



ART & DESIGN

Transition Booklet

Name: _____

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Course Expectations

The Art and Design AS and A Level are demanding courses designed to challenge your skills, ideas and creativity. In order for you to achieve to the best of your ability you must agree to the following:

- **Attendance affects attainment** - Attend all lessons, arrive on time and bring all the necessary equipment and resources. Do not book appointments during lesson hours.
- **Correct equipment** - While we can provide some resources you are expected to turn up ready to proceed. Art is an investment and you will be expected to purchase certain materials.
- **Punctuality** - Take responsibility for arriving on time to lessons after break or after a free period.
- **No mobile phones** - Mobile phones are not to be used or visible in class unless otherwise stated by the classroom teacher.
- **Effort** - Work to the best of your ability in class and focus on the lesson. Outside issues should be left outside the Art rooms and not affect your learning.
- **Respect others** - Listen respectfully to the views of other students and consider how your own views are developing.
- **Complete all homework on time** - this includes printing out resources.
- **Deadlines** - Need to be met with all set work completed to the best of your ability.
- **Keep your finger on the pulse** - Keep up to date with developments, exhibitions and articles about contemporary and historical art (see Useful Links section of this guide)
- **Research** - Complete all necessary research and analysis as directed. Too much is better than too little.
- **Working Independently** - Attempt all work. If you are unsure of what to do, of course you may ask questions, but there are times when your teacher will want you to work independently without question. You must respect this.
- **Silent Study time** - Make the most of your free & silent study periods. If we have the space in the Art rooms, we are happy for you to utilise it.

Learner Agreement

As a dedicated member of the Art & Design course, I promise to meet the expectations above. I understand that not doing so, will result in school sanctions, potential parent meetings, and most importantly, it will have a negative impact on my attainment.

Signed _____

Print name _____

Course Breakdown

The AS level consists of one unit or **component**:

PERSONAL CREATIVE ENQUIRY

100% of qualification/100 marks

As the AS level is now looked upon as more of a foundation year in preparation for the Alevel we have broken down the one component into 3 separate projects. Each project is designed to test different skills while developing your wider knowledge and understanding of how to respond to a project brief, incorporating all the Assessment Objectives necessary.

All 3 Project Briefs are listed below and you will find each brief on the pages that follow:

Project 1 STILL LIFE & MARK MAKING – deadline: **Monday 6th November 2017**

Project 2 PORTRAITURE – deadline: **Monday 8th January 2018**

Project 3 THEMED RESPONSE – deadline: **Monday 5th March 2018**

All projects are approximately 8 weeks long and therefore expected to be completed to a point. Only after all 3 deadlines are met will you choose to develop one of the projects into an in depth portfolio of work with a subsequent final outcome.

GCE AS/A Level

ART & DESIGN

PROJECT BRIEF

STILL LIFE & MARK MAKING

INFORMATION FOR CANDIDATES

- All second-hand source material must be properly acknowledged. Do not plagiarise and remember to use support material inventively and resourcefully. If you are including work which is not entirely your own, such as quotes and images produced by others, it is essential that each of these is specifically identified and acknowledged. Failure to do so can have serious consequences.
- Ensure that written work is legible and your grammar, spelling and punctuation are accurate so that the meaning is clear. You should use a form and style of writing which is suitable for purpose and organise your information clearly and coherently, using specialist vocabulary when appropriate.

GUIDANCE FOR CANDIDATES

Your work will be marked against the four assessment objectives (see below). You should refer to these at the start and during the progress of your work, to check that they are clearly demonstrated and presented in this assignment.

AO1 Contextual Understanding	Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
AO2 Creative Making	Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
AO3 Reflective Recording	Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
AO4 Personal Presentation	Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

BRIEF

Looking at *Still Life* drawing with a focus on **Fruit & Veg** you must explore visual responses that show you have experimented with a range of relevant materials and processes. Your ideas should be informed by investigative, contextual study of historical and contemporary art, craft and design as well as from your own personal research and other references.

Visual Stimuli



DEADLINE – Monday 6th November 2017

GCE AS/A Level

ART & DESIGN

PROJECT BRIEF

PORTRAITS

INFORMATION FOR CANDIDATES

- All second-hand source material must be properly acknowledged. Do not plagiarise and remember to use support material inventively and resourcefully. If you are including work which is not entirely your own, such as quotes and images produced by others, it is essential that each of these is specifically identified and acknowledged. Failure to do so can have serious consequences.
- Ensure that written work is legible and your grammar, spelling and punctuation are accurate so that the meaning is clear. You should use a form and style of writing which is suitable for purpose and organise your information clearly and coherently, using specialist vocabulary when appropriate.

GUIDANCE FOR CANDIDATES

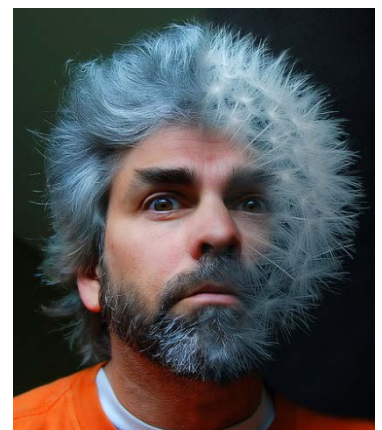
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AO2 Creative Making	Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
AO3 Reflective Recording	Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
AO4 Personal Presentation	Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

BRIEF

Looking at ***self-Portraiture*** you must explore visual responses that show you have experimented with a range of relevant materials and processes. Your ideas should be informed by investigative, contextual study of historical and contemporary art, craft and design as well as from your own personal research and other references.

Visual Stimuli



DEADLINE – Monday 8th January 2018

GCE AS/A Level

ART & DESIGN

PROJECT BRIEF

THEMED RESPONSE

INFORMATION FOR CANDIDATES

- All second-hand source material must be properly acknowledged. Do not plagiarise and remember to use support material inventively and resourcefully. If you are including work which is not entirely your own, such as quotes and images produced by others, it is essential that each of these is specifically identified and acknowledged. Failure to do so can have serious consequences.
- Ensure that written work is legible and your grammar, spelling and punctuation are accurate so that the meaning is clear. You should use a form and style of writing which is suitable for purpose and organise your information clearly and coherently, using specialist vocabulary when appropriate.

GUIDANCE FOR CANDIDATES

Your work will be marked against the four assessment objectives (see below). You should refer to these at the start and during the progress of your work, to check that they are clearly demonstrated and presented in this assignment.

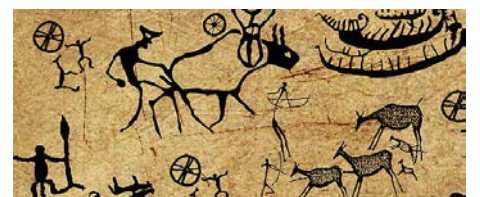
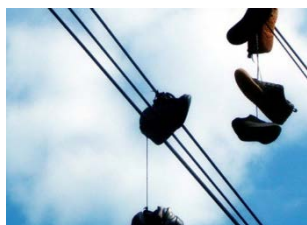
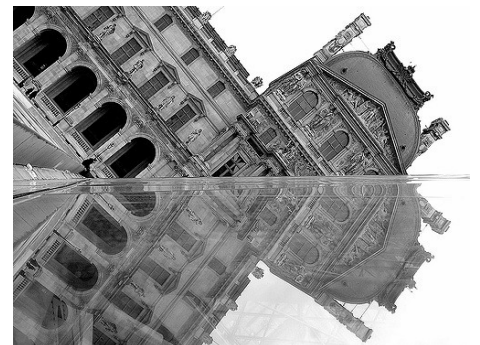
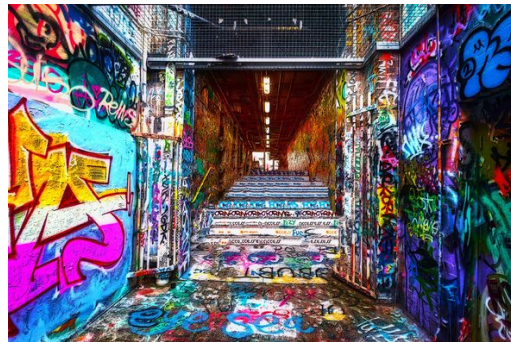
AO1 Contextual Understanding	Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
AO2 Creative Making	Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
AO3 Reflective Recording	Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
AO4 Personal Presentation	Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

BRIEF

To create a detailed study on one of the following themes. You must explore visual responses that show you have experimented with a range of relevant materials and processes. Your ideas should be informed by investigative, contextual study of historical and contemporary art, craft and design as well as from your own personal research and other references.

Landscapes
Urban Culture
Reflect
Texture
Primal

Visual Stimuli



DEADLINE – Monday 5th March 2018

Year 11 > 12 Summer Work:

Still Life and Mark Making PREP

Over the summer period, you will be expected to begin developing skills and preparing for your first project, STILL LIFE & MARK MAKING.

What is a STILL LIFE?

A still life is a work of art depicting mostly inanimate subject matter, typically commonplace objects which may be either natural or man-made.

Still life painting came to prominence in the late 16th Century but much earlier examples exist. It is your job to make it feel relevant and current by giving it a contemporary style. It is worth looking at sites such as Pinterest for ideas that students have already explored.

In preparation for your first project brief you are expected to complete the following tasks by the 11th September 2017:

1. A PowerPoint presentation on Still Life which should include
 - a. Research on at least 2 Artists that create still life images.
 - b. A variety of different still life images (No more than 5 images per page)
 - c. Analysis/Annotation of selected/favoured images
2. Visit a gallery that exhibits still life paintings and document by taking photographs (these can be included on a slide or 2 in your PowerPoint). Make sure you note the artist's names, dates and medium.
3. Set up a at least one still life and create 3 artworks. This should include:
 - a. 1x 15minute piece
 - b. 1x 30minute piece
 - c. 1x hour long piece
 - d. Primary photographs of the still life set up

You will be expected to present your work to the rest of your class in your first full week of Year 12.

DEADLINE – Monday 11th September 2017

CONTEXTUAL UNDERSTANDING

HOW & WHAT TO RESEARCH

You need to research **artists**, **movements** and **cultures** relevant to your topic or theme. Obviously you can do this through the use of the **internet**, **books** or visit of significance (such as **galleries**). It should consist of both **primary** and **secondary** sources.

As your theme for this project is STILL ART you need to research STILL ART.

So where do I look on the internet?

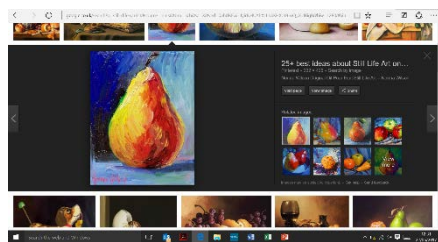
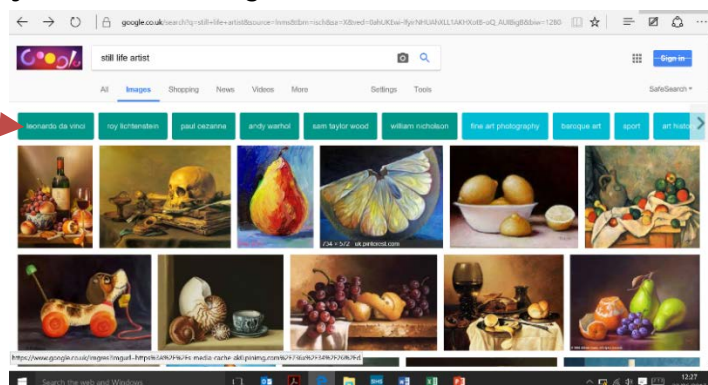
What should I be typing into my google search engine?

For initial ideas and what other student's/budding artists have created, check out Pinterest. For more in depth search (ie specific artist research) you must first find out the name of a relevant artist.

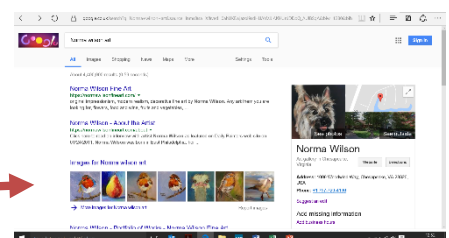
Try typing your theme/topic into a search engine followed by the word "artist" ie **STILL LIFE ARTIST**. Make sure you click on Images...

It should give you suggestions along the top.

If you spot anything you like the look of click on the image and try and find out who created it... you can then search their name.



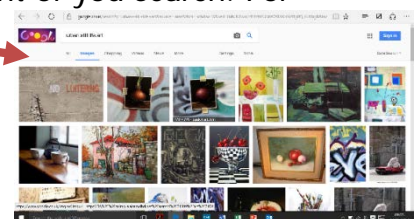
This artist is called Norma Wilson. I can now search her name along with the word "ART" to find out more info.



For a more specific search try using descriptive words in front of you search. For example, **URBAN STILL LIFE ART** gives you this...

WHAT TO INCLUDE:

- Artists name as title
- Examples of Artists work (In colour with names, dates if possible)
- Info on the Artists methods, approaches, purposes and intentions.
- Analyse Artists work providing your own opinion and compare to your work (why have you used this artist/analysed this piece? How has it inspired you? Similarities and differences?)



Assessment Objectives

There are 4 **Assessment Objectives (AO)**, which are the same for both AS Level and A Level. Each AO is worth 25% and can be awarded up to **25 marks** (100 marks total).

NOTE

As the AS consists of one component your final grade will be out of 100 marks. The following figures are the grade boundaries from 2016, which should give you a good indication of roughly what marks you should aim to achieve. Note, these are subject to change.

U	E	D	C	B	A
0	48	57	67	77	87

Below each of the 4 Assessment Objectives descriptors have been broken down and bullet pointed into simple terminology (what you need to do):

AO1 - Contextual Understanding (25 marks)

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

OR SIMPLY PUT...

- Produce research/investigations into different artists, cultures and movements (both primary and secondary) that are relevant to your theme and develop your own ideas from it.
- Be aware of the wide variety of work produced by artists, craftspeople and designers and differences in their methods, approaches, purposes and intentions.
- Show you can evaluate, analyse and compare your research as well as how it contrasts with your own work.

AO2 – Creative Making (25 marks)

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

OR SIMPLY PUT...

- Select and work with a variety of relevant media (paint, pencil, etc) and experiment with various techniques showing you are capable and able.
- Develop imaginative ideas from your resources discovered in AO1. Make connections between these ideas and your final outcomes, making sure your work/process is properly documented. Your sketchbook should tell a story from starting theme to final outcome showing a continuous development as you go.
- Make clear choices/decisions between what ideas work and which don't, developing and refining the ones that do. Prove that you are paying attention to detail and your ability is improving as you go.

AO3 – Reflective Recording (25 marks)

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

OR SIMPLY PUT...

- Carefully gather, select and organise all your work, making sure it is all clearly communicated through both visuals and writing. Make sure you are being careful to select and present relevant work that moves your project forward, analysing both your own work and that of others in detail as you go.
- Record, by drawing and other suitable means, such as colour, tonal and textural notes, photographs and annotation, ideas, observations and insights that help progress your work.
- Reflect on the progression of your work, reviewing what you have learnt and clarifying intentions and meanings. Don't just stick to the obvious choices of source research. Try developing various alternate avenues considering different ways to progress your work.

AO4 – Personal Presentation (25 marks)

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

OR SIMPLY PUT...

- Create personal (original and unique to you) & imaginative outcomes, with at least one final outcome. You need to document the processes by which these outcomes were produced and note how you realised your stated intentions.
- Make connections (annotate), where appropriate, between your research, sources, artwork and written responses. Present work in a meaningful, clear and orderly fashion that shows how your project has progressed and developed from original theme to final outcome.
- Consider different ways to present your work, making sure you are choosing the most fitting and appropriate one. Make sure it is clear that you have thought about the meaning, context or purpose of your work and present it accordingly in an interesting way.

Mark Scheme

There are 5 marking bands – each containing 5 marks. The descriptors in the Mark Scheme you can find over the following 2 pages are used to place your work/performance into a band for each AO. Your mark within each band depends on how well you have met the criteria described.

QUICK TASKS

- **Try highlighting the descriptive words on the Mark Scheme (overleaf) in order to improve your understanding of how to reach the higher bands.**
- **Using the grade boundaries provided opposite work out what bands you would have been aiming for to get each grade in 2016.**

Mark Scheme for AS ART AND DESIGN		Personal Creative Enquiry (100 Marks)		
	AO1	AO2	AO3	AO4
	<i>Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</i>	<i>Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</i>	<i>Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</i>	<i>Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</i>
5	21 - 25 Thorough development of ideas through sustained and focused investigations. Rigorous critical analysis and evaluation of relevant contextual and other sources. Comprehensive responses and interpretations informed by a good understanding of purposes, meanings and contexts.	21 - 25 Good evidence of selecting appropriate resources, media and processes. Confident exploration of materials and skilful control of techniques to exploit their creative potential. Significant relationships established between working methods and outcomes that are frequently reviewed and appropriately refined.	21 - 25 Good ability to record observations, experiences, ideas and insights relevant to intentions within the context of thorough research and enquiry. Rigorous and effective critical reflection on work and progress is demonstrated.	21 - 25 Imaginative, personal and meaningful responses are presented, with intentions realised in a very competent and clear way. Significant connections between visual, written, oral and other elements, where appropriate, conveyed in a convincing way.
4	16 - 20 Reasonable development of ideas through generally sustained investigations. Reasonable critical analysis and evaluation of generally relevant contextual and other sources. Responses and interpretations are generally informed by reasonable understanding of purposes, meanings and contexts.	16 - 20 Reasonable evidence of selecting appropriate resources, media and processes. Reasonable exploration of materials and control of techniques to exploit their creative potential. Relationships established between ideas, working methods and outcomes that are reviewed and reasonably refined.	16 - 20 Reasonable ability to record observations, ideas and insights relevant to intentions within the context of reasonable research and enquiry. Reasonably effective critical reflection on work and progress is demonstrated.	16 - 20 Reasonably imaginative, personal and meaningful responses are presented, with intentions realised in a satisfactory way. Relevant connections between visual, written, oral and other elements, where appropriate, conveyed in a reasonably convincing way.
3	11 - 15 Some development of ideas through investigations, some aspects of which are sustained. Some critical analysis and evaluation of partly relevant contextual and other sources. Responses and interpretations are sometimes informed by some understanding of purposes, meanings and contexts.	11 - 15 Some evidence of selecting resources, media and processes, some of which are appropriate. Some exploration of materials and control of techniques to exploit their creative potential. Links sometimes made between ideas, working methods and outcomes that are sometimes reviewed and to some extent refined.	11 - 15 Some ability to record observations, ideas and insights relevant to intentions within the context of some research and enquiry. Some critical reflection on work and progress is demonstrated.	11 - 15 Some ability to present imaginative, personal and meaningful responses, with intentions realised in an inconsistent way. Some evidence of relevant connections between visual, written, oral and other elements, where appropriate, conveyed in a partly convincing way.

	AO1	AO2	AO3	AO4
	6 - 10	6 - 10	6 - 10	6 - 10
2	Limited development of ideas through limited investigations. Limited attempts made to analyse critically and evaluate contextual and other sources. Responses and interpretations show limited awareness of aspects of purpose, meaning and context.	Limited evidence of selecting resources, media and processes, a minimum of which are appropriate. Limited attempts made to explore materials and control techniques to exploit their creative potential. Limited links are made between ideas, working methods and outcomes that are sometimes reviewed and refined in a limited way.	Limited ability to record observations, ideas and insights relevant to intentions within the context of limited research and enquiry. Limited critical reflection work and progress is demonstrated.	Limited ability to present imaginative, personal and meaningful responses, with intentions realised in a limited way. Limited evidence of relevant connections between visual, written, oral and other elements, where appropriate, conveyed in a limited way.
1	Extremely limited development of ideas occasionally evident. Extremely limited attempts made to analyse critically and consider contextual and other sources. Responses and interpretations show extremely limited awareness of aspects of purpose, meaning and context.	Extremely limited evidence of selecting resources, media and processes, of which few if any are appropriate. Extremely limited attempts made to explore materials and techniques. Extremely limited links are made between ideas, working methods and outcomes, with extremely limited attempts made to review and refine.	Extremely limited ability to record observations, ideas and insights within the context of extremely limited research and enquiry. Extremely limited attempt to reflect critically on work and progress.	Extremely limited ability to present imaginative, personal and meaningful responses, with intentions realised in an extremely limited way. Extremely limited evidence of relevant connections between visual, written, oral and other elements, where appropriate, conveyed in an extremely limited way.
0	0 Response not worthy of credit or not attempted.	0 Response not worthy of credit or not attempted.	0 Response not worthy of credit or not attempted.	0 Response not worthy of credit or not attempted.

Useful links

https://www.youtube.com/watch?v=rKkmII_ydxE – GCE A2 exemplar sketchbook – A*

<https://www.youtube.com/watch?v=WJ5kojvyv8s> – GCE AS exemplar sketchbook – A

<https://www.youtube.com/watch?v=wFYPYJKCk1w> – GCE AS exemplar sketchbook – A

<http://www.studentartguide.com/> - exemplar sketchbooks

<https://www.youtube.com/user/webArtAcademy> - Web Art Academy – multiple tutorials

<https://www.youtube.com/user/tate> - Tate Gallery - multiple videos about art / artists

<https://www.youtube.com/user/MoMAvideos> - Museum of Modern Art, New York

<https://www.youtube.com/user/nationalgalleryuk> - National Gallery, London

<http://www.saatchigallery.com/> - Saatchi Gallery – contemporary art gallery, London

<http://www.tate.org.uk/> - Tate Galleries – London, Liverpool, St Ives

<https://www.royalacademy.org.uk/> - Royal Academy of Art – London

<http://whitecube.com/> - White Cube galleries – London / Hong Kong

<http://www.camdenartscentre.org/> - Camden Arts Centre – exhibitions / workshops

<http://www.whitechapelgallery.org/> - Whitechapel Gallery – exhibitions / workshops

<http://www.npg.org.uk/> - National Portrait Gallery – London

<http://www.nationalgallery.org.uk/> - National Gallery – London

<http://thephotographersgallery.org.uk/> - Photographers Gallery – London

