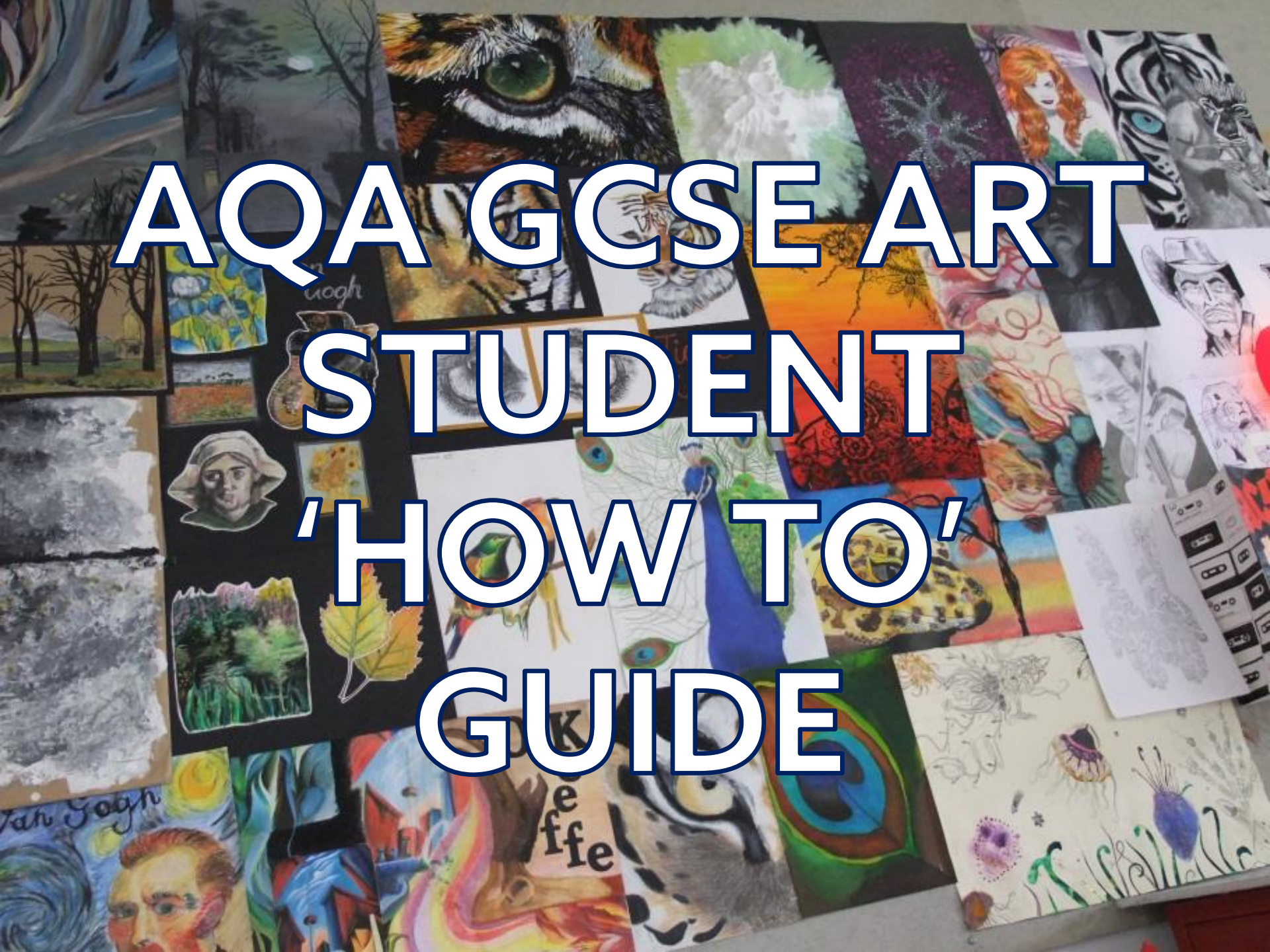
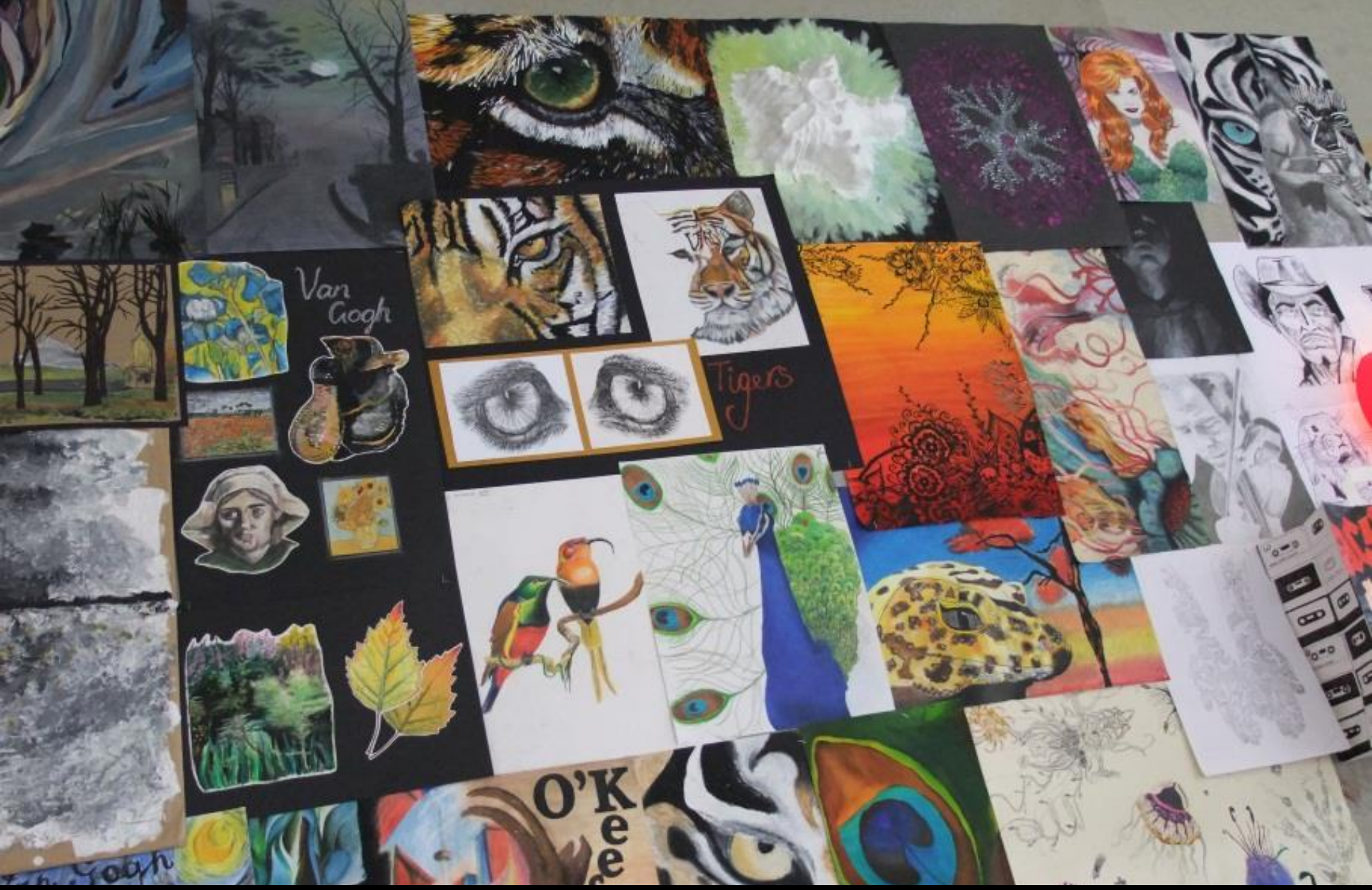
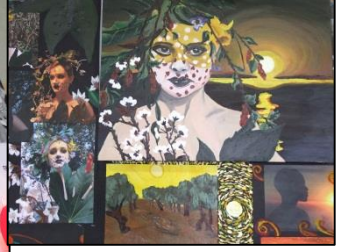

AQA GCSE ART
STUDENT
'HOW TO'
GUIDE



High quality artwork examples... aim for this in your work



KS4

UNIT 1 (Portfolio) – 60% of final grade

Unit 1 is comprised of – your best sustained unit and a range of other work

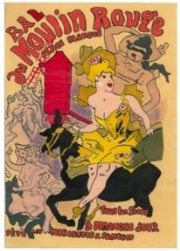
UNIT 2 (External Set Task) – 40% of final grade

Students are presented with several starting points for a project but must chose only one. They must then develop their ideas, ensuring that all assessment objectives are covered equally, culminating in a final piece which is completed in exam conditions over a two day period.

GCSE ART & DESIGN – Objective One

Develop ideas through investigations, demonstrating critical understanding of sources. | 25%

To fulfil this objective you need to show that you can understand the way a particular artist works and how it helps the development of your own artwork.



- To study an image is to explore it critically.
- Learn what artists do and use this to inspire your own work.
- Make sure that your 'finished piece' shows links to your artists.

- You could take an artist's ideas further and make them your own, or do just the opposite – a reaction to the work.
- All artists at some time use other artist's work to learn from and get ideas.
- Too much writing can suggest that you are trying to hide low drawing skills, leave out biographical details.

You need to produce first hand studies of paintings, objects and artefacts by other artists. This will help you gain a better understanding of the artistic process and different styles, concepts and techniques. Emphasis should be placed on visual analysis, although some annotation in support is advisable.

GCSE ART & DESIGN – Objective Two

You need to **refine** work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. | 25%

To fulfil this objective you need to show that you are creative and versatile. Start with an idea and develop it, exploring lots of possible solutions using different materials, techniques and processes.

- You need to constantly review and modify your work.
- Don't be afraid to try new things.

- It is only by comparing lots of different media, that you will be able to choose the ones which will help you to express your ideas most effectively.

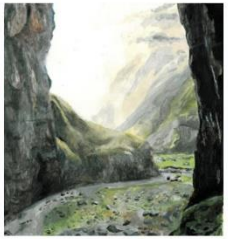
It's not enough to experiment for experiment's sake, even though this is a good place to start. A few annotations, reminding you of what you did and whether you think it worked or not, are important.
Don't be tempted to destroy something you feel has gone 'wrong'. You might end up with an effect you didn't expect and don't want to use this time, that's all.

GCSE ART & DESIGN – Objective Three

You need to **record** ideas, observations and insights relevant to intentions as work progresses. | 25%

To fulfil this objective you need to show that you can use primary and secondary sources to gather relevant information.

Relevance is the key word.



Taking your own photos is another way of recording and can lead to greater understanding. It must be seen as an addition to drawing however.

- Practise mark-making before you start drawing.
- Use a range of different drawing materials.
- The main elements of good research are 'selection and organisation'.
- Spend almost the same amount of time looking as actually drawing your subject/object.
- Always include some examples of sustained drawing i.e. drawing which is focused, taking a long time to do.

- Drawing is a skill you need to practise, not something you are born with.

Drawing is essential. It is simply marking a surface with a material, but can come in many forms. This could be analytical, recording and communicating information, expressing an emotion, showing 3D or as a means of decoration. This must be included in both your portfolio and your exam unit.

AQA - GCSE ART AND DESIGN – Objective Four

You need to **present** a personal and meaningful response that realises intentions and demonstrates understanding of visual language. | 25%

There should be nothing that appears in your final piece that isn't explained in your prep work.

Try to show links with your artists in your final piece. How has looking at their work influenced your own ideas?

Your final piece should be the most visually impressive piece of work in your project.

BE AMBITIOUS AND SHOW OFF!!!

This is your chance to show off all of your artistic skill in one piece of work. The aim is for your final piece to have the WOW factor.

KS4

Key Stage 4 Art & Design

Students who take Art and Design at GCSE follow the AQA specifications of either Unendorsed Art & Design or Endorsed Fine Art.

The Course

Students must develop their own individual ideas taking inspiration from the work of others and their own observations and insights.

These ideas are then developed through the use and experimentation of different materials and processes before being refined towards a final outcome.

How to plan the structure of a unit of artwork

UNIT TO DO LIST:

- ❑ **Spider Diagram and Image Mood board combined**
- ❑ **Drawing study/focus page 1**
- ❑ **Artist page 1**
- ❑ **Artist page 2**
- ❑ **Photoshoot - link to your idea**
- ❑ **Drawing study/focus page 2**
- ❑ **Review Ideas – Complete your 'Statement of Intent'**
- ❑ **Sustained drawing**
- ❑ **Combining ideas 1**

Mixed media experimental

- ❑ **Combining ideas 2**

Digital combinations

- ❑ **Backgrounds**
- ❑ **Final Piece Trial**

Create a trial version of your final piece

Topic – Spider Diagram

Subject Focus 1

Subject Focus 2

Subject Focus 3

Artist 1

Artist 2

Artist 3

Own Photoshoot

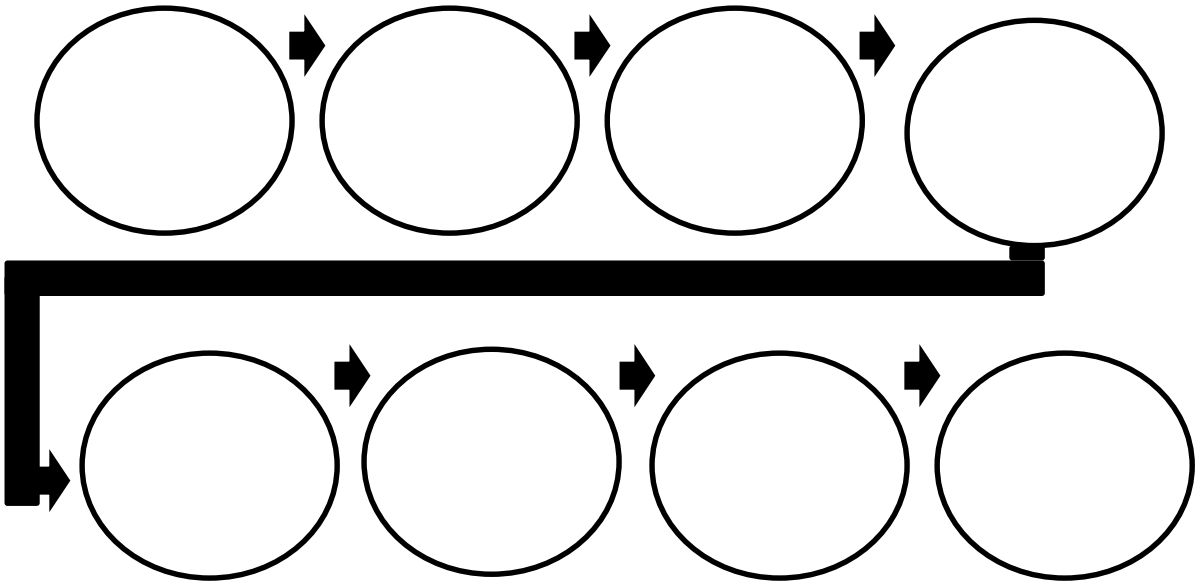
Developing ideas

Combining ideas

Practise Final Piece

10 Hour final piece

Art Exam Plan



Artist 1 (Relevant) =

Artist 2 (Relevant) =

Artist 3 (Style you like) =

1ST HAND RESPONSES

Final Piece Idea

Range of materials used (At least 5 different materials).

Starting a Unit of Work

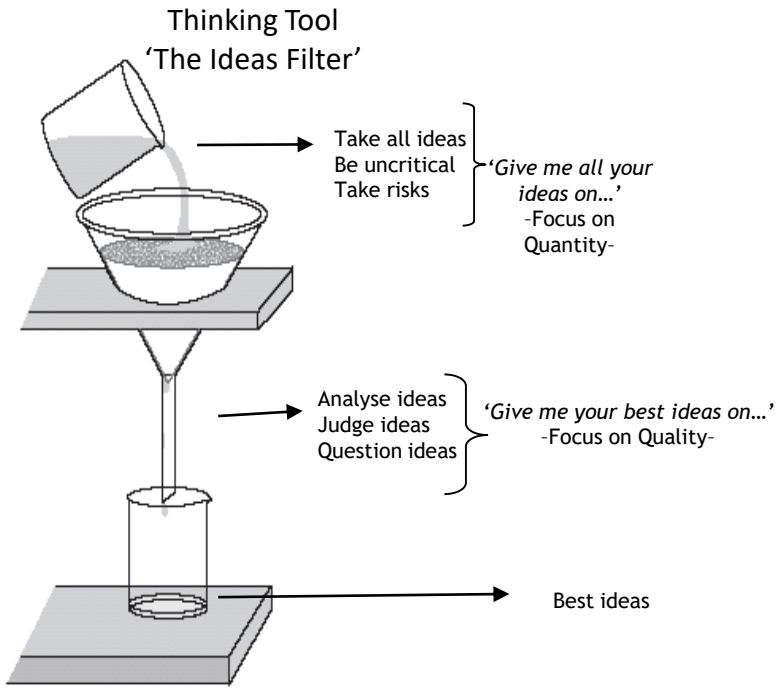
Make a spider diagram to organise your ideas

Link to - Assessment Objective 3 (AO3)

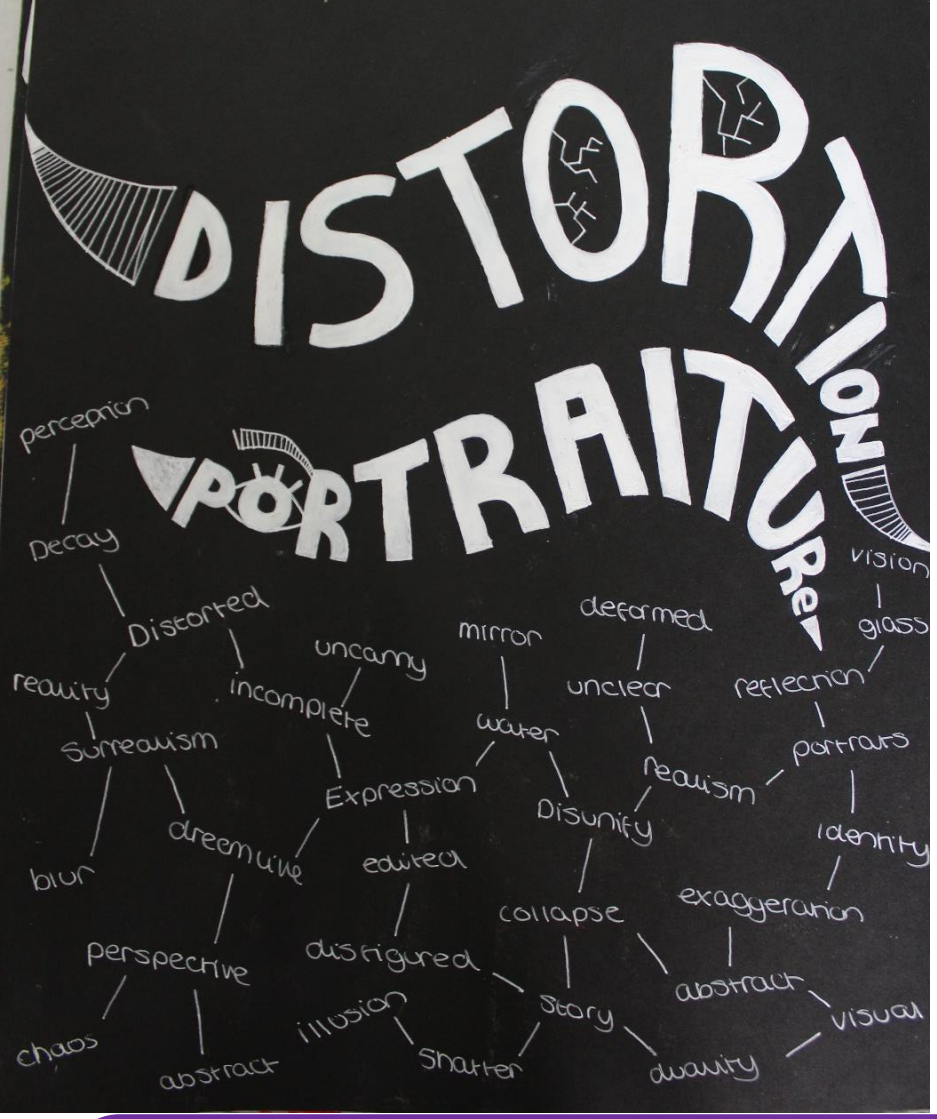
You need to **record ideas**, observations and insights relevant to intentions as work progresses.

List:

- Things you are interested in that can link to the topic title
- Real things you can draw
- Things to photograph
- Places to visit, for drawing, taking photos, collecting materials, buying postcards
- Artists that you want to use
- The different art materials you are good at working with ie acrylic paint, photoshop…



‘How to produce a spider diagram’



Shows your thinking around the idea

Decorative title

Gives you ideas for focus pages – to draw, paint, make

Creative – interesting to look at

What could be better?

- Add imagery and colour
- Make sure the examiner can read it

‘How to produce an image mood board’

Use the internet to find a collection of 30 images showing ideas that you like about your topic

Select artist images and real things

Do this at home as our search filters at school block lots of image sites

Title

What could be better?

Explain your thinking in writing:

- Add bullet points to explain what you like about the topic
- Make sure the examiner can read it

Art/Photography: Statement of Intent — Helpsheet

A Statement of Intent is a useful piece of evidence to outline your initial thoughts and feelings towards your project. This is a great way of crystallising your idea in your head and should therefore make a successful project easier to undertake.

Your Statement of Intent should be written in continuous prose and not just a series of answers to the following questions. It is advisable to write this early in the project but not at the very start. You will, of course, need to undertake some research first!

Questions

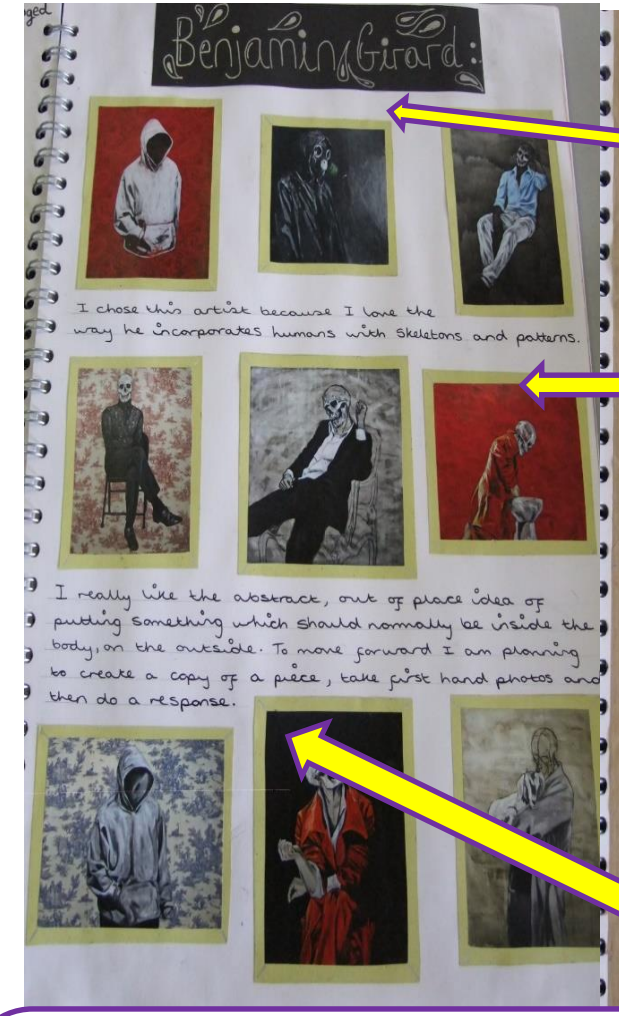
1. What has inspired you to choose this topic title?
2. What initial research (image collection/artist research etc) have you carried out?
3. What do you plan to do?
4. Why do you want to do this?
5. How does it link with your previous portfolio work?
6. What artists are you looking at, and why? What ideas are you getting from their work?
7. What ideas do you want your artwork to convey?
8. How will you know if you have been successful?
9. How do you envisage your final outcome to be?
10. What materials do plan on using, and why? What visual effects are you after (highly detailed, bold and dynamic, expressive and textural etc)

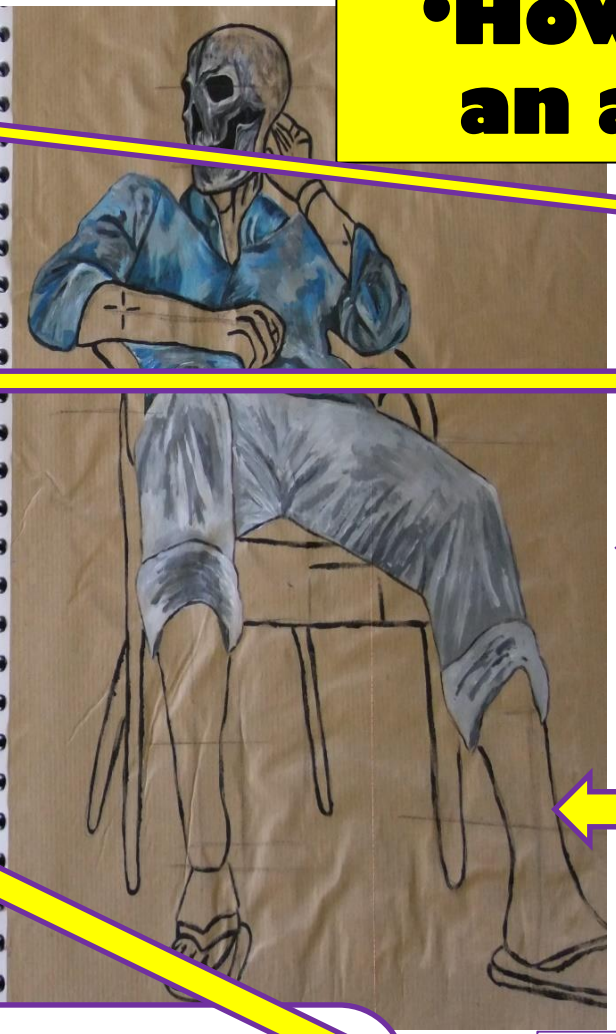
ASSESSMENT OBJECTIVE 1 (AO1)

Develop ideas through investigations, demonstrating critical understanding of sources.

This means responding to artists' work, art movements and cultures in order to develop your ideas.

‘How to produce an artist page’





Title

Good quality artist images on the page

A large single response
or there can be a couple of smaller responses

Art materials used – complements the style of the artist. This shows visual analysis.

Annotation - answers to the following questions:

Q. Why is this artist relevant to the theme of the project?

Q. What do I like about this artist’s work?

WHAT THE EXAM BOARD WILL LOOK FOR:

The title name of the artist, a range of the artist’s images, at least three different techniques/materials, a really interesting or dynamic presentation and the highest level of skill in mark-making that you can produce and a little annotation about some aspect of the artist’s work.

ASSESSMENT OBJECTIVE 2 (AO2)

You need to **refine** work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

This means trying lots of different ways of making art, and finding out the best techniques for your idea.

GCSE/A LEVEL ART – How many of these have you used?

TECHNIQUES

- Observational drawing
- Digital Photography
- Painting
- Photoshop
- Batik
- Collage
- Etching
- Card construction
- Stretched paper
- Coloured backgrounds
- Prepared surfaces

MATERIALS

- Tonal Pencils
- Colour Pencils
- Charcoal
- Watercolour Pencil
- Pastel Pencil
- Oil Pastel
- Chalk Pastel
- Charcoal
- Ink Fine liner pen
- Biro
- Felt Tips
- Inks all colours
- Watercolour Paints
- Acrylic Paints
- Gouache paint
- Marbling Inks
- Wire sculpture
- Mod-roc sculpture
- Clay sculpture
- Cardboard sculpture

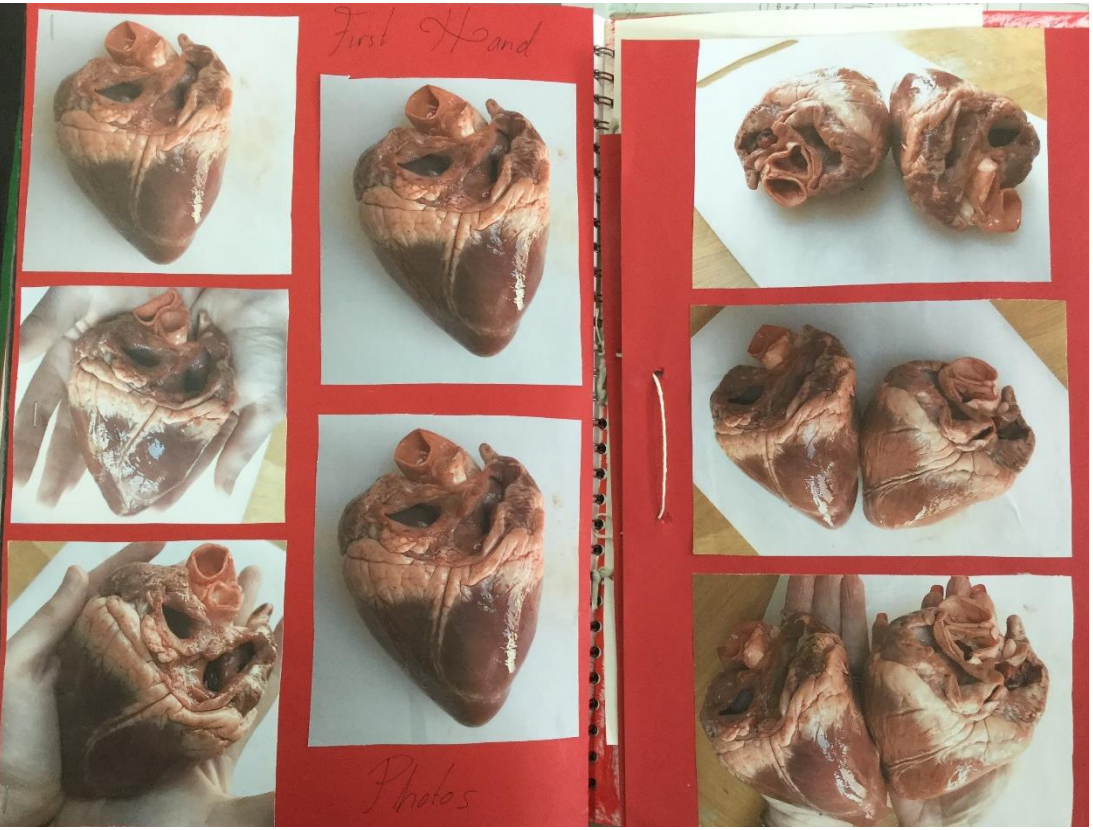
Printing – Etching, Screen Printing, Press-print,

ASSESSMENT OBJECTIVE 3 (AO3)

You need to record ideas, observations and insights relevant to intentions as work progresses.

This means you need to take photographs, produce observational drawings, paint, collage, sculpt, create video, digital work in order to record ideas.

‘How to produce a photo study page ’



- Clear, in focus images
- Use photography to analyse the structure and detail of the source - arrange the source material as you want it
- Use close up – macro photography for small details
- Take photos from a range of angles
- Select the best images and present them simply

What could be better?

- Use the photographs as a source for your drawing study page
- Add a title
- Annotate: Why did you take these photos, how are you using them to develop your idea?

PHOTO-SHOOT PLANNING SHEET

What am I going to photograph?

What equipment will I need to produce the best possible images?
Compact or SLR, Tripod, Studio Lights etc.

What location(s) will I be using?

What will the lighting be like? Time of day? Indoors/Outdoors etc

If I need a model(s), who will I use?

Use your photos to create artwork:
Drawings
Paintings
Digital Art
Sculpture
Collage

What is the idea/theme of the photo shoot? How will the photos help develop my project?

Link to - Assessment Objective 3 (AO3)
You need to **record ideas**, observations and insights relevant to intentions as work progresses.

‘How to produce a drawing study page’

Has a range of good quality drawings

Has used a coloured ‘ground’, this simply means you have put something down on the paper first. Torn coloured paper, textured paper or a wash of colour.

Has a variety of art media used
eg. pencil, biro, paint, fineliner, digital

Has filled the space
Drawing dominates the page

Clear title

Annotation needs improving

ANNOTATION

WHEN TALKING ABOUT YOUR OWN WORK, TRY TO SAY:

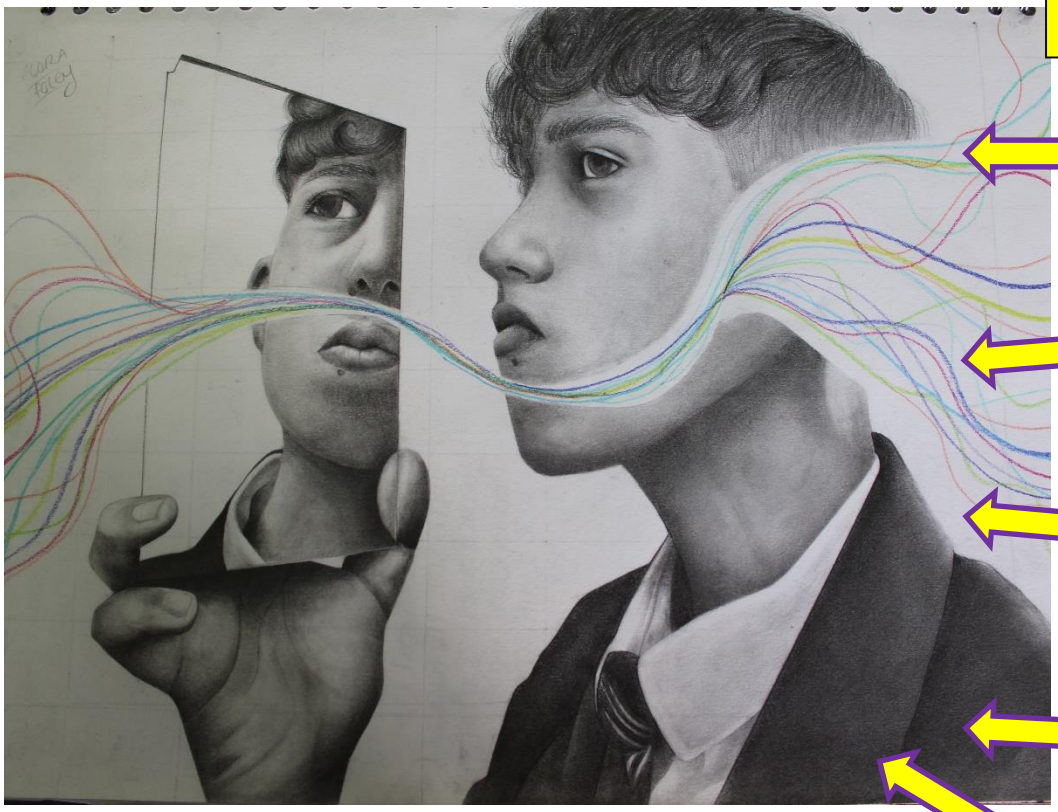
- ★ WHAT you have done
- ★ HOW have you done it
- ★ WHAT inspired you
- ★ WHY is it successful
- ★ IS there anything that you would change

SENTENCE STARTERS

USE THESE TO HELP YOU GET STARTED

In this piece of work I have...
I have created this piece by...
I was inspired by...
The successful parts of my work are...
The areas I could change in my work are...

‘How to produce a sustained drawing ’



Use a high quality source image
Your own photo or find an image

Spend 2 hours on the drawing
You need to experience how much work you can produce in that length of time

Aim for high quality

Draw in a media of your choice:
Pencil, colour pencil, Biro, Fineliner, Pastel, Charcoal

This is an exceptional example of a Y10 tonal drawing, grade 9. It will have taken more than 2 hours to complete.

MISCONCEPTION
All drawing has to be influenced by an artist’s style.

No – the examiner wants to see how well you can draw, it is assessed as AO3 Recording ideas

How do I annotate my artwork effectively?

In your exam project it is vital that you annotate your sketchbook so that it is clear how your ideas have developed. This also helps to gain marks in A03 (Recording ideas).

REMEMBER – We want to know **WHY** you have done things **NOT** how you have done things!

Helpful sentence starters:

- The reason that I chose this artist was that I was particularly interested in…
- I particularly like .. that the artist has done and plan to use these ideas in my own work.
- Having researched the artist … I have been inspired to develop …
- The concept behind my photo shoot was…
- For my final piece I want to … for this I will need to …
- I have been successful in …
- I am going to develop…

ANNOTATION

WHEN TALKING ABOUT YOUR OWN WORK, TRY TO SAY:

- ★ **WHAT** you have done
- ★ **HOW** have you done it
- ★ **WHAT** inspired you
- ★ **WHY** is it successful
- ★ **IS** there anything that you would change

SENTENCE STARTERS

USE THESE TO HELP YOU GET STARTED

In this piece of work I have...
I have created this piece by...
I was inspired by...
The successful parts of my work are...
The areas I could change in my work are...

SENTENCE STARTERS

WHAT	THINK	LINK
A brief description about what you have made and how you have made it	*Explaining why you have used/selected formal elements to create a piece*	*Link the piece to your theme and artists, and reflect on successes; what will you take forward?*
• In this piece I…… • Using _____ I attempted to….. • In developing my use of _____ I created….. • Firstly…… • Utilising techniques such as _____ allowed me to….. • In my next step I used….. • I found working with…… • I chose to capture an image of _____ because……. • In this work I used new subject matter to……	• Through focusing on my use of _____ I……. • Creating _____ by altering my process/material I……. • I was able to capture…….. • My choice of media allowed me to portray clearer……. • _____ was a key focus of this piece because…… • My use of _____ helps to create a successful experiment because…. • I chose to emphasise _____ in this recording as it……	• Within this piece I attempted to….. • The most successful element of this work is ____ because….. • I was pleased with how effective the_____ was as it showed….. • The _____ is effective in creating a sense of…….. • This piece was less successful because……. • Developing on from this piece I hope to take _____ forward because….. • This piece effectively conveyed my theme by……

Annotating Your Sketchbook

WHAT	**WHAT IS IT? Explain the piece of work you are annotating** Examples: This is a first-drawing that I made of a…This is a series of photographs I took of… This is a collection of visual research about… This is some information I gathered about… This is a copy that I made of a painting by…This is a brainstorm that I put together to…
WHY	**WHY DID YOU MAKE IT? Explain how this piece helps you in your project.** Examples: …to get ideas about…to get me thinking about…to show what I have learned about… to explore the idea of…to examine the shape/form/texture/pattern of… to analyse the style of… to try out the technique of.. To practice.. to develop my skills in …
HOW	**HOW DID YOU MAKE IT? Explain how you created the piece** Examples: I drew it using… I painted it with… I constructed it from… I built it up by collage… I drew /photographed it from life…I drew/painted it from a photograph… I gathered the images from the internet… I photocopied the image from a book called… I found the information on a site called…
QUALITY	**HOW GOOD IS IT? What are you pleased with? What could be improved?** Examples: I am please with the way… one good element about this work is…the best feature of this work is… a section of this work that is particularly sucessful is…I am not happy with…one area that I could improve is…the least successful part of the work is…I wish that I had…
LEARNING	**WHAT DID YOU LEARN? What have you found out? /your next steps?** Examples: I improved my skills in… I got better at working in the style of… I have a better idea of… I have a clearer understanding of… I feel more confident about… Next I will try… To follow this up, I will… To build on this piece of work I hope to…

Art and Photography Subject Specific Vocabulary

Increasingly 'Subject Specific' Vocabulary

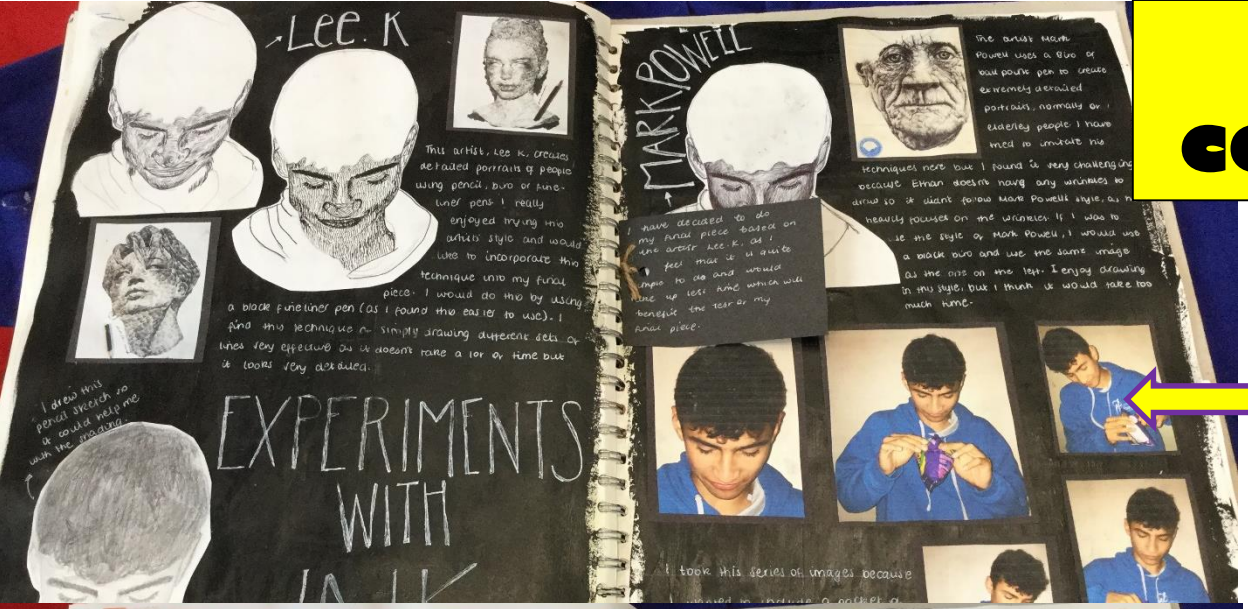
3D Form	Panels	Abstract	Graphic	Abstract	Illusion	Aesthetic	Fascia
Angle	Pattern	Accuracy	Ideas	Ambiguous	Imposing	Amorphous	Fluidity
Biro	Proportion	Angular	Identity	Art nouveau	Interlocking	Analytical	Formation
Broken up	Rainbow	Appropriate	Intricate	Balance	Layers	Archaic	Gradual
Building	Rectangular	Arches	Linear	Biological	linear	Architectural	Graduation
Build	Scale	Architecture	Mixed media	Context	Maquette	Brutalist	Historical
Cardboard	Shape	Bird's eye view	Mould	Contrasts	Modernist	Cantilever	Imposing
Colour	Size	Carve	Movement	Culture	Morph	Chiarcurro	installation
Create	Slots	Cast	Natural	Developing	Organic	Concave	Interaction
Curve	Space	Classic	Purpose (fit for)	Emotive	Overwhelming	Considered	Interlocking
Curved	Tone	Clay	Record	Exploring	Pastiche	Contemporary	Juxtaposed
Curves	Weave	Concrete	Realism	Façade	Pensive	Contour	Juxtaposition
Dark	Weld	Contrast	Recycled	Figurative	Perspective	Culturally significant	Metamorphous
Depth		Contrasting	Refined	Flowing	Photorealist	Cylindrical	Meticulous
Detailed		Cross hatch	Reflection	Fragmented	Proportion	Dexterous	Narrative
Door		Composition	Relief	Function	Realism	Dichotomy	Perspective
Emotion		Distortion	Repetition	Future proof	Realistic	Distorted	Poignant
Form		Dramatic	Sculpture	Futuristic	Reflections	Dynamic	Positive and negative space
Hinge		Density	Series	Hyper realism	Render	Edifice	Projection
Join		Design	Smooth		Rendering	Elongated	Silhouette
Landscape		Develop	Spiral		Resources	Environment	Site specific
Layering		Distort	Structure		Rhythm	Ergonomic	Sympathetic
Light		Distorted	Symmetry		Scaffold		Tension
Line		Eco friendly	Texture		Sophisticated		Transformation
Mark making		Embedding	Three dimensional		Stereotype		Translucent
Materials		Etching	Viewpoint		Structure		Turmoil
Media		Expressive			Subjective		Undulating
Model		Explore			Suffering		Visualisation
		Flowing			Surreal		
		Form			Symbolic		
		Fractured			Symmetry		
		Fragment					
		Gender					
		Geometric					

ASSESSMENT OBJECTIVE 2 (AO2)

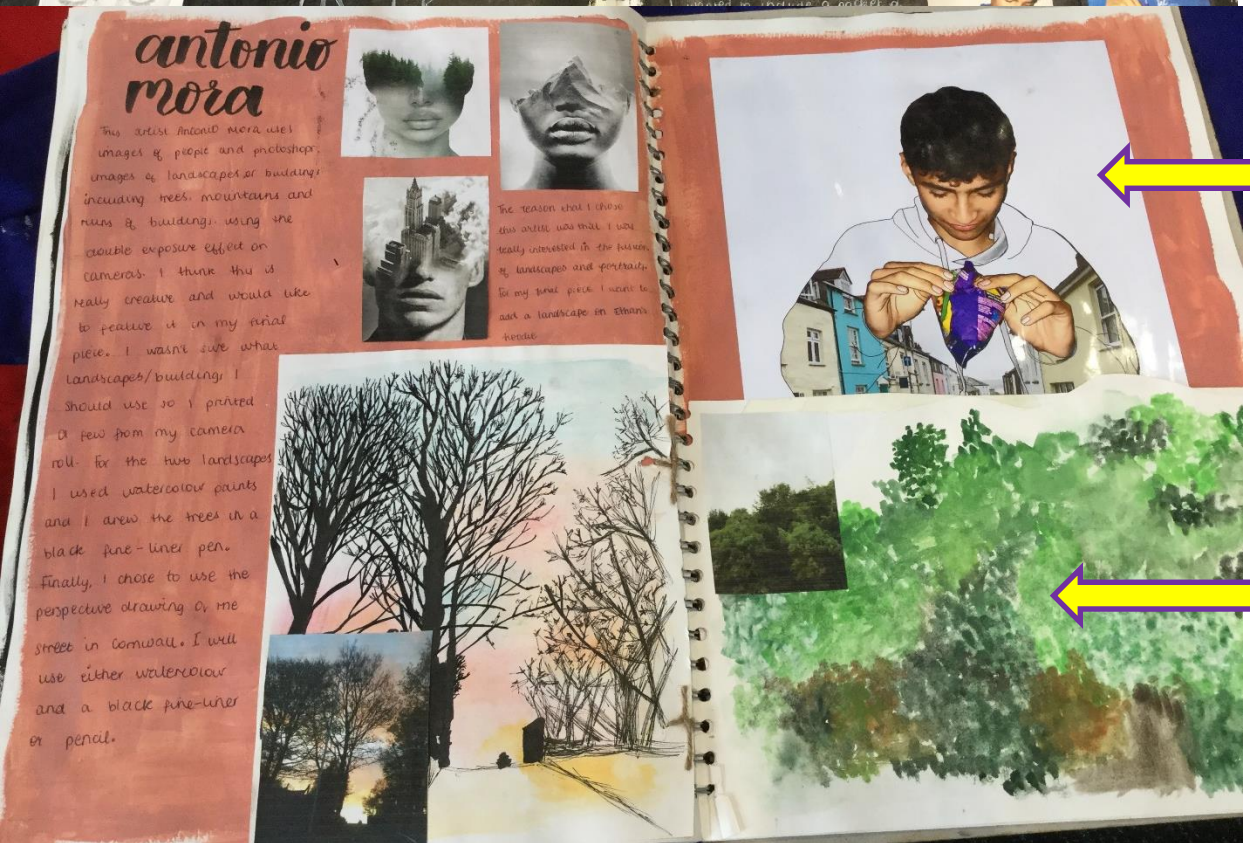
You need to **refine** work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

This means trying lots of different ways of making art, and finding out the best techniques for your idea.

‘How to combine ideas’



Mix together:
Your own photos, mixed with artist’s style using 3 types of media



Use Photoshop to merge/combine your ideas together

Carefully decide on an interesting background that links with your ideas

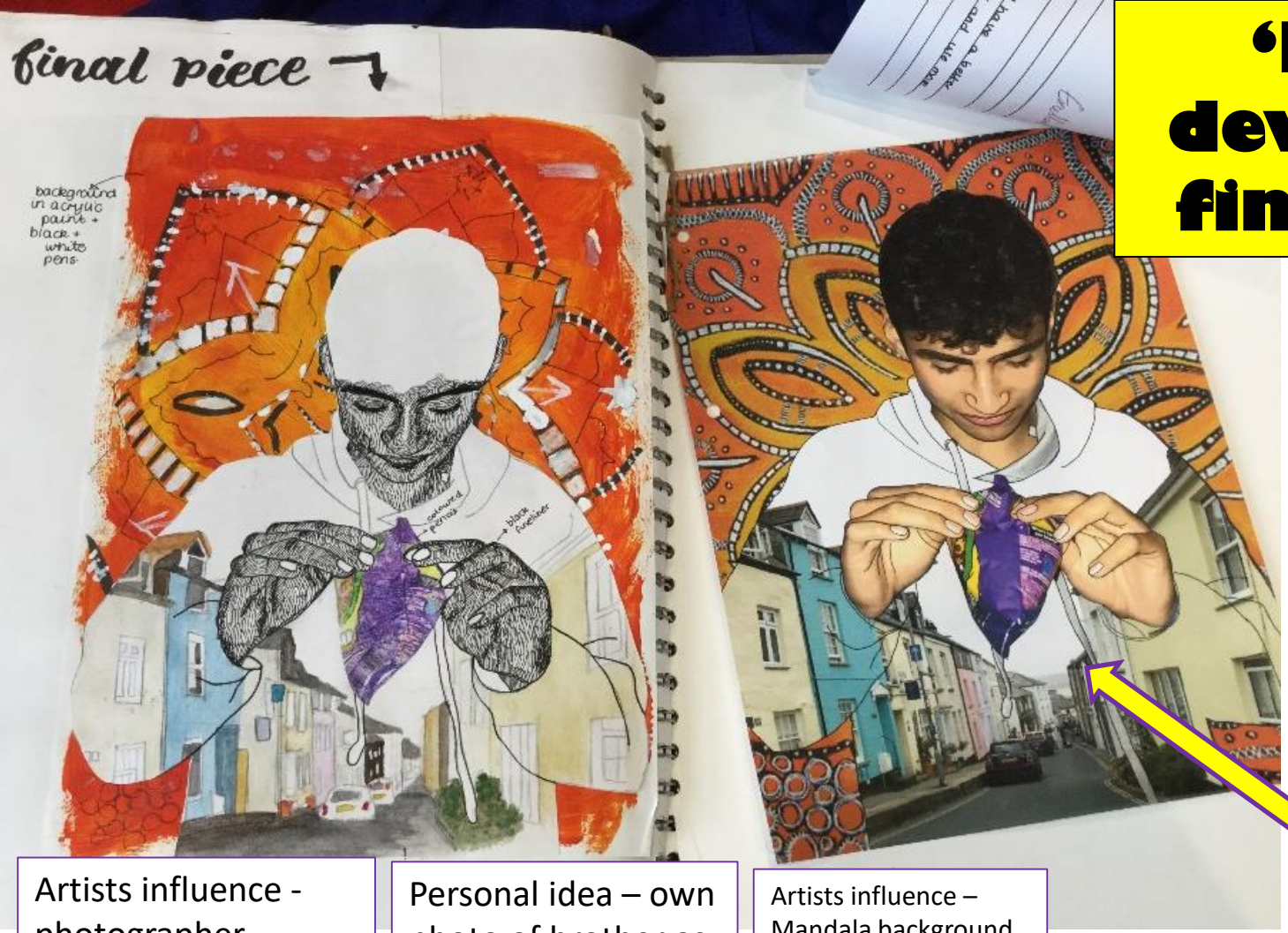
ASSESSMENT OBJECTIVE 4 (AO4)

You need to **present** a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

BE AMBITIOUS AND SHOW OFF!!!

This is your chance to show off all of your artistic skill in one piece of work. The aim is for your final piece to have the WOW factor.

‘How to develop the final piece’



Pull together the best elements from your previous study pages.

Personal idea

Artists influence

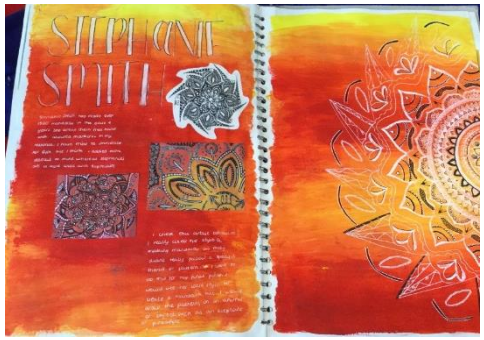
Combination of different elements

Use Photoshop to merge/combine your ideas together – show how the final piece will look

Artists influence - photographer double exposure - the body and street scene

Personal idea – own photo of brother as model

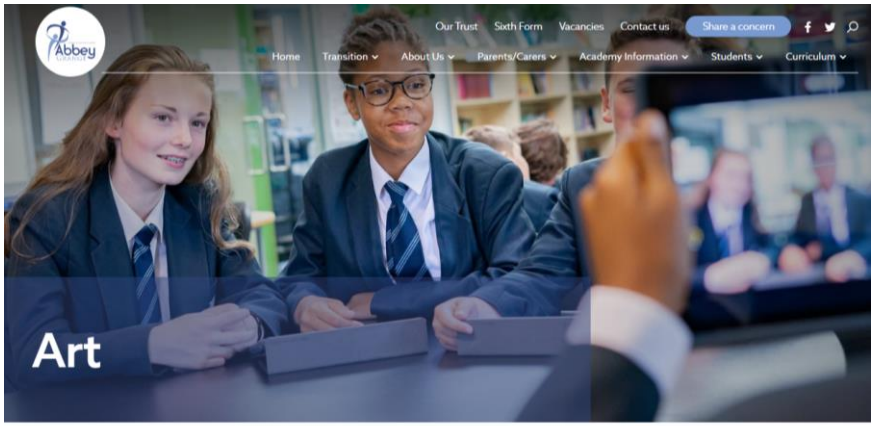
Artists influence – Mandala background



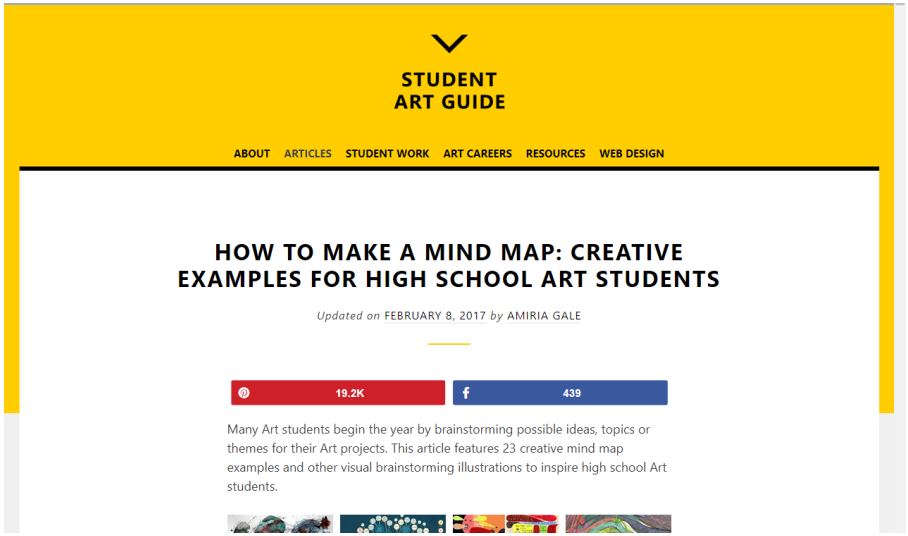
Combination of different elements – art techniques, acrylic, watercolour, fineliner

Personal idea – own photo of a costal street

Artists influence – crisp packet – another artist

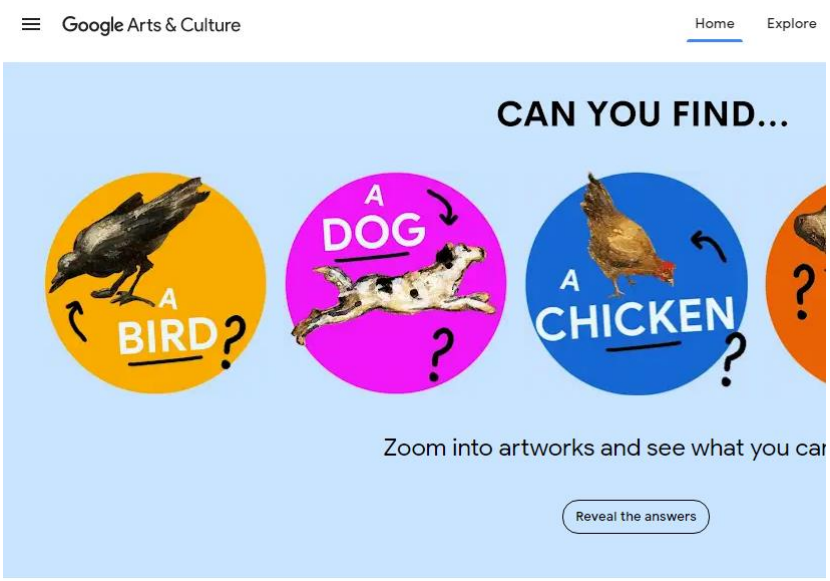


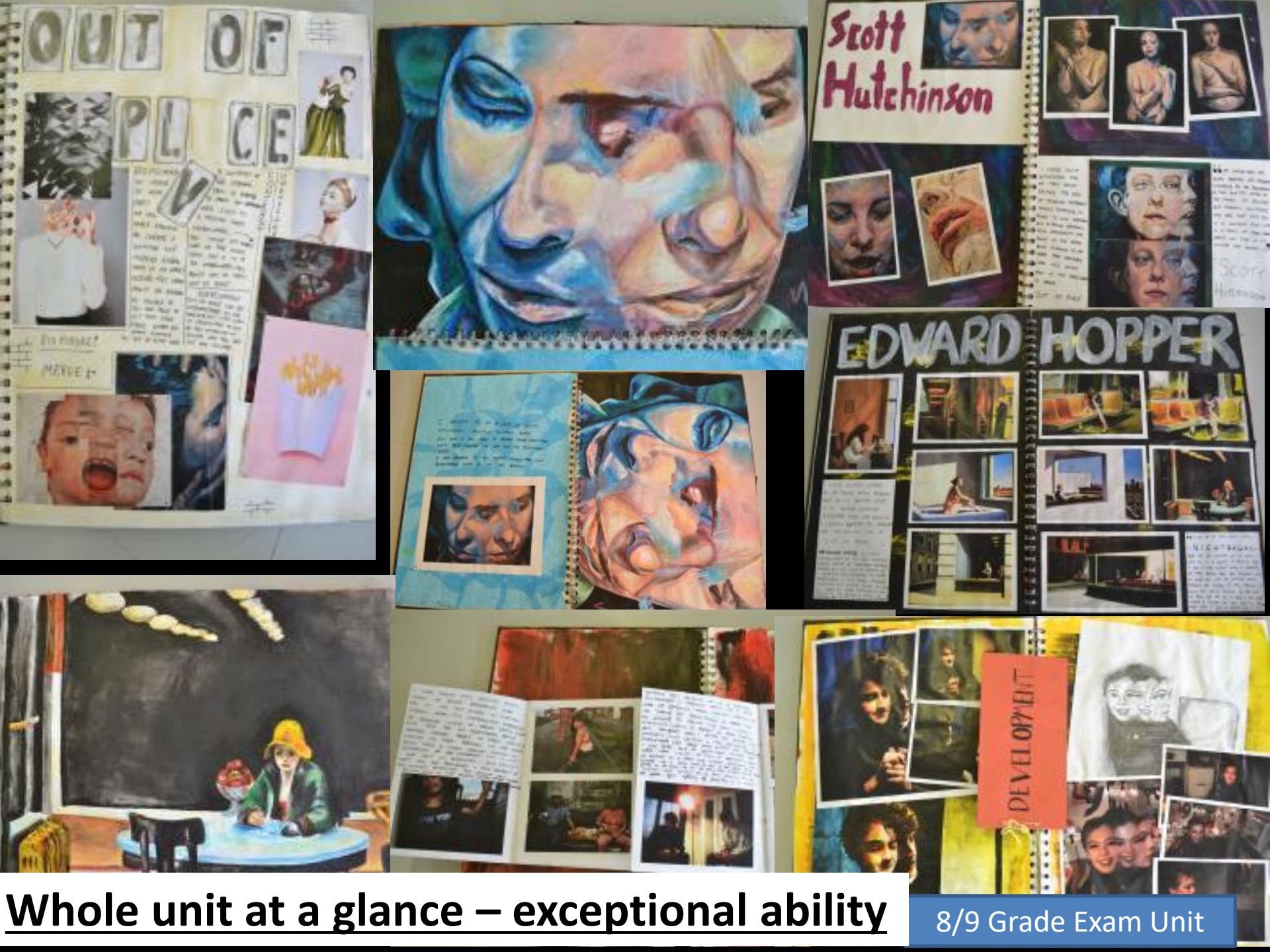
www.abbeygrangeacademy.co.uk/subjects/art



www.studentartguide.com

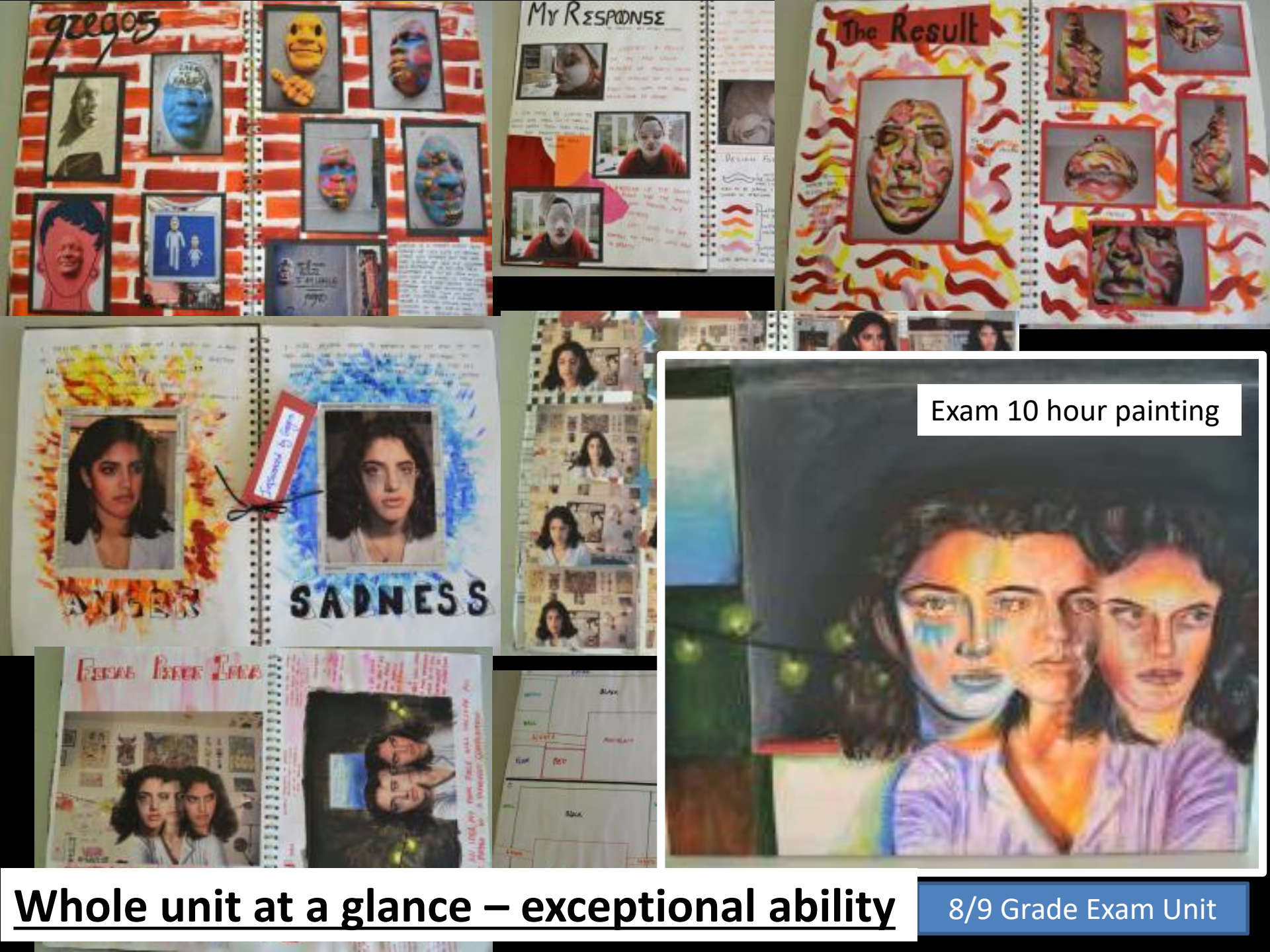
Google Arts and Culture





Whole unit at a glance – exceptional ability

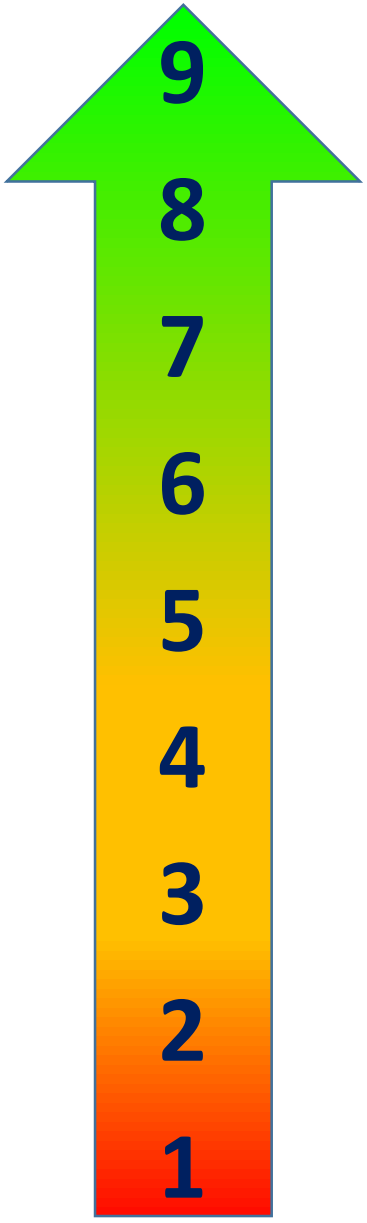
8/9 Grade Exam Unit



Whole unit at a glance – exceptional ability

8/9 Grade Exam Unit

AQA GCSE ART GRADES



Exceptional Ability

Highly Developed Ability

Consistent Ability

Moderate Ability

Some Ability

Minimal Ability

AQA FINE ART ASSESSMENT OBJECTIVES

	Marks	Assessment objective 1	Assessment objective 2	Assessment objective 3	Assessment objective 4
		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.**
9	24 Convincingly 23 Clearly 22 Adequately 21 Just	An exceptional ability to effectively develop ideas through creative and purposeful investigations. An exceptional ability to engage with and demonstrate critical understanding of sources.	An exceptional ability to thoughtfully refine ideas with discrimination. An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	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.
8 7	20 Convincingly 19 Clearly 18 Adequately 17 Just	A highly developed ability to effectively develop ideas through creative and purposeful investigations. A highly developed ability to demonstrate critical understanding of sources.	A highly developed ability to thoughtfully refine ideas. A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	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.
6 5	16 Convincingly 15 Clearly 14 Adequately 13 Just	A consistent ability to effectively develop ideas through purposeful investigations. A consistent ability to demonstrate critical understanding of sources.	A consistent ability to thoughtfully refine ideas. A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	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.

AQA FINE ART ASSESSMENT OBJECTIVES

	Assessment objective 1	Assessment objective 2	Assessment objective 3	Assessment objective 4
12 Convincingly 11 Clearly 10 Adequately 9 Just	A moderate ability to effectively develop ideas through purposeful investigations. A moderate ability to demonstrate critical understanding of sources.	A moderate ability to thoughtfully refine ideas. A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	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.
8 Convincingly 7 Clearly 6 Adequately 5 Just	Some ability to develop ideas through purposeful investigations. Some ability to demonstrate critical understanding of sources.	Some ability to refine ideas. Some ability to select and experiment with appropriate media, materials, techniques and processes.	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.
4 Convincingly 3 Clearly 2 Adequately 1 Just	Minimal ability to develop ideas through investigations. Minimal ability to demonstrate critical understanding of sources.	Minimal ability to refine ideas. Minimal ability to select and experiment with appropriate media, materials, techniques and processes.	Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Minimal ability to present a personal and meaningful response and realise intentions. Minimal ability to demonstrate understanding of visual language.
0	Work not worthy of any marks.			

How to help yourself study
Metacognition - Student self regulation strategies

✓ Put off pleasurable events until the task is complete	ES 0.7
✓ Self verbalise the steps to complete the task	ES 0.62
✓ Record information given by your teacher, specific to your improvement	ES 0.59
✓ Make a list of your tasks	ES 0.49
✓ Observe and track your own performance and outcomes	ES 0.45
✓ Schedule daily study and homework time	ES 0.44

ES An Effect Size of 0.5 is equivalent to an improvement of 1 grade at GCSE

Final Piece – Explaining the elements needed

What are the main elements of this final piece?

What drawing study pages would you expect to see in this student's sketchbook?

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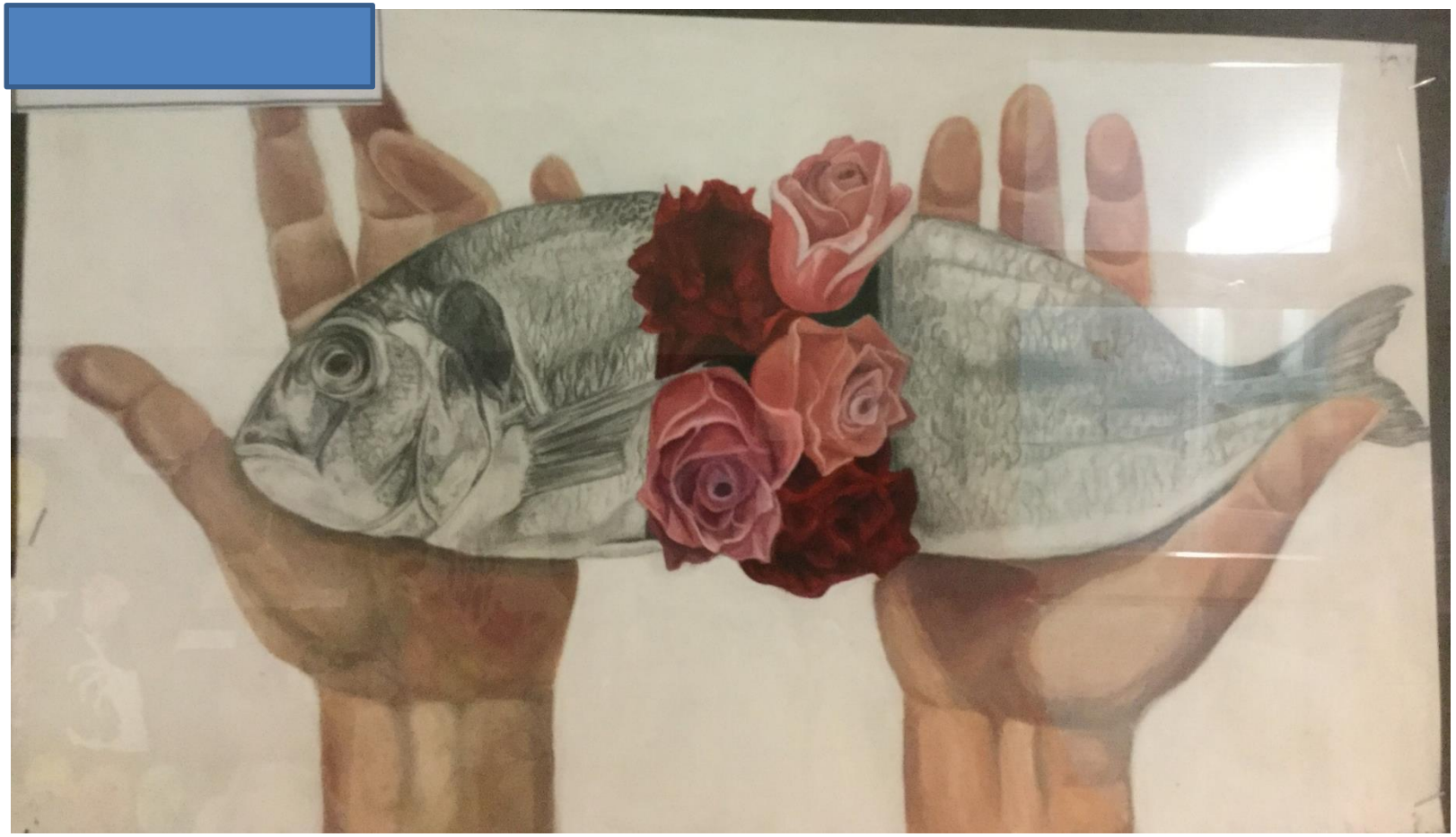
What drawing study pages would you expect to see in this student's sketchbook?



What are the main elements of this final piece?

What drawing study pages would you expect to see in this student's sketchbook?

What advice would you give to someone starting GCSE Art?

Start the artwork the day it has been set.

Set an amount of time to do art and work towards it.

Coursework cannot just wait! Stay on top kids!

Don't let the stress ruin the passion you have for this subject.

Enjoy what you do and don't compare yourself to others

It goes fast. I know it seems like a lot of work but it is worth it.

Use a variety of materials to get high marks.

Always have an idea and use artists you love and are passionate about.

Cliché but do work as soon as you get it, so it does not pile up.

Make sure you know how to structure your book.

Always do a final piece plan in your book