



6th form Transition work

Subject: ART

Exam Board: Edexcel

Instructions for transition work:

It's fantastic that you've decided to study Art at A Level. In order for you to be prepared we will provide you with some information on the structure of the course as well as some useful websites and examples to look at. We have also provided a summer activity for you to do so you are prepared for the next stage!

- 1) Read through this information on the course. It is very similar to GCSE so you will be familiar with some of the terms.
- 2) Look through some of the links and web sites, this will inspire you and show your examples of A level work.
- 3) Get started on your 2 summer transition tasks you have a minimum 4 months to complete these! You can work on paper- or in books or any other creative way that suits your purpose!
- 4) We will be providing you with information on equipment at a later date by email.

What's A level Art about?

A level Art allows you to develop an exciting and extensive range of creative and technical skills. You will also gain a strong understanding of historic and contemporary visual art practice, through supporting contextual studies. Unique to studying Art at A Level, you build up a very personal and continually evolving body of practical work, guided and supported by your teachers. Individual exploration and development of your personal skills and creative directions is a special aspect of this subject.

A level Art prepares you to produce two major pieces of assessed work. The first is a Personal Investigation, which allows you to devise and put together a personal body of creative coursework, including extensive practical work, a 3,000 word illustrated essay and a fully developed and resolved Final Piece Project. You do this without time limits, during the course

The second practical component is called the externally set Timed Test. On the 1st of February in your final year, the exam board publishes its Timed Test Paper which suggests a theme and possible starting points for you to work on. For the next three months you work extensively on your chosen theme, and you then sit a Timed Test, where you have a total of 15 hours under exam conditions to create and complete a personal, creative Final Piece.



Components	What will I need to do?	How will I evidence this
Personal Investigation (coursework) 60%	<ul style="list-style-type: none"> • Create a body of work related to a chosen theme/s • Create one or more final piece/s • Write a personal study (essay) based on your chosen theme - 	<ul style="list-style-type: none"> • Research on a range of artists and/or designers • Exploration of a variety of media, techniques and processes • Development of ideas in response to chosen artist/s/theme • Recording of ideas and observation • A 1000-3000 word essay – writing with practical work related to your personal topics and work
Externally Set Assignment (Exam) 40%	<ul style="list-style-type: none"> • Create preparatory studies based on the theme • Create a personal outcome/s in 15 hours of sustained focus 	<ul style="list-style-type: none"> • By creating a body of work based on the theme given. This will include: <ul style="list-style-type: none"> ✓ Research ✓ Ideas ✓ exploration of media ✓ development of ideas ✓ a final piece/s.

The table below summarises examples of tasks you will need to do to meet each objective.

Development of Idea	Exploration of Media	Recording & Reflection	Reflecting Personal Response
-Research a range of artists -Exploration of a variety of media, techniques and processes -Development of ideas in response to chosen artist/s/theme -Recording of ideas and observations - A 1000-3000 word essay	-Explore with a wide variety of media, techniques and processes -Continually review and refine your work -Consider the potential and the limitations of the media used	-Take own photographs related to chosen theme/idea -Create a range of observational studies from primary and secondary sources -Use annotation to explain your idea/s and to reflect on your progress	-A final piece plan to document intentions for final piece and explanation -A final piece/s that realises what you intended to do - reflections and links to the 1000-3000 word essay

You will be able to use a vast array of media and ways of working in 2d, 3d , textile and digital forms. There are also pathways you can specialise down if needed. Art, Craft & Design ,Fine Art, Graphic Communication, 3d design , Digital media/ Photography and Textile design.



Transition work that must be completed prior to starting the course: (If studying art and photography both sets of tasks should be completed.)

Task 1 : Isolation :

In the current World crisis, during the corona virus: Covid-19 pandemic, people are asked stay at home to avoid spreading and/or contracting the virus. Children are being educating remotely at home, via online platforms, adults are working from home where they can. Some people are going to work because their jobs are key to medical services, such as doctors, nurses, paramedics, care workers etc, or they work in supermarkets, or are involved in the manufacture and production of food, such as farmers, food factories and hauliers. But for you, you are at home and it was a rather abrupt end to your 'school' career. You are away from your friends, but with family. You are experiencing a moment in history, something "unprecedented" within our time. You are safely isolated from the rest of world, but you are still connected in other ways. *Our question to you is, how is it for you?*

You will :

- Produce a piece of work, with development studies based on the current situation we all find ourselves in.
- You should have a final outcome in what ever media you have available, you should record ideas, responses and any artist that have influenced you.
- Don't make any artist direct copies – However, an artists' style or concept could influence your work. You
- In the process you will most probably make several sketches and take photographs to help develop your ideas – make sure you keep everything together and present it as a small unit of work. (We may continue with this in class in the first term)

In the pages following I have set a series of tasks, to get you started- you can follow these ideas or you can do your own.

Task 1 –

Write down your thoughts

Where are you? ▪ Who are you with? ▪ What do you see? ▪ What is important to you at the moment? ▪ What routines have you adapted?
▪ What activities are you doing? ▪ How are you communicating with people? ▪ How are you feeling?





Observe by drawing : Draw from things which surround you. Favourite things, people, areas in your home, nature. Use your photography for ideas. Your drawings could be in pencil, pen or you might even decide to experiment with tea/coffee staining or painting.

Draw four inspirations : – A view which includes a window. It might be through the window looking out or looking in. Perhaps someone is sat in the window? A person (could be a self portrait), this might be a member of your family, reading in a chair, or working from home, a natural form(s) this might be something collected on your daily exercise. Or the garden you can see from your window. You can either do four drawings of each of the above, or complete four drawings on the same theme, i.e. 4 window drawings



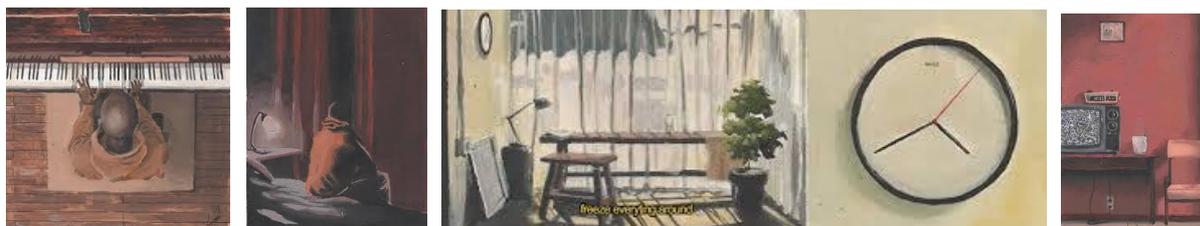
You could look at artists and how they have looked at isolation to get inspiration . Remember you could look at anything, from your habitat or house, who you are with, your routine, your food, what you see out side the window, panic buying and empty shop shelves, to thanking the NHS and key workers. You could look at news reports or focus on your own feelings . There are many ways you could approach this and it is totally up to you !

INSPIRATION STARTERS: Photographers Stephen Lovekin's series features hand written signs with hopeful messages written on them. Whilst Ventikos' series captures peoples relationship and the work around him. You could use this idea as a starting point.

<https://news.arnet.com/art-world/photographer-social-distancing-through-windows-1821930>



Lossapardo is a French painter, musician and animator whose paintings convey a quiet but strong emotion based on solitude and isolation . The Paris-based artist combines music and art to create animations that tell a melancholic story of human sensitivity.





Edward Hopper : Paintings of people with strong narratives often in isolation and alone.

https://www.theguardian.com/artanddesign/2020/mar/27/we-are-all-edward-hopper-paintings-now-artist-coronavirus-age?fbclid=IwAR1GE02KqSKleB-7dHEjRf15Gopu-tQYSB6pFymGwEa3Aec4Uw1Y_pi2Q



Edward Hopper: <https://www.artistsnetwork.com/magazine/exploring-edvard-munch-art/>
Focuses on expression and emotion, loss and sadness.

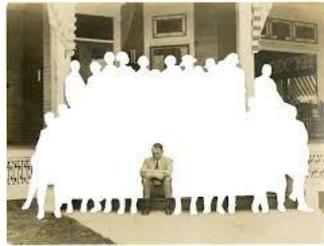


Ben Zank is a conceptual artist and photographer- he has been exploring the theme of isolation . "The images represent an ongoing experience of emotions that I feel, the most recent being isolation and a longing to connect with another human being."



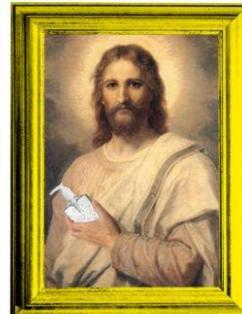


Caleb Cole



Online covid art gallery

<https://www.ozy.com/around-the-world/welcome-to-the-worlds-first-covid-19-art-museum/304938/?fbclid=IwAR0UuOsq0bPnKfmlaOrm16g570nhpG039p9h2FljY1wL2kPt6JuFZNLW1A>



Other Articles of interest:

Tate- Making art in isolation: <https://www.tate.org.uk/art/talking-point/making-art-isolation>

Other themes such as: World links- transmittance- biology and cells/virus/Her0's / family/ict and digital links and lives may also take your fancy!



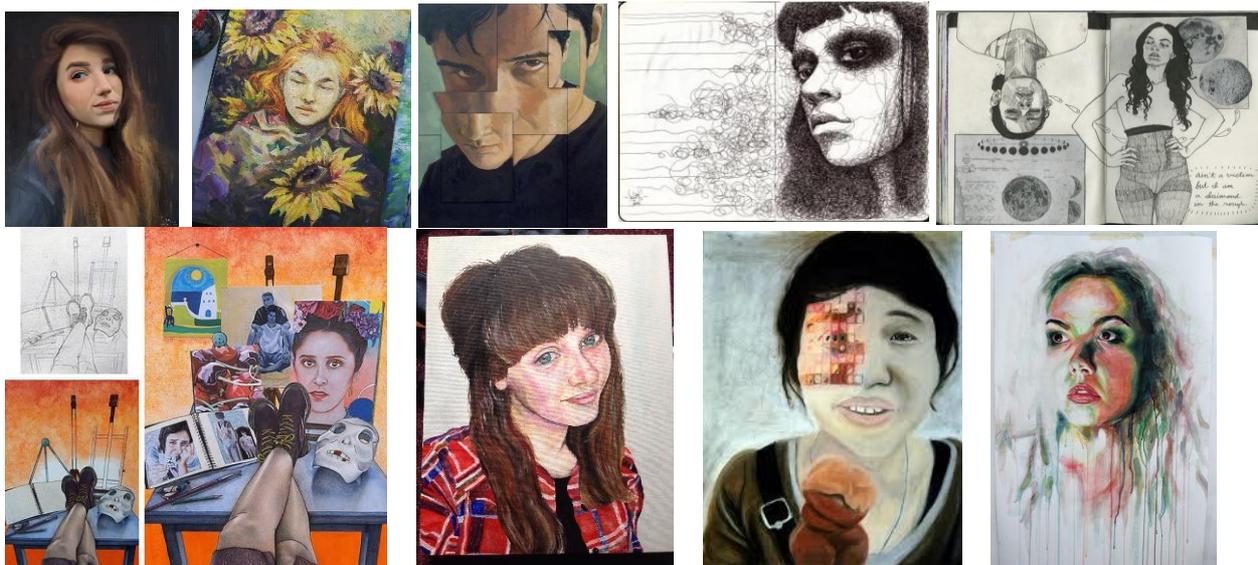
Task 2 : SELF You will produce two outcomes that show off your drawing skills . This is to show your attention to detail and improve your drawing skills Including elements such as; *tone, form, texture, mark making, reflection, occlusion, scale and perspective*. You may also have a collection of resources, photos and sketches along with this work. Remember to keep it all as part of the unit development.

Part 1:

- Fill a jar (large if possible) with items that are special to you, they may hold memories or say something about you, your likes or hobbies.
- To be produced in pencil / graphite. Produce a large (A2 preferred) observational drawing of the jar. Remember to pay attention to the success elements above. Taking a series of pictures will aid you. You can draw free hand or carefully and lightly grid your image. You want this to be as photorealistic as possible.

Part 2:

- Produce a self-portrait. This can be in pencil, paint or other 2d medium including textile. It can be in any style. Try and be you. Who are you? What is your style?
- You can play around with your positioning and other elements like props and backgrounds- it is up to you.
- You can produce prep studies and photographs to help you
- You may research artists and the ways they have approached portrait or self-portrait work before you start on your own portrait, remember to keep any notes!
- You could watch tutorials for tips, there are lots out there.
- There is no minimum or maximum size or shape or material.
- If you at first don't succeed- try and try again! (but don't throw any of it away!)
- EXTENTION – is there a way you can try a 3d portrait? This can be done so many ways! Be creative and have fun.





Suggested further reading and resources that would be useful to look at prior to starting the course in September:

Suggested Reading & Web sites:

Websites: <https://www.studentartguide.com/>

<https://www.thisiscolossal.com/>

<https://www.theartnewspaper.com/>

<https://www.artforum.com/>

<http://www.artnews.com/>

<http://artreport.com/>

<http://www.tate.org.uk/art/artists/a-z>

<https://www.artsy.net/artists>

<https://artuk.org/discover/artists>

<https://www.theguardian.com/artanddesign/art>

<https://contemporaryartdaily.com/>

<https://theconversation.com/uk/topics/contemporary-art-1519>

<http://thisistomorrow.info/>

<https://www.youtube.com/watch?v=XEql6Ycticc>

<https://www.pinterest.co.uk/studentartguide/>

TED Talks: https://www.ted.com/talks/alexa_meade?language=en#t-262476 Ted Talk by Alexa Meade- Your body is my canvas

Books:

Thinking About Art: A Thematic Guide to Art History by Peter Huntsman (2015)

What Are You Looking At? 150 Years of Modern Art in the Blink of an Eye by Will Gompertz (2016)

Think Like an Artist by Will Gompertz (2015)

Looking at Pictures by Susan Woodford (2018)

The Art Book by Tom Melick (2014)

The Art of Creative Thinking by Rod Judkins (2015)

100 Artists' Manifestos from the Futurists to the Stuckists by Alex Danchev (2011)

Remember as you look through these you can: • Collate notes about key subject matters/ ideas or artists , record quotes and any other relevant information. • Create a visual mind map of key ideas. Use drawings, images and photographs to illustrate • List key terms and vocabulary- research meanings and/or context. • Write a list of key questions and/or discussions points that are raised.

Extension : Write a list of the things/ subjects matter or ideas that you find interesting and would like to explore further.

As all of this will help you in your work later .

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SIXTH
form



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