



A-LEVEL ART SUMMER TASKS

Deadline to submit this completed booklet:
Tuesday 8th September 2020

Who should I hand this booklet into?
Mrs A Wheaton (Head of 6th Form)

Who do I contact if I have any questions about this booklet?
Mr D. Tisdale (dtisdale@rodingvalley.net)

The tasks described in this booklet are focussed on:

AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding



Task 1. Gallery visit and write up

Have a day in London visiting at least one of the world class art galleries....they're all free.

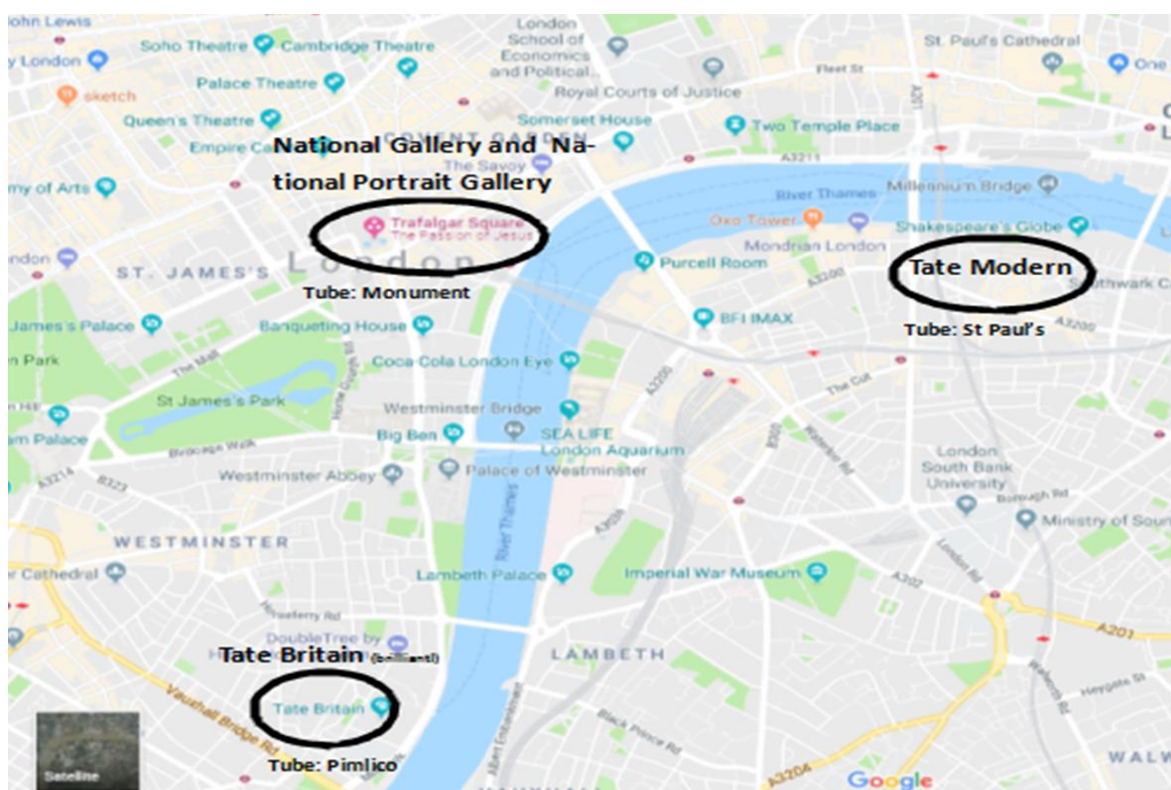
Tate Modern (St. Pauls) modern 20th century work

Tate Britain (Pimlico) wide variety

National Gallery (Trafalgar Square) huge variety

National Portrait Gallery (Trafalgar Square) old fashioned but very relevant

Saatchi Gallery (Chelsea) very modern and sometimes challenging



.....**Alternatively**

If the London Galleries remain closed, we will have to concentrate on online resources. Probably the most accessible of these is the National Gallery. Explore the site to make yourself aware of a small selection of their art work. Choose between 6 and 10 of the works and research them independently in order to complete Task 2.

<https://www.nationalgallery.org.uk/paintings/must-sees>



Task 2. Write a 750+ word review about the gallery visit using the guidance below

You are encouraged you to work at a 'higher level of thinking'. It is not just a diary or a review.... 'On Saturday I went to an art gallery and I saw...' ...it's an explanation of **WHY** we go to galleries and what art should be about. Maybe you could pick out 2 or 3 pieces that grabbed your attention and another piece which you just didn't get.

Good pieces

Describe the piece

How did you look at it?

What emotions did it provoke?

What did you notice as you observed the work more? Did it reveal anything to you?

What meaning did you take from the work?

What do you think the artist is trying to explore?

Bad piece

Describe it

Did you get **ANY** meaning from it?

Why did this piece stand out as the one you've chosen to discuss?

There's no right answer... only your thoughts and opinions. But if you want your opinions to matter you need to express them in a convincing and thoughtful way.

Handwritten in your sketchbooks incl. images

Collect flyers and maps from the gallery and any other information you can obtain to support your review

Task 3 Portrait Artists Research

Create a double page artist research page for 2 portrait artists. This will support the work we'll be beginning at the start of the new course (STRUCTURES).

Chuck Close **Ron Mueck** **Lucien Freud**
Jenny Saville **Ewing Paddock** **Amedeo Modigliani**
Alberto Giacometti

These are just the first artists I thought of, it's just a starting point. Your research may come from one of these or may be 2 completely different artists which you think are particularly powerful.

Useful websites:

<http://www.bbc.co.uk/schools/gcsebitesize/art>

<http://www.studentartguide.com/featured/gcse-art-exam-force>

Free museums to visit:

Tate Modern: <http://www.tate.org.uk/visit/tate-modern> Saatchi Gallery:

<http://www.saatchigallery.com/> National Portrait Gallery: <http://www.npg.org.uk/>



Project #1

Your first project will run from September to January. It will follow the same format as your other coursework projects at GCSE, in that you will produce your own ideas based on your own research. You will create a list of alternative areas of focus, look at the work of different artists and find your own images of inspiration. Then you will develop your own piece of artwork, with a specific message in your chosen style and materials.

To do this you must break down the starting point, which

is.... **Structures**

I think there are 3 simple ways of breaking this down further. Below, I have started with '**structures of society**' and I've mind mapped as many different ideas as I can immediately think of.

....of society

Sexism females making a change, challenging conventions

Respect for Elders challenging authority, youth culture vs tradition

Politics Power, For or Against, Control or anarchy



Class Division, Poverty and wealth, ruling elite, working classes, aspiration

Morality Crime, Punishment, Right and wrong, gangs, foreign influence, media influence, right + wrong, changing times, changing crimes

Religion and Multiculturalism Tolerance, hate, conflict, assimilation, refuge

Maybe when you're reading these ideas you are thinking of images/paintings/sculptures that spring to mind. That's exactly how the creative process works....alternative answers from a single starting point.

Task 4

I'm now going to give you starting points for another interpretation of structures

....of portraits

Rules or proportion

Emotions

Relationships

Ageing

Character



Beauty

Birth and Death

Expand each of these starting points by listing your own ideas for each of the sections

Task 5

Repeat this process. This time I'm only giving you the basic title

....of buildings

Task 6

You will now have a significant number of alternative ideas based on the theme of structures. Create 3 new boards on your Pinterest account titled

'Structure of society'

'Structure of portraits'

'Structure of buildings'

And start to populate each folder with as many exciting images as possible



		Tick when complete
Task 1	Gallery visit or virtual visit	
Task 2	Reflection writing	
Task 3	Artist research	
Task 4	Portraits starting point ideas	
Task 5	Buildings starting point ideas	
Task 6	Pinterest Wow! Images	



A Level ART Personal Learning Checklist

AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding

- Creatively present research on artists who link with your theme.
- Make drawings/studies from others work to help understand their work
- Write in depth and thoughtful annotations about the artists' work and your own drawings.
- Compare and contrast research findings.

AO2 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops

- Explore a range of different ideas for your project
- Evaluate/annotate all experiments. Which processes work best. Annotate and evaluate.
- Make your work as interesting and varied as possible.
- Record any changes you make to ideas
- Evaluate why they were made.

AO3 – Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress

- Produce a wide variety of drawn observations in a variety of materials
- Include sketches, drawings, paintings, photos and images that closely link with your theme and have significance or interest.
- Include different ideas for your project, and explain ideas.

AO4 - Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements

- Include evidence of how ideas have developed from the start of the project to the end
- Evidence how it has helped looking at others' work.
- Show what you have learnt, and from where
- Produce a finished main piece of work that brings together the whole unit of work.
- Evaluation of your work.