

Annotating your Sketchbooks/Websites Photography

Annotations are an important part of an artist's sketchbook/portfolio. Artists use annotation, or written notes, to describe, analyse and evaluate their work and to develop creative projects from an early stage.

Students must now annotate throughout the GCSE course in Art, Photography and Textiles and can boost their grades with good annotation. This shows their understanding of Art/Photographic/Textile techniques, their insight into why images are effective and their ideas for developing their work.

Annotations are now a compulsory part of the Art, Photography and Textiles GCSE and A Level courses. This aspect of your work is marked within AO1 and AO3

GCSE

AO1 Develop ideas through investigations, demonstrating critical understanding of sources.

AO3 Record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions.

Presenting information on the work of others

Information on the work of others can be presented in a number of ways.

- As a separate research page.
- Incorporated into pages which include your work which has been influenced or informed by the artists/photographers/cultures.
- As part of the web page on Weebly.

When discussing the work of others, it is important that you include the following;

- The artist's name.
- Images of their work.
- **Describe** the style of work, subject matter and media used. Use Art/Photography specific terminology.
- What is the **relationship** between your work and the Artist's work? How/will/has the artist's work **influenced** or inform your work. (Do not say his/her work relates to yours.)
- **What do you think** of their work? Do you like it, if so, say why? If you don't like it, it is fine to say this but you must have a reason.
- Be enthusiastic in your writing.
- Only facts relating to their work should be included if at all.

DO NOT

- Include downloaded and regurgitated information from the internet.

Writing about your own work.

When writing about your own work, **be reflective and personal**. Use black pen, pencil or relevant text box on Weebly. If writing in an Art book you should hand write your annotations unless told otherwise. In photography, the annotations must be neat and legible so word processing may be appropriate. You can use whole sentences and/or key words. **Mix it up – make it more interesting to the viewer.**

- Tell me why you think this work is **successful/unsuccessful**.
- Do you **like it**?
- Tell me something **I don't know** (by looking at it).
- **Discuss** any successes or difficulties that you had using the technique or materials.
- **Use a working and specialist Art specific terminology**.
- Where relevant, you can **refer back** to the work of an Artist/Photographer that has informed your work.
- If relevant, discuss what you are going to do **next**.
- **Check** spelling, punctuation and grammar, particularly with regard to specialist terminology.

Differentiation
writing about work
writing frames
1/10/2021

Insect	different tones and shades made from a rainbow
Primary	used as a measuring tool
Secondary	to look closely
Fish	first or of chief importance
Observe	next to, after first
Colour	a type of paint
Acrylic	* sometimes spiders or ants
Pencil	a resource needed in schools, made from trees
Paper	a drawing tool
Ruler	creatures from the ocean

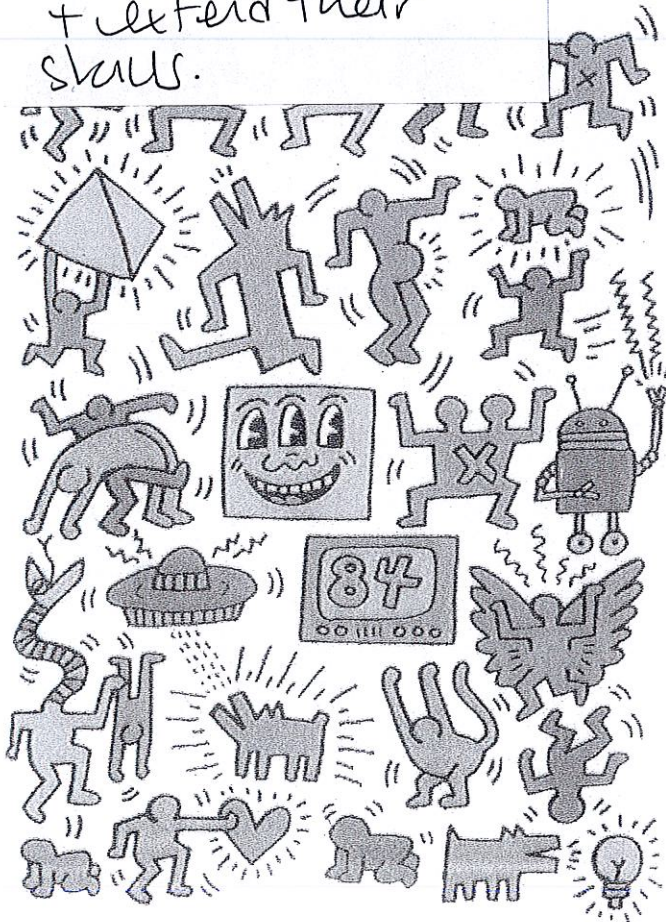
Top Set Yr 7 - Starter
 Match words +
 definitions - also
 Set back to learn
 words + maybe
 give a spelling
 test starter next
 lesson.

lower ability sets
 have easier words
 + simplified
 definitions.



Examples of
Greener Challenge.

These task card sets which are devised for each project are used as extension tasks within lessons when students have completed the set classwork. They support the learning + extend their skills.



TASK 1

Produce your own illustration in the style of Keith Haring in your sketchbook.

Base your illustration on you - your family or friends, pets and interests might be a good starting point.

Look at the colours he uses, the type of shapes he uses and the way he arranges the images.

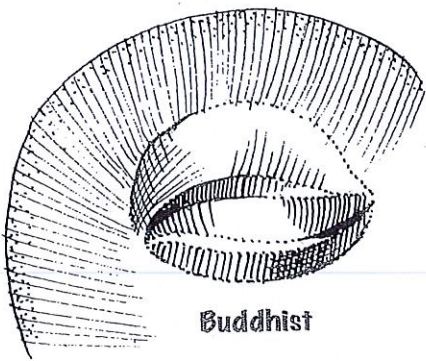
TIP: Keith Haring uses simple shapes without much detail. His images are repeated lots of times. He uses bright colours but keeps the background white. He uses lots of figures.

Eyes

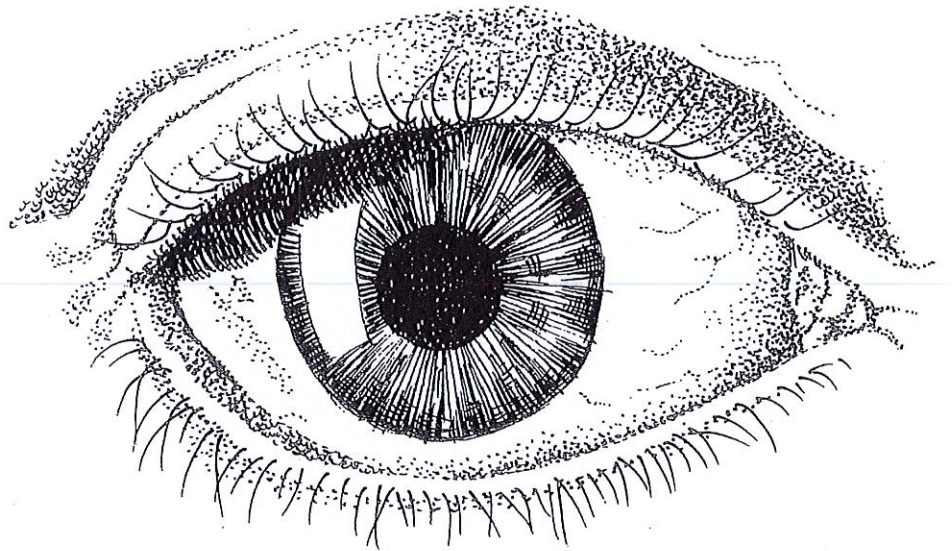
Task Card 2



Look at the types of drawn EYES from different cultures and artists. Using a pencil; draw these different eyes into your sketchbook. Make sure that you draw these as accurately as possible to help you with your drawing skills. Look carefully at the different types of marks used. Label the eyes with the artist or culture.

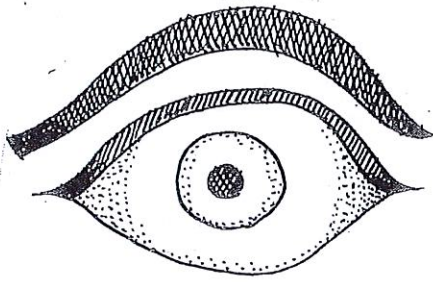


Buddhist

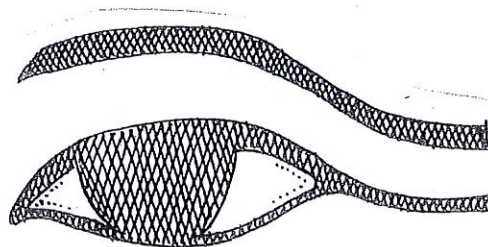


Escher

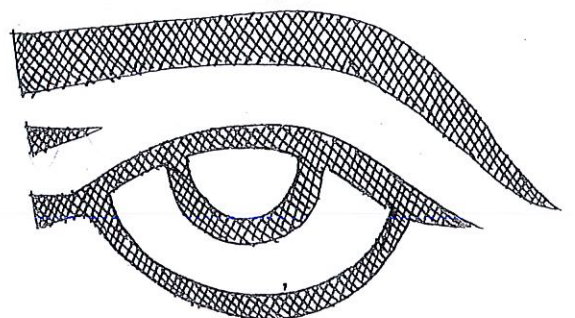
eyes



Greek



Egyptian



Assyrian

Date _____ Period _____ Subject _____

Usual Teacher _____ Class _____ Room _____

Who will be the teacher 'link' for this class? (ie the teacher immediately available for support) It does not have to be a member of your department. Where will they be during this period – it must be close by.

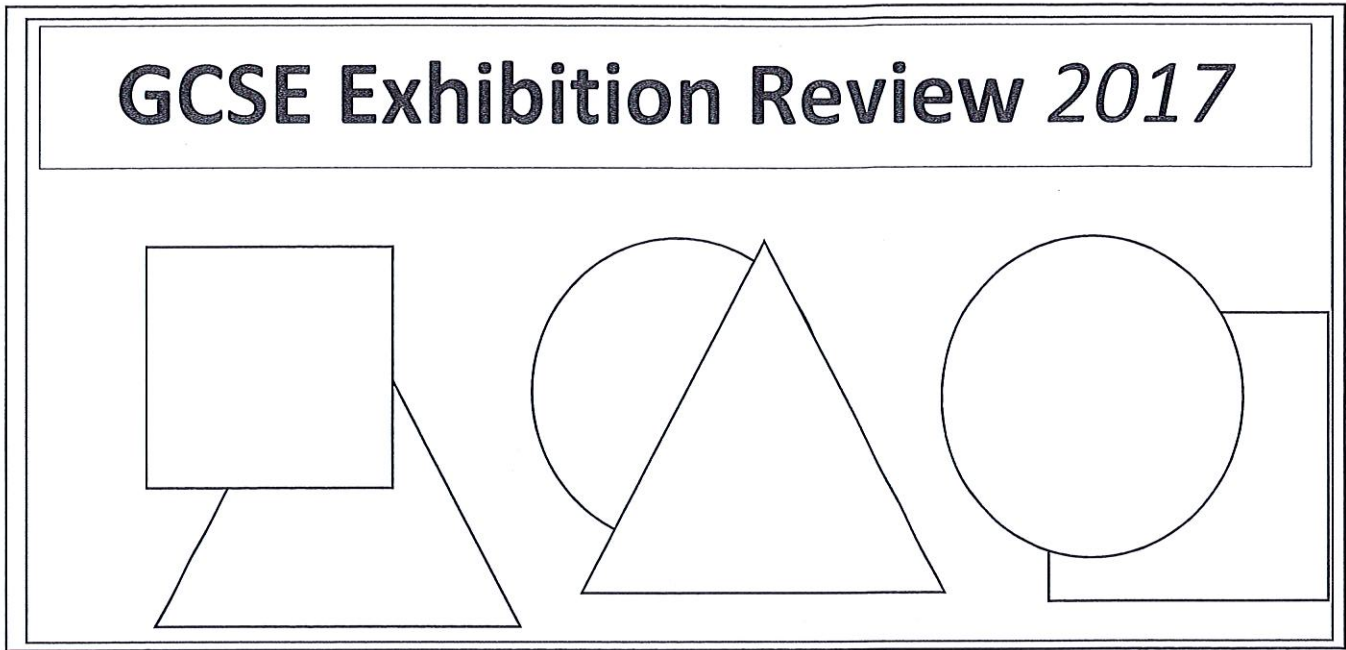
Link Teacher _____ Location _____

	Instructions
Learning objective	To learn how to look at the work of others.
Introduction or starter Timing:	Talk about last year's exhibition review – students may look in their books if they wish to remind them. Explain the importance of looking at the work – it is like going to an exhibition and some of our students have become quite famous, for instance; Tim Ellis who left about 8/9 years ago had his entire Masters collection bought by Charles Saatchi!
Main task/s Timings:	Create a page ready to view the exhibition. Today you will only be preparing your page. Do not look around – it is not finished yet! You need to include 3 boxes for drawing, 3 spaces for writing and a title; GCSE Exhibition review 2014. When you have planned out your page you can use coloured pencils to add colour. You may colour the background, the title and the spaces for the writing. DO NOT colour the boxes for drawing. You will do this when you have looked around the exhibition. On the back of your sheet, write out the instructions on what to look at and what to write. Do this lightly in pencil so it does not show on the front. Remember this is a LEVELLED piece of work. Do you best, take your time.
Plenary Timings:	You can gather them together and look at what everyone has done so far – I do not expect them to be finished.
Homework Hand in by:	

Resources and their location	On side.
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Instructions where completed work to be left

Example of 'Note taking Framework + Instructions'



Instructions

- Draw the above grid into your sketchbook or onto paper. It does not have to be exactly the same but needs to have 3 boxes for drawing and 3 boxes for writing. It must also have a 1cm border. Add a title and fill in the correct year, E.g., 2017 – this will be your best work.
- Add colour to the title, frames and background, leaving the drawing spaces white.
- Listen carefully to instructions.
- Look around the exhibition. Choose 3 pieces of work that you like. You should choose one sculpture, (3D), one flat piece, (2D) and one piece of your choice. Use the back of this sheet to make notes and do some initial sketches. You will write this up neatly later onto your grid.
- ~~Now working on your best piece of work~~; using your quick sketch to help, draw a best drawing of the chosen work in the correct box. Make your drawing big enough to fill the box. Carefully add colour and make your drawing as accurate as you can.
- Make sure you write down the artists' name. You can go back to the exhibition to check if you need to.
- Describe the work. Think about the colour, size and texture. What does it represent?
- Say why you like it.
- Colour in the background to present your work nicely.

Set high aspirations - Students evaluate their work and set own targets.
Name _____

Self and Peer Assessment – 2 Stars and a Wish!

Please review, (look back) at the work you have done throughout this project.

What was the project called? **Identity**

Please write at least 2 sentences describing the project. Tell me what you have done in your sketchbook.

Looking at your own work;

Identify 2 areas where you think you have done really well. These might be a piece of class work or a piece of homework. You may think that you have used a particular material well. We call these two good things STARS. Write them next to the stars below.





Next you need to make a WISH.....Look at your work, identify an area where you could improve. Now write this below on your wish line.



Now, pass your work to someone else on your table. Ask them to make 2 Stars and a Wish for you.







Now give yourself an effort and National Curriculum Grade. Look at the level descriptors in your sketchbook to help you. Effort _____ NC Level _____

Student Name _____ Form _____ Staff _____

End Key Stage Level _____ MEP _____ PG _____

Learning Conversation Record

Date		Progress/Student comment
	<p>Learning Conversations are used to promote conversations with students about their learning and develops their independence.</p>	

*. Independent learning example - Art + Design.

Personal Learning Check List

- Research 2 starting points and present a brainstorm or mind map for each. (AO1)
- Choose your starting point and produce 1 page of collected images and/or research, (mood board) on your chosen starting point. (AO1)
- Record from first-hand observation and other sources, ideas and observations. Draw, collect objects and images and take photographs of objects, places, people and things that you have linked to your starting point and will inspire you to develop your ideas. (AO3)

4 pages minimum.

- 1 x Artist link relevant to your observations. (AO1)
- 8 Pages of development. You should experiment with your ideas, exploring materials and techniques reviewing your work and evaluating your responses. You should try out different ways of responding to your initial starting points and continue to make links with your artists/cultures. (AO2)

Annotate your project up to date.

- 1 x Artist link relevant to your development. (AO1)
- 4 pages of development informed by Artist links. (AO2)

Annotate your project up to date.

- Re-inform your work with new drawings, observations, collections and photographs.. Record from first-hand observation and other sources, ideas and observations. Collect images and take photographs of objects, places, people and things that link to the development of your ideas. (AO3)

4 Pages

- 1 x Artist link relevant to your new images and ideas. (AO1)
- 4 further pages of development. (AO2)

Annotate your project up to date.

- 1 x Artist link relevant to your development. (AO1)
- 8 pages of development towards developing your final piece. You can include mock ups of ideas and experiments.
- A planning page showing an annotated sketch of your final piece ideas. (AO3/4)

During your 5 hour development time;

- A final piece or set of final pieces. Discuss these ideas with your teacher before the exam. (AO4)

I've chosen my starting point – what do I do now?

- Of course, your mock exam is like any other project you have done before and needs to satisfy the 4 assessment objectives. These are;
- A01, critical and contextual references
- A02, Experimentation and development
- A03, observation and recording of ideas
- A04, present a personal and meaningful response

The thing to remember is that the starting point is just that; a starting point! The final piece may be quite far removed from the original idea; however, as long as the journey is evident in your sketchbook, that is fine.

So, choose your starting point. If you have used brainstorming to help with this, present them at the start of your sketchbook. Then Go and Draw, Collect and take Photographs.

You should start with A03, observation and recording of ideas. Research some of the artists given, find new ones of your own. Experiment with ideas and media. And keep developing your ideas, re-informing your journey with new observations and ideas as you progress. Keep it fresh and exciting. Yes, this is an exam but you can enjoy this. Throughout your journey I will be there to mentor you BUT I cannot help you in the final exam. Make sure you are as well prepared as you can be – **the sketchbook and preparation is worth 75% of the total exam mark.**