

GCSE Fine Art : Key Stage 4 -Components

GCSE course: **Pearsons Edexcel GCSE Art and Design (Fine Art)**

Assessment: Coursework based and practical examinations

<p>Component 1: Personal Portfolio</p>	<p>60% of the qualification 72 marks (18 marks for each of the four Assessment Objectives)</p>
	<p>Content overview: Students work under the specialist area of Fine to create a personal portfolio of work that demonstrates the knowledge, understanding and skills.</p> <p>Year 9 theme: Natural Forms Year 10 theme: People and Places Year 11 theme: Fragments</p> <p>This component allows students opportunities to:</p> <ul style="list-style-type: none"> • A01 Develop and explore ideas • A02 Research primary and contextual sources • A03 Experiment with media, materials, techniques and processes • A04 Present personal response(s) to theme(s) <p>The proportion of the 120 guided learning hours spent on this component should reflect its 60% weighting.</p> <p>Assessment overview:</p> <ul style="list-style-type: none"> • Students' work must comprise supporting studies and personal response(s). • Students' work must show evidence of all four Assessment Objectives. • All work is internally set and is internally marked using the assessment grid and internally standardised. • A sample of work is externally moderated by a visiting moderator.
<p>Component 2: Externally Set Assignment</p>	<p>40% of the qualification 72 marks (18 marks for each of the four Assessment Objectives)</p>
	<p>Content overview: The Externally Set Assignment (ESA) represents the culmination of the GCSE course as it draws together all the knowledge, understanding and skills developed in Component 1. Students must present personal response(s) to an externally set broad-based thematic starting point, set by Pearson in the ESA paper.</p> <p>This component allows students opportunities to:</p> <ul style="list-style-type: none"> • A01 Develop and explore ideas • A02 Research primary and contextual sources • A03 Experiment with media, materials, techniques and processes • A04 Present personal response(s) to the externally-set theme. <p>Assessment overview: The ESA paper will be released on 2 January each year and may be given to students as soon as it is released. Art staff will devise a preparatory period of study prior to the start of the 10-hour sustained focus period.</p> <ul style="list-style-type: none"> • The 10-hour sustained focus period under examination conditions may take place over multiple sessions (a maximum of four within three consecutive weeks). • Students' work must comprise preparatory studies and personal response(s). • Preparatory studies will comprise a portfolio of development work based on the ESA broad-based thematic starting point. • During the 10-hour period of sustained focus under examination conditions, students will work unaided to produce personal response(s), with reference to their preparatory studies, in response to the ESA broad-based thematic starting point. • Students' work must show evidence of all four Assessment Objectives. • All work is internally marked using the assessment grid and internally standardised. • A sample of work is externally moderated by a visiting moderator. • All marks must be submitted before moderation.
<p><u>Places to visit:</u> www.tate.org.uk (Tate Gallery) www.moma.org Museum of Modern Art www.saatchi-gallery.co.uk www.britishmuseum.org British Museum www.npg.org.uk (National Portrait Gallery) www.nationalgallery.org.uk www.npg.org.uk (National Portrait Gallery) www.nationalgallery.org.uk www.vam.ac.uk (Victoria and Albert Museum)</p>	<p><u>Websites:</u> http://www.dazeddigital.com/ (Dazed and Confused online magazine) www.style.com- (Fashion catwalk and Trends) www.frieze.com/magazine Freeze Magazine www.artcyclopedia.com Art Cyclopaedia www.dezeen.com Architecture and Design Magazine www.studentartguide.com www.bbc.co.uk/bitesize/subjects/z6hs34j</p>

The resources below will help your child to succeed in the topics they are studying at school. Some resources will be useful for revising key content, others might provide an exciting opportunity to extend knowledge with visits to exciting places in London or to challenge them.