



**Year 11 Art Mock Exam**

# How to structure an independent project

A step-by-step guide to developing your own creative ideas and achieving your best GCSE grade in Art

**Name**.....

# Exam Starting Points

You will be selecting one of the following art exam questions for your Independent mock exam project.

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## **Human figure**

The human figure was a major feature in Egyptian and Etruscan wall paintings. European and Asian sacred buildings and African ritual sculptures often included representations of the human form. Twentieth century artists explored new ways to respond to the human figure. The Cubist painters and sculptors reconstructed the figure as seen from multiple viewpoints. Francis Bacon and Umberto Boccioni were inspired to create figures distorted by movement. Antony Gormley uses steel bars to create sculptures that suggest drawings of the figure in space.

Explore appropriate sources and develop a personal response to **Human figure**.

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## Materials

The exploration and use of unusual materials has become a feature of many artists' work. Alberto Burri often used cut or torn sacking on which he painted, collaged and stitched. Eva Hesse used materials such as rope, fibre-glass and latex to create groups of sculptures. Anselm Kiefer uses a variety of materials such as metals, thick layers of paint, earth, straw and dried flowers in his paintings and sculptures. Eva Jospin cuts and layers cardboard packaging into sculptures inspired by woods and forests.

Investigate appropriate sources and produce your own response to **Materials**.

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## Light and dark

The contrast of light and dark has been used by artists such as Caravaggio and Rembrandt to create dramatic effects. The way light falls on the uneven surfaces of sculptures, as in Rodin's 'The Gates of Hell', can add to their expressive quality. Ben Nicholson carved white reliefs that rely on the play of light and shadow to reveal their form. Strong contrasts of light and dark are evident in the still life photographs of Edward Weston. Patrick Caulfield suggested patterns created by strong shadows in his later paintings and prints. Norman Ackroyd uses aquatint to create contrasts of light and dark in his etchings of dramatic landscapes.

Research relevant examples and make your own response to **Light and dark**.

# Guidance

This guide project will help you to develop a project on the chosen theme.

- The examples you see in this guide are a mixture of examples from different projects. Copying them will not develop a theme but they are there to give you an idea of what to do using your own ideas.
- To develop your project, simply follow the slides one by one. If the slide says recording – draw, photograph, collect etc..
- If the slide shows research, create an artist link.
- If there is experimentation – experiment and so on.
- Your work must be your own creative ideas.
- There is a work list at the end of the project. This is a minimum.

# Assessment Objectives

Your independent exam project needs to show evidence of all four assessment objectives.



Each assessment objective has equal marks.

You need to be able to achieve a balance of all of these in your own project to achieve the best GCSE grade possible

# What should you include?

- ❑ Title page & Mind Map (AO1 and AO3)
- ❑ Mood Board (optional) (AO1 and AO3)
- ❑ Observations – drawings and photographs, collages, collections of images and ideas you will develop. It is best if these are from 1<sup>st</sup> hand sources where possible. You will need to re-inform work with new observations as your idea develops. (AO3)
- ❑ Artist Research. Research at least 3 artists/designers/photographers. What do you think of their work – how will you use the ideas. Include images of their work and annotate using the writing frames. (AO1)
- ❑ After each artist research, experiment with different ideas, materials and techniques in a style which has been informed by the artist. (Include at least 3 sets of development). (AO2)
- ❑ Selecting your best ideas and writing why you chose these. (AO3)
- ❑ Annotating your work throughout your book to show that you can reflect on your work and the work of others. (AO3)
- ❑ Developed ideas for final piece – at least 3 ideas/trials/mock-ups (AO2 and (AO4))
- ❑ Final piece (AO4)



# AO1

EXPLORE  
ANNOTATE  
BEGIN TO LINK A  
THEME IMAGES  
TO YOUR CHOSEN ARTISTS WORK  
WRITTEN ANALYSIS  
LINK ARTISTS WORK TO  
IDEAS AND ARTWORK  
RESEARCH

## AO1 - Research

When you choose your starting point, you choose a THEME on which to base your work.

- AO1 marks the development of the THEME.
- The theme should flow throughout the project as your ideas develop.
- The theme CAN evolve as long as you show development from one part of the them to another.
- Artist research helps you develop the theme, this is also part of AO1.
- The theme is developed as you show how your chosen artist's have informed the development of your work.
- Mind maps and mood boards can also show how you develop the idea of the theme through your work.
- You can also include contextual images here such as things you might find in the media, magazines and newspapers as long as they link to and help develop your theme.

# Mind Map and Mood board AO1 and AO3

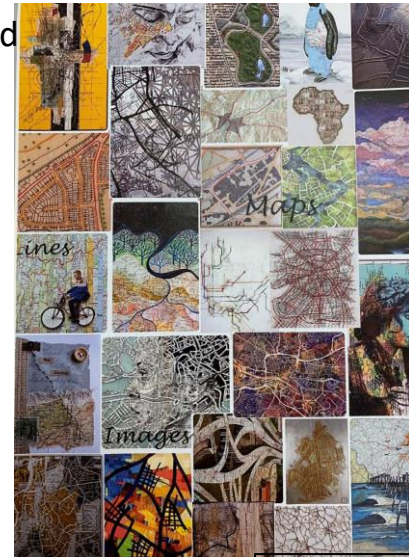
## Task 1. Choose your starting point

Example mind map



**Task 3: Collect images and create a mood board.** The images collected will show what sort of ideas you might develop. You can do this across a double page to and include some annotation explaining why you have chosen some of the images. Include images from the artists mentioned in your mind map.

Example mood board



**Task 2: Create a mind map** of your initial ideas. Jot down all the words that come into your head when thinking of the chosen theme, look up dictionary definitions and include artists that you may look at. You can present this in a more visual style.

You could use [wordart.com](http://wordart.com) to produce your mind map.



# Proposal A01 and A03

## Task 4: Write a proposal:

- 2 You will write about your initial ideas and research. Even though you may change your ideas later.
- 2 At this stage you don't need to be very specific. Keep it general.
- 2 You will prepare your background in the theme of **your project**.

- 2 *I want to discover more about the subject of .....*
- 2 *The theme I have chosen is .....*
- 2 *My influencing artists are .....*
- 2 *I chosen this topic because .....*
- 2 *I want to record directly from ..... using .....and .....*
- 2 *I intend to experiment with .....to develop ideas towards my final piece.*

*What else can you add? Think about the theme and what ideas you already have.*

## Example proposals

### My Initial Ideas.

*I want to discover more about the subject of **FOOD**. The theme I have chosen is sweets but I do like other aspects of food too like junk food vs healthy food. My influencing artists are Sarah Graham, Wayne Thiebaud as well as a few others. I chosen this topic because I like the colours, shapes and detail of sweets.*

*I want to record directly using photography and drawing from a range of sweets. I want to explore different angles and arrangements to produce interesting compositions as a starting point. From here I would like to experiment with a range of materials and techniques to see what effects I can achieve.*

# Artist research 1 A01

Grade 7

**Task: Create at least 1 artist link. 1 page.**

Include;

- Relevant background information
- A description of the artist's work
- Your opinion of the work and reasons for those
- How this work is going to help you develop your ideas.
- Use the writing about art sheets.

Example artist research – you could do an example of your work in the style of the artist as in this example.

I have photocopied the previous pen drawing, onto a map. I like the effect around the eyes, as the detailed area blends into the map, as if they were drawn together. This links to Jackie Bassett's work because we have both drawn onto maps.

Jackie Bassett

Her work includes overlaying pictures of women and children onto maps, street music and encyclopedia pages.

I find her work interesting because I like the way to map pieces and images blend together. I like her collaged piece best. I also like the strong blue colour of the map.

I also like the flower details in the hood, however I am not going to experiment with this idea.

Like Jackie's work, I have placed a figure on top of layered material. I really like the complex background which I am going to continue to use as my development develop. I like the hand stitched effect which was successful and a process I am going to continue to use. I am going to continue experimenting with the image of my face (due to being my best drawing) into maps. I have looked back at my mind map and I am going to look at Ed Fairburn's work.

This isn't my favourite piece as it is a little bit simple, how I feel the pen accurately captured the shaded regions. I do also like the small stitched line which adds another colour, however it isn't very visible. I think a lighter colour, maybe a green would have looked better, adding a highlighting affect to the piece.



## AO3 - Recording

AO3 marks the recording of ideas and observations you make throughout your developing project. Recording and observing takes many forms. You could;

- Draw from 1<sup>st</sup> hand observation.,(with the object/subject in front of you). (This is most desirable)
- Photography your object/subject. (1<sup>st</sup> hand observation). (Also desirable)
- Draw from your own photographs
- Draw from secondary sources (from a collected/found image)
- Record ideas through writing: mind map, key words, notes etc..
- Collect images, objects, artifacts. (mood board)
- Photograph collected objects.
- Cast collected objects by pressing into clay and taking a plaster cast.
- Frottage (collecting copies of textures through rubbings)
- Annotation of your work is also marked under AO3 as you will be recording and explaining your own ideas about your work and development.
- The writing that you do on your artist links is also marked here as well as in AO1.

**On going task: Keep up to date with your annotations throughout.**

- Annotations are notes that you make which talk about your work and development.
- They are reflective comments which discuss what you think or feel about the success of your work.
- They suggest ideas about what you might do to improve or develop your ideas.
- They SHOULD NOT just describe what we can see.
- Tell me something I don't know.
- Use the writing about art sheets.

## Annotation A03

Grade 7

I like this map with a red material on top as it looks like the underneath road lines are popping out the page. This slight 3D effect made me think of creating a 3D final piece like a shoulder piece. I however prefer the seam lines to be on the material lines as in other pieces, than seam into the background. The background has a pin tucks which was unsuccessful as not visible.



I have also wood laminated in this piece, as I like the slightly shiny surface it creates. However I feel this material would become difficult to work with on a larger scale as in on a shoulder piece (an idea for a final piece). I also like the affect the simple pinholes gives, however would prefer it in black and white.

Example annotation

Grade 6

SEEMS ACCURATE  
PERSONALLY THIS ISN'T MY FAVOURITE DRAWING AND I DON'T REALLY LIKE IT. I FOUND DRAWING A BOY HARDER TO GET THE PROPORTIONS RIGHT WHICH I THINK WHAT IS WRONG WITH THIS DRAWING

It is an exam board requirement that you write reflectively about your work **or marks will be subtracted. (worth ½ a grade)**



# Recording through observation 1 A03



Grade 5

Example observations



Grade 5

**Task: Record from observation. 4 pages.**

Start by recording from observation. There are many ways you can do this and it is good to use a variety of techniques throughout your project;

Draw, Photograph, make notes, collect, cast.

At least 4 pages of drawings preferable from 1<sup>st</sup> hand observation (real life) where possible.



## AO2 - Use of Materials

Experimentation and development is marked in AO2. In order to show development you should;

- Experiment with a range of media and techniques
- Experiment in a range of styles informed by your artists.
- Show refinement in your ideas as you practice with different media.
- Show skill in choosing the appropriate techniques.
- Show skill in using a variety of technical skills.

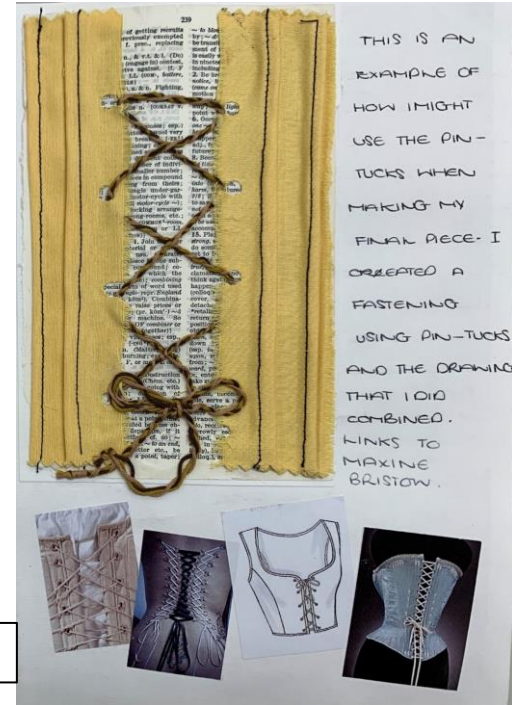


# Experimentation and Development 1 A02

## Example experimentation



Grade 6

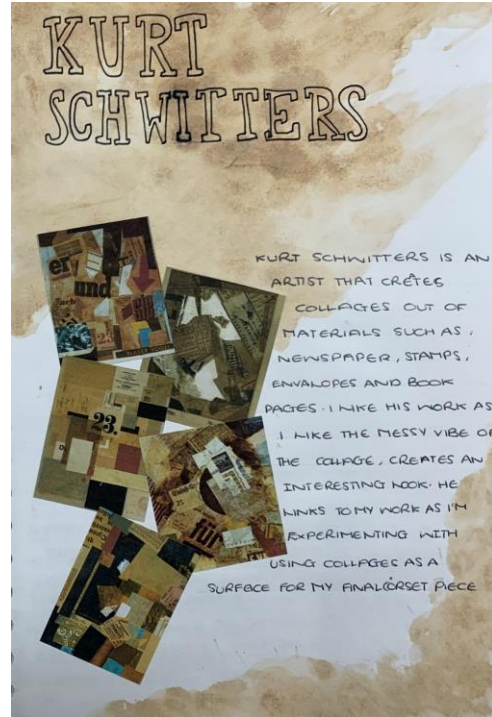
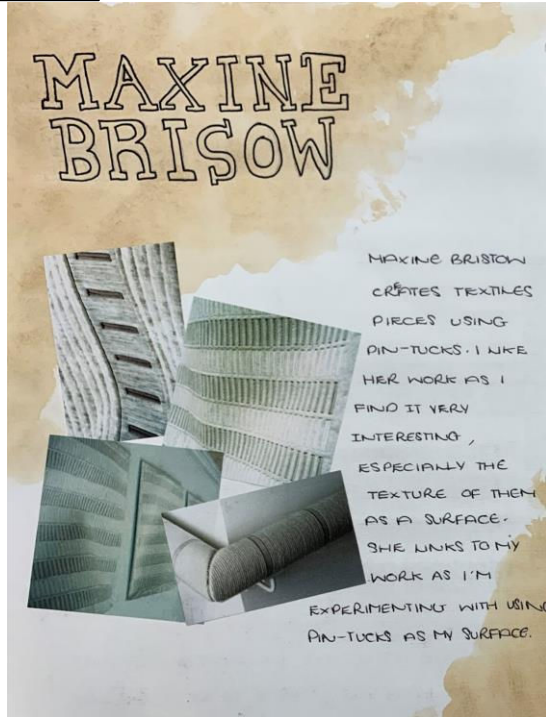


**Task: Produce 4 – 6 pages of experiments developing your ideas informed by your first artist link.**

Develop your ideas informed by the artist you have looked at. You can also include relevant artists in the development pages.

# Artist Research 2 A01

Example research



Grade 6

**Task: Reinforce your ideas by looking at a new artist, linked either to your previous development or to generate new ideas.** It is good practice to constantly re-inform your work looking at the work of artists, designers and craftspeople. At this stage at least 1 new artist page.

# Re-inform recording from observation 2 AO3



Grade 6

Example observations from drawing supported by photographs.



**Task: New recordings through observations. 4 pages.**

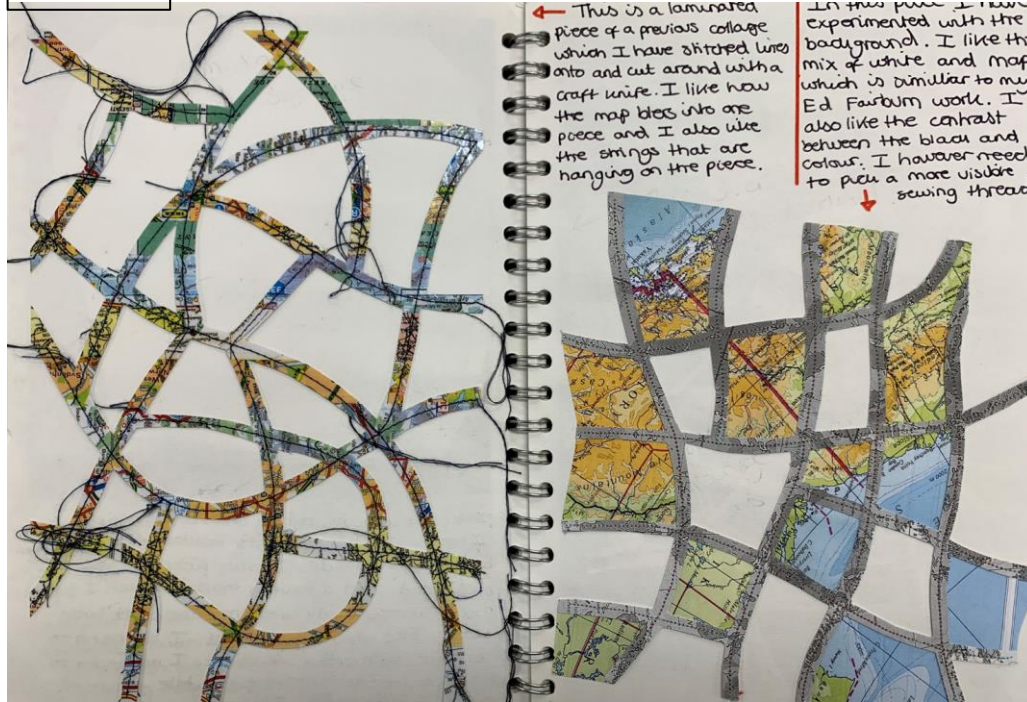
It is good to regularly re-inform your ideas with new observations.

Try using different materials to record and this will also gain you marks in AO2. 4 pages.



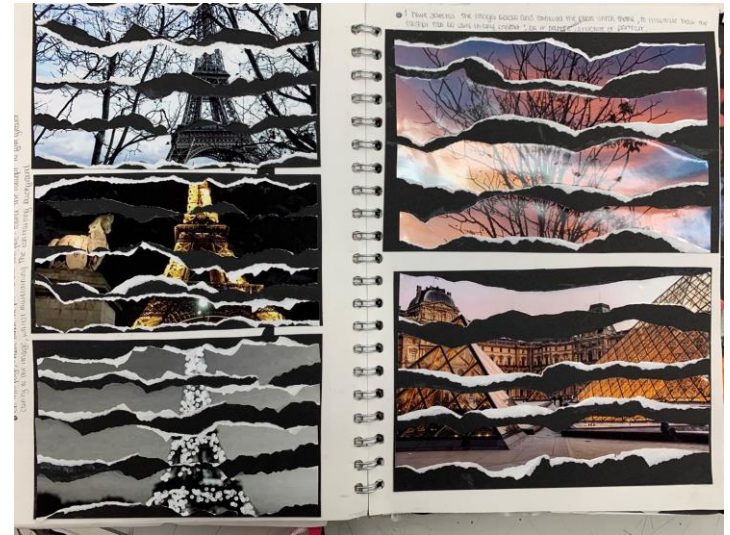
# Experimentation and Development 2 A02

Grade 6



Example experimentation

Grade 6



**Task: Continue to develop your ideas based on the work of the artists studied. 6 pages.**

You can use similar techniques and materials to the artists but do not copy their work directly.

# Experimentation and Development 3 A02



Example development based on artist link



**Task: Further develop your ideas more creatively. 2 pages.**

As you develop your ideas, become more creative, perhaps combine styles and start to develop your own original ideas which are informed by the artist, but which do not copy them.

2 pages min)



# Artist research 3 – informs development A01

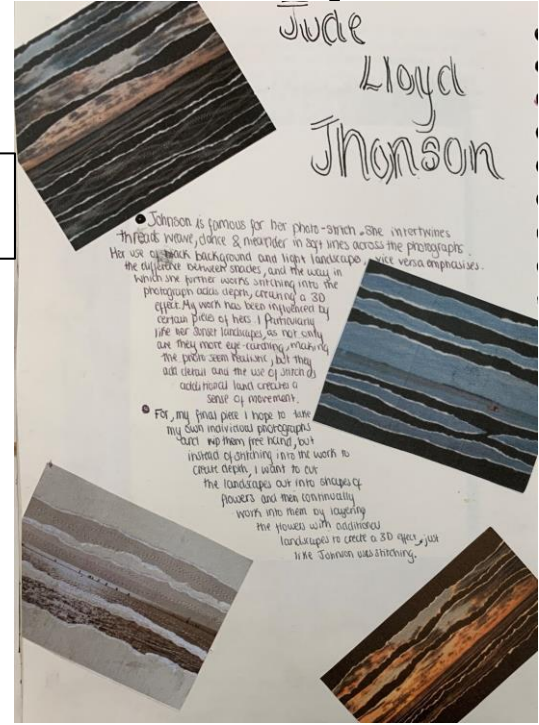
Hannah Hoch



Grade 5

Example Artist research

Jude  
Lloyd  
Johnson



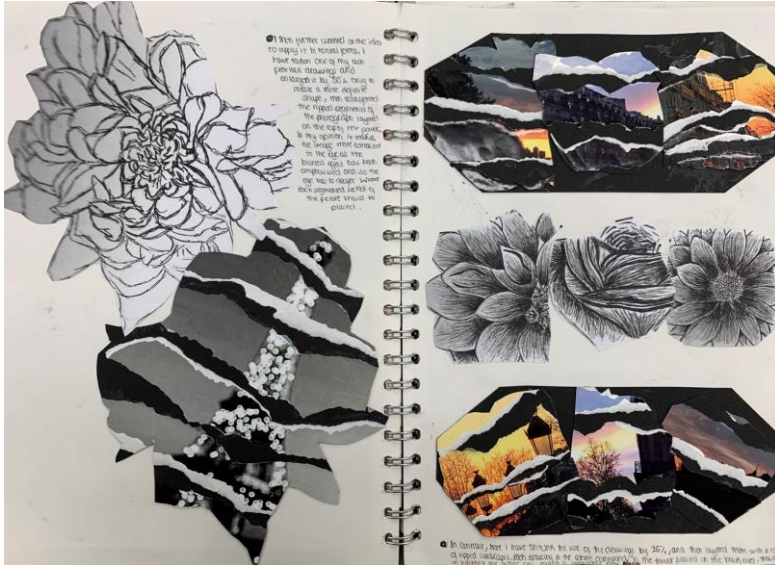
Grade 6

**Task: at least 1 further artist research**

**To** inform more development in terms of refining techniques and style. **At least 2 further artist links throughout your work.**



# Experimentation and development 4 A02



Grade 6

## Task: Further development. 6 Pages.

Develop your ideas creatively and originally as you work towards ideas for your final piece. At least 6 pages.



Grade 5

# Experimentation and development 5 A02



Example refined development

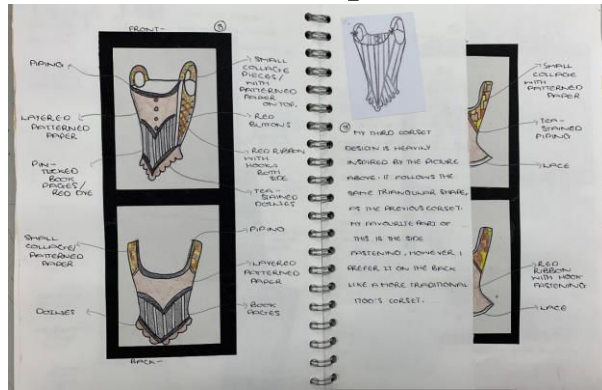


## **Task: Further development. 4 Pages.**

Refine and develop your ideas creatively and originally as you work towards ideas for your final piece. Min 4 pages.

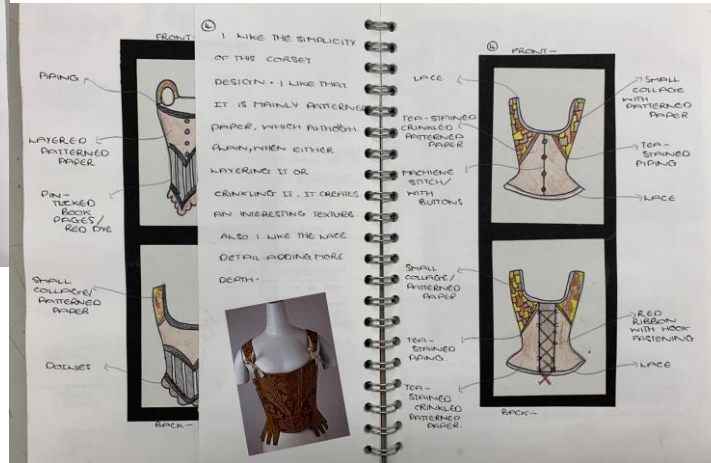


# Reinform and develop ideas 3 - Final Piece development AO2, AO3 and AO4



Grade 6

## Final piece development



Sketch out your ideas and evaluate your designs. AO2,3 4

Create small trial pieces which show how the final piece might look. AO2,4

**Task; Re-inform your ideas with new observations, drawings, photos or collected images. 4 pages.**

Collect new ideas for your final piece. You could produce a mood board or some new drawings or take photographs to inform your ideas. AO3

Min 4 pages.



## AO4 - Presenting

AO4 marks the development and completion of your final piece.

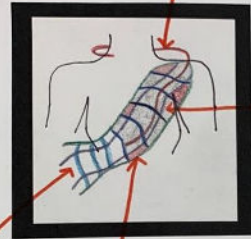
You should;

- Develop your ideas for your final piece based on the developing theme, artists, observations and experiments that you have made through the project.
- Your final piece should show links to your project.
- Your final piece should be a developed and sustained piece/pieces of work.
- AO4 will also be marked throughout the unit in the mini outcomes you have made in your experiments.

# Final piece plan

## Idea two

red wire hooking around the neck.



black and white map collage.

A gum taped base

laminated Colourful map lines hanging free across body.

red pin-tucked areas



This was my inspiration for the above design. I like the wires that hang across the body and the structured area at the shoulder. I like how this piece is smaller than the previous idea. I am going to do a few experiments on this idea.

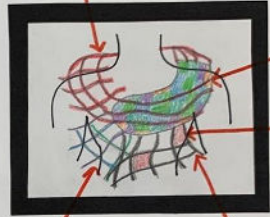
Inspiration for Idea four



Out of all my designs, my favourites are number 1 + 3 due to them being large pieces. To continue I am going to do experiments based on these designs, including wire lines.

## Idea three

red wire connecting around the neck



Collaged Colour map (cut edges)

pin-tucked red squares

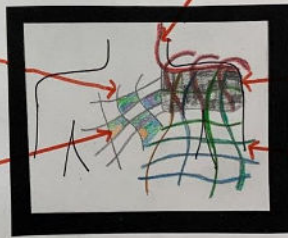
A gum taped base

Coloured map hanging wires - Laminated

hanging lines, black and white laminated

## Idea four

red white reaching up to the ear



white card lines with red stitches

black and white pin-tucks on gum taped base

Coloured squares

Coloured laminated lines

**Task: Final piece plan. 2 pages.**

Sketch out your ideas and evaluate your designs. AO2,3 4

Create small trial pieces which show how the final piece might look. AO2,4

2 Pages min

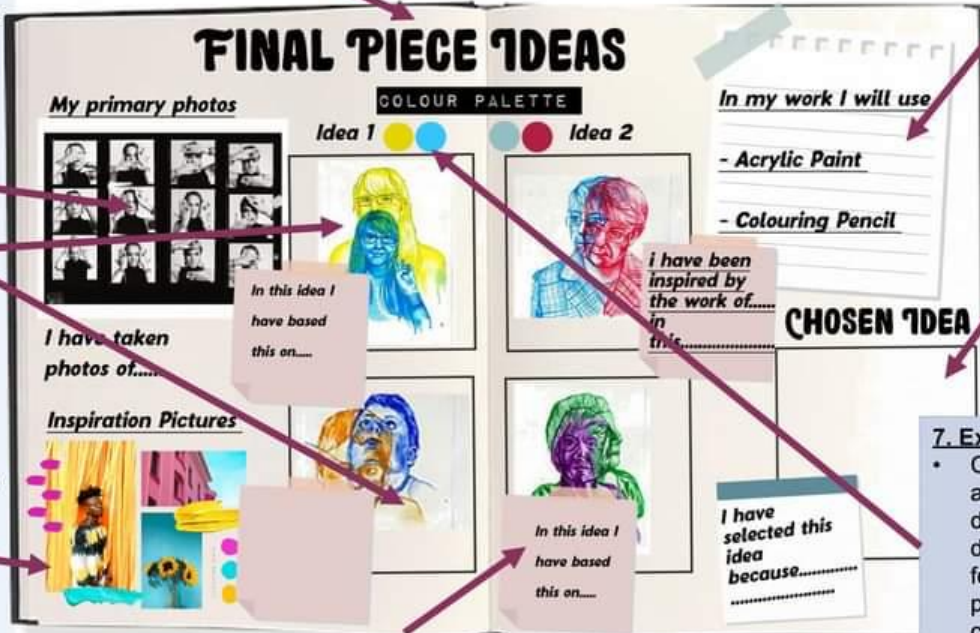
Example final piece planning

Task - Create a final piece ideas page over a double page in your sketchbook.  
You could use this layout or adapt your own that reflects your theme and outcomes from artist research and experimentations.

### What to include on your ideas page

1. **Primary photographs**  
Include a section for Primary photographs.
2. **Design Idea sketches**  
Produce 4 sketches these can be basic designs and you may want to draw them out on separate bits of paper first.
3. **Inspiration/Research**  
Include any photographs of artists work or pictures that have inspired your work. You may want to include a mini mood board.

Don't forget to add a title! (Final Piece Ideas)



5. **Media**  
Explain what media you plan to use, you may also want to add some samples of what you plan to use.

6. **Chosen idea**  
Once you have decided what idea you would like to use, create a detailed drawing of it.

7. **Extras**

- Colour palette – colour is an important factor in design and can express different emotions and feelings, create a colour palette to illustrate the colours you plan to use in your piece.

4. **Annotation.** Annotate your ideas, this can be done through bullet points.

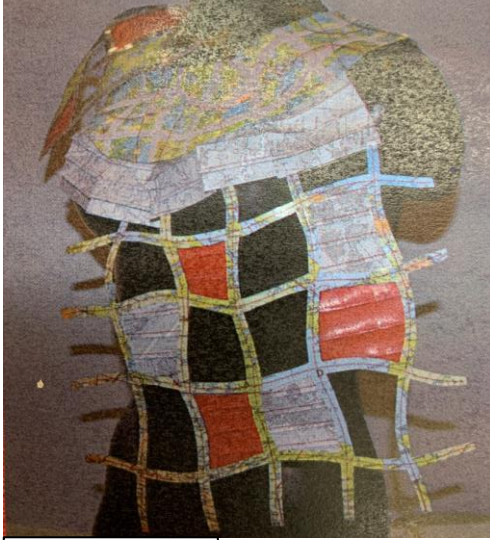


# Final piece A04

**Task: Make your final piece.**

This should be;

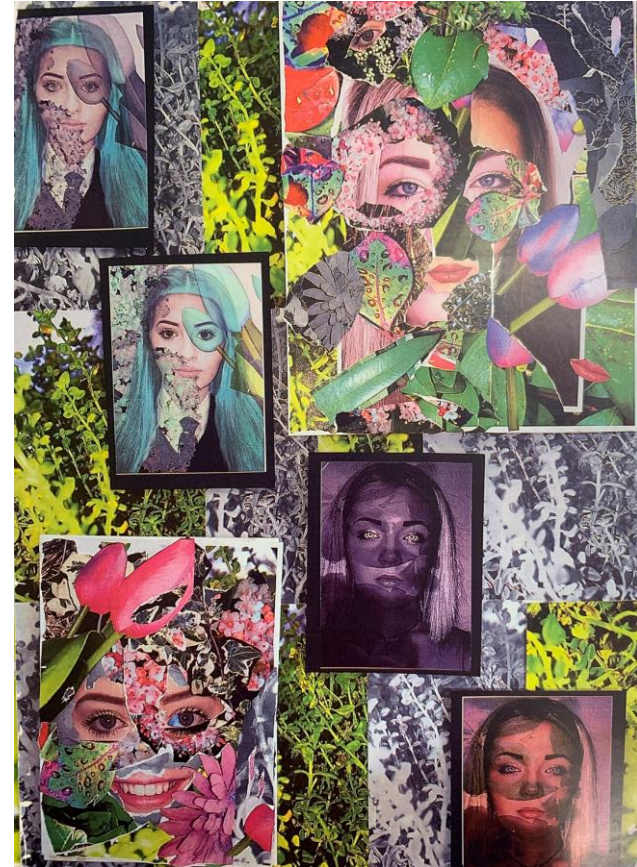
- Of a good Quality
- Relate to the development of your project.
- Show that it has been informed by the artists researched.
- Show the culmination of the journey through your sketchbook.
- A large final piece or a series of smaller pieces that link together.



Grade 7



Grade 5



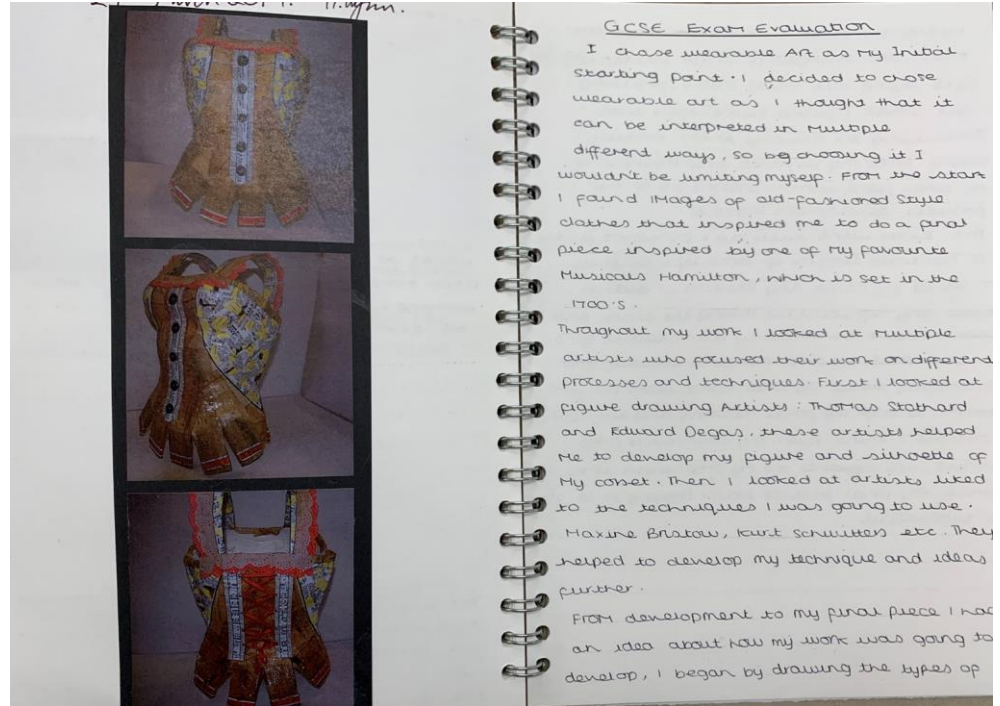
Grade 5

# Evaluation A03

**Task: Evaluate your project and final piece.** This again shows that you are able to reflect on your work and progress and also clearly shows the development of your ideas from conception to final piece.

Use the evaluation writing frame to help you;

- Describe your initial ideas.
- What did you use for your initial observations?
- Discuss how you developed those ideas and link the development to the artists studied.
- Did you have any difficulties? How did you overcome these?
- What were your particular success? Why do you think this?
- How did the final piece turn out? Are you please with it? Why?
- Is there anything you could improve? What would you do to make it better?



## GCSE Exam Evaluation

I chose wearable art as my initial starting point. I decided to choose wearable art as I thought that it can be interpreted in multiple different ways, so by choosing it I wouldn't be limiting myself. From the start I found images of old-fashioned style clothes that inspired me to do a final piece inspired by one of my favourite musicals Hamilton, which is set in the 1700's.

Throughout my work I looked at multiple artists who focused their work on different processes and techniques. First I looked at figure drawing artists: Thomas Stobhard and Edward Degas. These artists helped me to develop my figure and silhouettes of my corset. Then I looked at artists linked to the techniques I was going to use. Maxine Bratow, Kurt Schwitters etc. They helped to develop my technique and ideas further.

From development to my final piece I had an idea about how my work was going to develop, I began by drawing the types of

# Task list – Tick when complete

Task	Number of Page suggested (min)	Tick when completed
Mind map on chosen theme	1	
Mood board of collected ideas on chosen theme	1	
Initial ideas proposal - illustrated	1	
Artist research 1	1	
Recording through observation 1	4	
Experiment and develop 1	4 - 6	
Artist research 2	1	
Recording through observation 2	4	
Experiment and develop 2	6	
Experiment and develop 3 (creatively and individually) 3	2	
Artist research 3	1	
Experiment and develop 4	6	
Experiment and develop 5 refine ideas before final piece development	4	
Collect ideas for your final piece – Mood board or recorded observations or photographs	4	
Final ideas plan	2	
Annotate throughout		
Final piece	A2 or a set of linked smaller pieces	
Evaluation	1	