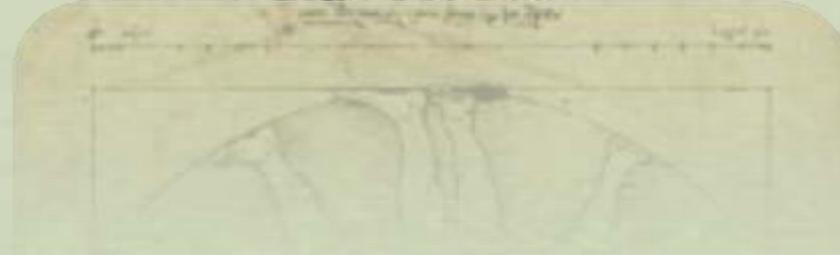
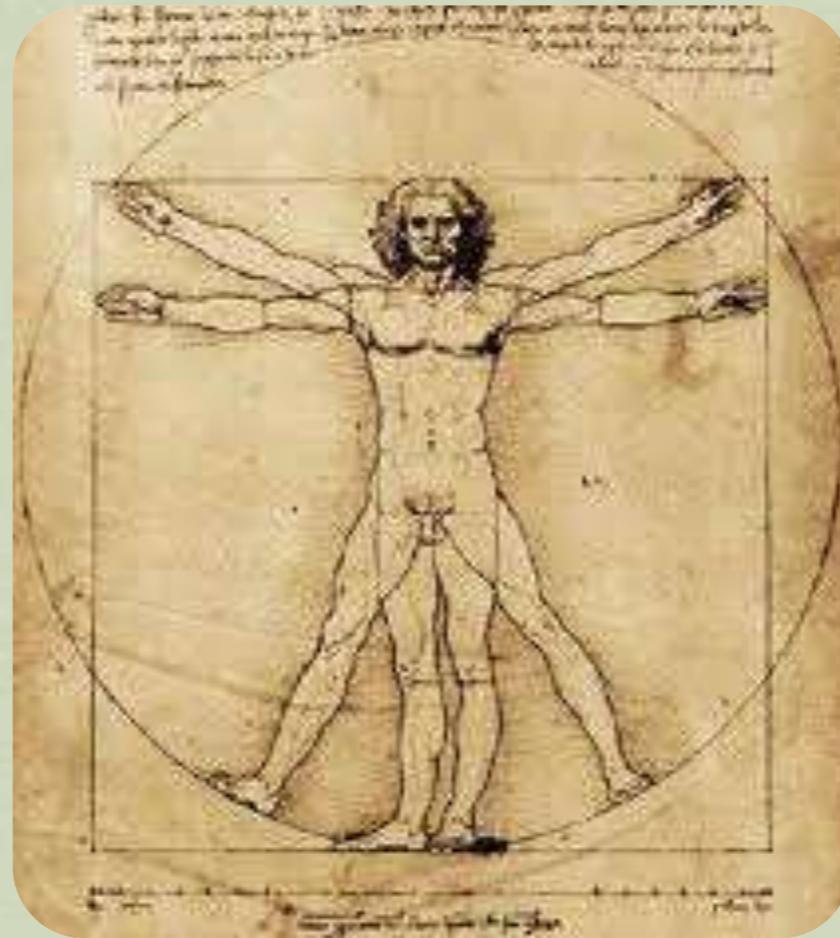


GCSE ART AND DESIGN

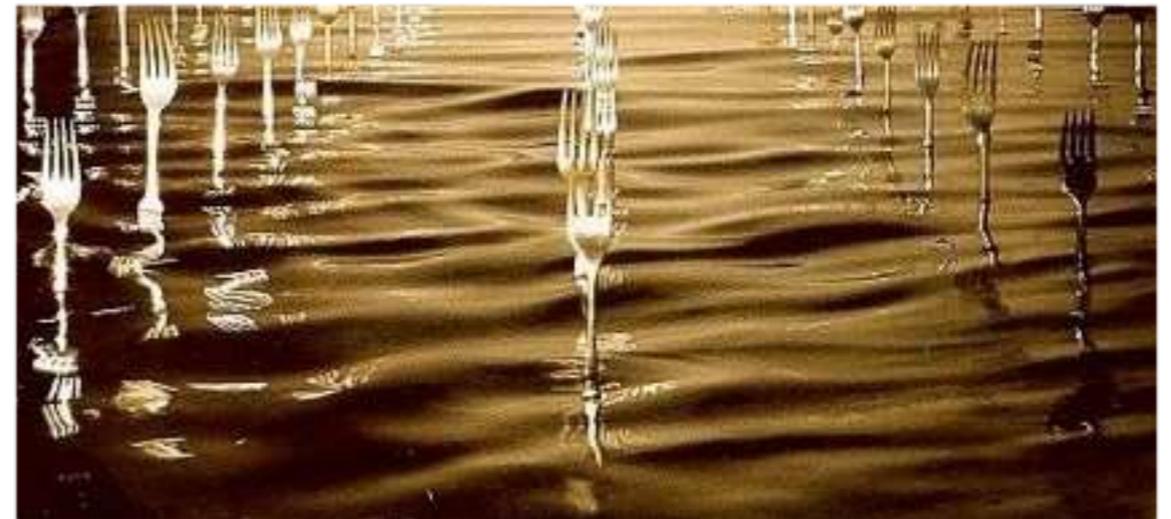


• CHAPTER 1 •

INTRODUCTION



This booklet is your key source of information to complete the Edexcel GCSE Art and Design course successfully. This includes the course aims, objectives and your target outcomes. In the scheme of work you will find your week by week course outline and deadlines.



• Aims, Objectives and Outcomes •

Objectives

1. To learn the 4 assessment objectives that you will be graded on
2. Learn how to develop an idea
3. How to experiment with an idea
4. how to use the work of other artists and designers to inspire ideas
5. How to write about your work and how to be critical in a way that promotes development
6. Skills for rendering final artworks successfully



WHAT YOU NEED TO DO.

Assessment Objectives met

Completed units of work in a sketchbook or work journal that is fully evaluated and developed

A clear demonstration of research into the art work of other artists from another culture or artistic movement in relation to your work

Analysis and responses in words and images in relation to your own artistic development

Exploration of ideas through a variety of media, processes and appropriate intentions

Final works of art that demonstrate refined ideas before presenting a coherent personal response

CHAPTER 2

ASSESSMENT



In this section it is important to study and continuously refer back to the Assessment Outcomes AO1-AO4. Each assessment outcome will be explored in detail within the schemes of work.



The four Assessment Objectives (AOs) are equally weighted and form the basis of the course. There must be evidence, in both the externally set assignment and the preparatory studies, that all four Assessment Objectives have been addressed.

The Assessment Objectives should be seen as interrelating, not discrete components. You should bear this in mind when structuring teaching and learning for the preparatory period for the externally set assignment.

AO1: Record observations, experiences and ideas which are appropriate to intentions

AO1 addresses the student's ability to select, collect and record information relevant to the project in hand. This is primarily a visual activity where students should record information using a variety of media and processes appropriate to their intentions.

Whichever endorsement students choose, they are encouraged to use wet or dry materials, two- and three-dimensional processes, cameras and digital cameras to collect relevant information in order to develop and sustain their study. Wherever possible, students should collect information from first-hand experience, for example visits to museums, galleries and sites of special interest. Starting points for projects could focus on the local environment, man-made or natural forms or still life objects gathered in art studios.

AO2: Analyse and evaluate images, objects and artefacts, making informed connections with the work of others

Evidence for AO2 could be visual, a piece of written work, or a combined visual, annotated response. However, all the evidence students produce for this Assessment Objective should be relevant to the project in hand. AO2 is not a stand-alone Assessment Objective. Teaching it as such would affect students' final marks.

Centres must fully integrate AO2 into the externally set assignment. Students should be encouraged to research and consider relevant contemporary and historical artists and designers, as appropriate to their chosen endorsement.

For example, students focusing on the genre of still life might reflect on the work of Cézanne, Van Gogh, Patrick Caulfield or the photographer Emmanuel Sougez. Equally, they may be drawn to a local still life painter, photographer or textiles artist. Making connections with, and referring to, the work of artists and designers, will support students in the development of their own ideas and understanding.

Students should consider how artists use materials, media, composition and the formal elements to pursue their own artistic preoccupations.

Students should consider the following key issues:

! texture

! pattern

! colour

! line

! tone

! light

! composition

! perspective

! use of materials.

Transcriptions of the whole, or sections of, an artist's work can illuminate that work for the student. This can also help them in considering issues such as the complexity and application of colour and the use of mark-making to create mood, expression or even passion in a piece of work. Students may find it useful to annotate their findings and log useful, pertinent information or thoughts. Visits to art galleries both real and virtual can be logged, as can conversations with local artists. These experiences can help to inform the development of students' visual language.

When making notes, either written or visual, students may find it helpful to consider the following questions.

! What theme underpins the artist's work?

! How has the composition been created?

! What materials have been used?

! How have the materials been applied?

! Has a mood been captured? How?

! What colour palette has been used? How has this affected the outcome?

Ultimately, this Assessment Objective aims to extend the student's capacity through looking at and absorbing visual information about the work of artists and designers. In doing this, student ideas, experience and understanding should broaden. This should be apparent in the experiments with media and materials students carry out and produce for AO3.

AO3: Develop and explore ideas, using a variety of media and processes that are appropriate to intentions

For AO3 students need to explore the possibilities of media and processes as they relate to their project. Students should work creatively with new materials or new combinations of materials to explore their theme or issue visually. Fine art students may wish to explore paint, or mixed media, printmaking or sculpture, or a combination or selection of one or more of these. There are no restrictions other than fitness for purpose. Photography students may choose to work digitally or with silver-based processes. Equally, they may choose to experiment by painting, sewing, scratching or collaging onto their photographs to pursue their ideas.

Students may wish to consider the following issues.

! How can techniques learned during the course be used in new combinations to achieve a mood or create textures?

! How can the techniques observed in AO2 be tested and used to further their own study?

! How can they borrow and learn from others, and then reinterpret the style or technique for their own ends?

This Assessment Objective requires students to experiment with ideas and materials which feed the imagination and open up possibilities. AOs 1 and 2 are similar to learning how to read music and understand notation. AO3 can then be likened to playing and creating music. AO3 focuses on the student's ability to reorganise and combine what they have observed and assimilated into new combinations and structures. This will, in turn, lead to new outcomes which can be used as the basis for AO4.

AO4: Review and refine ideas, modifying work as it progresses, before presenting a coherent personal response

For AO4 students need to resolve an issue or idea in the form of a highly personalised, quality outcome. It is the culmination of the student's learning and hard work. The outcome should always flow from the work carried out for AOs 1-3. It should never be an unrelated response as this will impact on the student's final marks and go against the 'spirit' of the qualification.

When creating their final outcome, students should ensure that they always work with materials relevant to their chosen endorsement. However, this is not restrictive. This International GCSE allows for great flexibility in its interpretation and understanding of the endorsements. Textiles incorporates a broad range of contemporary materials such as paper, plastics and wire, as well as traditional textile materials. Photography students can produce a set of prints as an outcome, or equally create a photographic sculpture. Fine artists may work with paint, printmaking or sculpture, or combine any of these areas and also include photographic processes in their outcome. Graphic design students can choose to use photography, printmaking or mixed media as part of creating their outcome.

All students should see this Assessment Objective as an opportunity to illustrate the full depth of their understanding and enquiry, plus their understanding of studio practice.

• How will I be marked? •

Assessment Overview

Assessment Objectives and weightings (AO)

AO1-25%

Record observations, experiences and ideas which are appropriate to intentions

AO2-25%

Analyse and evaluate images, objects artefacts, making informed connections with the work of others

AO3-25%

Develop and explore ideas, using a variety of media and processes that are appropriate to intentions

AO4-25%

Review and refine ideas, modifying work as it progresses, before presenting a coherent personal response

Paper 1

100% externally assessed

Six week preparation study time

10 hours for final examination piece to be completed. This examination consists of two parts:

Preparatory studies

You will be given six school weeks before the Timed Examination for preparatory work in response to the

theme presented in this paper.

You should use the preparatory period to investigate the theme, experiment with your ideas, and gather visual information about the people, places and objects you need to help you to develop your final work. Any reproduction used, or a photocopy of it, must be included with your preparatory work.

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only one side of the paper. Boards and canvas stretchers should not be used. If you use pastel or chalk, these must be fixed. If you use paint and prints, these must be dry. After the examination, you will have an opportunity to mount your preparatory studies on up to three sheets of paper (maximum size A2).

The preparatory studies you produce are a compulsory part of the examination as a whole, and marks will be lost if they are not submitted.

You must take your preparatory studies into the examination room to help you with your final work.

Timed Examination

This consists of up to **ten hours** working under examination conditions to produce unaided work in response to the theme. **Your teacher can only help you with technical problems, such as working space, materials and equipment.**

You should take any preparatory studies which you have produced in the six-week period into the examination for your own reference.

Work in a way which is comfortable to you. If your final piece is fragile, bulky or larger than **A2 (420mm x 594mm)** in size, arrangements will be made so your artwork can be photographed and the photographs can be sent to Edexcel for marking.

A completed copy of the following label should be clearly shown in the top right-hand corner on the **FRONT** of your work.

Art and Design: Fine Art

In the context of this endorsement, students are required to work in at least one of the disciplines of painting, drawing, printmaking and/or sculpture. Further details are given below.

Fine art may be defined as work which is produced as an outcome of the students' personal experience, rather than that which is created exclusively for a practical function, or that which is the outcome of a tightly prescribed brief. It is a means by which ideas are explored, communicated and, through visual information and enquiry, translated into art outcomes.

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Work produced for this endorsement will demonstrate the use of formal elements and creative skills, and give visual form to individual thoughts, feelings, observations and ideas. Students will show evidence of trying to extend their own and others' ways of seeing the world. They will use the visual language of the subject sensitively and thoughtfully to support their intentions.

For all disciplines within this endorsement, students should:

! undertake visual research, using primary and secondary sources, and record observations, experiences and ideas in appropriate ways. Primary sources must include first-hand experience of original work

! develop and realise ideas and outcomes, exploring and reviewing possible solutions and modifying work appropriately

! understand and use (appropriately and safely) a range of materials, equipment, processes and techniques in two and/or three dimensions, using information and communication technology, where appropriate

! know and understand a range of work, from contemporary practice, past practice and different cultures, in order to demonstrate an understanding of continuity and change in art, craft and design.

Painting (available to all students)

Students will be expected to develop a knowledge and understanding of:

- ! an appreciation of colour, form, tone, texture and shape
- ! the use of a range of tools and surfaces in painting
- ! a range of materials for painting and the different purposes of mark-making
- ! work in at least one of the following mixed media — collage, assemblage and environments (landscape, natural and man-made objects), non-figurative, non-representational and/or abstract art
- ! technical skills in an appropriate range of media.

Drawing (available to all students)

Students will be expected to develop a knowledge and understanding of:

- ! an appreciation of form, tone, texture and shape
- ! the use of a range of tools and surfaces in drawing
- ! a range of materials for drawing and the different purposes of mark-making
- ! work in one of the following non-figurative, non-representational and/or abstract drawing
- ! technical skills in an appropriate range of media.

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