

**GCSE**

**ART & DESIGN**





# GCSE EXAM PREP

What are your expectations? What do you want to learn/gain? What help do you need?



## ABOUT YOU!

In this section, I would like you to write down your areas of interest in Art. In addition, I would like you to write down your strengths and areas of development.

### Of Interest in the Visual Arts

### Strengths in the Visual Arts

### Areas for Development

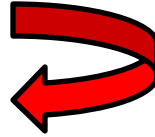
Find an image of a favourite piece of art work & stick it here.



# ART EXAM PROCESS

## STARTING POINT

Interpretations of the theme. Spider grams/mind maps,  
collected images/photographs,  
Postcard etc



## DEVELOP

AO1

Develop ideas through investigations, demonstrating critical understanding of sources.  
Varied media: Pencil, pen and ink, wash, biro, chalk, water-colour, wax resist, pencil crayon, pastel, collage.  
Remember to use scale. You don't have to do a drawing of the whole thing, but can record a section and blow it up!  
Don't forget to include magazines cuttings, prints, postcards, anything you can lay your hands on, relating to that culture/artist/topic!  
We do this to get a feel of the artists style, as well as improving our drawing/recording skills

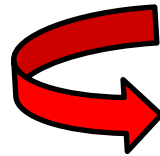
OBSERVATIONAL DRAWINGS OF THE ARTISTS  
WORK/FOUND OBJECTS



AO2

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

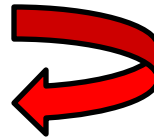
## REFINE



AO3

Record ideas, observations and insights relevant to  
intentions as work progresses.  
Use your annotation booklets!!

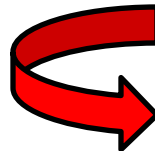
## RECORD



AO4

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

## PRESENT



## EVALUATION

EVALUATE-Write about what you have achieved throughout the project,  
what do you think about your work?

## DISPLAYING YOUR WORK

Displaying your work is something you need to start thinking about. When you have completed a project, displaying it gives you the opportunity to look at it, form an opinion, as well as the viewer to look at it as a whole.

There are several ways in how to display your work. This sheet will give you some ideas, on how you may want to approach this





# PROJECT CHECKLIST

This is a checklist to help you plan what you need to do, to fulfill and complete a successful project

**Plan Your  
Time  
Wisely!**

**Be realistic  
in what you  
want to  
achieve!**

**Take  
advantage  
of lunch  
time  
sessions!**

**Try to make  
Sure You  
Tick All The  
Boxes!**

Brain stormed/spider diagram of topic/theme

Observational drawings (OD's)

OD: Variety of materials

OD: Shape, colour, form, texture, line & scale on  
Artist/objects/culture with annotated notes

Made good use of large sheets of paper/sketchbook

Idea pages/sheets inspired by subject matter and your  
own imagination with notes

Development sheets/pages showing development of  
an idea with annotated notes

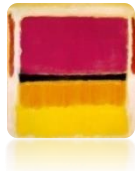
Final piece in 2D or 3D

Annotations based on culture/artist

All work labeled and named clearly and all together



# GCSE SELF/PEER FEEDBACK SHEET



Name:

Date:

I

C

D

N

Topic:

**Question 1:** Introduction/Front cover/Title?

☐ ☐ ☐ ☐

**Question 2:** Quantity of Facts?

☐ ☐ ☐ ☐

**Question 3:** Quantity of own opinions and thoughts?

☐ ☐ ☐ ☐

**Question 4:** Use of Art vocabulary/key words?

☐ ☐ ☐ ☐

**Question 5:** Presentation of work?

☐ ☐ ☐ ☐

**Question 6:** Artist research?

☐ ☐ ☐ ☐

**Question 7:** Experimentation linked to artist style?

☐ ☐ ☐ ☐

**Question 8:** Development of ideas from starting point?

☐ ☐ ☐ ☐

Strengths

Areas for Improvement

KEY:

N = No Evidence

D= Developing (Some evidence)

C= Confident (Good)

I= Independent (Excellent)

Positive comment



## WEEKLY PLANNER

What am I going to do /complete each week?

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8



# FINAL EXAM CHECKLIST

Have you brain stormed/spider diagram your question?

☐

Have you completed observational drawings (OD's), relating to your chosen question, including links to an artist and culture?

☐

Do your OD's include a variety of materials ?

☐

Do your OD's show shape, colour, form, texture, line & scale relating to the artist/culture and question with annotated notes?

☐

Have you made good use of paper/sketchbook?

☐

Do you show idea pages/sheets inspired by subject matter and your own imagination with notes?

☐

Do you have development sheets/pages showing development of an idea with annotated notes?

☐

Have you decided on a final design/piece, and practiced it?

☐

Have you completed your final piece within the 10 hours, and are you happy with it?

☐

Have you written an evaluation of your exam piece and statement on the culture/artist?

☐

All work clearly labeled and all together

☐


**IF YOU HAVE TICKED  
ALL THE BOXES AND  
ARE HAPPY, WELL  
DONE!!**



## THE LANGUAGE OF ART

### Elements and Principles

#### RHYTHM

The controlled movements found in all good design, they can be established through the use of any of the elements of design--lines, areas of light and shade, spots of color, repetitions of shapes and spaces, or textures surfaces.

#### MOVEMENT

Used by artist to direct viewers through their work, often to focal areas. Such movement can be directed along lines, edges, shapes and colours within the works but move the eye most easily on the paths of equal value.

#### BALANCE

Concerned with equalizing visual forces, or elements, in a work of art. If a work of art has visual balance, the viewer feels that the elements have been arranged in a satisfying way. Visual imbalance makes the viewer feel that the elements need to be arranged. The 2 types of balance are formal (also called symmetrical) and informal (asymmetrical).

#### PROPORTION

The relationship of one object to another in size, shape, number or degree.

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The relationship of one object to another in size, shape, number or degree.

#### VARIETY

Concerned with the difference or contrast.

#### EMPHASIS

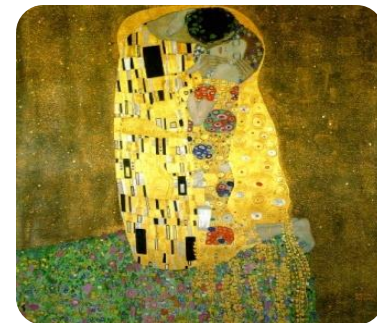
A design principle that gives dominance to a particular area through color, size, or repetition.

#### HARMONY

Creates unity by stressing similarities of separate but related parts.

#### UNITY

The quality of wholeness or oneness that is achieved through the effective use of the elements and principles of art. Unity is created by simplicity, repetition, proximity and continuation.



**COLOUR**

An element of art that is derived from reflective light. The sensation of colour is aroused in the brain by response of the eyes to different wavelengths of light. Colour has 3 properties: Hue, value and intensity.

**PRIMARY COLOURS**

Red, yellow and blue. These colours can not be made.

**SECONDARY COLOURS**

Orange, green and purple. These are made by mixing 2 primary colours, e.g., red + yellow = orange.

**TERTIARY COLOURS**

Colours made by mixing a primary and a secondary, e.g. red + orange = orange-red.

**INTENSITY**

The brightness or dullness of a hue. A pure hue is called a high-intensity colour. A dulled hue (a colour mixed with its complement) is called a low intensity colour. Intensity is one of three properties of colour.

**VALUE**

The measurement of light and darkness in a work of art, or an object.

**HUE**

Refers to the common name of the color such as red or green.

**ANALOGUES COLOURS**

Colours that sit side by side on the colour wheel and have a common hue. Violet, red and violet and red and red are analogues colours. Analogues colours can be used as a colour scheme.

**MONOCHROME**

One colour. A monochromatic colour scheme uses only one hue and the values, tints and shades of that hue for a unifying effect.

**COLOUR TRIADS**

Equally spaced on the colour wheel

**COMPLIMENTARY COLOURS**

The colours opposite each other on the colour wheel

**SPLIT COMPLIMENTARY COLOURS**

One hue and the hues on each side of its complement on the colour wheel. Red-orange, blue and green are split complimentary colours. Split complimentary colours can be used in as a colour scheme.

**WARM COLOURS**

Red, orange and yellow

**COOL COLOURS**

Blue, green and violet





## THE LANGUAGE OF ART

### Composition

#### COMPOSITION

The placement of forms, shapes, colors, and light and dark areas in a work of art. Artists use composition to direct the viewer's eye to the most important elements of a work of art.

#### ASYMMETRICAL BALANCE

Another name for informal balance, in which unlike objects have equal visual weights or eye attraction.

#### INFORMAL BALANCE

Way of organizing parts of a design so that unlike objects have equal visual weight or eye attraction. Asymmetry is another term for informal balance. Opposite of formal balance.

#### BILATERAL BALANCE

A special type of formal balance in which two halves of balance composition are identical, mirror images of each other.

#### RECEDING PLANE PRINCIPLE

Composition which gives the viewer somewhere to go, builds space within the piece of work

#### VISUAL WEIGHT

Attraction the elements in a work of art have for the viewer's eyes. Visual weight is affected by size, contour, intensity of colour, warmth and coolness of colours, contrast in value, texture and position.

#### PERSPECTIVE

A technique for creating the illusion of depth on a 2-d surface.

#### ONE POINT LINEAR PERSPECTIVE

In a one point linear perspective all receding lines meet at a singular vanishing point.

#### TWO POINT LINEAR PERSPECTIVE

Different sets of parallel lines meet at different vanishing points.

#### AREAS OF COMPOSITION

Foreground-most forward space

Middle ground-Middle, background-space furthest back from front, middle and behind.

#### HORIZON LINE

Point where the lands meets the sky.

#### PICTURE PLANE

Surface you are working on.

#### PLANES IN SPACE

Are directional, some go up, some go back and some go down etc.

#### EDGE

Foreground-crisp, sharp and clean

Middle ground-less sharp, slightly soft or fuzzy.

Background-edges should be soft.

#### SIZE

Typically objects or shapes in the foreground are large, objects in the middle ground are smaller and objects in the background are small.

#### OVERLAPPING

Overlapping objects/shapes helps to create the illusion that there is space between them.

