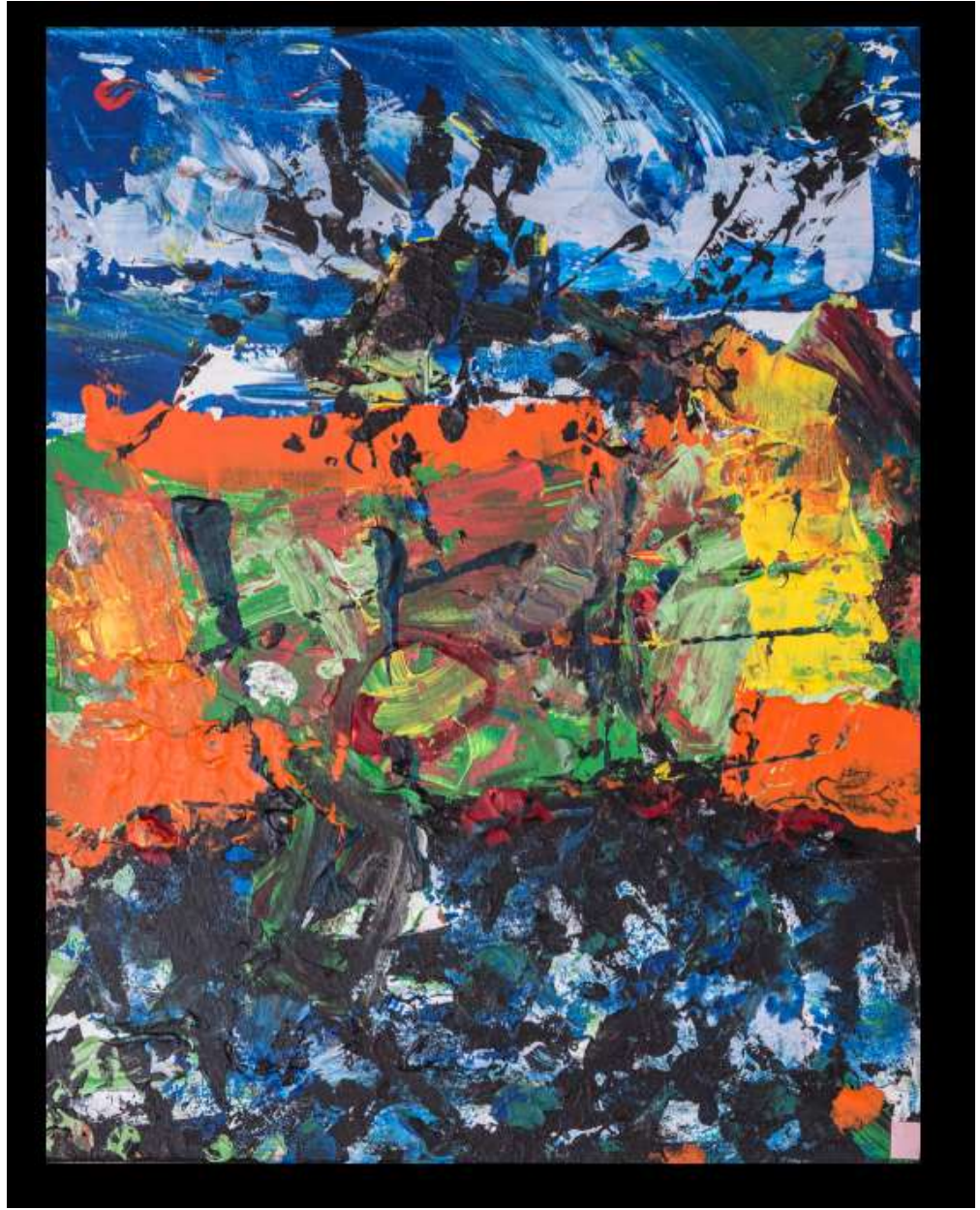


**GRADE 3**





### General overview:

**This component 2 submission is produced in response to the starting point 'Abstract'. Several sheets are displayed containing research and development relating to the four assessment objectives, together with a number of outcomes indicated as being produced during the 10 hours of supervised time (one of which is on canvas).**

### Please refer to the starting point 02: Abstract.

After an initial mind map in which the student identifies definitions of 'Abstract' and its characteristics within art, the student explores ideas of shape and colour through research into the work of John Hoyland and Wassily Kandinsky. A contact strip of photos and a Photoshop enlargement generate possible imagery for starting points. Further exploration referencing the work of Hoyland leads to some vigorously executed paintings and prints in black and white as well as colour. This submission represents an even coverage of the assessment objectives at the convincing level of the mark range for 'some ability'.

### Evidence of attainment:

#### A01: 8 – convincingly meets criteria for some ability

- Initial research evidenced in the mind map identifies a purposeful definition and relevant sources.
- The work of John Hoyland and Wassily Kandinsky is explored in terms of line, shape and colour focusing on non-figurative ideas.

#### A02: 8 – convincingly meets criteria for some ability

- Experimentation takes place through a series of paintings and prints which explore the expressive qualities of paint and colour through gestural mark-making.
- Further processes, including mono printing and water colour painting consider alternative ways of exploring abstract forms and compositions.

#### A03: 8 – convincingly meets criteria for some ability

- Some ability to record observations and ideas is shown through the use of photography.
- Mark-making through both mono printing and linear drawing is used with an expressive purpose.
- Brief personal annotation within the mind map suggests an understanding and focus relevant to intentions.

#### A04: 8 – convincingly meets criteria for some ability

- Some ability to present a personal and meaningful response is shown in the student's intention to use paint in a bold and expressive manner, emulating the abstract qualities from the selected sources.
- Personal engagement is evident across the submission with the student creating work showing some understanding of the concept of abstraction.
- The strength of this submission is seen in the vigorous application of paint and mark-making reflecting some understanding of visual language.

Total Mark out of 96: 32

# Grade 3

**GRADE 4**



## Georgia O'Keeffe

Born in 1887, Georgia O'Keeffe was an American artist who painted nature in a way that showed how it made her feel. She is best known for her paintings of flowers as she played an important part in the development of modern art in America. At the age of ten, Georgia O'Keeffe knew she wanted to be an artist and she started to have lessons with Sara Mann, a watercolour painter.

In 1905, O'Keeffe studied at the School of the Art Institute of Chicago, learning from William Merritt Chase. She gave up painting for a while, but took it up again when she went to a class at the University of Virginia, taught by Arthur Wesley Dow.

Petunias, 1925



I really like the way she uses a range of shades and analogous colours. I enjoyed blending the colours together. She uses a lot of blue tones for shadow.



I plan to use flowers as a theme for my work. I like the idea of repetition and might make a textile print.



William de Morgan



I prefer this design because it is symmetrical. The colours and shapes are stylish. The orange and red contrast with the green.



I prefer the other design because it has pretty vibrant colours whereas this design is pale and boring





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### General overview:

**This Art, craft and design submission consists of a sustained project on the theme of Flowers and further work based on Close up portraits.**

Flowers are explored through drawing from direct observation and photographic manipulation using the Instagram layout app. Georgia O'Keeffe's paintings and ceramic designs in the Art Nouveau tradition, inform ideas based on repeat flower patterns. Further ideas explore a variety of graphic media and printing techniques and lead to pattern designs, silk painting and fashion ideas.

Aspects of femininity are examined in the Close up faces project and work is further informed by research into Roy Lichtenstein, André Azevedo and Ilaria Margutti. Primary photographs are used to create direct transfer images which are developed through machine stitching into a composition of four designs. Very even coverage of the assessment objectives at the top of the moderate ability mark band is evidenced.

### Evidence of attainment:

#### A01: 12 – convincingly meets criteria for moderate ability

- Investigations into the flower paintings of Georgia O'Keeffe inform the early stages of preparatory work and the consideration of colour and scale.
- William de Morgan and Art Nouveau ceramic designs inspire ideas concerning repeated imagery.
- Referencing the work of Lichtenstein, Azevedo and Margutti, a range of styles and issues relating to aspects of femininity are considered as further portfolio work progresses.

#### A02: 12 – convincingly meets criteria for moderate ability

- A moderate ability to experiment with appropriate media is demonstrated in response to observations and photography.
- Photoshop enables experiments with Instagram layout and the refinement of repeat patterns to be applied to clothing designs.
- A series of small silk paintings evolve into a repeat motif scarf design.
- The effective selection of materials and techniques is further explored in the development of floral motifs and designs for a lino stamp.

#### A03: 12 – convincingly meets criteria for moderate ability

- Drawing, painting and digital photography explain, record and develop ideas throughout.
- Through visual evidence and written annotation, insights and observations are purposefully demonstrated, moderately evidencing critical understanding and the progression of ideas.
- To protect student identity, original photographs taken for the Close up project are not presented in the submission.

#### A04: 12 – convincingly meets criteria for moderate ability

- In both projects the student convincingly demonstrates a moderate ability to present their ideas in a personal and meaningful manner.
- Responses and investigations across the AO's show purpose and intention at a convincingly moderate level.
- Photographic images are used effectively as a foundation for the development of a personal response.
- A moderate understanding of visual language is demonstrated throughout the submission.

Total Mark out of 96: 48

# Grade 4