



## Half Term and Easter Guidance Sheet

### Galleries and Exhibitions

- Try to visit at least two different galleries/museums to support your individual study. Try to find examples of where artists have worked with the same theme or technique as your interests. Use their ideas/methods to support your own studies by visually responding to their work. Be analytical by communicating your opinion about their work.

In order to gain the maximum amount of marks you need to address all the following Assessment Objectives:

#### **Assessment Objective One - Contextualise**

- 10 marks - Respond Make visual responses to the Artist you are studying by either making a copy of the work, by practicing the technique they have used, or by making a piece of work that deals with the same subject matter.
- 10 marks - Analyse You must always give your opinion about what you think about the work. (See the Critical Vocabulary Sheet, overleaf.)

#### **Assessment Objective Two - Develop your ideas**

- 10 marks - Experiment Try out your ideas using the widest variety of mediums and techniques as possible.
- 10 marks - Develop Develop your ideas, research your ideas in more depth, think about what else you need to explore to realise your intentions.

#### **Assessment Objective Three - Research the theme**

- 10 marks - Research Gather, collect images and extracts investigating your theme.
- 10 marks - Record Draw! Make drawings, studies from 1<sup>st</sup> hand observation, take photographs which relate to your theme.

#### **Assessment Objective Four - Realise your intentions**

- 10 marks - Realisation Make a piece of Art work or works, which follows on from your research, contextualisation and development of ideas.
- 10 marks - Artist Link Make visual links to the Artist you have studied. Show the influence the Artist's work has had on your work.

- **By the time you get back to school after the Easter Break, you should have plenty of refined ideas about what you are going to do in your exam.**
- **All of your ideas should be thoroughly tested and documented in your sketchbook.**
- **Take the time over the holidays to prepare any canvas/equipment/photographs and images you may need in the actual examination.**

Dates for the Examination are:

**AS Art 3<sup>rd</sup> May 2011 AS PHOTOGRAPHY 4<sup>th</sup> May 2011  
A2 ART and PHOTOGRAPHY 5<sup>th</sup>, 6<sup>th</sup> and 9<sup>th</sup> May 2011**

Your sketchbook needs to be handed in at the end of the examination.



## Easter Guidance Sheet

### Looking at works of Art

#### Key Stage Five Critical Vocabulary

25% of the course assesses your ability to visually respond and critically analyse the work of other artists, designers and crafts people.

- When looking at the work of others, it is important to communicate your understanding of their work - your opinions are valued so say what you think. Use the 3 main sections below to help you with your writing.
- In addition to writing about the work of others you also need to respond visually to it. When producing a critical study you need to present the following: your piece of writing, your visual response and a scanned/copied image of the original artwork. **(Under no circumstances should you copy information out of a book or off of the internet, you will only receive marks for giving your own opinion.)**

**React to it...** Give your opinion about what you think...

- Why has it been made? For what purpose?
- What do you understand from it?
- Why does it appeal to you?
- What do you think the artist was trying to communicate?

**Visually describe it...** Describe the artwork using as many subject specific words as possible, choose from the following lists...

<p><b>Atmosphere</b> feelings, alive, atmospheric, fresh, delicate, depressing, dignified, disturbing, exciting, expressive, humorous, imposing, nostalgic, happy, isolated...</p>	<p><b>Lighting</b> artificial, tone, dark, light, intense, evening, soft, fierce, shadow, gentle, fall of light, harsh, night, midday, source, natural, flash...</p>	<p><b>Line</b> angular, broken, free, faint, confident, fluent, flowing thin, hesitant, scribble, tight, thick, sweeping, woolly, quality of line...</p>	<p><b>Textures</b> coarse, cross-hatching, smooth, hatching, jagged, rough, soft, shiny, spatter, thick, stipple, thin, bold, fine, matt, tactile...</p>
<p><b>Composition</b> background, blurred, complex, confused, design, distant, eye line, focus, foreground, form, middle ground, near, perspective, plane, proportion, scale, shape, sharp, space, symmetry...</p>	<p><b>Medium/Technique</b> aquatint, assemblage, relief, caricature, cartoon, carving, ceramic, collage, design, diptych, drawing, painting, etching, gouache, lithograph, logo, maquette, model, mural, mosaic, photography, print, screen print, lino print, collagraph block, sculpture, sketch, stencil, triptych, watercolour, 2d, 3d...</p>	<p><b>Style/Movement</b> abstract, copied, distorted, emotional, exaggerated, exterior, fake, fantasy, figurative, impressionistic, impressive, interior, landscape, mundane, noble, non-representational, pastiche, pattern, portrait, religious, representational, seascape, sentimental, still life, surreal, symbolic, townscape...</p>	<p><b>Colours</b> colour, blend, bright, clash, cold, dull, glowing, harmonious, intense, luminous, deep, mixed, opaque, pale, pastel, primary, pure, saturated, secondary, soft, tint, translucent, warm, transparent, vibrant...</p>

**State the basic details...**

- Name of the artist
- Name of the art work
- Date it was made
- Medium
- Dimensions

Present your writing, your visual response and an image of the original artwork as a double page in your sketchbook...



**Remember... The Goal is Excellence!**

