

A level ART- independent learning beyond the classroom

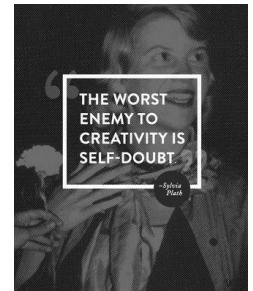
You will be expected to complete a **minimum of 4 hours of independent work** per week including practical work outside of lessons time and assignments set on Teams.

Sketchbook practice

- Extend research- refer to the success criteria on next page.
- Make a 2nd or 3rd practical response to an artist image. Interpret this in your own techniques.
- Experiment with imagery using digital editing to extend compositional decisions
- Produce comparative studies in a second set of materials/techniques (see suggestions below)
- Annotation – explain choices of both imagery and techniques or explain how you have responded to artist research in your own work.
- Practice a specific visual skill and present progress photographs.
- Add an information page that explains a specific technique or approach.
- Extend the range of photographs or gathered imagery to support design and explain choices

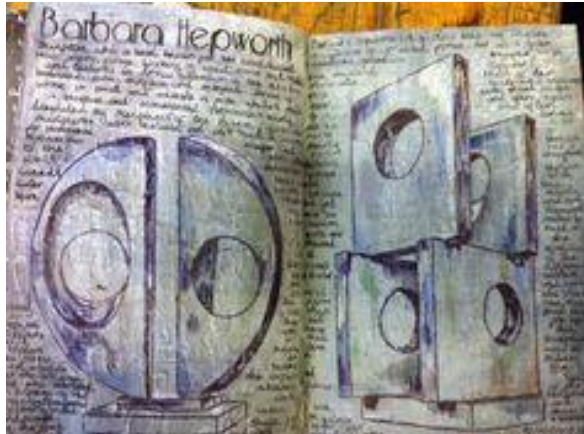
Outcomes

- Complete practical tasks from class
- Aim to complete extension tasks to reach higher grades
- Add further detail to a final outcome



Other practical options for developing personal ideas or skills

- Draw onto a different surface- make your own background, stain it add texture, try wood/cardboard/fabric, draw onto a photo or alternative image.
- Explore a zoom in section- from a photograph or your own design.
- Explore same image, different colour- repeat the image but try a different colour palette (pastel-vibrant-secondary-greys)
- Change size, size up! Work outside of the sketchbook on a different scale.
- Merge 2 or more images/ideas together. Consider your selection of photographs Show the examiners how you have selected important aspects from your photographs and mixed them.
- Turn 2D in 3D- can you add a relief element to a 2D image??
- Same image, different materials- can you vary painting techniques or try contrasting materials?
- Try recreating a practical study using a digital technique or using the graphics tablets
- Turn idea upside down- Have you tried reversing, rotating, flipping your imagery around to play with the placement of the imagery?
- Cut idea out and add to a different setting
- Split image/photo in half and recreate/change other half using relevant materials influenced by your artist.



Success criteria for research pages in an Art and Design sketchbook (A level)

- Collect a **wide range of artist images (3 artists minimum)**, print to a good size. Aim for 6-8 examples for each artist and include name of the artist, title of the work and date.
- Present your images clearly with multiple scale **practical studies** of the imagery included on the page with the research. Mix research and practical studies together.
- Include a quote by the artist (if relevant)
- Include **relevant information** about the artist but prove you have read and engaged with the information by highlighting or underline the important that relate to the areas- **artist influences, key concepts, related imagery, context, time, techniques and formal elements.** (LSCTPTF)
- Include vocabulary that refers to the specific techniques e.g. expressive brush marks, irregular surface patina, layered tonal pencil marks etc
- Explain **WHY** you have chosen this artist, what **inspires** you about their work, how this has led your own proposal or concepts.
- **MOST IMPORTANT-** include **visual analysis** that analyses the artist imagery in depth. You must aim to explain, using critical vocabulary, what you understand about the artist's work comparing artists. Use the visual analysis guidelines to help you. *You can include a typed draft copy initially for our teacher to read or write in pencil.

Avoid saying 'I like'.....

- The artists' concepts are evident in the use of.....
- The selection of imagery clearly portrays.....
- The imagery depicts.....
- The choice of imagery supports the artists decision to.....
- This particular piece of work is based on.....
- The representation ofis clear in the selection of.....
- The justification of
- My own concepts have been developed in response to.....
- The style is interesting because.....
- I admire this artist work because.....
- In comparison to.....
- I have been influenced by.....(HOW)
- The technique is successful because...
- This work is particularly striking because.....