

Phase Two Bridging Work: ART

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Introduction to the course	A level subject preparation tasks
<p>Welcome to A level Art & Design!</p> <p>Attached is the A level Knowledge booklet.</p> <p>Please read this carefully as this will inform you about the structure of the course, expectations, how the work is set and how the course is marked through the exam board Excel.</p> <p>We will go through this in more detail once back in school so please do not feel overwhelmed.</p> <p>The first topic we are going to explore is EMOTIONS.</p>	<ol style="list-style-type: none">1. Look at the PDF on Emotions and then complete a drawing of your hands, depicting one Emotion. (This is explained in more detail on the PDF).2. Choose an emotion and record that emotion in 10 different ways. Think carefully about the emotion you choose (eg: love, anger, happiness, sadness, etc...) Use drawing, photography, textures, ink, coffee staining and any other means/forms you can think of to capture your chosen emotion. Each piece should be A6 (postcard size) and each must use a <u>different media</u> for recording. Work could include an object that provokes a memory/emotion from you, a person, a place, etc... You can use a different image for each piece or the same item but from different angles.3. Visit a major art gallery e.g. Tate Modern, Tate, Saatchi, Oxford Museum of Modern Art or visit a Foundation level or Degree level summer exhibition online. Record pieces you find interesting and explain why. Print out images of the pieces (if you have the means to do this). Look for work that shows emotions. Present this as an A3 or A2 mood board (scrap book style).

Work must be submitted to Mrs Corley by email on or before **FRIDAY 12TH JULY**

Work to be submitted:

- 1 x A4 drawing of your hands depicting an emotion using a maximum of 2 colours.
- 10 x A6 sized pieces of work using a different medium for each and depicting a specific emotion (same emotion for all 10).
- 1 x A3 or A2 mood board showing work you have researched from either major art galleries or Degree shows with images and explanations (scrapbook style) explaining why you chose the work, what interests you about it and how it links to an emotional response.



A Level Fine Art Knowledge Booklet



Art & Design

Key Information & Calendar Dates

Exam Board	Edexcel
Unit 1 Coursework	Topic: EMOTIONS (60% of total GCE grade). Presented as a body of work with a personal final piece
Personal Study	1500-3000 word essay relating to your EMOTIONS topic (moderated separately)
Unit 2 Externally Set Assessment	40% of total GCE grade. Paper given out 1st February. 15 hour timed personal final piece response in exam
Exam Date	
External Moderation	
Art & Tech Exhibition	

Staff Contact Details

Ms E Corley	Head of Art	ecorley@chipping-norton.oxon.sch.uk
Ms L Dunn	Art Teacher	ldunn@chipping-norton.oxon.sch.uk

Course Structure

Component 1—Personal Investigation (Coursework)

Students develop work based on an idea, issue, concept leading to a finished outcome on the Theme: EMOTIONS. Practical elements should make connections with some aspect of contemporary or past practice of artist(s), designer(s), photographers or craftspeople.

Personal Study—1500-3000 Word Essay

The personal study will consist of an investigation into a selected aspect(s) of others' art, craft or design. This will be presented and moderated separately and consist of 1500-3000 word essay with supporting images and a full bibliography.

Component 2—Externally Set Assignment

This is an external exam unit and will build upon the skills and knowledge developed throughout the 2 year study. The exam paper will have a broad range of starting points and ideas for you to develop and will be discussed in class as a group prior to individuals researching and developing ideas from this.

The exam paper will be released on 1st February, and will consist of a period of preparatory work culminating in a 15 hour timed exam at the end of the unit, in which a final outcome will be produced.



Personal Study Guidelines

- The Personal Study is a written essay comprising of 1500-3000 words. And must include visual images to support your discussions.
- The essay **MUST** make connections with your practical work and topic for **EMOTIONS**.
- You must identify and select a focus for your personal study and discuss the title with your art teacher **BEFORE** starting the essay.
- Investigate and research work from a range of relevant sources with appropriate use of critical vocabulary.
- Select appropriate research from first-hand experience in galleries and museums to inform the development of your investigation.
- Critically analyse and develop insight into selected historical and contemporary references.
- Include a bibliography and list of references. (This is compulsory).
- **DO NOT PLAGERISE**



Course Expectations

Learning & Behaviour

- Attend all lessons as per your timetable. Ensure any work missed through absence is identified and completed.
- The use of mobile phones is not allowed during lessons unless specific permission has been given by your art teacher.
- Be enthusiastic, engaged and willing to learn and discuss ideas with teachers and peers.
- To be successful you must work outside the timetabled lessons. A minimum of 5 hours a week is the expectation.
- Act upon teacher feedback to improve work.
- Follow health and safety guidelines.
- Deadlines must be met. Failure to comply will result in home being contacted and may mean you are placed on a contract.

Equipment

- Equipment must not be taken from the art rooms unless you have consent from a member of staff from the Art Department.
- In order to complete work at home it is suggested that you have a range of materials at home, such as acrylic paint, watercolours, pencil set, digital camera and access to the internet. Some materials can be purchased from school (please speak to your art teacher for more details).
- It is your responsibility to keep the art space tidy and to look after the art equipment. You must keep sinks clear and NEVER pour acrylic or white spirit down the sinks.

Work Submissions Policy

Deadlines must be met in order for you to be successful. Work should always reflect the best of your ability and be well presented.

Missing deadlines will result in disciplinary actions as follows:

1. First deadline date missed will result in a teacher/student conversation and a new deadline date given.
2. New deadline date missed will result in a phone call home. This will also be logged on SIMS and the student will attend coursework catch-up sessions in their free periods in art until the work is completed. The session times will be agreed with Ms Corley or Ms Dunn and the student will be required to sign in and out with the art teacher.
3. Consistent failure to meet deadlines will result in the student being placed on contract and Mrs De Brun (Head of 6th form) being informed.



Assessment

All work is moderated on an assessment grid and completed by your art teachers, followed by an external moderator coming into school and looking carefully through all your work and assessment grids. They then submit their final grades to Edexcel.

(NB: they are NOT allowed to inform the art teachers of their grading decisions).

The 4 Assessment Objectives are described below and relates to ALL A level student practical work and annotation. All 4 Assessment Objectives are equally weighted and are awarded up to 18 points. These are then added together for a maximum of 72 points.

AO1

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

AO2

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

AO3

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

AO4

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

AO1 addresses idea development and critical study. Critical studies must be shown to influence your ideas and help you to develop your work.

AO2 looks at how widely you experiment with different materials. On-going critical analysis of the work produced shows that you are reviewing and refining your work.

AO3 focuses on the quality of your first-hand information. This can take the form of drawings, sketches, paintings, photos, interviews, text, sound/video recordings, etc... The sources you choose should be meaningful and well researched.

AO4 looks at the outcomes that you produce. These are expected to be high quality, well-constructed, original and personal outcomes that have been well informed by your research and experiments.

Centre number:

Title:

Candidate name:

Candidate number:

A level assessment grid – practical work and annotation

We recommend using the A level Practical Performance Calculator to establish a mark for each Assessment Objective. Marks should then be transferred to the assessment grids below.

The following grid relates to all A level student practical work and annotation, and should be used to mark all titles. The grid assesses all four Assessment Objectives equally. All four Assessment Objectives must be met in each component. A mark out of 18 should be awarded for each Assessment Objective. The four Assessment Objective marks should then be added together to give a total mark out of 72 for practical work and annotation in each component.

Assessment Objectives	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				
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, analysing and evaluating them in order to reach substantiated conclusions and to make judgements on the basis of critical understanding	No identifiable evidence	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	Emerging competence in analytical and critical understanding	Development of ideas shows emerging competence in 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	Exceptional analytical and critical understanding	Development of ideas shows exceptional ability	Sustained and focused investigations are exceptional, thoroughly informed by contextual and other sources				
AO2 Select and select appropriate reactions, media, materials, techniques and procedures, reviewing and refining ideas as work develops	No identifiable evidence	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	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	Exceptional ability to review and refine ideas as work develops		Confident and assured ability to explore and select appropriate to intentions					
AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress	No identifiable evidence	Ability to record in limited and partially relevant to intentions	Limited ability to reflect critically on work and progress		Ability to record in basic and partially relevant to intentions	Basic ability to reflect critically on work and progress		Ability to record shows emerging competence and relevance to intentions	Competent and consistent ability to record and relevant to intentions	Competent and consistent ability to reflect critically on work and progress		Ability to record is confident and assured, and relevant to intentions	Exceptional ability to reflect critically on work and progress		Ability to record is exceptional and relevant to intentions					
AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements	No identifiable evidence	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	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	Exceptional ability to realise intentions and make connections where appropriate		Confident and assured ability to present a personal and meaningful response					

Component	Recording of marks for all A level practical work and annotation												Marks out of 72 for each component			
	AO1 marks: indicates a mark out of 18						AO2 marks: indicates a mark out of 18						TOTAL COMPONENT 1		TOTAL COMPONENT 2	
Component 1 Personal Investigation	AO1 mark						AO2 mark						AO3 mark		AO4 mark	
Component 2 Externally Set Assignment	AO1 mark						AO2 mark						AO3 mark		AO4 mark	

A level assessment grid – Component 1 – personal study

The following grid relates only to the personal study, completed as part of Component 1 Personal Investigation. This grid should be used to mark all titles. The grid relates to all four Assessment Objectives equally. All four Assessment Objectives must be met in the personal study. A mark out of 18 should be awarded for the personal study.

Assessment Objectives	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			
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
AO1 All level descriptions for Level 1 apply in addition to the level description below	No identifiable evidence	Limited ability in use of written communications and specialist terminology		All level descriptions for Level 2 apply in addition to the level description below	Emerging competence in use of written communication and specialist terminology		All level descriptions for Level 3 apply in addition to the level description below	Competent and consistent use of written communication and specialist terminology		All level descriptions for Level 4 apply in addition to the level description below	Competent and consistent use of written communication and specialist terminology		All level descriptions for Level 5 apply in addition to the level description below	Use of written communication and specialist terminology is confident and assured, and expresses ideas fluently					
AO2 All level descriptions for Level 1 apply in addition to the level description below	No identifiable evidence	Basic use of written communication and specialist terminology		All level descriptions for Level 2 apply in addition to the level description below	Emerging competence in use of written communication and specialist terminology		All level descriptions for Level 3 apply in addition to the level description below	Competent and consistent use of written communication and specialist terminology		All level descriptions for Level 4 apply in addition to the level description below	Competent and consistent use of written communication and specialist terminology		All level descriptions for Level 5 apply in addition to the level description below	Use of written communication and specialist terminology is confident and assured, and expresses ideas fluently					

Component	Recording of total marks		Total marks for each component	
	Mark for practical work and annotation	Mark for personal study	Total Component 1 (out of 90)	Total Component 2 (out of 72)
Component 1 Personal Investigation	Out of 72	Out of 18	Out of 90	
Component 2 Externally Set Assignment	Out of 72	Out of 18		Out of 72

Enrichment Plan

Gallery / Museum /	Contribution to Project	Work Produced / Evaluation
E.g. Exhibition at National Portrait Gallery. In Conversation: Shirlin Neshat & Dr Nicholas Cullinan.	This exhibition will contribute to my work because the artist explores similar issues within her art as I do with my paintings. I intend to explore the question of gender in relation to Islamic fundamentalism and	Double page sketchbook presentation of critical (contextual) study. Use of juxtaposition in experimental work.

Calendar — Year 12

September	Introduction to topic: EMOTIONS	⇒ A1 chalk and charcoal
October	Idea development AO1	⇒ A1 acrylic painting
November	Critical Study	⇒ A1 scribble drawing
December	'Where Next?'	⇒ Own Photos
January	Using a variety of medium	⇒ Oil painting workshop
February	Developing own work based on chosen EMOTION - AO3	⇒ Pencil Drawing workshop
March	Recording ideas and developing intentions AO3	⇒ Watercolour workshop
April	Reflecting critically	⇒ Coloured pencil workshop
May	Critical study of Artist(s)	⇒ External artist
June	Demonstrating analytical and critical understanding - AO1	⇒ Research on Personal Study
July	Focused investigations informed by contextual sources - AO1	⇒ 1st draft of Personal Study

Calendar — Year 13

September	Final Personal Study handed in (including Bibliography)	⇒ Creating ideas in sketchbook for 'SHOW STOPPER' final piece
October	Development in sketchbook towards final outcome AO2/AO4	⇒ Start creating final outcome
November	Development in sketchbook towards final outcome AO2/AO4	⇒ Continue final outcome
December	Development in sketchbook towards final outcome AO2/AO4	⇒ Continue final outcome
January	MOCK EXAM	⇒ Deadline for final outcome 31st JANUARY
February	Introduction to EXAM UNIT Exam paper handed out:	⇒ Research and critical study AO1/AO2
March	Development of exam unit in sketchbook AO1	⇒ Develop ideas using a variety of media AO3
April	Developing final idea in sketchbook AO3/AO4	⇒ Practise final idea AO4
May	EXAM	⇒ 15 hour timed exam AO4

Emotions

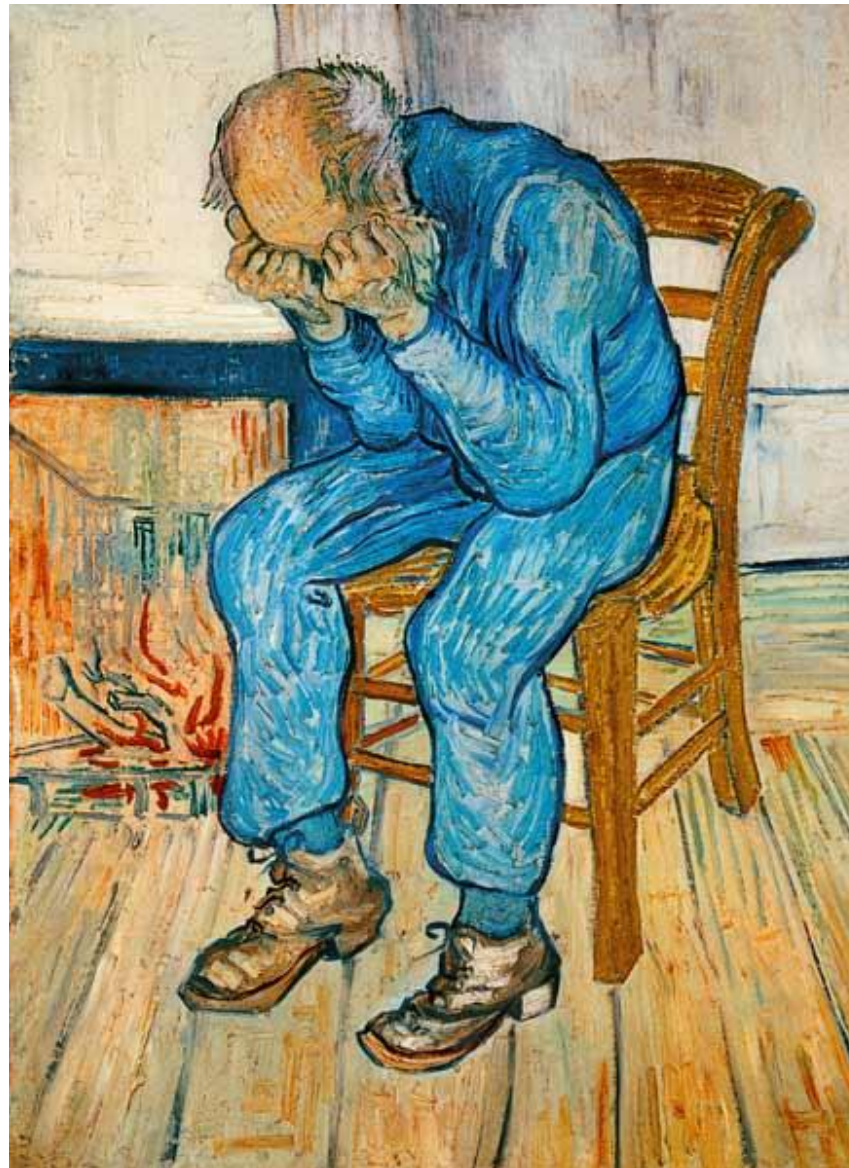
A Level - Unit 1

You will be focusing on the Topic EMOTIONS as your first unit of work.

Look at the artwork on the following slides and concentrate on how artists have used faces and hands to depict emotion, then consider the following:

- What emotion is each artwork showing?
- What colours have been used and why?
- How are the hands expressing the emotion?









Certain images can provoke a strong emotional response.

Look at the images on the following slides then consider the following:

- What was your first emotional response to each image?
- Why did you get that response?
- Can you remember some of these moments shown – why is that?









Emotions are powerful and natural responses to a situation.

- In the next slide it explains your first task.
- This should take approximately 1 hour to complete (you may want to get someone to take a photo of your hands and work from this).
- Consider the emotion you have chosen carefully and even act out the emotion to see what your hands naturally do.

Please note: we would normally do this task in class and use black A4 paper and chalk pastels.

If you do not have these please use white paper and either paint or coloured pencils.

TASK:

On A4 black paper draw your hands showing an emotion

Use white chalk and a maximum of 2 additional coloured chawks to demonstrate this

