

A01- Maximise your marks

Artists analysis/Ideas. Demonstrate analytical and cultural understanding.



What is Assessment Objective 1?

You need to choose a **theme** that has room for you to explore and **develop**. It needs to be thought through before you start.

It is very important that you **link** in your theme, style, choice of materials, colours and or composition to your artist/s. You need to have your research serve a **purpose**.

You need to **link** your research to your idea **development**. How has it changed through your research?



Annotations throughout your book are vital to help explain your creative journey with all of its twists and turns. You need to give your **opinions** and back them up through **reasoned explanation**.

Images will **link** your ideas. Artist images must have the title of the piece, date it was created, scale, and materials listed.

All of your artist research will be graded in this section. We are looking for strong links. **Comparisons**, **suggestions** and discussions around the **differences**.

A01 on the CW mark scheme. A01 is $\frac{1}{4}$ of your final grade and graded out of 30.

Sophisticated:

Cultured.
Complex. Knowledgeable.
Ideas developed to a high degree of complexity.
Skilled.

Sustained.

Continued for an extended period without interruption. This is your major project.

Critical:

Judgements.
Expressing.
Analysis of the merits and faults.

What do we need to see if your work to achieve maximum marks?

25-30 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.

Developed:

To work on something to improve it. Have you tried and tested your ideas making changes when needed?

Coherent:

Consistent. Logical. Ideas that are connected and flow smoothly together.

Assured:

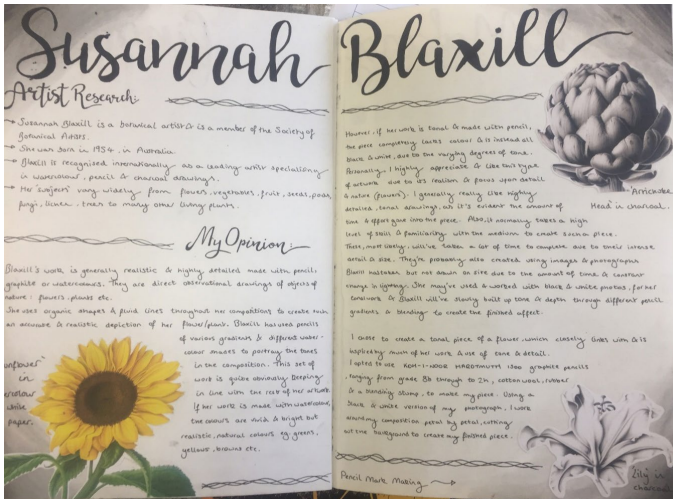
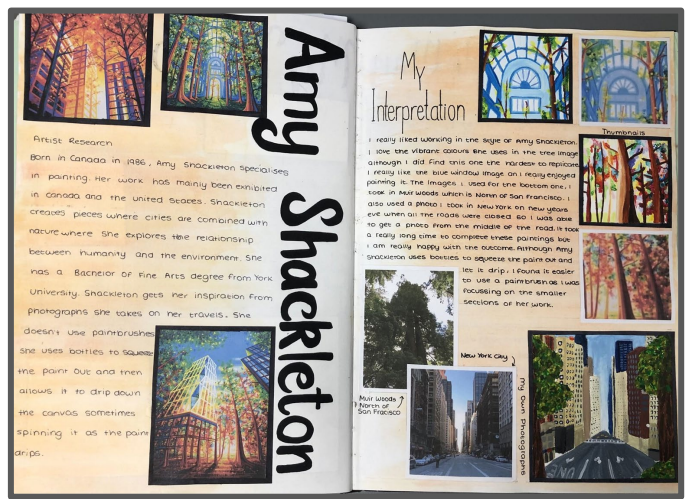
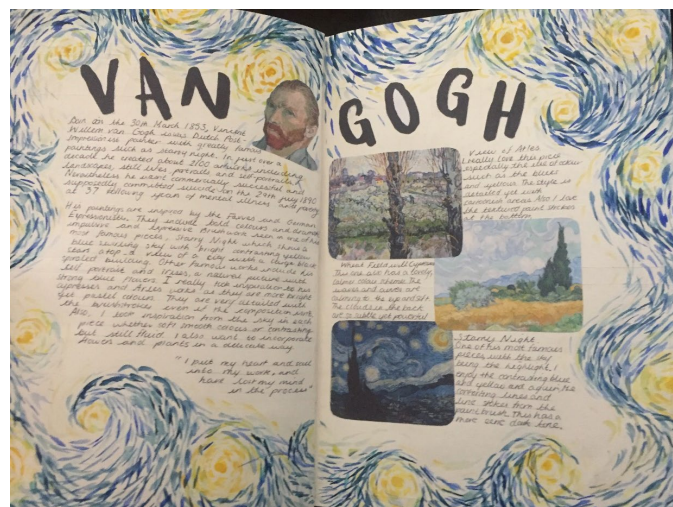
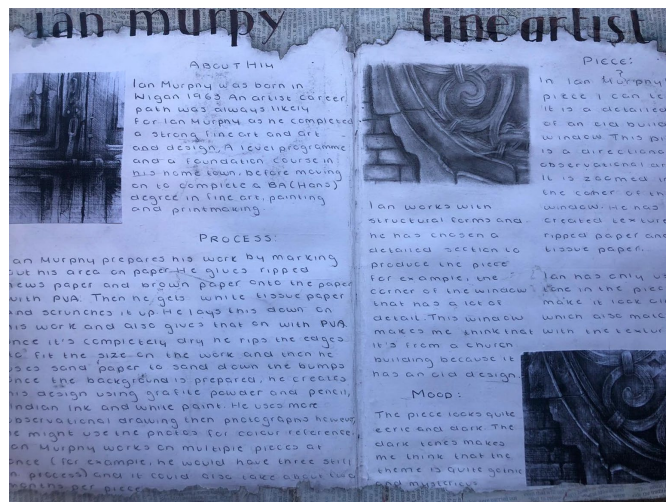
Confident. Certain.

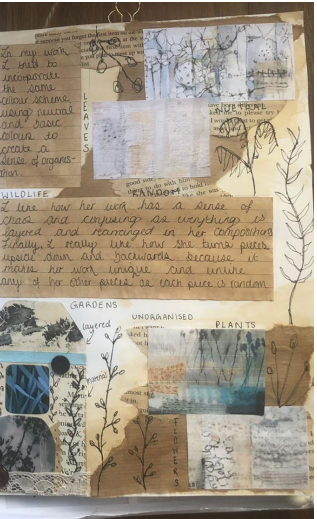
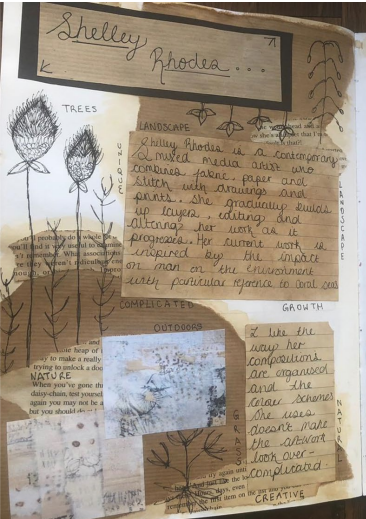
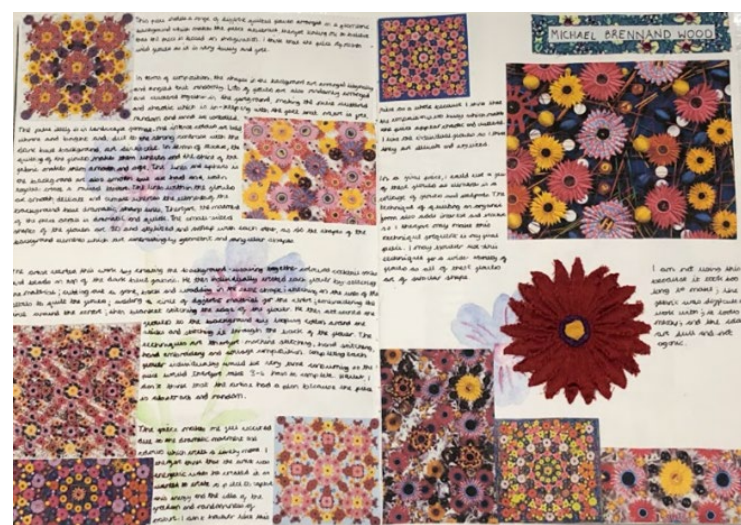
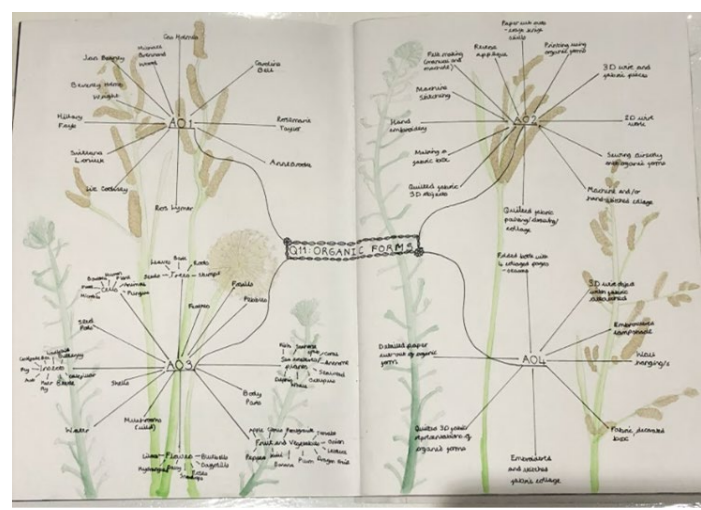
Independent:

Free from outside control. You have to lead and push your project forward. It should look like your work and no one else's. Unique.

Examples

Within all four examples these students have made **interpretations**, given their own **opinions** with **explanations**. They have made **links** back to to their own **ideas** and experiments. They have discussed **differences** and made **comparisons** between not only their own work but that of other artists. They have used their research to **create** samples and experiment towards a final outcome/s. For a grade 9 this level of detail must be **consistent** throughout your major project and exam.

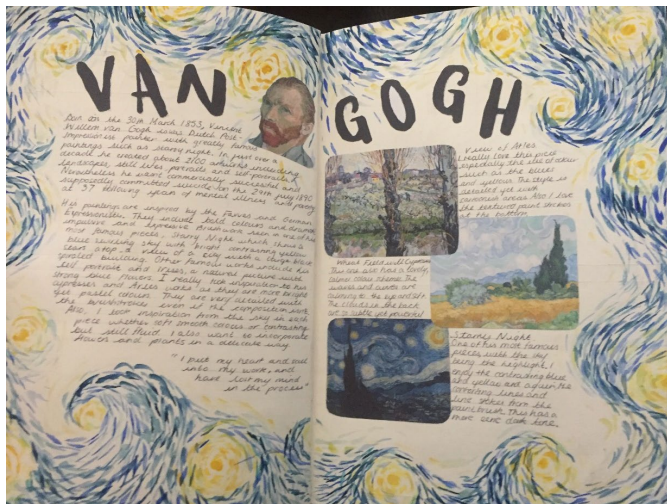




Presentation.

Presentation of your work is important but it **must not** distract from what you have written. Any decoration must be linked to the content of the page. As you can see from these two examples the decoration added enhances the research and links with the artists they have chosen to study.

Keywords: **Sophisticated** and **assured**.



If adding colour behind your text you need to make sure that you can still read what is written and it's not distracting. If you can't read it you can't be awarded highly for your in-depth analysis. Sometimes less is more. The example above has achieved a good balance.

Planning: Plan and prepare your presentation style before you start. Write notes and read them before writing onto your page. Ask yourself have you included enough depth? Have you used the correct terminology? Could you add more?



Misconceptions:

Top 3-

1. As long as it looks great that'll be enough. No one will read it. **Your analysis will be read and graded not only by your class teacher but by the examiner.**
2. I need to make sure that I have all of the artist's history (facts) within my analysis. That's the most important part!
3. I don't need to write about how my work links to my chosen artist/s as it obvious.

While you do need background information on the artist what they ate for their lunch isn't important. The key here is your own descriptions and opinions which are informed and justified. Links must be made.

Yes you do. You must write your analysis making clear links back to your own theme and ideas. It's written in the mark scheme! Don't leave things to chance or misinterpretation or it will cost you marks.

KS4 Keyword Grid

Painting	Colour Wash	Scumble	Brushstroke	Impasto	Ground	Primary
Drawings	Contour	Contrast	Context	Foreshortening	Thumbnail sketch	Secondary
Mark Making	Wax Resist	Primary Source	Secondary Source	En Plein air	Tonal Drawing	Tertiary
Subject Matter	Realism	Figurative	Landscape	Portrait	Still Life	Abstract
Resolution	Photo Manipulation	Exposure	Montage	Candid	Photography	Monochromatic
Sculpture	Ceramics	Maquette	Theme	Asemblage	Installation	Viewpoint
Composition	Vanishing Point	Template	Stencil	Develop	Narrative	Mood Board
Printmaking	Collographs	Screenprint	Intaglio	Relief Printing	Linocut	Monoprints
Evaluate	Annotate	Dissect	Refine	Element	Expressive	Land Art
Typography	Tapestry	Mixed Media	Collage	Composite	Media	Medium

KS4 Sketchbook Annotation Guide

(For your own Artwork)

This is an opportunity to explain your ideas, evidence your research, demonstrate your critical understanding.

Describe your process and your thoughts on the process:

- What does your Artwork look like?
- What materials did you use?
- Did you learn about a new technique or artist process?
- Can you describe the process you went through? What order did you do things in?

Give your Art Context:

- What subject matter does it address?
- Did an artist(s) inspire your artwork? How does yours relate to theirs?
- Did your choice of materials relate to the theme of your work? Or is it significant ?

Celebrate your Success

- What are the most successful parts of your piece?
- What did you set out to achieve? Did you achieve it?
- What are you most proud of about this artwork? Because...

Show what you learned

- What area(s) of your Artwork would you improve?
- How could this piece influence your future artwork?
- What did you learn whilst creating this piece?

Remember, you still need to write in full sentences and carefully check your spelling and grammar. Even if you are in Art!

KS4 Sketchbook Annotation Guide

(For your own Artwork)

I **believe** my work links to the work produced by _____ through.....

I would **describe** my piece as.....

To create this piece I have used.....

When applying colour I have **tried** to.....

The **differences** between my own piece and _____ are.....

I think that I have achieved the right balance between use of _____ because.....

If I were to produce this piece again I **think** I would.....

To produce this piece I started by.....

I think the mix of andmaterials has created **interest** because.....

While producing this piece I have learnt that.....

I like how my colour work subtly blends through the tones by..... **because**.....

I have created a **feeling** of _____ by

KS4 Artist Annotation Guide

(For Artist Research)

This is an opportunity to think about an Artist's work and be inspired by it.

Introduction:

Always put a few images of the artist's work on your page.
Then find out a bit about the Artist and their work.

Always try to include
Who created the work?
What the Artwork is called?
When and where was it made?
Which Museum/ Gallery is it at?

Describe:

Next, explain what the artwork looks like- as if you were describing it to someone who couldn't see it.

- Is it a sculpture, a painting, a print, a photograph?
- Is it a portrait, a landscape, abstract or something else?
- Does it depict or tell a story?
- Does it sit within an Art Movement? If so Which one?

Analyse and Interpret:

Now, Break it down some more, how are all the pieces organised? Then, look deeper and try to understand what the artist is trying to say through their art.

- Comment on the artists use of: Line, Tone, Colour, Shape, Texture, Pattern or space?
- How do you think the artwork was made?
- What materials were used?
- What size is the artwork?
- What impact does this artwork have?
- What does the art make you think or feel?
- How does the title relate to the artwork?
- If you could ask the artist something about their artwork, What would you ask?
- Does the artwork address a social issue?

Sample: Can you create a sample using the artists as inspiration. This could be using their materials and composition or their materials and your own version of a composition.

Judge:

Lastly, it's time to give your opinion. What do you think about the artwork? Remember every opinion is valued but you must have an explanation and evidence to back it up.

- What is your favorite part of the artwork?
- What is your least favorite part? Why?
- What could this piece of artwork teach you about making art?

Remember, you still need to write in full sentences and carefully check your spelling and grammar. Even if you are in Art!

KS4 Artist Annotation Guide

(For Artist Research)

The artist creates work that...

I think this piece **suggests**.....

I think the artist made this piece by.....

In my **opinion** I **feel** that...

The artists use of colour gives the piece a **feeling** of....

This piece of work **appears** to be about.....

Whilst looking at the work I **noticed**...

The artist's work **reminds** me of...

My first **impressions** of this piece are.....

Blooms Taxonomy.

create

How to improve? Ideas

Produce new or original work

Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate

Strengths. Conclude. Opinions

Justify a stand or decision

appraise, argue, defend, judge, select, support, value, critique, weigh

analyze

Compare. Why did they....?

Draw connections among ideas

differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply

Sample. How would you use....?

Use information in new situations

execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand

Explain. Discuss.

Explain ideas or concepts

classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember

Facts. Describe the work.

Recall facts and basic concepts

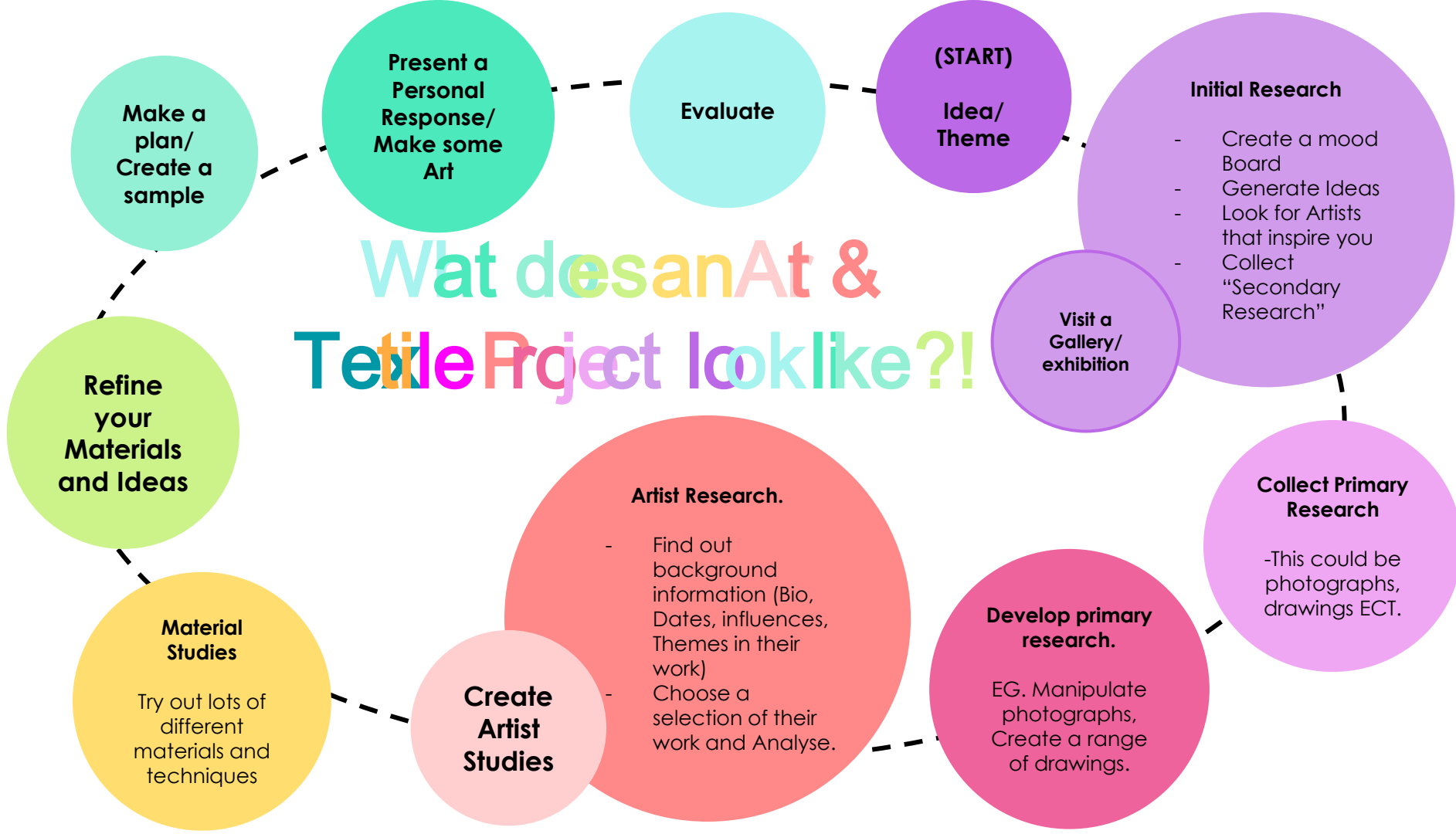
define, duplicate, list, memorize, repeat, state

Use this Blooms sheet to help consider different aspects

Which objects seems closer to you? Further away?
What colour is dominant in the piece? Why do you think the artist chose this?
What makes this piece look crowded?
What can you tell me about the person in this piece?
What can you tell me about how this person lived? How did you arrive at that idea?
What do you think is the most important part of this piece?
How do you think the artist took the work? planned/ staged/ chance
What questions would you ask the artist about this work, if s/he were here?
What title would you give to this piece? What made you decide on that title?
What other titles could we give it?
What do you think is happening in this piece? What else could be happening?
What do you think is going on in this picture? How did you arrive at that idea?
What do you think this piece is about? How did you come up that idea?
Pretend you are inside this piece. What does it feel like?
Why do you think the artists created this piece? Why do you think that?

What do you think is good about this piece? What is not so good?
Do you think the person who created this piece did a good or bad job? What makes you think so?
Why do you think other people should see this piece?
What do you think other people would say about this work? Why do you think that?
What grade / how much would you sell this piece for? How did you arrive at that grade/price?
What would you do with this piece if you owned it?
How would you describe the mood of this piece? What makes you think this?
What time of day would you say this piece was created?
What makes you think this? Does it look like morning with dew on the grass or is the sun rising in the background?
How do you think the Artist was feeling while creating this piece? Why do you feel this way?
Do you think the Artist has a message within their work? If so what is it and were they successful in getting that message across? How?
How does think link to your work? Why did you produce what you did?
How has your work been inspired by thiers?

What does an Art & Textile Project look like?!



SHAPE: Organic, curvaceous, geometric, angular, elongated, 2D, flat, abstracted, simplified, stylized, 3D, natural, sense of depth and space, sharp, detailed, blurred, obscured, overlapping, indistinct, distorted, exaggerated, linear, long, narrow, hard-edged, soft-edged.

TEXTURE: Rough, fine, smooth, coarse, uneven, flat, polished, raised, cut, incised, pitted, scratched, hairy, sticky, soft, hard, shiny, glossy, satin, silk, frosted, matte.

TOPE: Subtle, contrasting, muted, dramatic, dark, light, mid (Middle) Flat, uniform, unvarying, smooth, plain, varied, broken, constant, changes, graduated.

LINE: Flowing, delicate, simple, bold, thick, thin, dramatic, curved, broken, scratched, sharp, smooth, fine.

STILL LIFE: Antique, battered, damaged, dusty, old, worn, new, clean, shiny, functional, decorative, fancy, domestic, humble, commercial, industrial.

COLOUR: Bold, vibrant, subtle, pale, earthy, naturalistic, bright, brilliant, deep, harmonious, intense, rich, saturated, strong, vibrant, vivid, cool, cold, warm, hot, light, dark, complementary, contrasting, natural, muddied, pure, clear, compatible, distinctive, interesting, lively, stimulating, sympathetic, artificial, clashing, depressing, discordant, garish, jarring, unfriendly, violent, dull, flat, insipid, pale, mellow, muted, subdued, quite, weak, blended, broken, mixed.

MOOD: Content, peaceful, relaxed, tranquil, cheerful, happy, joyful, romantic, depressed, gloomy, miserable, sad, sombre, tearful, unhappy, aggressive, angry, chilling, dark, distressing, frightening, violent, energetic, exciting, stimulating, thought provoking, boring, dull, lifeless, insipid.

MARK MAKING: Visible, blended, smooth, thick, thin, bold, timid, heavy, light, glazes, washes, scumbling, dry brush, stippling, hatching, splattered, layered, flat, precise, refined, regular, straight, systematic, quick, uneven, sketchy, irregular, vigorous.

SUBJECT MATTER: Abstract, cityscape, buildings, man-made, urban, industrial, fantasy, imaginary, invented, mythological, figurative, portraits, interiors, domestic, landscape, seascapes, still life.

COMPOSITION: Arrangement, layout, structure, position, landscape format, portrait format, square format, circular, triangular, horizontal, vertical, diagonal, angled, foreground, background, middle ground, centered, asymmetrical, symmetrical, balanced, unbalanced, lopsided, overlapping, cluttered, chaotic, separate, spacious, empty, free, flowing, fragmented, formal, rigid, upright, confined, negative space, positive space.

LIGHTING: Natural, artificial, cool, blue, grey, warm, yellow, red, dim, faint, gentle, gloomy, low, minimal, muted, soft, clear, brilliant, bright, glowing, fiery, harsh, intense, sharp, back or front lit, side or top lit, indirect light, reflected light, no directional light.

SCALE: Large, small, medium, intimate, miniature, monumental.

MOVEMENT: Swirling, flowing, dramatic, slow, quick, gentle,

CONTRAST: Strong, dramatic, subtle.

VIEW POINT & POSE: Front, side, three-quarters, profile, rear, close up, far away, life size, bird's eye view, upwards, downwards, sideways, standing, sitting, lying down, bending, gesturing, moving, resting, static.

DESCRIPTIVE WORDS: **Geometric** – refers to the shapes such as circles, triangles, squares, etc..

Organic - free flowing or rounded.

Symmetry – meaning it is equal on both sides.

Asymmetrical – uneven proportioned elements.

Flat tones – no tonal effect in the colour.

Negative space – the space around the actual form of art.

Depth – the illusion of space.

Broken colour – dabs or small amounts of colour.

Focal point - the spot that stands out in the artwork.

Distorted – a shape that is changed and no longer looks proportioned