

Project 1 - Identity					PLTS
<b>PROJECT = 'Identity'</b> Who are you? Sketchbook work – drawing, photographs, artists research.....start to magpie the theme 'Identity'. Who are you?	At least 4-6 pages in skbks	Wk2 7/9	<b>Timeline</b>	Internet research. www.artchive.com www.npg.org.uk www.artcyclopedia.com Gather good quality images. Add written analysis using the headings content, mood, process, and form. Make at least one forgery.	* * * *
			Read the timeline notes in student resources.		
<b>Playing with light</b> Tonal/colour work exploring possibilities using directional light, coloured light, projection and reflection	8 – 10 pages kbk work Observational drawing 2 paintings different media Reflection and written analysis	Wk3 14/9	Use the timeline notes and gather images from each movement.	Copy of a Baroque painting. Written analysis.	* * * *
<b>Emotions</b> Expression and mark making – explore the possibilities Kokoshka, Van Gogh, Kollwitz	Skbk work to include materials based experiments Reflection and analysis	Wk4 21/9	Select 8-10 movements to study in greater depth	Copy of a post impressionist portrait or expressionist portrait or Mannerist portrait	* * * *
<b>Abstraction</b> Respond to the figure in an abstract way CUBIST, VORTICIST, FAUVE		Wk5 28/9	Historical and social context	Copy of a Picasso, Braque or Gris etc	* * * *
<b>DARTMOOR RESIDENTIAL</b>		Wk6 5/11	<b>DARTMOOR RESIDENTIAL</b>		* *
<b>Development and selection</b> MAKE CHOICES – work in more depth in one particular way to develop into a final piece	Your challenge is to create a final painting on the theme 'Identity'.	Wk7 14/10			* * * *
<b>Final piece</b> Developing your final piece		WKS8 -10 19/10 -2/11			* * * * *
<b>Assessment</b> Create a display of all your work		WK 11 9/11		Group crit.	* *

\*Independent enquirers

\*Creative thinkers

\*Reflective learners

\*Team workers

\*Self managers

\*Effective participators

Project 2 – Landscape and the Environment					PLTS
<b>ORGANIC FORMS/STILL LIFE</b> Studio based work – collect organic objects. Make a series of analytical drawings in a variety of different media. The aim will be to develop work into 3D	6 pages in your sbk exploring different media. Larger studies worked out of sketchbooks...	Wk12 + 13	<b>Timeline</b> Read the timeline notes in student resources. Select 10 across the timeline to study in greater depth.	Internet research. www.artchive.com www.npg.org.uk www.artcyclopedia.com Gather good quality images. Add written analysis using the headings content, mood, process and form.	* * * *
<b>3D WORK</b> Make clay maquettes inspired by forms in nature – collect objects. Use sketchbook to collect visual resources and draw out ideas	Make 5 small sculptures in clay based on your drawings.	WK14	Use the timeline notes and gather images from each movement.	Select three images that you will make forgeries of. They may be in your concertina sketchbook, or on a larger scale and separate.	* * * *
<b>Wire sculptures.</b>	Make 5 wire sculptures based on your drawings.	WK15		In your timeline aim to find connections between movements, and include your own personal opinions, particularly if you see connections with your own work.	* * * *
<b>ETCHING.</b> Select and develop an etching from your preliminary studies. Explore the possibilities of prepared surfaces, printing and tinting.....You could continue to explore black and white lino.....the possibilities are endless.		WK16			* * * *
During the final two weeks of this project you should develop a personal response in a material appropriate to your ideas and intentions.	Sketchbook work, relevant artist research and developmental work to support final piece.	WK 17 + 18			* * * * *
Deadline for all Landscape work		WK19	<b>Timeline deadline</b>		* * * * *
Group crit.		WK20		Group crit.	* * * *

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# Playing with light

Tonal/colour work exploring possibilities using directional light, coloured light, projection and reflection



Rembrandt van Rijn, Self portrait (detail)

Candlelight, moonlight, sunlight

Strong directional light – torch, lamp, strobe...

Chiaroscuro – shadows, nighttime, mood and atmosphere, dusk, gloom

Work in your sketchbook and make a series of studies that explore the possibilities of light in portraiture.

Work from direct observation. Set up situations that allow you to control the light. Use a variety of light sources and observe their different qualities.

Work in a variety of materials that include pencil, but also allow you to explore and develop colour.

Take photographs that record the effects of light.

Make at least one detailed and accurate forgery of a Baroque portrait, which you analyse in detail in written form. Use the format content, mood, process, and form to help organise your thoughts.

8 – 10 sketchbook pages

# EMOTIONS

Start by making a forgery of a post Impressionist portrait or a Mannerist portrait. You will need to RESEARCH both movements and evidence your research in your sketchbook. You will need to make notes and collect images that show that you understand the social and historical context of each movement, and the range of artists involved.



Sketchbook work – 8-10 pages that include detailed observational drawings. Take photographs. Collect secondary resources.....

Reading a painting – select a portrait by one of the artists you looked at when researching post Impressionism and Mannerism. Analyse this image in detail. Use the heading content, mood, atmosphere, form and process to start your analysis. What do you understand about the person in the portrait apart from their appearance?

Make an A4 painting of yourself. Think about this as a polished preparation piece. You absolutely

must not be staring blankly out of the painting. You must be thoughtful of the emotion that you are aiming to portray, and how you are communicating this in the composition, your expression, your choice of palette.....



# ABSTRACTION



Georges Braque – Man with a Guitar

- Make a forgery of a Cubist painting by Braque. Work in acrylic paint. Make sure you are working from a decent quality image. Artchive is good.
- Written analysis needs to put Braque in context. What happened before and what happened after the Cubist movement. Can you see any links? Who influenced whom? Present your research as a mini timeline in your sketchbook. This should be illustrated with good quality illustrations, and clear definitions.
- Start to work on YOUR timeline. The timeline notes are in student resources in the A level Art folder. Print out, read and start to research. You must identify 10 movements that you will look into in greater detail and present using the concertina sketchbooks.



- Experiment with joiner photography to start to create a cubist style image of your own.

Folder review and exam preparation		PLTS
<ul style="list-style-type: none"> <li>Folder review – students will be expected to work independently to further develop and improve their coursework folders which will be submitted for final assessment before Easter.</li> <li>1:1 review sessions with teaching staff.</li> <li>Exam preparation – early release exam paper available from January. Students will be working in class and independently to prepare for the exam in April/May.</li> </ul>	Wk22-26	<p style="text-align: center;">*</p> <p style="text-align: center;">*</p> <p style="text-align: center;">*</p> <p style="text-align: center;">*</p> <p style="text-align: center;">*</p>

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AS ART – 2009-10						
TERM 1		TERM 2		TERM 3		
<b>Introduction – Sharing summer work and field trip to Dartmoor</b>	<b>Coursework Portfolio</b>			<b>Assessment of Coursework Portfolio</b>	<p style="text-align: center;"><b>Exam Preparation</b></p> <p>The exam paper is an early release paper available from January. Exam date – April / May.</p>	<p><b>Preparation for A2 course. Summer homework.</b> Students write a proposal including relevant artist references.</p>
	<p><b>Project 1 - Identity</b></p> <ul style="list-style-type: none"> <li>*Life drawing</li> <li>*portraits</li> <li>*Exploring relationships</li> <li>*Increase confidence in using paint</li> </ul>	<p><b>Project 2 – Landscape and the Environment</b></p> <ul style="list-style-type: none"> <li>*Intensive drawing and painting exercises.</li> <li>*Field trip to Dartmoor</li> <li>*Focus on observation</li> <li>*Developing into 3D</li> </ul>				
	<p>The aim of both projects is to develop, explore and research the given themes. The aim is to provide a framework to explore a variety of materials and processes, with an emphasis on skills and techniques. An integral part of each project is the analysis of work – both the students' own work, and of others. During Term 1 and 2 students will also be working on Timeline. Supportive notes are in Student Resources.</p>					

## YOUR FINAL PIECE

Time to make some choices and tie some loose ends together! Your challenge for the next two weeks is to organise and create a final self-portrait. We would like the final painting to tell us something more about you than simply what you look like. However, signs and symbols should be subtle. Use your research to help you.....use your artist research to problem solve.....make sure that you document your progress in your sketchbook. Your final piece should be at least A3 in size. Have fun!

