Pearson

GCSE & A Level Art & Design Artificial Intelligence Guidance
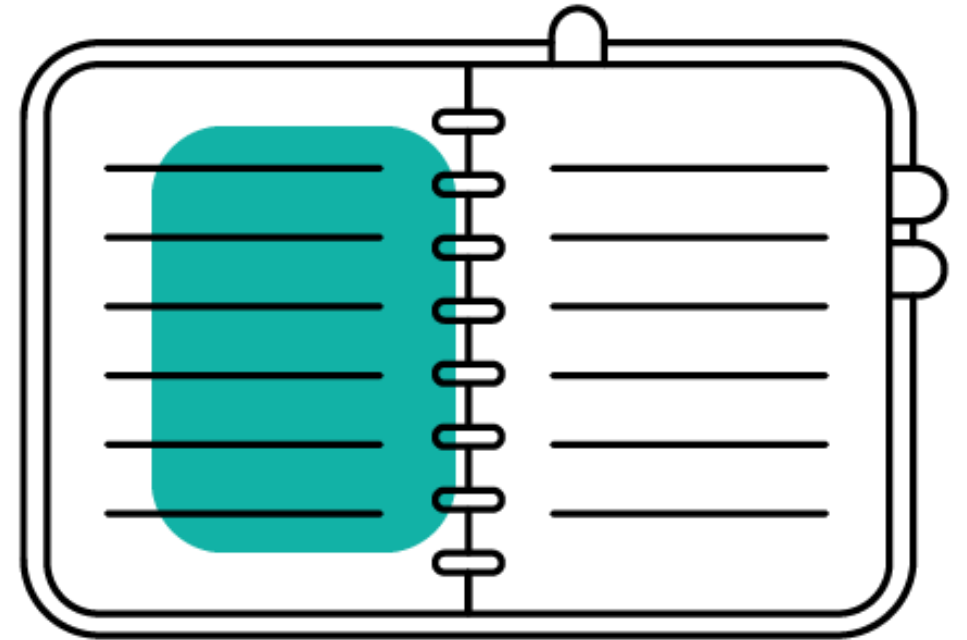
The use of Artificial Intelligence in Art and Design

Agenda

In this session we are going to look at:
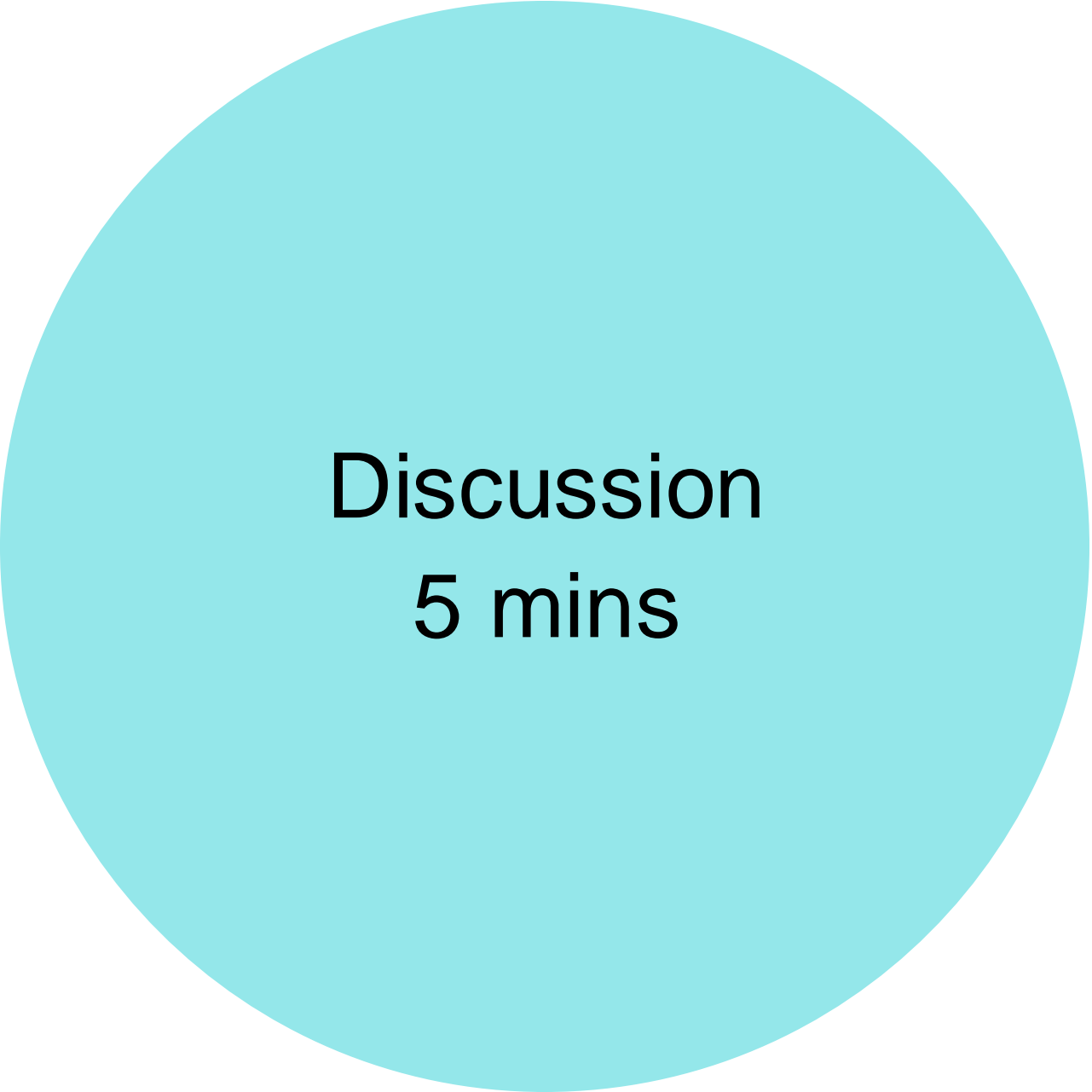
- acceptable and inappropriate uses of AI in student portfolios

- further explanation and visual evidence to compliment Pearson's written guidance.

Some available platforms you may have come across

AI TOOL	LINK
Chat GPT	https://chat.openai.com
Google Gemini	https://gemini.google.com/
Microsoft Copilot	https://copilot.microsoft.com
Claude AI	https://claude.ai/

AI Tool	Link
runway	https://app.runwayml.com/video-tools/teams/cgl8/dashboard
DALL·E 2	https://openai.com/index/dall-e-2/
Adobe Firefly	https://www.adobe.com/products/firefly.html

Discussion
5 mins

Pearson AI Guidance in Art & Design

https://qualifications.pearson.com/content/dam/pdf/GCSE/Art%20and%20Design/2016/teaching-and-learning-materials/gcse-and-a-level-art-and-design-ai-guidance.pdf

As the use of AI tools such as ChatGPT and Midjourney, and AI-based tools built into existing software like Photoshop becomes more prominent, we would like to provide some guidance and information on its use by learners in their work produced for assessment. This is supplementary to the JCQ AI Use in Assessments guidance.

Pearson understand that these powerful tools are being used as a valid part of creative work, but that there are also inherent risks to its use, particularly in an educational or assessment context. It is important that learners understand the appropriate and ethical use of AI in creative contexts to be prepared for a future in the creative sectors, but is it critical that they develop and demonstrate their own skills in generating ideas, research, use of technical and practical processes etc., independent of AI input.

Summary of Document

1. AI tools may be used appropriately as part of students' research and/or as a means of exploring techniques and processes.

2. Inappropriate use is when the student does not independently develop work beyond any AI input to evidence their own skills and knowledge and/or passes off work done by AI as their own.

3. It is the responsibility of the teacher to monitor students' use of AI and make sure it fits the guidelines.

Some acceptable & inappropriate uses highlighted in the Pearson AI Guidance

ACCEPTABLE

If students use AI tools for Art and Design, it must be clearly referenced in their submissions. Teachers must acknowledge and recognise this when applying the assessment criteria. AI tools may be used appropriately as part of students' research and/or as a means of exploring techniques and processes

INAPPROPRIATE

The JCQ AI Use in Assessments guidance states that 'all work submitted for qualification assessments must be the students' own.' This means ensuring that the final product/outcome is their own work, and isn't copied, paraphrased or heavily derived from another source, including content generated by AI. Within a creative assessment, this means that learners must independently develop work beyond any AI input to evidence their own skills and knowledge.

A student will have committed malpractice if they use AI tools without making appropriate references and in such a way that the work they submit is not their own. Where teachers have doubts about the authenticity of the work they must investigate and take appropriate action. Guidance for what centres should do in instances of candidate malpractice can be found here Malpractice: Candidates (pearson.com).

Language of the Assessment Objectives – GCSE

AO1

Develop ideas through investigations, demonstrating critical understanding of sources

AO2

Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

AO3

Record ideas, observations and insights relevant to intentions as work progresses

AO4

Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

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Develop ideas

Demonstrating critical understanding

Refining work **exploring** ideas

Selecting and experimenting media, materials, techniques and processes

Recording insights

Personal and meaningful response

Demonstrates understanding

After a performance level has been established, the next stage is to use the assessment grid to decide a mark within the performance level. Read the *'Instructions for use'* which accompanies the assessment grid prior to establishing a mark for each assessment objective and total mark.

Performance levels	BELOW GCSE LEVEL (0)	Level 1 LIMITED	LIMITED/ BASIC	Level 2 BASIC	BASIC/EMERGING COMPENENT	Level 3 EMERGING COMPETENT	EMERGING COMPETENT / COMPETENT & CONSISTENT	Level 4 COMPETENT & CONSISTENT	COMPETENT & CONSISTENT/ CONFIDENT & ASSURED	Level 5 CONFIDENT & ASSURED	CONFIDENT & ASSURED / EXCEPTIONAL	Level 6 EXCEPTIONAL
Consider the keyword descriptors to the right carefully. Has the candidate achieved all, most or some of the descriptors?	No rewardable material	Unstructured Clumsy Disjointed Minimal Elementary	The candidate has achieved all of the keyword descriptors in the lower level and some of those above.	Deliberate Methodical Superficial Unrefined Simplistic Tentative	The candidate has achieved all of the keyword descriptors in the lower level and some of those above.	Reflective Predictable Growing control Broadening Endeavour Safe	The candidate has achieved all of the keyword descriptors in the lower level and some of those above.	Informed Purposeful Secure Engaged Skilful Thoughtful Cohesive	The candidate has achieved all of the keyword descriptors in the lower level and some of those above.	Advanced Convincing Comprehensive Focused Perceptive Refined Resolved Risk-taking	The candidate has achieved all of the keyword descriptors in the lower level and some of those above.	Accomplished Inspired Intuitive Insightful Powerful Extraordinary Unexpected Outstanding
	0 marks	1 – 12 marks	13 14 15 marks	16 – 24 marks	25 26 27 marks	28 – 36 marks	37 38 39 marks	40 – 48 Marks	49 50 51 marks	52 – 60 marks	61 62 63 marks	64 – 72 marks

Language of the Assessment Objectives – A Level

AO1

Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding

AO2

Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops

AO3

Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress

AO4

Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements

| PERFORMANCE CALCULATOR			Level 1			Level 2			Level 3			Level 4			Level 5			Level 6			
A LEVEL PRACTICAL – SEPT 2016			LIMITED ABILITY			BASIC ABILITY			EMERGING COMPETENT ABILITY			COMPETENT AND CONSISTENT ABILITY			CONFIDENT AND ASSURED ABILITY			EXCEPTIONAL ABILITY			
		Taxonomy	partial, inconsistent, literal, elementary, minimal, rushed, sporadic, naïve, little creative intent, disjointed, pedestrian, credible, lacks control over the formal elements, vague aims			straightforward, deliberate, just adequate, methodical, superficial, unrefined, crude visual language, simplistic reflection, plays safe, unresolved, contextual references explored but lack relevance, defines aims with some understanding, developing control over the formal elements			predictable, broadening, makes progress, relevant, description not explanation, demonstrates intentions, appropriate, sufficient control, emerging individuality, thorough, adequate control over the formal elements, contextual references inform journey, pursues aims with understanding			diverse, effective, purposeful, consistent, skillful, coherent, imaginative, informed, some perception, satisfies creative intent, engaged, consistent control over the formal elements, contextual references inspire creativity, realises some aims,			independent, realised, sensitive, creative, sustained, highly inventive, critical, perceptive, comprehensive, in-depth, insightful, original, genuine creative journey, refined, in-depth reflection, exciting, comprehensive control over the formal elements, contextual references shows some personal insight, fully realises all aims and objectives			inspired, surprising, unique, authoritative, genuine discovery, adventurous, accepting of the unexpected, challenging, fully informed, questioning, dexterous, erudite, highly intuitive, daring, insightful and comprehensive exploration of contextual references, ideas synthesised into highly sophisticated realisations, goes beyond aims to produce surprising realisations, control over the formal elements demonstrate fluent sensitivity and understanding			
AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AO1 total:
			LIMITED			BASIC			EMERGING COMPETENT			COMPETENT AND CONSISTENT			CONFIDENT AND ASSURED			EXCEPTIONAL			
AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AO2 total:
			LIMITED			BASIC			EMERGING COMPETENT			COMPETENT AND CONSISTENT			CONFIDENT AND ASSURED			EXCEPTIONAL			
AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AO3 total:
			LIMITED			BASIC			EMERGING COMPETENT			COMPETENT AND CONSISTENT			CONFIDENT AND ASSURED			EXCEPTIONAL			
AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	AO4 total:
			LIMITED			BASIC			EMERGING COMPETENT			COMPETENT AND CONSISTENT			CONFIDENT AND ASSURED			EXCEPTIONAL			
																					Total mark:

Basic Prompts & Results

ChatGPT 4o ⌄

Painting of King Lear in the style of Rembrandt

Here is the painting of King Lear in the style of Rembrandt. If you need any further adjustments or have any other requests, feel free to let me know.
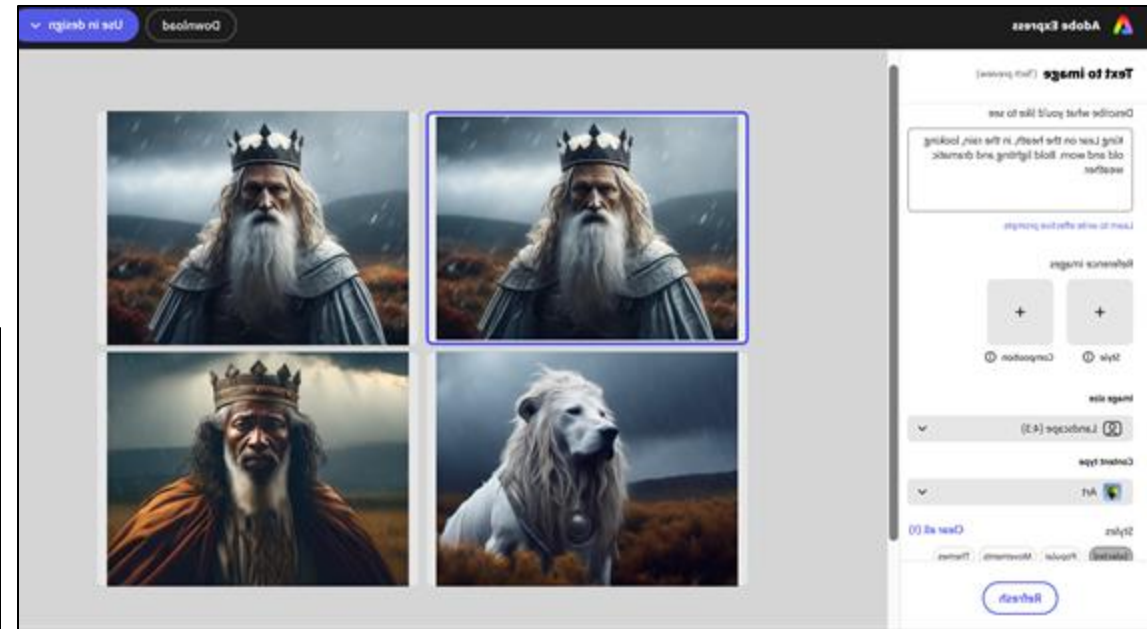
ChatGPT 4o ⌄

King Lear on the heath, in the rain, looking old and worn. Bold lighting and dramatic weather painted expressively
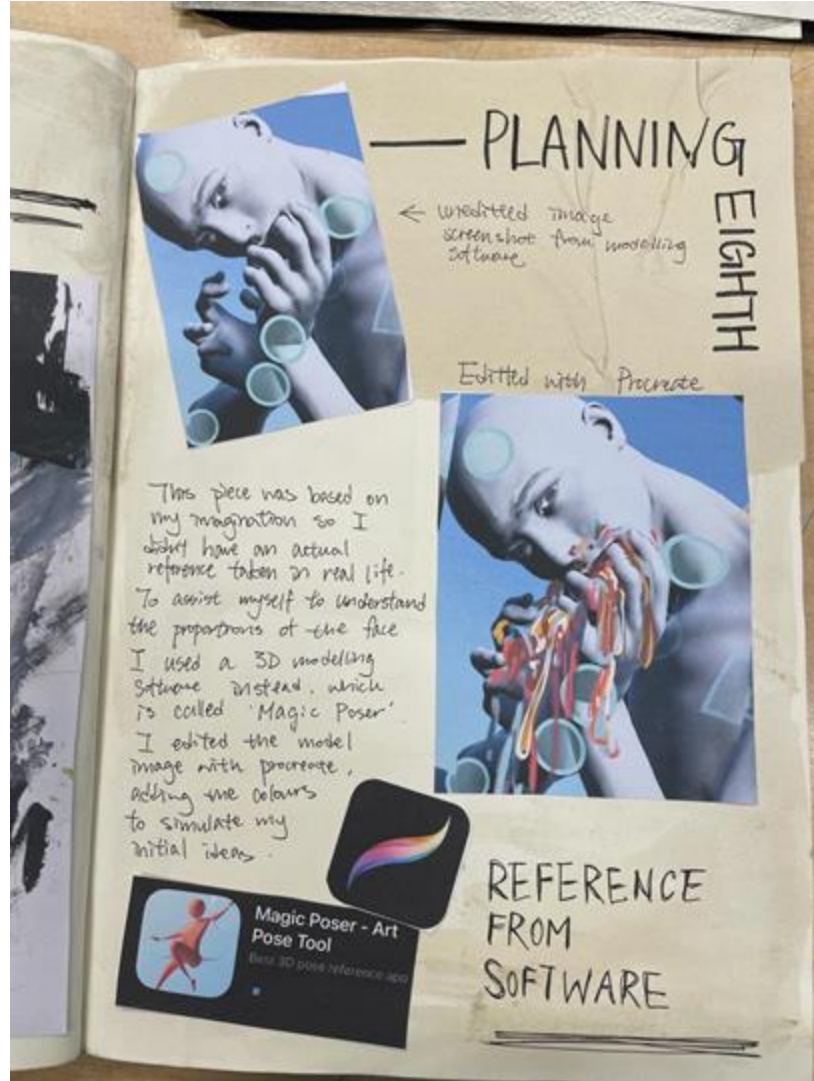
Here is the expressive painting of King Lear on the heath, in the rain, looking old and worn, with bold lighting and dramatic weather. If you have any further adjustments or additional requests, please let me know.

Sophisticated Prompts & Results

Some student examples : Fine Art (GCSE)

Student Example: Photography (A Level)
Basic Prompts & Results

Original Photos by Saul Leiter

To make an image in the style of Saul Leiter.

Prompt: a scene with a red umbrella viewed from inside a car. The image will include rain on the car window, with the red umbrella slightly blurred, seen through the droplets, creating a dreamy, almost painterly effect with a 1940s vibe.

Discussion
5 mns

Case Study (A level)

Case Study One - A photography student is exploring gender and queer identity. They take a set of photographs that look at portraits and gender roles, inspired by Cindy Sherman. The photographs are fed into an AI image generator with a prompt to make the male female and vice versa. The resulting images are then used to blend and collage with the original photos and inspire a new photo shoot. The process is then repeated.

- Use AI image generators to create work that can then be developed afterwards

Best Photos

Throughout this photoshoot I tried many different poses and lighting positions but the best outcomes came towards the end of my photoshoot. For this effect I used a small focal length with the lights close to me and I stood close to the camera. The first photo has less direct lighting which created shadows across the background while the second photo has the lights point directly at me removing most of the shadows from the background. While the third photo the lights were angled away from me to create some small shadows on my face. All photos had the same camera settings a very low aperture mine was F3.5 to allow a bright exposure and a shallow depth of field to separate me and the background. The shutter speed was 1/160 to allow me to try different poses using a burst mode on the camera and ensure there is no motion blur on the photos. The ISO was 400 to simply ensure a strong and visible exposure was achieved and it balanced out the other exposure settings

Artificial Intelligence Experiments

For these I used an image variation tool on the Runway Artificial intelligence that created four completely different images varying in quality with a similar composition and shape to my self portrait. The images ranged in human qualities with some being eerily similar to selfies with realistic features which demonstrates the power of artificial intelligence image creation but also shows the obvious limitations. For the faded effect I used the process of double exposure to show my features and the artificial intelligence but also have the background the same to keep my original portrait. I use Runway AI because it allows me to have slightly lower quality images which are more obviously fake and were not captured as it allows for the viewer to decode that this is fake imagery. However the idea of blending the truth is something I will carry onto to explore.

Artificial Intelligence Experimentation

For these the central images are my own photos and using a new artificial intelligence site called Prome.Ai and used the image variation tool with the simple prompt of "woman" to explore how artificial intelligence changes and distorts me into a completely different person with the two photos on the left and two photos on the right.
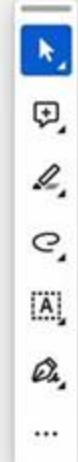
Nathaniel Quinn Critical Analysis

The subject matter of the artwork is a simplistic painted portrait with the facial features distorted by proportion and coloured shapes. The artwork links to my ideas around distorting people's faces with mixed media as well as delving into identity.

For the foreground of the artwork there is the portrait distorted into to different colours and the background is a neutral faded brown. The two most important visual are the contrasting colour and the mixed textures of the artwork. The mixes in colour from the photorealistic skin tone to the bright splashes of strong primary colours create this visual juxtaposition. Another key element was the tone as the multimedia creation leads to different shapes and lines being created around the subject.

The visual elements allow for this consistent visual contrast between the tone colour and shape of the face and the abstract things that distort it which is the signature style of Nathaniel mary Quinn. Due to the photorealism of the portrait the lighting is very natural and we see skin visually reflecting light adding a layer of realism that is distorted by the combination of ever changing images over the key facial features. Within this artwork the artist is focussed on identity specifically black identity and heritage. The artists intends to create this personal mess off facial figures to show the complexity of identity.

This artwork links contextually and visually to Shaquerna Gays and Clotilde Jiménez's work. The work will influence my work by furthering the theme of identity and allow the multimedia effect to be recreated using artificial intelligence image generators.

An example of an AI generated Essay

The prompts are an experiment using ChatGPT to replicate the content of a genuine student essay written 7 years ago which can be found on the GCE Art and Design Website.

> Instruction 1
>
> Create a 2000-word essay comparing the work of photographers Nan Goldin and Bruce Davidson, about how they show human relationships

Extract:

"…………..Both Goldin and Davidson are drawn to photographing individuals and communities that exist on the margins of mainstream society. However, their approaches to depicting marginality differ in significant ways.

Goldin's subjects are often part of subcultures that challenge traditional societal norms, particularly in terms of sexuality and gender. Many of her photographs feature LGBTQ+ individuals, drag performers, and people involved in alternative lifestyles. In this sense, Goldin's work is a celebration of difference and a challenge to the heteronormative standards of relationships and intimacy. Her depictions of queer relationships, in particular, offer a counter-narrative to the dominant portrayals of love and sexuality in mainstream media….."

Instruction 2

Write a two-thousand word essay about photographers who have recorded the interaction of people known to each other, bringing in themes of memory and loss, comparing the work of Nan Goldin with that of Bruce Davidson, without the comparison being too obvious. Use significant quotes both by Nan Goldin and Bruce Davidson about their own work and also relevant quotes by critics. Relate some of the ideas in the essay to Roland Barthes and perhaps Susan Sontag. Write a particularly personal response to the photo 'Nan and Brian in bed'. Show how the formal qualities of specific photographs illustrate the intention of the photographer. Write the essay in the style of an intelligent 18 year old student with personal opinions about specfic photographs and also say how this has helped to inspire the student in her own work.

Extract:

"……….When I first encountered (the photo) "Nan and Brian in Bed," I was struck by the raw emotion and honesty of the image. It reminds me of the fragility of relationships and the way photography can capture moments that words often fail to express. The photograph, bathed in warm, soft light, captures a moment of quiet closeness between Nan and Brian. Their bodies are intertwined, suggesting both physical and emotional intimacy. The room around them is cluttered yet familiar, hinting at the complexities of their shared life. The soft focus and gentle lighting create a dreamlike atmosphere, emphasizing the passing nature of moments like these. Nan Goldin's decision to photograph such personal moments feels almost intrusive yet definitely authentic, making me reflect on the power of photography to freeze moments that would otherwise slip away."

Written content in Art and Design

Advice from Pearson Guidance document relating to written content in Art and Design:

- Teachers should ensure that they are familiar with the student's style and method of working so that they can confidently authenticate their work.

Indicators of misuse could include:

- Inclusion of content which lacks references or content where the references are not accurate.
- Varying quality of written or visual content.
- Sudden production of material at a pace, which is at odds with the learner's normal rate of production of work.
- Writing which is not focused on the topic or which addresses the topic only in a general way, without detailed consideration of examples
- Use of vocabulary which is untypical given the level of knowledge possessed by the learner.
- A visual or written style which is not consistent with the learner's own usual style.

The use of AI in Art and Design

AI is a tool, in the same way as any other device, or technique is, in the creation of art and design. Pearson are neither promoting nor negating its use, rather, they are clarifying acceptable and inappropriate use.

Finishing Discussion/Q&A
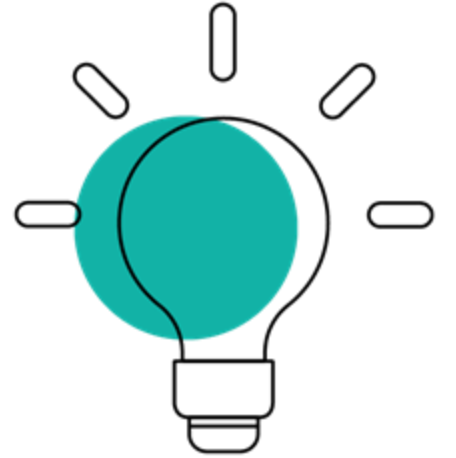
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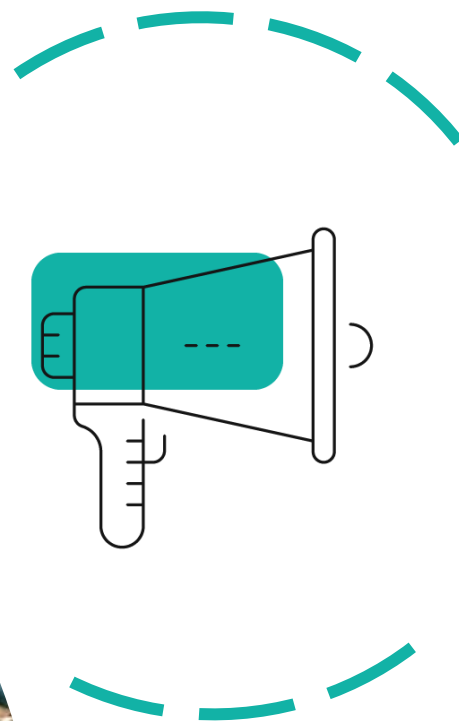
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