



Raising Achievement Evening

Art



ASHLYNS SCHOOL



The Art and Design GCSE includes both the Coursework unit and an Externally Set Assignment (ESA).





The coursework is worth 60% of your grade.

The Externally Set Assignment (ESA) is worth 40% of your grade.





What will I need to hand in to my teacher?

Coursework comprising of:

1. A sketchbook for the 'Moods and Emotions' project, any loose work related to this project and a final outcome.
2. A sketchbook for the 'Representing Sound' project, any loose work related to this project and a final outcome.





What will I need to hand in to my teacher?

Externally Set Assignment comprising of:

1. A sketchbook for the Externally Set Assignment (ESA), the theme this year is 'Gathering', and any loose work related to this project.
2. A 10 hour timed assessment, the final outcome for 'Gathering,' conducted under Exam conditions on the 23rd & 24th April 2024.





How can I improve my coursework and Externally Set Assignment?

1. Respond positively and promptly to the written and verbal feedback you have received and will continue to receive.
2. Complete all home learning assignments by the deadline given, these are always posted on Google Classroom, students must seek advice or support if they are unsure as to what to do.
3. Attend Art Session 6 on Thursday after school in F56 with Ms Gaches.
4. Attend the lunchtime sessions on Tuesday, Wednesday, Thursday and Friday with Mrs Sambridge/Miss Bargetto in F36.





What is my teacher looking for?

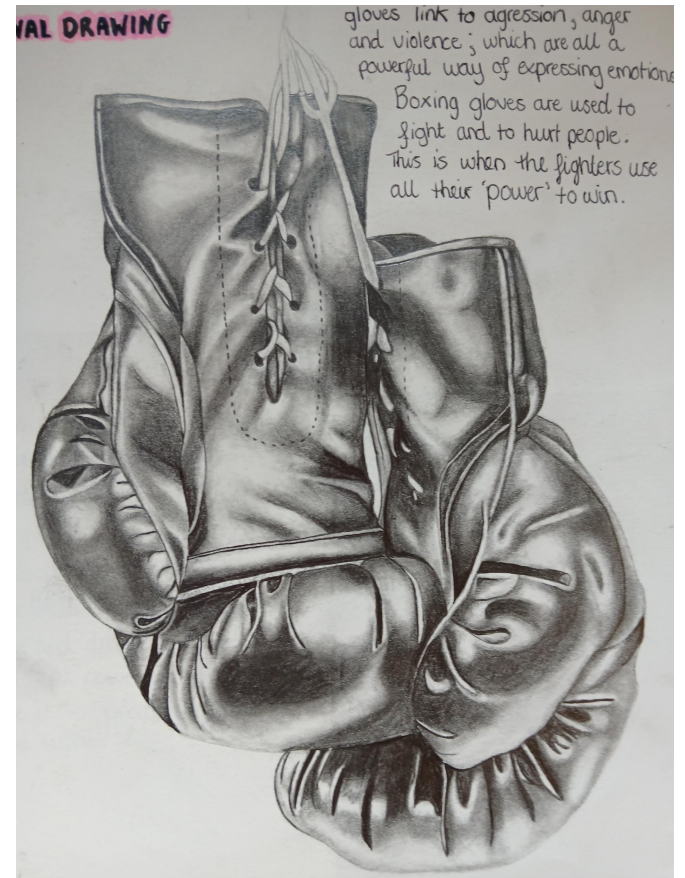
Your teacher is looking for accurate, detailed drawings that show you have an understanding of how to use a full range of tones to enhance both three dimensional form and the texture of objects.

It is also important that you work from real objects or from photographs that you have taken yourself. This will allow you to achieve higher levels of accuracy and realism in your work.



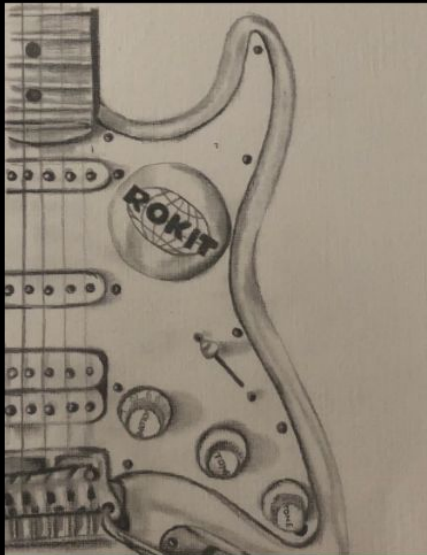


In this example you can see that the student has completed an accurate drawing in pencil demonstrating form and the surface quality of the boxing gloves.





Tonal Musical Instruments

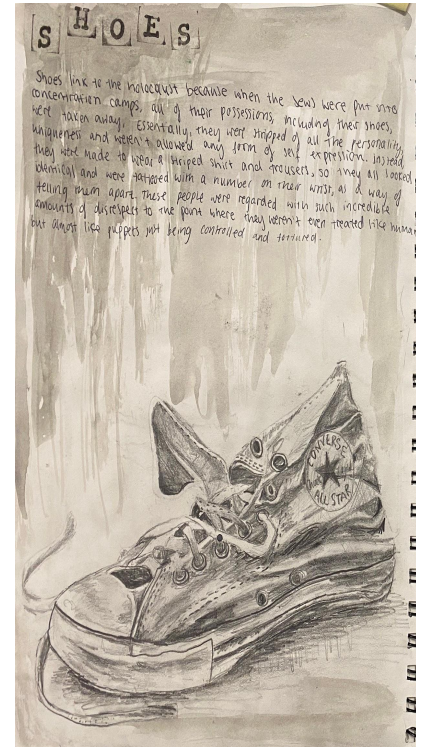


For this piece I used a primary image of my guitar to draw from. I then used my tonal pencils, 2B, 4B and 6B, to create form and depth within the drawing in order to show a 3 dimensional image.

I really like how I was able to capture some similarities to the real image and how it looks quite realistic. Then again, you can see where texture is trying to be shown on the neck of the guitar, with some linework, and also on the more metallic areas.

However, to improve this, I think I need to really look at the textures and try to replicate them a bit better. For example, using much more contrasting tones in order to really show where something is metallic.

Then again, this was quite challenging as it was a white guitar, but I think I need to perhaps over exaggerate the tones a bit more to make it more realistic and interesting to look at.



Shoes like to the Holocaust because when the Jews were put into concentration camps, all of their possessions including their shoes, were taken away. Essentially, they lost stripped of all the personality, uniqueness and weren't allowed any form of self expression. Instead, they were made to wear a striped shirt and trousers, so they all looked identical and were tagged with a number on their wrist as a way of telling them apart. These people were regarded with such incredible amounts of disrespect to the point where they weren't even treated like human but more like puppets just being controlled and tormented.



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What is my teacher looking for?

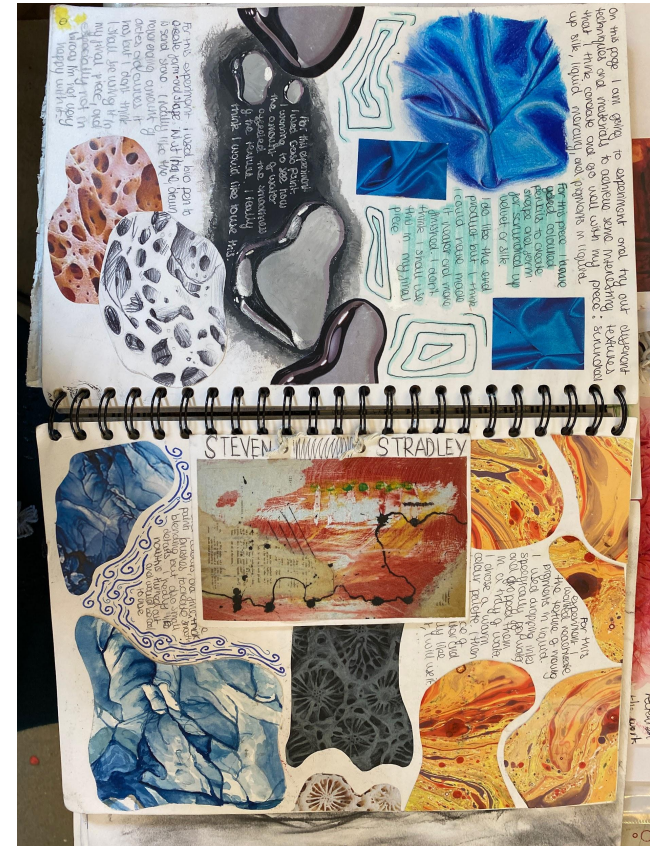
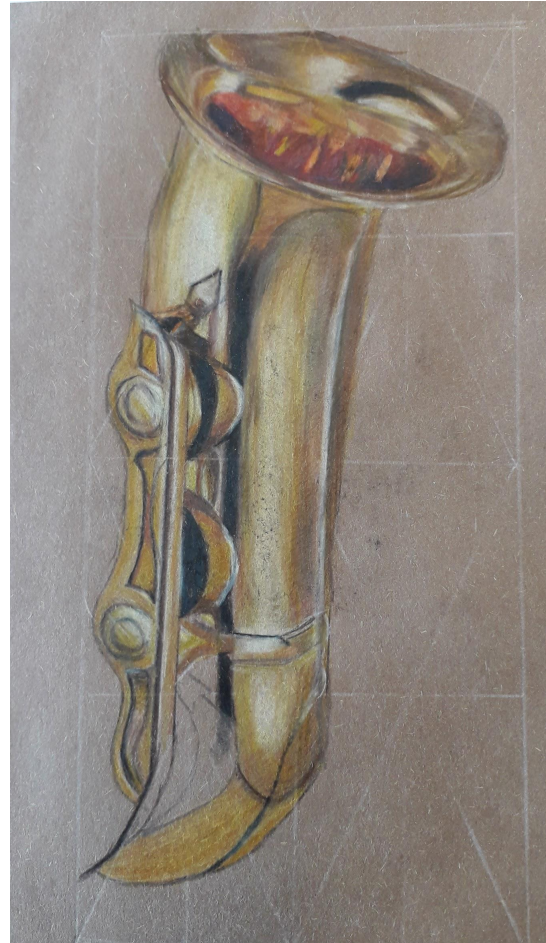
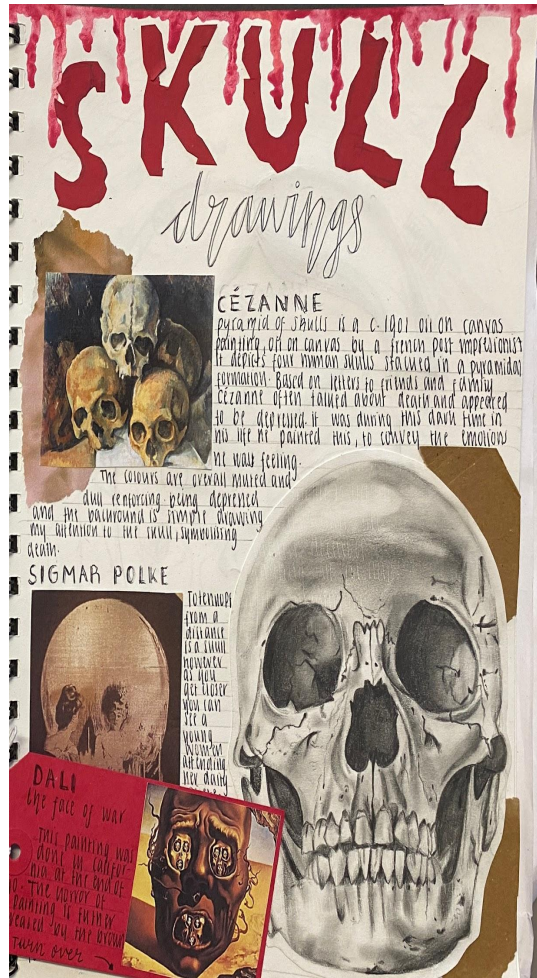
1. Your teacher is looking for your ability to use a range of artist materials such as watercolour, ink and acrylic paint as well as techniques such as collage, painting and even sculpture to investigate your ideas.
2. It is important that you thoroughly investigate and reflect back on very aspect of your idea through your experimentation with artist materials and work from real objects or from photographs that you have taken yourself, this will allow you to achieve higher levels of accuracy and realism in your work.



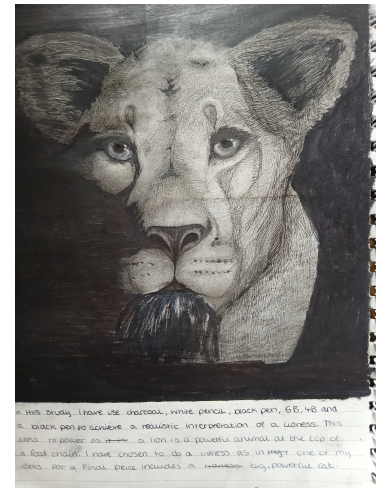
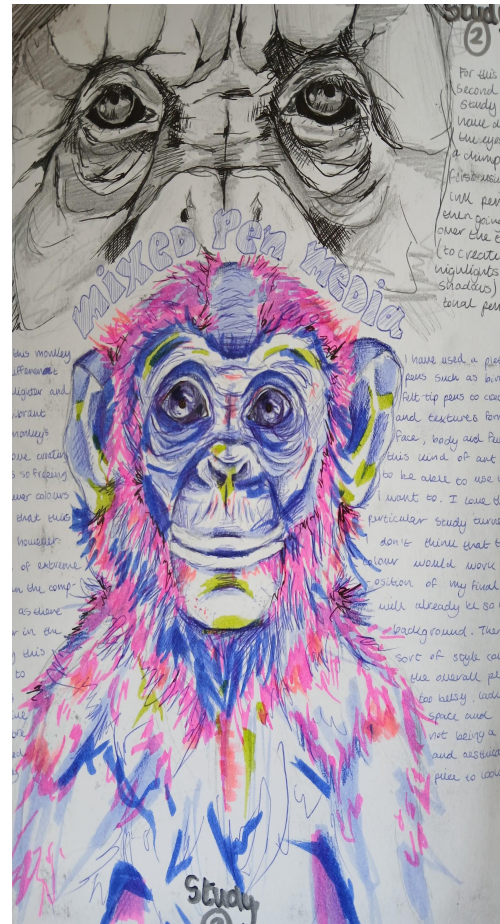


In this example you can see that the student has completed investigations in colouring pencil, watercolour and by working onto a textured surface with acrylic paint.





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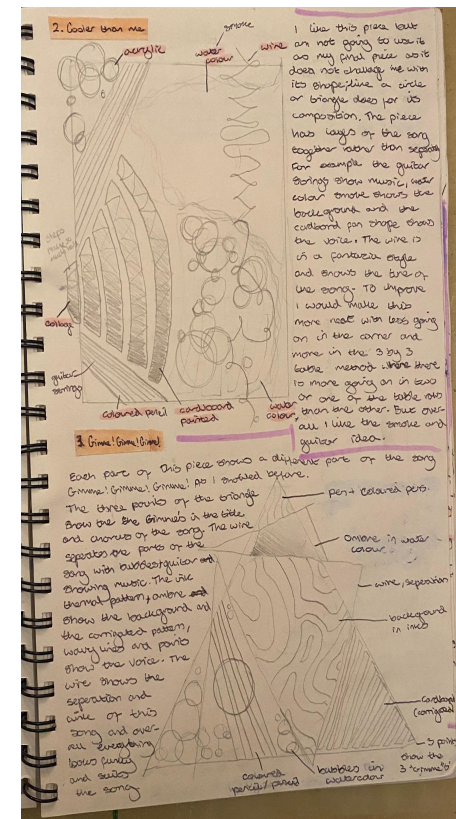
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What is my teacher looking for?

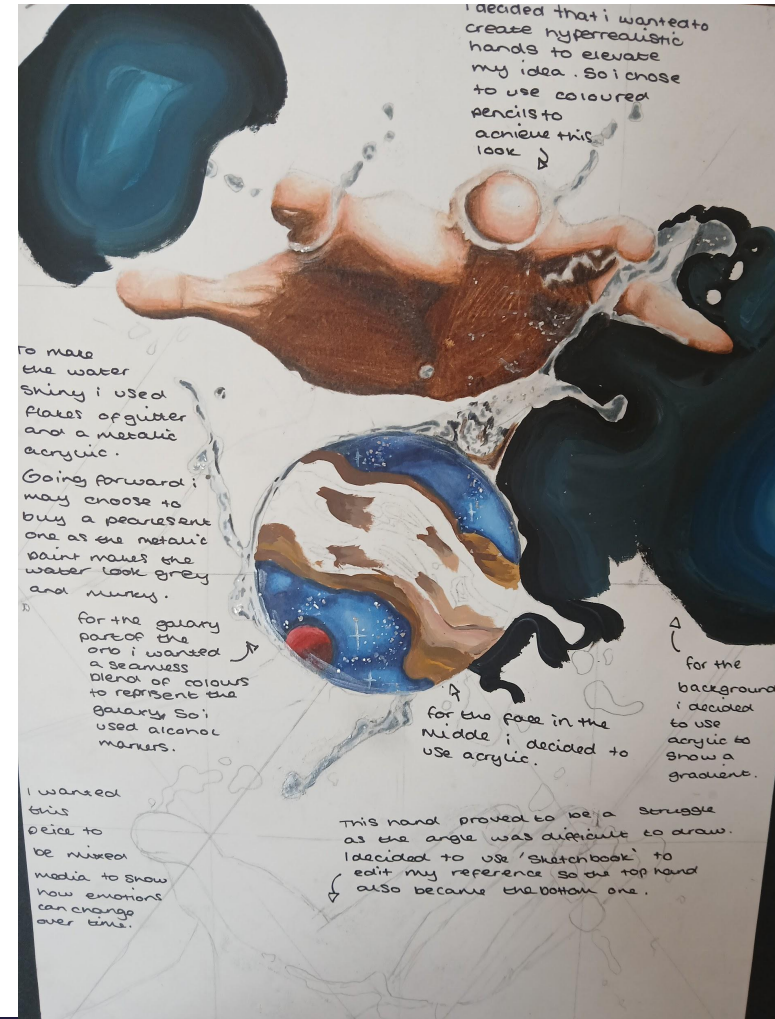
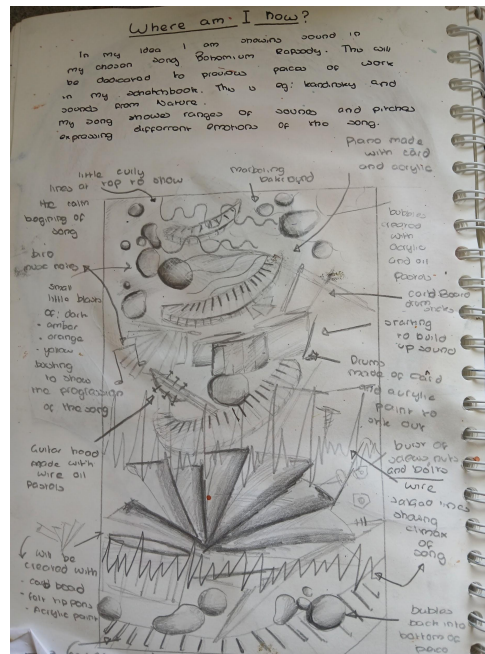
1. Your teacher is looking for your ability to outline your intentions and evaluate the progress of your investigations through the annotation your work
2. Don't forget to use the specialist vocabulary sheet when you do this







In these examples you can see that the students have annotated their work to explain what they aimed to achieve and to evaluate their progress.



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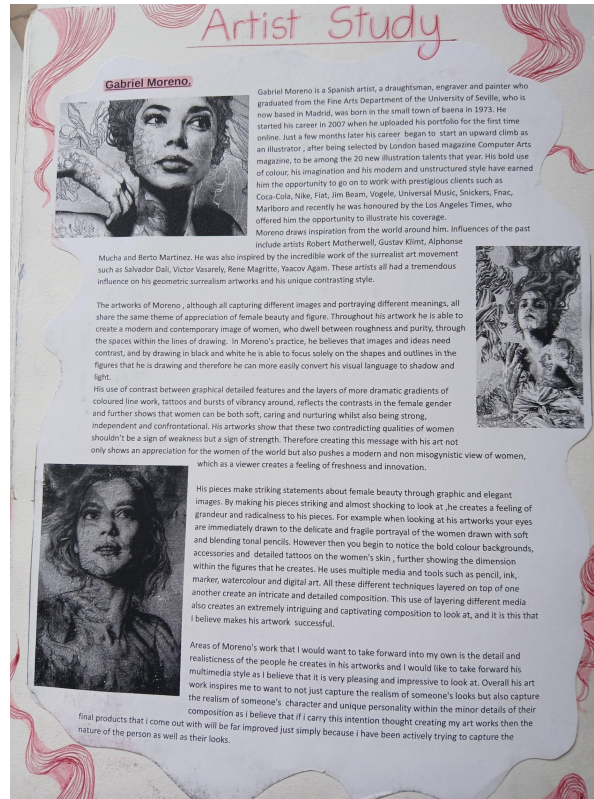
What is my teacher looking for?

1. Your teacher is looking for your ability to link other artists to your work and to write about their work using the specialist art vocabulary.
2. There are many prompt sheets available in the art department which will help you remember what to write and will help you structure your writing.
3. The vocabulary sheet will remind you of the specialist terms you need to use in your writing.

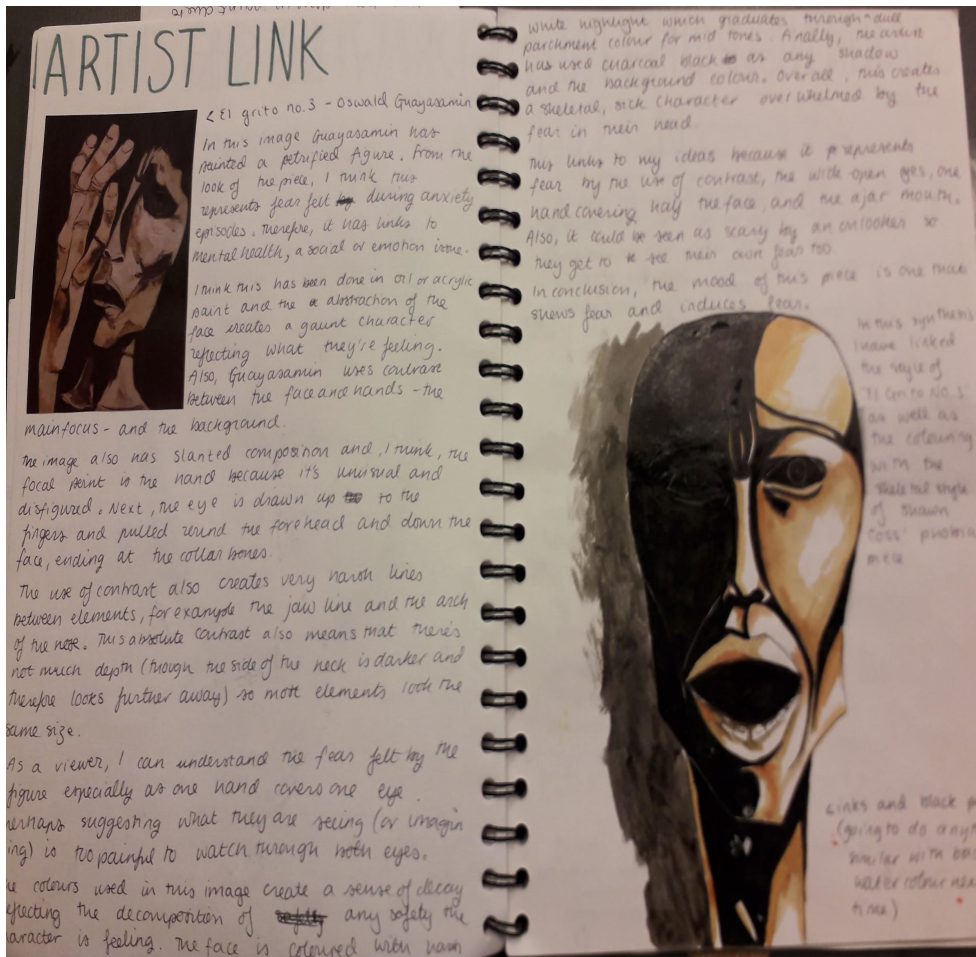




In this example you can see that the student has analysed an image by an a contemporary artist called Gabriel Moreno. They have used some specialist vocabulary to describe the image and have clearly linked it to their own work.



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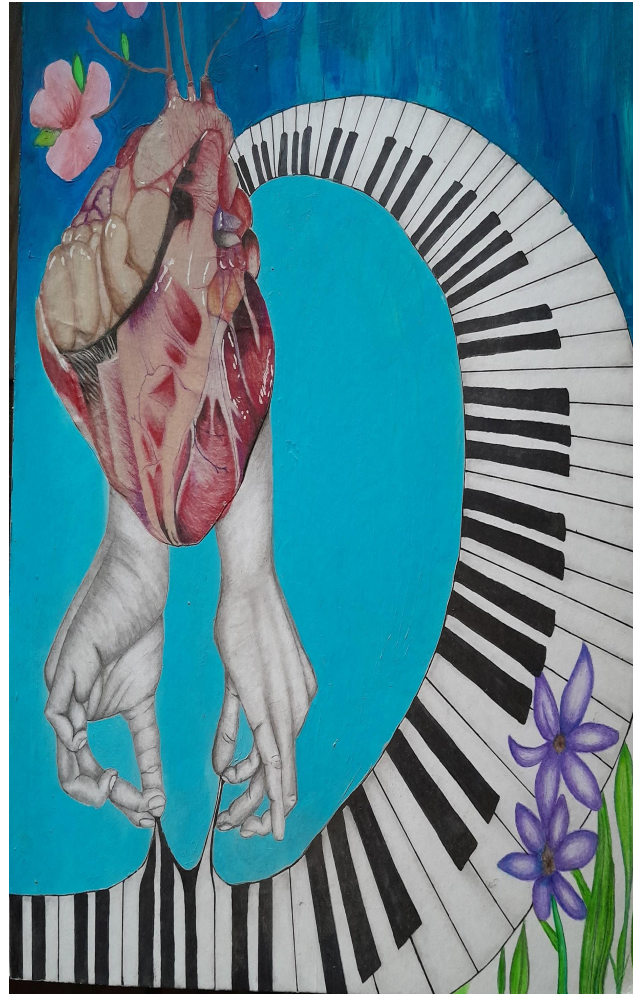


In this example you can see that the student has analysed an image by an contemporary artist called Oswaldo Guayasamin. They have used some specialist vocabulary to describe the image and have clearly linked it to their own work.





In these examples you can see that the students have shown an understanding of composition and balance as well as levels of skill in drawing and in their handling of materials.



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In the following examples the students have used their own photographs, materials studies and artists influence to develop final outcomes that explore the theme of Mood & Emotion and Representing Sound.





Final outcomes can be a range of different sizes and shapes.



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I hope this presentation has been helpful. If you have any further questions please do make contact with Ms Gaches, Ms Bargetto, or your Art teacher.



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