

Y12 A level Art & Design

Fine Art & Textile Design

PREPARING FOR SIXTH FORM

Threshold concepts are the essential skills and knowledge which you need to successfully study a subject at KS5. The threshold concepts for A-Level Art are listed below.

Ensuring that you have a secure foundation of knowledge to build upon will help to make the transition from GCSE to A level smoother and maximise your chances of success.

By completing the project set, you should be able to demonstrate your achievement of these standards

THRESHOLD CONCEPT		DESCRIPTION
1	Sketchbook	Use of a sketchbook to record and present.
2	Drawing	Use of drawing to record ideas, experiences and observations of events, people, places and objects.
3	Contextual & cultural	Undertake research and gather, select & organise information. Record your investigations of contextual and cultural sources in visual and written form. Use knowledge and understanding of the work of others to develop and extend thinking and inform own work.
4	Experimentation	Select and use a variety of media, surfaces and techniques in creative and original ways suitable to the intentions.
5	Development	Sustain work from an initial starting point to a realisation, through a process of reviewing and modifying work in the light of own and others' evaluations
6	Annotation	Ability to record in written form your analysis, discussion and evaluation of images, objects and artefacts made by yourself and others.

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Threshold Concept		Tasks	Mastery Level (RAG)	Date
1	Sketchbook	All tasks		
2	Drawing	Drawing is the most critical skill and underpins everything else that you will study. It should be evident on almost every page of your sketchbook. Particular tasks where you can evidence your skill are: Tasks 6, 9, 10, 11, 12, 14 & 16		
3	Contextual & cultural	Many pieces of work in your sketchbook may be influenced by other artists and/or cultures. Specific tasks where this will be evidenced are: Tasks 1, 2, 3, 4, 13 & 14		
4	Experimentation	The choices you make and your use of media, surfaces and techniques will be evident throughout. Particular tasks focussing on experimentation are: Tasks 7, 8 and 15		
5	Development	Development will be judged within each task and over the sketchbook as a whole. Particular tasks focussing on this skill are: Tasks 3, 14 & 16		
6	Annotation	Annotation should be evident throughout the sketchbook but has been particularly mentioned in these tasks: Tasks 1, 2, 3, 4, 8, 12, 13, 14, 15 & 16		

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PREPARING FOR SIXTH FORM

USING A SKETCHBOOK

What?

Keep an artist's sketchbook which records ideas, observations and experiences and develops your ability to record these in visual and written form.

How?

Use a combination of drawings, paintings and text/words. Use a range of materials, techniques and processes. You will be guided to complete certain types of tasks which will enable you to show evidence of meeting the threshold concepts. There is a task for each week from now until the start of year 12 plus some extra ideas if you have spare time!

Why?

To develop and refine your observational drawing skills, to explore media & techniques and to develop your understanding of other artists. This shows that you have the necessary knowledge and skills to study the subject at A-Level.



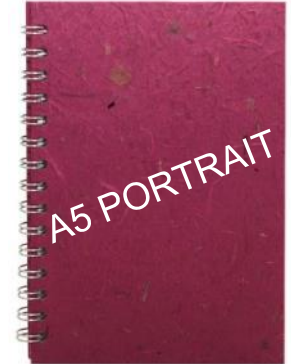
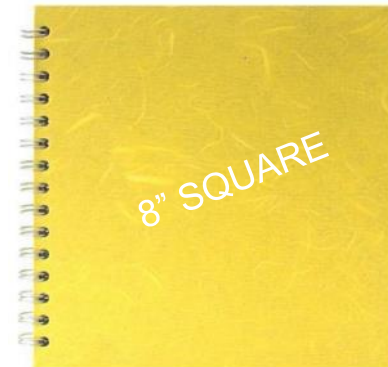
WHAT BOOK SHOULD I USE?



To begin with you will need a sketchbook (no smaller than A5). You need to decide on what shape and size suits you. Remember, you are aiming to fill a double page spread per week.

You could use a ready made sketchbook or make one yourself.

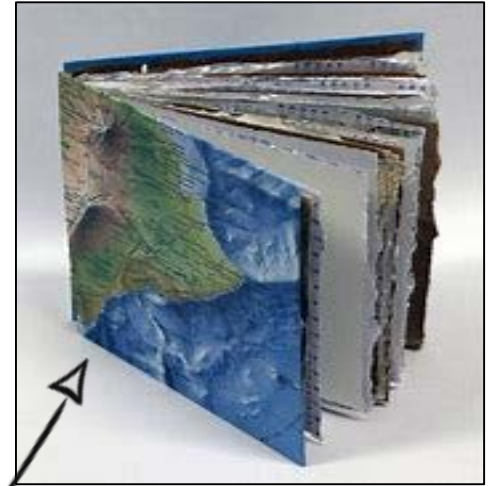
Whatever size or type you go for, make sure that it contains good quality paper that can cope with a variety of media and is securely bound so that work is kept safe and in good condition.



MAKING YOUR OWN SKETCHBOOK

If you want to make your own sketchbooks there are lots of tutorials on line that you could search for.

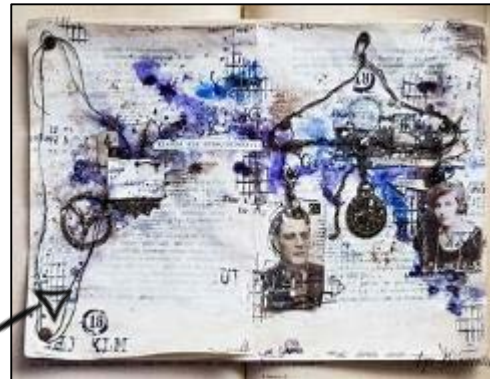
Look at some of these examples for ideas. Check out the link below and search Pinterest for ideas linked to handmade artist sketchbooks.



Cardboard cover folded in half with a range of papers inside. Bound together by wrapping some string or an elastic band around the middle.



You can use an old, damaged or unwanted paper or hardback book and draw on top of the pages and words



Create an accordion or concertina journal by folding and gluing paper into a long strip.



WHAT WILL I FILL IT WITH?

You are being asked to fill a double page spread per week starting with the task or theme provided for the week. It is important that you do these tasks as they have been planned to ensure you meet the criteria.

However, you are not limited to this – your sketchbook should become your own – your place to record and create. You can draw from direct observation, use your own photos or find images as inspiration. Look at the slides below of artists who use sketchbooks and journals.



You can also collage things into your sketchbook and draw on top of them



Receipts
Tickets
Wrappers
Scrap paper
Envelopes
Postcards
Flyers
Newspapers



PAGE INSPIRATION AND LAYOUT IDEAS



You can use small titles using a relevant font as a way to give context to your page

Use annotation to write notes or add further information about the things you have drawn

Use more than one media or technique per double page. Try using different techniques, such as cross hatching, continuous line, detailed tonal studies etc



You can write down the location, date and the time that you do your page entry.

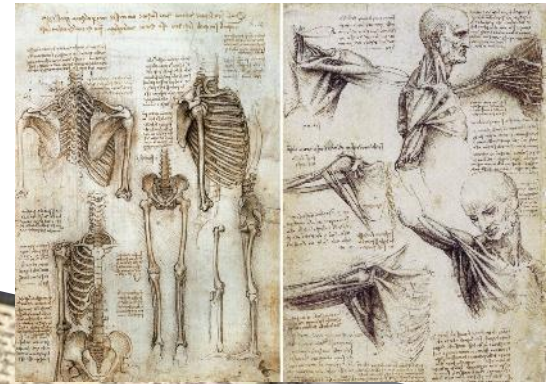
Think about literacy when you annotate your pages, and use these to create a flow and visual story which travels across different pages.

Use a range of different size drawings on the page and add small images and boxes



Think carefully about layout and composition. Some pages can be filled with images and others can have lots of empty space.

ARTISTS' USE OF SKETCHBOOKS



JOSE NARANJA

Jose Naranja turns ordinary notebooks into highly detailed works of art. The artist uses watercolours, stamps, writing, elements of photography and drawings to turn each notebook into a one of a kind masterpiece.



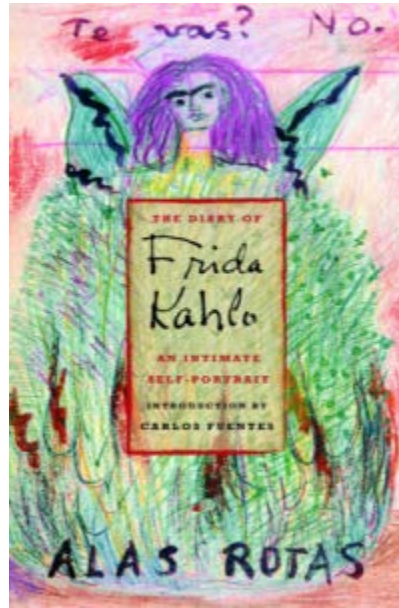
Naranja worked as an aeronautical engineer for many years but eventually decided to quit and devote his life to art and travels. The artist developed his passion for notebook art in 2005 when he discovered Moleskine pocket journals. Jose is a self-taught artist, but his skills are remarkable. The artist has recently begun binding his own sketchbooks, to make his art even more personal.

<http://josenaranja.blogspot.com/>

<https://www.thisiscoolossal.com/2018/04/hand-made-sketchbooks-by-jose-naranja/>

FRIDA KAHLO

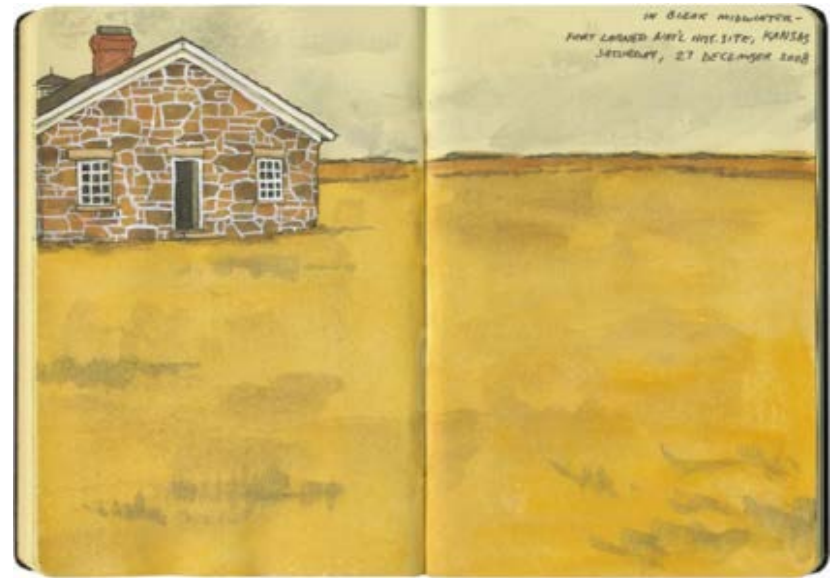
Frida Kahlo's life was expressed through her work. A chronological look at her artwork provides an understanding of the events that changed her life: her passions, motivations, disappointments, and desires. Painting was cathartic for her, however, writing and keeping a diary also helped her to establish a relationship with herself, and to find a way of expressing her afflictions during the final 10 years of her life.



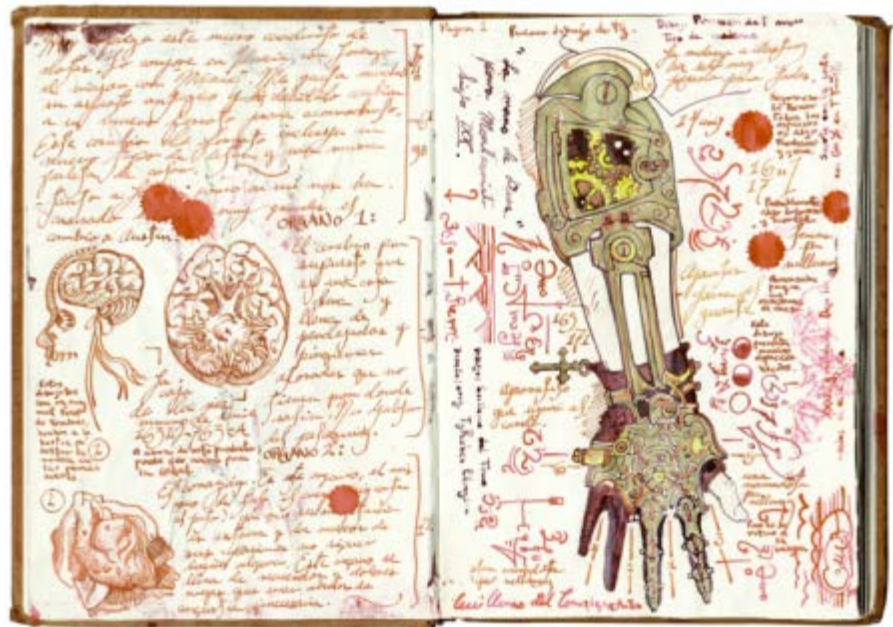
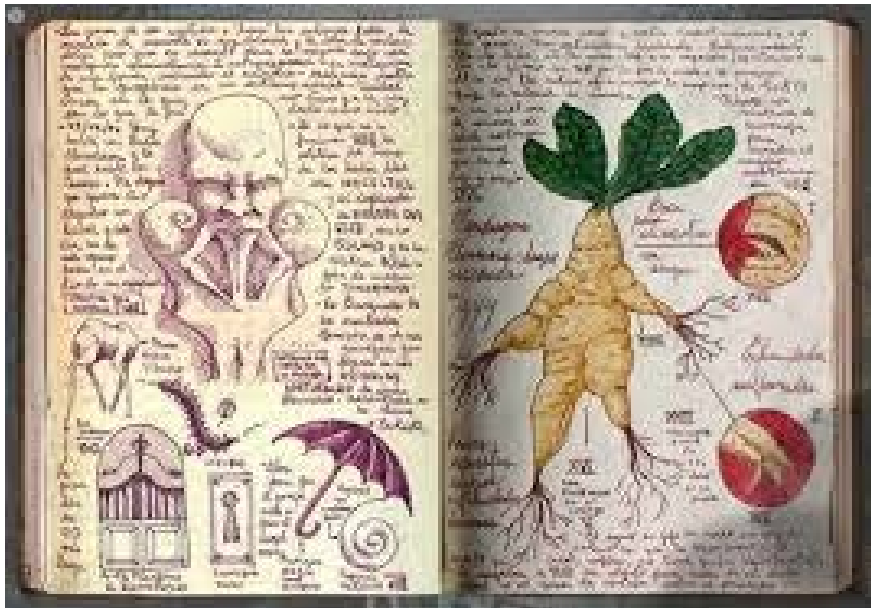
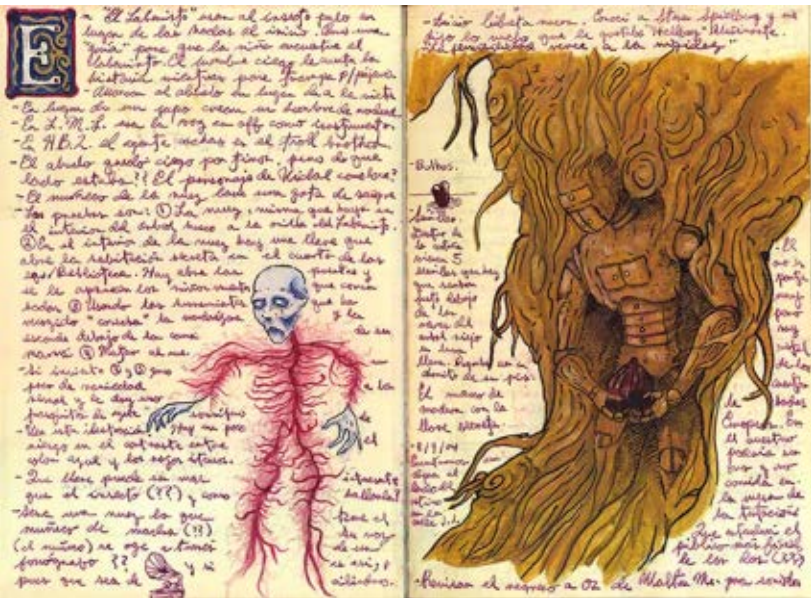
Kahlo found that writing, as well as painting, was useful not just for communicating with her family and friends, but also as a way of connecting with her own feelings, conveying her ideas on her artistic practice, and expressing her worries and pains, both physical and emotional.



CHANDLER O'LEARY



GUILLERMO DEL TORO



TASK 1

The first page of a new sketchbook is always the hardest to fill, so here's an easy task to get you started...

What?

Collect any images of art that you **like/love/admire** and fill the double page. The artists could be famous or amateurs, you may know who the work belongs to or not. It may be something that inspires you, that you would like to create or that you would hang on your wall. It could come from any time period or culture – the more varied the better. Remember to annotate your work.

How?

Cut out of magazines, photocopy from books, photograph from real life, print from the internet.
Glue the images in neat rows or cover the page in a haphazard way – whatever suits you.
Annotate your work to explain the images you have collected – this could be one neat paragraph or notes interspersed with the images

Why?

A-Level art students can research contextual and cultural sources. They can gather artistic inspiration and respond to it.

Artists often surround themselves with inspirational images, you are creating a portable version by putting this in your sketchbook.



TASK 2

RESEARCHING AN ARTIST YOU ADMIRE

What?

Select an artist that you admire, this could be someone you have known about for a long time or someone you have just discovered. It may be someone who's work appears on your collage from last week. However, don't pick an artist that you have studied before – this is an opportunity to learn more about someone new.

How?

<https://www.studentartguide.com/articles/how-to-analyze-an-artwork>

Include all of the elements on your double page

- Name of the artist
- Image/s of their work
- 1 paragraph explaining why you chose this artist
- 1 paragraph in your own words about the artist (relevant information about their work, style, media, movement they belong to)
- At least 1 practical piece (you choose a suitable media) copying one of their pieces

Why?

A-Level art students can research contextual and cultural sources.

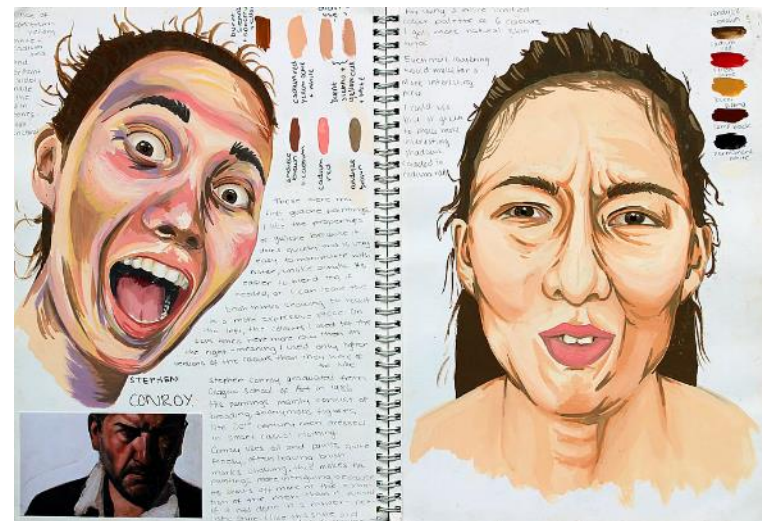
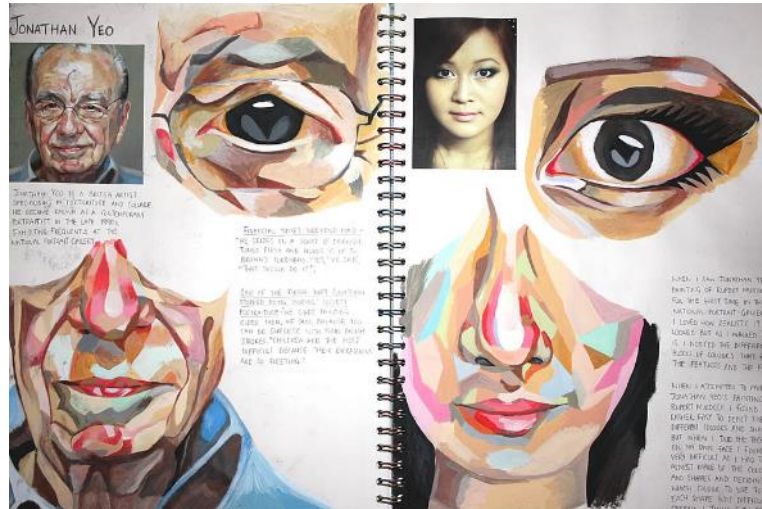
They can gather artistic inspiration and respond to it in visual and written forms.

They can record their observations and insights.



TASK 3

TAKING INSPIRATION AND MOVING ON



What?

Last week you studied an artist of your own choice.

This week create your own piece inspired by them.

How?

- Take photographs inspired by your artist's subject matter, colour schemes, compositions, etc.
- Create a range of sketches to quickly try out ideas.
- Decide on a suitable media to use.
- Create an 'inspired by ____' piece of work.
- Remember to annotate your work – include a paragraph explaining what decision you have taken and why.

Why?

A-Level art students can sustain development of ideas and create an outcome.

They can select and use suitable media and techniques.

They can use annotation to record ideas and insights.

TASK 4

VIRTUAL GALLERY VISIT

What?

This week you are going to visit and art gallery and create a sketchbook spread recording this experience in images, sketches and notes.

How?

We are lucky that technology now allows us to visit art galleries all over the world without leaving our own homes. Download the Google Arts & Culture app or visit the site here: <https://artsandculture.google.com/partner>.

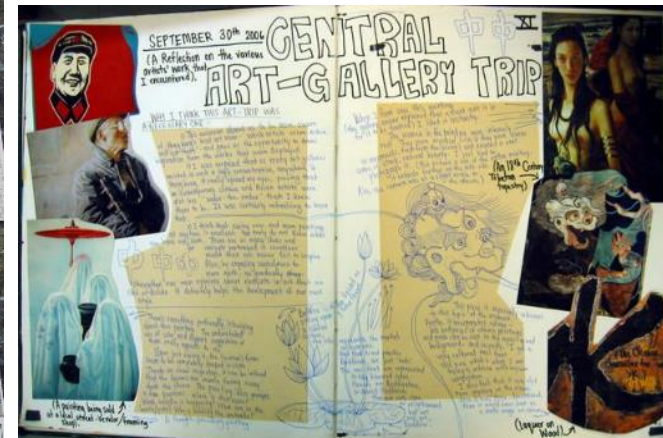
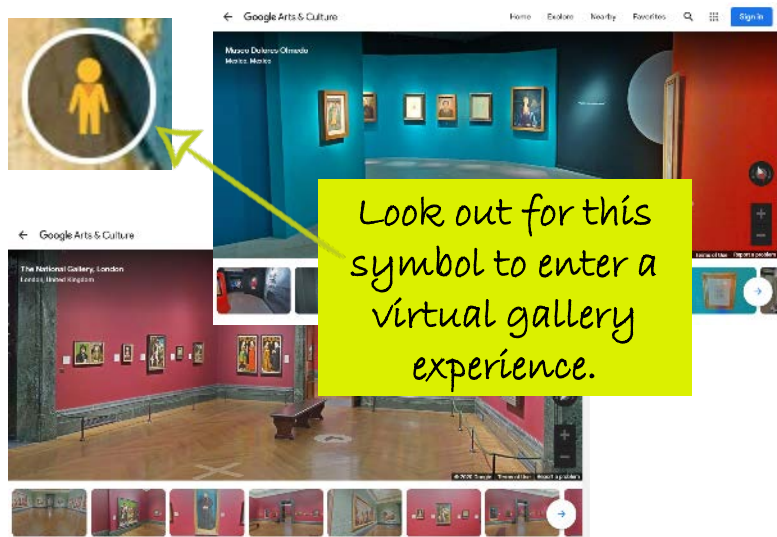
Select an art gallery that appeals to you. Collect images of work that inspires you, sketch from the pieces, record your thoughts and experience in your annotations.

Why?

A-Level art students can research contextual and cultural sources.

They can gather artistic inspiration and respond to it in visual and written forms.

They can record their observations and insights.



TASK 5

THE NEWS

What?

Create a sketchbook spread inspired by a current event in the news. This could be a local, national or international event. It could be good news or bad news. Look for something you find interesting – it could be an event in the world of sport, celebrity,...

How?

- Take clippings from relevant newspapers / magazines.
- Draw from 'life' by sketching from TV reports about your event (pause the screen if you can).
- Select and use suitable media.
- Record your ideas and observations in visual and written form.

Why?

A-Level art students can use their sketchbook to record ideas, experiences and observations of events, people, places and objects



TASK 6

ART EQUIPMENT

What?

This week focus on your observational drawing skills – your theme is 'ART EQUIPMENT' – study the materials and equipment that you use to create art.

How?

- Consider the arrangement – neat or chaotic, specially arranged or in it's natural place, in use...
- Think about what you draw with.

Why?

A-level Art students can use drawing to record observations and select and use media in creative and original ways.



TASK 7

COLOUR

What?

Study colour – how to mix, blend and apply. How colour combinations work together to contrast or harmonise.

How?

- You can choose what media to work with – this could be one or a combination.
- You could start by creating a colour wheel – it could include tints, tones and shades of each hue.
- You could show combinations of complementary and analogous colours.

Why?

A-Level Art students can select and use a variety of media in ways suitable to the intentions. Understanding how to mix and apply colour is crucial to this.



TASK 8

EXPERIMENT WITH MEDIA

What?

This week, experiment extensively with a medium, surface or technique that you are unfamiliar with or less confident with.

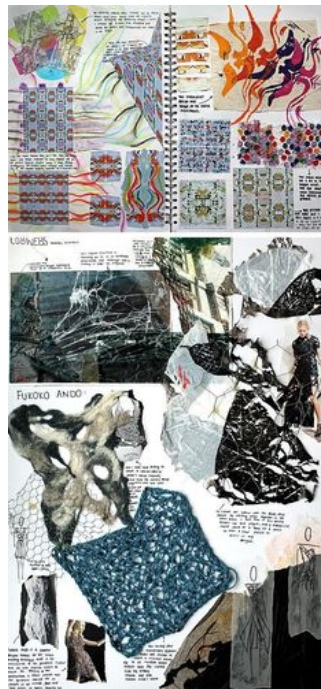
How?

The choice or combination you use is up to you. Push yourself to try something new or difficult – maybe something that you have disliked in the past or found difficult.

Make sure that you annotate your work to explain what you have done and how.

Why?

A-level Art students can select and use a variety of media, surfaces and techniques in creative and original ways suitable to the intentions. They have the ability to analyse, discuss and evaluate their work in writing.



TASK 9

CREATE A PORTRAIT OF SOMEONE YOU KNOW

What?

Create a portrait, or series of portraits, of a friend or family member.

How?

- Choose someone that can sit for you in real-life. You can include photographs in your sketchbook, but try to do at least some of your studies from life.
- You can choose suitable media and techniques yourself.

Why?

A-level Art students can use of drawing to record ideas, experiences and observations of people.



TASK 10

OBSERVE THIS OBJECT...

What?

Spend this week drawing from observation of inanimate objects. Don't look too hard! Draw whatever is around you.

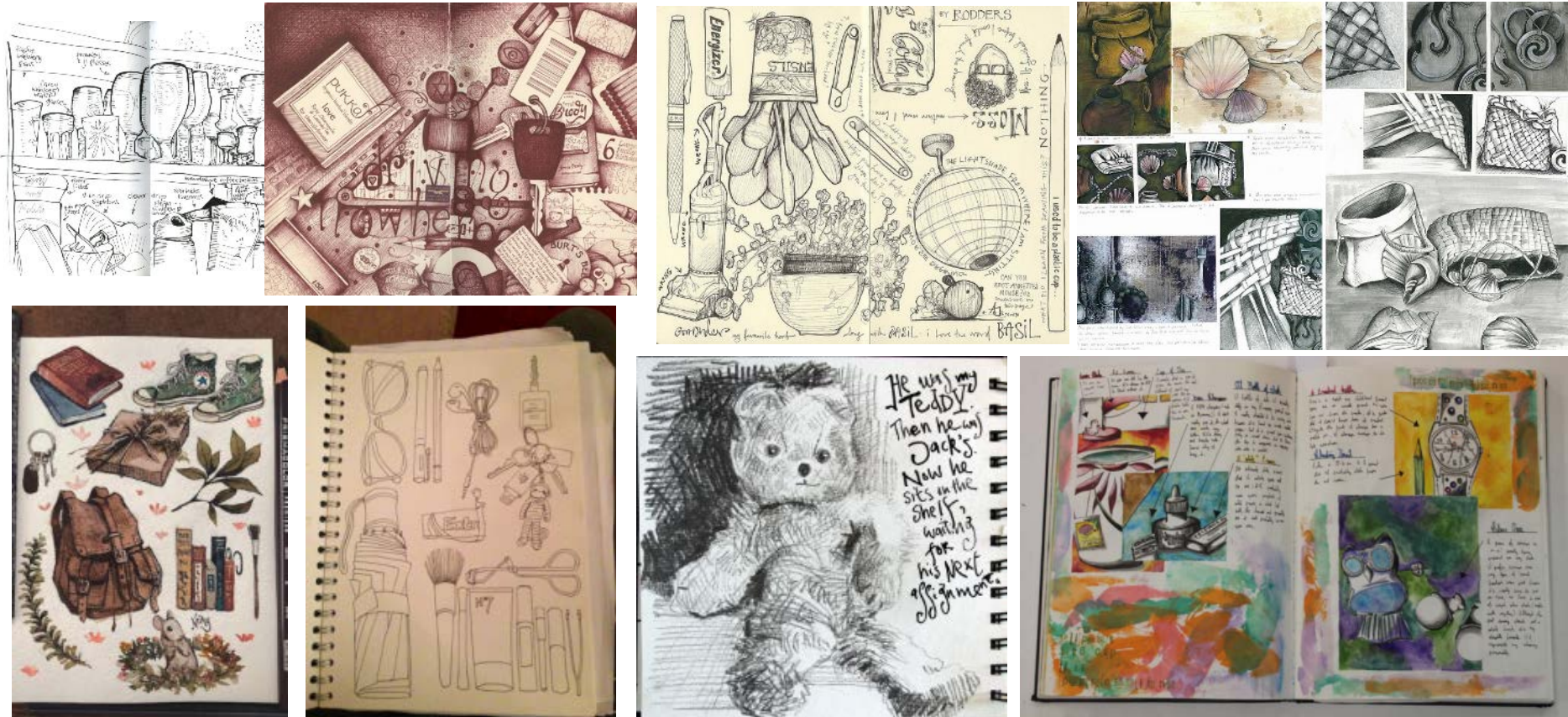
How?

Some tips for observational drawings here:

<https://www.studentartguide.com/articles/realistic-observational-drawings>

Why?

A-level Art students can use of drawing to record observations of objects.



TASK 11

WINDOWS AND DOORS – VIEWS OF THEM AND FROM THEM

What?

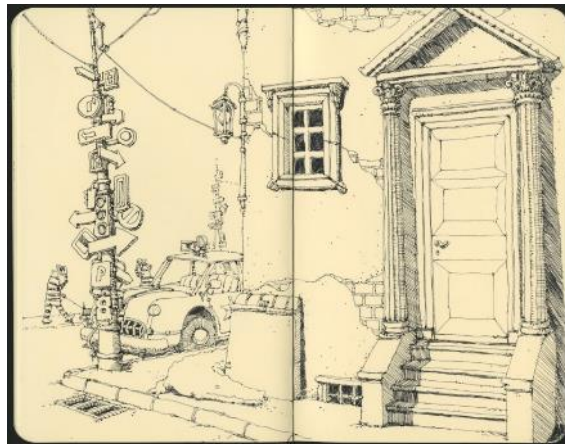
Drawing from observation, study windows and doors. They can be view of them or from them, from inside or outside.

How?

Look & draw from life, take photographs, find inspiring images created by other artists. Try different scales, compositions and media.

Why?

A-level Art students can use drawing to record observations of places.



TASK 12

YOUR CHOICE

What?

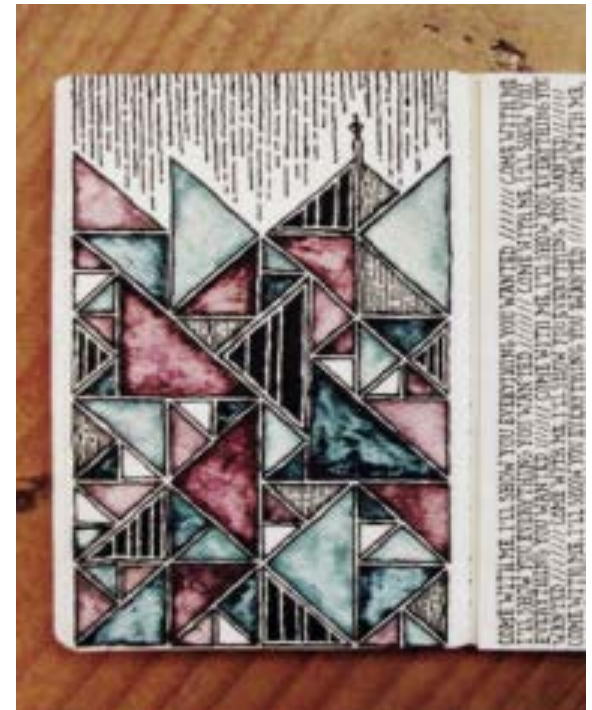
Pages 29 – 35 are entitled 'more ideas'. Select one of these as your starting point this week.

How?

Take photographs, collect images, find relevant artists, draw from life. Remember to annotate your work to explain the choices you have made – choice of theme, images, media, techniques, etc.

Why?

A-level Art students can select and use a variety of media, surfaces and techniques in creative and original ways suitable to the intentions. They have the ability to record in written form analysis, discussion and evaluation of images, objects and artefacts made by themselves and others.



TASK 13

STUDY A PORTRAIT ARTIST

What?

Select and study a portrait artist from this list:

- Tai-shan Schierenberg
- Christian Hook
- Paul Wright
- Daphne Todd
- Emma Wesley
- Michael Taylor

The Royal Society of Portrait Painters website may be a good place to start: www.therp.co.uk

How?

Include all of the elements on your double page

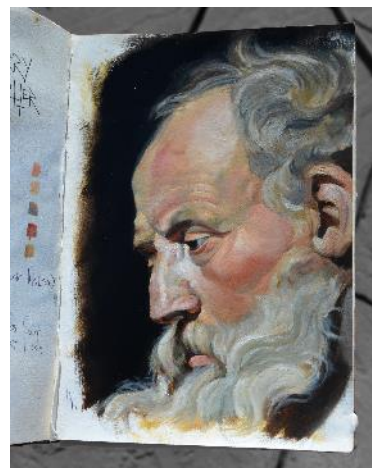
- Name of the artist
- Image/s of their work
- 1 paragraph explaining why you chose this artist
- 1 paragraph in your own words about the artist (relevant information about their work, style, media, movement they belong to)
- At least 1 practical piece (you choose a suitable media) copying one of their pieces

Why?

A-Level art students can research contextual and cultural sources.

They can gather artistic inspiration and respond to it in visual and written forms.

They can record their observations and insights in visual and written form.



TASK 14

SELF PORTRAIT

What?

Following on from your study of a portrait artist last week, this week your task is to create a self portrait inspired by your research.

How?

Think about what you have learnt from your study of a portrait artist when making your decisions:

- Composition / framing
- Viewpoint
- Expression
- Media
- Colours
- etc.

Why?

A-Level art students can sustain development of ideas and create an outcome.

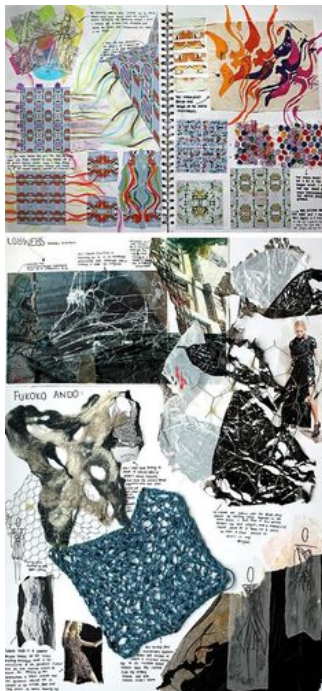
They can select and use suitable media and techniques.

They can use annotation to record ideas and insights.



TASK 15

EXPERIMENT WITH...



What?

Look back at week 8. What media did you experiment with? Make a different decision this time and produce more experiments.

How?

The choice or combination you use is up to you. Push yourself to try something new or difficult – maybe something that you have disliked in the past or found difficult. Make sure that you annotate your work to explain what you have done and how.

Why?

A-level Art students can select and use a variety of media, surfaces and techniques in creative and original ways suitable to the intentions. They have the ability to analyse, discuss and evaluate their work in writing.

TASK 16

PLAN AN OUTCOME

What?

Plan a piece of work that you would see as a suitable outcome to this sketchbook.

This could take the form of a drawing or painting of any size, style, media and technique.

(You are not creating the actual piece this week – just the planning for it.)

How?

Think about your successes and personal development.

What media have you experimented with? What subject matter has sparked an interest?

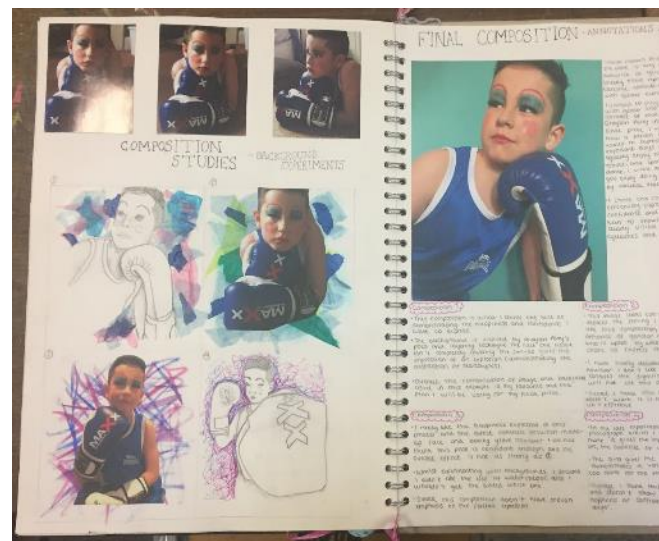
Planning can take the form of drawings, experiments, photographs, annotations – probably a mixture of all of these.

Why?

A-level Art students can sustain work from an initial starting point to a realisation.

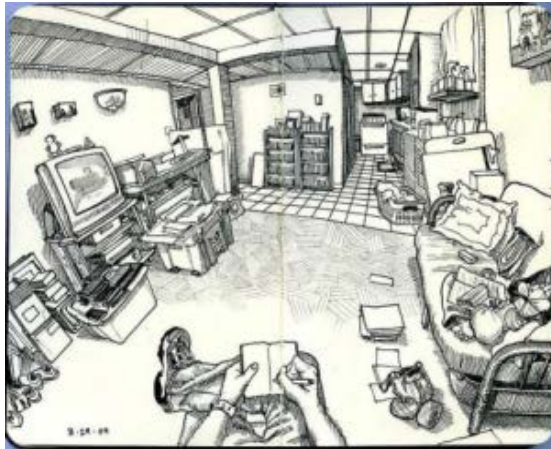
They can use knowledge and understanding of the work of others to develop and extend thinking and inform own work.

They can use drawing to record ideas



MORE IDEAS

INSIDE



OUTSIDE



MORE IDEAS

TRAVEL AND PLACES

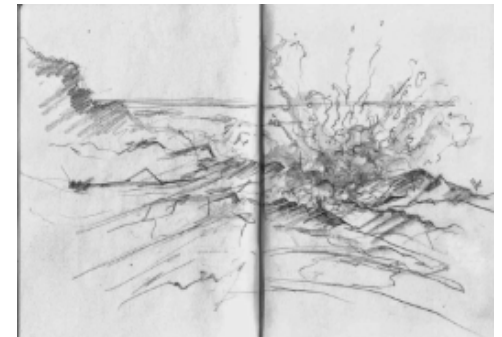


MORE IDEAS

TREES

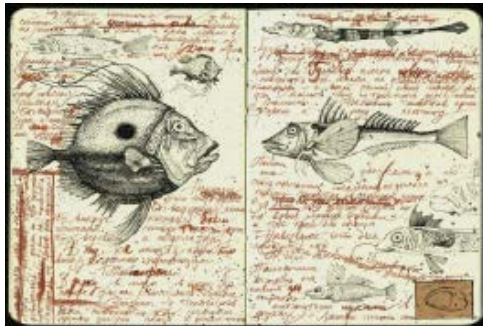


WATER



MORE IDEAS

ANIMALS

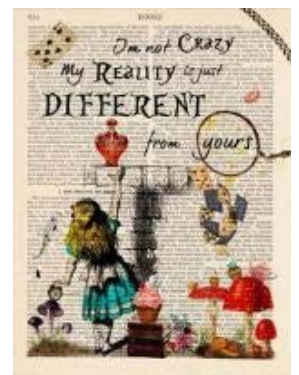


NATURE



MORE IDEAS

FAVOURITE FILM



DREAMS



FEARS



WORDS



CLOTHES

