

Fine Art A'level

Exploring Technique and
Responding to Artists

Contextual research

Assessment Objective 1

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

	0	Level 1 Limited ability			Level 2 Basic ability			Level 3 Emerging competent ability			Level 4 Competent and consistent ability			Level 5 Confident and assured ability			Level 6 Exceptional ability		
Marks																			
Objectives	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Assessment Objective 1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding	No rewardable material	Development of ideas shows limited ability Sustained and focused investigations show limited ability, partially informed by contextual and other sources Limited ability in analytical and critical understanding			Development of ideas shows basic ability Sustained and focused investigations are basic, partially informed by contextual and other sources Basic analytical and critical understanding			Development of ideas shows emerging competence in ability Sustained and focused investigations show emerging competence informed by contextual and other sources Emerging competence in analytical and critical understanding			Development of ideas shows competent and consistent ability Sustained and focused investigations are competent and consistent, informed by contextual and other sources Competent and consistent analytical and critical understanding			Development of ideas shows confident and assured ability Sustained and focused investigations are confident and assured, thoroughly informed by contextual and other sources Confident and assured analytical and critical understanding			Development of ideas shows exceptional ability Sustained and focused investigations are exceptional, thoroughly informed by contextual and other sources Exceptional analytical and critical understanding		
Assessment Objective 2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops	No rewardable material	Limited ability to explore and select appropriate to intentions Limited ability to review and refine ideas as work develops			Basic ability to explore and select appropriate to intentions Basic ability to review and refine ideas as work develops			Emerging competence in ability to explore and select appropriate to intentions Emerging competence in ability to review and refine ideas as work develops			Competent and consistent ability to explore and select appropriate to intentions Competent and consistent ability to review and refine ideas as work develops			Confident and assured ability to explore and select appropriate to intentions Confident and assured ability to review and refine ideas as work develops			Exceptional ability to explore and select appropriate to intentions Exceptional ability to review and refine ideas as work develops		
Objective 3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress	rewardable material	limited and partially relevant to intentions Limited ability to reflect critically on work and progress			basic and partially relevant to intentions Basic ability to reflect critically on work and progress			emerging competence and relevance to intentions Emerging competence in ability to reflect critically on work and progress			competent and consistent, and relevant to intentions Competent and consistent ability to reflect critically on work and progress			confident and assured, and relevant to intentions Confident and assured ability to reflect critically on work and progress			exceptional and relevant to intentions Exceptional ability to reflect critically on work and progress		
Assessment Objective 4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements	No rewardable material	Limited ability to present a personal and meaningful response Limited ability to realise intentions and make connections where appropriate			Basic ability to present a personal and meaningful response Basic ability to realise intentions and make connections where appropriate			Emerging competence in ability to present a personal and meaningful response Emerging competence in ability to realise intentions and make connections where appropriate			Competent and consistent ability to present a personal and meaningful response Competent and consistent ability to realise intentions and make connections where appropriate			Confident and assured ability to present a personal and meaningful response Confident and assured ability to realise intentions and make connections where appropriate			Exceptional ability to present a personal and meaningful response Exceptional ability to realise intentions and make connections where appropriate		

- Development of ideas shows confident and assured ability
- Sustained and focused investigations are confident and assured, thoroughly informed by contextual and other sources
- Confident and assured analytical and critical understanding

You reflect on your developments and relate them to all that you have looked at through the creative journey, finally bringing the ideas together in a conclusion or final piece.

You have an idea or theme that you want to explore

You start by looking at information both visual and contextual to help you to gain a better understanding of your theme.

With your better understanding you use it to fuel your experimentation and development of your own theme.

The creative cycle

You look at a range of different ways that other artists or designers have approached similar theme's and ideas.

You look more closely at the work of other artists and try to understand it at a deeper level - using their ideas to help you gain a better understanding of how you can develop your own ideas more fully.

You create a range of visual information - out some of techniques and drawings from ideas, observation, photographs, to help you to gain a better understanding of your subject or theme.

Y12 Project Title: 'Identity'

Exploring artists and techniques, experimenting and developing a range of skills

What do we want you to do before you start in September?

Y12 Fine Art Summer Assignment 2023 DRAWING PROJECT

Over the summer holidays we would like you to begin your Y12 project on Still Life by making at least 5 good quality drawings on A3 paper (you could work larger if you wish!). They are not practice pieces - they will be submitted as part of your A Level so they need to be a step up from GCSE and need to reflect the quality of the work you see in your induction lesson. Each drawing should take you between 6-10 hours, this is to educate you on how long individual pieces of work may take you as during the course you will be expected to do at least 6 hours individual study outside of lessons to progress your work and enhance your skills.

To help you make interesting still life drawings the following list should be used as inspiration for;

- The objects that you choose - their characteristics/look/feel
- How you arrange your objects
- The surfaces you arrange them on
- The media that you consider appropriate for the work and the objects
- Whether your still life is inside or outside your house.

The 'drawings' should be completed in a range of media and could include pencil, charcoal, paint, ink and bleach, collage, pastel, etc.

Think carefully about these words and the ideas they give you - do not just go for the obvious, take your initial thoughts and really push them. If you can explain your idea that's fine, it shouldn't necessarily be visually obvious;

- Contrast
- Reflection
- Balance
- Care
- Tension
- Links and combinations
- Organic
- Geometric
- Senses
- Emptiness
- Structure
- Decay
- Negative
- Delicate and fragile
- Complexity
- Isolation
- Safe

Please label each drawing with the word that inspired it. If you have taken photographs of your object include these too.

Please bring your completed drawings to your first art lesson at the start of year 12.

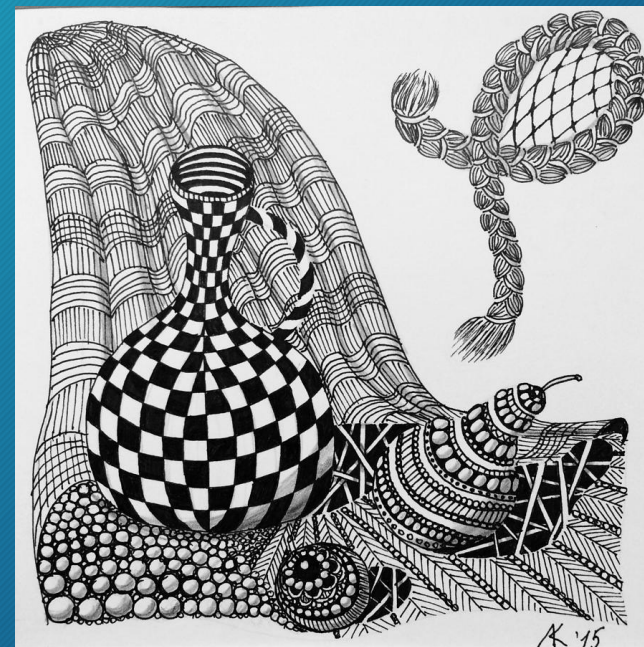
Contrast



Melanie Dupre



Paul Cezanne



Elena Kuleshova

Reflection



Leslie White



Kate Brinkworth



Pieter Claesz

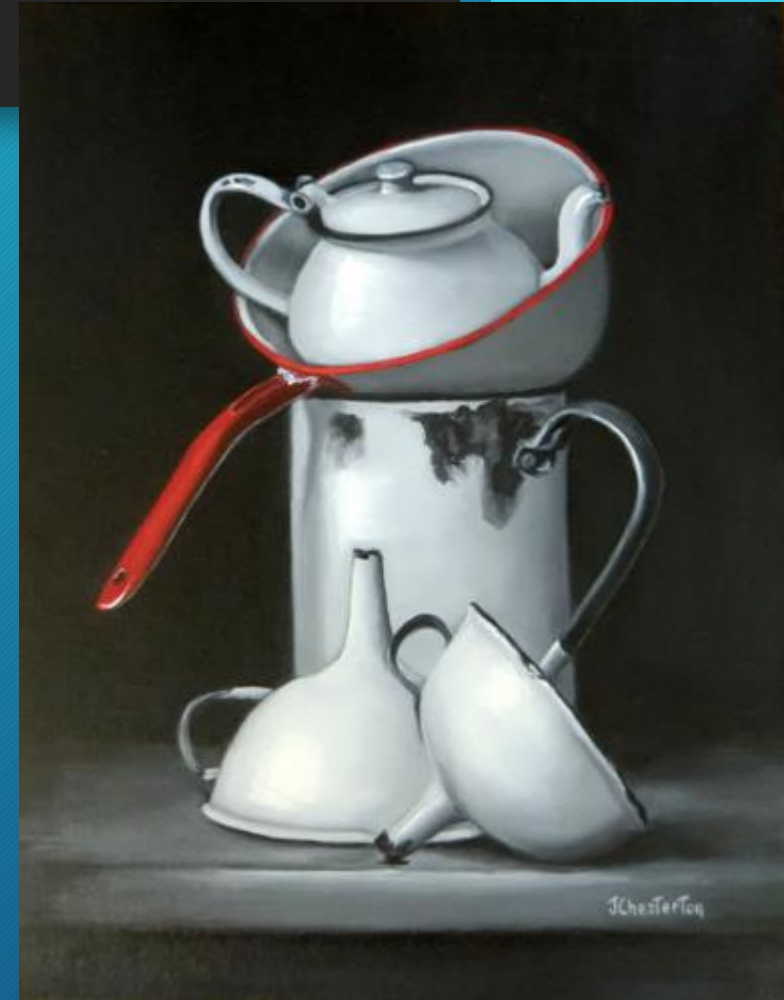
Balance



Catherine Rey

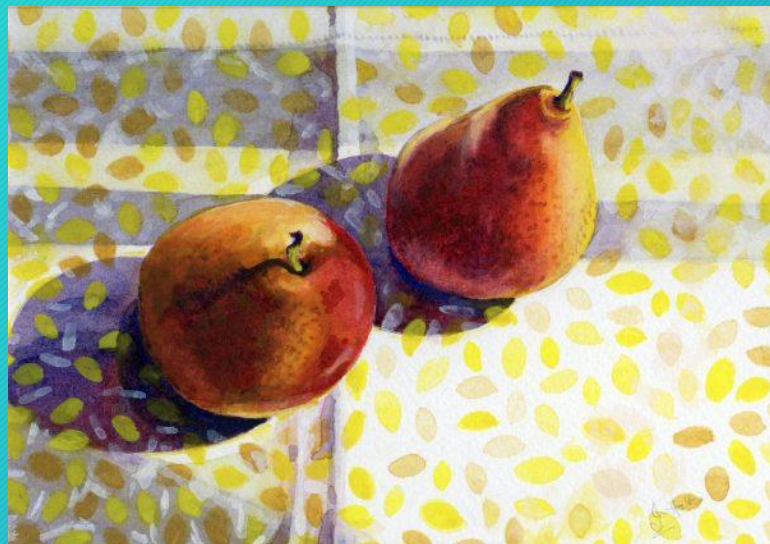


Carson Cox

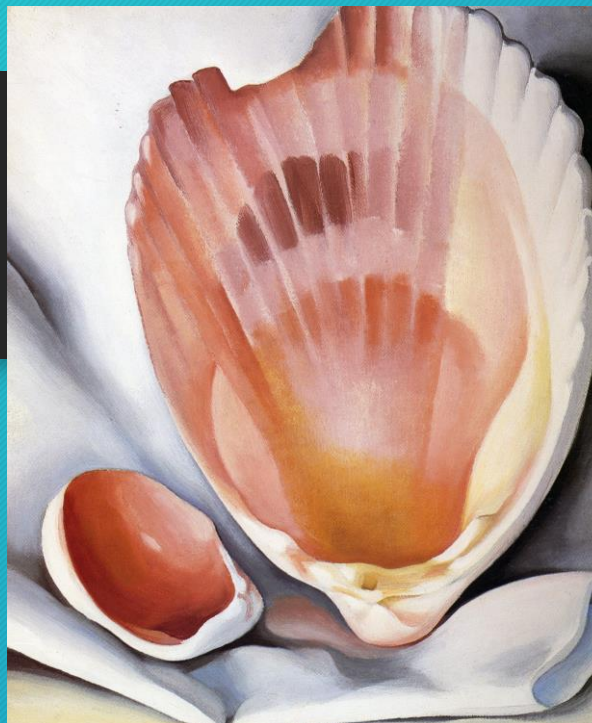


Jean Chesterton

Organic



Jo Hall



Georgia O'Keeffe

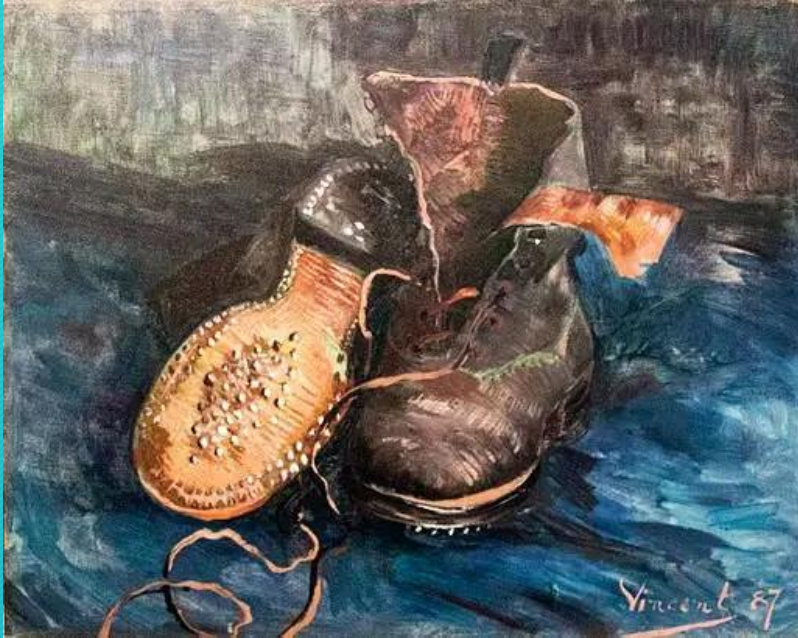


Ambrosius Bosschaert

Decay



Jos van Riswick

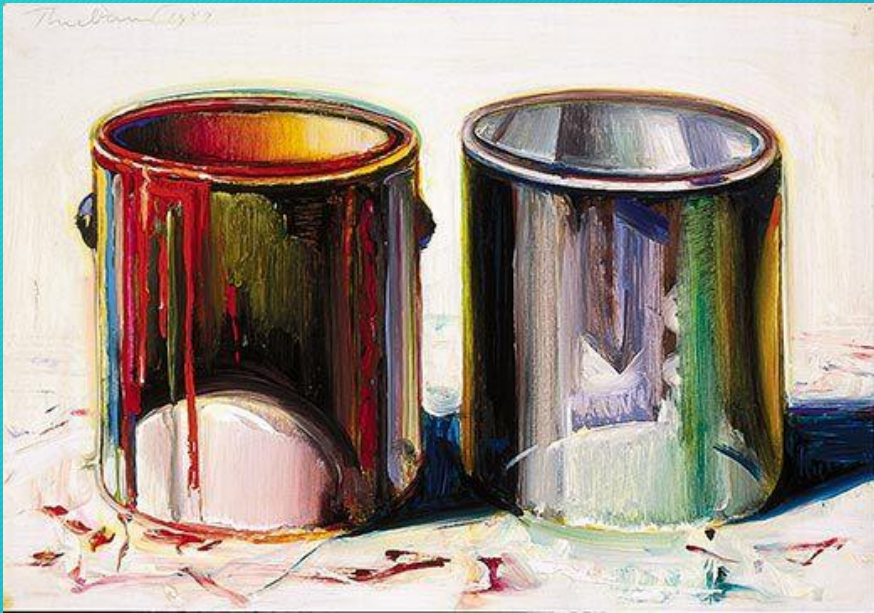


Vincent Van Gogh



Chris Peters

Tension



Wayne Thiebaud



Alison Rankin

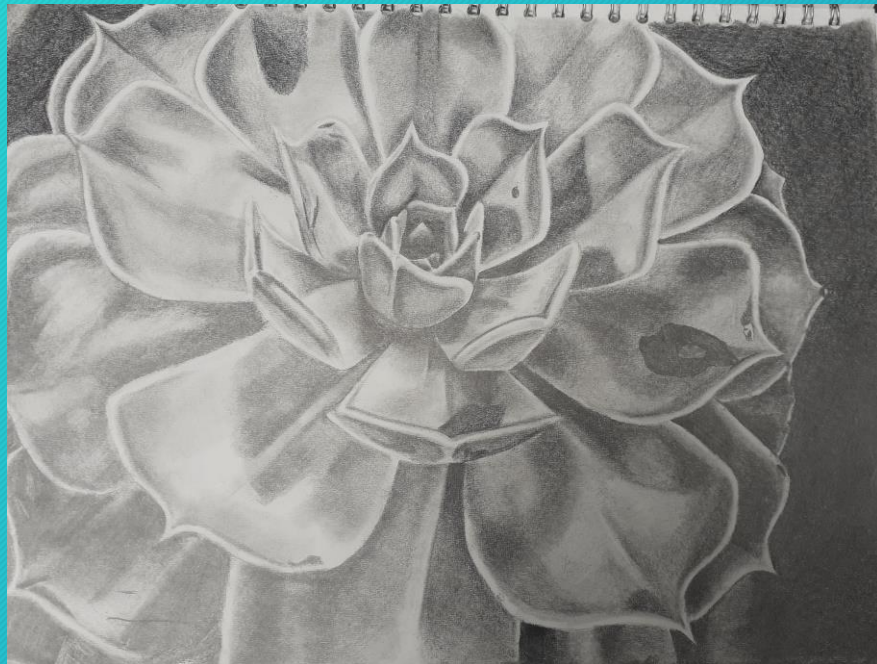


Juan Sanchez du Cotan

Student Examples



Reflection



Complexity

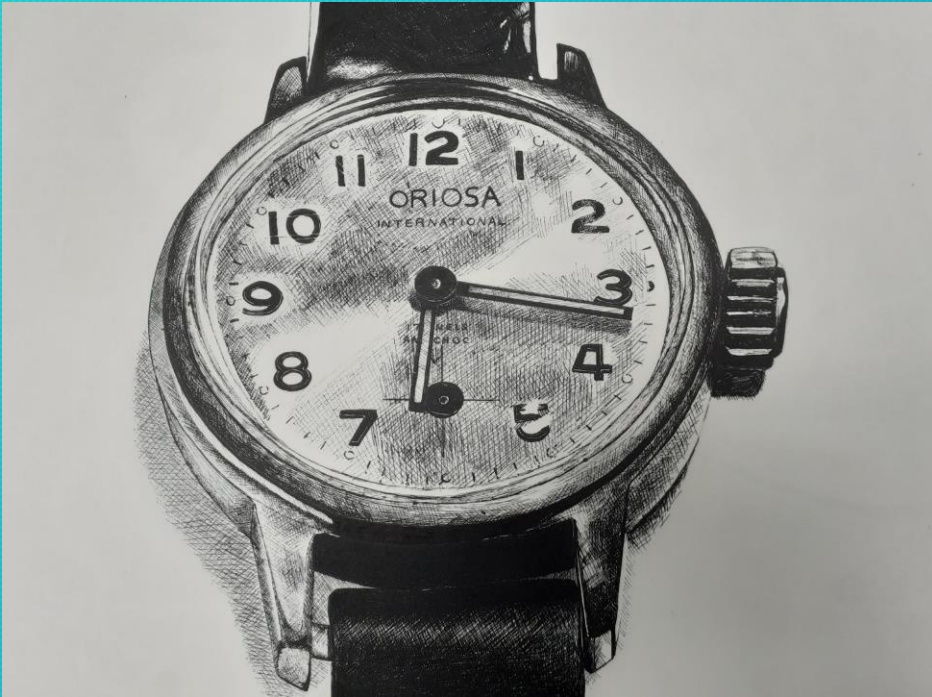


Organic

Student Examples



Balance



Tension



Contrast



Isolation



Care



Reflection



Negative



Fragile



Complexity



Structure



Safe



Geometric



Senses



Delicate