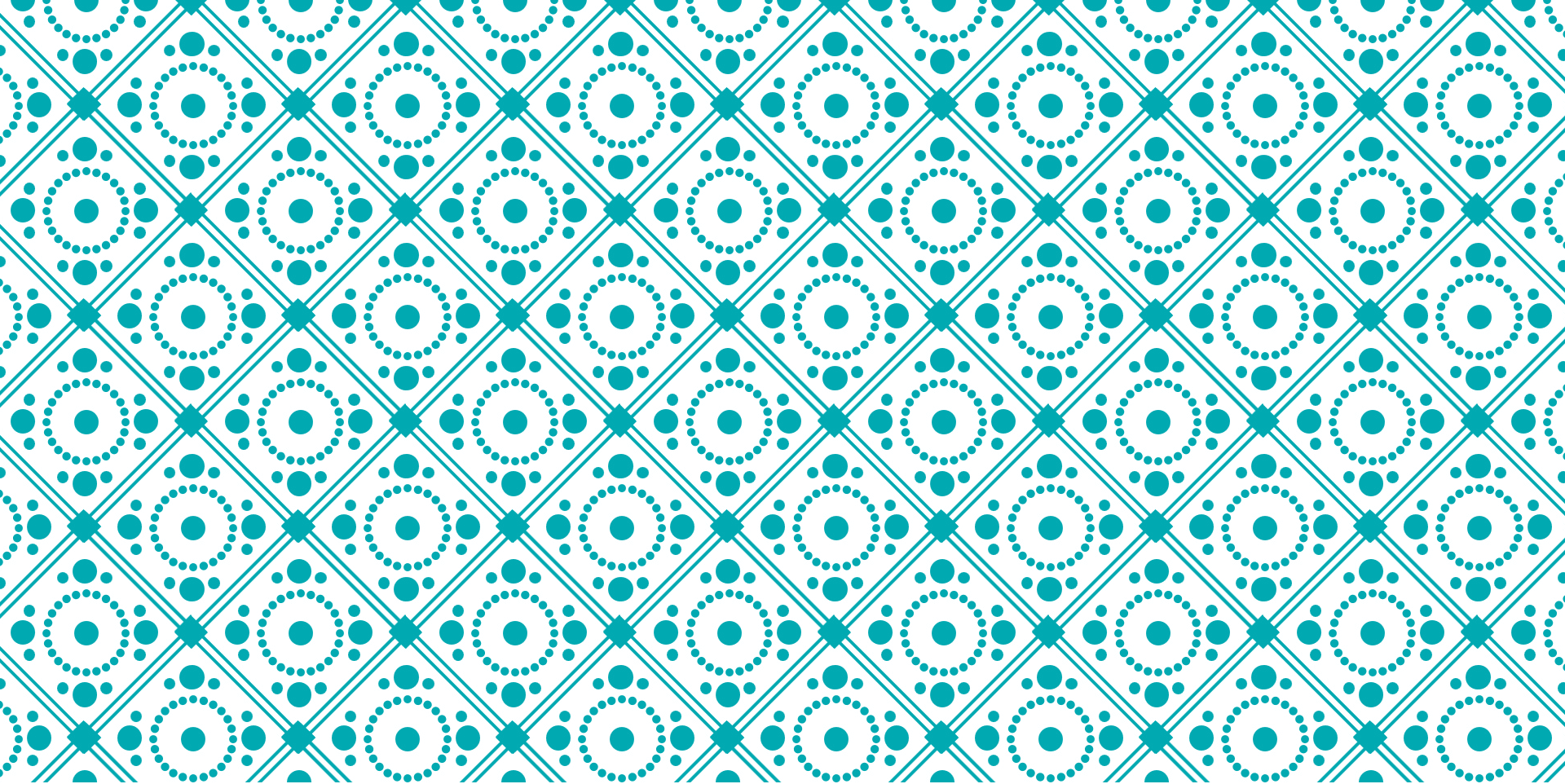


Art GCSE Year 11	Term 1	Term 2	Term 3
Project title	<b>Component 1: 60% of the overall GCSE qualification</b>	<b>Externally Set Assignment (ESA): 40% of the overall GCSE qualification.</b>	
Approximate number of lessons	30	30	
Curriculum content	<p>Following the EDEXCEL Art and Design GCSE Specification, in year 11 students will be expected to continue developing their personal portfolio of work referred to as Component 1, made up from separate projects consisting of sketchbook work and larger pieces that demonstrates their knowledge, understanding and skills. Previous project titles that have been followed in GCSE have been 'Beginning and/or End', 'Movement' and 'Barriers'.</p> <p>Throughout this portfolio of work, students must produce work which adheres to the assessment criteria:</p> <ul style="list-style-type: none"> <li>• <b>Developing ideas through investigations, and demonstrating an understanding of sources (AO1)</b></li> <li>• <b>Refining their work by exploring ideas, experimenting with materials, techniques and processes (AO2)</b></li> <li>• <b>Recording their ideas, observations and insights that are relevant to their work as it progresses (AO3)</b></li> <li>• <b>Presenting a personal and meaningful response / outcome (AO4).</b></li> </ul> <p>During the creation of their portfolio, students will be expected to:</p> <ul style="list-style-type: none"> <li>• <b>Investigate their ideas and use thinking skills to come up with imaginative solutions</b></li> <li>• <b>Record their ideas through writing their thoughts and discoveries</b></li> <li>• <b>Analyse artists' work in written form</b></li> <li>• <b>Take photographs</b></li> <li>• <b>Draw from looking at 'real life' objects</b></li> <li>• <b>Experiment with a variety of media.</b></li> </ul>	<p>The Externally Set Assignment (ESA) represents the culmination of the GCSE course as it draws together all the knowledge, understanding and skills developed in Component 1. The theme is set by the examination board and it is an 'open' theme so that students can develop their own ideas and work in their own style.</p> <p>This Component is partially comprised of a portfolio of development work based on the ESA broad-based thematic starting point, and culminates in a 10-hour exam in which students are to create their final outcome in response to the ESA broad-based thematic starting point for the assignment under examination conditions.</p> <p>Throughout this ESA project, students' work must show evidence of all four Assessment Objectives:</p> <ul style="list-style-type: none"> <li>• <b>Developing ideas through investigations, and demonstrating an understanding of sources (AO1)</b></li> <li>• <b>Refining their work by exploring ideas, experimenting with materials, techniques and processes (AO2)</b></li> <li>• <b>Recording their ideas, observations and insights that are relevant to their work as it progresses (AO3)</b></li> <li>• <b>Presenting a personal and meaningful response / outcome (AO4).</b></li> </ul> <p>Students are expected to continue the development of their work by showing:</p> <ul style="list-style-type: none"> <li>• <b>Investigation of their ideas and use thinking skills to come up with imaginative solutions</b></li> <li>• <b>Recording of their ideas through writing their thoughts and discoveries</b></li> <li>• <b>Analysing artists' work in written form</b></li> <li>• <b>Taking primary source photographs</b></li> <li>• <b>Drawing from looking at 'real life' objects</b></li> <li>• <b>Experimenting with a variety of media.</b></li> </ul>	
Links to prior learning	<ul style="list-style-type: none"> <li>○ Painting skills</li> <li>○ Sketching</li> <li>○ Evaluation of work</li> <li>○ Tone and shade</li> <li>○ Artist Analysis</li> <li>○ Experimenting with materials</li> <li>○ Mark Making</li> <li>○ Colour theory</li> <li>○ Risk taking</li> <li>○ Personal opinions developed</li> </ul>	<ul style="list-style-type: none"> <li>○ Painting skills</li> <li>○ Sketching</li> <li>○ Mark Making</li> <li>○ Colour theory</li> <li>○ Risk taking</li> <li>○ Experimenting with materials</li> <li>○ Personal opinions developed</li> <li>○ Evaluation of work</li> <li>○ Tone and shade</li> <li>○ Artist Analysis</li> </ul>	

<b>Cultural Capital Opportunities</b>	<ul style="list-style-type: none"><li>○ Visit Tate Modern</li><li>○ Watch Documentary series 'What do Artist do all day?' (Available on YouTube)</li><li>○ Use Google Arts and Culture App to view artwork and galleries</li><li>○ Watch BBC Documentary Treasures of the Louvre</li><li>○ Watch Netflix The Art of Design series</li><li>○ Visit The Sainsbury Centre for Visual Arts, Norwich</li></ul>	
<b>Assessment Focus</b>	Edexcel assessment criteria: <ul style="list-style-type: none"><li>● <b>Developing ideas through investigation (AO1)</b></li><li>● <b>Exploring materials and techniques (AO2)</b></li><li>● <b>Recording their ideas (AO3)</b></li><li>● <b>Presenting a personal outcome (AO4).</b></li></ul>	Edexcel assessment criteria: <ul style="list-style-type: none"><li>● <b>Developing ideas through investigation (AO1)</b></li><li>● <b>Exploring materials and techniques (AO2)</b></li><li>● <b>Recording their ideas (AO3)</b></li><li>● <b>Presenting a personal outcome (AO4).</b></li></ul>



# GCSE KNOWLEDGE ORGANISERS

Edexcel

# A01

## What does the assessment grid say?:

*Develop ideas through investigations, demonstrating critical understanding of sources*

### What can it look like?

- Artist **research**
- Written detailed **analysis** of Artist work
- **Linking ideas** back to the **main project theme**
- **Linking** plans and ideas back to **artists studied**:
- Clear and detailed **annotation**
- **Images** of artist's work.

### Key words:



**Develop:** To move forward. Making progress within an art project. Where you go on from your starting point.



**Investigation:** To look at something close up and in detail. To ask questions and to look at closely to find the answers.



**Critical:** To give your full opinion on something. Positive and negative, weighing up your thinking.



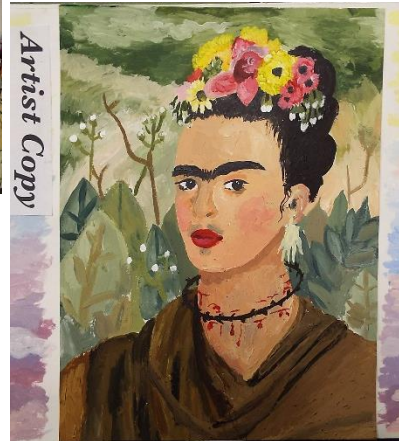
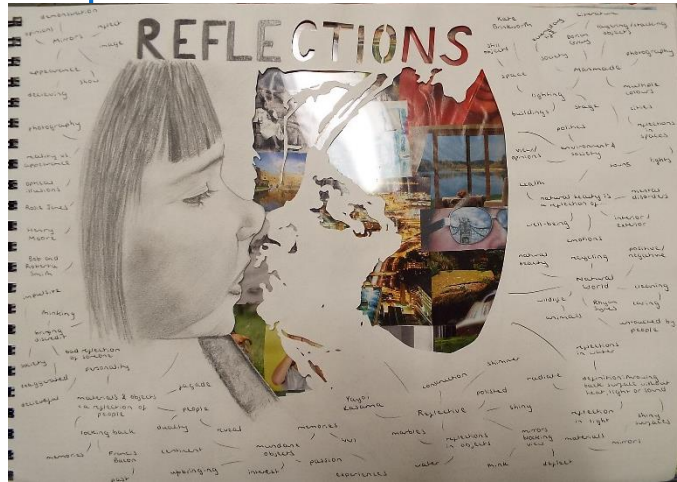
**Sources:** Where our ideas can begin. Artists work or photographs. Something that gives us information.

# A01

## EXAMPLES

### What does the assessment grid say?:

Develop ideas through investigations, demonstrating critical understanding of sources



Escher's art caught my eye as it is very bland and simple in terms of the effect of materials he used: dark, black, dull (from the pieces I have seen). However, the detail and depth of the actual piece is very far from 'bland'. Escher, in the piece I am analysing has quite simply created a self-portrait in a spherical mirror, this is a litograph print by Escher. The piece presents a hand holding a reflecting sphere, revealing most of the room around him. He is seized gazing into his reflection which interests me as this piece could be illustrating a lot about people (sub-theme) in general.

After studying and looking at Armand Feraud's style, I was inspired and determined to create something large and unique. I decided to create a 3D piece of work because the artist incorporates many real life objects and it would be a challenge for me to try. I was quite hesitant because it was my first sculpture, however I created many experiments to prepare me. First I took photographs of multiple objects on a white background that represent me and my personality. Then I made sketches to organise the objects into a chaotic composition that is equally aesthetically pleasing. In order to do so I deleted some items or moved them. Also I made small practices to practice painting and the techniques involved such as blending, layering to create tone and form and reflect the realistic look of the objects. Additionally, I practiced using a glue gun to write letters and words for the title of the book. I had many ideas of materials I could use like clay or polystyrene but I eventually used cardboard and mudrock.

## ARTIST ANALYSIS

### M.C. ESCHER

Escher's art caught my eye as it is very bland and simple in terms of the effect of materials he used: dark, black, dull (from the pieces I have seen). However, the detail and depth of the actual piece is very far from bland. Escher, in the piece I am analysing has quite simply created a self-portrait in a spherical mirror, this is a litograph print by Escher. The piece presents a hand holding a reflecting sphere, revealing most of the room around him. He is seized gazing into his reflection which interests me as this piece could be illustrating a lot about people (sub-theme) in general.

This piece was one of many, Escher created a series of prints using different techniques. Another print, 'Self-portrait in a Spherical Mirror', also a litograph, but in black and white, shows a hand holding a sphere, revealing a room with a table and a chair. This piece could also be reflecting the artist's own life and his relationship with his work.

I chose the sub-theme of 'people' within the project of 'reflections' because it is a very intriguing topic to explore. How people reflect their personality, their emotions, and what they are feeling, is a topic that is not only interesting but also a form of self-reflection. Escher in this piece appears to look at himself and his work, and his reflection in the sphere could be his way of showing people the true nature of people, even if it is not what they want to see.

Escher's art is also reflected in his life. He was a man who was very curious and always looking for new ways to express himself. He was also a man who was very disciplined and always working hard. His art is a reflection of his life, and his life is a reflection of his art.

# A02

## What does the assessment grid say?:

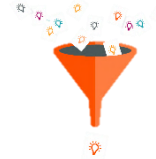
*Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes*

### What can it look like?

- Trying out **materials** and **techniques**
- Taking **risks**
- **Reflecting** on the quality of your own work
- Working to **improve** your **technical skills** in a specific area
- Choosing **materials** which suit your artist.
- **Linking** techniques to artists

### Key words:

**Refine:** To make edits / small changes to work towards improving and fine tune the piece.



**Experimenting:** To try out new ideas or methods. A testing out of something to try and answer a question.



### Media, Materials and Techniques:

The things you use to create you artwork i.e Acrylic paint, Collage, Oil pastels, Charcoal, Watercolours etc.



**Processes:** The practical steps you take to achieve your practical task. The breakdown of how you created a piece of work.



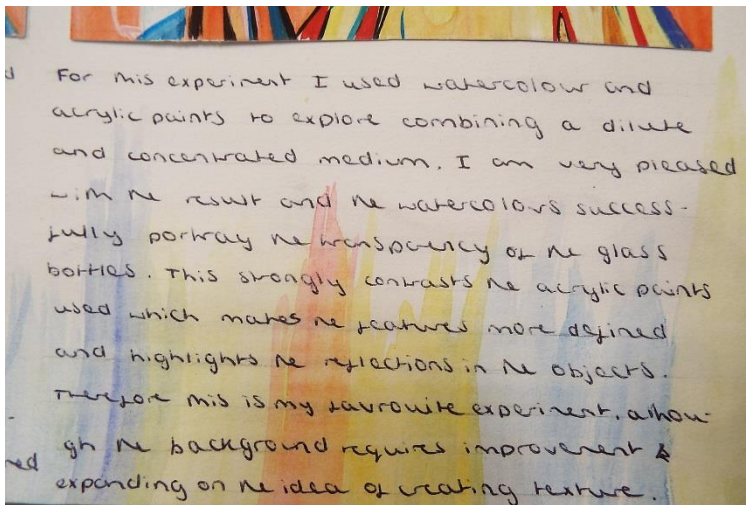
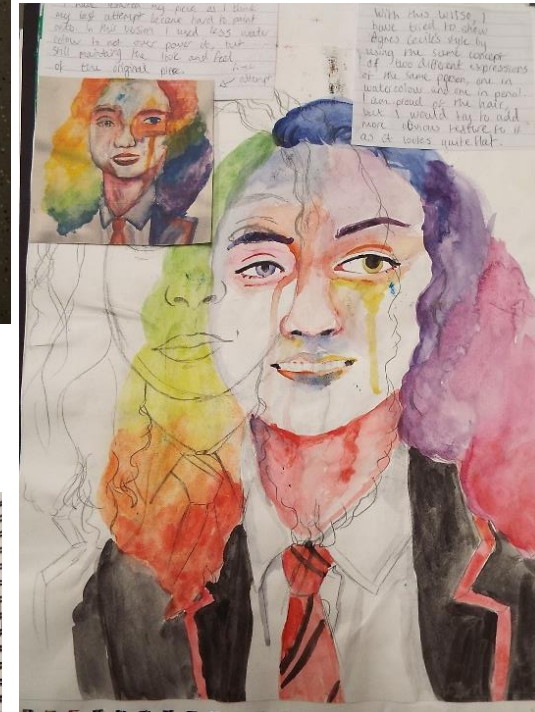
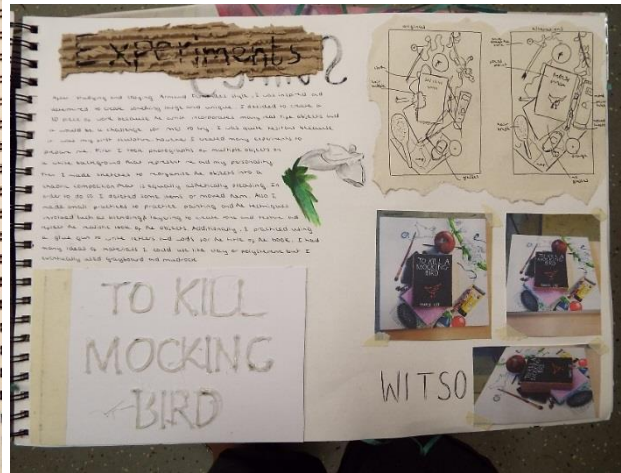


# A02

## EXAMPLES

What does the assessment grid say?:

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



# A03

## What does the assessment grid say?:

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

### What can it look like?

- **Drawings** in its broadest sense
- **Photographs** from **primary** sources
- **Detailed** annotation of **practical** work and **artists pieces**
- Clear **plans** for pieces of work and final outcomes
- Projects having a clear direction throughout from start to completion

### Key words:



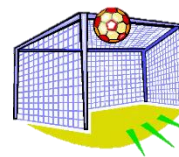
**Record:** To set out your ideas, plans and drawings in your sketchbook for refine later.



**Observations:** To look at something closely and with the plan to notice fine detail. To observe.



**Relevant:** Noting down things which are clearly linking and on target to your project theme. Obvious links to your work.



**Intentions:** The end goal which you are working towards, throughout the project. Clear in all your decision making.

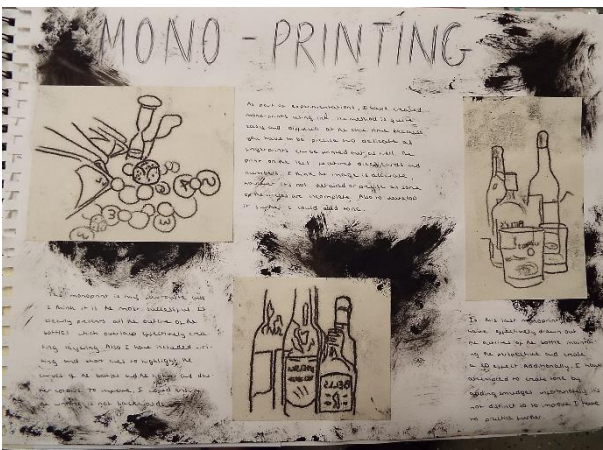
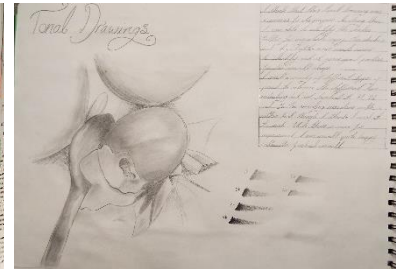
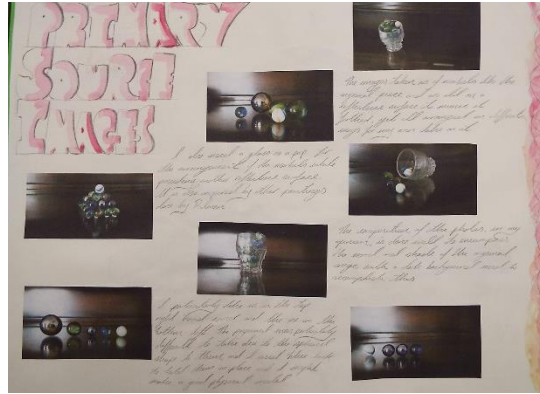
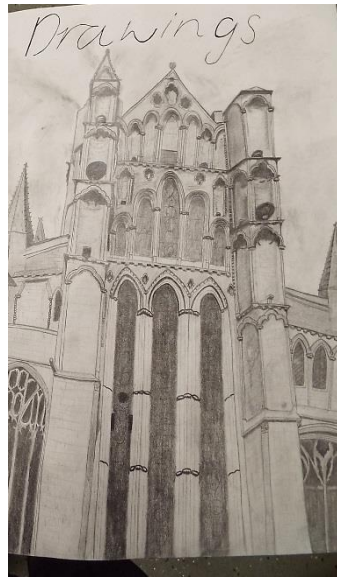
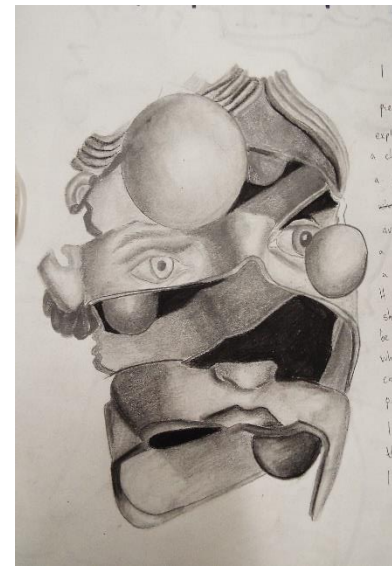


# A03

## EXAMPLE

What does the assessment grid say?:

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



I have decided to try different angles of drawing the hand to find the best composition for this final piece idea. In this photograph, here is a side view of a hand being held out. I have created a small tonal drawing as practice. I think I have used the correct tones and lines to create texture. However I have used a slightly different angle which is why the drawing doesn't look very realistic.

# A04

## What does the assessment grid say?:

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

### What can it look like?

- A **clear** final piece **plan**
- An **outcome** which shows **technical** skill
- Work In The Style Of (WITSO) **responding** to artist work
- A final piece which clearly **links** to the project **theme** and **artists** studied
- A **unique** and **independent** take on the project theme

### Key words:



**Personal:** Something that relate to your plans and ideas, individual to how you have researched artists and planned the project.



**Response:** Your reaction to the project theme, artists investigated and materials which you have experimented with during the project.



**Demonstrates:** A Practical way to show how you've researched your ideas and trailed various materials.



**Visual Language:** The way we understand and see meaning in art through the way it looks based on what we can see.



## EXAMPLES

### What does the assessment grid say?:

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

