) 25%

**21<sup>st</sup> Jan -8<sup>th</sup> February (3 weeks)**

Task		
<b>6</b>	Create a minimum of <b>8 primary source images based on your chosen starting point</b> . These should be <b>photographs</b> and <b>drawings</b> (e.g. of people, places or objects that you have observed). These are most critical to your success so give plenty of time and thought to this.	
	➤ <b>For a B grade</b> you should collect images based on a minimum of two different starting points.	
	➤ <b>For an A grade</b> you should collect images based on a minimum of three different starting points.	
<b>7</b>	Produce a <b>minimum of 6 studies</b> based on <b>each theme</b> that you have collected images for. Use <b>appropriate media</b> , but also media that you are confident using. Images may be mixed media. Possible media/processes include: <ul style="list-style-type: none"> <li>• Pencil - different grades - tonal study/mark-making</li> <li>• Paint - acrylic/watercolour - washes/impasto/tonal</li> <li>• Pen &amp; ink - biro/fineliner/gel pen / nib pen and Indian ink</li> <li>• Coloured pencils - using different coloured papers</li> <li>• Collage - ripped papers/photomontage</li> <li>• Inks - Brusho dyes and drawing inks</li> <li>• Monoprint (these can be worked into)</li> <li>• Pastel/oil pastel/ charcoal</li> <li>• Photography - working on photocopies/original photographs</li> <li>• Relief - cardboard/clay, mod-roc, texture paste working with layers and textures</li> <li>• ICT - drawing programmes/<b>Photoshop</b> manipulation (in school now)</li> </ul>	
<b>8</b>	Mount up all observations onto boards/into sketchbooks	
Stage Two Homeworks		
	Collect images/take photographs related to your chosen starting points(s)	
	Choose one of your images and develop it as a tonal image (pencil or fineliner or ink and wash).  <b>Good Quality, original tonal drawings count for so much</b>	
	Choose one of your images and develop it in colour using any media.	
	Choose one of your images and develop it in mixed media.	
	Choose a section of one of your images and develop it in three different media or using three different processes.	

# STAGE THREE - DEVELOPMENT OF IDEAS (AO2) 25%

12<sup>th</sup> February - 15<sup>th</sup> March (4 weeks)

Task		
9	<p>Make a detailed <b>mind map</b> of possible ways to develop your final piece. Consider:</p> <ul style="list-style-type: none"> <li>• Scale and surface</li> <li>• Media/processes: eg pencils, pens, mixed-media, printing, painting</li> <li>• How work links with artists studied</li> <li>• Abstract/realistic</li> <li>• Textured / Relief / 3D</li> </ul>	
10	<p><b>Development 1</b> - Take your favourite idea and develop it further as you work towards a final outcome. Development pages/sheets must include:</p> <ul style="list-style-type: none"> <li>• Title</li> <li>• Rough design/thumbnailed sketches</li> <li>• Final designs</li> <li>• Colour studies/media tests</li> </ul>	
11	<p><b>Development 2</b> - Take another idea and develop it further as you work towards a final outcome. Development pages/sheets must include:</p> <ul style="list-style-type: none"> <li>• Title</li> <li>• Rough design/thumbnailed sketches</li> <li>• Final designs</li> <li>• Colour studies/media tests</li> </ul>	
➤ <b>For a level 6</b> you develop three ideas using the format described above		
➤ <b>For a level 7 or above</b> focus on the <b>quality of your drawing/ painting and originality of ideas</b>		
12	<p><b>Further development (Level 7 above)</b> - take your favourite idea from the stage above and develop it even further using appropriate media and processes. Part of this further development should be the <b>production of a practice piece</b> where you test media prior to the exam.</p>	
13	Mount up all development work onto boards/into sketchbooks	
Stage Three Home works		
Continue with work for Development 1 (2 hours)		
Continue with work for Development 2 (2 hours)		
Continue with work for Further Developments (2 hours min)		

# STAGE FOUR – PRESENTING FINAL IDEAS (AO4) 25%

18<sup>th</sup> March -29<sup>th</sup> March (2 Weeks)

## Task Further developments and finalisation plans



### **AO4 Present a personal, informed and meaningful response**

**Final Development** - Take your favourite idea and develop it further as you work towards a final outcome. Development pages/sheets must include:

- Title
- Rough design/thumbnailed sketches
- Final designs
- Colour studies/media tests

Review and evaluate all your preparation work that you have completed during the last five weeks. Design a final piece building on the strengths of your ideas, sketches and experiments – *choose your best bits and improve upon them.*

Plan what your final piece will look like in detail. Make tweaks to the composition. Make sure that you know the scale of work, exactly what media you intend to use and, in the case of a painting, what surface you are working on.

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Make sure that you are confident with the techniques you intend to use. Include alternative compositions as well as a full colour version planned out before the exam, showing your final composition (the same format as your final piece if not the same size)

### **Make sure that you have discussed your intentions with your Art Teacher.**

PLEASE, NO SURPRISES! DO NOT SUDDENLY DECIDE TO WORK IN A MEDIA THAT YOU HAVE NOT TRIED AND YOU HAVE NOT EXPERIMENTED WITH – YOU WILL LOOSE MARKS!

**If you need any photocopying or specialist materials, you must let your teacher know at least a week before the exam.**

Make a **time plan** for your ten hour exam. Make sure that you know when your exam times are and arrive with all your prep work and appropriate materials.

**GOOD LUCK!**

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Mount up final exam, if appropriate onto board.  
Produce a written evaluation of your work, explaining your ideas, how they have developed and how you have used the artists in the development of your work. Say what went well and what you would improve if you could do the work again. **(A-B grades)**

## Stage Four Homework

**complete any outstanding work from all Stages**



## **Critical Writing and analysis**

When annotating you need to try and make your written work as creative as your drawings and present it in a way that is as visually stunning as your work.

With your written **analysis** remember to be **specific** and **expressive**. Avoid simply saying what we can already see - "Here I have drawn my dog..." yes, I can see that. You need to be **articulate**. Try to avoid repeating yourself e.g. ....I like this and I like that.....I really like the way ....and what I like most is.....I get it, you like it.....**why?**

Here are some sentence starters if you need help:

- I find the use of.....in this work particularly effective because.....
- The surface pattern and texture looks (or feels) like.....
- Other things I like about this piece are.....
- Overall I am pleased/not pleased with this piece of work because.....
- If I spent a little more time, or could do it again I would change.....
- What I find interesting about this piece is.....
- I think the use of (pencil/pen/charcoal etc) in this piece appropriate because.....

**Formal elements = Line, Form, Pattern, shape, tone, texture, colour.**

### **Key words:**

- Media – dry (pencil, charcoal, chalk etc) or wet (paint, ink etc)
- **Composition**, space, area, scale, proportion, perspective
- Blending, shading, harmonising, balance, rhythm, motion.
- Mark making, cross hatching, etching, sketching, drawing
- Create, analyse, evaluate, explore. Experiment, investigate, develop, compare, refine, adapt, consider, interpret, convey, apply, combine, express.

***When analysing work by another artist, here are some other things to consider:***

Always use your own words and include the title, date and media for any image

- **How** have they used **lines, tone, shape, colour, rhythm** etc. to create an effect?
- **Where** is my eye drawn to first? Next...? Is there a main **focal point**?
- **What** are your own **feelings and opinions** about the artwork? Justify your response.
- What **connections** can you make between this Artist's work and other artists that you have seen?
- How could this Artist's work relate to **your own work**?
- What do you think are the main concerns of the artist? What meaning or effect do you think s/he wants to convey?

## **CONTEXTUAL RESEARCH**

Context Means **the relevant surrounding circumstances**

e.g. cultural, social, (art) historical, geographical, political etc...

**Address these questions, but keep information brief and relevant**

**Who?, What?, When? How?, Where? and Why?**

# GCSE ART EXAM Final Check list



Have I...

Shown more than one idea?  Used **primary** and **secondary** sources?

explored different ideas?

taken them in interesting and original and personal directions?

presented these different ideas clearly?

Shown how my ideas have developed on a clear journey?

Selected and improved upon my best ideas?

Have I explained my ideas clearly with a statement of intent?

Have I experimented with a range of different medias and techniques? (see task 7 above)

Pencil  Pencil crayon  oil pastel  soft pastel  Watercolour  Acrylic

Photography  Photoshop manipulation  Photo collage  collage  charcoal  etc

Hatching  tonal shading  wet-in-wet painting  sgraffito  layering paint glazes

wax resist  Dry Brushing  gel medium Transfer  monoprint  lino print

On different surfaces (e.g. canvas, paper, different colour backgrounds etc.)

**SCULPTURE:** clay  Papier Mache  plaster  wire  card / paper  soap

refined my work – i.e. **have I shown improvement in skill** in using different media and techniques?

clearly related my work to my chosen artists?

Thoroughly explored the **visual & tactile elements**:

Line  Shape  colour  Tone  Form  Texture  Pattern  Scale

experimented with and refined my skills using the media chosen for my exam piece?

(e.g. does your use of acrylic paint capture a range of tones? Can you blend colours effectively? Have you refined these skills?)

drawn a sketch that clearly shows my final image or sequence of images and how I want them to look?

analysed and evaluated my own work, explaining what works well, or not and why?

Explored different **compositions** through **thumbnail sketches** analysed their effectiveness?

**Created a detailed colour sketch/ model of my final composition?**

Are you totally prepared with everything you need for the final exam?

# GCSE ASSESSMENT OBJECTIVES

EACH AO = 25% OF YOUR GRADE

## **AO1: DEVELOP & INVESTIGATE**

Develop your ideas through investigations informed by **contextual** and other sources demonstrating **analytical** and cultural understanding.

I.E. RESEARCH, CRITICAL ANALYSIS, ARTIST LINKS – Show your understanding and awareness of Artists and cultural conventions

## **AO2: EXPERIMENT & REFINE**

**Refine** your ideas through **experimenting** and selecting **appropriate resources**, media, materials, techniques and processes.

I.E. SHOW YOUR EXPERIMENTS, TRY LOTS OF TECHNIQUES AND DIFFERENT MEDIA, THEN REFLECT ON THEM AND SHOW HOW YOU HAVE DEVELOPED. SHOW WHAT WORKS WELL & WHY – MUST **SHOW IMPROVEMENT**.

## **AO3: RECORD**

**Record ideas**, observations and insights **relevant to your intentions** in visual and/or other forms.

E.G MIND MAPS, **DRAWINGS FROM LIFE**, YOUR OWN **PHOTOGRAPHS** OR **SCULPTURES**, ANNOTATIONS ETC. BASED ON YOUR IDEAS, IMAGINATION & OBSERVATIONS.

## **AO4: SYNTHESISE & PRESENT**

Present a **personal, informed and meaningful response** demonstrating **analytical and critical understanding, realising intentions** and where appropriate, **making connections** between visual, written, oral or other elements.

I.E. HOW WELL HAVE YOU SHOWN THE PROCESS LEADING TO YOUR FINAL PIECE(S)? HAVE YOU SHOWN YOUR CREATIVE JOURNEY? **HOW SUCCESSFUL ARE THESE PIECES?** HOW WELL HAVE YOU REFLECTED ON THE PROCESS AND MADE CONNECTIONS BETWEEN YOUR OWN WORK AND YOUR CONTEXTUAL RESEARCH (ARTISTS ETC)?