



Easter Guidance Sheet

Galleries and Exhibitions

- Try to visit at least two different galleries/museums to support your individual study. Try to find examples of where artists have worked with the same theme or technique as your interests. Use their ideas/methods to support your own studies by visually responding to their work. Be analytical by communicating your opinion about their work.

In order to gain the maximum amount of marks you need to address all the following Assessment Objectives:

1. Assessment Objective One - Contextualise:

- 10 marks - Respond Make visual responses to the Artist you are studying by either making a copy of the work, by practicing the technique they have used, or by making a piece of work that deals with the same subject matter.
- 10 marks - Analyse You must always give your opinion about what you think about the work. (Use the Critical Vocabulary Sheet.)

2. Assessment Objective Two - Develop and Refine:

- 10 marks - Experiment Try out your ideas using the widest variety of mediums and techniques as possible.
- 10 marks - Develop Develop your ideas, research your ideas in more depth, think about what else you need to explore to realise your intentions.

3. Assessment Objective Three - Record and Collect:

- 10 marks - Research Gather, collect images and extracts investigating your theme.
- 10 marks - Record Draw! Make drawings, studies from 1st hand observation, take photographs which relate to your theme.

4. Assessment Objective Four - Realise your Intentions: (Completed in the ten hour examination)

- 10 marks - Realisation Make a piece of Art work or works, which follows on from your research, contextualisation and development of ideas.
- 10 marks - Artist Link Make visual links to the Artist you have studied. Show the influence the Artist's work has had on your work.

- **By the time you get back to school after the Easter Break, you should have plenty of refined ideas about what you are going to do in your exam.**
- **All of your ideas should be thoroughly tested and documented in your sketchbook.**
- **Take the time over the holidays to prepare any canvas/equipment/photographs and images you may need in the actual examination.**

Dates for the Examination are:

Wednesday 27th April 2011 and Thursday 28th April 2011

Your sketchbook needs to be handed in at the end of the examination on the Thursday.



Easter Guidance Sheet

Looking at works of Art
Key Stage Four Critical Vocabulary

25% of the GCSE course assesses your ability to visually respond and critically analyse the work of other artists, designers and crafts people.

- When looking at the work of others, it is important to communicate your understanding of their work - your opinions are valued so say what you think. Use the 3 main sections below to help you with your writing.
- In addition to writing about the work of others you also need to respond visually to it. When producing a critical study you need to present the following: your piece of writing, your visual response and a scanned/copied image of the original artwork. **(Under no circumstances should you copy information out of a book or off of the internet, you will only receive marks for giving your own opinion.)**

React to it... Give you opinion about what you think...

- Why has it been made? For what purpose?
- What do you understand from it?
- Why does it appeal to you?
- What do you think the artist was trying to communicate?

Visually describe it... Describe the artwork using as many subject specific words as possible, choose from the following lists...

<p>Atmosphere feelings, alive, atmospheric, fresh, delicate, depressing, dignified, disturbing, exciting, expressive, humorous, imposing, nostalgic, happy, isolated...</p>	<p>Lighting artificial, tone, dark, light, intense, evening, soft, fierce, shadow, gentle, fall of light, harsh, night, midday, source, natural, flash...</p>	<p>Line angular, broken, free, faint, confident, fluent, flowing thin, hesitant, scribble, tight, thick, sweeping, woolly, quality of line...</p>	<p>Textures coarse, cross-hatching, smooth, hatching, jagged, rough, soft, shiny, spatter, thick, stipple, thin, bold, fine, matt, tactile...</p>
<p>Composition background, blurred, complex, confused, design, distant, eye line, focus, foreground, form, middle ground, near, perspective, plane, proportion, scale, shape, sharp, space, symmetry...</p>	<p>Medium/Technique aquatint, assemblage, relief, caricature, cartoon, carving, ceramic, collage, design, diptych, drawing, painting, etching, gouache, lithograph, logo, maquette, model, mural, mosaic, photography, print, screen print, lino print, collagraph block, sculpture, sketch, stencil, triptych, watercolour, 2d, 3d...</p>	<p>Style/Movement abstract, copied, distorted, emotional, exaggerated, exterior, fake, fantasy, figurative, impressionistic, impressive, interior, landscape, mundane, noble, non-representational, pastiche, pattern, portrait, religious, representational, seascape, sentimental, still life, surreal, symbolic, townscape...</p>	<p>Colours colour, blend, bright, clash, cold, dull, glowing, harmonious, intense, luminous, deep, mixed, opaque, pale, pastel, primary, pure, saturated, secondary, soft, tint, translucent, warm, transparent, vibrant...</p>

State the basic details...

- Name of the artist
- Name of the art work
- Date it was made
- Medium
- Dimensions

Present you writing, your visual response and an image of the original artwork as a double page in your sketchbook...

EDEXCEL ASSESSMENT GUIDANCE GRID

This is a student friendly version of the taxonomy used in assessing your work. For each Assessment Objective decide which level you are working at.

GCSE Art & Design 2AD01	AO1 Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.	AO2 Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.	AO3 Record ideas, observations and insights relevant to their 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.
Below GCSE Level (0)	No rewardable work at this level	No rewardable work at this level.	No rewardable work at this level.	No rewardable work at this level.
Limited (1-4 marks) The following are indicators of the attributes of a student demonstrating limited ability.	Ideas from a given starting point are partially developed with attempts at researching the work of others.	Minimal exploration of resources and processes appropriate to ideas. Literal and hesitant experimental development.	Inconsistent use of visual/other forms and any writing where included, with minimal use of first hand materials . Recording shows elementary connection to intentions.	Presentation of evidence shows little connection to sources , with partial realisation of intentions through a personal response.
Basic (5-8 marks) The following are indicators of the attributes of a student demonstrating basic ability.	Straightforward ideas are considered from a few starting points, informed by an emerging critical understanding , in response to a range of sources .	Adequate selection and experimentation . Ideas show some refinement through more appropriate use of resources and processes.	Some focus and relevance to intentions with adequate use of visual/other forms . Recording of ideas, observations and expression of any specialist terms often unrefined .	Deliberate and methodical responses lead to adequate realisation of intentions, the personal response showing superficial connections with ideas and sources.
Competent (9-12 marks) The following are indicators of the attributes of a student demonstrating competent ability.	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 .	Appropriate, sometimes predictable , selection and experimentation with a broadening range of resources and processes.	Relevant selection in recording from sources, using growing technical control , including expression of specialist terms where included, to support and communicate the intention in their ideas with visual/other forms.	Work presented shows emerging individual qualities and intentions are appropriately realised . Personal responses demonstrate connections between sources and contexts .
Confident (13-16 marks) The following are indicators of the attributes of a student demonstrating confident ability.	A diverse range of ideas is being explored with exciting and imaginative developments . Personal, refined judgment conveys understanding of more complex issues .	Effective, coherent selection , experimentation and exploration of the potential and limitations of processes and resources .	Selecting and recording from sources is purposeful, relevant and clear . Assured use of visual/other forms, consistent command of skills and techniques . Any specialist terms are expressed accurately.	Produces skilful, personal outcomes showing consistent application, knowledge and understanding . Effective and diverse connections are made in realising intentions in a coherent outcome .
Fluent (17-20 marks) The following are indicators of the attributes of a student demonstrating fluent ability.	Imaginative ideas supported by perceptive, sustained investigations . Independent, sensitive insights are supported by skilful use of critical understanding .	Insightful and in-depth review, resulting in creative and imaginative developments . Recognises the full potential of materials, techniques and processes selected.	Perceptive grasp 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 .	Intentions are fully realised through personal outcomes , demonstrating original, imaginative, inventive and exciting qualities, with highly appropriate connections between elements.



Remember... *The Goal is Excellence!*

