



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 'Found', and any loose work related to this project.
2. A 10 hour timed assessment, the final outcome for 'Found,' conducted under Exam conditions on the 22nd & 23rd April 2026.





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 Monday, Wednesday, Thursday and Friday with Mrs Sambridge/Miss Bargetto in F36.





What is my teacher looking for?

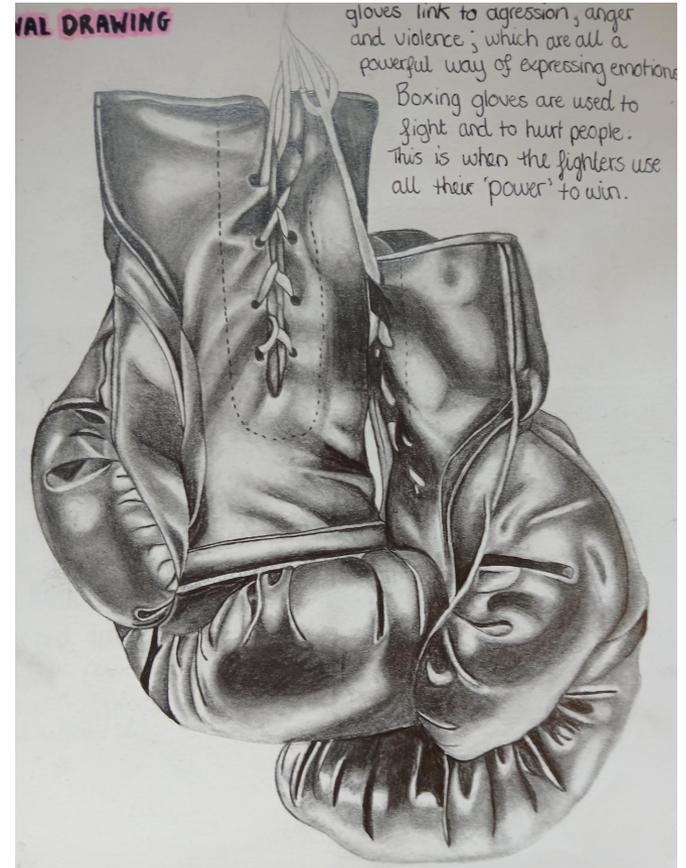
Your teacher is looking for accurate, detailed drawings that show you have an understanding of how to use a full range of tones to enhance both three dimensional form and the texture of objects.

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.





of life.
my drawing links to the theme gathering as cows gather in herds on fields



I drew this drawing from a primary source image



Across this page I used different materials to create eyes. Materials such as acrylic paints, colour pencils, and black pen. The eye most of acrylic is quite shaded to used different colours for the skin, not usual, but green, blue, purple. On that one I also used white all type pink to create glare. I used black pen not on liquid material but on brown pencil. It was really interesting to draw on the uretan surface to draw on surface that has something within (skin on). The eye at the bottom has white acrylic paint to create glare.
My favourite one is the eye made with acrylic paints. It took 30 min. I like the way I draw skin around the eye.
The need across this page is very bright and light, cheerful and joyful.
I made some decisions about this investigative page.



To create this eye I used ^{pen} strokes. It was challenge to me to not mix the pen.

S H O E S

Shoes link to the holocaust because when the Jews were put into concentration camps, all of their possessions, including their shoes, were taken away. Essentially, they were 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 arms, 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 almost like puppets not being controlled and terrified.





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 these examples you can see that the students have completed investigations in a range of materials, including colouring pencil, watercolour, found materials and by working onto a textured surface with acrylic paint.





SKULLZ

drawings



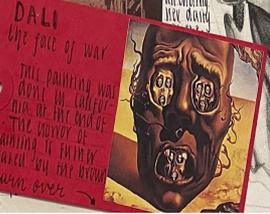
CÉZANNE
Pyramid of Skulls is a c.1901 oil on canvas painting, oil on canvas by a French Post-Impressionist. It depicts four human skulls stacked in a pyramid formation. Based on letters to friends and family Cézanne often talked about death and appeared to be depressed. It was during this dark time in his life he painted this, to convey the emotions he was feeling.

The colours are vibrant muted and dull, reinforcing being depressed and the background is simple drawing my attention to the skull symbolising death.

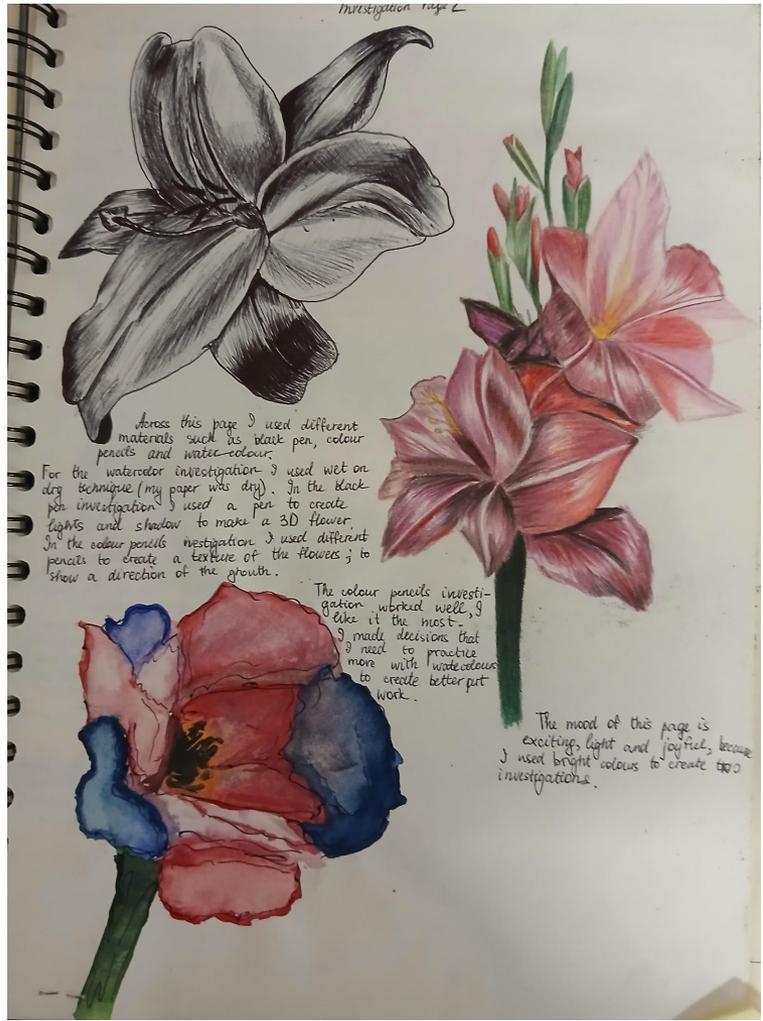
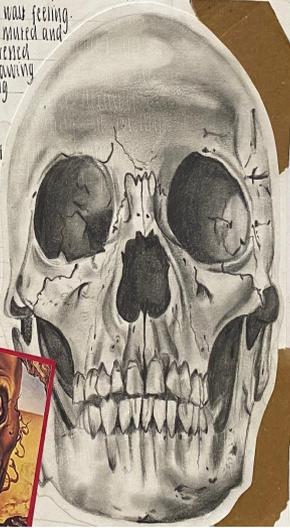
SIGMAR POLKE



Totentanz
FROM A
DIESEL
IS A SMALL
BOYHOOD.
AS WITH
THE LIGHT
WHEN I CAN
SEE A
MOMENT
SUSPENSE
RECALCITRANT
THE DANCE



DALÍ
The face of war
This painting was done in colour and at the end of the war he painted it. It was painted by the artist Dalí.



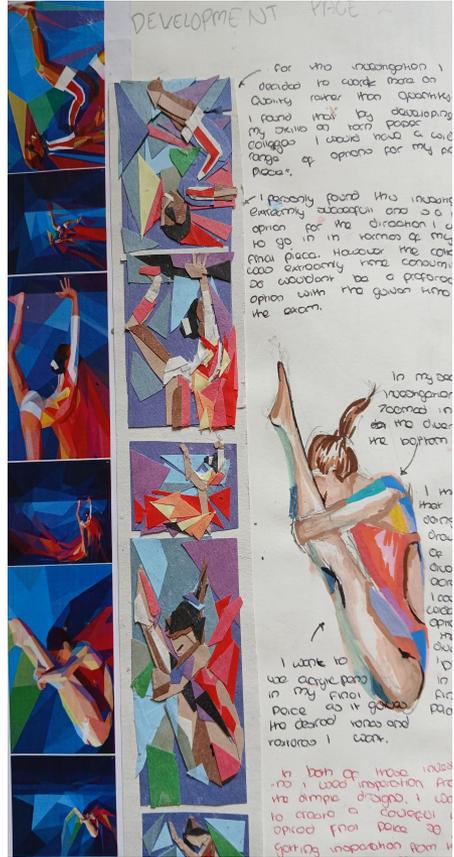
Investigation page 2

Across this page I used different materials such as black pen, colour pencils and water-colour.
For the watercolor investigation I used wet on dry technique (my paper was dry). In the black pen investigation I used a pen to create lights and shadow to make a 3D flower. In the colour pencils investigation I used different pencils to create a texture of the flowers; to show a direction of the growth.

The colour pencils investigation worked well, I like it the most. I made decisions that I need to practice more with watercolours to create better art work.

The mood of this page is exciting, light and joyful, because I used bright colours to create two investigations.





ASHLYNS SCHOOL



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 of your work
2. Don't forget to use the specialist vocabulary sheet when you do this





What is my teacher looking for?

FINAL Review sketch

The top left corner is the background of my final piece. Just it is inspired by Edward Munch's swirling background in the scream. I will use acrylics to create this effect however I will use bold and dark colours which contrast unlike Munch. This is to represent the intense bass of my song.

I'm going to add wire for neck string on the violin.

for the top of the violin I will use charcoal to create a realistic and tonal image. I will draw it on card and make it come down from the back of the violin. The violin neck will be a piece of archaic cardboard painted on with acrylic to give a realistic wood texture. This will give my piece a 3D element which will stand out against the page which I think represents the intense and powerful violin element of my song. I have researched Bruce Minnie to help me with developing this model. This is the focal point of my composition.

from the top right corner of my composition I will use inks to create a soft blend of colours which burst out like a firework. The 'bursting' explosion and soft colour palette is contradictory so I think it represents the contrast of the slow/deep notes and the quick/bright notes in my song. This component was inspired by Claggett Wilson.

the 'droplets' scattered over the inks in the explosion are to represent the high and joyous notes which are introduced into the song. I will use pencil to create tonal areas of water with form and the overall effect should be like a crystal with sparkling elements and a deep background. I have worked from pinny source photographs of crystals and water droplets.

the shell's rough texture is to represent the crescendos of my song. I will use inks and oil pastels to create a bold image with bright contrasting colours. This image should have an optical effect due to its swirling depths which was inspired by the artist Victor Vasconaly. Your eyes should travel to this component from the violin.

my colour palette will consist of:

- deep blues and purples
- black and grey
- bold and pale pinks

GENERATING IDEAS

1. Cooler than me

For this idea I created a pentagon. I use this idea the most although to improve on the idea I could have chosen one of the other songs to show more variation in my ideas. I will probably chose this element from my final piece. The main three parts represent the background instrumental/music and voice of the song on the box. Small circles create show the wire between them in the song, but using elements of the song parts into them.

I chose a suit as I feel the music needs to be to explore from the center. I just feel like it feels like the feeling there.

where as the music piece is much more busy with instruments and producing some with drawing which I will explore more. The background is called 3D on one side shows a spacey effect over the song, give out. I added some to be to heart in the song and think a landscape as one point as well overall I love this part.

voice is shown by the one colour background to show the clear voice. the line strongly shows one showing the wire shows the voice harmonizing with the music in the song. And the dots show the notes of the song.

I will use a range of techniques for this piece including pencil, charcoal, wire, pen, collage, coloured pencil and pastels + colour wheels.

CD's: The background piece will be a bed of crystalline in light blue or cool colours that will bring that sharp and more beautiful.

3D cardboard support in collage

acrylic background

cardboard painted red to contrast with background

2. Cooler than me

I like this piece but am not going to use it as my final piece as it does not challenge me with its perspective, a circle or bronze does for its composition. The piece has layers of the song begins over the section for example the guitar string shows music, but colour shows shows the background and the cardboard for shape shows the wire. The wire is of a postcard edge and shows the end of the song. To improve I would think this more neat with less going on in the corner and more in the 3D box. Less messy, white there to more going on in less or one of the little red than the other. But overall I like the simple and guitar idea.

Each part of this piece shows a different part of the song. Grime! Grime! Grime! as I stated before. The three points of the orange show the three Grime! in the title and shows the song. The wire separates the parts of the song with rhythmic and producing music. The line through pattern, colour and wire shows the separation and wire of this song and overall background, bass, drums and other the song.

pen: clearish pen.

orange in water colour.

wire: separation.

background in ink.

cardboard (compacted).

3D points show the 3 terminals.

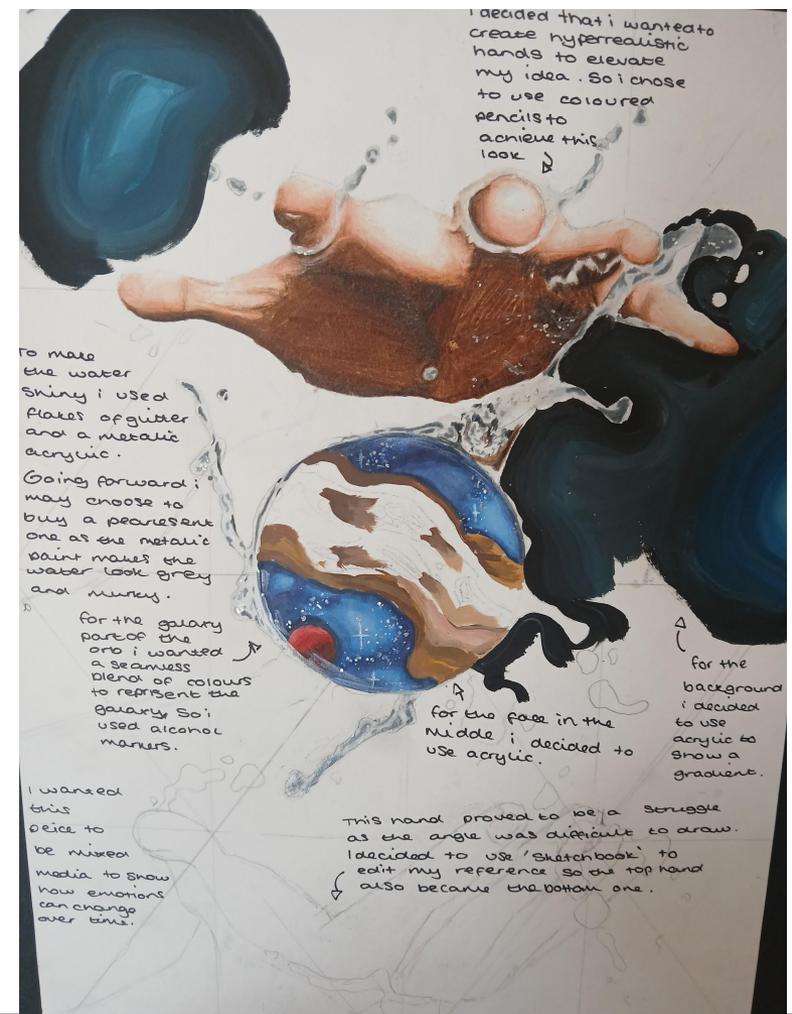
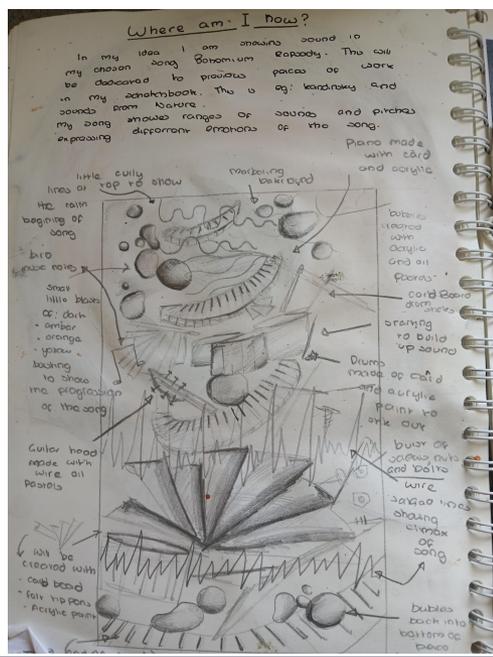
cardboard pencil/pastel.

background in cardboard.





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.





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.





What is my teacher looking for?

FUTURISM

uturism was an art movement of 20th century Italy. Using various types of medium, futurist artists used emphasized trends of contemporary social issues of the time connecting specifically with the future. These themes included ideas based on the increasing speed of technology, automobiles (Giacomo Balla - Speed)

Throughout all of these pieces we see movement portrayed through different formal and techniques. In fact we can see the rigorous ways the used Giacomo Balla's "a train turn" in both "Girl running" Mill Groat piece and Nudo descending stairs, we see different stages of a figure moving, creating fast motion using diagonal techniques, photography and some sort of gravity. And in girl running we see what seems to be a crowd of people, but is actually a girl running shown through circular point marks (Mill Groat)

All of this motion could represent how the future is always moving and is always ahead of us, some place that we cannot reach, and when we get there, it is present.

(Mural overcamp - Made descending the stairs)

HOLOCAUST

On the left, a black and white photograph shows a group of people in a dark setting, possibly a concentration camp. The right side features a large, detailed drawing of a human eye, with the name "Gabriel Moreno" written below it. The page is filled with handwritten text and smaller images, including a photograph of a person covering their face with their hands.





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.

Artist Study

Gabriel Moreno



Gabriel Moreno is a Spanish artist, a draughtsman, engraver and painter who graduated from the Fine Arts Department of the University of Seville, who is now based in Madrid, was born in the small town of beana in 1973. He started his career in 2007 when he uploaded his portfolio for the first time online. Just a few months later his career began to start an upward climb as an illustrator after being selected by London based magazine Computer Arts magazine, to be among the 20 new illustration talents that year. His bold use of colour, his imagination and his modern and unstructured style have earned him the opportunity to go on to work with prestigious clients such as Coca-Cola, Nike, Fiat, Jim Beam, Vogue, Universal Music, Sucklers, Franc, Marlboro and recently he was honoured by the Los Angeles Times, who offered him the opportunity to illustrate his coverage.

Moreno draws inspiration from the world around him. Influences of the past include artists Robert Motherwell, Gustav Klimt, Alphonse Mucha and Berro Martinez. He was also inspired by the incredible work of the surrealist art movement such as Salvador Dali, Victor Vasarely, Rene Magritte, Yaacov Agam. These artists all had a tremendous influence on his geometric surrealism artworks and his unique contrasting style.

The artworks of Moreno, although all capturing different images and portraying different meanings, all share the same theme of appreciation of female beauty and figure. Throughout his artwork he is able to create a modern and contemporary image of women, who dwell between roughness and purity, through the spaces within the lines of drawing. In Moreno's practice, he believes that images and ideas need contrast, and by drawing in black and white he is able to focus solely on the shapes and outlines in the figures that he is drawing and therefore he can more easily convert his visual language to shadow and light.

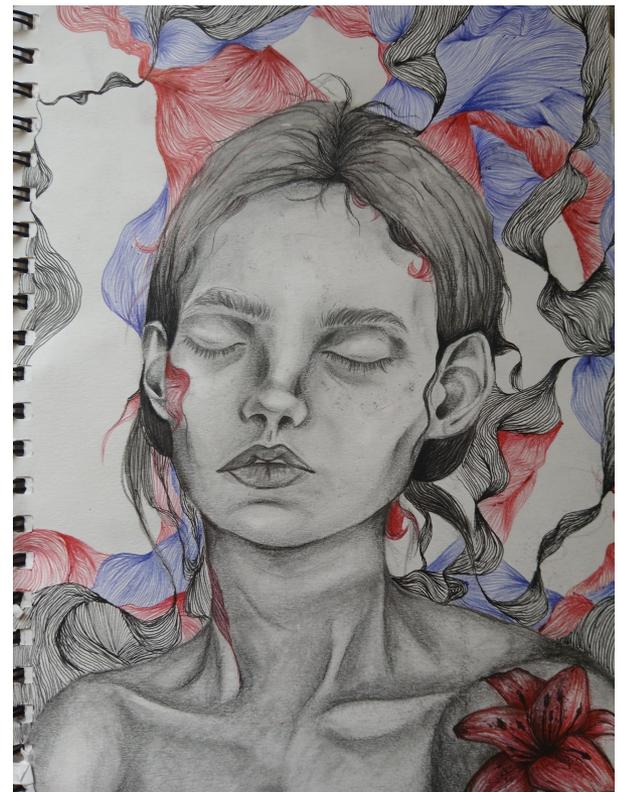
His use of contrast between graphical detailed features and the layers of more dramatic gradients of coloured line work, tattoos and bursts of vibrancy around, reflects the contrasts in the female gender and further shows that women can be both soft, caring and nurturing whilst also being strong, independent and confrontational. His artworks show that these two contradicting qualities of women shouldn't be a sign of weakness but a sign of strength. Therefore creating this message with his art not only shows an appreciation for the women of the world but also pushes a modern and non misogynistic view of women, which as a viewer creates a feeling of freshness and innovation.



His pieces make striking statements about female beauty through graphic and elegant images. By making his pieces striking and almost shocking to look at, he creates a feeling of grandeur and radicalness to his pieces. For example when looking at his artworks your eyes are immediately drawn to the delicate and fragile portrayal of the women drawn with soft and blending tonal pencils. However then you begin to notice the bold colour backgrounds, accessories and detailed tattoos on the women's skin, further showing the dimension within the figures that he creates. He uses multiple media and tools such as pencil, ink, marker, watercolour and digital art. All these different techniques layered on top of one another creates an intricate and detailed composition. This use of layering different media also creates an extremely intriguing and captivating composition to look at, and it is this that I believe makes his artwork successful.

Areas of Moreno's work that I would want to take forward into my own is the detail and realisticness of the people he creates in his artworks and I would like to take forward his multimedia style as I believe that it is very pleasing and impressive to look at. Overall his art work inspires me to want to not just capture the realism of someone's looks but also capture the realism of someone's character and unique personality within the minor details of their composition as I believe that if I carry this intention thought creating my art works then the nature of the person as well as their looks.

final products that I come out with will be far improved just simply because I have been actively trying to capture the nature of the person as well as their looks.





ARTIST LINK

◀ El Grito no.3 - Oswald Guayasamin



In this image Guayasamin has painted a petrified figure. From the look of his piece, I think this represents fear felt during anxiety episodes. Therefore, it has links to mental health, a social or emotion issue.

I think this has been done in oil or acrylic paint and the absorption of the face creates a gaunt character reflecting what they're feeling. Also, Guayasamin uses contrast between the face and hands - the main focus - and the background.

The image also has slanted composition and, I think, the focal point is the hand because it's unusual and disfigured. Next, the eye is drawn up to the fingers and pulled round the forehead and down the face, ending at the collar bones.

The use of contrast also creates very harsh lines between elements, for example the jaw line and the arch of the nose. This absolute contrast also means that there's not much depth (though the side of the neck is darker and therefore looks further away) so most elements look the same size.

As a viewer, I can understand the fear felt by the figure especially as one hand covers one eye. It warns suggesting what they are seeing (or imagining) is too painful to watch through both eyes.

The colours used in this image create a sense of decay affecting the decomposition of ~~any~~ any safety the character is feeling. The face is coloured with warm

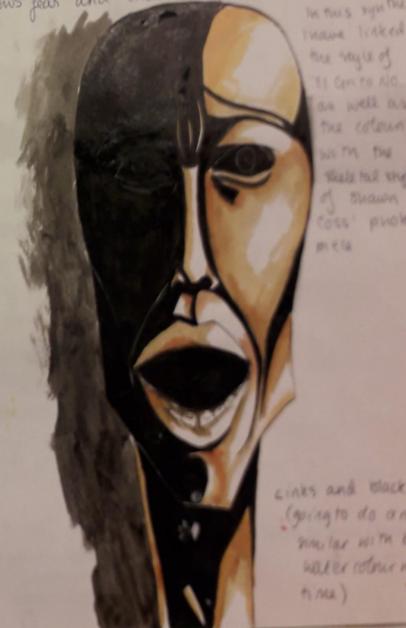
white highlight which graduates through dull parchment colour for mid tones. Finally, the artist has used charcoal black as any shadow and the background colour. Overall, this creates a skeletal, sick character overwhelmed by the fear in their head.

This links to my ideas because it represents fear by the use of contrast, the wide open eyes, one hand covering half the face and the ajar mouth. Also, it could be seen as scary by an onlooker so they get to see their own fear too.

In conclusion, the mood of this piece is one that shows fear and induces fear.

In this system I have linked the style of El Grito no.3 as well as the colouring with the skeletal style of Guayasamin's 'El Grito' series.

links and black for (going to do anything similar with bold black colour next time)



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





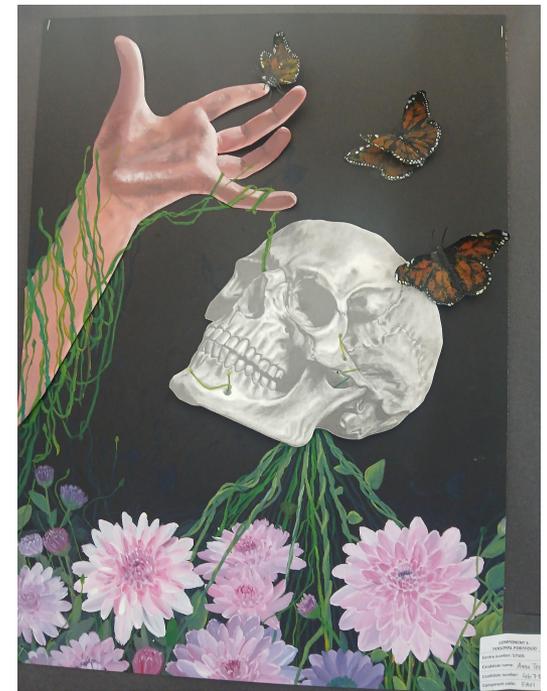
In these examples you can see that the students have shown an understanding of composition and balance as well as levels of skill in drawing and in their handling of materials.





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.





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.

