

GCSE Art & Design Exemplar Materials – Fine Art, Externally Set Assignment

2011-2012

Version 2.0

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Introduction

Welcome to the GCSE Art & Design exemplar materials, we are providing a range of exemplars and commentaries that we hope will be useful in helping you to develop your own teaching and assessment practice.

We have included exemplars from a high achieving candidate, a mid-range candidate and a low achieving candidate so that all teachers can gain a better grasp of the standard required. All the work used here is real candidate work and we hope you'll find it interesting to be able to see a variety of work from different schools which will give you ideas that can help you develop your own course.

This set of materials will focus on the GCSE Fine Art endorsement and will contain example work from the Externally Set Assignment unit. The work shows the creative journey of development and experimentation all the way through to final outcome. Alongside this will be comments from the Chief Examiner explaining the value of each item included and how this contributed to the marks awarded.

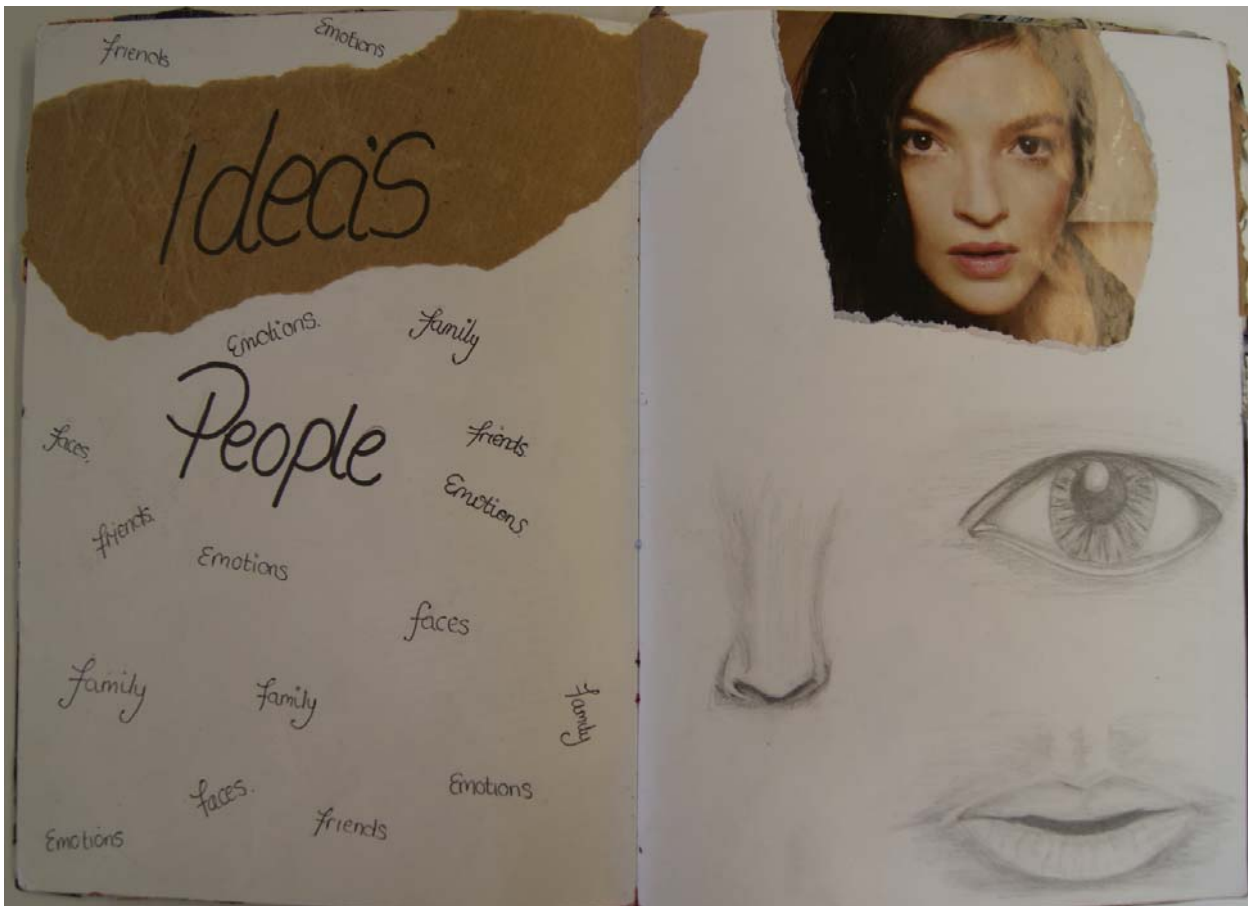
We hope that you find this a useful resource in approaching your assessment and delivery of GCSE Art & Design.

Unit 2 – Externally Set Assignment

72 Marks

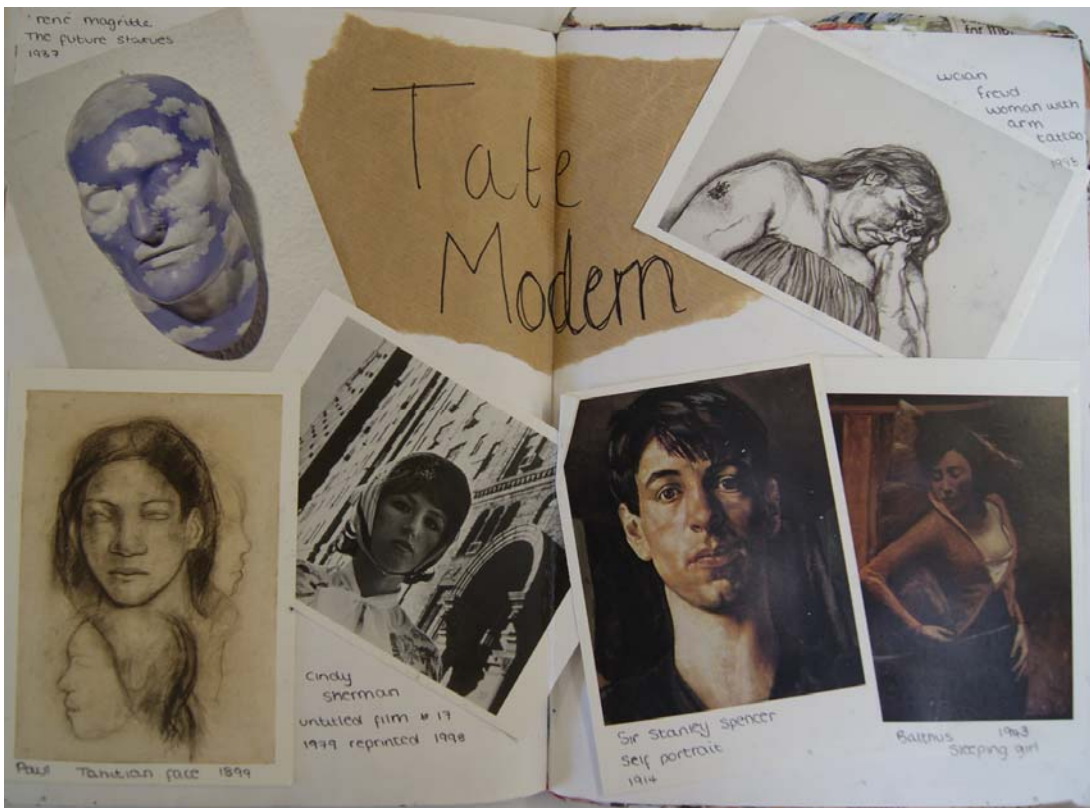


This final outcome has been created in response to the examination theme Similarities and Differences. In this project the candidate has particularly focussed on looking at people.



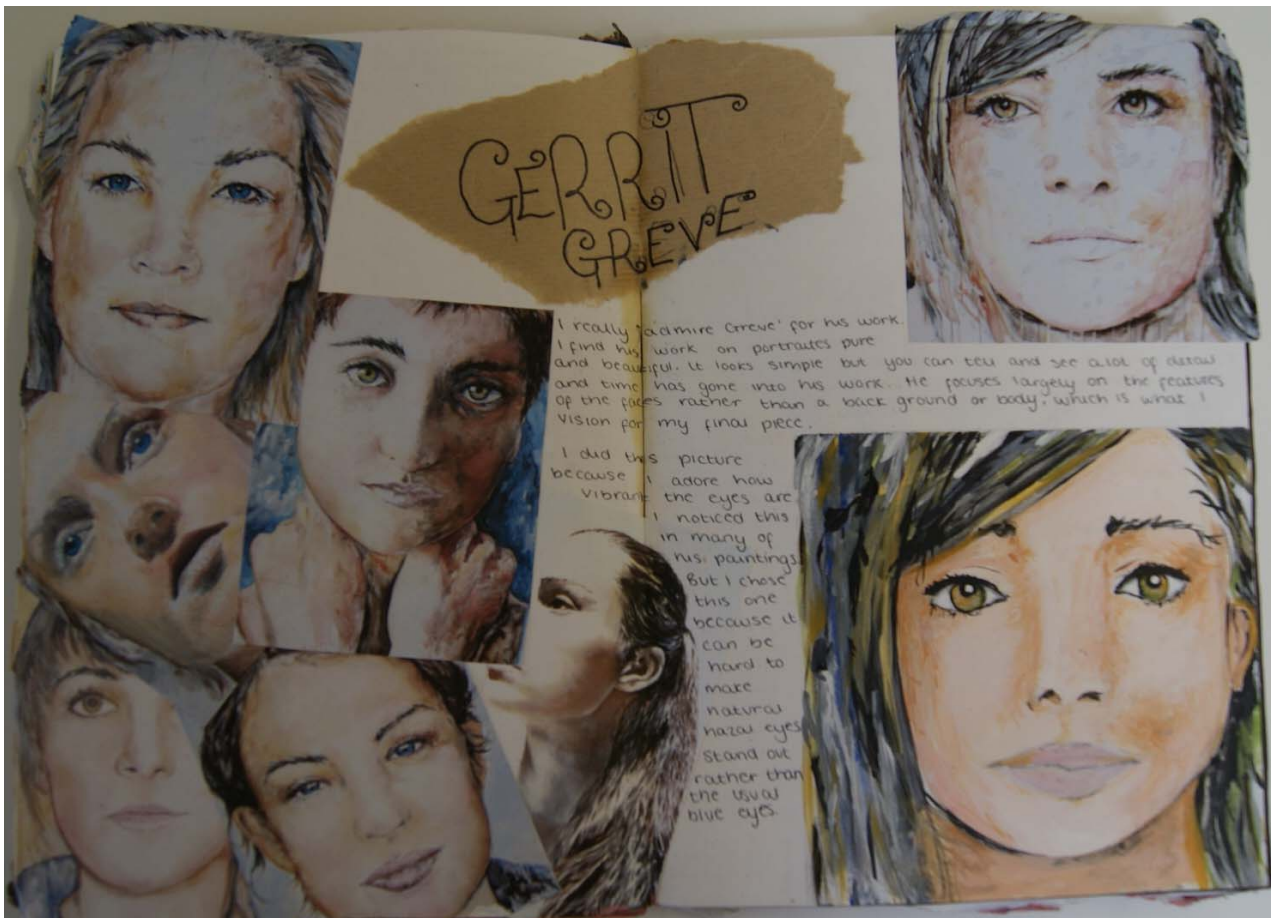
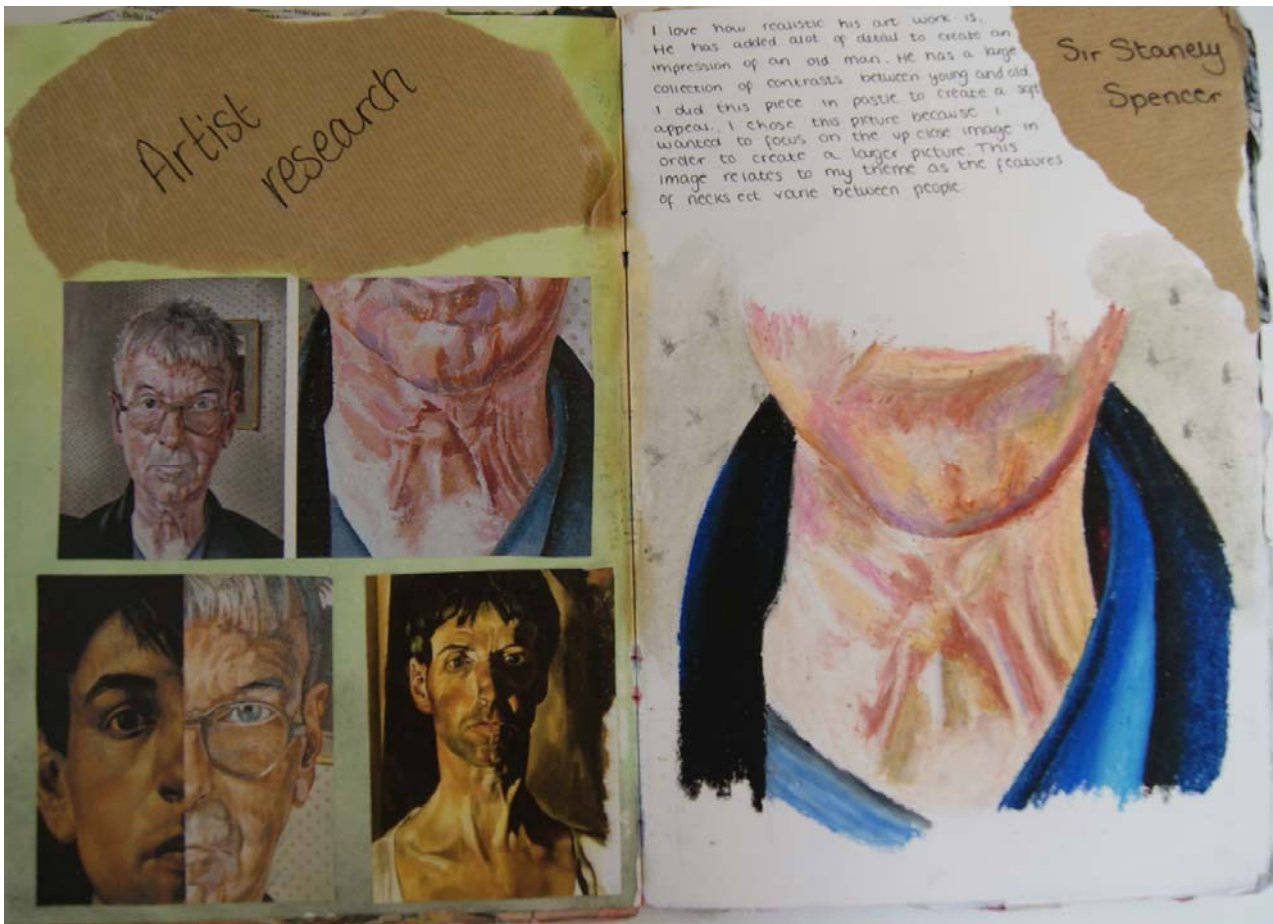


This sequence of images shows evidence of primary research in the form of drawing, painting and photography portrait studies.

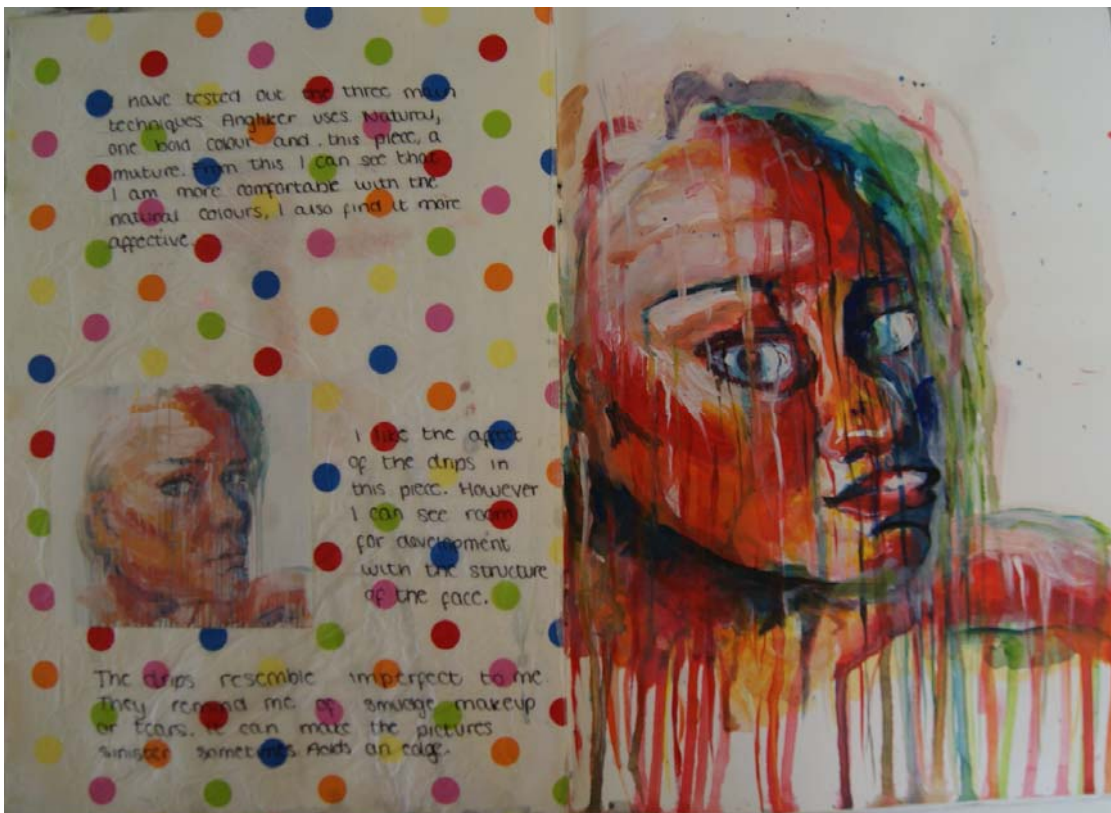




These two images show evidence of the candidate using a gallery visit to provide the opportunity to investigate and respond to contextual sources. This visit has allowed the candidate to identify and record the work of some relevant artists to inform the development of their work.







This sequence of images shows the candidate extensively exploring a range of artists' techniques and how this might be applied to their final piece.

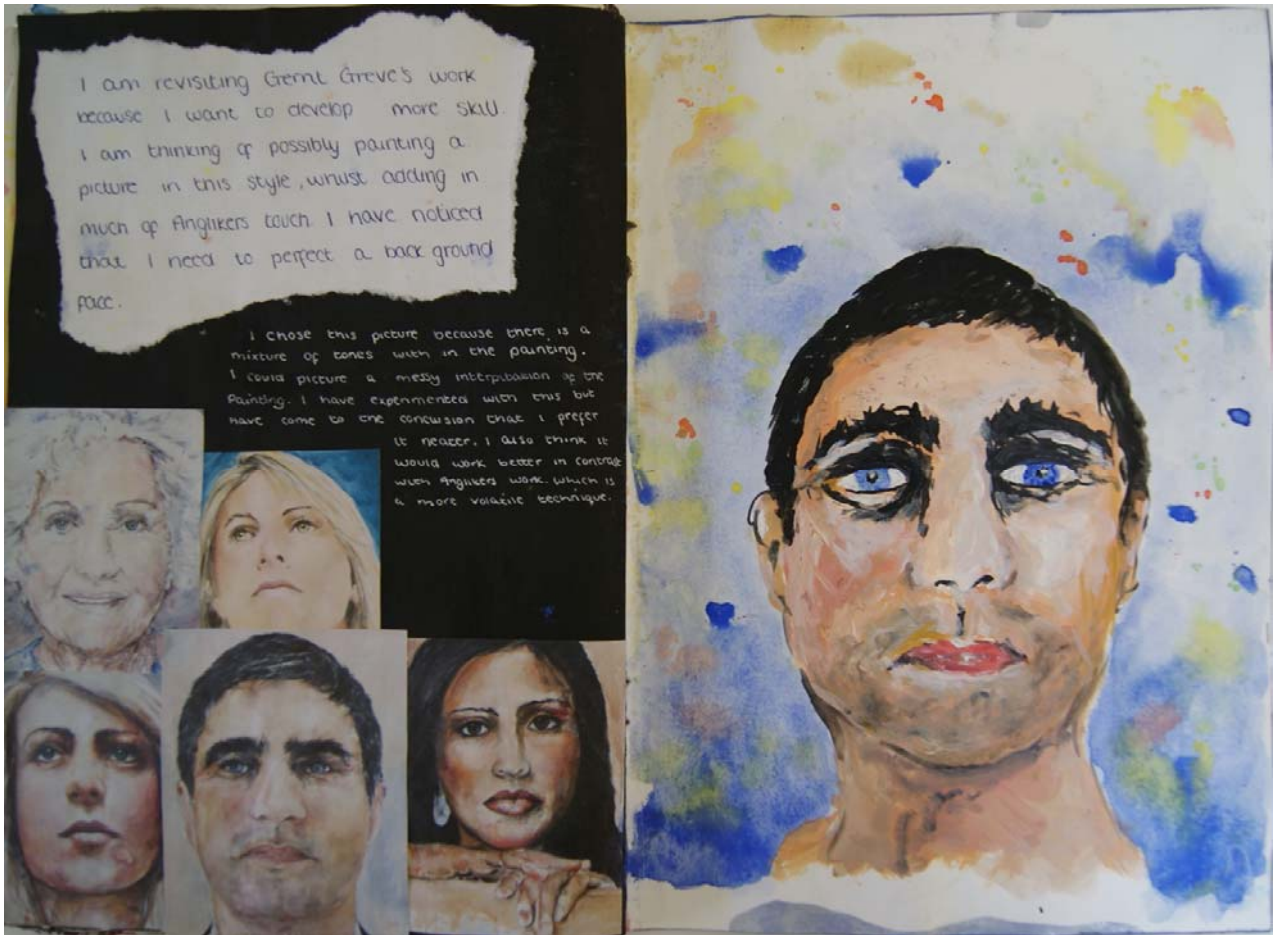


The candidate is now developing her studies using first hand visual research in the form of her own photographs.




In this image and the one on the next page the candidate applies what has been discovered and understood from the work of artists in relation to the development of her ideas using further first hand visual research.







I chose this picture because it is a very soft toned portrait. I like how I have captured a bluish expression. From doing this piece I learnt how to make it easier to blend skin tones. It also brought my attention to the highlights and contours with in the details of a face. I'm considering this piece with the drip affect for my final piece.



With this painting I was practising forming details of the face. I don't like the features of the face how I have painted them. The eyes do not hold as much detail as I'd like. To make the features more detailed for my final piece. I am going to work on a large scale.

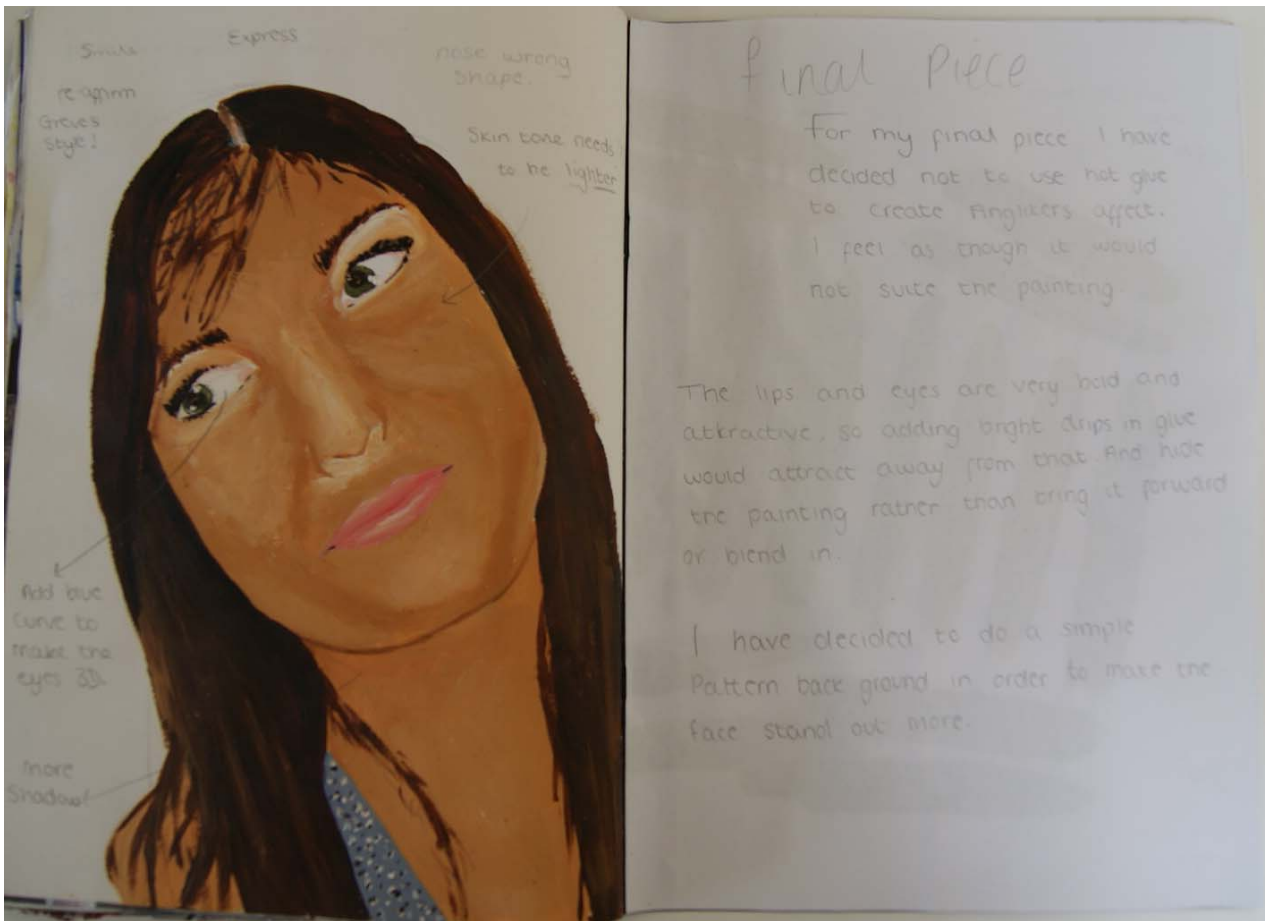




These four images show a comprehensive and progressive development towards the final outcome exploring both technique and composition.



These images show the candidate resolving the final piece with the ideas.





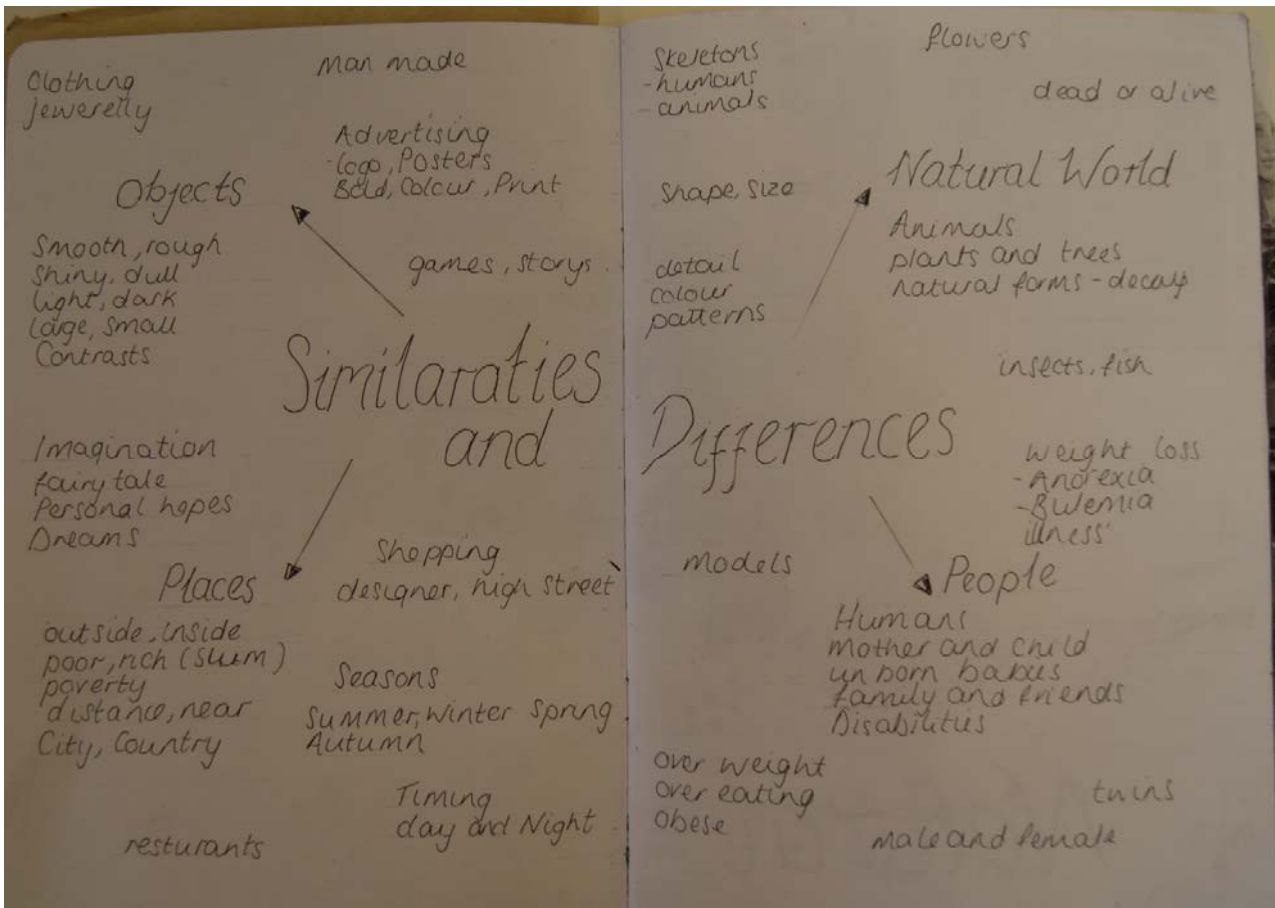
Approximately A1 in size this fully realised painting shows a clear link to the work of Chrissy Angliker.

Final Mark:
AO1 - 19, AO2 - 17, AO3 - 18, AO4 - 18
Total - 72

44 Marks



This final outcome was also in response to the theme of Similarities and Differences. In this case the candidate has chosen to focus more on natural forms.



The candidate begins by using a mind map to consider a variety of starting points for their ESA piece.



Initially the candidate briefly explores natural forms as a possible theme for their work with a contextual link.





In this sequence the candidate begins to look at figurative contextual connections using the work of Picasso, Spencer and Matisse.

I am going to start looking at people and how the media see fashion. How fashion is portrayed to be to people and how high designers are seen to have expensive clothing.



Audrey Hepburn

Audrey Hepburn, born in Belgium, real name Audrey Kathleen Ruston. She was a ballet dancer and also worked as a photographer's model. She has won a number of awards and starred in a lot of shows. I chose to draw her because I am looking at models and the way they are dressed as she was named 'International best dressed' and is the most iconic models.





The candidate collects several second hand sources and uses some of these as the basis for studies in drawing and painting. At this stage the candidate's focus is on portrait studies.

John Singer Sargent

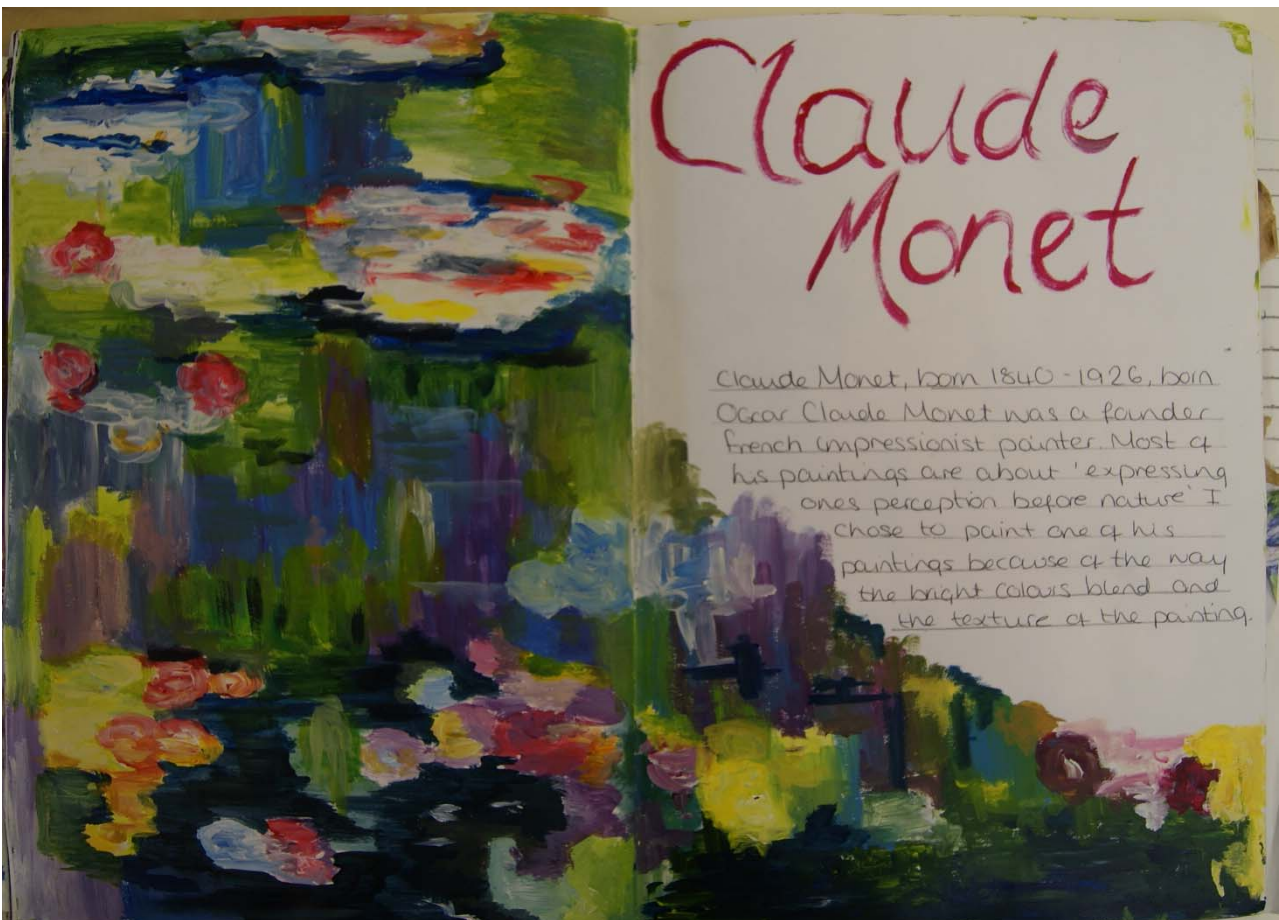
John Singer Sargent, born 1856-1925. He was an American painter and a leading portrait painter of his era. During his career he created roughly 900 oil paintings & more than 2,000 water colours.

I chose to paint this picture as I am looking at people & like the style of the way he has painted it using acrylic paints.



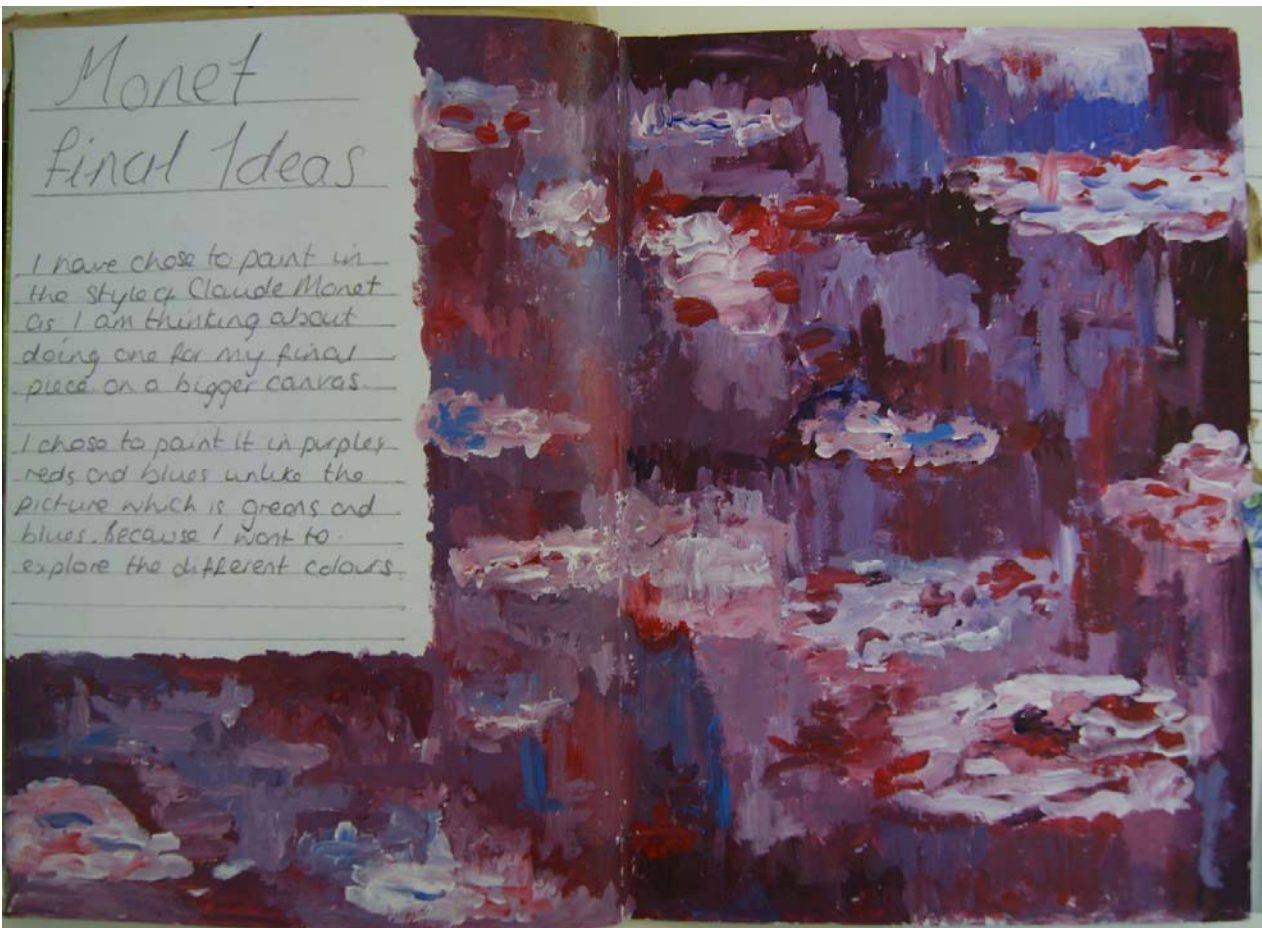
Claude Monet

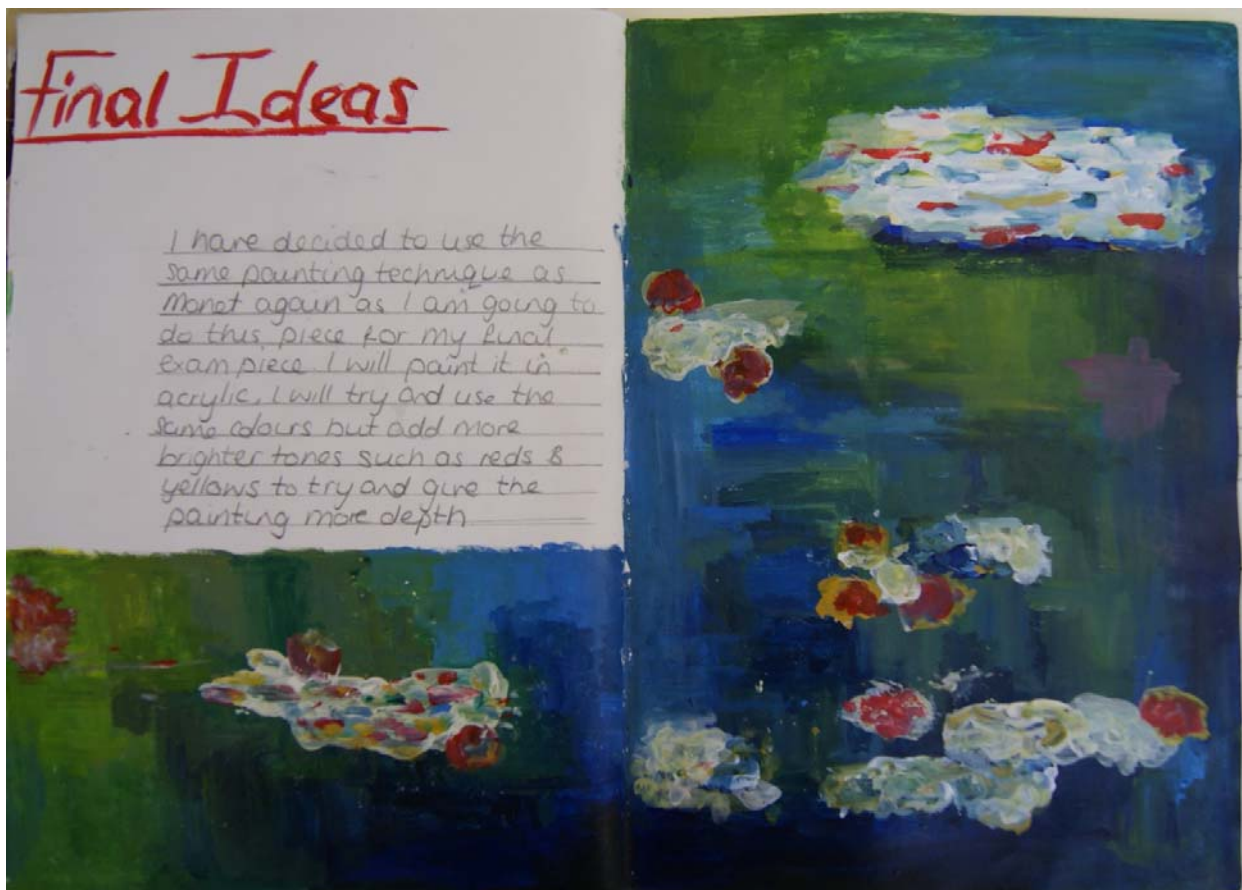
Claude Monet, born 1840-1926, born Oscar Claude Monet was a founder French Impressionist painter. Most of his paintings are about 'expressing ones perception before nature'. I chose to paint one of his paintings because of the way the bright colours blend and the texture of the painting.






At this stage in the development of the work the candidate revisits contextual studies and discovers a more important interest in the natural forms with a particular emphasis on Monet.





The candidate is now exploring with growing confidence Monet's application of paint.



FINAL IDEAS




Similarities & Differences

My final piece is going to a canvas 20x30. Copying the same design of Claude Monet and style but I am also going to paint water-lilies drawn from photographs. I am going to paint using acrylic using colour's such as blues and greens with splashes of greys, purples and gold this links to my title. Similarities and differences as you can see nature in different ways. I feel that acrylic shows the detail and depth of the water much better, than water-colour or oil pastel would.




This is a painting by Claude Monet. I painted it in acrylic as I tried to copy the same style as Monet which I am going to in my final piece.

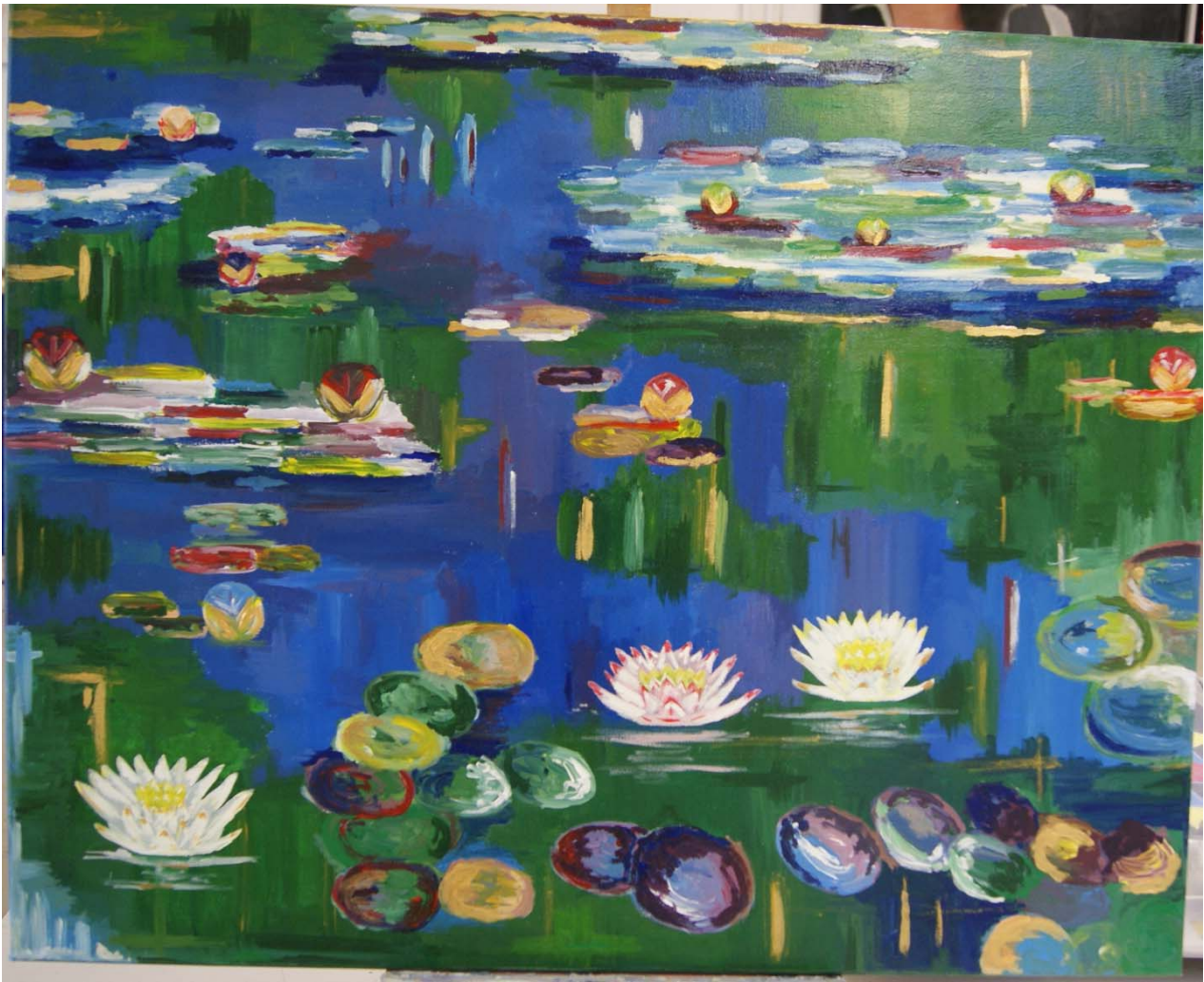
Water-lilies Final Ideas



For my final piece I am painting in the same style as Monet. One of his pieces on Water lilies but I am also adding in natural photos of water lilies as I am then not copying straight from a painting. I am going to paint my final piece in acrylic as I can then get more depth and detail in my work.

The candidate clearly states their intention to use elements from a composition by Monet combined with their own visual research to create a personal final outcome.



The candidate has clearly continued to develop their realisation, refining the work as it progresses. There is evidence in the final outcome of relevant selection and coherent technique. The candidate has shown a willingness to take some risks in the process of painting.

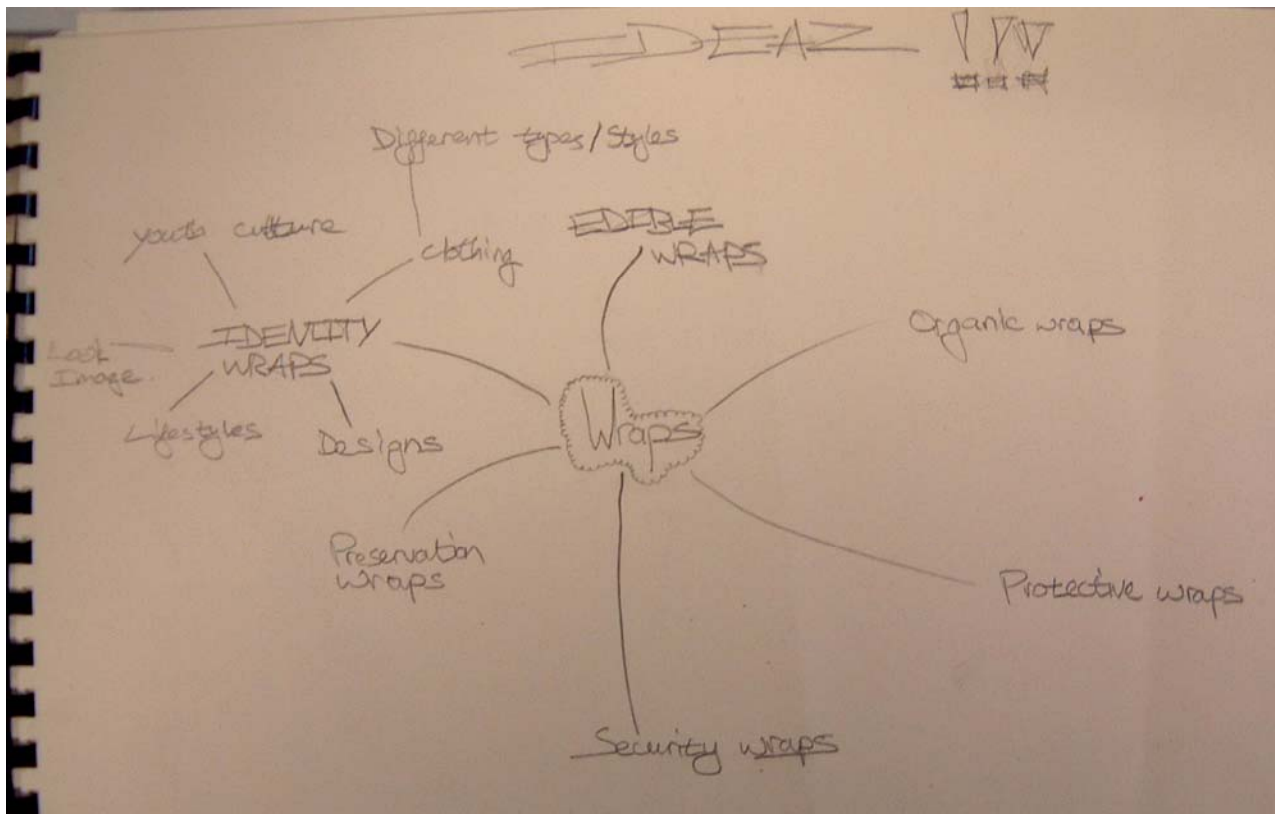
Final Mark:

AO1 - 12, AO2 - 10, AO3 - 10, AO4 - 12,
Total – 44

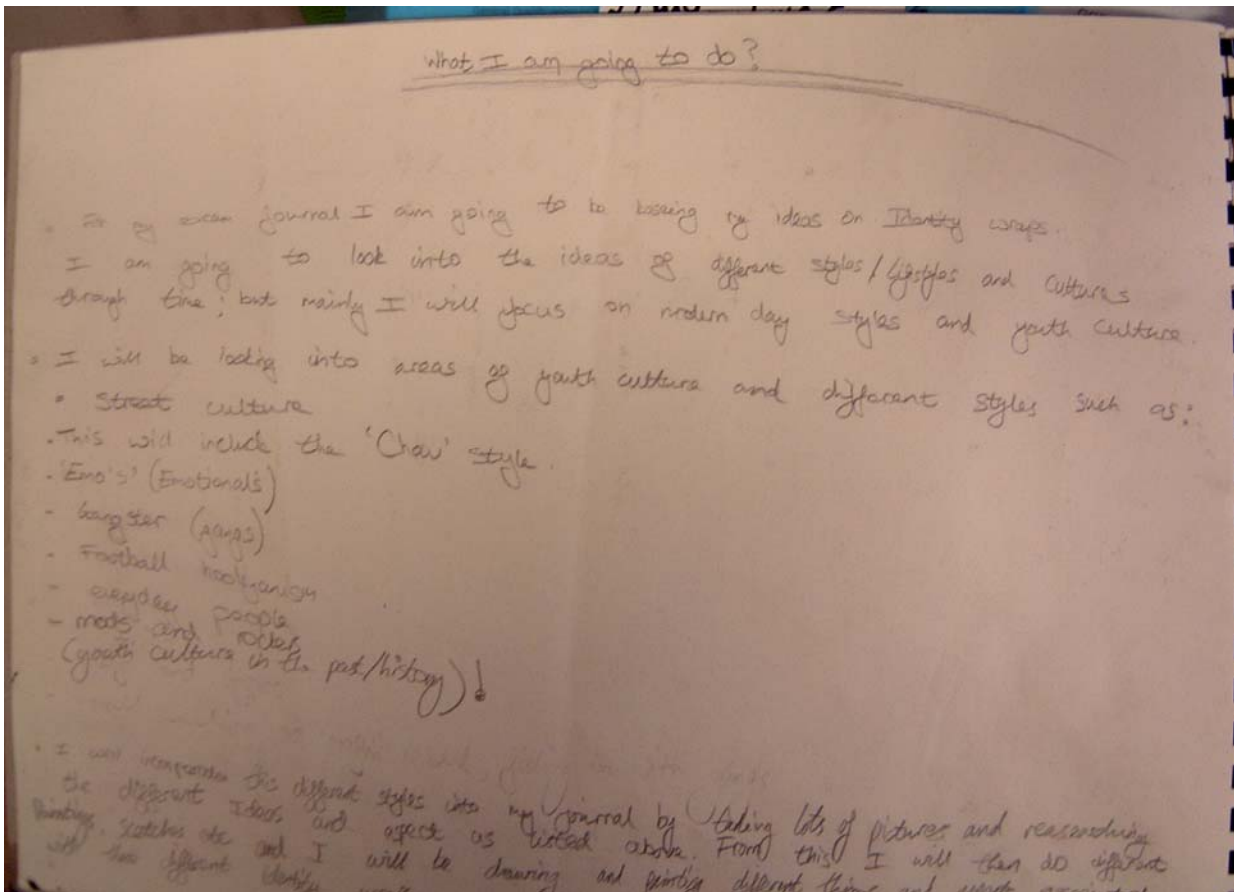
18 Marks



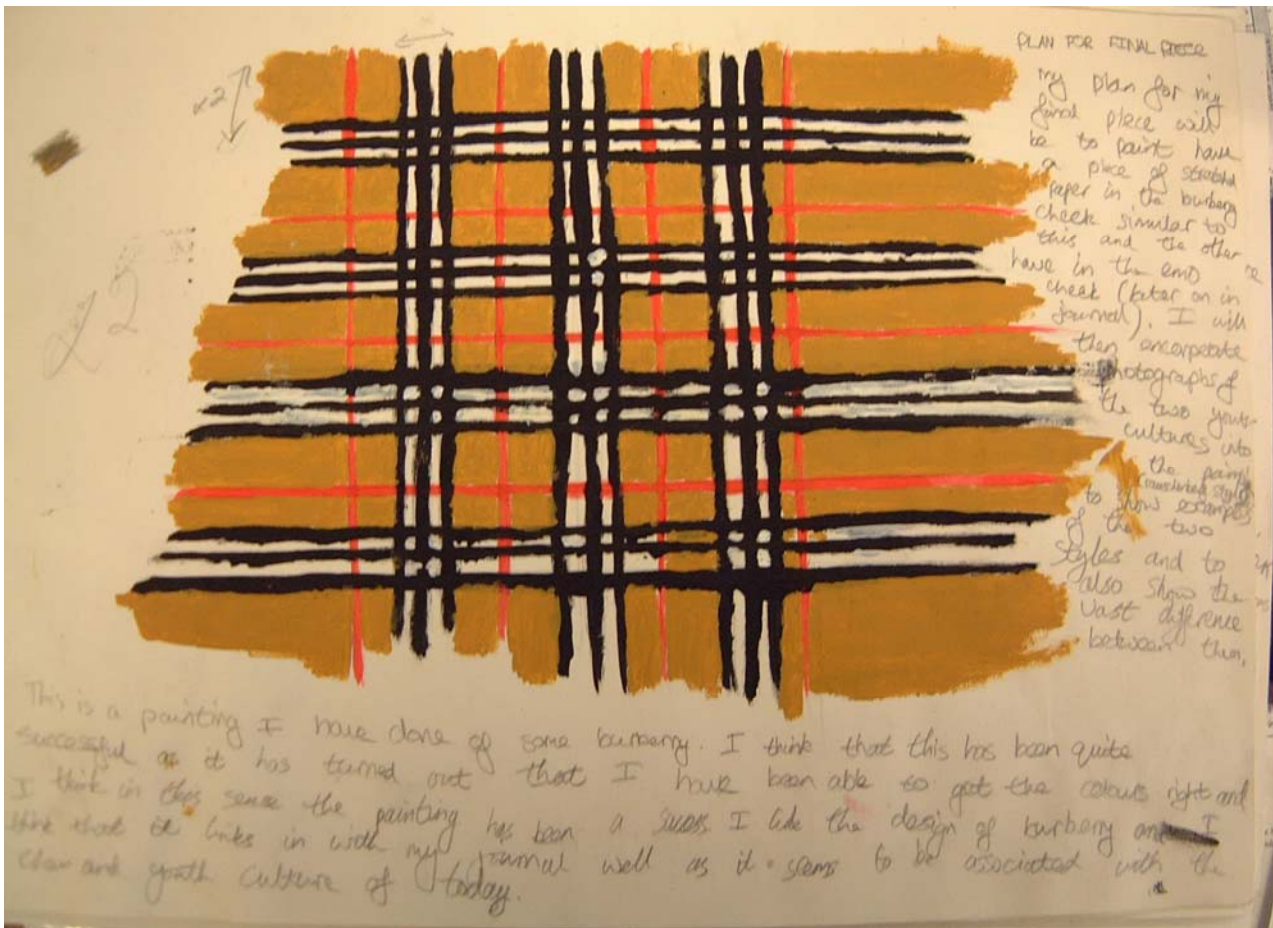
This final outcome has been created in response to the examination theme "wraps".



In these notes we can see written, but not visual evidence of the candidate suggesting possible avenues for research and development of ideas.



The candidate continues to make written notes identifying a focus on identity and stating intentions, however the candidate has not provided visual evidence to support this.



This is the first piece of visual evidence that is produced. The candidate makes clear their final intentions and this piece clearly links to the final outcome.

Artist of Influence

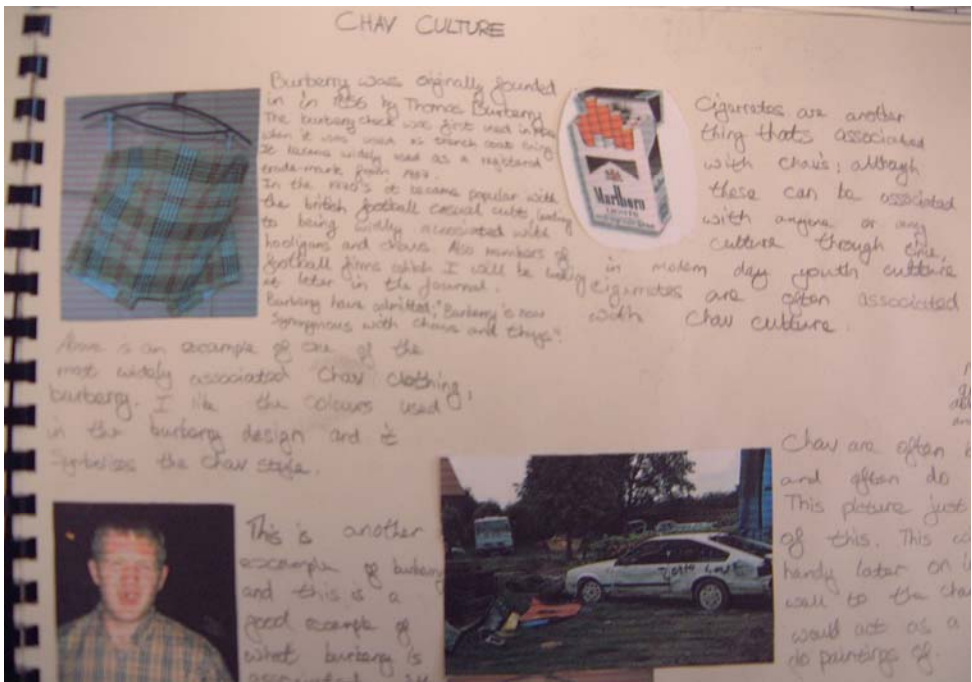
Robert Rauschenberg: He was born October 22nd 1925 in Port Arthur, Texas, America. Most of his famous piece came in the 1950's, where he did paintings and pieces where he would combine non-traditional objects and photographs with his paintings. This effect seemed at the time very modern and popular with the art collectors. He was the first famous artist to do this sort of thing effectively and because of this achievement and other positive aspects about him, he went on to ~~was~~ be the first American to win the Grand Prize at the Venice Biennale, and since then he has enjoyed a rare degree of institutional support. At present day Robert Rauschenberg lives and works in Florida.



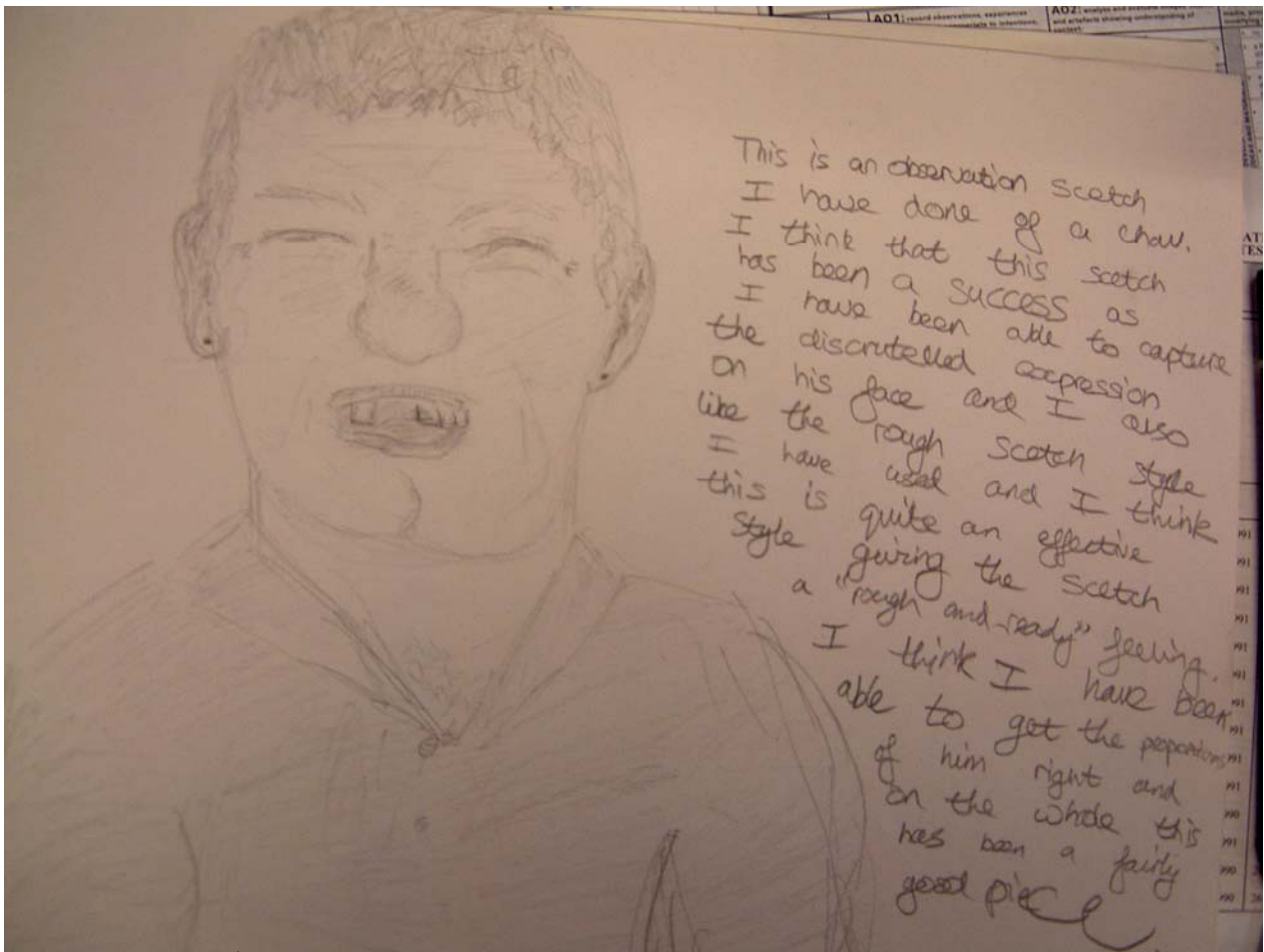
I have chosen to use Robert Rauschenberg as I believe his unique work will help me to do painting and pieces of art in the same sort of style as him. I like the way he uses this effect of using objects, photographs and prints in with his actual paintings to give a combined piece. This will relate and work well with my topic of youth culture (wraps) as I will be able to not only paint and draw the different types of youth culture but I will be able to put examples of them into the painting by using photographs and objects. I also like the collage effect Rauschenberg gives with his pieces and I to do paintings in this sort of style to help put forward the different youth culture and wraps associated with them.



The candidate states that Rauschenberg will be their main influence for ideas. In their second paragraph they say, "I have chosen to use Robert Rauschenberg as I believe his unique work will help me to do painting and pieces of art in the same sort of style as him. I like the way he uses this effect of using objects, photographs and prints in with his actual paintings to give a combined piece. This will relate and work well with my topic of youth culture (wraps)."

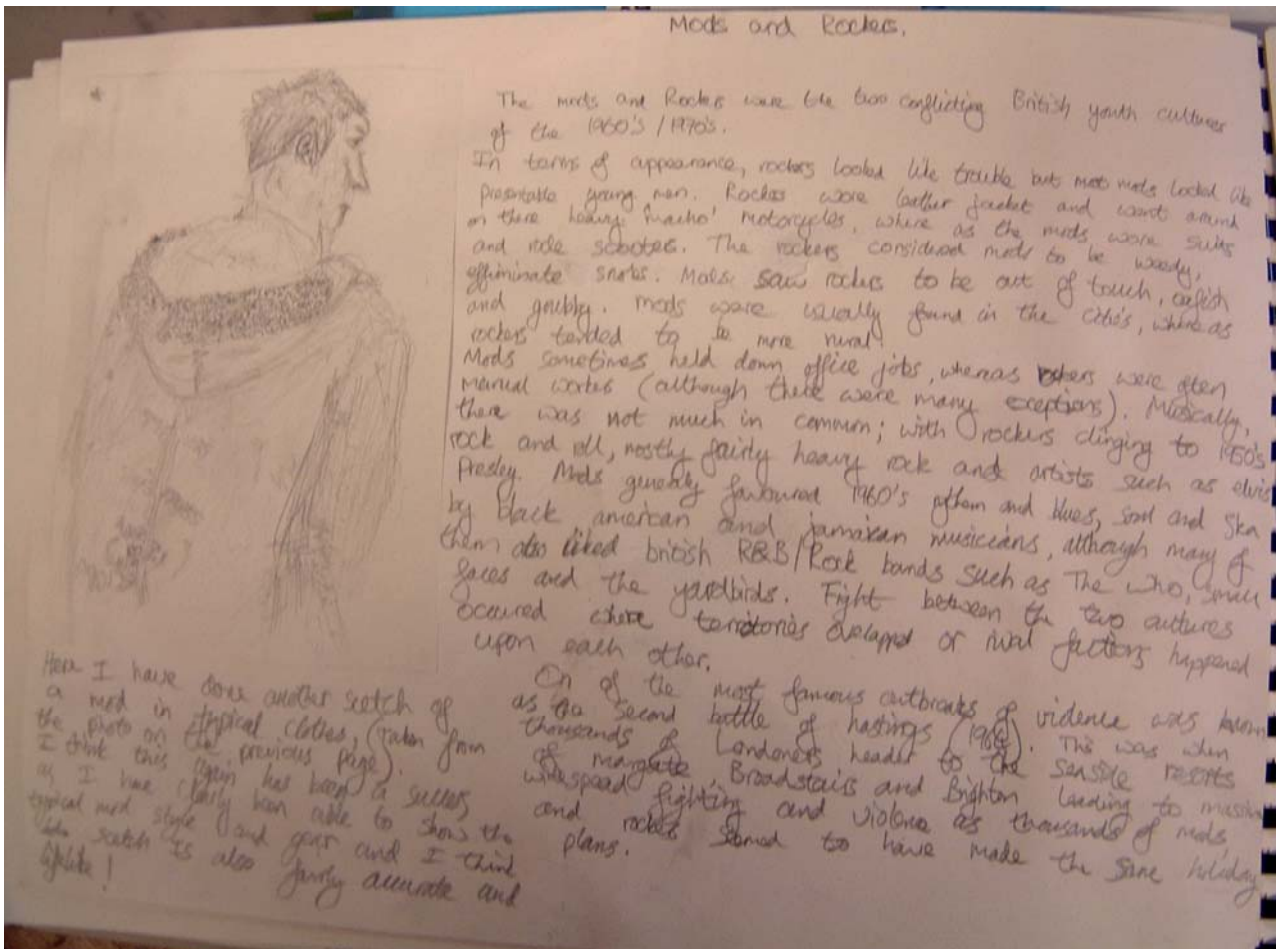
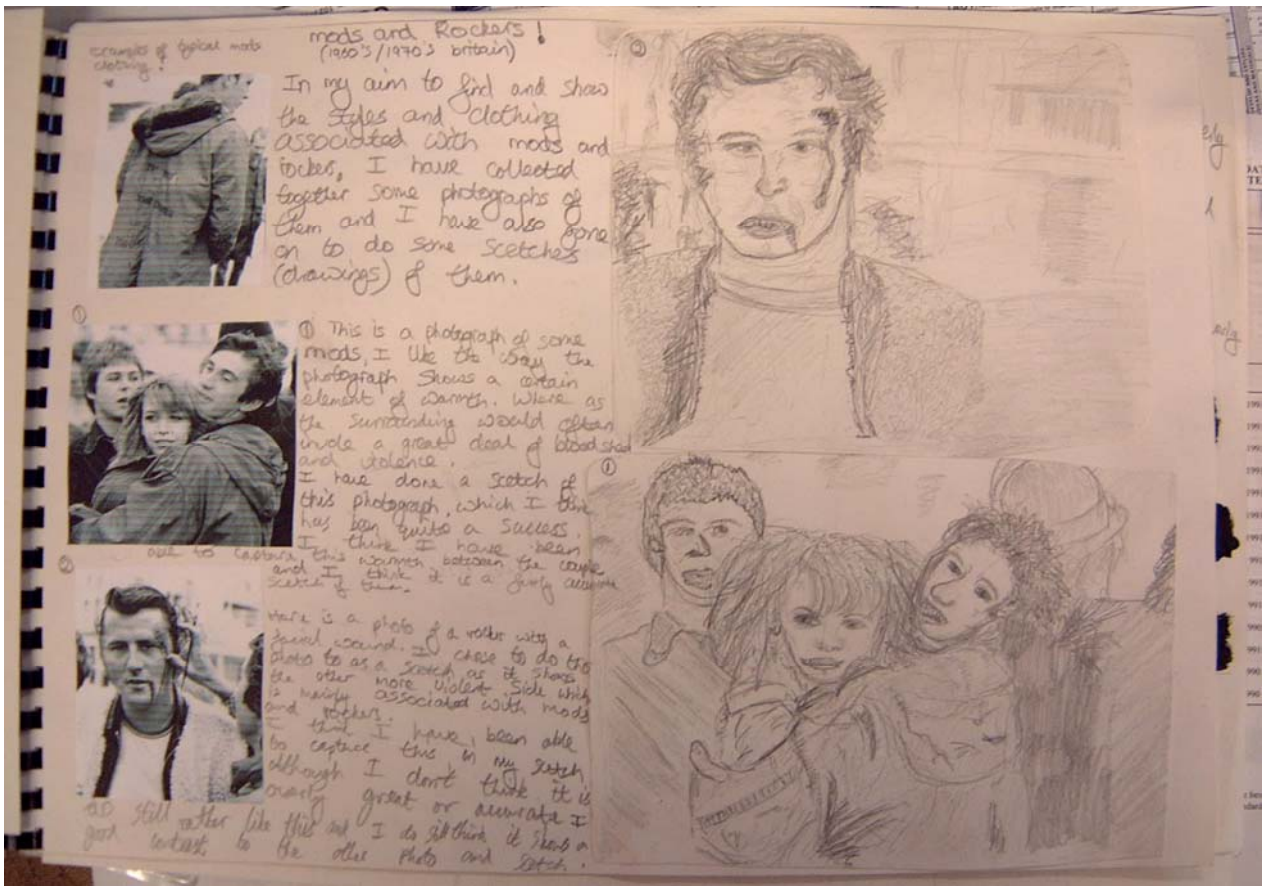


The candidate gathers visual research that is directly relevant to their idea for the final outcome. The candidate employs secondary visual evidence supported by written commentary to move forward with the development of their response.



This pencil study is drawn from a photograph on the previous page and provides evidence for AO3.

The images on the next page provide further evidence for AO3 where the candidate collects and comments on a group of found images relevant to his chosen theme and produces some pencil sketches from these images.



Emo Culture! (Emotionals)

Emo is slang term used to describe a range of fashion styles and the unhappy emotional attitudes somewhat affiliated with the emo music and its related. Emo can also be used to describe the emo style of fashion or music, or a state of unhappiness (as in to "feel emo").

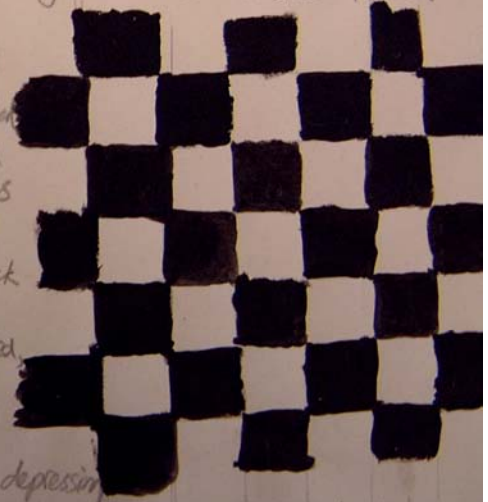
Emo is also used to identify a member of the "emo scene" or someone viewed as fitting the "emo" stereotype easily being characterised by a straitened side-parted hair and one eye.

Emo clothing is characterised by tight jeans on males and females alike, long fringe often brushed to one side of the face, dyed black, straitened hair, tight T-shirts which often bear the names of rock bands, studded belts, belt buckles and old beaten up skate shoes. Also black thick-rimmed glasses are often worn.

Emos often have a sad, sensitive, shy, broken-hearted, glum and often quiet personality.

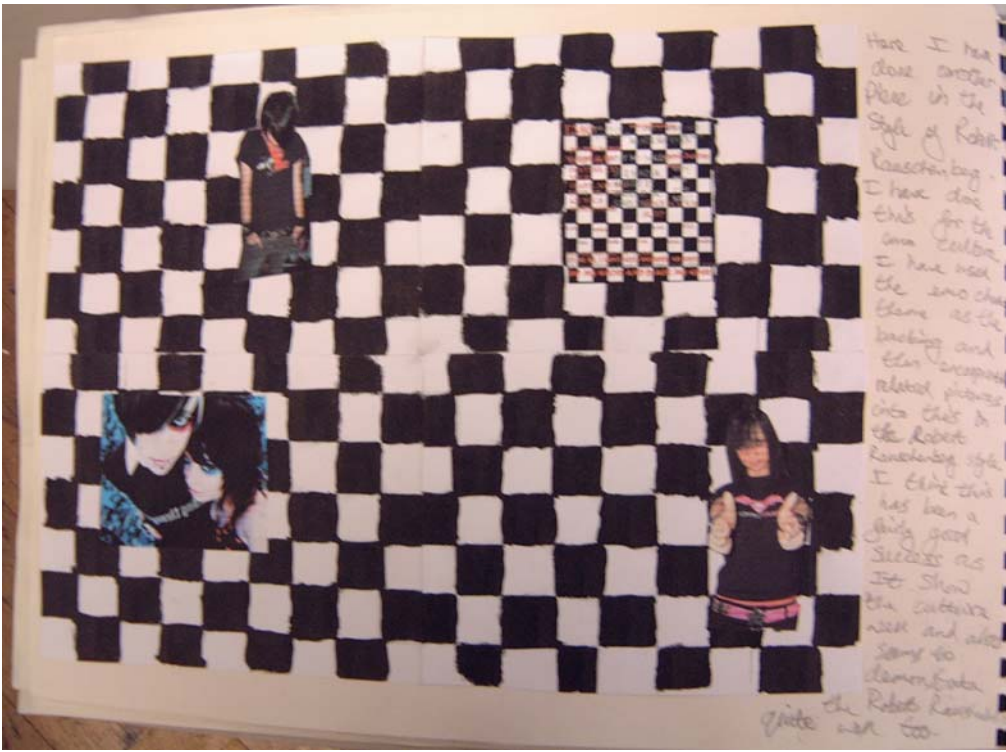
Emos are often also associated with writing poetry which addresses their feelings of confusion, depression, loneliness and anger.

Emo are also known for their self-harming tendencies as a result of these feelings.

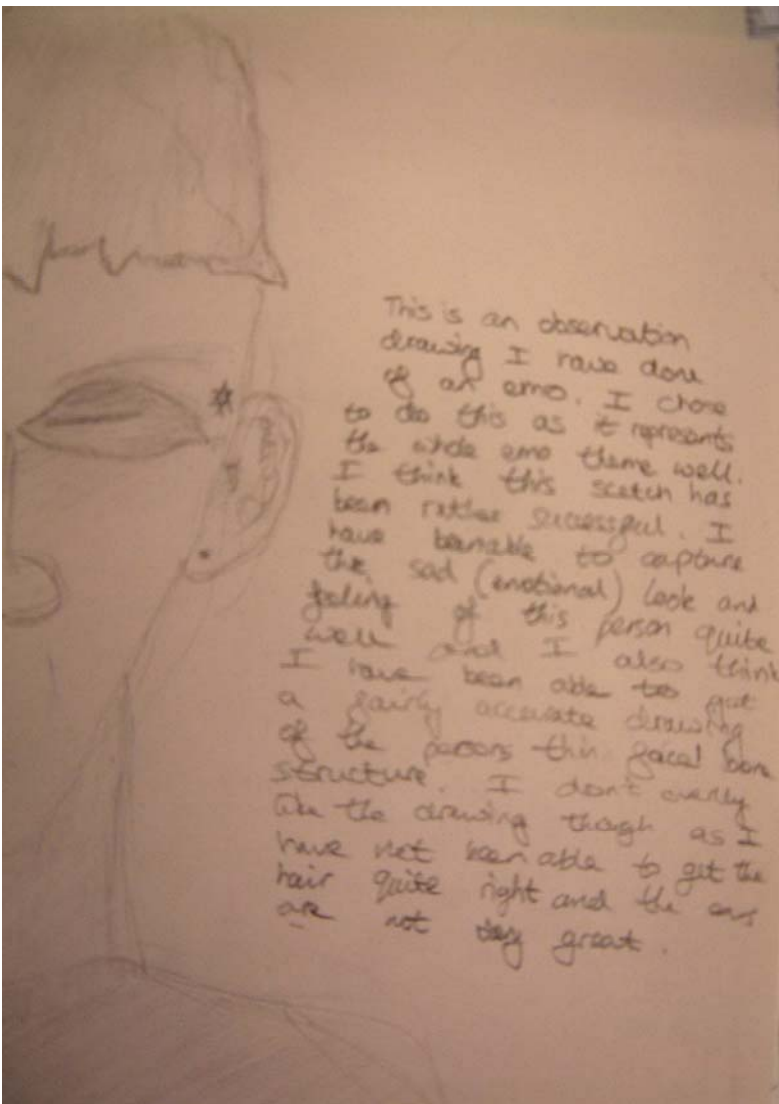


Emo check!

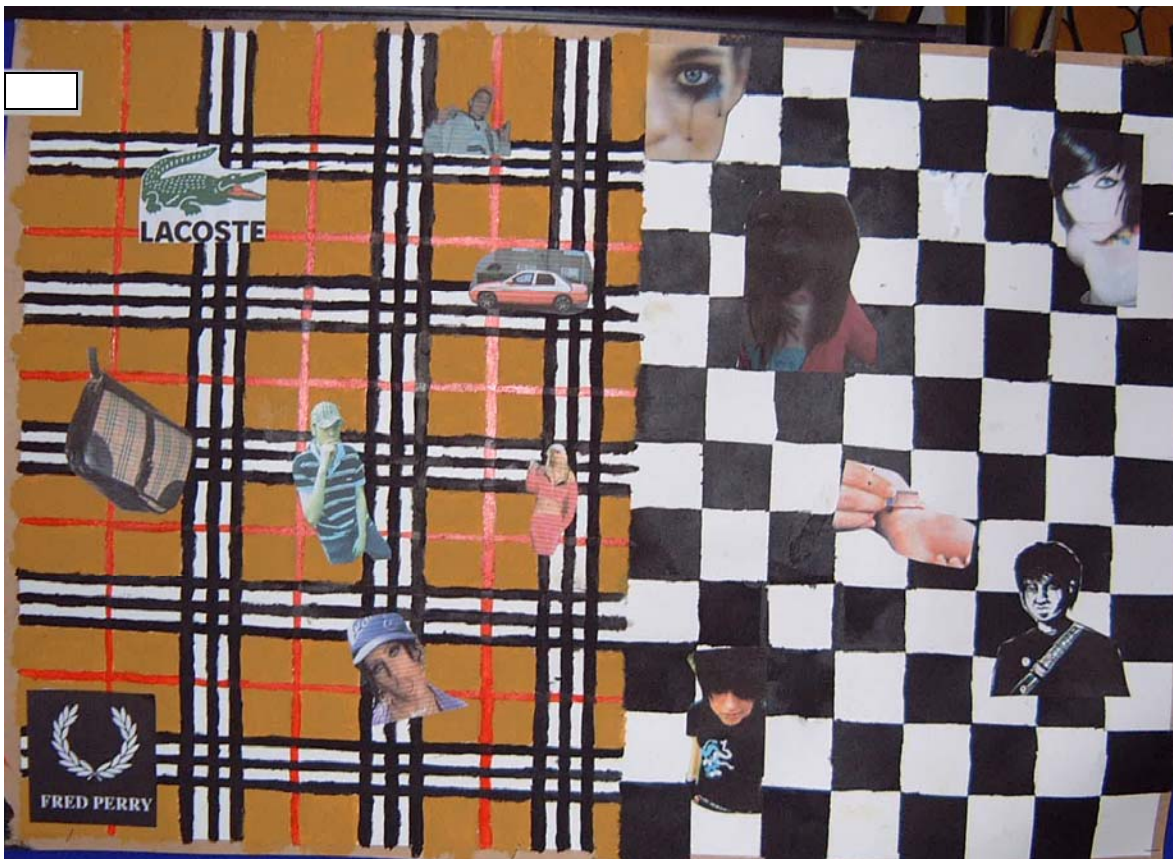
Here the candidate provides an extensive written commentary rather than focussing more productively on appropriate visual investigations.



In this image the candidate makes a direct link between his own work and that of Rauschenberg.



This image drawn from another area of youth culture provides some evidence for AO3.



The final piece combines a number of elements from the preparatory studies to produce a straightforward and unrefined outcome that relates to the work of Rauschenberg and the candidate's original intentions.

Final mark:

AO1 – 5, AO2 – 4, AO3 – 5, AO4 – 4
Total – 18