



Coloma Sixth Form

# ART & DESIGN



**'Art washes away from the soul the dust of everyday life.'**

**Pablo Picasso**



**Specification** Fine Art: through the disciplines of painting and drawing, printmaking, sculpture and lens-based image making.

### Qualification at a glance

The course is made up of two components.

- Internally set, assessed by the teacher and externally moderated.
- Availability: May/June
- First assessment: 2017

### Component 1

Paper code 9FAO/1

#### Personal study

60% of the total qualification

This component allows students opportunities to generate and develop ideas; research primary and contextual sources; record practical and written observations; experiment with media and processes, and refine ideas towards producing personal resolved outcome(s).

This will require students to address each of the Assessment Objectives. Students must work within the following title: Fine Art, **that is, painting, drawing, print-making, sculpture and new media.**

#### Overview of assessment

- Incorporates three major elements: supporting studies, practical work, and a personal study.
- Supporting studies and practical work will comprise a portfolio of development work and outcomes based on themes and ideas developed from personal starting points.
- The personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum 1000 words of continuous prose, which may contain integrated images. The personal study comprises 12% of the total qualification and is marked out of 18.
- Work must cover all four Assessment Objectives and be marked using the assessment grid.
- Marks available: 90.

### Component 2: Externally Set Assignment

#### Overview of content

This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s) in response to an externally set theme. This will require students to address each of the Assessment Objectives. Students **must** continue to work within the same title 'Fine Art' as component 1.

#### Overview of assessment

- Incorporates two major elements: preparatory studies and the 15–hour period of sustained focus.
- Preparatory studies will comprise a portfolio of practical and written development work based on the Externally Set Assignment.
- During the 15–hour period of sustained focus under examination conditions, students will produce final outcome(s) extending from their preparatory studies in response to the Externally Set Assignment.
- The Externally Set Assignment is released on 1 February and contains a theme and suggested starting points.
- Students have from 1 February until the commencement of the final 15–hour period of sustained focus to develop preparatory studies.
- The 15–hour period of sustained focus under examination conditions may take place over multiple sessions (a maximum of five, within three consecutive weeks).
- Work must cover all four Assessment Objectives.
- Marks available: 72.



## **Art and Design (Fine Art) (9FA0)**

### **Introduction**

**The A Level Fine Art course is similar to GCSE in that it still retains four areas of study but each area is studied in more detail.**

Fine art requires engagement with aesthetic and intellectual concepts through the use of traditional and/or digital media, materials, techniques and processes for the purpose of self-expression, free of external constraints. Fine art may be created to communicate ideas and messages about the observed world, the qualities of materials, perceptions, or preconceptions. It can also be used to explore personal and cultural identity, society and how we live, visual language, and technology. Fine Art allows us to consider and reflect on our place in the world, both as individuals and collectively.

### **Drawing and other materials processes**

Drawing in fine art forms an essential part of the development process from initial idea to finished work.

Students should use a variety of tools, materials and techniques, as appropriate, for recording their surroundings and source materials. Students should consider the application and implications of new and emerging technologies that can be used in conjunction with traditional and digital fine art materials.

### **Contextual understanding and professional practice**

Contexts for fine art can be found in a wide range of sources; for example, from historical works in museums on-line, virtual art exhibitions and fairs, films, architecture, music, literature and nature.

**Students are required to develop the knowledge, skills and understanding.**

**When undertaking work in fine art, students should also engage with:**

- concepts such as figuration, representation and abstraction
- how the formal elements evoke responses in the viewer
- various forms or presentation in fine art and the ways that audiences may respond to or interact with them
- sustainable materials and production processes in the construction of work
- the potential of collaborative working methodologies in the creative process



# What could this qualification lead to?

The creative industries are now worth £87 billion a year to the UK economy. In fact, the sector is growing at almost twice the rate of the wider UK economy. They are the UK's second biggest employer after banking, accounting for 16% of employment within London.

## **CAREERS**

**FILM & TV** set design, costume, make-up, prosthetics and special effects

**MUSEUM & ART GALLERIES** curator, art historian, restoration work

**ARCHITECTURE** architect, interior designer

**PHOTOGRAPHY** Layout designer, Magazine design, journalism

**COMPUTING AND DESIGN**  
Video game designer, multi-media programmer, animator

### **THE FASHION INDUSTRY**

Designer, illustrator, textile designer, jewellery design, shoe design, retail display colour prediction and trend forecasting, magazine stylist, buyer

**THEATRE DESIGN** costume design, lighting, set design

### **EDUCATION**

Art Teacher, Lecturer, Art therapist

### **DESIGN**

Graphic Design, Product Design, Illustrator, buyer

## **TRANSFERABLE SKILLS**

Creativity

Research skills

Presentation skills

Independence

Critical thinking - analysis, synthesis and reasoning skills

Relationship-building skills  
- team work self-presentation

Visual literacy  
Communication –active communication and non-verbal communication

## Relevant Links to Websites

<http://www.tate.org.uk/learn/young-people/resources/careers-in-art>

<https://ccskills.org.uk/careers/advice/any/visual-arts/?gclid=CPTfzZ-c1tQCFQmeGwodMdgPmA>

<https://www.topuniversities.com/student-info/careers-advice/what-can-you-do-art-degree>



# Summer Work

Most Art & Design work at A level is based around the notion of a project or 'unit' of work. The unit is a way of organising the journey of your artistic development. At Coloma we begin with an induction period. In this you will experience the formal elements of art: **line, tone, form, texture, colour, pattern and space**. You will do some serious art work while having fun with materials. We aim to introduce you to the different Genres, such as landscape or still life. During this skills-based stage you will be working on an over-arching theme and will be expected to **explore materials, processes and ideas** for several weeks (always with staff guidance and support). Then we will move you on to the developmental stage..... which we will tell you about when we see you in September!

## **In order for you to begin this journey please complete the following tasks- Practical work**

Produce six observational drawings to scale of a selection of small **interesting** items placed in a match box eg bits of jewellery, badges, buttons, dice, pictures, mechanical pieces etc. etc..

Use a different media for each drawing for example fine liner, biro, pencil, watercolour, ink, mixed media etc.

## **On-line gallery visit**

We would also like you to visit online a gallery of your choice, the Tate A-Z of artists, the Royal Academy, National Gallery or National Portrait Gallery are a few examples that have collections on-line to view.

Choose one art work from the gallery to write about (no more than 500 words). This could be an artist who connects with your matchbox studies, e.g. an object within the matchbox. This is helpful when, at the beginning of October, we go on to our first project 'Transformations.'

You will have written about artists' work at GCSE but the following suggestions may be helpful:

1. Print off an image and include this in your presentation.
2. List everything you can see in the painting or sculpture etc. Consider line, tone, colour, mood etc.
3. What looks familiar to you in the painting? Can you make connections to other works of art? Or images from advertising, film, television or photography?
4. Make drawings or interpret through painting. They should not be laborious imitations nor should they be a scribble. Allow a good hour, but not much longer.

**Bring this work with you on your first day back- we will store it for you in the Art Department if you don't have a lesson.**

## Extra suggestions for the Summer.



Art and design is an exciting subject and there are so many ways you can develop your creativity and enhance your understanding of the subject. You should do at least one of these

Life drawing - practise yourself at home.

Produce a photographic diary

Listen to a podcast or watch a virtual tour at one of the museums or galleries, these are an invaluable tool for developing your understanding of art.

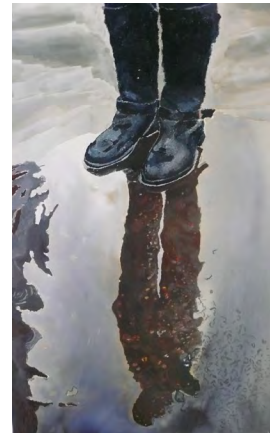
Produce a research book of articles you have read about art or galleries you have visited. The broad sheets and weekend supplements have wonderful articles on art.

Look at an area of art/artist you have never considered before eg. Installation art or ceramics and research why these artists or designers produce the work they do- what is the thought process behind their work?

Make a piece of artwork out of something unexpected!

## **What does an A\* in A level Fine Art look like?**





A small selection of previous successful Coloma candidates.



**ART DEPARTMENT  
YEAR 12  
READING LIST**

These books are very useful to buy

1. Looking at Painting – Mary Acton
2. Looking at Modern Painting – Mary Acton

**Equipment List**

We can supply you with good quality **A3 sketchbooks** at a very competitive rate. These will be available from the Art Department in September.

**You need to buy**

**Drawing pencils-** 2H, 2B,4B, 6B. suggested, obviously you can have more.

**Eraser** – this should be soft. You may also want a **putty rubber**.

**Pencil Sharpener**

**Black fine liner** and **black biro**

**White gel pen**

**Pritt stick**

**Set of watercolours** – minimum twelve. Hard tablets preferred (not tubes)

**Set of acrylic paints-** minimum set of six. Good quality e.g. Daler Rowney

**Brushes** – you should have a no.6 and a no.8 in synthetic sable. Do not be persuaded to buy separate watercolour and acrylic brushes.

This equipment should be brought to **every** Art lesson.

