
Written Annotation Guide: GCSE Art and Design 2016

Contents

1. Introduction	2
2. Fine Art	3
3. Graphic Communication	5
4. Textile Design	7
5. Three-dimensional Design	9
6. Photography	11
7. Assessing written Annotation	13

1. Introduction

The GCSE in Art and design specification requires students to record observations, insights and independent judgments visually and through purposeful written annotation, using suitable specialist vocabulary, as work progresses.

The purpose of integrated written annotation is to be supportive of the visual evidence and not in any way as a replacement for the practical work.

The annotation can be presented in many ways such as notes in a sketchbook made during visit to a gallery, or museum; it may be short comments made to support visual evidence such as sketches, plans, media experiments or samples or notes that explain the decisions made during the development of an idea, project or in response to a brief.

The annotations made should be relevant and informed and not merely descriptive. There is no requirement for students to produce extended pieces of writing.

As part of the introductory period teaching could be based on the learning and use of subject specific vocabulary.

Students could be encouraged to use annotation to analyse critically, evaluate and reflect on their own work and that of others. There are a wide range of strategies that can be used to focus students on critical analysis.

Some examples are:

- Who, Why, What, Where, When and How
- Form, Content, Process etc.
- Peer assessment conversations can help students interpret and make connections with the work of others.
- Using the spoken word in critiques and class discussion will help to develop language skills and subject specific vocabulary.
- Using questioning to develop students thinking and response when writing by exploring technical language associated with art and design.

Whichever strategy is already successfully used in your own centre you should continue to embed it in your teaching of the 2016 specification.

In every endorsed title Students should use the correct vocabulary when annotating their work to show that they are developing their knowledge, understanding and skills. The following sections explore what this might look like in a student's portfolio for both components 1 and 2.

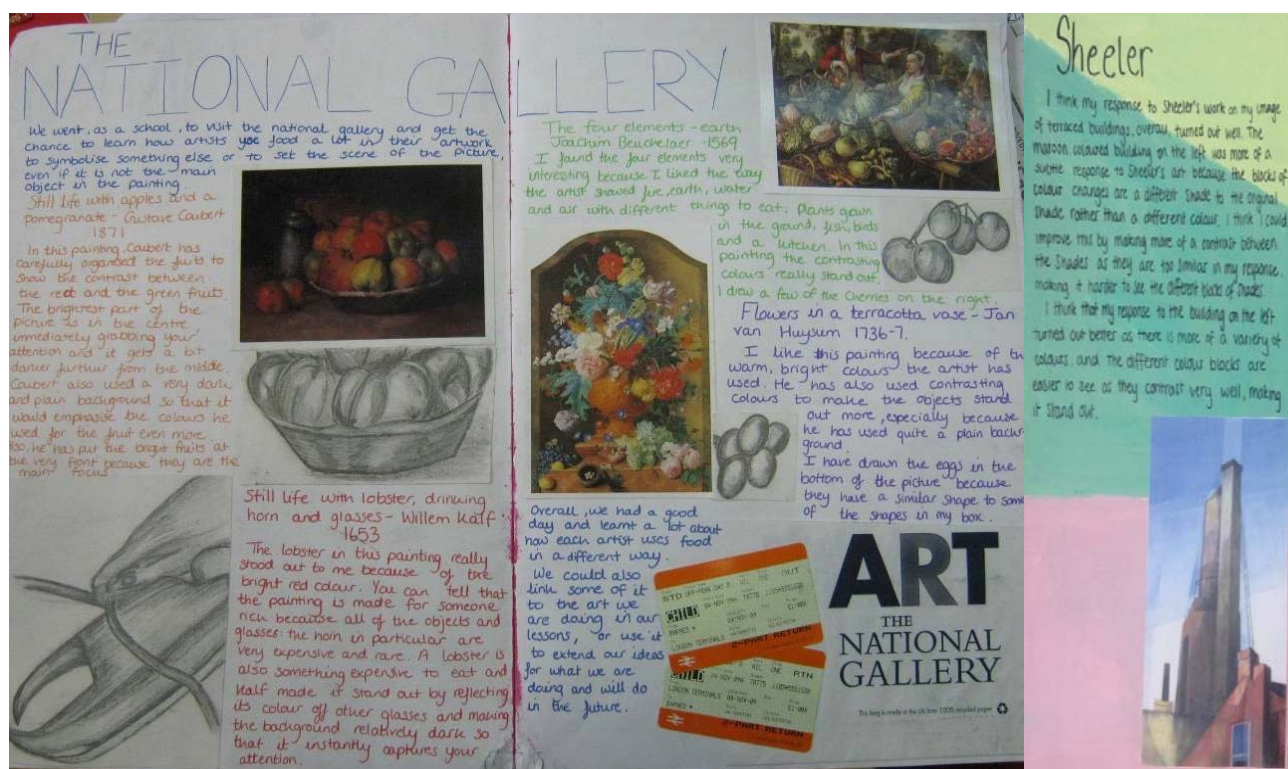
2. Fine Art

The purpose of annotation in a Fine Art portfolio is to demonstrate the student has:

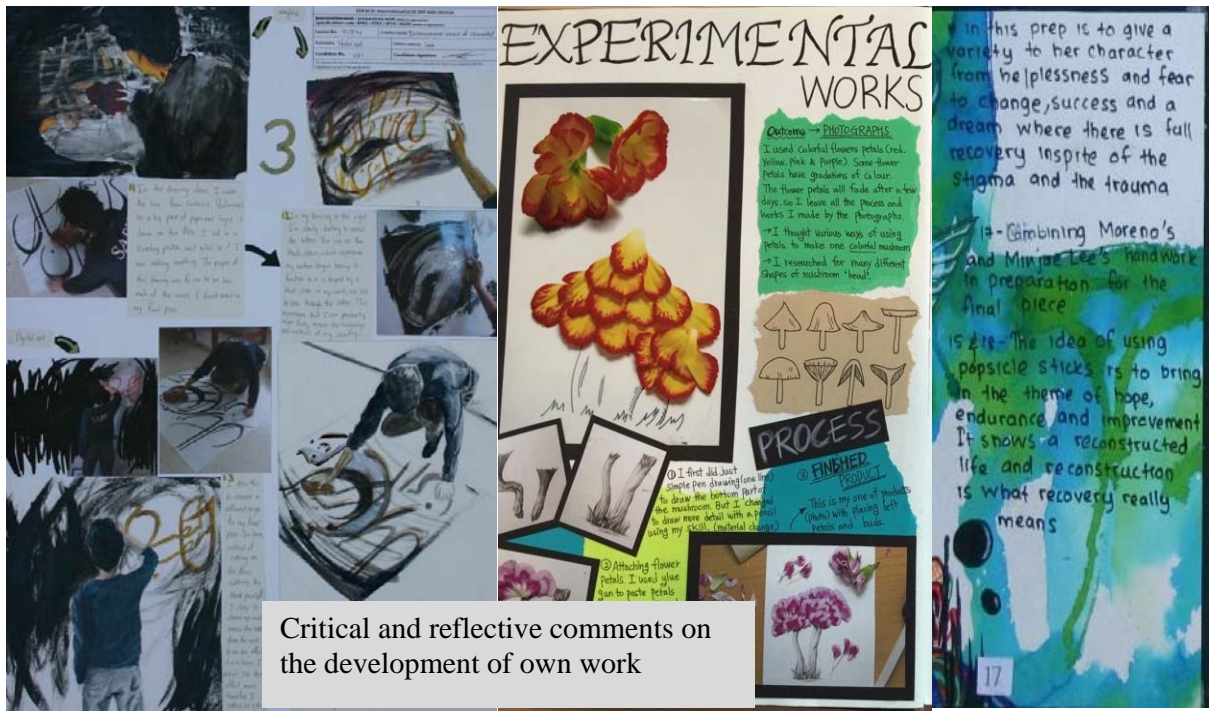
- Critically analysed the work of others
- Critically analysed their own work
- Expanded on the idea behind the work
- Explained connections between images made and found

Annotation provides the opportunity for students to use appropriate subject specific language in relation to the formal elements of art and design. To demonstrate their understanding of composition and identify the characteristics of the media used.

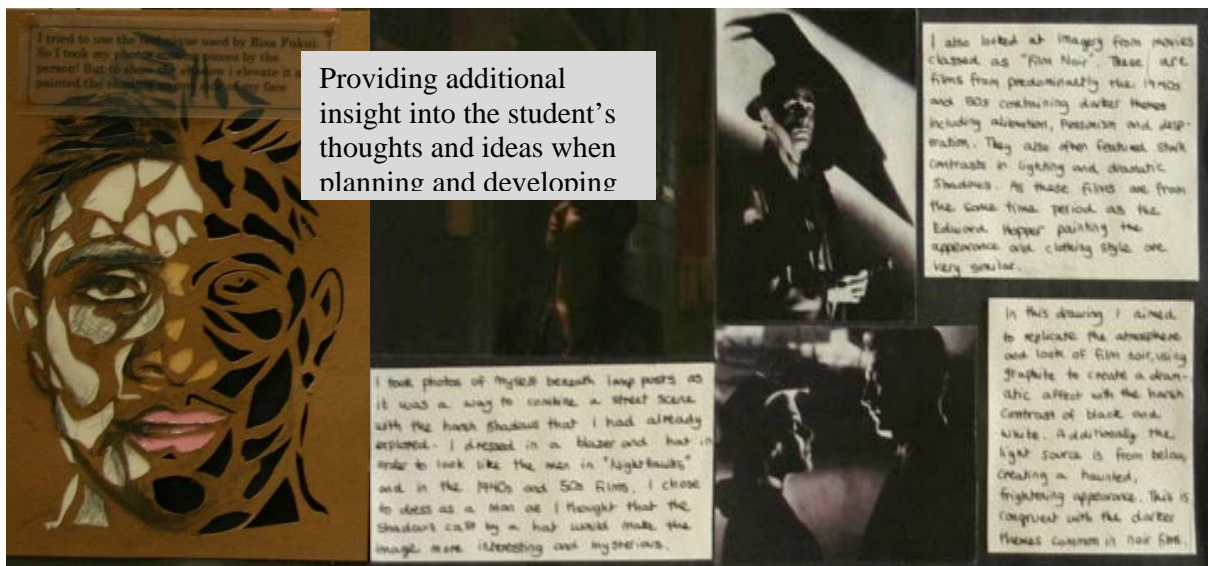
The following images are all examples of student's work, made in different ways, while they are not prescriptive nor exhaustive, they have been selected to help define what annotation is in the context of the GCSE Fine Art endorsed title.



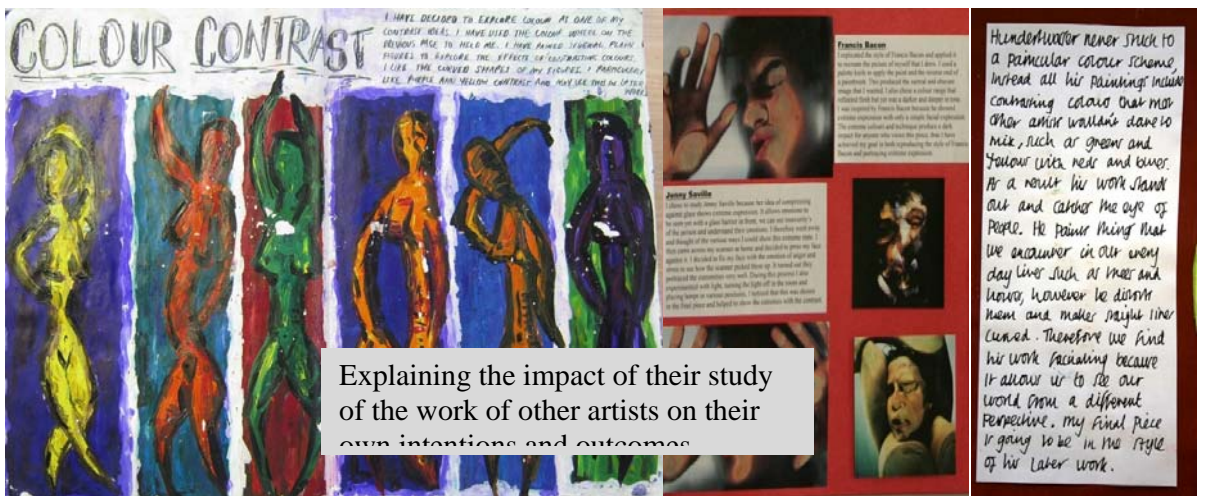
Making notes from a gallery visit and analysing the work of others using a critical vocabulary



Critical and reflective comments on the development of own work



Providing additional insight into the student's thoughts and ideas when planning and developing



3. Graphic Communication

The purpose of annotation in a Graphic Communication portfolio is to demonstrate the student has:

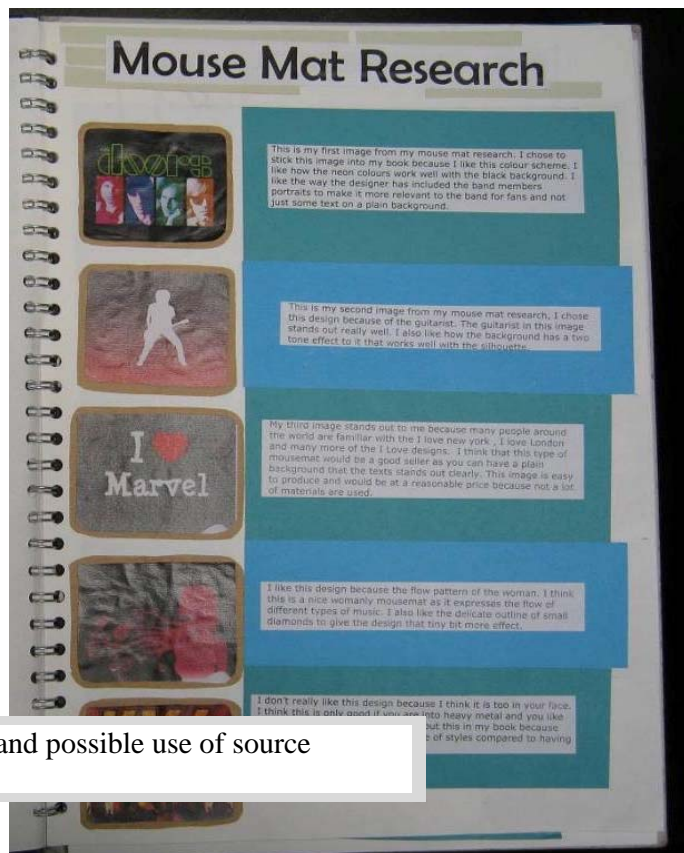
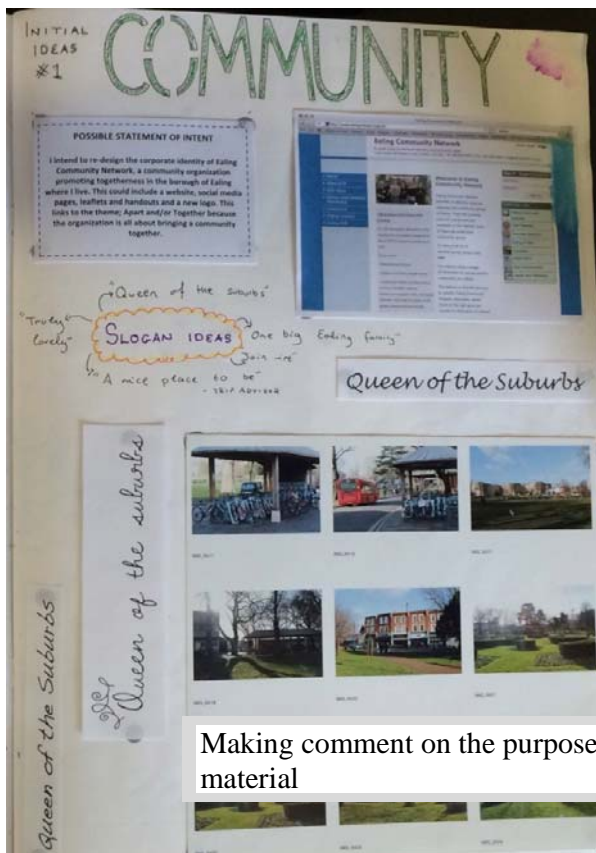
- Critically analysed the work of others
- Critically analysed own work
- Expanded on the idea and/or brief behind the work
- Explain connections between images made and found

Annotation provides the opportunity for students to use appropriate subject specific language in relation to graphic materials and techniques including traditional and digital graphics and the use of digital and / or non-digital applications

The following images are all examples of student's work, made in different ways, while they are not prescriptive nor exhaustive, they have been selected to help define what annotation is in the context of the GCSE Graphic Communication endorsed title.



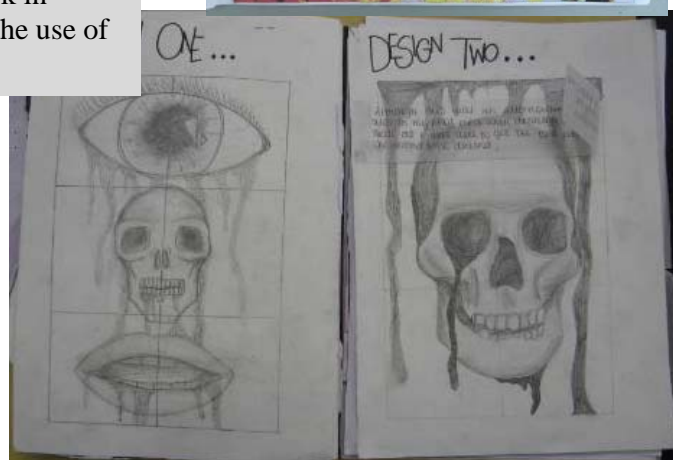
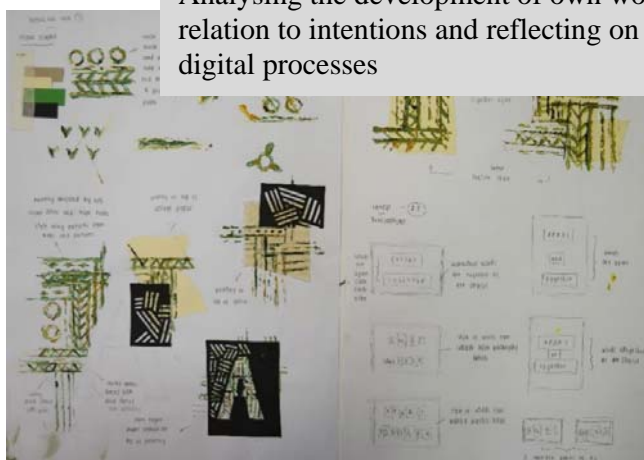
Analysing the work of other artist and graphic designers



Making comment on the purpose and possible use of source material



Analysing the development of own work in relation to intentions and reflecting on the use of digital processes



4. Textile Design

The purpose of annotation in a Textile Design portfolio is to demonstrate the student has:

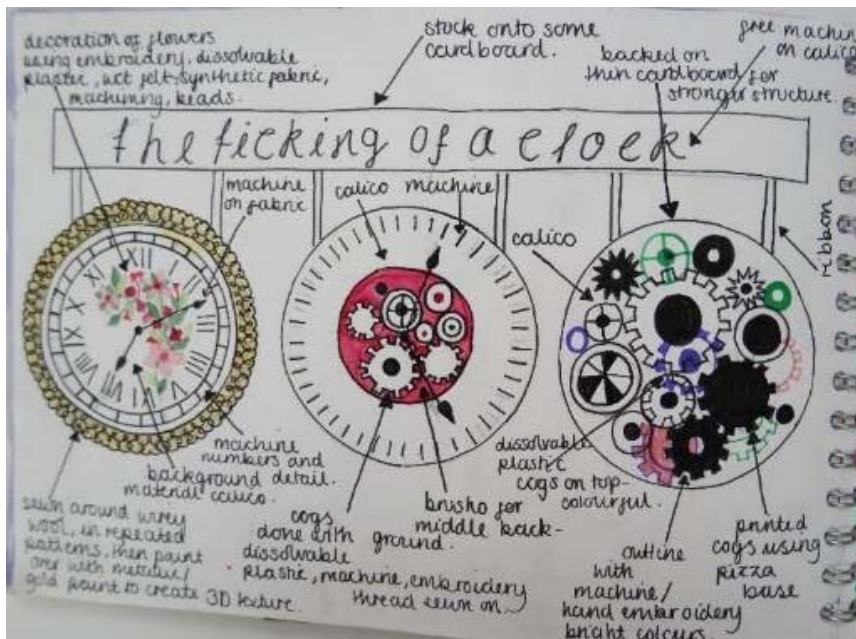
- Critically analysed the work of others
- Critically analysed own work
- Expanded on the idea and/or brief behind the work
- Explain connections between images made and found.

Annotation of ideas and designs could consider the technical process involved; make reference to textile materials and processes. It provides the opportunity for students to use appropriate subject specific language in relation to materials used. The following images are all examples of student's work, made in different ways, while they are not prescriptive nor exhaustive, they have been selected to help define what annotation is in the context of the GCSE Textile Design endorsed title.

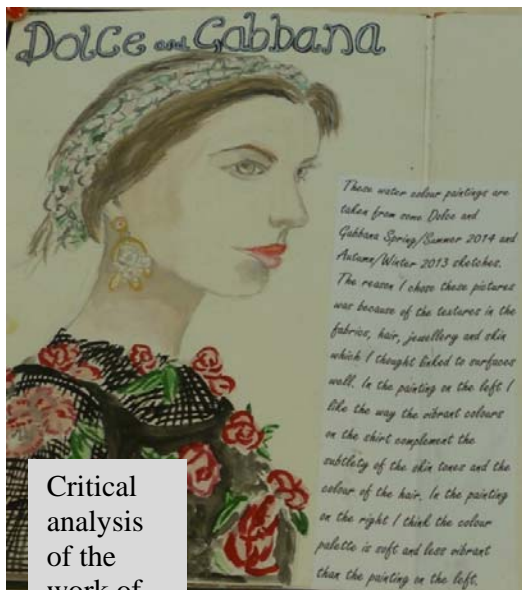
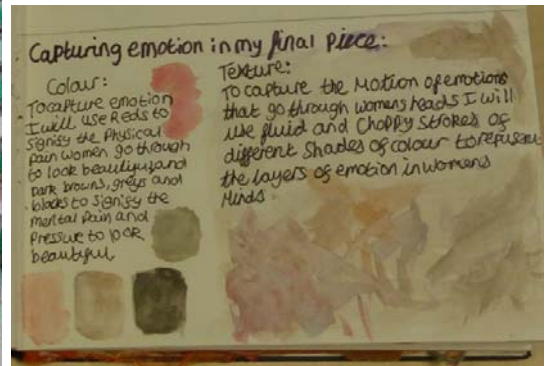


Critical reflection on the production of own visual research and the intentions for development of ideas using subject specific language

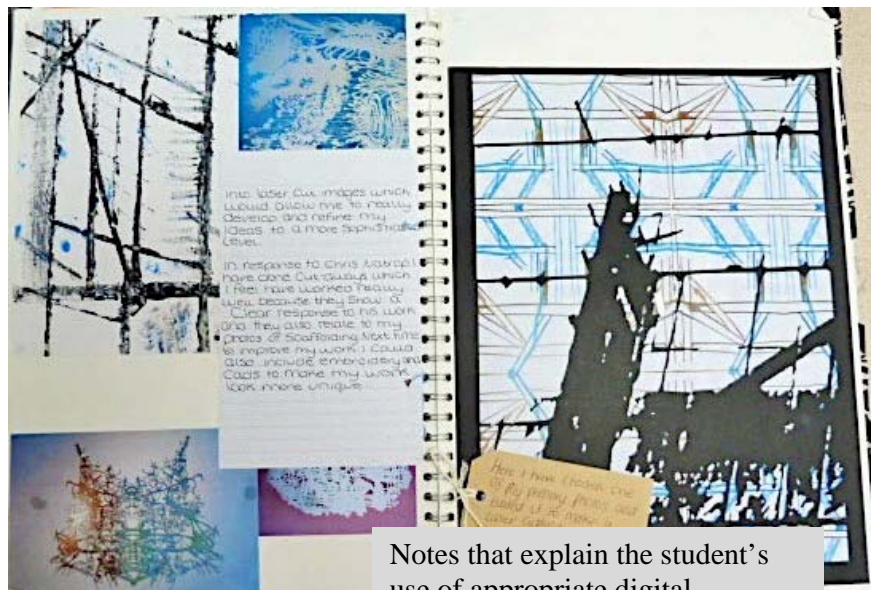




Annotation that explains how ideas will be produced and which textile specific techniques will be used



Critical analysis of the work of fashion designers



Notes that explain the student's use of appropriate digital technology to support realisation of intentions



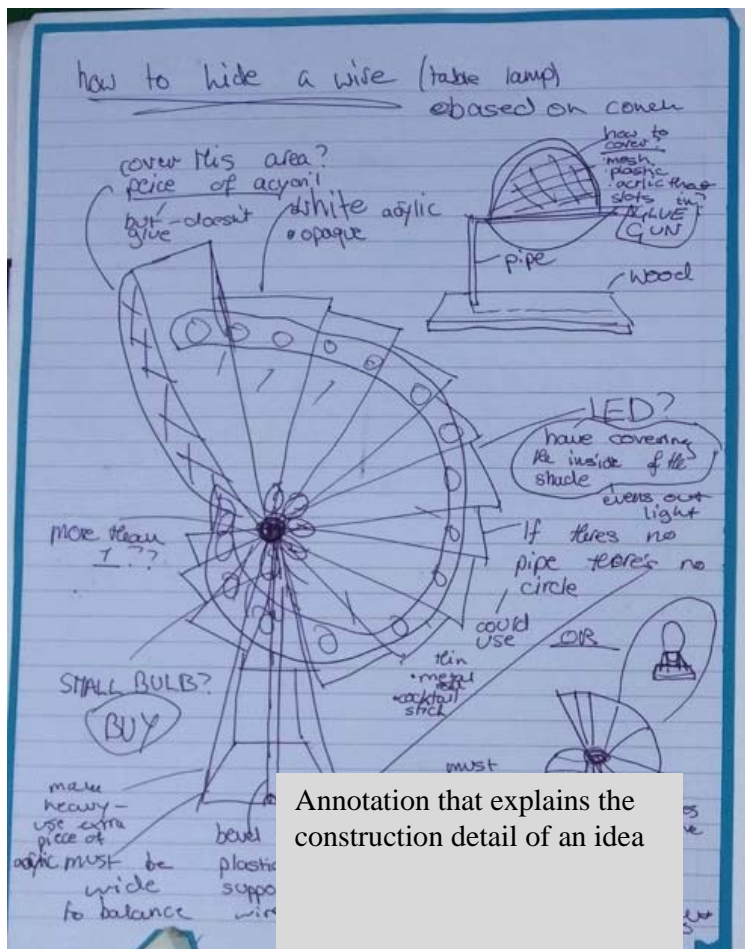
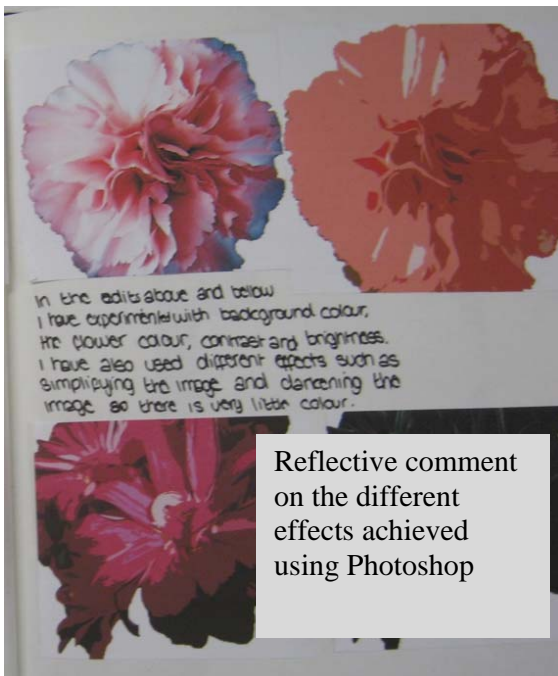
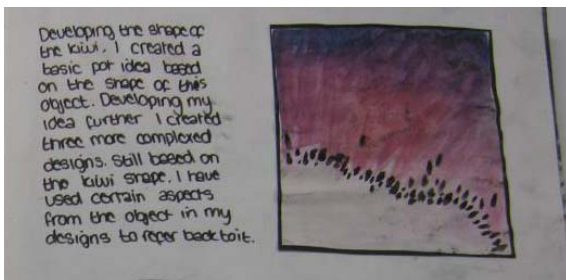
5. Three-dimensional Design

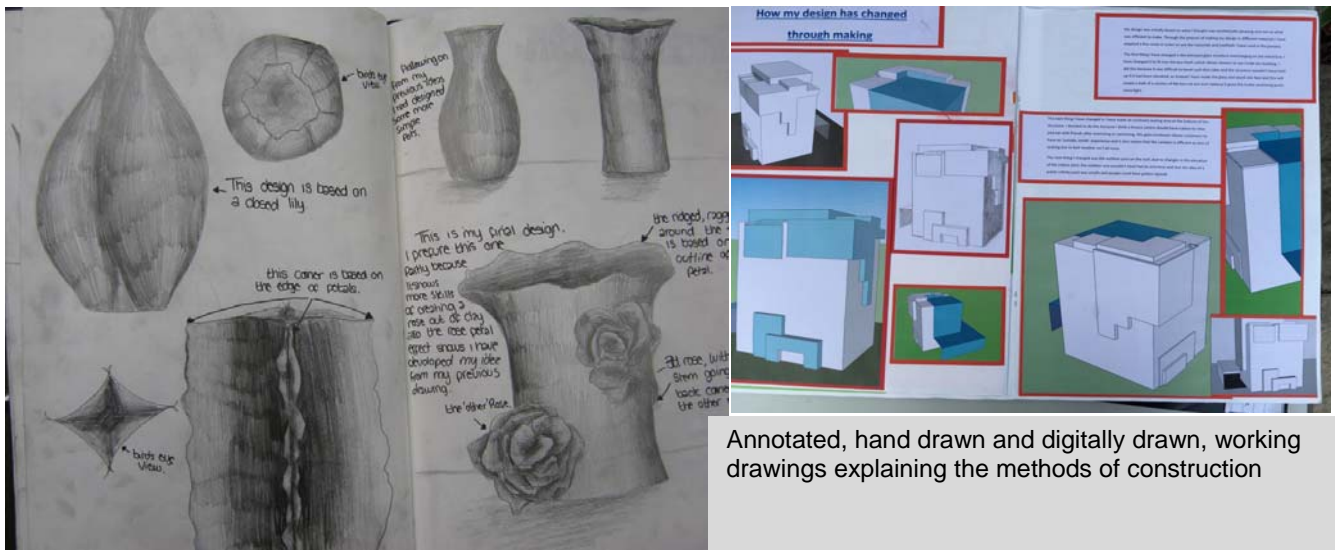
The purpose of annotation in a Three-dimensional Design portfolio is to demonstrate the student has:

- Critically analysed the work of others
- Critically analysed own work
- Expanded on the idea and/or brief behind the work
- Explain connections between images made and found

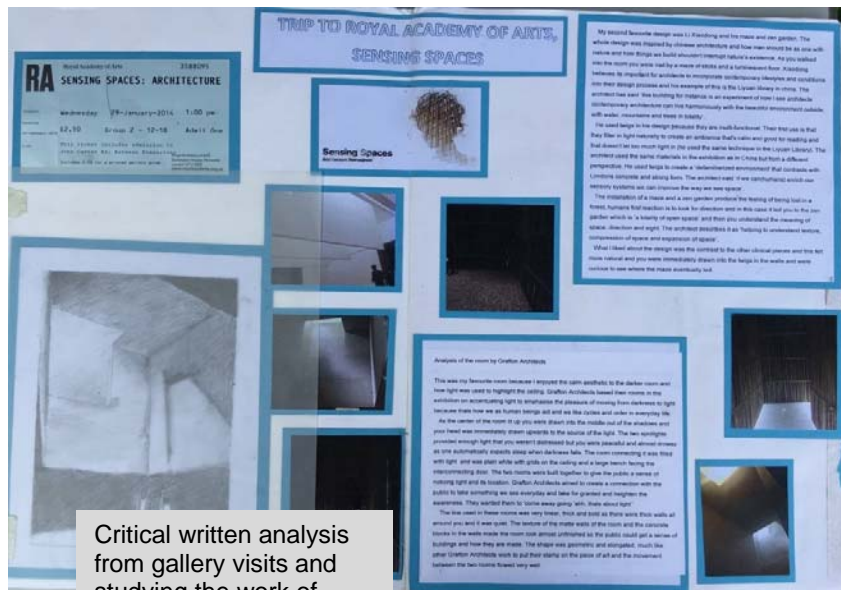
Annotation provides the opportunity for students to use appropriate subject specific language in relation to relevant formal elements: space, form, scale and proportion. To comment on the characteristics of materials selected and technical information in relation to design and production methods and where relevant the use of digital processes.

The following images are all examples of student's work, made in different ways, while they are not prescriptive nor exhaustive, they have been selected to help define what annotation is in the context of the GCSE Three-dimensional Design endorsed title.

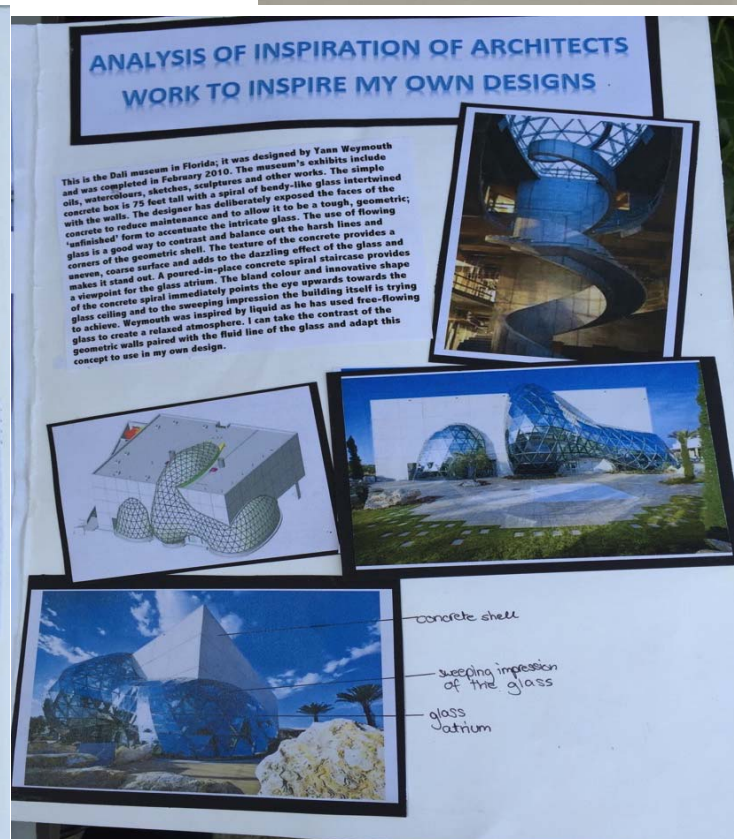
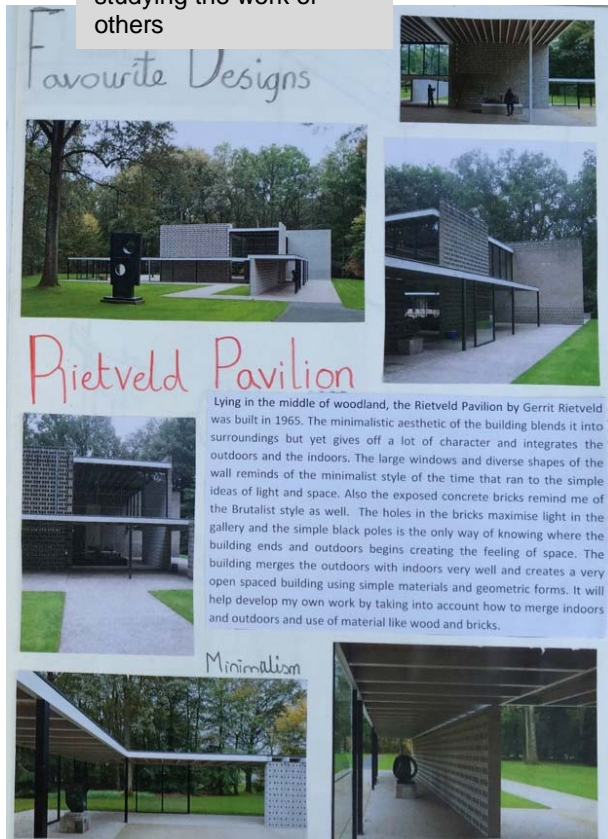
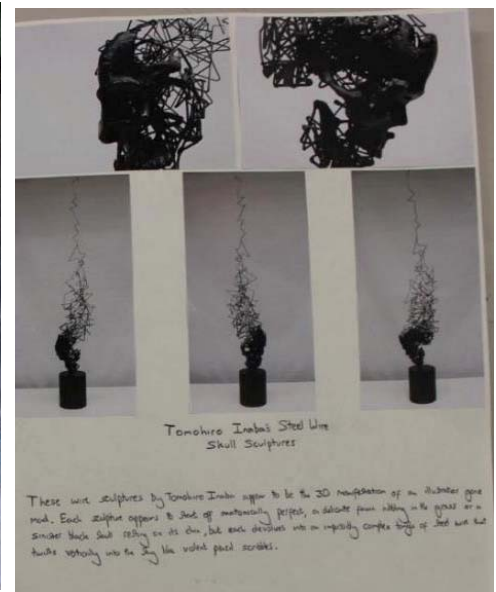




Annotated, hand drawn and digitally drawn, working drawings explaining the methods of construction



Critical written analysis from gallery visits and studying the work of others



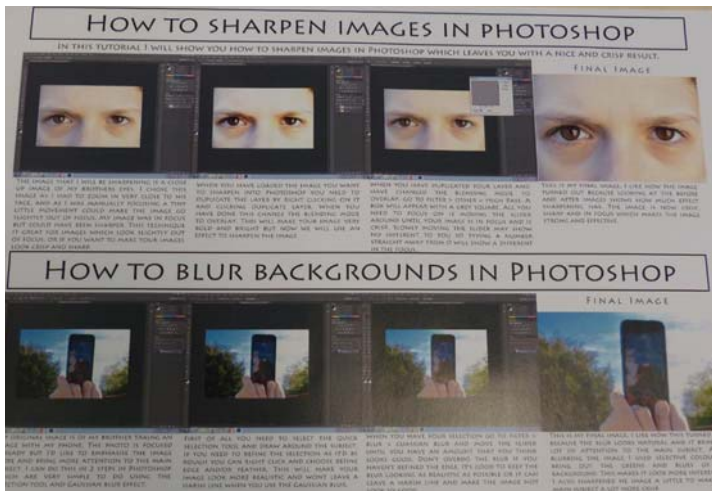
6. Photography

The purpose of annotation in a Photography portfolio is to demonstrate the student has:

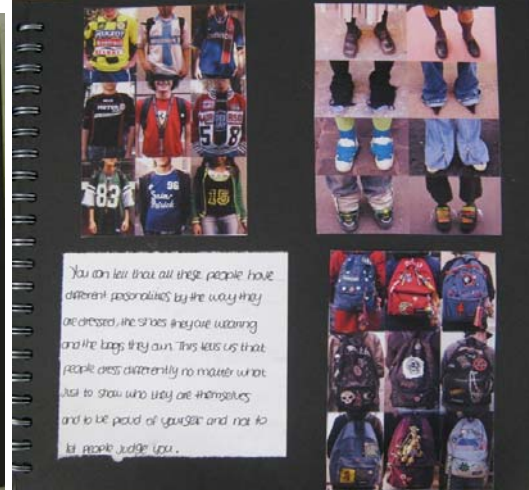
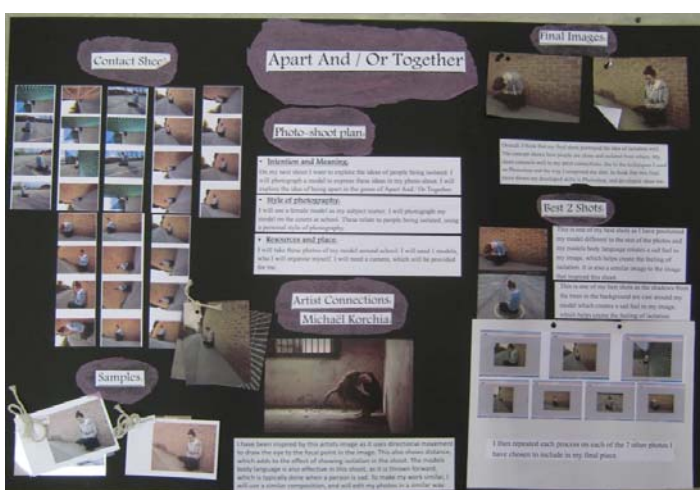
- Critically analysed the work of others
- Critically analysed own work
- Expanded on the idea behind the work
- Explain connections between images made and found

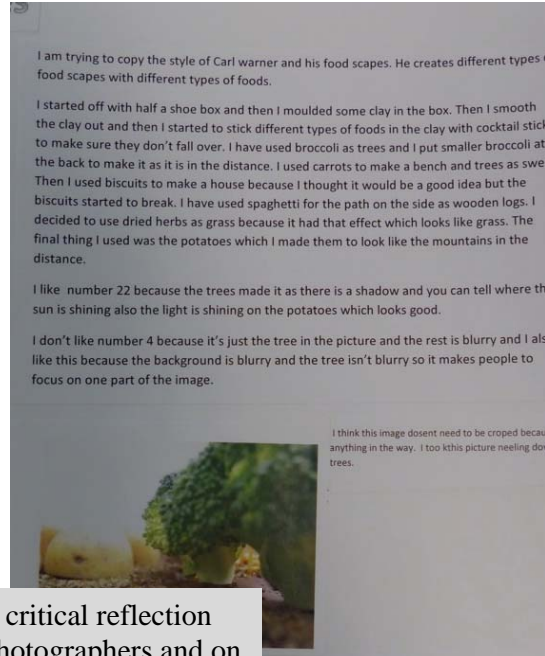
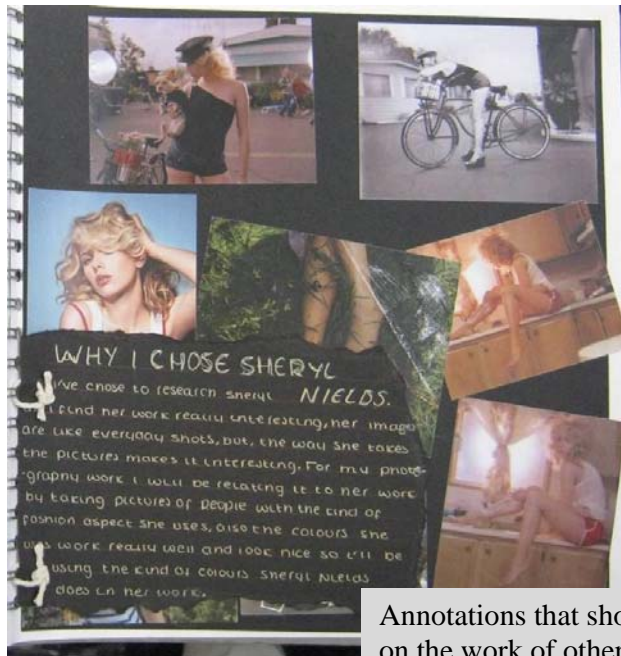
Annotation provides the opportunity for students to use appropriate subject specific language in relation to the photographic process chosen, traditional and /or digital. Purposeful and analytical annotations could be made on contact sheets or as part of the development of an image through photographic techniques or digital applications.

The following images are all examples of student's work, made in different ways, while they are not prescriptive nor exhaustive, they have been selected to help define what annotation is in the context of the GCSE Photography endorsed title.



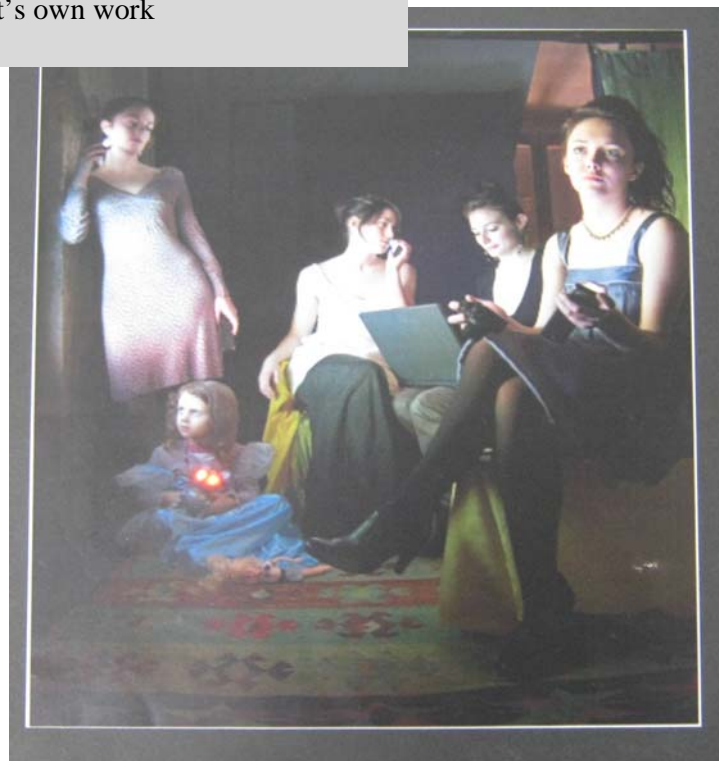
The process of image development through the use of digital software and apps annotated to demonstrate understanding.





Annotations that show critical reflection on the work of other photographers and on the student's own work

This photo was taken by Catherine. It looks like she has taken it back a few years ago because of how the people are dressed and how the room looks. The style of this image is that the women look like they didn't know the photo had been taken. It looks like it was taken purposely by the way the lighting was at the time to make it look effective and the contrast is dark and light. They could have taken this photo to sell in a shop or just because it looks contrasting and different with the lighting. They also could have taken this photo to inspire other women and for them to not be afraid of how they look. The purpose of this image could be to inspire women.



She is dressed like the weather is dull as well and not really wearing bright colour clothes that shows who she is. There is a mixture of different dark colours in this photo because there are browns, greys and a tint of blue to it. There are no bright colours in this photo because I made it black and white as I think it looks better within the weather and the contrast of it. I also think it makes it look old as there are no bright colours.

7. Assessing written Annotation

Written annotation skills will be assessed through Assessment Objective 3, record ideas, observations and insights relevant to intentions as work progresses

Students may present supporting annotations, as part of the whole creative process, that addresses all four of the assessment objectives; when developing and exploring ideas, making research from both primary and contextual sources, experimenting with media, materials, techniques and processes and presenting a personal response(s) to the externally-set theme.

When considering a student's work for assessment three the annotations made should clearly support the visual and practical work by providing a context. The written annotation should be purposeful and informative, using suitable specialist vocabulary. It is important to assess the extent to which the annotations analyse critically, evaluate and reflect on the student's own work and that of others.

The written annotations presented alongside practical work using a specialist vocabulary should be assessed in an integrated and holistic way, making reference to the intentions of and visual imagery made by the student.

A comprehensive bank of exemplar student work and examiner commentaries to help you understand the national standard has been provided and can be accessed via the Pearson website.

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016/teaching-support/understanding-the-standard.html>