

YR 12

ART AND DESIGN & PHOTOGRAPHY



STUDENT HANDBOOK

&

Summer Task

- Receive information about Y12
- Receive information on How to Analyse Art Work
- Make your Summer Task Journal
- Look at the relevant summer task for the course you are planning on studying (further on in the booklet) and complete this ready for your first lesson of the subject in September

Deadlines

1. Finish Making Your Journal by the end of the lesson!

Being an A-LEVEL Art student

- Be **passionate about your subject**, you will have to dedicate a lot of time to the subject over the next year, without enthusiasm you will find it hard to reach deadlines and get motivated.
 - Be **imaginative and creative**
- Be **independent** – Along with your lessons you will have to dedicate **four additional hours a week to your artwork.**
- Be organised and proactive, maturity towards your subject will equal a good grade at the end!

ADVICE ON MANAGING THE WORKLOAD!

MISSED DEADLINES = MISSED GRADES

We take the **deadlines VERY seriously**, and to make sure that you do too, we intend to **SID** any student who consistently hands in work late. So, the **second time you miss a deadline – no excuses – A SID form will be issued.**

We have thought long and hard about how best to support you and have put deadlines in so that you can pace your work and produce it with care, thought and to an appropriate standard.

Deadlines should be met, It is **crucial that you put in 4 hrs of your study time** into the course, on top of your timetabled lessons, so we expect to see you in the Art room outside of lessons **-WORKING – NOT SOCIALISING!!!**

On that note . . .

The 6th Form Art room is exclusively for the use of **Art students** – not their friends! Whilst we are happy for others to come in at **break** and **lunchtimes**, **nobody except art students should be in there at any other time.**

And when you are in there you should be **working quietly** – not talking and drinking tea and coffee – if you want to do that you have **Café 6** and your **common room.**

One last thing – we all **LOVE music**, but only using headphones so that you do not disturb other students.

PLEASE RESPECT THE ABOVE AND ALLOW OTHERS TO WORK PROPERLY USING THIS SPACE. REMEMBER A DEDICATED 6TH FORM ART STUDIO IS A PRIVILEGE NOT A RIGHT AND IT CAN BE REVOKED.

Art/textiles/photography materials

In the next few days you will receive a letter;

Art –We will ask you to purchase an art pack. This contains all of the materials that you will need to help you through the course, including a sketchbook. Please return this form as soon as possible.

Textiles – You will be asked to purchase an art pack and make a contribution towards materials that you will use throughout the year.

Photography –You **MUST** have your own SD card reader, memory stick and to back your work up in two places. You will also need your own digital SLR camera and tripod if possible. The cost of the course will be spread out throughout the year when you make decisions about which photographs to print, enlarge and display.

PLEASE respect the fact that we give as much as we possibly can in the way of materials – and your main resource - the 6th form Art studio. Look after YOUR area, have respect for the equipment and materials supplied and don't treat the sink like an alien being that shouldn't be approached!

We would also recommend that you purchase a lockable toolbox to keep your own Art pack materials in safely on your desk. All department materials should by default be stored in the two cupboards NOT on your desk, they belong to everyone. So RETURN materials when you are not at your desk so others can find them.

SPECIAL EVENTS

Life Drawing Classes - ART

There will be life drawing classes that will be arranged as After School sessions.

It is vital you attend as it forms part of the coursework portfolio. We will ask for a **small fee towards this class**.

If any of you receive a Bursary you may want to bear the above in mind and use it towards some of the expenses listed.

The Course

Assessment objectives

It is really important that you understand how your work is assessed.

Like GCSE, it is assessed as a whole, so everything you hand in for your coursework is marked holistically, and the same for the exam project.

As you can see, the Assessment Objectives are similar to GCSE.

The main differences are that you are expected to be able to write in a more academic way, that your critical analysis of your own and others work is more insightful and perceptive, that you can use media appropriately and with skill, and that you can record accurately.

Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all A-level Art and Design specifications and all exam boards.

The assessments will measure how students have achieved the following assessment objectives:

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.

HOW THE COURSE WORKS

This is now a two-year course.

COMPONENET 1- PERSONAL INVESTIGATION (coursework) 60%	COMPONENET 2- EXTERNALLY SET ASSIGNMENT (EXAM) 40%
<ul style="list-style-type: none">• Portfolio of work which exemplify work carried out.• Completed in Jan• Marked as a whole• Externally moderated by AQA in June	<ul style="list-style-type: none">• Papers submitted to students around Feb 2nd• Supervised exam time – 15 hours• Marked as a whole• Internally marked and moderated by AQA in June

STRUCTURE OF COURSE – WHAT YOU CAN EXPECT TO BE DOING

Stage 1 Summer Task – Deadline for completion first Lesson in September!

If you pass your Summer Task, then we accept you on the course for a three-week trial period – this is to make sure the course suits you.

Stage 2 (Sept – Jan)

Teacher led unit - you will be introduced to a large range of art disciplines and techniques in teacher led workshops. At the end of the programme of study you will present a mini final piece that collates what you have learnt so far.

Stage 3 (Feb- May)

Exam led unit- you will then reflect on your strengths and areas of interest and select a stimulus word from the exam paper. You will develop your skills, producing a sketchbook for the project and work towards a final piece/s which will be produced during the 15 Hr exam conditions period.

Stage 4 (June- January)

Start your personal investigation. The Personal Investigation is in two parts:

- a practical project in which you carry out a personal investigation

- based on an idea, issue, concept or theme that interests you
written material which is linked to and supports your chosen focus for study 1000-3000 words.

Stage 5 (February- May)

A Level Exam papers issued 2nd February. You will now work on the Exam project. You will reflect on your strengths and areas of interest and select a stimulus word from the exam paper. You will develop your skills, producing a sketchbook for the project and work towards a final piece/s which will be produced during the 15 Hr exam conditions period.

Art summer task

Task 1-

Purchase an A3 140gsm cartridge paper sketchbook (this can be landscape or portrait it is your preference).

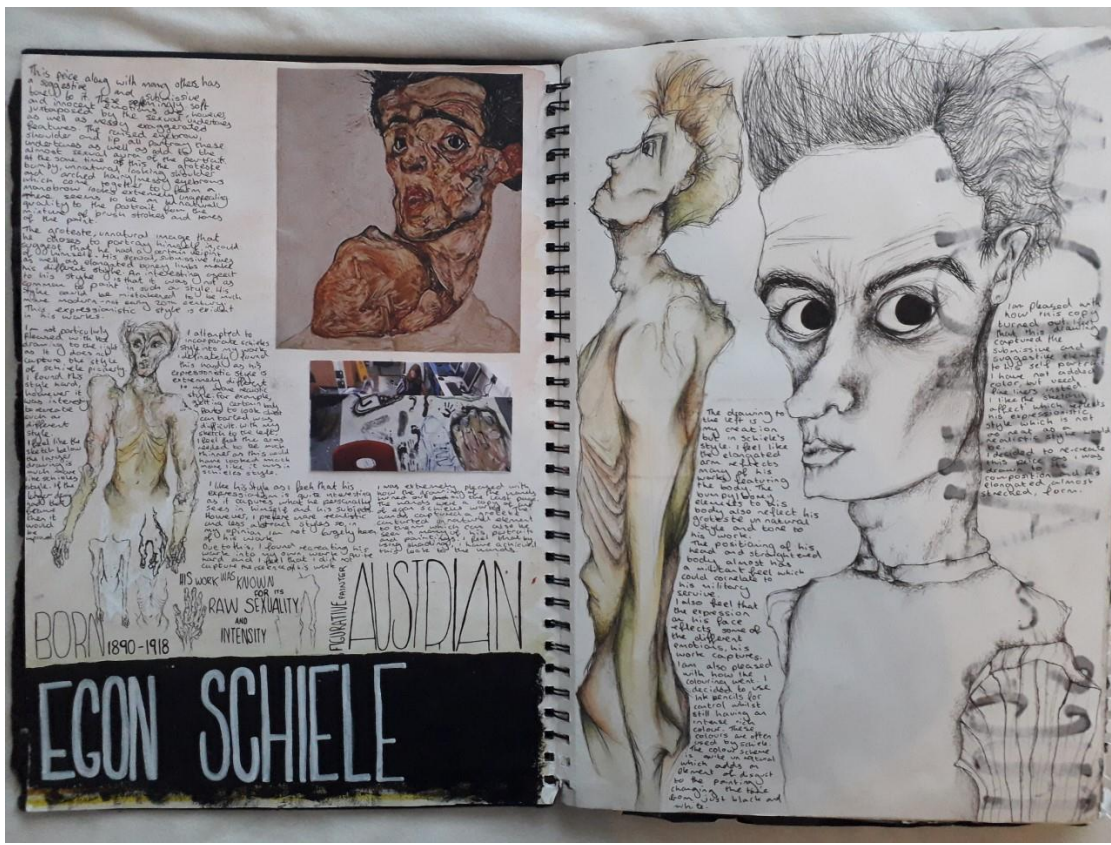
Task 2-

Your first project in year 12 will be on the theme of Anatomical. We would like you to produce a double page mindmap/title page on this theme in the first page of your sketchbook. You need to make this visually interesting and linked to theme of anatomical.

Task 3-

Produce a double page artist research on the artist Egon Schiele. This must include at least 2 of your own large drawings in the style of his work. You will need to research the artist on the Internet. You will also need to use the help sheet below to analyse his work and form your own opinions.

Example of how you could present your artist research pages.



Task 4-

Take a series (at least 5) of your own photographs in the style of the artist. These could be of people or focus on parts of the body, e.g. a foot. No nudity please! Print these and present these on a double page in your sketchbook

Artist research help sheet

You should include:

-The name of the artist.

If you can find out the following, you should include it next to your copy of the artists work:

- The artists nationality or where they live/lived

- The title of the work
- The size of the work
- Date the work was made
- What media the artist used (e.g. oil on canvas, digital photography, clay etc.)

You should present your artist research pages in an interesting and creative way.

- Avoid producing a page just of writing by using a combination of both text and images.
- Break up text into smaller sentences/paragraphs over a few pages.
- Use an imaginative layout, inspired by the artists' style.

You should give your own opinions of the work:

- What do you think the work is of?
- How does it make you feel?
- Do you like/dislike the work? Why? (It is ok if you don't like the work, but you need to back this up with reasons why you feel this way)

Make a copy of at least one piece of work by the artist you are looking at.

You will learn much more by trying to recreate a piece of artwork yourself, rather than just printing an image of their work off of the Internet.

Try to use the same materials as the artist has (where possible) or materials that will give a similar effect.

Now analyse your copy:

- What you have done? - e.g. Made a copy using acrylic paint.
- Why have you done this?
- What have you learnt from this? What techniques did you use to create this?
- What happens next? (How will it help your ideas develop?)

Photography summer task

Task 1

Under the theme of **Line, Tone, Pattern and Texture** take 50 photographs during the holidays.

Keep the following photographers in mind when you are taking your photographs:

- Alexander Rodchenko
- Karl Blossfeldt

- Aaron Siskind
- Keith Arnatt
- Bill Brandt

You can present this in whatever way you like- but you must get creative. Also keep a digital version of the photographs on a USB ready to also hand in. You will need to hand this in on your **FIRST** Photography lesson.

Remember we can find beauty in everything around us!

Task 2

- Find a piece of work from a photographer that inspires you and research it. Look up any terms or information you are not sure of.
- Use the '**How to analyse a photograph**' points below to help you analyse your chosen photographer.
- Make sure you include the image and details of the photographer and title/date.

How to analyse/evaluate photographs

When you are writing about how you **FEEL** about the piece you could use:

Mood

- The photograph gives the **impression** of...

Attitude

- Focus (is there a key feature?)

Subject (what is in the picture)

- The photographer gives a **sense** of....
- There is a **suggestion** of...
- The **scene** portrays a...
- There is a **feeling** of...
- The immediate **impact** this image has on me is...

When you are writing about the **STRUCTURE** of the piece of art you could discuss:

Composition (the layout of the piece, is it in thirds? Off centre?)

- **What is in the Foreground/mid-ground/background?** (where is the focus?)
- **Diagonal/vertical/horizontal lines**
- **Form** (what is the shape of the key objects in the image?)
- **Layers** (building it up, in Photoshop)
- **Sections** (different parts, is it broken up or merged together?)
- **Procedure** (the steps taken to achieve the finished piece...)

When you are writing about **EFFECTS** (filters or layers) you could use:

- **Different lenses** (wide angle, telephoto, macro)
- **Balance of Curves, contrast, colour** (with lots of expression)
- **Filters- Glows, Vignette, Blur, render, sketch**

- **Collage**
- **Saturation of colour**
- **Cropping** -this can massively change the way you read the image!
- **TONE** – is there lots of extreme black and white or soft mid-tones/greys?

When you are talking about **CONTEXT of art (how it relates to other things) you should talk about:**

- Influences (e.g. My photograph is influenced by the Photographer...)
- Does it look like any other Photographer? How?
- Why did artists of this time choose to work this way?
- The culture of the time
- Are they influenced by **FILMS, PAINTINGS, THEATRE** or **MUSIC**

When you are writing about **COLOUR use words like...**

- **Saturated, de-saturated**
- **Warm, Cool, atmospheric**
- **Certain tints of one colour**
- The Photographer has used a very limited colour **palette** (range)
- **Complimentary colours** (Opposite on the colour wheel and work together)
- **Clashing colours** (Confuse the eye and work against each other)
- **Analogous colours** (similar colours next to each other on the colour wheel)
- **Sensitive** (careful and with much thought)
- Does it fit with the image? What does it add/take away?

When you are writing or talking about a **STYLE of work refer to Photographic genres like:**

- Portrait/Landscape
- Surrealist (dream-like, make-believe)
- Documentary (recording events, political, informative)
- Conceptual (with complex ideas and meaning)
- Fashion
- Media (news, magazine, newspaper)
- Fine Art (geared towards galleries, can be very experimental and abstract)

Task 3

In PowerPoint create a research slide on each of the following technical terms in photography. Use photographs, images and text to explain what these terms mean and how they affect a photograph:

- **Aperture**
- **ISO**
- **Slow Shutter Speed**
- **Fast Shutter Speed**
- **Low Key Lighting**
- **High Key Lighting**

