

# A Level Fine ART

## EXAM SKILLS BOOKLET



The exam paper will be handed out on :4<sup>th</sup> February 2013

Important dates:

AS exam : 14<sup>th</sup> March 2013 1 DAY

A2 exam : 24,25,26<sup>th</sup> April 2013 (15 hours over 3 days)

Deadline for Exam Unit : 26th April 2013

Final Deadline for all Coursework Fri 3<sup>rd</sup> May

*All preparation work and the final exam piece will be handed in on the dates above*

You have **a period of exam preparation** time to get all the development work done. You are able to receive support and advice from your teacher during this period.

This Exam is worth 50% of your final AS grade and 25% of your A2 grade

Choose **1** question from the exam paper.

The questions are all saved on the website under:

KS5 > AS > Fine Art > Unit 2 Exam Unit

Or

KS5 > A2 > Fine Art > Unit 4 Exam Unit

You will also be given a paper

**You must complete all the set homeworks** from this booklet and spend at least 1 hour 30 mins on each task per week (you can do this at lunch times or in your frees– see your art teacher)

This exam work is separate from your Coursework

You must produce exam prep work in a sketchbook and present at least 6 presentation sheets carefully mounted up

**OR** at least 10 presentation sheets with no sketchbook

You can scan **some** images from your sketchbook and mount these up on the presentation sheets if you wish.

Samples from sketchbooks – planning pages and experimental use of materials pages

**colour schemes**

colours too boring - pictures could be more interesting with more than 2 colours

too much blue and green. create for much focus on moori carving in the middle

too much attention drawn to korn patterns in the middle. choose different colour.

black too vivid. too much attention drawn to the middle of picture. perhaps brown-dark.

**Plan for final Artwork**

**Extension of my ideas**

My own rethinking

David Lauder - Clark  
"have further into geometric abstraction" Young An Kline

Trying to create sense of abstraction - focus wholly on texture + mark - My own photograph

Own work  
 - strong dimensions  
 - trying to relate to other works with this aspect  
 - trying to combine textures and rough surfaces - the contrast between mediums and collaging different textures + surfaces

Using these + extended into my immediate flattened textured work

These works have texture and form - further into abstraction

Photograph of own work - Exploring different media - repetition of constant texture - contrast with abstract, rough textures

small scale -> larger scale  
 - Trying to recreate this sort of time, corrugated with marking the dense flattened space with 3D work

Through works

My own works  
 - Abstracted texture - exploring different tones, contrast between colour and form

Subtle shifts in tone + printing of textures - collagraph

Young An Kline -> Collagraph works - solely focussed on texture + simplicity

## **How you will be ASSESSED**

**Complete the tasks for each assessment objective to achieve a C grade or above**

**Week 1 -3 (at least 8 pages in your sketchbook & 2 presentation sheets)**

**Developing ideas:** this means you must decide on a Theme and show clearly how this theme came about and how it develops

### ***Tasks:***

1. Create a visual mind map of ideas – use key words too
2. Take at least 20 photographs linked to your theme – create work from these – drawings and sketches – use Photoshop to crop areas or to filter areas and change colour and texture etc.( print off contact sheets)
3. Draw images of things/ people/ objects linked to your exam question – use tone and careful shading – use different drawing materials
4. Collect a range of images and text (you must show you have read around a theme or subject to have a viewpoint) from the artists/culture work that you have found and link these to your theme. This will help you develop your own ideas. Explain what interests you about their work and ideas.
5. Make drawings from life and from your own photos do not just produce copies of others work.
6. Visit galleries or museums and include this information.
7. Arrange this work in an interesting way and present images and your drawings carefully – use a stencil to identify key words reflecting your ideas. Remember the point is to show your creative journey!

**Week 3-6 (at least 10 pages in your sketchbook and work on some large scale and on different surfaces – 2-3 presentation sheets)**

**Using Resources, media and materials:** this means you must try out a range of different materials and show why you have selected specific media. Discuss with your teacher to see which media you should try out – remember work with what you know you are good at but be experimental too.

### ***Tasks:***

1. Work on **Colour** – what colours that you intend to use and why – which colours best describe your theme (moody, warm, cool, muted, bold etc) – create a colour palette page and compare to the artist you are studying.
2. Manipulate your photos on Photoshop and play around with colour balance and hue saturation.
3. Work on **Texture** –produce some experiments with textures – work on different surfaces - will your work have strong textural qualities or flat smooth surfaces – explain why and select materials that best fit the textures you are trying to create
4. Look for **composition**- rule of thirds etc. / interesting **viewpoints** –from above and below/ interesting lighting / mood and atmosphere
5. Create sheets 'Experimenting with Media' produce some small trial pieces and mount them up. Try out different materials – paint / print/ mixed media/ clay etc. and then review which one suits the work you are trying to make.
6. At the end of Week 5 – make a page 'My work so far' – start to refine your ideas and say what you are planning to do to move forward.

## **Week 6- 8**

### **Key drawings and photographs as well as annotations**

**Recording ideas and reflecting on work and progress:** this means you will draw / photograph from life so that you are producing original work and you can also copy the work of other artists. Recording also includes noting down ideas and thoughts and reflecting on your work and progress means you are documenting how things are working out and you are evaluating as you go along.

#### ***Tasks:***

1. Create some small thumbnail sketches showing how your ideas have grown – keep making titles – ‘my work so far’ or ‘how my ideas are developing’ and explain the processes you have carried out
2. Draw in different media – work on Line / tone / texture and form
3. Draw on different surfaces – you may need to stain papers and work on top of collages etc.
4. Use a viewfinder and or zoom on camera to record close up areas of your object/ person/ still life set up
5. Make notes about what is working or not working for you
6. Make notes about how the work of others is influencing you
7. Use the camera to record ideas for things that will be in your final composition
8. Start to create a composition and plan
9. Carry out in depth research on at least 2 -3 artists – this means reading up on who and more importantly what has influenced them and how, who has been influenced by them. What is it that your artist is preoccupied with – texture? Colour? Light? Explain ....

## **Week 8- 10**

### **Making a personal, informed and meaningful response:**

This means your work must show a clear response to the original question and that you have shown clearly how you developed a theme from the chosen starting point. You must show how you have been influenced by the work of other artists.

#### ***Tasks:***

1. Create a page explaining how your chosen theme clearly answers the original exam question.
2. Make a page title  
‘ **How I have been influenced by the work of others**’ and place images of their work directly next to images you have created – use key art vocabulary to describe how looking at their work has inspired you – e.g. I have studied how Van Gogh created texture using Impasto and thick application of paint with a palette knife.
3. Use Photoshop to play around with ideas and composition
4. Create a ‘mock- up’ of your final piece so that you know how long areas of the piece will take you. Also practise on different surfaces – try out various papers/ card or canvas. If you are creating 3D work try wire construction/ card/ or clay.

## RESEARCHING ARTISTS

Use the shared drive resources as well as books and the internet

Useful websites to get artist information: GOOGLE SEARCH OR:  
Be original and you must connect your work with other artists /  
cultures/ craftspeople you have researched.

<http://artchive.com> [www.allposters.com](http://www.allposters.com) [www.barewalls.com](http://www.barewalls.com)  
[www.nationalgallery.org.uk](http://www.nationalgallery.org.uk) [www.aqa.org](http://www.aqa.org) [www.artcyclopedia.com](http://www.artcyclopedia.com)  
[www.studylynx.co.uk](http://www.studylynx.co.uk) [www.tate.org](http://www.tate.org) [www.artinfo.com](http://www.artinfo.com)

Don't forget to type in key words linked to your theme. For example if you have chosen the question Movement – you may decide a theme linked to the question like ***movement of water*** – you could then search 'paintings of rivers' 'flowing water painting' 'contemporary water scenes'

It is also useful to look at the work of other A level artists Type in search engines A level art

AS students : Your exam will take 5 hours = 1 day in the art room  
You will create a small detailed drawing or painting, or large/small experimental pieces in this time.

Tip:

ask your teacher which material you should use for your final piece- they know what you are good at!



**KEY WORDS** try to use these in your annotations:

**Colour** – write about the colours you have chosen to use – are they warm or cool, contrasting or complimentary

**LINE** – write about the type of lines created – angular, bold etc.

**tone**- light and dark – write about how you can create tone by shading and colour mixing. Use pencil, charcoal, ink washes to create interesting tonal effects- it can help to build space and mood

**TEXTURE** - the surface quality – the feeling of something when touched, it can be created with brush strokes and pencil marks

**STYLE** – write about the style of the artist you have looked at.

**COMPOSITION** - write about how you or the artist has arranged the final piece

Other words for high achieving: atmosphere, mood, juxtaposition, portray, emanate, perspective, Chiaroscuro (extreme tone) Form, Structure, Art Movement.



## Analyse and Evaluate:

Questions you must answer:

- What is the name of the artists you have looked at? What is their work about?
- Describe their work – the colours /style / techniques they use?
- How does your work compare to theirs? Explain how they influenced you.
- What materials did you experiment with? Why did you choose these?
- Which materials created the best effect? Why?
- How does your final piece answer the question?
- When you look at your outcomes explain what you like and dislike about them and what you would change if you did this unit again?

Layout of your Preparation work:  
Look at how this student has shown clear development of ideas



Tip: Time how long it takes you to work as you have  
**AS 5 hours**



- Make sure you mount up your preparation work as some may be in your sketchbook. ( Check with your teacher before you stick any work down)
- You should have work on different surfaces and work on a large/small scale
- Make sure you have written notes alongside your work
- Include pictures and in depth research of the artists you have looked at
- Show clear development of your ideas
- Make a plan of the piece you will create in the 5 hours

### **Final Tips**

- Make sure your exam piece relates to the question – check with your teacher
- Check with your teacher that you will be using the best materials for **you**
- Will you complete the exam in 5 hours
- Mount all your prep work carefully – make sure it is presented well
- **do not stick it down until the teacher has seen it!**
- Have all your materials **ready** for the exam check with the technician– you may need to order materials or the correct sized paper or canvas – CHECK!
- Is there a clear development of your ideas?
- Have you connected with the work of others?
- DO YOUR BEST!!!! ENJOY AND GOOD LUCK FROM US ALL!!!!

**PAGE TWO -**

FULL DETAIL IN BODY WITH CLOSE UPS OF LIMBS AND HANDS.

THE CREATURE (WHO IS FEMALE BUT STILL NAMELESS) IS BASED ON THE IDEA OF THE EXTERIOR ARMOUR OF THE TRAMPING SUIT. SHE IS GENETICALLY CREATED TO BE A PHYSICALLY SUPERIOR LIFE FORM.

HER BODY IS A FUSION OF A CAT, A MAN, AND A LIZARD, THE EXTRA LONG RIBCAGE AND THREE HINGED LEGS SHOW SHE IS NOT HUMAN.

SINCE SHE WAS DESIGNED AS A PIECE OF 'BIO-BLING', SHE INTERACTS AS A HUMAN BEING, ONLY HER PHYSICAL APPEARANCE IS ANIMAL.

ALL DRAWINGS ON THIS PAGE HAVE BEEN SHRUNK FROM A3 TO A4 IN ORDER TO FIT



FULL BODY PORTRAIT MINUS HANDS.

**HANDS -**



RIGHT HAND (BACK OF)



LEFT HAND (PALM)

LEFT HAND (GRIPPING SPHERE)



**LEGS -**



RIGHT LEG (FROM FRONT)

LEFT LEG (INSIDE)

LEFT LEG (OUTSIDE)



PLATES COVER MUSCLES

Tim Dine: Contemporary American Artiste



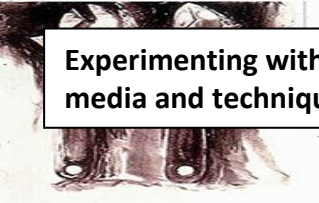
Tim Dine uses a wide range of media. The above two are examples of paint and pencil. He also uses sculpture, ink, pencil and water colour. In his drawings he uses ink and colours in a random way. He also uses real objects and sticks them on the surfaces and uses brushes, but not necessarily making them seem more experimental and creates his mood of chaos and dark energy.

Tim Dine's subject matter are personal objects that have meaning to him. Similar to the objects we have been used he uses his grandfather's tools which emphasizes his memory of his grandfather owned a hardware store. The objects are arranged carelessly and casually as though they have been thrown down, but it probably how most tools are treated. The background has had just as much of attention as the subject. There are often stark blacks and white sometimes representing shadows and sometimes not.



When I show a new drawing people always say something like 'it looks like a piece of paper that has been thrown up in the air and caught in it. That's a nice, a simple, an obvious, a fast, a pure, that's just what I'm getting out of it.' - Tim Dine

Tim Dine depicts his objects really really and his tone a shadow and delicate, however, in some ways he has intentionally extended a shadow or created light. I think so did not to create the sense of unpredictability.



**Experimenting with different media and techniques**



**Complete all these Homeworks and spend at least 1 hour a week on the task set:**

**TASKS:**

Week:

1. Gather relevant images from the shared drive ART/ Y12 or Y13 and on mybigcampus as well as your own research. Create a Visual Mind Map to explain your ideas and THEME linked to your chosen question. Create a collage of the images you have collected. Use a double page in your sketchbook or start a presentation sheet – create a title and make drawings from these images- you may need to stain and colour the pages first to make them look interesting. You should have a powerpoint of at least 10 slides.
2. Take your own photos (at least 20)– these can be of objects you want to put in your final composition : places or people – try and capture the theme – look at viewpoint and composition. Print off contact sheets and images you will work from.
3. Make 4 copies of the artists work in at least 4 different media: pencil, pen and ink, chalk etc. Work on large and small scale. Remember you can just copy sections you do not have to copy the whole image.
4. Look at the style of the work you are studying. Try to recreate this. Prepare papers and work on these – stain them with colour or collage. Copy the artists technique/ colour palette and style.
5. Create experimental work – trying out a range of media and techniques – work in at least 2 media.
6. Make 2 careful pencil drawings from direct observation and or from your own photographs.
7. Select areas of interest use a viewfinder and enlarge in various media. Use Photoshop and scan in pages from your sketchbook.
8. In depth research on your artists – choose at least 2 to study and you should have at least 2 pages on each - Visit an art gallery or museum if possible. You must start to develop your ideas and start to create your own original work.
9. Make a plan of your final composition. Practise using different materials. Link clearly with the artist/ culture you are studying. Use the colours they have used, try to recreate the effects they have. Annotate your work.
10. Evaluate your work (answer the questions given)-explain what you intend to do and how your research and experimenting has helped you. Make sure you have all the materials you need for the exam. Test out and create a Mock up of your final piece. Mount up all your preparation work.