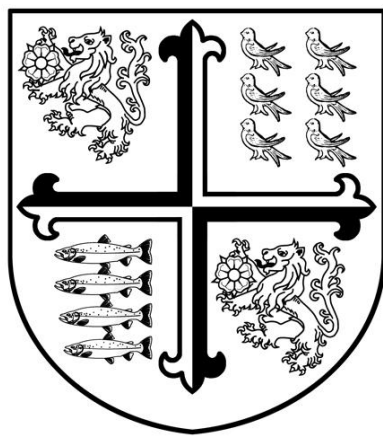




GCSE Art & Design Exam Preparation

Exam Board: AQA

Specification: 8201

[Art and Design GCSE 8201, 8202, 8203, 8204, 8205,](#)

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AQA GCSE Art and design Year 10

This document is an overview of Art and design in year 10. This weekly agenda gives students an overview of the expectations and will be used as a tool to keep track of their progress.

Year 10 is made up of a continuous sustained project (NEA 1) that allows students under take their own personal journey spanning from the initial starting point Skulls. They will have the opportunity to experience exam like conditions in March during a 5 hour mock exam. The rest of the year students will then continue to work on their NEA 1 to develop their own journeys that will enable them to explore a multitude of experimentation and ideas.

- Teams assignments will be set to collect in and give general feedback to students based on the exam board criteria for feedback.
- Students have access to AQA exemplar work in Teams resources
- After school club will run on a Tuesday till 4.30pm, this is an opportunity for students to use the school facilities to complete NEA. Please look out for the letter about this.
- Please find the link below to the AQA GCSE Art and design specification.

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NEA 1

Component 1: Portfolio

What's assessed

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions.

How it's assessed

- No time limit
- 96 marks
- 60% of GCSE

Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

NEA 2

Component 2: Externally set assignment

What's assessed

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

How it's assessed

- Preparatory period followed by 10 hours of supervised time
- 96 marks
- 40% of GCSE

Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

A guide to what work **MUST** be completed over the course of the NEA – Tues after school club till 4.30pm is highly recommended

Term 1 & 2 Art & Design				
Date	Assessment Objectives	Tasks – RAG this weekly	R=incomplete A=started/unfinished G=fully completed	Teacher/self/peer targets and notes I have chosen to focus on:
Week 1+2 7/9/26	AO2 Experimenting	Mono Prints - A series of experimental prints (min 4) Work from your own photographs. ○ Create a black ink A4 experiment page exploring mark making ○ use different mark making to create tone in your drawings ○ use different coloured inks as layers Annotation – Reflect on your work using appropriate technical language		
Week 3+4 21/9	AO2 Experimenting	Dry Point Etching - Using your own photographs create a series (at least 3) of dry point etching prints. It's really important to scratch hard enough to create a channel for the ink, print a test after you have done the basic shape and some tone. • Black ink • Double colour • Offset • Fabric Annotation – Reflect on your work using appropriate technical language 5th October and not before - Hand in work so far for feedback		
Week 5+6 5/10	AO2 Experimenting	Collagraph - Using one of your photographs to create a range of collagraphs. • Glue gun – printed on sheet metal then printed on Cartridge paper - x2 pieces • String collagraph- printed at least x2 • Collage using textured paper - printed at least x2 Annotation – Reflect on your work using appropriate technical language		
Week 7 19/10	AO2 Experimenting	Complete all presentation of work so far to date. Include reflections on each page. Take or gather some more images for next term		
		Half term		
Week 8+9 2/11	AO2 Experimenting	Lino cut Create a lino cut of your favourite composition- must include some sort of background Print on a number of different surfaces. • Cartridge paper • Collage • Watercolour paper Annotation – Reflect on your work using appropriate technical language 16th November and not before - Hand in work so far for feedback		
Week 10+11 16/11		Colour Oil pastel- experiment with colour mixing and blending, create an observational study based on photographs taken • Show examples of colour mixing • Present an outcome with reflection		
Week 12 30/11	AO2 Experimenting	Painting Acrylic paint on black paper		
Week 13 7/12	AO2/3 Developing & refining	Create a range of ideas using the techniques taught to develop a personal response 11th December and not before - Hand in work so far for feedback		
Week 14 14/12	AO4	Make a start on your personal response		
		Christmas Holiday		
		Term 3&4		
Week 15/16 4/1/27	AO4	Complete personal response for skulls part of NEA 1		
Week 17+18 18/1/27	AO1-3 Developing & refining	18th January and not before- Hand in Skulls response Animals or portrait project will start here Write a statement of intent- this is where you will talk about what you are planning to do and why, for a lot of you this will be the same, write reasons why you have chosen to start studying animals or portraits. Pencil tone to create form		

		- Pencil – 2B/4B working with shape, proportion and tone – complete at least 1 x A5 tonal study. - Animal Close ups activity – complete at least 6 of the circles – focus on the details, mark making, tone and texture. See examples on the PPT. - Portrait activity – complete at least 6 facial feature drawings		
Week 18+19 1/2/27	AO1-3 Developing & refining	Pen drawing of an animal or portrait of your choice - Gather or photograph at least 20 images and try to print out as a contact sheet - Print 4 larger images at least A5 in Size - Using a pen of your choice create X2 A5 images, one needs to be obvious mark making and show a wide range of tone Pens may include- fine liner, biro, pen & ink, gel pen etc		
		Half term holiday		
Week 20,21,2 3 22/2/27	AO1/2/3 Developing & refining 	Colouring pencil study - Create a range of swatches experimenting with colour layering - Try with different types of colouring pencils ie try watercolour pencils too as they can be slightly richer in colour - Research a colouring pencil artist, this artist does not have to relate to your theme as you are focusing on how they apply colour - Complete study from a chosen image of your own. 1st March and not before - Hand in work so far for feedback		
Week 24,25, 15/3/27	AO1/2/3 Research, experimenting, refining, developing	Water colour painting Select an artist of your choice who focuses on watercolour, complete an A3 page on their work, this should include: at least 3 images in colour, why you have chosen to study them, a small copy of a section of their work.		
29/3		Easter Holiday		
		Term 5&6		
Week 26 12/4/27	AO2 Experimenting	Complete some smaller zoomed in watercolour experiments based off one of your own photographs in the style of your chosen artist. At least 3 experiments		
Wk 27 19/4/27		Mock Exams week		
Wk 28 26/4/27	AO3/4 refining, developing	After the mocks are completed prepare A3 watercolour paper with outline of your chosen subject ie animal or portrait		
Wk 29 4/5/27	AO4 personal response 	Art Mock Exam to complete A3 Watercolour painting 6th May and not before - Hand in work so far for feedback		
Wk 30, 31, 10/5/27		Acrylic painting - Select an artist of your choice who focuses on acrylic paint, complete an A3 page on their work, this should include: at least 3 images in colour, why you have chosen to study them, a small copy of a section of their work. -		
Wk 32 24/5/27		Work Experience Week		
31/5/27		May Half term		
Wk 33,34,35, 36, 37,38 7/6/27		- Complete some smaller zoomed in watercolour experiments based off one of your own photographs in the style of your chosen artist. At least 3 experiments - Complete A3 painting in Acrylic 1st July and not before - Hand in work so far for feedback Once your painting is complete, review your entire project so far and refine any areas that do not meet your desired standard, bringing them to a finished level.		

	Assessment Objective 1 (AO1) <i>Develop ideas through investigations, demonstrating critical understanding of sources.</i>	Assessment Objective 2 (AO2) <i>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</i>	Assessment Objective 3 (AO3) <i>Record ideas, observations and insights relevant to intentions as work progresses.</i>	Assessment Objective 4 (AO4) <i>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</i>
5-8 <i>2/3</i>	Some ability to develop ideas through Investigations. Some ability to demonstrate critical understanding of sources.	Some ability to refine ideas. Some ability to select and experiment with appropriate media, materials, techniques and processes.	Some ability to record ideas, observations and insights through drawing and annotation, and any other means relevant to intensions, as work progresses.	Some ability to present a personal and meaningful response and realise intentions. Some ability to demonstrate understanding of visual language.
9-12 <i>4/5</i>	A moderate ability to effectively develop ideas through purposeful investigations. A Moderate ability to demonstrate critical understanding of sources.	A moderate ability to thoughtfully refine ideas. A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A moderate ability to effectively record ideas, observations and insights through drawing and annotation, and any other means relevant to intensions, as work progresses.	A moderate ability to effectively present a personal, informed and meaningful response when realising intentions. A moderate ability to demonstrate understanding of visual language.
13-16 <i>5/6</i>	A consistent ability to effectively develop ideas through creative and purposeful investigations. A consistent ability to demonstrate critical understanding of sources.	A consistent ability to thoughtfully refine ideas. A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A consistent ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intensions, as work progresses.	A consistent ability to competently present a personal and meaningful response and realise intentions. A consistent ability to demonstrate understanding of visual language.
17-20 <i>7/8</i>	A highly developed ability to effectively develop ideas through creative and purposeful investigations. A highly developed ability to demonstrate critical understanding of sources.	A highly developed ability to thoughtfully refine ideas. A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A highly developed ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intensions, as work progresses.	A highly developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction . A highly developed ability to demonstrate understanding of visual language.
21-24 <i>8/9</i>	An exceptional ability to effectively develop ideas through creative and purposeful investigations. An exceptional ability to engage with and demonstrate critical understanding of sources.	An exceptional ability to thoughtfully refine ideas with discrimination. An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	An exceptional ability to skilfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intensions, as work progresses.	An exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction . An exceptional ability to demonstrate understanding of visual language.