



Trinity High School & Sixth Form Centre  
Part of Bordesley Multi Academy Trust

# GCSE ART

## SUBJECT GUIDE

**A01** EXPLORE

**DEVELOP**  
**DEVELOP IDEAS**

INVESTIGATE & RESEARCH  
OTHER ARTISTS WORK

**ANALYSE**

**ANNOTATE**

**A02** REVIEW

**REFINE**  
**EXPERIMENT**

EXPLORE DIFFERENT IDEAS  
AND MEDIA

A RANGE OF TECHNIQUES  
& PROCESSES

**SELECT**

**IMPROVE**

**A03** EVIDENCE

**RECORD**  
**PRESENT IDEAS**

PRIMARY OBSERVATION

DRAWING, PAINTING,  
PRINTING, PHOTOGRAPHY  
WRITING, PHOTOGRAPHY

**ANNOTATE**

**DIFFERENT MEDIA**

**A04** OUTCOMES

**PRESENT**  
**FINAL IDEAS**

DEVELOPED AS PLANNED

CLEARLY RESPONDS TO  
ARTISTS EXPLORED

**CONNECTION**

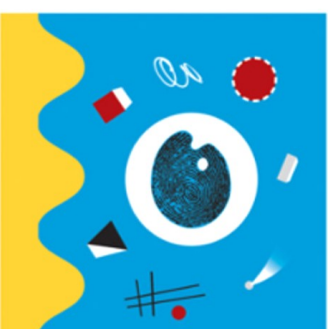
**CONCLUSION**



#1: Artists make marks, drawing our attention



#2: Art communicates, in every sense



TC#3: Art has its own vocabulary, shared across time and space



TC#4: Artists use (and abuse) traditions



TC#5: Artists play - with ideas, materials, and failure

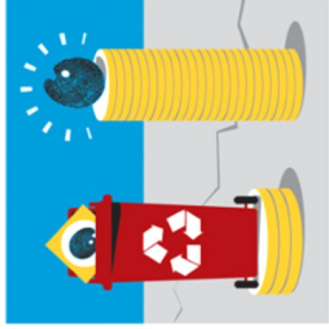


TC#6: Art engages; head, hands, heart

# CONTENT\*PROCESS\*MOOD\*FORM\*CONTEXT



TC#7: Art is not fixed in meaning; context is everything



TC#8: Art has value, in unequal measures



TC#9: Art makes people powerful, for good and bad

The Threshold Concepts in Art are designed by artists and educators as the “BIG IDEAS that can help students develop a deeper understanding of art.”

These concepts are meant to be explored together and throughout your course. By using them as anchors to return to, you will begin to develop stronger schemas of learning in Art.

The concepts themselves underpin what art is all about and are fluid. The schema of knowledge you are building in Art is dynamic and changes as you learn new information. The threshold concepts hold this schema together and underpin the essence of Art.

# CONTENT\*PROCESS\*MOOD\*FORM\*CONTEXT

Presentation is key to showing accuracy and understanding. At GCSE, the moderators NEED to be able to make sense of your work, otherwise YOU WILL NOT GET THE MARKS FOR IT.

**GET IT**

**W**ASTE NO SPACE: USE THE AVAILABLE SPACE AND DON'T WASTE PAGES IN YOUR SKETCHBOOK

**R**ECORD YOUR IDEAS AND DEVELOPMENTS CLEARLY THROUGH ANNOTATION THAT EXPLAINS YOUR JOURNEY

**I**NCLUDE SUBJECT SPECIFIC LANGUAGE SUCH AS THE FORMAL ELEMENTS

**T**ITLE SECTIONS TO HELP US UNDERSTAND WHAT THE FOCUS IS. DATE DRAWINGS ONLY

**E**PROFS ARE AN OPPORTUNITY FOR MARKS! DON'T CROSS OR TEAR THEM OUT



# MAKE IT

A JOURNEY

DEMONSTRATE YOUR STRENGTHS

SHOW YOUR THOUGHT PROCESS

EXPRESS INTENTIONS

EXPLAIN CHOICES AND MEDIA

REFER TO ART LANGUAGE ACCURATELY

CLEAR

## A01

Develop ideas through investigations, demonstrating critical understanding of sources.

Generating ideas on the theme of  
your project

Mind Map

Moodboards

Show you are inspired by the work of artists/designers.....

- Record when and where the work was produced. Make notes about the work's purpose or meaning, and the techniques used. Why you have chosen to use this image?
- Make connections between different images.
- Make connections between your ideas and the work of others.
- Can include information about..... culture, religion, history, tradition?



Primary Source - study directly from first-hand experience.

- Make observational sketches of your subject matter. You might sketch: natural objects, artefacts, places or people. Use a variety of media.
- Take your own photographs – use different viewpoints and lighting conditions.
- Visit a gallery/museum which is exhibiting work related to your theme. Collect leaflets, make studies of the artefacts, take photographs to document your visit.

Secondary Source - material produced by others.

- Collect images of work by artists and designers – make sure it is relevant to your theme in terms of subject matter, ideas, style, use of materials and processes or techniques.
- Make a copy of an artist or designers work. You don't have to produce an exact copy of a piece, you might want to select an area that interests you or start with a small section of an image and extend it in the style of an artist.
- Use photographs and images by other people and manipulate using ICT - change colours, tones, scale etc.

## CONTENT\*PROCESS\*MOOD\*FORM\*CONTEXT

## A02

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

Try a range of different approaches in your developmental studies, this will help you understand the possibilities of various media and develop your technical skills.

You need to.....

- Use a range of different media, processes and techniques
- Experiment with different scales and forms – large/small or close-ups, 2D or 3D
- Try out different combinations of media and techniques
- Practise and improve your control of your chosen media
- Make clear links between your work and that of other artists or designers
- Keep a record of examples using different approaches and experiments
- Evaluate images and designs in your sketchbook
- IMPROVE YOUR IDEAS AS A RESULT OF EXPERIMENTATION



**Media:** Pencil Charcoal Graphite Crayon Pastels Chalk Acrylic Watercolour Ink Wire

Powder Paint Pen Fineliner Biro Wax Photography Clay Glaze Thread Fabric Card

**Approches:** Drawing Free Machine Embroidery Applique Fabric Manipulation Batik

Painting Dyeing Sculpture Printing – lino Collage Computer manipulation Sublimation

## A03

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

When recording initial ideas you need to:

- Make use of drawings, sketches, photographs and experiments with different media
- Collect images from a variety of sources. Use Primary and Secondary sources to inform your ideas
- Organise your initial research in your sketchbook before moving on to the development of ideas



When recording the development of your ideas you need to:

- Keep all sorts of possibilities in front of you
- Try out different layouts or combinations of images and ideas
- Experiment with different media, techniques and scale
- Use annotations alongside sketches, designs and images
- Add written commentary to document your thoughts
- Organise your studies into a sequence that shows the development of your ideas.

When reflecting on your work you need to:

- Consider how you have selected and developed your ideas
- Think about how you have used various media and processes
- Refine and develop your skills and approach as your ideas progress
- Think about how you could develop your ideas further
- Finish with an evaluation of the whole project, point out strengths and weaknesses as well as what could be achieved with further work.

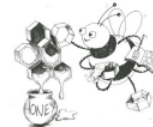
## CONTENT\*PROCESS\*MOOD\*FORM\*CONTEXT

## A04

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

You must demonstrate a personal response throughout your project, from the decisions you make when choosing a theme, to the ways in which you realise your intentions in the final piece. Your source materials, how you respond to them, and how you record your ideas are key to showing a personal response.

It is important to organise your project so that the development of you ideas and the connections between all the elements of your work are made clear - there should be a visual journey from your starting point through to your final piece.



You need to:

- Consider different themes or approaches to your brief
- Carefully select and studied your source material
- Make a personal choice about materials, media and working processes
- Experiment and control your chosen media, materials and techniques
- Record and develop your ideas in a personal way
- Organise and present your work carefully
- Realise you intentions, develop and complete a final piece or pieces

Mark Scheme for GCSE ART and DESIGN		COMPONENT 1: Portfolio (Total Marks = 120)			
Band	AO1	AO2	AO3	AO4	
	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.	
<b>5</b>	<b>25 – 30 marks</b>	<b>25 – 30 marks</b>	<b>25 – 30 marks</b>	<b>25 – 30 marks</b>	
	Sophisticated and thorough development of ideas through sustained, focused and coherent investigations.  Perceptive and rigorous critical analysis of sources, providing the basis for assured, independent responses.	Ideas are refined and explored through rigorous selection and purposeful, creative experimentation.  Appropriate media, materials, techniques and processes are skilfully controlled and imaginatively exploited.  Perceptive and discriminating ongoing review and evaluation consistently informs the refinement and development of work as it progresses.	Sophisticated recording of ideas, observations and insights through extensive, coherent research and enquiry that is highly relevant to personal intentions.  Perceptive, rigorous and effective reflection as work progresses, demonstrating depth of understanding and meaning.	Highly imaginative, personal and meaningful response which realises intentions in a sophisticated, coherent and assured manner.  The presentation shows a perceptive and thorough understanding of visual language and the purpose and intention of the work is very clearly and convincingly conveyed.	
<b>4</b>	<b>19 – 24 marks</b>	<b>19 – 24 marks</b>	<b>19 – 24 marks</b>	<b>19 – 24 marks</b>	
	Thorough development of ideas through sustained and focused investigations.  Rigorous critical analysis of sources, providing the basis for purposeful, independent responses.	Ideas are refined and explored through relevant selection and creative experimentation.  Appropriate media, materials, techniques and processes are confidently controlled and exploited.  Effective and thorough ongoing review and evaluation informs the refinement and	Confident recording of ideas, observations and insights by appropriate means through effective research and enquiry that is relevant to personal intentions.  Rigorous and effective reflection as work progresses, demonstrating a good level of understanding and meaning.	Imaginative, personal and meaningful response which realises intentions in a confident and effective manner.  The presentation shows a good understanding of visual language and the purpose and intention of the work is clearly and convincingly conveyed.	
<b>3</b>	<b>13 – 18 marks</b>	<b>13 – 18 marks</b>	<b>13 – 18 marks</b>	<b>13 – 18 marks</b>	
	Reasonable development of ideas through investigations which are generally sustained.  Reasonable critical analysis of sources, providing the basis for satisfactory and generally independent responses.	Ideas are refined and explored through relevant selection and experimentation.  Appropriate media, materials, techniques and processes are reasonably controlled and exploited.  Reasonable ongoing review and evaluation of explorations supports the refinement and development of work as it progresses.	Reasonable recording of ideas, observations and insights by appropriate means through research and enquiry that is generally relevant to personal intentions.  Reasonably critical reflection on work as it progresses, generally demonstrating understanding and meaning.	Reasonably imaginative personal and meaningful response which realises intentions in a satisfactory manner.  The presentation shows a reasonable understanding of visual language and the purpose and intention of the work is reasonably conveyed.	
<b>2</b>	<b>7 – 12 marks</b>	<b>7 – 12 marks</b>	<b>7 – 12 marks</b>	<b>7 – 12 marks</b>	
	Some development of ideas through partially sustained investigations.  Some analysis of sources, partially informing basic responses.	Ideas are partially refined and explored through selection and experimentation.  Some attempt to control and exploit media, materials, techniques and processes.  Some ongoing review and evaluation partially informs the work as it progresses.	Basic recording of ideas, observations and insights by appropriate means through research and enquiry that is sometimes relevant to personal intentions.  Some reflection on work as it progresses, which sometimes demonstrates understanding and meaning.	The response is to some extent, personal and meaningful and intentions are realised in a basic manner.  The presentation shows some understanding of visual language and the purpose and intention of the work is conveyed in a partly convincing way.	
<b>1</b>	<b>1 – 6 marks</b>	<b>1 – 6 marks</b>	<b>1 – 6 marks</b>	<b>1 – 6 marks</b>	
	Limited development of ideas through investigations.  Limited analysis of sources which have had minimal influence on responses.	Limited refinement and exploration of ideas.  Limited attempt to control and exploit media, materials, techniques and processes.  Limited ongoing review and evaluation, with minimal impact on the work as it progresses.	Limited recording of ideas, observations and insights by appropriate means through research and enquiry that has limited relevance to personal intentions  Limited reflection on work as it progresses, which demonstrates limited understanding and meaning.	A limited personal response, with minimal attempts to show meaning, and which realises intentions in a limited manner.  The presentation shows limited understanding of visual language and the purpose and intention of the work is conveyed in a limited way.	
<b>0</b>	Response not worthy of credit or not attempted.	Response not worthy of credit or not attempted.	Response not worthy of credit or not attempted.	Response not worthy of credit or not attempted.	

## Component 1: Portfolio 60% of the qualification

Component 1 is internally assessed and externally moderated. It will be marked out of 120: each of the four assessment objectives will be marked out of 30.

Component	AO1 Weighting % Marks	AO2 Weighting % Marks	AO3 Weighting % Marks	AO4 Weighting % Marks
<b>Component 1: Portfolio</b> 60% of GCSE 120 marks	15% 30	15% 30	15% 30	15% 30
<b>Component 2: Externally Set Assignment</b> 40% of GCSE 80 marks	10% 20	10% 20	10% 20	10% 20
<b>Total Weighting Total Marks (200)</b>	<b>25% 50</b>	<b>25% 50</b>	<b>25% 50</b>	<b>25% 50</b>

Mark Scheme for GCSE ART and DESIGN COMPONENT 2: Externally Set Assignment (Total Marks = 80)				
Band	AO1	AO2	AO3	AO4
	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.
5	17 – 20 marks	17 – 20 marks	17 – 20 marks	17 – 20 marks
	Sophisticated and thorough development of ideas through sustained, focused and coherent investigations.  Perceptive and rigorous critical analysis of sources, providing the basis for assured, independent responses.	Ideas are refined and explored through rigorous selection and purposeful, creative experimentation.  Appropriate media, materials, techniques and processes are skilfully controlled and imaginatively exploited.  Perceptive and discriminating ongoing review and evaluation consistently informs the refinement and development of work as it progresses.	Sophisticated recording of ideas, observations and insights through extensive, coherent research and enquiry that is highly relevant to personal intentions.  Perceptive, rigorous and effective reflection as work progresses, demonstrating depth of understanding and meaning.	Highly imaginative, personal and meaningful response which realises intentions in a sophisticated, coherent and assured manner.  The presentation shows a perceptive and thorough understanding of visual language and the purpose and intention of the work is very clearly and convincingly conveyed.
4	13 – 16 marks	13 – 16 marks	13 – 16 marks	13 – 16 marks
	Thorough development of ideas through sustained and focused investigations.  Rigorous critical analysis of sources, providing the basis for purposeful, independent responses.	Ideas are refined and explored through relevant selection and creative experimentation.  Appropriate media, materials, techniques and processes are confidently controlled and exploited.  Effective and thorough ongoing review and evaluation informs the refinement and development of work as it progresses.	Confident recording of ideas, observations and insights by appropriate means through effective research and enquiry that is relevant to personal intentions.  Rigorous and effective reflection as work progresses, demonstrating a good level of understanding and meaning.	Imaginative, personal and meaningful response which realises intentions in a confident and effective manner.  The presentation shows a good understanding of visual language and the purpose and intention of the work is clearly and convincingly conveyed.
3	9 – 12 marks	9 – 12 marks	9 – 12 marks	9 – 12 marks
	Reasonable development of ideas through investigations which are generally sustained.  Reasonable critical analysis of sources, providing the basis for satisfactory and generally independent responses.	Ideas are refined and explored through relevant selection and experimentation.  Appropriate media, materials, techniques and processes are reasonably controlled and exploited.  Reasonable ongoing review and evaluation of explorations supports the refinement and development of work as it progresses.	Reasonable recording of ideas, observations and insights by appropriate means through research and enquiry that is generally relevant to personal intentions.  Reasonably critical reflection on work as it progresses, generally demonstrating understanding and meaning.	Reasonably imaginative personal and meaningful response which realises intentions in a satisfactory manner.  The presentation shows a reasonable understanding of visual language and the purpose and intention of the work is reasonably conveyed.
2	5 – 8 marks	5 – 8 marks	5 – 8 marks	5 – 8 marks
	Some development of ideas through partially sustained investigations.  Some analysis of sources, partially informing basic responses.	Ideas are partially refined and explored through selection and experimentation.  Some attempt to control and exploit media, materials, techniques and processes.  Some ongoing review and evaluation partially informs the work as it progresses.	Basic recording of ideas, observations and insights by appropriate means through research and enquiry that is sometimes relevant to personal intentions.  Some reflection on work as it progresses, which sometimes demonstrates understanding and meaning.	The response is to some extent, personal and meaningful and intentions are realised in a basic manner.  The presentation shows some understanding of visual language and the purpose and intention of the work is conveyed in a partly convincing way.
1	1 – 4 marks	1 – 4 marks	1 – 4 marks	1 – 4 marks
	Limited development of ideas through investigations.  Limited analysis of sources which have had minimal influence on responses.	Limited refinement and exploration of ideas.  Limited attempt to control and exploit media, materials, techniques and processes.  Limited ongoing review and evaluation, with minimal impact on the work as it progresses.	Limited recording of ideas, observations and insights by appropriate means through research and enquiry that has limited relevance to personal intentions.  Limited reflection on work as it progresses, which demonstrates limited understanding and meaning.	A limited personal response, with minimal attempts to show meaning, and which realises intentions in a limited manner.  The presentation shows limited understanding of visual language and the purpose and intention of the work is conveyed in a limited way.
0	Response not worthy of credit or not attempted.	Response not worthy of credit or not attempted.	Response not worthy of credit or not attempted.	Response not worthy of credit or not attempted.

## Component 2: Externally Set Assignment 40% of the qualification

Component 2 is internally assessed and externally moderated. It will be marked out of 80: each of the four assessment objectives will be marked out of 20.

	Maximum Mark	9	8	7	6	5	4	3	2	1
<b>ART &amp; DESIGN (FINE ART)</b>	<b>200</b>	<b>187</b>	<b>174</b>	<b>162</b>	<b>144</b>	<b>126</b>	<b>109</b>	<b>79</b>	<b>49</b>	<b>20</b>
Component 1 - Portfolio: Fine Art	120	111	104	98	88	77	67	49	30	12
Component 2 - Externally Set Assignment: Fine Art	80	76	70	64	56	49	42	30	19	8

Although the grade boundaries change every year, in 2023 these were the marks needed to achieve GCSE grades 1-9. For example, you would need to achieve 109/200 marks in total from your coursework and ESA to secure a grade 4. That equates to about 17 marks for each assessment objective in your coursework and 11 marks for each AO in your ESA project, or band 3. Make sure you are familiar with the language of assessment to make the most of your learning.

### How to use your assessment record

- ✎ Make sure you **date your entry** to track your progress
- ✎ Make a note of who is assessing: self assessment (SA), peer assessment (PA), teacher assessment (TA)
- ✎ What is the **focus** for assessment? Is it a particular drawing or part of a unit? **Be specific** so that you know where and how to **refine your work in response**
- ✎ **WWW**: Consider form, tone, line shape, media application, composition, accuracy, control, intention, mood...**What is most successful** about your artwork?
- ✎ **EBI**: Again, be specific and tell us where and how you could refine your work. More detail? Wider range of media? More control? Clearer meanings? What can you do to **make this work even better**?
- ✎ Assessment and feedback is useless without **action**. Set yourself **targets** to meet. Make it measurable; what, why, when and how will you do?
- ✎ Finally, use it! Get used to referring to your assessment tracker for ways to **work more independently**. If you are 'stuck' and 'don't know what to do', go back to your last 'action evidence' to remind yourself

**Notes:**





# COMPONENT

## 1 + 2 PROJECT CHECKLIST

While there is no set formula for how an art project should be presented, there are some key aspects to any successful project that you should evidence. Use this list to check off your 'project ingredients'. Don't tick off the task until you are SURE it is done to the BEST of your ability!

Task	C1	C2
Mindmap AO1 AO3		
Moodboard AO1 AO3		
Initial ideas—observational drawing AO3		
Initial primary source photographs with media studies AO3		
Critical investigation of contextual inspiration and analysis AO1		
Visual studies of artworks AO2 AO3		
Appropriate range of media and technique experimentation AO2		
Effective media and technique selection and refinement AO2		
Creative and informed combination of media and techniques AO2 AO4		
Ongoing primary source reference material (galley visits, photographs, working form life) AO1 AO3		
Reflective, evaluative annotations to show how work develops AO3		
Personal and creative outcomes AO4		
Thoughtful, clearly communicated intentions (planning) AO3		
Consideration of scale and presentation effects AO4		
Planning and development record toward resolving project AO3		
Final outcomes, reflecting informed consideration of presentation AO4		