



# GCSE Fine Art Personalised Learning Checklist

Name: \_\_\_\_\_

<b>Exam Board</b>	<b>AQA</b>

<b>My target grade is</b>	
<b>Group</b>	

<b>My current Grade is:</b>	Autumn:	Spring:	Summer:
-----------------------------	---------	---------	---------

<b>G</b>	I am confident about this topic and I know what I need to do.
<b>A</b>	I am not too sure about this topic. I may need to check with my teacher and spend more time working on this topic.
<b>R</b>	I am not confident I could answer a question on this topic. I need to check with my teacher and ensure I have what I need to do it.

Topic/Unit Focus	Yr 10			Yr10 Summer			Yr 11		
<b>Investigating Context</b>	R	A	G	R	A	G	R	A	G
Mind Map theme in depth exploring wide range of possible directions and ideas linked to starting point									
Present Mind Map(s) as visually engaging art work combining word and imagery									
Annotations/ written research notes link to theme and possible avenues of study/ directions response(s) could take									
Collected imagery from secondary sources (internet) showing appropriate selection and range (selecting for artistic value as well as clear imagery to directly respond to.									
<b>Recording Observations - Photography</b>	R	A	G	R	A	G	R	A	G
Photography- source and/or generate appropriate content for own photographs linked to theme of study									
Take photographs with clarity of content to enable images to be used for observational drawing inspiration									
Take photographs showing artistic value (lighting, cropping, mood, angle, composition etc) as stand alone artistic responses.									
Know how to save, share, scale and print my photographs for inclusion in my sketchbook/ portfolio									
Manipulate Photographs using ICT software									
<b>Record Observations - Drawing, Dry Media (Realism)</b>	R	A	G	R	A	G	R	A	G
Accurately record shape and proportions									
Apply grid method to scale up or reduce an image size									
Use transfer methods to record key proportions and structure									
Apply FULL tonal range effectively and smoothly (blended) to generate illusion of depth and realism (PENCIL)									
Apply FULL tonal range effectively and smoothly (blended) to generate illusion of depth and realism (CHALK + CHARCOAL)									
Generate texture using a wide range of mark making techniques - stippling, cross hatching, scribble etc (PENCIL +PEN)									
Generate realistic colour and tones to images by Layering PENCIL CRAYON colour)									
Generate realistic colour, tones and texture to images by Layering OIL PASTEL									

<b>Artist Analysis and Visual Responses In Artist's Style</b>	R	A	G	R	A	G	R	A	G
---	---	---	---	---	---	---	---	---	---

Select appropriate Artists styles to study linked to theme or appropriate for the direction my project is progressing									
Source and select appropriate imagery to summarise the key characteristics of an Artist's work.									
Select carefully appropriate information about the Artist, style of art and context in which they worked to include in my research									
Use rich descriptive language in my annotations which fully cover the artistic elements within the artist's work									
Can offer my own informed views about the work and defend my opinions positively in writing.									
Can utilise the style of the artist's work to generate a visual layout reflecting my understanding.									
Produce an original visual response in the style of the artist.									

Topic/Unit Focus	Yr10			Yr10 Summer			Yr11		
<b>Wet And Mixed Media Experimentation And Responses</b>	R	A	G	R	A	G	R	A	G
Can utilise water colour to achieve washes, blends, detail painting.									
Can utilise acrylic paint to achieve bold colour, layering and detail.									
Can control paint selecting correct technique, brush size,									
Control ink to generate washes and detailed application.									
Understand how to create a mono print, relief print.									
Sculpture and relief (air drying clay, modroc, card modelling)									
Can utilise different mix media to create collage, montage responses and textures.									
<b>Evaluative And Explanatory Annotation</b>	R	A	G	R	A	G	R	A	G
Evaluate my own work as it progresses identifying techniques used, the effects generated and how it could be refined or utilised in my work. Use rich descriptive language linking to the artistic elements									
Use annotations to clearly show my thought process and explain decisions, choices made, next steps or future intentions									
<b>Ideas/ Design Development and Refinement</b>	R	A	G	R	A	G	R	A	G
Exploration of different appropriate techniques and media to investigate suitable approaches for your own outcome									
Exploration of possible outcome composition and image content									
Link my own outcome ideas to my prior work and artists I have studied to ensure a coherent 'story'									
Annotate your work showing reflection and the development of your intentions linking the steps you have taken.									
<b>Realising Intentions (Outcome)</b>	R	A	G	R	A	G	R	A	G
Produce an original personal response which links to your theme of study and your previous developments in your sketch book									
Select appropriate media suitable to your intentions and working scale of your outcome.									
Manage time and planning to complete outcome in directed hours given									
<b>Visual Presentation</b>	R	A	G	R	A	G	R	A	G
Present each page in your book artistically through either neat crisp presentation or creative appropriate layout in your sketchbook									

**Therapy (Interventions)**

**Additional Support / Guidance**