

The Gryphon School

Sixth Form

Fine Art A Level Handbook



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NAME _____

Course outline & Costing of materials

The Fine Art course will introduce you to a wide variety of practical and critical/ contextual experiences. This will include thorough exploration of both traditional and contemporary techniques and working methods, with the emphasis firmly placed upon a dynamic approach to learning. You will have specialist quality materials and tools to work with, such as, stand-up easels, water-based oil paints, conte crayons (sanguine, etc), willow charcoal, a clay kiln, photo-tent, and many other studio-materials. We also have a growing collection of plaster casts and natural history objects.

You will learn how to critically analyse and formulate reasoned arguments and opinions within a supportive and sharing environment, where great emphasis is placed upon developing the contextual side of your visual language. You will study and learn from a vast breadth of artists of all working methods, techniques and genres, informing and developing your own practice. This is integral to the investigating and art making process and your responses will take the form of both written and practical representational outcomes.

Costing

Total cost for first year of the course will be: £19.00

Cost breakdown:

2 A3 Spiral bound sketchbooks (@£7.00 each) £14.00

A1/A2 Polythene folder £5.00

TOTAL £19.00

This should be paid during the first week of term.

It is expected that all Art students will bring a set of drawing pencils, rubber, sharpener, black biro, set of acrylic/oil painting brushes-rounds and flats (synthetic lasts longer): (Hobbycraft, The Range, WH Smiths etc).

For transporting/ storing Art equipment: a small plastic carry case: (Hobbycraft, Amazon, Jacksons) This will be your responsibility to bring this equipment to all art lessons). Investing in different sized canvases is also a good idea; this can give your work variety and present your work in a professional way. If you want to pursue oil painting, buy a set of Winsor and Newton Water Mixable Oils. Winsor and Newton Cotman Watercolours would also be of benefit.

Your sketchbooks

Your sketchbooks are the fundamental element of this course. They are the place where you will record in both visual and written forms your ideas, intentions, analyse artists and their work, experiment with mark making, materials, techniques etc. Quality sketchbooks are key to your development and success and great emphasis will be placed upon them throughout the course.

Although your sketchbook is personal too you it is also a reflection on how much pride and effort you put into your work. Often students will put a huge amount of effort into the creation of their

imagery only to lose marks due to poor presentation. It is therefore recommended that you take time to present your work in your sketchbook neatly.

You should be aware of the four assessment objectives (see below) to be demonstrated in the context of the content and skills presented and of the importance of process as well as product.

Assessment Objectives

Below are the Assessment Objectives (taken directly from the AQA – see link below), along with descriptors that are used when your work is marked and moderated. You should be familiar with these and understand how best to present your work in order to fully meet the criteria

3.4 Assessment Objectives (AOs)

The assessment units will assess the following Assessment Objectives.

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

3.4 Aims:

A Level courses based on this specification should encourage candidates to develop:

- Intellectual, imaginative, creative and intuitive powers.
- Investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement.
- Independence of mind in relation to developing their own ideas, refining their own intentions and personal outcomes.
- An interest in, enthusiasm for and enjoyment of Fine Art.
- The experience of working with a broad range of media, including traditional and modern media.
- Experience of working within relevant and real frameworks and, where appropriate, to make links to the creative industries.
- Knowledge, understanding and application of Fine Art in contemporary and past societies and cultures.
- An awareness of different roles, functions, audiences and consumers of Fine Art practice.

3.5 Areas of Study:

Students are required to work in **one or more** area(s) of Fine art, such as those listed below. They may explore overlapping areas and combinations of areas:

- drawing and painting
- mixed-media, including collage and assemblage
- sculpture
- ceramics

- installation
- printmaking (relief, intaglio, screen processes and lithography)
- moving image and photography.

3.4 Skills and Techniques:

Students will be expected to demonstrate skills, as defined in Overarching knowledge, understanding and skills, in the context of their chosen area(s) of Fine art. In addition, students will be required to demonstrate skills in all of the following:

- appreciation of different approaches to recording images, such as observation, analysis, expression and imagination
- awareness of intended audience or purpose for their chosen area(s) of fine art
- understanding of the conventions of figurative/representational and abstract/non-representational imagery or genres
- appreciation of different ways of working, such as, using underpainting, glazing, wash and impasto; modelling, carving, casting, constructing, assembling and welding; etching, engraving, drypoint, mono printing, lino printing, screen printing, photo silkscreen and lithography
- understanding of pictorial space, composition, rhythm, scale and structure
- appreciation of colour, line, tone, texture, shape and form.

3.4 Knowledge and Understanding

Students must show knowledge and understanding of:

- how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts in the chosen area(s) of study within fine art
- historical and contemporary developments and different styles and genres
- how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created
- continuity and change in different styles, genres and traditions relevant to fine art
- a working vocabulary and specialist terminology that is relevant to their chosen area(s) of fine art.

Quality of making

The ability to handle materials, techniques and processes effectively and safely underpins all the Assessment Objectives. It is important in enabling candidates to develop a personal language, to express ideas and link their intentions to outcomes in a confident and assured manner.

Quality of Written Communication (QWC)

In GCE specifications which require candidates to produce written material in English candidates must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear.
- select and use a form and style of writing appropriate to purpose and to complex subject matter.
- organise information clearly and coherently, using specialist vocabulary when appropriate.

Assessment weighting

Weighting of assessment objectives for A-level Art and Design

The assessment objectives are equally weighted within each component. The table shows the approximate weighting of each of the assessment objectives across all components.

Assessment objectives (AOs)	Component weightings (approx %)		Overall weighting of AOs (approx %)
	Component 1	Component 2	
AO1	15	10	25
AO2	15	10	25
AO3	15	10	25
AO4	15	10	25
Overall weighting of components	60	40	100

For Full specification see: [A-level Art and Design](#)

[Specification Specifications for first teaching in 2015](#)

[aqa.org.uk](http://www.aqa.org.uk) or

http://web.aqa.org.uk/qual/gce/arts/art_materials.php?id=06&prev=06

List of useful websites

Below is a list of useful links and websites. Use these as a launch pad for inspiration and ideas for your work.

www.artchive.com

www.artcyclopedia.com

www.nationalgallery.com

www.tategallery.com

www.moma.org

www.juxtapoz.com

www.scrawlcollective.co.uk

www.stolenspace.com

www.BLKMRKT.com

www.dafont.com

How the course is delivered

Art at the Gryphon School is delivered by team teaching. You will have two Art teachers each with their own area of specialisation. You will work both 2D and 3D across your investigations, building up vital skills in drawing, painting and making. Across this range of teaching you will gain a comprehensive breadth of practical knowledge and understanding, underpinned with thorough critical and contextual reference. The Fine Art Department values classical and traditional approaches to art, balanced with the freshness and importance of contemporary/modern art and processes.

During the autumn term you will be introduced to all of the core skills that are vital to your understanding and development through workshops. At the start of Year 12, you will be given a thought-provoking theme that can be responded to across any of the typical fine art genres, for example: still life; the portrait; landscape; interior or the figure. These workshops will be recorded into your sketchbooks but will not be submitted in your final hand-in. You will rapidly progress within practical and contextual work, making informed choices about the creative directions of your personal outcomes. The workshops will broaden your skill set and help you to develop structure, a personal voice, artistic style, skillful image-making and heightened observation.

Following on from the workshops, you will work on your Personal Investigation, which is a sustained study of a theme/interest of your choice, leading to a final piece and subsequent portfolio of work. Throughout this time your teachers will support/mentor you, responding to your individual needs. We understand that art is a vast and highly personal field and therefore every student has different aspects of study that they need to develop. It is, however, up to you to discover what areas best suit your style and interests. Towards the end of Year 12, you will be required to research and write an essay of approximately 2500 words linked to your studies and Personal Investigation. The Personal Investigation forms 60% of your final grade. You will be expected to complete this work by a formal deadline.

Finally, **Component 2: Externally Set Assignment** is released at the start of February and this is based on one of several themes set by the AQA. You will be expected to complete this work by a formal deadline. As with your previous terms, there is a high level of independent study expected from you. This forms 40% of your final grade.

Departmental expectations

Knowledge, skills and understanding.

Candidates should adopt an integrated approach to the critical, practical and theoretical study of art which includes first-hand experience of original work. You will be expected to work independently both inside and outside of the classroom environment. Your teachers will support your work in lesson and provide guidance.

You must demonstrate knowledge and understanding of:

- How ideas, feelings and meanings are conveyed in images and artefacts in their chosen area(s) of art.
- Following the course structure to produce a coherent portfolio of work
- A range of processes and variety of ways of working related to the chosen area(s) of art, including, where appropriate, information and communication technology and the use of digital Imaging.
- How images and artefacts relevant to their chosen area(s) of study relate to their social, historical and cultural context.

- A variety of approaches, methods and intentions and the contribution of contemporary practitioners and others from different times and cultures to continuity and change in their chosen area(s) of art.

You will be expected to demonstrate skills in the context of your study:

- Making appropriate use of colour, line, tone, shape, texture, pattern and form.
- Showing in your work appreciation of the formal elements.
- Responding to an idea, issue, concept, theme or brief.
- Making appropriate use of both 2 dimensional and 3 dimensional art techniques.
- Providing evidence of the use of safe working practices.

You are also expected to:

- Present relevant information in a form that suits its purposes.
- Ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

Understanding Visual Language and developing Visual Literacy

Objective:

- Development of Visual Literacy.
- Learn the basic vocabulary used in formal analysis in the visual arts.
- Combine content information with formal analysis to "read" (analyse) artworks.

To enhance your appreciation of art it is necessary to develop the skills to make careful visual analysis. While everyone can easily discuss the artwork's content ("what you see"), most need more training to learn about formal analysis used in the visual arts. Formal analysis focuses on an artwork's "formal" qualities or those visual elements that give it form. These include: shape, size, texture, line, space, etc.

Formal analysis provides a basic common language in the visual arts. However, a description of an artwork based only on formal analysis would be incomplete. Artists make decisions both about composition (arrangement of visual elements) as well as content (meaning) when creating their art. Consequently, it is important to consider the artist's intentions for making a piece of art of a particular subject. Finally, the historical and social context in which an artwork was made must also be carefully considered.

An important note: each image offers a variety of interpretations. There is no one correct answer when interpreting works of art. We encourage you to carefully examine artworks to develop your skills for analysing art and to explore your own personal interpretations.

Summer Holiday Task: 'Memory'.

Your holiday task consists of making a piece of art exploring the emotive concept of **'Memory'**.

Many artists throughout history have created works of art exploring their personal memories. Memories can be described through the visual arts in many ways: still life paintings; photographs; assemblage; sculpture; installations; drawings.

Objective: create a small/medium sized piece of art that describes a memory in your life. Examples could be: a drawing from an old photograph; a painting of a childhood home; a still life of a precious object; a mixed media collage showing a series of moments or memorabilia.

Requirements: the artwork must originate from a primary source, e.g a photo, video, artefact, object, letter, etc, personal to you. Please take a photo of this source and hand in with your work. This will be used in your projects so always work with quality and longevity in mind.

Once completed, you will need to bring the piece of work as a shared discussion-point in your first lesson in September. Think about why you have made the piece and how you feel it communicates the concept of Memory.

If you require advice or support, please contact the Head of Department:

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