



*HEATHCOTE SCHOOL
A LEVEL ART & DESIGN (FINE ART)
TRANSITION GUIDE
2018-2019*

Name:	
Teacher/s:	

Life throws new experiences at us all the time. We are bombarded with new sights and sounds that we have to absorb to stay sane.

Artists are also trying to make sense of the world. They do it by making images. They force us to look again at what we didn't notice or what we thought was insignificant. They are our visual investigators.

Things to do in the holidays

1. Researching and recording:

You should have now bought or made yourself a small sketchbook and started filling it with visual information from exhibitions.

We suggest you visit:

- Hunterian Museum
- Art Gallery
- TATE Modern
- Saatchi
- Revelations: Experiments in Photography, and other galleries of your choice

This will assist you in meeting Assessment Objectives 1 & 2.

To refresh, visual information means:

- Exhibition tickets/programmes/travel tickets/photos documenting the journey – you require visual proof that you have been.
- Postcards from exhibitions.
- Sketches of work that you like or have had a reaction to in a variety of drawing materials. This is very important!
- Annotation to support this. Quick written notes of your thoughts and feelings to the work will suffice – don't worry about what we think, worry about getting it down.

In order to meet course requirements of research you should visit and evidence a minimum of 13 summer exhibitions. We have sent you to five, it's now your turn to seek others out and visit them.

On your return this little book should be bursting with content. When you complete it, start another. In year 12 you should have a minimum of 2 research books per unit.



2. Researching Artists

For Unit 1 research artists who you feel will help you in your development. This could be someone from the exhibitions that you have been suggested to view e.g. Tate Gallery - John Piper.

As you know, all artists are influenced, and inspired by other art. The images you choose can show a certain approach or technique you are interested in working on and do not have to be directly connected with the theme.

A	Find a reproduction, photocopy, post card etc. of the work	Image 1 (Title, artist, date, etc.)
B	Write about the work and your own response to it. <ul style="list-style-type: none"> • What are the artist's intentions? (include at least 2 quotes by the artist) • What interests you about it? • How might it help you? 	200 words and use the headings: <ul style="list-style-type: none"> • Space • Colour • Surface • Composition • Influences • How it will help you etc.
C	For your own study, create a drawing , exploring composition, stylistic aspects of the work etc.	Make a study of your own drawing using the same criteria from part B.

And why not . . .

Visit the Tate Modern website and explore Young Tate, a youth art initiative run at all Tate's galleries. This is run by young adults for young adults, giving everyone the opportunity to reach their own conclusions about art.



BE PROACTIVE . . .

An overview of the specification can be seen on the page overleaf.

Qualification at a glance

The Pearson Edexcel Level 3 Advanced GCE in Art and Design consists of two components, both teacher assessed and externally moderated by us.

Students must complete all assessment in May/June in any single year.

Component 1

Paper code: 9FA0

Title: Personal Investigation (60% of the total qualification)

- Internally set, assessed by the teacher and externally moderated.

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).

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.
- Marks available: 90.

Component 2

Paper code: 9FA0/02

Title: Externally Set Assignment (40% of the total qualification)

- Externally set, assessed by the teacher and externally moderated.

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. Students **must** continue to work within the same title 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).
- Marks available: 72.