

GCSE Art and Design – Fine Art

- The GCSE Art course is mainly a practical course.
- You have to do some writing about artists and their work and about your own work.
- You learn lots of new skills and how to use a wider range of materials such as paint, chalk and charcoal, oil pastel and pen work.
- 60% of the grade is coursework which you do over the two years.
- 40% of the grade is a practical exam in year 11.
- The exam is 10 hours which sounds like a long time but most year 11's think the time goes by really quickly.
- In the exam you are doing a piece of your own work.

GCSE Art and Design is very much a practical course.

There are two components to the course.

Component 1 is coursework which makes up 60% of your final grade.

Component 2 is a practical exam which makes up 40% of your final grade.



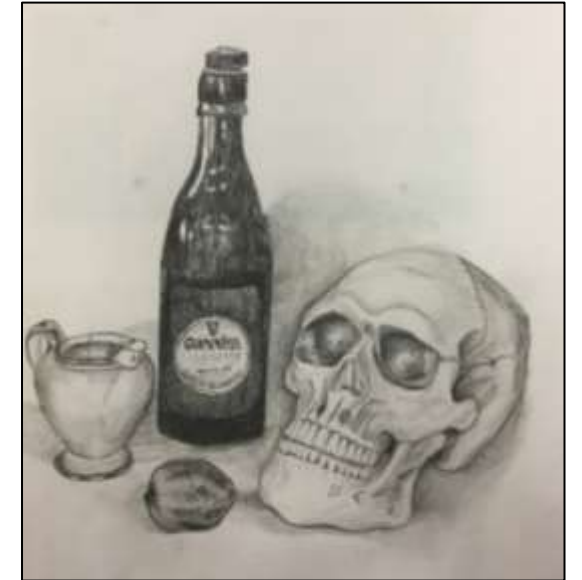
We usually do two projects.

The first project is 'Still Life', where students learn to draw a variety of objects.

The first part of the project is building on the skills that students already have.

Students are taught in more detail about how to draw accurately and how to create effects using tonal pencils.

They are then taught how to use a wide range of materials and techniques such as paint, pastels, pen and lots more!



Students are required to do some writing as part of the course. This will take the form of research into artists, including some analysis of their work, similar to what you do in Key Stage 3, but in more depth.

Still Life Artists

In this piece we see 3 ornaments of different sizes arranged in a group in front of a muted background. The picture would have been arranged and then observed from life however the background may have been imagined. I don't think this is telling any kind of story or has any symbolism. It is a peaceful atmosphere due to the softer colours which give it a relatively relaxed tone. It makes the think about how you wouldn't consciously get them kind of objects in houses in modern times. The artist probably intended to make it a calming picture to lighten people's moods. I think Morandi creates this by pastel. It has a plain but sort of sketchy texture. It used lighter marks with less shading. He uses shadow to show the direction of light. It is quite a balanced piece as the table size is central and the other objects are at similar sizes and distance away from the end. I have created pieces that are similar due to the fact it's an arranged piece with multiple sized objects however I haven't done my artwork in this style. I don't really like this work as it is very simple however it's still impressive but it doesn't catch my eye.

Giorgio Morandi




Audrey Flack

This is a very complex piece, we can see a skull in the corner which is reflected in a mirror also there is a bunch of red fruit descending from the top. In the left corner we see a portrait with a card below it. There are many other ornaments scattered amongst this vibrant piece. I don't think this is telling a story due to the amount of different things gone into it but maybe it resembles the things that interest a lot in a certain person's life. This is particularly observed from the but also imagined, because all these objects probably wouldn't be arranged in this way. Flack has created a very confusing and busy atmosphere because of the amount of things gone into the piece. It makes me think of a lot of things but mainly the idea of death and the passing of time and the use of vintage objects in a modern way as the technique she used and material she used gives of a very cultural modern feel. It has a very clean and white feel and everything is very neat. I'm not sure how Flack would have created this as it is very complicated. She has used another more circular form to create a less sharp picture and to make it seem more modern. The picture is arranged in a random but planned way which makes the complexity of the piece stay throughout it all. The original size of this image was 96x66 inches. This shows the amount of time that would have gone into it.




In this piece of artwork you can see a variety of fruit scattered amongst a light brown table and other fruits in a bowl. There is a white table cloth on the table, a plate with some sort of food on it and an alcohol bottle. I don't think anything is happening here. I doubt this artwork is trying to tell a story as it was most likely arranged and then painted. This probably doesn't have a symbolic meaning but the fruit could represent life and health. The atmosphere is very relaxed and calm in this image. It makes me think about nature because of the fruit and the wood. It makes me feel relaxed due to the pastel blue background, however I'm not sure of the artist intended for this to happen. This has either been painted in by chalk and it has quite a defined texture but it is also rather smooth. Vanessa probably started with the lighter tones of the background and the cloth using colour in a very precise but definite way. The composition but I believe as the piece is different throughout it. I have sketched a bottle in one of my still life pieces that is similar to the one shown in this.

Paul Cézanne



Vanessa Bell

This image shows a large jug situated on a table with various other fruits and objects on. In the corner there is a tomato and a white cloth. There is a blue glass in the corner and this piece has a turquoise background. This piece would have been observed from life rather than imagined and I believe it would have been found in a kitchen setting due to the food and drink aspect. Many brush strokes are used on this painting to give texture and shade to it. I don't think that Bell wanted to tell a story or give across a moral message in this painting. She probably made it just to create a happy calm atmosphere. The neutral tones give across that relaxed mood. Vanessa would have first sketched out this piece then painted it starting with lighter shades. The darker background used makes the objects stand out more which gives off a good effect.



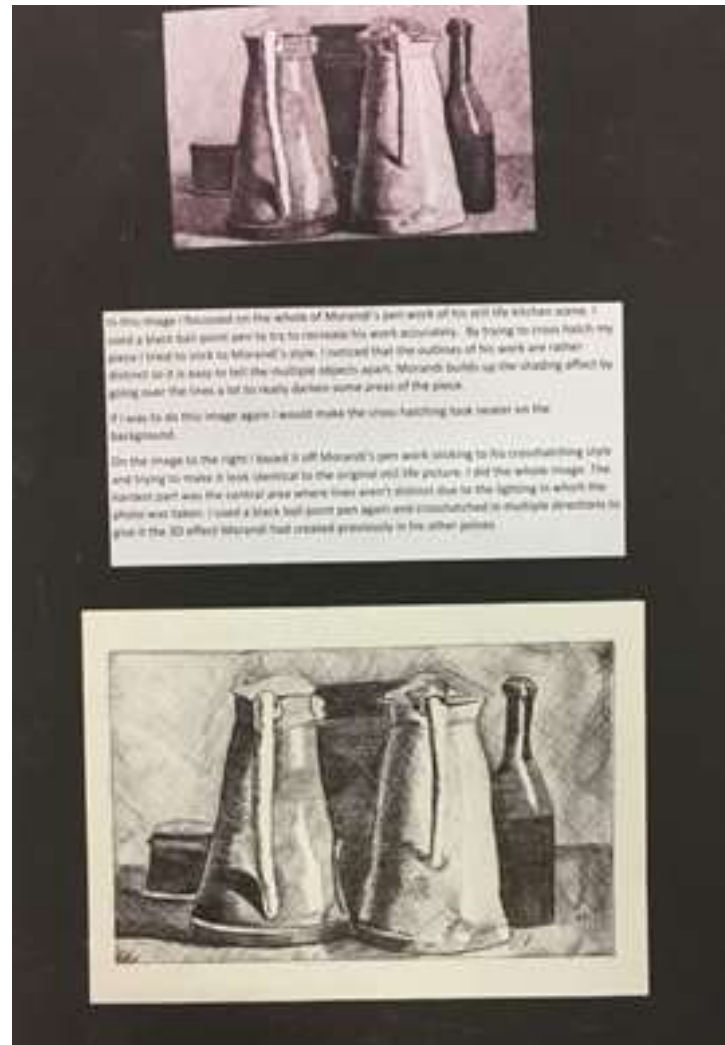
Students also write about their own work.

As part of the research into the artists students copy some of the artist's work.

Here we have an example from a student's sketchbook where they have used oil pastel and acrylic paint to copy sections of an artist's work.



Here is another example of a student's sketchbook where they have used pen to copy an artist's work. They have then transferred the technique into their own drawing.





In year 10 students also learn to use chalk and charcoal, watercolour pencils and acrylic paint...

Chalk and charcoal drawings.



Watercolour pencil

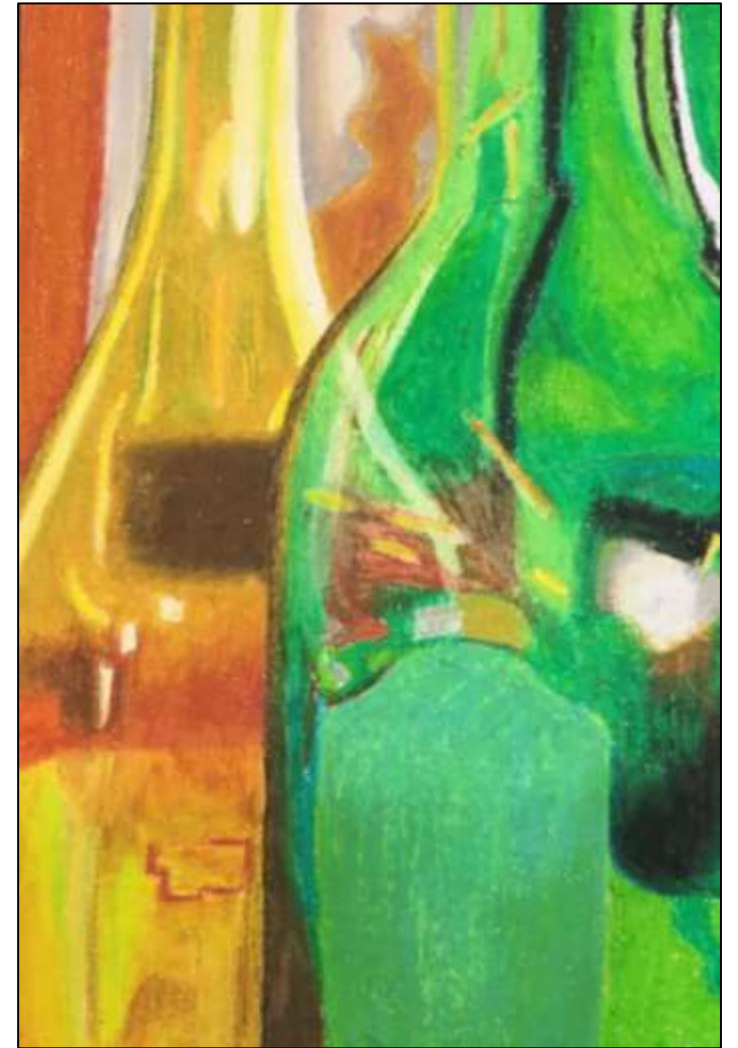


Acrylic paint.



...as well as watercolour and oil pastel.

Watercolour paint



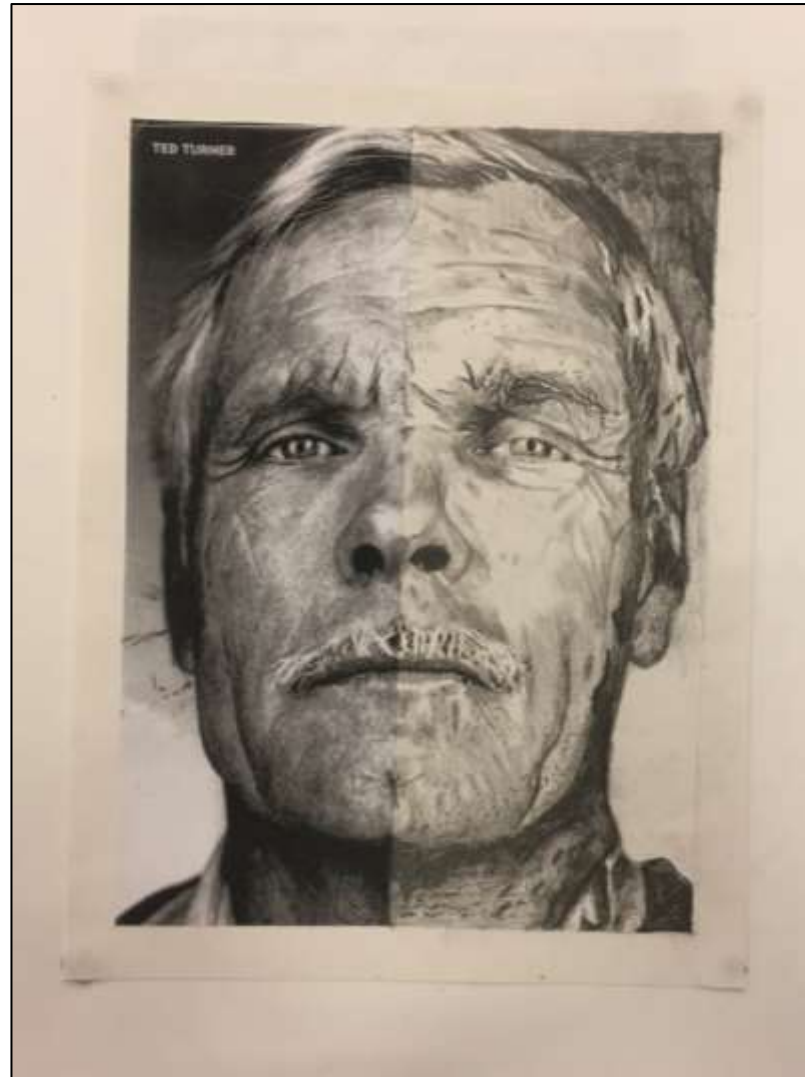
Oil Pastel

By the end of the project students are able to use a wide range of materials and techniques. They then create a final 'still life' piece using a material of their choice.



The second project that we currently do is 'Portrait'.

We start with some drawings and recap on how to use the grid method that students learn in Year 9.



Students research an artist and copy one of the artist's work.

Iain Macarthur

In this image we see half of a woman's normal face and half of her face made up by detailed abstract patterns. These intricate designs travel around her neck and are seen above her shoulder. The complex illustrations on half her face give the image a disturbing feel. Perhaps showing the dual aspect of humanity, a mortal woman on one side towards the other side to whom a way there comes and often goes without I believe this was mainly imagined and created with many methods of pencil and pen.



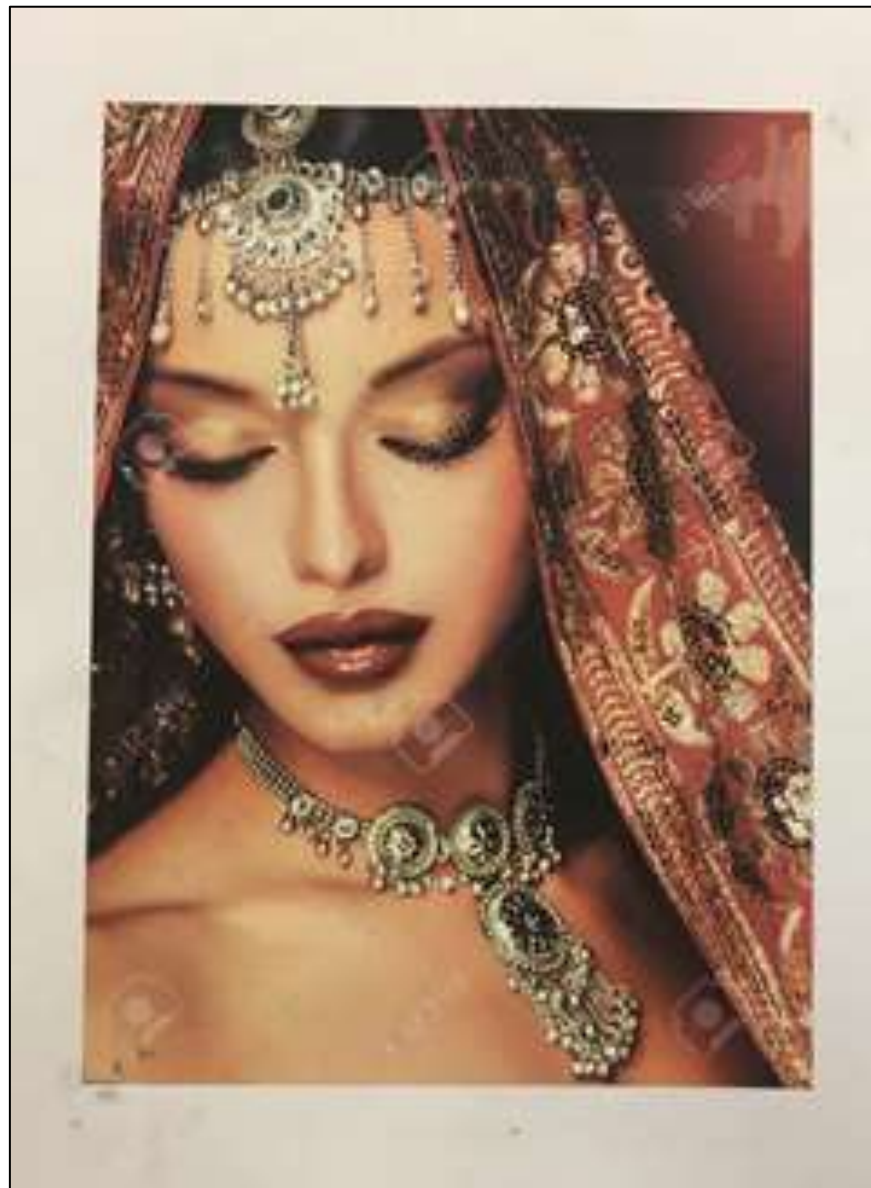
In this drawing we can see a woman, she is wearing what I believe to be a more Native American tribal headdress. It gives that more tribal feel due to the feathers and Aztec patterns. I think that the artist would have been inspired from this, however the clothing and headdress was imagined. It has a chilling atmosphere due to the way the woman appears to be in. The fact she has her arms curled towards her face makes the picture feel more isolated and compact. He has used pencil and pen to create this drawing. Macarthur was born in 1962 in Glasgow, Scotland. He is a Scottish artist. I think this piece was done in the 80s or 90s.

Iain Macarthur has given some a woman in pen and ink. Her face is fragmented with Aztec drawings showing through the cracks in her skin. I believe, like the previous piece, the woman was observed from life and the intricate mask-like design were imagined. This piece has a powerful atmosphere because of the complexity within her to which she is portrayed. The detailed patterns add to a strange atmosphere as they are commonly not real. This makes me think about a tattooed world as her appearance truly is a mask. I think that the artist intended to give us the strange, somewhat being. This piece is a pen drawing which contains many different patterns.



Students then use the artist's style and technique to create their own piece of work.

All of the work completed so far has been done in year 10.



At the start of Year 11, students are given a mock exam paper. The questions on the exam paper all have portrait as a theme so that students can continue to develop their portrait project.

This student chose a question to do with light and dark.


COMPARISON PROJECT



This piece of work is called Girl with a pearl earring and was painted in 1665 by Vermeer. It shows a young girl wearing a dress, a turban, and a large pearl earring. I believe the entire portrait was created by oil paint. It is 44.5 cm high and 29 cm wide. The artist has effectively used light and dark to make the girl stand out, this creates a calm atmosphere and draws viewers to admire the beautiful piece due to the clear contrast in light and dark. The brushwork is mainly flowing, smooth and well blended. Moreover the colours have a limited palette; the key colours are neutral shades of brown and yellow. However the primary colour blue has been used for the turban and the eyes. This is a worldwide famous image and is appreciated by many. Nevertheless, I like the image because of the reason it conveys.



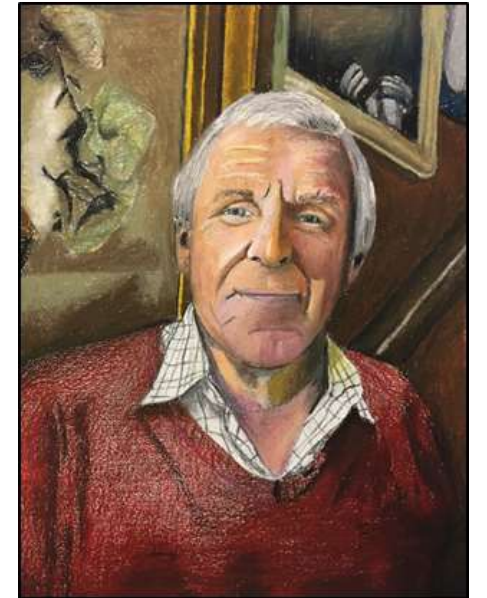
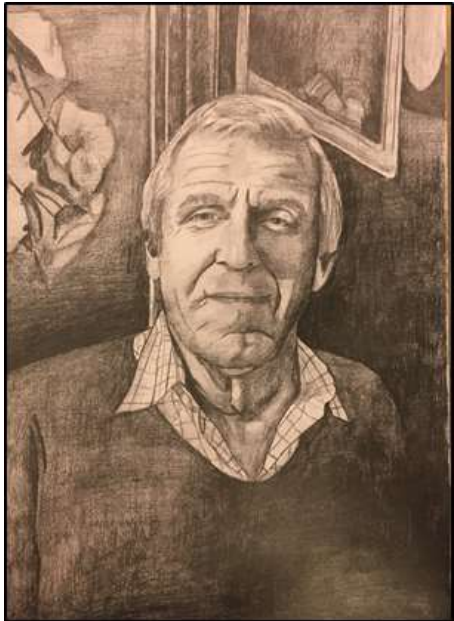
This piece of artwork is from a piece called The Astronomer and was painted in 1628. It is an oil on canvas painting. It shows a man holding a book with a woman to his right. The image in full is a scene of contemporary life with another man and woman at the table showing middle class living of the 17th century. The dimensions are 142 cm x 130 cm. This segment of The Astronomer lacks use of contrast between light and dark but mainly focuses on shadow perhaps to draw the viewer's attention to the other half of the picture, perhaps to represent that his living of life was one more in the shadows. The colours are mainly dark with some white used for the collar and lighter shades to show where the light is hitting the man. His brushwork is again smooth however the canvas has given it a rougher effect. This painting creates a soothing atmosphere. I like this image because it uses light and dark in a different way to give across a more natural atmosphere.



This image is called The Astronomer and was painted in 1628. It is oil on canvas painting and is 31 cm x 45 cm, so is a lot smaller in comparison to The Procuress but is slightly larger than Girl with a Pearl Earring. The astronomer's occupation is shown by the globe in which he is reading in the foreground of the image, which is highlighted by the use of light and dark. The painting on the wall in the background shows a biblical painting of Moses, this may have been used to represent knowledge and religion in the 17th century. I think atmosphere is gentle and this is conveyed through the soft brush strokes and dull colour palette. Vermeer uses light and dark to show the sun coming through the window to target the focus of the painting which is the astronomer and his globe.



In the weeks leading up to the exam students explore different images and techniques. This helps them to decide on what they will do in the exam.



In the exam the students produce a final piece.

The exam is 10 hours long, which is spread over two days.

10 hours sounds like a long time but a lot of students are surprised at how quickly the time goes when they are doing their work.

The mock exam is usually before Christmas.



AQA

**GCSE
ART AND DESIGN**

(Fine Art)

Component 2 Externally set assignment

To be issued to candidates on 2 January or as soon as possible after that date.
All teacher-assessed marks to be returned to AQA by 31 May.

June 2019

Time allowed
A preparatory period followed by 10 hours of supervised time.

Materials
For this paper you must have:

- appropriate fine art materials and/or equipment.

Instructions

- Read the paper carefully. Before you start work, make sure you understand all the information.
- Choose one starting point and produce a personal response.
- You have a preparatory period to research, develop, refine and record your ideas.
- Your work during the preparatory period could be in sketchbooks, journals, design sheets, separate studies or in any other appropriate form, including digital media.
- You must make reference to appropriate sources such as the work of artists, craftspeople, designers and/or photographers. There can be those named in your chosen starting point and/or other relevant examples. You must identify and acknowledge sources that are not your own.
- Following the preparatory period, you will have 10 hours of supervised time to complete your personal response.
- You may refer to your preparatory work during the supervised time, but the work must not be added to or amended since this time starts.
- The work produced in the supervised time may take any appropriate form.
- You must finish in your preparatory and supervised work at the end of each supervised session and at the conclusion of the 10 hours of supervised time.
- You must clearly identify work produced during the supervised time.
- The work submitted for this component can make use of digital entry non-digital means, but must be produced unaided.
- The content should not be shared with others, either in hard copy or online.

Information

- Your work will be marked out of 26.

Advice

- You should discuss your ideas with your teacher before deciding on your starting point.
- You should make sure that all appropriate materials and/or equipment which you might need are available before you start the supervised session.

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- You should **not** contact any artists mentioned in this paper.

Your work will be marked according to how well you have shown evidence of:

- Developing ideas through investigations, demonstrating critical understanding of sources.
- Refining work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Recording ideas, observations and insights relevant to your intentions as work progresses.
- Presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Choose **one** of the following starting points and produce a personal response.

0 1 Texture

Artists create or respond to texture in many ways. Jan van Eyck used fine brushwork to represent different textures and Monet painted figures and objects with textured brush marks. Reed pens enabled Vincent van Gogh to create a wide range of textures in his drawings. Incised marks suggest textural qualities in the relief prints of John Mulafangejo. El Anatsui creates installations with recycled materials that look like fabric whilst Barbara Hepworth often contrasted rough and smooth textures in her sculptures. Aaron Siskind photographed textures such as peeling paint, whereas Maya Rochat creates unusual textures on her photographs by experimenting with mixed media before and after the printing process.

Explore appropriate sources and develop your personal response to **Texture**.

0 2 Natural forms

Karl Blossfeldt and Ernst Haeckel are well known for their detailed studies of seedpods, shells and sea creatures. Peter Randal-Page uses natural forms as the basis for abstraction in his sculptures and graphic works. Juan Sánchez Cotán and Kate Malone have been inspired by the forms of fruit and vegetables. David Kemp creates a variety of creatures and plants from recycled materials. Andy Goldsworthy uses leaves, twigs and other natural forms in his installations. The photographer Hiroshi Sugimoto has explored the way wild animals are exhibited in museum dioramas.

Consider appropriate sources and produce your own response to **Natural forms**.

0 3 Messages

Artists have often used their work to convey messages about society. Audrey Flack used objects in her painting 'Marilyn' to convey messages about mortality and life's luxuries. In his tapestries 'The Vanity of Small Differences', Grayson Perry comments on social relationships. Michal Rovner explores ideas such as displacement in her projections of animated figures moving across barren landscapes. Jenny Holzer uses text in her work, often projecting powerful messages about contemporary life onto buildings and other structures.

Investigate appropriate sources and produce your own response to **Messages**.

0 4 The elements

The elements can refer to the forces of nature and weather conditions. John Constable made extensive studies recording the changing moods of the weather. Wind, rain, snow and storms feature in prints by Japanese artists. Atkinson Grimshaw painted wet urban landscapes. Kurt Jackson and Len Tabner respond to the forces of nature in their seascape paintings. Don McCullin's photographs of the Somerset Levels capture atmospheric weather conditions. Deborah Westmancoat collects samples of water, hailstones, ice and snow, which she uses with oak gall ink to create unusual abstract work.

Investigate appropriate sources and produce your own response to **The elements**.

0 5 Working

The image of people working has inspired artists throughout history. Medieval manuscripts, sculptures and stained glass often depicted seasonal work, a theme used by Bruegel the Elder in his paintings. James Ravilious photographed farm workers in rural Devon. Industrial workers are depicted in the murals Diego Rivera produced at the Ford car factory in Detroit. Evelyn Dunbar and Laura Knight painted women workers of the 1940s. Humphrey Spender photographed mill workers in Bolton as part of the Mass Observation Project.




Research appropriate sources and create your own response to **Working**.

Turn over ►

At the start of the second term of Year 11 the real exam paper is given to the students. This is set by the exam board. There are usually 7 questions or starting points. The students pick 1 question to explore and develop over a 12 week period that leads up to the practical exam. The exam usually takes place around Easter time.

This student chose a question about 'Natural Form'

Carthage



Carthage is a 4x4 off-road vehicle designed for rugged terrain. It features a unique suspension system that allows it to navigate uneven ground with ease. The car's design is a blend of functionality and style, making it a popular choice for outdoor enthusiasts.

The leaf's structure is a result of a complex biological process. The veins within the leaf are responsible for transporting water and nutrients throughout the plant. The shape of the leaf is determined by its environment and the specific needs of the plant.



The plant's stem and roots are a testament to its ability to survive in harsh conditions. The roots anchor the plant in the ground, while the stem supports the weight of the leaves and flowers.

The car's design is a result of human ingenuity and the need for a reliable mode of transport. Its four-wheel drive system is a key feature that sets it apart from other vehicles.

The leaf's structure is a result of natural selection and the need for efficient photosynthesis. The veins are arranged in a way that maximizes the leaf's surface area while minimizing its weight.

The plant's stem and roots are a result of its evolutionary history and the need to adapt to its environment. The roots are a vital part of the plant's survival strategy.

The car's design is a result of human ingenuity and the need for a reliable mode of transport. Its four-wheel drive system is a key feature that sets it apart from other vehicles.







The peas are a classic example of natural form. Their shape is determined by the way they grow within their pods. The green color is a result of chlorophyll, which allows them to photosynthesize.

The textured surface is a result of natural processes. It could be the surface of a leaf or a piece of stone, showing the intricate patterns created by nature.

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Andy Goldsworthy





Andy Goldsworthy is a British sculptor and photographer who creates art using natural materials. His work is often found in nature, where he uses stones, leaves, and other elements to create intricate and beautiful structures.

Goldsworthy's art is a blend of nature and human creativity. He uses natural materials to create structures that are both functional and aesthetically pleasing. His work is often found in nature, where he uses stones, leaves, and other elements to create intricate and beautiful structures.

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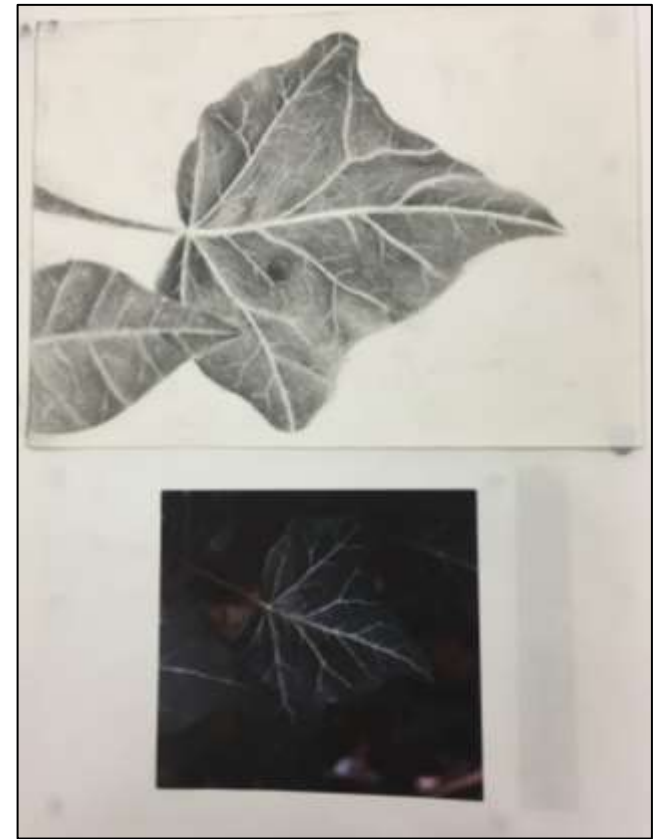
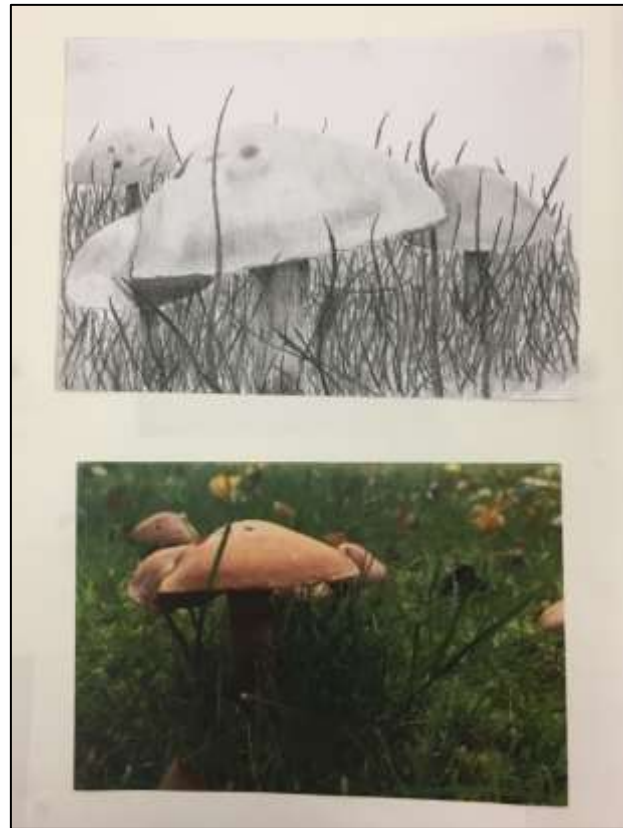
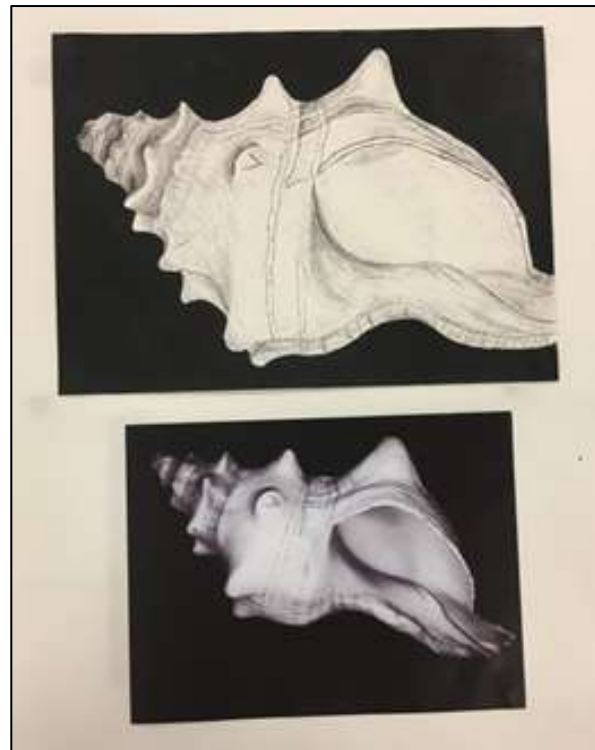
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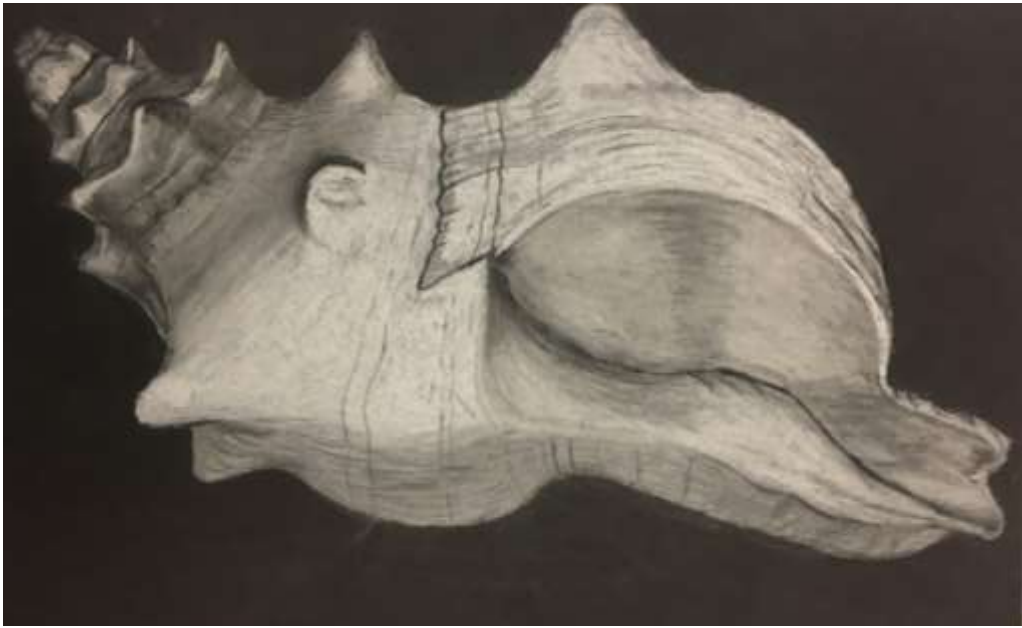
First they researched the artists that were mentioned in the question.

They then started to take photographs and do drawings of images that link to the theme of 'Natural Form'

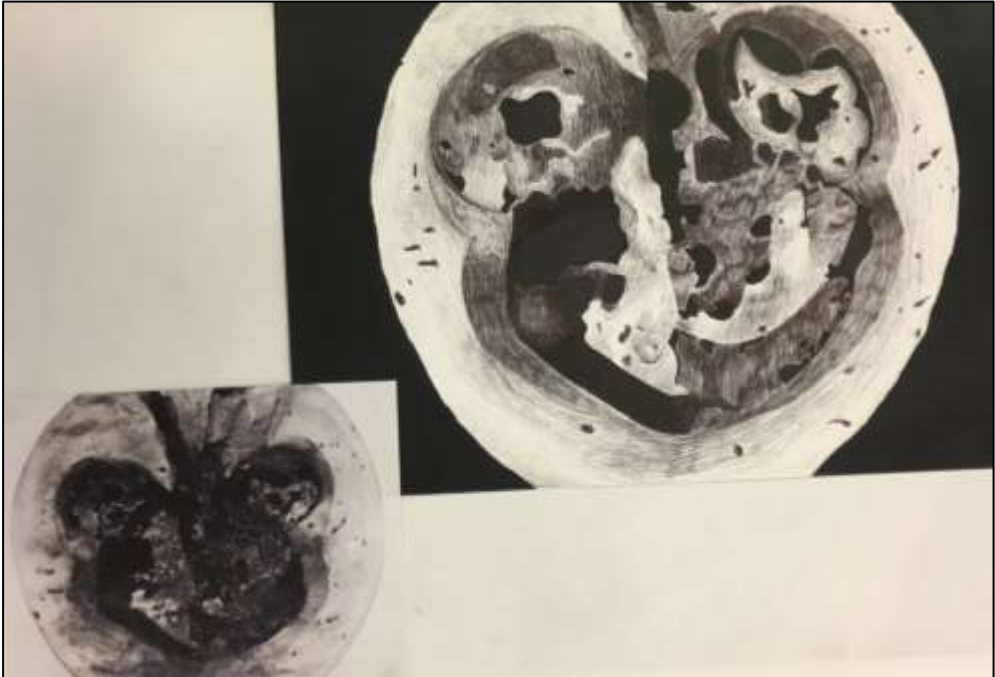
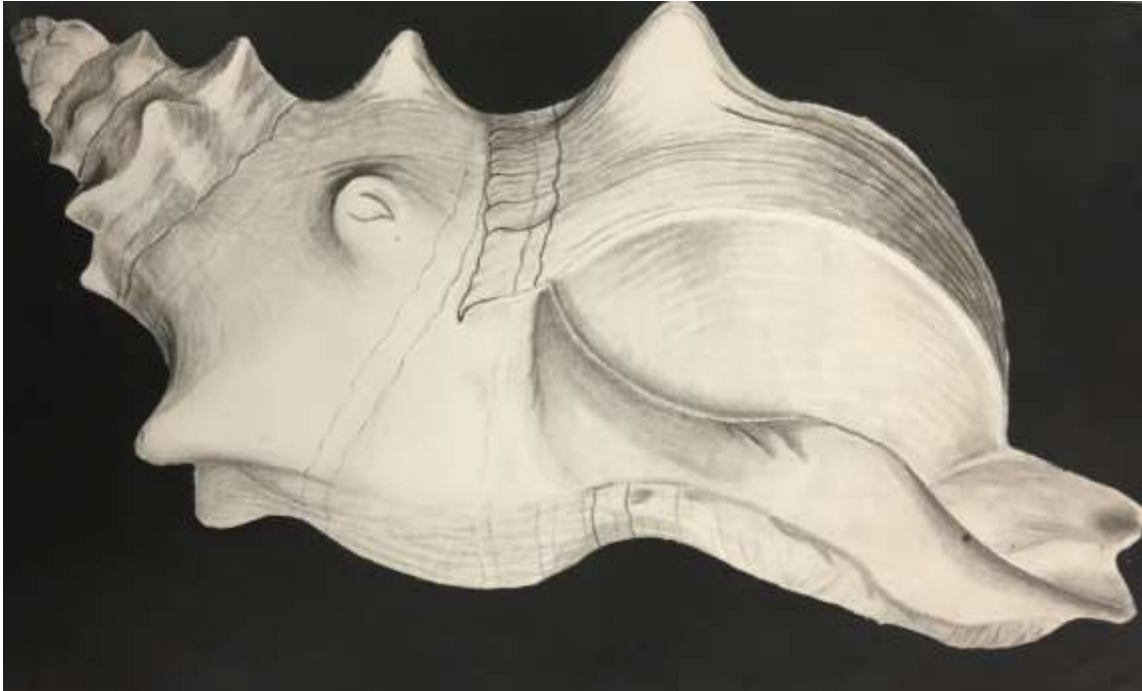
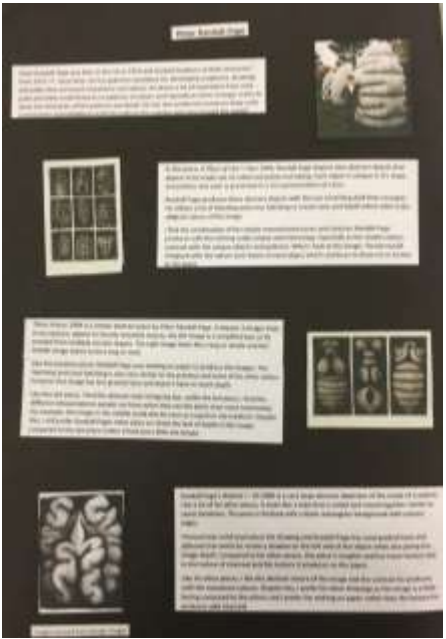


They then experimented with a range of materials and techniques to help them decide what would be the best image to use in the exam.





Here the student experimented with pen and chalk techniques. They also looked at another artist to help them develop their ideas further.



In the 10 hour exam they created this large A2 image using chalk and charcoal.

This is a close up image of the inside of a walnut. This piece was inspired by an artist called Peter Randall-Page who does large close up images of nuts and seed pods.





Here are some more examples of work created in the 10 hour exam.

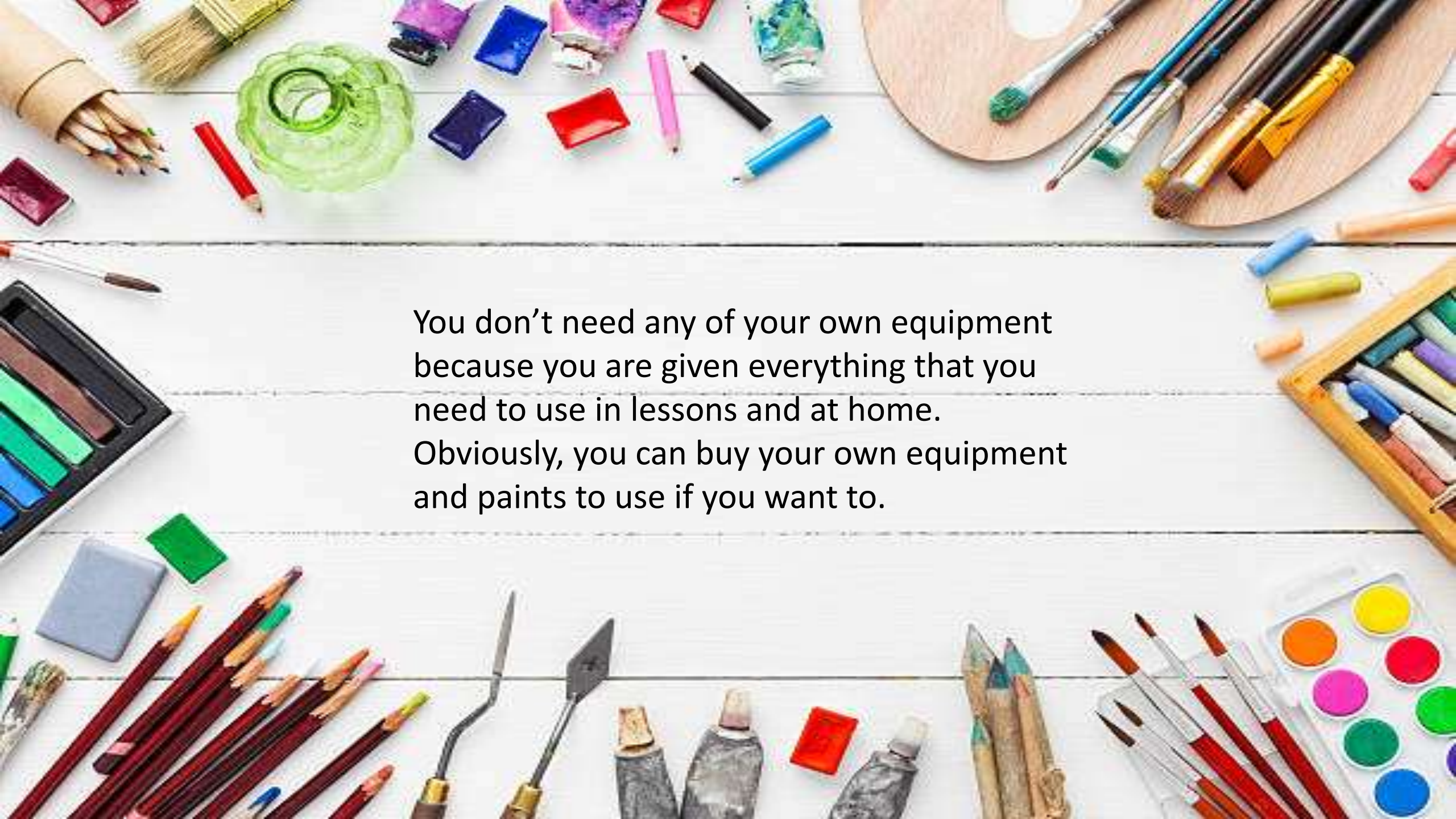
The themes can range from 'Colour and Pattern', 'In the News', 'Landscape' to 'Dreams'





We usually have an art trip every year. We go to art galleries in London or Liverpool depending on what exhibitions are on. They are always a great day out and the students really enjoy the experience, as well as getting the chance to explore a different city.





You don't need any of your own equipment because you are given everything that you need to use in lessons and at home. Obviously, you can buy your own equipment and paints to use if you want to.



Architecture

GCSE Art and Design can lead to all sorts of different and interesting careers.
If you want to do any of the following careers you will need to choose GCSE Art and Design.



Furniture Design



Textile Design



Fashion Design



Interior Design



Accessory Design



Jewellery Design



Footwear Design





Special Effects for Film and TV



Costume Design for Film/TV/Theatre



Product Design



Set Design for Film/TV/Theatre



Web and Game Design



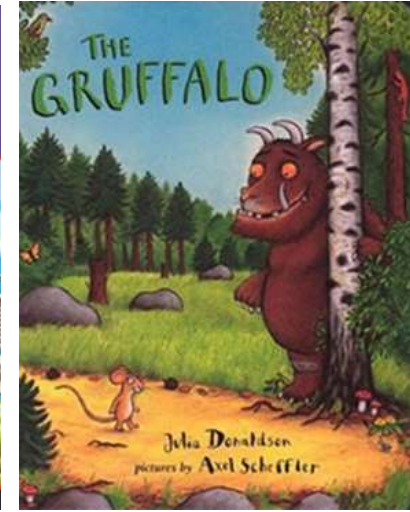
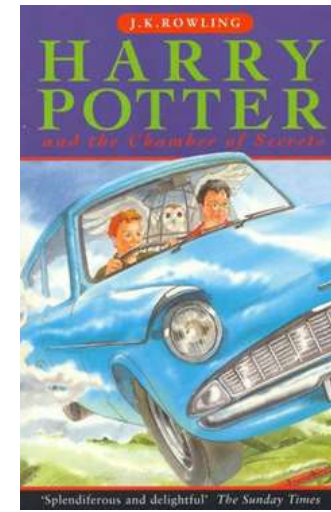
Car Design



Animation



Graphic Design and Advertising



Illustration



Art Restoration

These are just a few of the careers that require an Art and Design background. There are many more... such as Art Therapy, Teaching, Make-up Artist, Tattoo artist...it's a long list!

Art can also be great preparation for any career that requires fine motor skills (dentists and surgeons), presentation skills, an eye for aesthetics and creative thinking.



Museum/Gallery Curator

- Doing GCSE Art and Design can lead on to A level Art.
- It is preferable that you do the GCSE before you start the A level.
- This can then lead to an Art Foundation course or a diploma or a degree.
- If you are considering any career that involves any sort of design process - you will need to do GCSE Art and then A level Art.
- Fine Art is a recognised subject at Russell Group Universities such as Oxford.

Nottingham Trent University offer the following Art and Design courses:

- Architecture
- Interior Architecture and Design
- Theatre Design
- Design for Film and Television
- Graphic Media
- Multimedia
- Photography
- Fashion Design
- Fashion and Knitwear Design and Knitted Textiles
- Textile Design

- Fashion and Textile Management
- Fashion Marketing Branding
- Fashion Communication and Promotion
- International Fashion and Business
- Product Design
- Furniture and Product Design
- Computer-Aided Product Design
- Decorative Arts
- Fine Art

All of these courses require an A level in Art and Design. Applicants would need to show a portfolio of art work at interview.

Why choose a creative subject or career?

If you live for the challenge of forging something new, creative jobs might be right up your alley. For many people, having the opportunity to be inventive and original is enough reason to go into a creative field. Here are a few other rewards that come with having a creative job:

1 Many creative jobs are not tied to a 9-to-5 schedule. The focus is more on project work, particularly for self-employed freelancers. In many cases, you're free to set your own hours and work from anywhere that suits you: your living room, a coffee shop, or a neighbourhood park. You can often make independent decisions and set your own agenda.

2 Some creative people like to work alone, but many relish the chance to combine forces to produce something incredible that didn't exist before. Think of partnerships like animators and music composers, or copywriters and graphic designers. Working as a creative team to achieve a common goal can be extremely rewarding.

3 Creativity is really about finding new and innovative ways to do things. When you concentrate on honing these skills through work, you find yourself better prepared to bring a fresh approach to problems in many other areas of your life.

4 Research has shown that creative pursuits can be good for your mental health. One study found that people in middle and old age who participated in artistic endeavours like drawing and sculpting were 73% less likely to develop thinking and memory problems. Those who engaged in activities like sewing and woodworking were 45% less likely to have cognitive issues.

