

A guide to AQA GCSE Fine Art





WELCOME

to GCSE Fine Art

Introduction to the course

You will be following the **AQA GCSE Art and Design (Fine Art) specification**.

Fine art is all about your **skill, creativity and imagination**. You will create work in response to project themes and different kinds of inspirational starting points. Although you will all begin from the same starting point you will **develop your own unique thoughts and ideas** to explore. Key to being successful at GCSE Art is your ability to **gather first hand (or primary) research**.

When You receive a project starting point the first step in responding will involve gathering in-depth research. This could be done in a number of different ways. **Drawing, photography and writing** are the most obvious but you can discuss other methods with your teacher.

You must make **connections with the work of other artists** from different times, places and cultures. The 'story of art' is very much a living and ongoing thing. There are countless artists alive and working today, shaping the world that we see and experience around us. It is important to show in your work that you have investigated contemporary and historical artists who share similar ideas, or ways of working, to your own. This process might be informed by visits to galleries, exhibitions and museums along with meeting practising artists.

From your research, you will begin to **experiment** with and **explore** the potential of different **techniques, materials and processes**. This could include traditional fine art practice such as drawing and painting. However, you will be encouraged to **be as experimental as possible**, so things like **3D making, digital media, photography, printmaking and mixed media** could all become part of your work. The work that you build up will form the basis for a final piece that sums up your project. This will assess your ability to bring all your thoughts together and **express your ideas in response** to the original starting point or project theme.

AQA GCSE Art Specification

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



Course Overview

Component 1: Coursework 60% of final mark Food & Identity

During the course you will build up a portfolio of work that is carefully selected and thoughtfully presented. This will include two extended projects responding to a theme in an in-depth way. Evidence will take the form of sketchbooks, development pages and test pieces. Projects will be concluded by a final piece outcome, usually taking the form of a larger scale artwork. Work might painting, drawing, photography, printmaking, digital media and 3D making.

Component 2: Exam 40% of final mark

After Christmas in Year 11 you will receive an exam paper from AQA. You will choose ONE question to work from and then have a limited number of weeks to carefully research your thoughts and ideas in response to this chosen theme. This will take the form of a sketchbook filled with primary research, artist connections and exploration studies. You will then take your sketchbook into a **ten hour practical exam**. During the exam time you will create a drawing, painting or other type of final piece outcome to finish your project

Assessment Objectives

AO1 = 25% - Artist research

AO2 = 25% - Experimentation of materials and development

AO3 = 25% - Recording (drawing, painting, sculpture, collage etc)

AO4 = 25% - Outcome (final Piece)

Students are marked out of 24 for each assessment objective, meaning that there will be a total of 96 marks available for each unit.



Assessment

The AQA exam board specification describes the different final assessment grades as showing evidence of the following:

Grade 7 to 9

Candidates creatively develop and explore ideas through investigations. They sustain related activity perceptively and effectively analyse and evaluate images, artefacts and products. Responses, interpretations and subsequent developments are thoughtfully informed by an understanding of culture and context. They thoughtfully develop and refine their ideas through experimentation, confidently manipulating and exploiting a wide range of relevant resources, media, material, techniques and processes. They combine their knowledge, skills and understanding in resourceful, discriminating and purposeful ways. Significant relationships are established between process and product through continuing evaluation, planning and modification as their work progresses. They sensitively and skilfully record ideas and interpret observations and experiences. They present imaginative and personal responses, communicating the results of thorough research and enquiry in appropriate forms that clearly relate to and facilitate the realisation of intentions. They make perceptive and informed connections between personal lines of enquiry and the work of others.

Grade 4 to 6

Candidates effectively develop and explore ideas through considered investigations. They analyse and evaluate images, artefacts and products with a clear sense of purpose. They demonstrate a suitably broad understanding of context and culture, which inform developing responses. They refine their ideas and select and employ a range of resources, media, material, techniques and processes appropriately. They combine their knowledge, skills and understanding in a generally appropriate and accomplished manner. They understand the relationship between process and product, and demonstrate growing ability to review, modify and refine their work as it progresses. They demonstrate the necessary skills to effectively record and respond to observations and experiences. They present ideas and the results of their research and enquiry competently in forms that are consistent with intentions. They make connections with the work of others, which inform personal responses and support the realisation of intentions.



Assessment Criteria Grid

	A01	A02	A03	A04
Marks	Develop ideas through investigations, demonstrating critical understanding of sources.	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Record ideas, observations and insights relevant to intentions as work progresses.	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
24 Convincingly	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. An exceptional ability to demonstrate understanding of visual language.
23 Clearly				
22 Adequately				
21 Just	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.		
20 Convincingly	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. A highly developed ability to demonstrate understanding of visual language.
19 Clearly				
18 Adequately				
17 Just	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.		

	A01	A02	A03	A04
16 Convincingly	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. A consistent ability to demonstrate understanding of visual language.
15 Clearly				
14 Adequately				
13 Just	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.		
12 Convincingly	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. A moderate ability to demonstrate understanding of visual language.
11 Clearly				
10 Adequately				
9 Just	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.		
8 Convincingly	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. Some ability to demonstrate understanding of visual language.
7 Clearly				
6 Adequately				
5 Just	Some ability to demonstrate critical understanding of sources.	Some ability to select and experiment with appropriate media, materials, techniques and processes.		

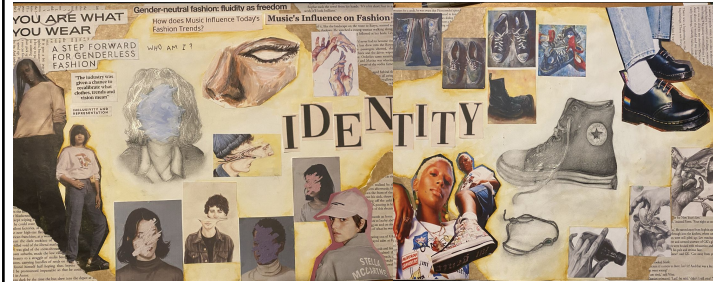
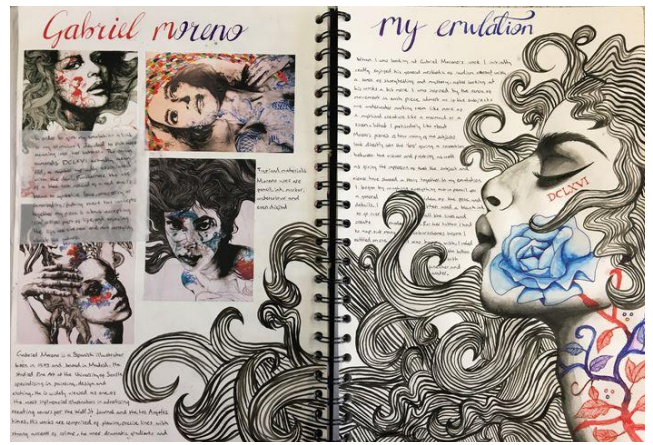
Assessment Objective 1

Develop ideas through investigations, demonstrating critical understanding of sources

AO1 is about developing ideas through investigations in your sketchbook; from a starting theme to your final artwork. You need to make clear links in your work to **artists/designers/ craftspeople** who have explored similar ideas or ways of working.

This is done through artist research, mood boards, sketches and studies related to your ideas. This will develop your awareness of how people have made art in different times, places and cultures. Original and exciting work can **take inspiration** from all sorts of different sources.

You need to analyse and understand your chosen artists to help you develop **YOUR** ideas in a personal way



Assessment Objective 2

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

A02 is how you refine (improve) and explore your ideas relating to the theme in your artwork.

You need to show that you can develop ideas by exploring different ways of working. Types of drawing might involve working in pencil, biro, fineliner applying hatching, scumbling and stippling. Types of painting might involve smooth/flat brush-marks or rough/expressive.

Experimentation with different art mediums, techniques and processes is an important process for artists

Assessment Objective 3

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

Inspiration and visual information needs to be taken from the visual world around you. It is impossible to underestimate the importance of recording from direct observation of primary sources when researching projects and ideas.

Drawing, photography and writing are key to all this.

Good quality observational studies (relevant to your project idea!) can make the difference between a high and a low grade.



Assessment Objective 4

Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

AO4 is about creating a personal piece of art in response to your ideas through out your sketchbook. **Final pieces** are the grand finale of your project. They are only as good as the time, quality and richness of effort that you have put into the other AOs. An outcome needs to reflect the exciting culmination of all your ideas and research. **pend time planning and thinking** about your outcome. As always record this in your sketchbook (the more visual the better!).



AO4

Assessment

At the start of each project you will be given a project sheet. This will provide a starting point or theme for you to begin working from. It will also include an overview identifying what evidence you need to produce to successfully meet the assessment objectives. An important part of it will be a week-by-week curriculum plan giving a structure for what needs to be done in lesson time and for homework.

Each lesson you will have a discussion with your teacher to discuss how your work is progressing and identify progression targets. Formative assessment at key points in your project will enable you to receive feedback about your work and make improvements and refinements in order to meet or exceed your target grade

At the end of the course you will submit all of your coursework for assessment by your teacher, it will then be moderated within the school and then seen again by a visiting moderator from AQA.

Food - Autumn Term GCSE Year 10 Checklist

Food topic	Task	Assessment objective	WWW - Success criteria	EBI- Even Better If What I can do to improve...
FOOD Title Page	Mixed Media Title Page	AO1/AO3	<input type="checkbox"/> I have experimented with a range of materials (at least 4). <input type="checkbox"/> I have included a range of food imagery. <input type="checkbox"/> I have presented the piece well on the page, thinking about composition and	
FRUIT	Observational fruit drawing in colour pencil	AO3	<input type="checkbox"/> My proportions are accurate and well presented on the page. <input type="checkbox"/> I have produced a range of colour blends by layering harmonious colours. <input type="checkbox"/> I have added strong shadows. <input type="checkbox"/> I have annotated my outcome	
FRUIT	Fruit Photography Page	AO3	<input type="checkbox"/> I have experimented with composition. <input type="checkbox"/> I have presented my Photographs well on the page.	
FISH	Fish Photography	AO3	<input type="checkbox"/> I have shown a range of compositions within my photography. <input type="checkbox"/> I have considered my presentation. (Mounting or adding artwork around my work to support colours/ theme). <input type="checkbox"/> EXTENSION: I have experimented with editing/ colour changes	
FISH	Fish drawing Fine Liner & Biro	AO2 & AO3	<input type="checkbox"/> Considered composition. <input type="checkbox"/> Worked from primary sources (own photography or objects) <input type="checkbox"/> Shown a range of textures and tones	
Target Grade:		Current Working Grade:		DISCLAIMER: Please note that current working grades (CWG) are not to be viewed as a final grade and may be decreased or increased following moderation of final coursework submission.

Annotation

Good annotation explains what you are thinking. It doesn't state the obvious (e.g. this is a drawing of an apple) but instead adds something the reader doesn't know.

Explain what your page is about and what you are trying to achieve.

Write about what has worked well and why.

Write about what you could improve and how.

Where appropriate, reference your sources. e.g. title, date, artists name.

Don't cut & paste chunks of information from the internet. Always use your own words.

State what you plan to explore next.

www.TheArtyTeacher.com

A01 EXPLORE
BEGIN TO LINK A
THEME
TO YOUR CHOSEN ARTISTS WORK
WRITTEN ANALYSIS
LINK ARTISTS WORK TO
IDEAS AND ARTWORK

A02 EXPERIMENT
LINKING TECHNIQUES
TO ARTISTS
AND THEMES
TEXTILES
CLAY
MIXED MEDIA
OIL PASTEL
WATERCOLOUR
PEN AND INK

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

A04 FINAL
MEANINGFUL
INFORMED
RESPONSE
LINK BETWEEN
VISUALS AND ARTISTS
PRESENTATION
PIECE OF WORK
SHOW UNDERSTANDING
LINKS
TO ARTISTS WORK
RELEVANT

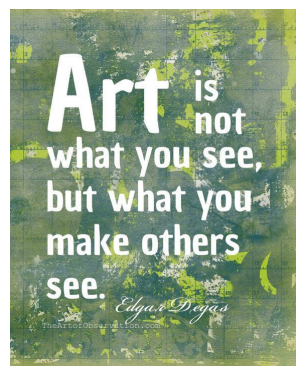
Scheme of Learning – Long Term Planning

Subject: Art		Key stage: 4	
Year	Autumn Term*	Spring Term*	Summer Term*
10	<u>Autumn 1</u> Component 1 Food Project Fruit/veg Coloured pencil & Watercolour	<u>Spring 1</u> Food Project Cake/Biscuits/Sweets Mixed media	<u>Summer 1</u> Identity Project Possessions
	<u>Autumn 2</u> Food project Fish/Meals Acrylic, mixed media & Printing	<u>Spring 2</u> Food Project Recipes/ Final pieces	<u>Summer 2</u> Exam and feedback Identity Project Dressing tables/Personal spaces
11	<u>Autumn 1</u> Identity Project Portraits	<u>Spring 1</u> Exam papers Component 2- Exam project	<u>Summer 1</u> Exam Planning Exam 10 hours
	<u>Autumn 2</u> Planning & Mock exam	<u>Spring 2</u> Component 2- Exam project Exam planning	<u>Summer 2</u> Public exams



Rules and Expectations in GCSE Fine Art

Do not be afraid of making mistakes - this is a vital part of developing as an artist.



Weekly homework needs to be completed on time. It is important in Art that you keep on top of the deadline otherwise your workload snowballs and it is difficult to catch up.

1 Hour per week minimum

Keep every piece of work that you do even if you are unhappy with it and have started again.

Pieces such as this can be used to demonstrate experimentation and ideas development earning you valuable assessment marks.

Explore and enjoy different ways of making art to keep your work unique and exciting.

Read and remember the four Assessment Objectives (or AOs) to help you make sure that you are on target.

Look after your sketchbooks taking a personal pride in how they are presented. Do not rip out any pages.

CLASSROOM

Tidy up and clear away properly after you have finished working in the art room. If we do not look after the art resources and facilities properly then we won't be able to produce high standard work.

Ask if your parent or carer can take you to see an art gallery or exhibition in your own time at least once per term. Living in London we are lucky enough to have a large number of art galleries that are free to visit.

Discuss improvement targets and ways of improving your work with your teacher.

ART HAS
THE ROLE IN EDUCATION
OF HELPING CHILDREN
BECOME LIKE THEMSELVES
INSTEAD OF MORE
LIKE EVERYONE ELSE.
-SYDNEY GUREWITZ CLEMENS

Vocabulary

To fully understand and successfully achieve on your GCSE Art course you will need to be familiar with these specialist words and be able to explain their meaning:

2D Formal Elements: Keywords that can be applied and used to describe art and design such as drawing, painting, printmaking, collage, photography and graphics (Line/Tone/Texture/Shape/Pattern).

3D Formal Elements: Keywords that can be applied and used to describe art and design such as sculpture, furniture, architecture and millinery (Structure/Form/Volume/Balance/Surface)

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Analyse: Examine methodically and in detail, typically in order to interpret.

Annotate: Note added to drawing, image or text for explanation or comment.

Apply: Put skills/knowledge/understanding into action in a particular context.

Appropriate: Selection and use of materials, equipment and processes in ways that reflect a creative aim, brief or theme.

Coherent : Logically or aesthetically consistent and holding together as a harmonious or credible whole.

Colour: Chromatic values in terms of scientific, mechanical and expressive qualities (primary/secondary/tertiary/complementary/simultaneous/contrast/hot & cold/earth)

Confident: Demonstrate secure application of skills or processes.

Contextual: Connections made to the work of other artists from different and similar times, places and cultures.

Composition: Ways of arranging, organising and laying out elements in a piece of art and design to suggest different visual ideas and meanings.

Creative : Using techniques, equipment and processes to express ideas or feelings in new and engaging ways.

Compare: Identify the main factors relating to two or more items/situations, and explain the similarities and differences.

Consistent : Able to reliably repeat an action that progresses towards achieving an aim.



Define : State or describe exactly the nature, scope or meaning of something.

Demonstrate : Carry out practically.

Describe : Give a clear description that includes all the relevant features – think of it as ‘painting a picture with words’.

Develop : Bring out potential.

Discuss : Consider different aspects of a topic and how they interrelate and the extent to which they are important.

Effective : Show control over techniques, equipment and processes to efficiently meet the details and broad aims of a requirement.

Enhance : To raise in degree, to intensify.

Evaluate : Bring together all information and review it to form a conclusion, drawing on evidence including strengths, weaknesses, alternative actions, relevant data or information.

Explain : Provide details and give reasons and/or evidence to support an argument.

Explore : Try out the qualities of materials, techniques or processes through practical investigation, with some record of results.

Fluent: Communicate and present high quality material in a clear and meaningful way.

Identify : Indicate the main features or purpose of something.

Imaginative : Develop ideas and concepts in new, engaging and inventive ways.

Independent : To complete some work on your own, by yourself, separate from other people.

Investigate : Test the qualities of materials, techniques or processes through practical exploration, keeping outline records of results.

Justify : Give reasons or evidence to support an opinion.

Outline : Provide a summary or overview or a brief description.

Refine : Improve initial work taking into account feedback and aims.

Review : Assess formally with the intention of instituting change if necessary.

Select: Choose the best or most suitable option.

Skilful: Control and manipulate materials, techniques and processes with a high level of understanding, ability and control.

Support : Contributing to the success or maintaining the value of something.

Synthesise: Put together or combine into a complex whole.

Useful Resources

- Teacher's school **Pinterest** accounts – Ask your teachers for their details
- Art shared area on our school computer
- Google classroom

If you want to succeed and achieve on your GCSE Art course you need to visit galleries, museums

and exhibitions on a regular basis. Living in London you are lucky enough to have some of the world's most famous galleries right on your step and many of them are FREE to visit!

- Tate Britain <http://www.tate.org.uk/visit/tate-britain>
- Tate Modern <http://www.tate.org.uk/visit/tate-modern>
- The National Gallery <http://www.nationalgallery.org.uk/>
- The National Portrait Gallery <http://www.npg.org.uk/>
- The Victoria and Albert Museum <http://www.vam.ac.uk/>
- The British Museum <http://www.britishmuseum.org/>
- The Design Museum <http://designmuseum.org/>
- The Natural History Museum <http://www.nhm.ac.uk/>
- The Science Museum <http://www.sciencemuseum.org.uk/>
- The Wallace Collection <http://www.wallacecollection.org/>

WEBSITES FOR INSPIRATION / FINDING ARTISTS



www.pinterest.co.uk



www.thisiscolossal.com



www.art2day.co.uk
Password: imagine



www.artnet.com



useum.org



www.studentartguide.com



www.tate.org.uk



www.mymodernmet.com



www.npg.org.uk



www.moma.org



www.vam.ac.uk