G.C.S.E
ART & DESIGN.

REPLACE
FEAR OF
THE UNKNOWN
WITH
CURiosity
During a full GCSE in Art and Design (for both endorsed or unendorsed), you'll do two, three or four projects.

Using the work you have created during the course, you will need to present a portfolio of your best work for formal assessment. This should represent roughly 45 hours of work and will usually be worth 60 per cent of your final grade, depending on your examination board.

The remainder of your marks at GCSE (usually 40 per cent) come from your Externally Assessed Task or Assignment. This is a project set by your examination board. You'll have time to create a body of preparatory work - in a sketchbook or journal, for example - before spending 10 hours on a final piece.

Both your coursework and Externally Set Task will be marked in the same way, using four Assessment Objectives.
Project structure

At the end of the course you submit a portfolio of evidence, representing around 45 hours of work. This is normally made up of two coursework projects. A project includes preparatory studies and a final piece.

A project is the work you do exploring a theme or brief. It includes your preparatory work, normally in the form of a sketchbook, and a final piece. You need to show you have met all the assessment objectives in each project.

Although you can attempt the assessment objectives in any order, it is advisable to work methodically through a project. An example of how you could structure your project is below:

**AO3** - Initial ideas and response to the theme (spider diagrams and quick notes or drawings)

**AO3** - Drawing (from observation in a variety of materials) and photographs

**AO1** - Research into relevant artists

**AO2** - Experimentation and developing ideas for a final piece

**AO4** - Final piece (10 hours)

Preparatory studies

Your preparatory studies could take the form of a sketchbook, journal, or a collection of sheets showing the journey from your initial ideas to your finished piece. This work is worth about 75 per cent of your coursework marks.

The preparatory studies should include observational drawings, photographs, artist research, experiments and ideas for how you plan to develop their work into your final piece.
Advice

1. Use good quality paper - this will make a real difference to the standard of your work.

2. Work in a methodical way through your project.

3. Use a variety of materials when drawing from observation - pencil, pen, chalk, oil pastel and watercolour, for example.

4. Be imaginative with the layout and presentation of your work.

5. Annotate your work to describe why you have done things and how you could develop them further.

6. Make sure your work links to that of other artists.

7. Make sure you note where an image has come from if you have found a relevant photograph on the internet or in a magazine.

8. Experiment and take risks.

9. Spend time considering your final piece. Try a wide variety of design ideas and experimentation to refine and improve your ideas.

10. Don't throw anything away. All the work you do - even unfinished pieces - could be important to demonstrate an understanding of the assessment objectives.

11. Make sure you have covered the first three assessment objectives within your sketchbook work.
**Personal response**

All of your sketchbook work leads up to your personal response or final piece. Common examples of final pieces are ceramic sculptures, large paintings or lino prints.

To make a successful final piece, you must:

1. Clearly link your final piece with your sketchbook work.
2. Make sure your final piece links to your artist research within your sketchbook.
3. Finish all of your sketchbook work before you start your final piece - it’s worth a lot more marks.
4. Make sure your personal response isn't simply be a larger version of your sketchbook work.
5. Review and refine your design ideas so that you are completely happy with them.
6. Experiment with materials or create maquette’s before you start your final piece.

**Portfolio**

At the end of the course you will need to create a portfolio of evidence to submit for formal assessment. Your portfolio should represent roughly 45 hours of work and include examples from at least two projects (depending on your exam board). When selecting work for your portfolio, it is important to:

1. make sure you have clearly covered all of the assessment objectives
2. present your work to the best of your ability
3. avoid submitting random pieces of work - your portfolio should include projects that show a development of work.
How is Art and Design marked?

Your work is assessed using four Assessment Objectives (sometimes called 'AOs'). The Assessment Objective are equally weighted, which means you get 25 per cent of your marks for each one. They are the same for both the coursework and the examination.

In each project, your sketchbook covers the first three Assessment Objectives, and the fourth is your final piece.

Below is a summary of the Assessment Objectives and the work you could include to cover these.

**THE FOUR ASSESSMENT OBJECTIVES**

**Assessment Objective 1**  Analytical and cultural understanding Annotation of your drawings, written comments about the work of other artists or work you have done in the style of other artists.

**Assessment Objective 2**  Experimentation and development Experimenting with a variety of materials, developing your work into designs for a final piece.

**Assessment Objective 3**  Recording ideas and observations Initial notes and ideas about the theme, observational drawings and photographs.

**Assessment Objective 4**  Personal response Your final piece based on the work you have done in your sketchbook.
Develop ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.

To cover **A01** in your sketchbook or exam work, check you have done the following

- Mind map/Mood board/spidergram
- **Used primary** (are that you have studied from directly from 1st hand experience i.e.: observation drawings and photos) and **secondary** (material produced by others such as images from artists work, internet, magazines and photos taken by others) **sources for your starting point**
- Credited where you found your **sources** (artists name, website address, location)
- Produced initial sketches in a range of media
- Taken initial rubbings and impressions from surface textures
- Taken photos with different viewpoints and lighting conditions and alternative backgrounds.
- Interpreted an image you have found in a different media
- Altered scale or look of an image using ICT as an initial starting point
- Included studies, photos and drawings even if you don’t like them or they are unsuccessful
- Presented work clearly as a journey from initial thoughts to initial ideas
- Understood the work of other artists by sketching and analysing their work
- Looked at artists work and taken a photo in the style of their work, or started with half of their image and extended in their style, or experimented with a range of media to interpret the artist’s work as small studies with annotation notes and diagrams
- Not just made a copy of artists work.
- Made connections between your work and the artist’s work
- Made studies in the style of your artist and notes on how the work has been produced.
Develop ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.
AO2 - Refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes

To cover AO2 in your sketchbook or exam work, check you have done the following:

- Experimented, made practical samples and studies in a range of media that have developed from your initial primary and secondary sources
- Chosen resources that match media and materials used by your chosen artists.
- Experimented with media to interpret work in an alternative way
- Explored and developed ideas using different media
- Explored a wide range of effects that you can achieve
- Explored how to adapt drawings in ICT
- Tried combinations of media such as watercolour+biro, Acrylic with collage, watercolour with pencil tones.
- Experimented with scale in your ideas
- Tried different colour combinations
- Experimented with texture
- Shown a journey from original sources to development ideas
- Recorded mistakes along the way and evaluated them
- Practised and refined use of media
- Made clear links both visually and verbally to chosen artists.
- Re-worked ideas in another media, altered scale, changed composition, changed surrounding space or background, changed colours in ICT.
- Showed a range of developing ideas, not just one changed.
- Presented samples and studies carefully with annotation.
AO2- Refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes
AO3 – Record ideas, observations and insights relevant to intentions in visual and/or other forms.

To cover **AO3** in your sketchbook or exam work, check you have done the following:

- Made drawings/sketches - these can be quick sketches or more sustained and detailed drawings
- Taken photographs - consider subject matter that matches theme, composition, lighting and presentation
- Collected images from galleries, internet or books
- Made a mind map of images and words
- Used Primary and Secondary sources
- Sketched from Primary and Secondary sources
- Undertaken a study of artists work showing an appreciation of their working methods
- Taken rubbings, prints, or photographs of texture
- Experimented your studies in a range of media
- Organised a collection of images on a mood board to show how ideas have progressed
- Developed ideas using different compositional layouts
- Developed ideas with a range of media and techniques
- Developed ideas using a range of scales
- Reflected those ideas and processes with annotation and commentary
- Organised ideas to show a journey and development
- Reflected on your work and work of others
- Refined ideas and developed skill
- Reflected on how to develop ideas further
AO3 – Record ideas, observations and insights relevant to intentions in visual and/or other forms.
AO4 - 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.

To cover AO4 in your sketchbook or exam work, check you have done the following:

- Considered different themes or starting points initially.
- Carefully selected and studied source materials
- Made a personal choice about what materials and media to use.
- Experimented with media and techniques to get to your final piece
- Recorded and developed ideas in a personal way
- Presented work carefully and shown your journey to your final outcome
- Developed and completed a final piece
- Reflected on your own work and that of others to get to where you are
- Looked closely at artists and shown appreciation of their methods to develop your ideas and end result
- Recorded those influences through sketches/drawings and annotations
- Made connections between your final piece both visually and verbally and the work of others
- Organised and presented final ideas and final piece to show your journey
- Evaluated your work from start to finish
AO4 - 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
Annotating your work

Written annotations are an important part of your GCSE grade.

- information, such as the title of an artwork, artist's biographical details or when the work was made
- a record of your experiences and emotions connected to an image
- a record of how you intend to use these images to develop your own ideas
- an example of your progress through a project

To annotate your work successfully, you should explain:

- what you have done and why you did it
- how you did it, such as the media and techniques used
- why you chose a particular medium or technique
- how an artwork fits in with your project
- what aspects you like
- how you could improve the work
- what you think you will do next

Using the correct vocabulary

You must use the correct vocabulary when annotating your work to show that you are developing your knowledge, understanding and skills. Key terms are:

- **Subject** - what is shown in the artwork, such as a portrait or a still life
- **Composition** - how the elements of the work are arranged, ie whether they're close together or far apart
- **Foreground** and **background** - elements that appear to be in front or behind other aspects of the artwork
- **Line** - can vary in width, length, curvature, colour or direction
- **Shape** - describes the two-dimensional outline
- **Form** - describes a three-dimensional object
- **Texture** - the way surfaces look and feel, ie rough, smooth, soft, etc
- **Tone** - shading, from dark to light
# GCSE Art and Design Assessment Guidance Grid for Unit 1 and Unit 2

All four assessment objectives must be met in each unit. A mark out of 20 should be awarded for each assessment objective. The four marks should then be added together to give a total mark out of 80 for each unit. Written communication, where appropriate, should be assessed in an integrated way with other submissions. All creditworthy responses should be awarded through a sufficiently flexible interpretation.

## Assessment Objectives

<table>
<thead>
<tr>
<th>MARKS</th>
<th>AO1: Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and conceptual understanding.</th>
<th>AO2: Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.</th>
<th>AO3: Record ideas, observations and insights relevant to their intentions in visual and/or other forms.</th>
<th>AO4: Present a personal, informed and meaningful response demonstrating analytical and critical understanding resulting in intentions and, where appropriate, making connections between visual, written, oral or other elements.</th>
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</thead>
<tbody>
<tr>
<td>Below GCSE level (9)</td>
<td>No rewardable work at this level</td>
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<tr>
<td>Limited</td>
<td>The following are indicators of the attributes of a student demonstrating limited ability. Award 1-4 marks for each A0.</td>
<td>Ideas from a given starting point are partially developed with attempts at researching the work of others.</td>
<td>Minimal exploration of resources and processes appropriate to ideas. Literal and hesitant experimental development.</td>
<td>Inconsistent use of visual/other forms and any writing where included, with minimal use of first-hand materials. Recording shows elementary connection to intentions.</td>
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<tr>
<td>Basic</td>
<td>The following are indicators of the attributes of a student demonstrating basic ability. Award 5-8 marks for each A0.</td>
<td>Straightforward ideas are considered from a few starting points, informed by an emerging critical understanding, in response to a range of sources.</td>
<td>Adequate selection and experimentation. Ideas show some refinement through more appropriate use of resources and processes.</td>
<td>Some focus and relevance to intentions with adequate use of visual/other forms. Recording of ideas, observations and expression of any specialist forms are unspecific.</td>
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<td>Competent</td>
<td>The following are indicators of the attributes of a student demonstrating competent ability. Award 9-12 marks for each A0.</td>
<td>Own ideas provide a starting point and are developed using sufficient skill, based on adequate research. Analysis of own and others’ work shows a degree of critical understanding.</td>
<td>Appropriate, sometimes predictable, selection and experimentation with a broadening range of resources and processes.</td>
<td>Relevant selection in recording from sources, using growing technical control, including expression of specialist terms where included, to support and communicate the intention to their ideas with visual/other forms.</td>
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<tr>
<td>Confident</td>
<td>The following are indicators of the attributes of a student demonstrating confident ability. Award 13-16 marks for each A0.</td>
<td>A diverse range of ideas is being explored with exciting and imaginative developments. Personal, refined judgment conveys understanding of more complex issues.</td>
<td>Effective, coherent selection, experimentation and exploration of the potential and limitations of processes and resources.</td>
<td>Selecting and recording from sources is purposeful, relevant and clear. Assumed use of visual/other forms, consistent command of skills, techniques. Any specialist terms are expressed accurately.</td>
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<tr>
<td>Fluent</td>
<td>The following are indicators of the attributes of a student demonstrating fluent ability. Award 17-20 marks for each A0.</td>
<td>Imaginative ideas supported by perceptive, sustained investigations. Independent, sensitive insights are supported by skilful use of critical understanding.</td>
<td>Insightful and in-depth review, resulting in creative and imaginative developments. Recognises the full potential of materials, techniques and processes selected.</td>
<td>Perceptive group of ideas and issues recorded, evidenced through sustained, comprehensive and creative use of visual/other forms. Any specialist terms are used appropriately and are expressed highly accurately.</td>
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## Recording of Marks

<table>
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<tr>
<th>Component</th>
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<th>AO2 Marks</th>
<th>AO3 Marks</th>
<th>AO4 Marks</th>
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<tr>
<td><strong>Unit 01</strong></td>
<td>Personal Portfolio</td>
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<td><strong>Unit 02</strong></td>
<td>Externally Set Assignment</td>
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## Total Marks Out of 80

[Full course: 5A01/02 - 5G01/02] [Short course: 5F01/03 - 5G03/04]