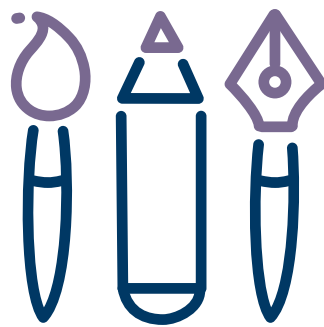




# ART

## *A-Level*



TRANSITION PACK

## Transition Pack Information

Studying A Levels or Level 3 Vocational subjects requires an excellent foundation knowledge of GCSE content as well as a commitment to independent study.

The Transition Packs are designed to support you as you prepare for your studies at The VI Form Academy. Baseline assessments in September will be based on the knowledge you will gain from Section 1 and 2 of these packs

There are 4 sections in each Transition Pack

### Section 1: Revisiting GCSE

This will include revision resources for essential parts of the GCSE course which are fundamental for the A Level.

### Section 2: Transition to A Level

This builds on knowledge and skills gained at GCSE and lays the foundations for the A Level/ Level 3 Vocational course

### Section 3: Extension and Challenge

If you are aiming for an A / A\* at A Level or D\* in Vocational then you should aim to complete some of these tasks. Choose the ones which interest you most.

### Section 4: Go Beyond the Spec

Here are ideas of how to develop and demonstrate your interest in your chosen subject by extending your subject knowledge beyond the specification.

You can find an electronic version of every Transition Pack on the VI Form Academy Portal.

Please bring your completed pack in when you start The VI Form Academy in September or submit electronically at [VIFormEnquiries@cambornescience.co.uk](mailto:VIFormEnquiries@cambornescience.co.uk)

## Section 1: GCSE Fundamentals

**This section contains essential parts of the GCSE course which are fundamental to studying this subject at A Level.**

This Transition Pack contains a set of activities and resources to help you prepare for the start of your studies in September. At GCSE you have started to build confidence in how to work from a starting point and develop an idea to a conclusion. Over the next two years your AQA Art & Design course will build on this foundation and be varied and exciting. Processes studied may include: drawing and painting, printmaking, illustration, digital photography, sculpture, textiles and mixed media techniques. You will work with an experimental approach exploring your own creativity and individuality. In response to artists work you will generate your own understanding of how ideas, feelings and meanings can be conveyed through works of art. You will be introduced to new artists, materials and techniques and your work will become increasingly more personal and independent.

Introductory activities that lead into unit 1

Unit 1: Personal project on a selected theme (your coursework unit)

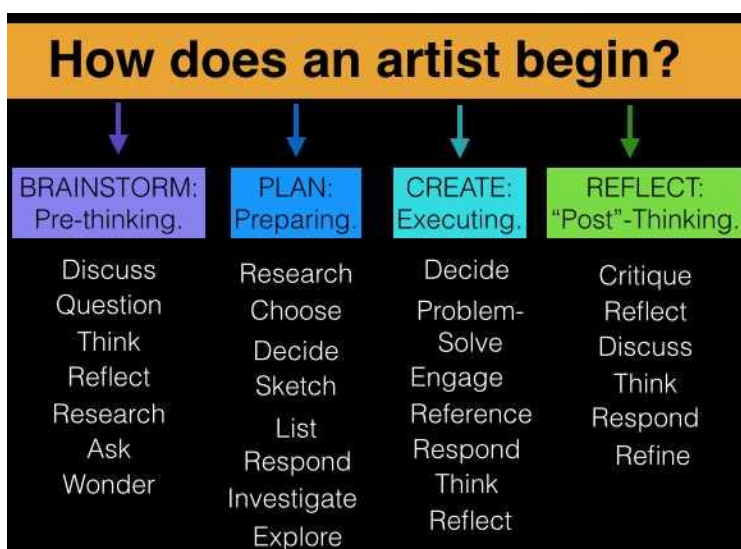
Unit 2: Externally set investigation and practical exam

In order to keep your creative mind and your practical skills at an appropriate standard you will need to complete the tasks from this pack. Please use either a sketchbook (with decent grade paper inside) or work on sheets in a folder that can be mounted. In addition to the artwork itself you will need to annotate your work with a reflective commentary (there are some helpful hints to annotating successfully in this pack.)

Please bring your completed artwork with you to your first lesson.

As part of the A level course you are expected to use subject specific vocabulary and communicate your ideas, processes and reflections through written annotation. The following links to a subject specific vocabulary list which you need to be familiar with.

<https://www.aqa.org.uk/resources/art-and-design/gcse/art-and-design/teach/subject-specific-vocabulary>



This is a useful reminder of how an artist can build a project from a starting point or theme.

Below is a guide for how to analyse an artist's work, you have created research pages at GCSE level and now you should try to be more detailed with your understanding of the artists you look at.

# Analysing an Image

When looking at an image, consider the following:

## 1. Initial Reaction

- What is your first impression?
- What captures your attention?
- What does this work bring to mind?
- How does this work make you feel?
- What does this work remind you of?

## 2. Description

- What is happening in the work? What do you see (landscape, portrait, still, historic etc)? What is in the foreground/background? What is the setting? Is the work realistic or abstract? Old vs. Modern? Historic vs. Contemporary?
- What is the story?
- What do you see that makes you say that?
- What clues are provided to tell you more about the subject?
- What clues tell you when and where this work was made?
- What do you see, smell, taste, touch and hear when you examine the work using your senses?

## 3. Analysis & Interpretation

- What is the composition and how is it framed? (Balance, rule of thirds, golden mean etc.)
- How does the work evoke feelings, ideas and images?
- How has the artist achieved this using the elements and principles of design?

**Line:** strong, dominant, thin, horizontal, vertical, diagonal, directional, broken, structural, curved etc.

**Colour & Value:** warm, cool, light, dark, solid, transparent, bright, dull, monochromatic, realistic or abstract?

**Texture:** smooth, rough, soft etc.

**Space:** perspective, foreground, middle ground, background, point of view

**Contrast:** colour, scale, shape, tone, positive/negative space

**Emphasis** (how your eye is led)? **Rhythm? Pattern? Movement? Balance** (symmetrical, asymmetrical, radial)? **Unity? Repetition? Motifs?**

- What do you think is the theme or subject of the work? Why?
- What message or meaning do you think the work communicates?
- What do you think is the purpose of this work? What does it mean?
- What is the function of the work? (Political, social, religious etc.)
- What is the focus in the work and how is it achieved?
- Were technical skills highlighted?

## 4. Judge & Evaluate

- Have your perceptions/feelings towards the piece changed?
- Does the work possess a high technical or conceptual skill?
- Is this an effective piece of work? Why or why not?

Below is the A level assessment grid which you will notice is very similar to the GCSE version. Your work will be assessed on the 4 Assessment objectives known as AO's.

20 15 Gr ades /8 0	Marks Out of 24	Assessment Objective 1 (AO1) RESEARCH – IMAGES & ARTISTS <i>Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</i>	Assessment Objective 2 (AO2) EXPERIMENTS WITH MEDIA <i>Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</i>	Assessment Objective 3 (AO3) IDEAS, OBSERVATIONAL DRAWINGS & EXPLANATIONS <i>Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</i>	Assessment Objective 4 (AO4) FINAL IDEA & FINAL PIECE, LINKS w. ARTISTS <i>Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</i>
	0	<b>No Work</b>			
	1 Just	<b>Minimal</b> ability to develop ideas and sustain investigations, informed by contextual and other sources. Demonstrates <b>minimal</b> analytical and critical understanding.	<b>Minimal ability</b> to explore and select appropriate resources, media, materials, techniques and processes. <b>Minimal</b> evidence of reviewing and refining ideas as work develops.	<b>Minimal ability</b> to record ideas, observations and insights relevant to intentions. Demonstrates <b>minimal ability</b> to reflect critically on work and progress.	<b>Minimal ability</b> to present a personal and meaningful response, limited by a <b>lack of skill and understanding</b> . Demonstrates <b>minimal</b> ability to realise intentions and, where appropriate, makes connections between visual and other elements.
	2 Adequately				
	3 Clearly				
	4 Convincingly				
	5 Just	<b>Some</b> ability to develop ideas and sustain investigations informed by contextual and other sources. Demonstrates <b>some</b> analytical and critical understanding.	<b>Some ability</b> to explore and select appropriate resources, media, materials, techniques and processes. Reviews and refines ideas with <b>limited success</b> as work develops.	<b>Some ability</b> to record ideas, observations and insights relevant to intentions. Demonstrates <b>some ability</b> to reflect critically on work and progress.	<b>Some ability</b> to present a personal and meaningful response which is <b>uneven</b> . Demonstrates <b>some</b> ability to successfully realise intentions and, where appropriate, makes connections between visual and other elements.
	6 Adequately				
	7 Clearly				
	8 Convincingly				
	9 Just	A <b>reasonably consistent</b> ability to develop ideas through <b>sustained investigations</b> , informed by contextual and other sources. Demonstrates <b>reasonably consistent</b> analytical and critical understanding.	A <b>reasonably consistent</b> ability to explore and select appropriate resources, media, materials, techniques and processes. Reviews and refines ideas with a <b>degree of success</b> as work develops.	A <b>reasonably consistent</b> ability to record ideas, observations and insights relevant to intentions. Demonstrates a <b>reasonably consistent</b> ability to reflect critically on work and progress.	A <b>reasonably consistent</b> ability to present a personal and meaningful response. Demonstrates a <b>reasonably consistent</b> ability to successfully realise intentions and, where appropriate, makes connections between visual and other elements.
40 =E ap pro x	10 Adequately				
	11 Clearly				
47 =D	12 Convincingly				
	13 Just	A <b>consistent</b> ability to develop ideas through <b>sustained investigations</b> , informed by contextual and other sources. Demonstrates <b>consistent</b> analytical and critical understanding.	<b>Consistent ability</b> to explore and select <b>appropriate</b> resources, media, materials, techniques and processes. Reviews and refines ideas with <b>increasing confidence</b> as work develops.	A <b>Consistent ability</b> to record ideas, observations and insights relevant to intentions. Demonstrates a <b>consistent ability</b> to reflect critically on work and progress.	<b>Consistent ability</b> to present a personal and meaningful response. Demonstrates a <b>consistent</b> ability to successfully realise intentions and, where appropriate, makes connections between visual and other elements.
	14 Adequately				
56 =C	15 Clearly				
	16 Convincingly				
63 =B	17 Just	A <b>confident and highly developed</b> ability to develop ideas through <b>sustained investigations</b> , informed by contextual and other sources. Demonstrates <b>confident and highly developed</b> analytical and critical understanding.	A <b>confident and highly developed</b> ability to explore and select <b>appropriate</b> resources, media, materials, techniques and processes. Reviews and refines ideas in a <b>confident manner</b> as work develops.	A <b>confident and highly developed</b> ability to record ideas, observations and insights relevant to intentions. Demonstrates a <b>confident and highly developed</b> ability to reflect critically on work and progress.	A <b>confident and highly developed</b> ability to present a personal and meaningful response. Demonstrates a <b>highly developed</b> ability to <b>successfully</b> realise intentions and, where appropriate, makes connections between visual and other elements.
	18 Adequately				
71 =A	19 Clearly				
	20 Convincingly				

	21 Just	An <b>exceptional</b> ability to develop ideas through <b>sustained</b> investigations informed by contextual and other sources. Demonstrates <b>exceptional</b> analytical and critical understanding.	An <b>exceptional</b> ability to explore and select <b>appropriate</b> resources, media, materials, techniques and processes. Reviews and refines their ideas in a <b>confident</b> and <b>purposeful manner</b> as work develops.	An <b>exceptional</b> ability to record ideas, observations and insights relevant to intentions. Demonstrates an <b>exceptional</b> ability to reflect critically on work and progress.	An <b>exceptional</b> ability to make a personal and meaningful response. Demonstrates an <b>exceptional</b> ability to successfully realise intentions and, where appropriate, makes connections between visual and other elements.
	22 Adequately				
	23 Clearly				
	24 Convincingly				

## Section 2: Transition to A level

This section contains essential foundations for the A level course.

### Task 1: Treasure Hunt

Use a camera or your mobile phone to take the images.

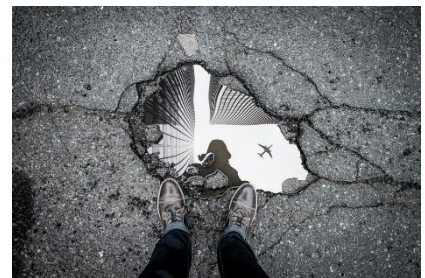
You can print them out or upload them to your favourite social media site, such as Tumblr or Instagram. Please keep a digital copy so that it can be marked when you join me in September.

The most important thing for an artist is being able to look at the world and select the most interesting views so search out the images on the list below.

Take a set of 10 images of **each** item on the list exploring different viewpoints and angles and filters selecting the best final image for your final set.

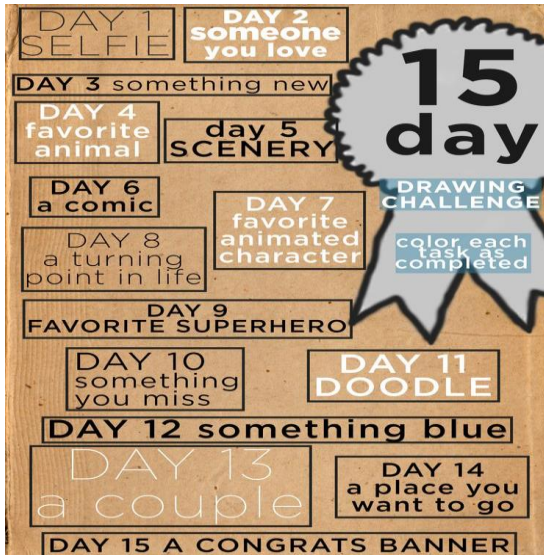
#### Treasure hunt list:

- Shadows
- Ageing
- Texture
- Food
- Something green
- A view you know well
- Something moving
- Someone wearing someone else's clothing
- Fabric
- A reflection
- Someone taking a picture
- A sign
- Multiple



### Task 2

Drawing will help you develop your skills and confidence and improves with practice. Try all of these 15 drawings. Try using a range of different drawing materials and techniques. Explore quick continuous line drawing, as well as longer more detailed realistic tonal drawings.



### Section 3: Extension and Challenge

If you are aiming for an A / A\* at A level then you should aim to complete some of these tasks. Choose the ones which interest you most.

#### Metamorphosis

Research images where hybrids are created by merging two unconnected items and also look at the theme of metamorphosis within the surrealist movement. (Artists: Magritte, De Chirico or Dali) You may find a whole host of other artists too. Make a collage collection of images and analyse some of them using the analysis sheet in section 1.

Make/draw/create your own piece or pieces based on metamorphosis inspired by your research.

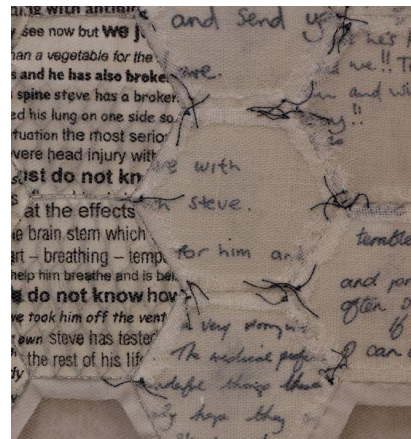
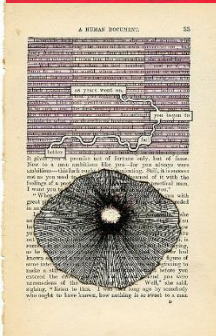
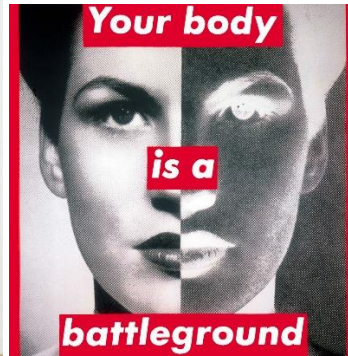
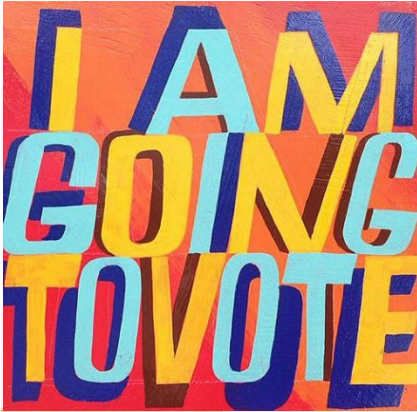




## Text in art

Many artists are inspired by text. Some use the beauty of the written form to inspire their work and some use the meaning of the text to add impact to their work. Research some artists who have used text in their work in different ways and create an annotated collage of these using the analysis guidelines in section 1. (some artists could be: Bob and Roberta Smith, Tom Phillips, Barbara Kruger)

Make/draw/create your own piece or pieces based on text inspired by your research.



## Section 4: Go Beyond the Spec

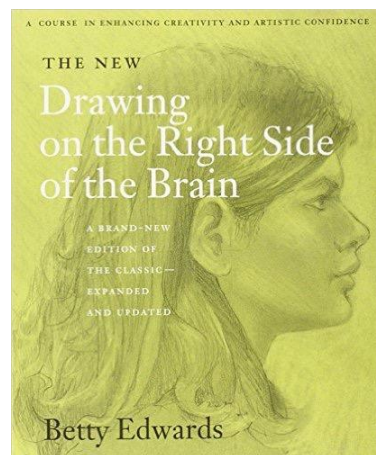
Develop and demonstrate your interest in your chosen subject by extending your subject knowledge beyond the specification. Start as you mean to go on!

### Book Recommendations

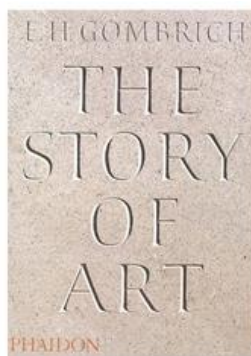
Kick back this summer with a good read. The books below are all popular Art books and great for extending your understanding of Art.



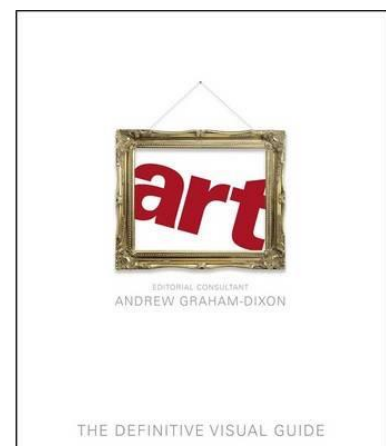
**Ways of Seeing by John Berger:** This is an eye-opener in more ways than one.



**Drawing on the Right Side of the Brain by Betty Edwards:** You need to draw what you see - and not what you 'know'.

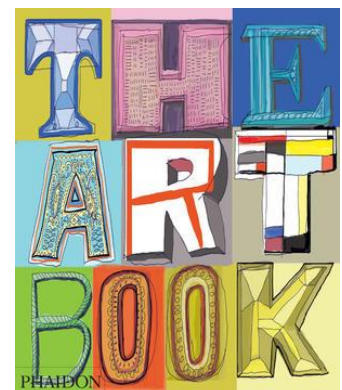


**The Story of Art by E. H. Gombrich:** A linear view of art history from the first Cave paintings to Modern Art, covering sculpture, painting and architecture. A vital read.



**Art the Definitive Visual Guide by Andrew Graham-Dixon:** A large full colour book including hundreds of artists, focusing in and examining works in detail. Picture-packed pages explore common themes such as landscapes, nudes and animals.

**The Art Book by Phaidon Press:** Full colour images from over 500 different artists from the middle ages to the present day. A great book for introducing yourself to artists reveals the works that make up the rich heritage of Western Art, including altarpieces, installations, books of hours, oil paintings, frescos, sculptures, watercolours, prints, ready-mades, collages and many more.



## Film Recommendations



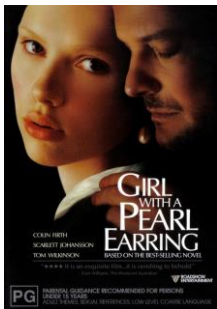
### Spirited Away: Hayao Miyazaki

Animated masterpiece from Japanese animation studio, Studio Ghibli. During her family's move to the suburbs, a sullen 10-year-old girl wanders into a world ruled by gods, witches, and spirits, and where humans are changed into beasts. Anime features magical creature creations, monsters and dramatic narrative.

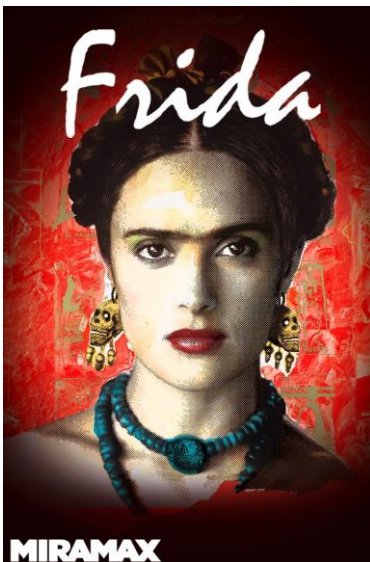


### Exit Through the Gift Shop: A Banksy Film

Documentary film by street artist Banksy. Banksy's anonymity is preserved by obscuring his face and altering his voice, but many other famous graffiti



**Girl with a Pearl Earring: Drama following the famous painting made in about 1665 by Johannes Vermeer.**

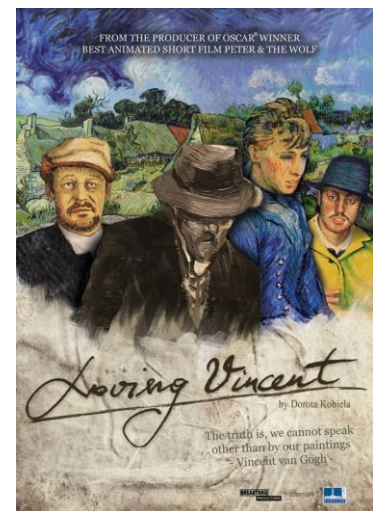


### Frida:

Biopic film featuring the professional and private life of surrealist Mexican artist Frida Kahlo. The film begins with a traumatic accident changing the course of her life in which she begins painting from her sick-bed.

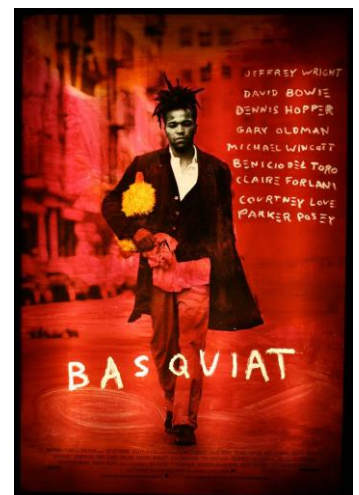
### Loving Vincent (2016)

Loving Vincent is an upcoming film that will be the first fully painted animation feature film. It tells the story of painter Vincent Van Gogh. Each of the film's 62,450 frames is an oil painting on canvas, using the same technique as van Gogh, created by a team of 85 painters.



### Basquiat:

A day in the life of graffiti artist Jean-Michel Basquiat. As he works his way up from poverty into the art world of the New York elite, Jean-Michel is "discovered" by Andy Warhol and becomes a star. But success has a high price, and Basquiat pays with friendship, love, and eventually, his life



## TV and Video Recommendations :

There are some great TED talks on



Art and Creativity:



Try this playlist: [https://www.ted.com/playlists/3/the\\_artist\\_is\\_in](https://www.ted.com/playlists/3/the_artist_is_in)

Why create? Artists and designers share their work, their process and their vision in these deeply personal -- and often hilarious -- talks.

Titles in the playlist include:

Art Made of Storms

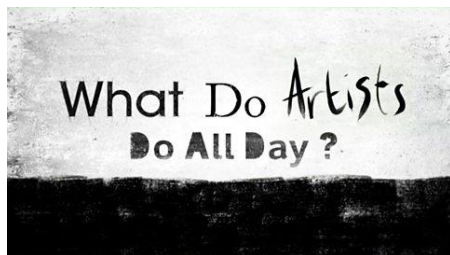
Taking imagination seriously

Stories cut from paper

Ever wondered what artists do all day? BBC 4 series available from the BBC store or on

Youtube: [https://www.youtube.com/watch?v=\\_u94DxOP51M&list=PLM4S2hGZDSE4645tTLQ-q0CGiR4eSFIBW](https://www.youtube.com/watch?v=_u94DxOP51M&list=PLM4S2hGZDSE4645tTLQ-q0CGiR4eSFIBW)

Explore the following artists:



**Polly Morgan** - Taxidermist Polly Morgan, described by Banksy as 'Britain's hottest bird stuffer', is one of Britain's most high profile young artists.

**Sir Peter Blake** - Britain's famous Pop artist describes his recent work.

**Katie Paterson** - Follow as she creates an artwork made out of 10,000 samples of different tree species.

Also explore TateShots:



<http://www.tate.org.uk/context-comment/audio-video/search>

Explore the Tate gallery database of a range of short videos.

And watch some of the Channel4 shows by Potter Grayson Perry:

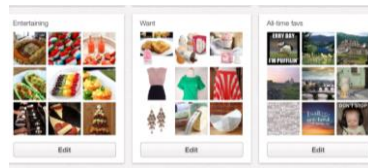
<http://www.channel4.com/search?q=grayson+perry>

## Social Media, Websites and App Recommendations :

Communication and connectivity are essential in this modern world to share ideas and draw on different skill sets. Artistic practice is becoming more cross-disciplinary and it is vital to stay in touch and up-to-date with artistic practice.

Create a Pinterest account and start to 'pin' interesting images and ideas. Here are some good 'pinners' to follow:

- Art 9000
- Art21
- Saatchi Art
- Tate Gallery



Start following and posting your own photographs on Instagram:  
Here are some great Instagrammers to follow:

- Banksy
- Aiww
- Falmouthartgallery
- Diaartfoundation



Start following these artists on Twitter:

- Brandon Stanton, @humansofny
- Olafur Eliasson, @olafureliasson
- Kat Von D, @thekatvond



Here are some great Facebook pages to follow:

- Artsy
- Fintan Magee
- Widewalls
- The Art Newspaper
- 1,000,000 Artists



Websites and Blogs:

<https://www.thejealouscurator.com/blog/>

<http://www.hookedblog.co.uk/>

<http://www.tate.org.uk/>

<http://apeonthemoon.com/>

<http://www.arthistorynews.com/>

<http://allthingsconsidered.co.uk/>

## Places to visit (when safe to do so)

### Local:

**Tremenheere Sculpture Garden, Nr Penzance** - View skyspace work by James Turrell and other site-specific artwork.

**The Barbara Hepworth Museum, St. Ives** - Visit the studio and gardens of the famous British Sculptor.

**Penlee House Gallery and Museum, Penzance** - Compass'd By the Inviolable Sea: Marine Painting in Cornwall from Turner to Wallis. Exploring the painting that has been produced in the area over the last 200 years.

**Newlyn Art Gallery** - Summer exhibition by the highly acclaimed artist Imran Qureshi.

**Falmouth Art Gallery** - Summer exhibition 'Wreck and Ruin', On display will be a quirky selection of wrecks and ruins from classic shipwreck scenes to Hogarth's Rake's Progress to ruined buildings, interiors and portraiture.



### National:

#### Many galleries have excellent virtual tours

**Tate Britain** - From Pre-Raphaelite paintings to landscapes by Turner and Francis Bacon's distorted nudes, there's lots to look at in **Tate Britain**. The gallery is home to the largest collection of British art in the world.

**V&A** - The **V&A Photography Collection** is one of the largest and most important in the world, with more than 500,000 images by both classic and contemporary photographers.

**Arnolfini, Bristol** – Current exhibition: A major touring exhibition bringing together works that depict different realities of profound global change.

**Science Museum** - Leonardo da Vinci: The Mechanics of Genius at the **Science Museum**.

**Tate Modern** - Sitting grandly on the banks of the Thames is **Tate Modern**, Britain's national museum of modern and contemporary art. Its unique shape is due to it previously being a power station.

**Barbican** - From acclaimed architects to Turner prize-winning artists, as well as stars of design and photography, the **Barbican Art Gallery** presents major exhibitions by leading international figures.

**National Portrait Gallery** - The **National Portrait Gallery** near Trafalgar Square is home to the world's largest collection of faces and personalities, from Tudor times to the present.

**Saatchi Gallery** - Chelsea's **Saatchi Gallery** is all about contemporary art, with work by young artists or international artists rarely exhibited in the UK.



## Careers:

Visit these sites to explore Careers within the Arts:



<http://www.studentartguide.com/articles/art-careers-list>



<http://www.theartcareerproject.com/art-as-a-career/>



**allabout**  
careers

<http://www.allaboutcareers.com/careers/industry/art-design>

Explore these Universities that cover a wide range of Art courses:

**FALMOUTH**  
UNIVERSITY



**Royal College of Art**  
Postgraduate Art and Design

**BATH**  
**SPA**  
UNIVERSITY

**ual:** university  
of the arts  
london

*Get in touch*

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[theviformacademy.co.uk](http://theviformacademy.co.uk)

  @theviformacademy