

AS & A-Level Art & Design

We offer the opportunity to select one of 6 titles within Art & Design.

OCR is the exam board and the last slide has links to the course specification.

Fine Art is the most popular option and you will be able to cover aspects of all the other titles within Fine Art, but you may wish to specialise in another area once you have explored the course specification. It is also worth considering where/what you would like to study in the future. Choosing one title will not limit your options, but it could provide an opportunity for a more bespoke portfolio for interviews.

The next slide shows the basic outline for the courses. There is no one way to develop your work and the course you experience will depend on your skills and interests. You will receive class workshops in learning new techniques and processes, and you will have one hour a week of art history, but the main component of the course will be based on you creating a portfolio of work and receiving individual tutorials.

- Art, Craft and Design (H600)
- Fine Art (H601)
- Graphic Communication (H602)
- Photography (H603)
- Textile Design (H604)
- Three-Dimensional Design (H605)

	AS Level	A Level
Year 12 September- December	Extending your knowledge and understanding of your chosen specialist title and developing practical skills.	Beginning to build Skills Knowledge and Understanding to chosen Specialist titles and areas of study – choosing a related study project and portfolio planning.
January- May	You receive the exam paper at the beginning of January and the exam will be in April. The exam is 10hours and this stage of the course is worth 100% of your final grade. Work created before January does not contribute to the final grade- but could go towards the full A-level entry.	Continuing with related study and Personal Investigation. The related study: an extended response of a guided minimum of 1000 words.
Year 13 September- December		Continue to develop to A Level Continuing with related study and Personal Investigation.
January- May		You receive the exam paper at the beginning of February and the exam will be in April. The exam is 15hours and this stage of the course is worth 40% of your final grade. You will then continue developing component one till May.

OCR AS and A Level Art and Design - H200, H600

Course specification

<https://www.ocr.org.uk/Images/170210-specification-accredited-a-level-gce-art-and-design-h600-h606.pdf>

Suggested teacher guide- this mirrors the information on the previous slide with additional information.

<https://www.ocr.org.uk/Images/268449-suggested-teaching-timeline-teacher-guide.pdf>

What to do before the start of the course

- Develop your observational recording skills by drawing/sketching from life.
The subject matter does not really matter, the point is to improve your drawing skills.
- If you have access to photoshop, work through the adobe tutorials in editing photographs and in creating digital drawings/paintings. Certainly become very au fait with free apps such as snapseed.
- Read! Using the contextual questions document and useful website page, explore museums websites, create a list of artists, designers, craftspeople you like and start investigating their work.
- Create a journal of work, it may have a theme, or it may be random outcomes, but the point is to start the course with something to review and discuss. You have chosen to study art & design because you love creating work- show this to your new teacher at the start of the course.

Art & Design Useful Websites

This list will grow over time- if you know of any we've not included that you think would be of interest to others, please share your ideas.

For all of these websites- do spend time exploring and for specific areas on investigation- use the search engines

TATE	https://www.tate.org.uk/	A wide range of art & design from the 1500's to contemporary practice
V&A	https://www.vam.ac.uk/	Excellent for exploring other cultures
BRITISH MUSEUM	https://www.britishmuseum.org/	One of the best databases in the world
DESIGN MUSEUM	https://designmuseum.org	Everything around you has been designed...
NATIONAL GALLERY	https://www.nationalgallery.org.uk/	The story of European art
ICA	https://www.ica.art/	Institute of Contemporary Art
PHOTOGRAPHERS GALLERY	https://thephotographersgallery.org.uk/	References to great photography
GUGGENHIEM	https://www.guggenheim.org/	One of the greatest art collections
MOMA	https://www.moma.org/	New York's museum of modern art

ELEMENTS OF ART & DESIGN

Line	Line defines a space, creates an outline or pattern, implies movement or texture and alludes to mass or volume. It is absolutely essential in creating art.
Shape	When defined within the study of art, shape is an enclosed space, that boundaries of which are defined by the other elements of art. Shape is usually used alongside line – E.G 3 lines make a triangle = a shape.
Form	Form consists of every visible element within a piece of work and how those elements are united. Form allows us to mentally capture the work, understand it and attempt to analyse it. E.G – tonal drawing helps create form.
Space	Space refers to the distance surrounding, between or within components of a piece. Space can be either positive or negative (Light or dark). Sometimes space isn't actually within a piece, but the illusion of it is.
Texture	Texture is used to describe how a three-dimensional work feels when touched, or the visual feel of a two-dimensional work. E.G Rocks – a 3D rock might feel rough or smooth, but an artist might create the illusion of these qualities through the use of line, shape, colour etc.
Value	Value refers to the lightness or darkness of a colour. Value becomes critical in a work which has no colour other than black, white and grey scale.
Colour	There are 3 properties of colour. 1) Hue – The name we give to a colour. 2) Intensity – refers to the strength and vividness of the colour, E.G royal blue (vivid, rich, bright). 3) Value – light or darkness of a colour. The terms, shade and tint, are in reference to value changes in colour.
Composition	The elements of composition in art are used to arrange or organize the components in a way that is pleasing to the artist and, hopefully the viewer. It helps give structure to the layout and the way the subject is presented, whilst also encouraging the viewers eye to wander around the whole piece of work and ultimately coming back to rest on the focal point.
Balance	Having a symmetrical arrangement adds a sense of calm, whereas an asymmetrical arrangement of objects, creates a sense of unease, imbalance.
Movement	There are many ways to create a sense of movement in an artwork, such as an arrangement of objects, the flow of a river, or the position of figures.
Rhythm	A piece of art can have a rhythm in the same way as music does, controlling the eye to move at a different pace. Look for large underlying shapes and repeated colour.
Focus	Focus, also known as emphasis, is when the viewers eye ultimately wants to rest on the “most important” thing or focal point in the painting, otherwise the eye feels lost, wandering around the space.
Contrast	Contrast is the strong difference between light and dark, or minimal differences.
Pattern	Pattern is an underlying structure. The basic lines and shapes in a composition, usually repeated., decorative design.
Proportion	Proportion is how things fit together, big and small, nearby and distance.

FORM, CONTEXT, CONTENT, PROCESS, MOOD

Form

This means looking at the formal elements of an artwork.

What is the medium of the work?

What colours does the artist use? Why? How is colour organised?

What kind of shapes or forms can you find?

What kind of marks or techniques does the artist use?

What is the surface like?

What kinds of textures can you see?

How big is the work?

Context

This refers to how the work relates to a particular time, place, culture and society in which it was produced.

When was it made? Where was it made? Who made it?

Who was the work made for?

What do you know about the artist?

How does the work relate to other art of the time?

Does the work relate to the social or political history of the time?

Can you link it to other arts of the period, such as film, music or literature?

Does the work relate to other areas of knowledge, such as science or geography?

Content

The content is the subject of a piece of work.

What is it? What is it about? What is happening?

Is it a portrait? A landscape? Abstract?

What does the work represent?

The title - what does the artist call the work?

Does the title change the way we see the work?

Is it a realistic depiction?

Have any parts been exaggerated or distorted? If so, why?

What is the theme of the work?

What message does the work communicate?

Process

Looking at process means studying how the work was made and what techniques were used.

What materials and tools were used to make the piece?

What is the evidence for this?

Do sketchbooks provide any clues as to how the work developed?

Mood

Mood means looking at how the artist has created a certain atmosphere or feeling.

How does the work make you feel?

Why do you think you feel like this?

Does the colour, texture, form or theme of the work affect your mood?

Does the work create an atmosphere?

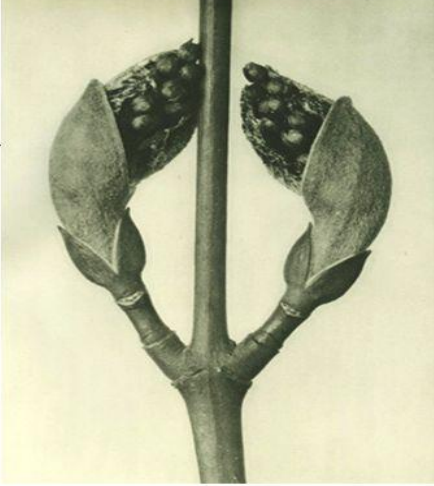
CRITICAL STUDIES

CONTENT

Introducing the artwork.

MOOD

How does the artwork make you feel?



FORM

Describing the artwork.

PROCESS

How was the artwork made?

- Materials
- techniques

Title: Plate 22: Acer rufinerve.
(magnified 10 times)

Looking at Art

DESCRIBE

What is the title of the work? Why do you think the artist has called it that?
How would you describe the formal elements? The line, colour, tone, shape and form in the piece of art work.
What images/textures/techniques and colours does the artist use in their work?
What kind of things do you see in the work? What is happening?
What words would you use to describe the images?
Look at the image for a moment and consider the process you think how it was made or put together? How did the artist begin?
How would you describe the picture to someone who could not see it?
How would you describe the place depicted in the painting?

RELATE IT

What does the picture remind you of?
What do you recognise and see in the image?
Is the work different from real life, how?
How does the piece of work make you feel?

ANALYSE

What objects seem closer to you?
What is in the middle ground/background? How has the artist achieved this?
What can you tell me about the colours used in the photograph?
What makes this work look interesting/unusual/crowded/busy?
From your research, what can you tell me about the person in the picture?
What do you think is the most important part of the image?
If you were to interview the artist about their work, what would you ask?

INTERPRET

What title would you give this work? What made you decide on this?
How do you think the artist went about producing this work?
What is happening in the work, and what could happen next?
How do you think the artist came up with the idea behind the work? What influenced them?
What materials did the artist use?

EVALUATE

What do you think is good/bad about the work?
Why do you think other people should see this piece of art?
What do you think other people would say about this work, how could you influence them?
What do you think is worth remembering about this image?
Do you think the work is successful?
If you could suggest one improvement to the artist, what would it be?

Describing your thoughts & feelings

Words instead of...

LIKE <i>Admire, Appreciate, Adore, Love, Enjoy, Keen on, Regard, Enjoy</i>	DISLIKE <i>Awful, Horrid, Grotesque, Nasty, Unsightly, Foul, Revolting, Loathsome</i>
NICE <i>Attractive, Appealing, Beautiful, Exquisite, Elegant, Pleasant, Gorgeous, Stunning</i>	BORING <i>Dreary, Dull, Drab, Lacklustre, Monotonous, Uninspiring, Tedious</i>
GOOD <i>Excellent, Amazing, Wonderful, Exceptional, Fantastic, Outstanding</i>	BAD <i>Awful, Terrible, Dreadful, Ghastly, Dire, Horrific, Unpleasant, Ugly, Oppressive</i>

Describing an image

Colours	Bright <i>Vivid Intense Vibrant Pure</i>	Dark <i>Gloomy Heavy Ochre Dark</i>	Dull <i>Grey Pastel Washed Bleached</i>
Lines and shapes	Round <i>Organic Flowing Rhythmic</i>	Straight <i>Geometric Angular Even</i>	No definite shapes <i>Irregular Chaotic Random</i>
Tones	Dark <i>Stark oppressive</i>	Light <i>Airy Spacious</i>	Grey <i>Mute Bleached</i>
Textures	Rough <i>Grainy Course</i>	Smooth <i>Silky Soft</i>	Mix of both <i>Uneven</i>
Patterns	Regular <i>Geometric Organised Systematic</i>	Random <i>Chaotic Loose</i>	
Composition	Balanced <i>Even Weighted</i>	Unbalanced <i>Lopsided Heavy</i>	

When analysing an artwork...

- **Briefly describe the artwork; Who is it by? What is it? What is the title and when was it made? What is happening in the work?**
- **What techniques has the artist used? How is the artwork made?**
- **Does the title change how you view the artwork?**
- **What subjects/themes/moods/issues and messages are being explored? Why are these relevant to you and your project?**
- **How does the work relate to the social or political history of the time?**
- **What appeals to you visually about the artwork? What appeals to you about the theme or idea? (If you dislike something, why? Has the artist intended this?)**
- **How does composition or the way the work is installed communicate ideas or a message? Why was this composition chosen?**
- **How do the visual elements interact?**
- **Things to think about; Emphasis, Balance, Links, Size, Scale, Form, Colour, Surface, Line, Texture, Speed, Medium, Location, Depth, Movement, Sound, How long do I need to properly see it?**
- **What draws your attention? What directs the viewer to certain areas?**
- **What have you learnt from the artwork? Take what is useful to you, link with your own viewpoints, observations and thoughts. Make your own work in their style, experiment with the techniques to see.**
- **Make associations with other art works, styles, places, films music & literature.**
- **How does the artwork make you feel? How does it affect your mood and why? What atmosphere does the work create?**

KEY WORDS & TERMS TO INCORPORATE IN YOUR TEXT

SURFACES

Texture- smooth, rough, cold, harsh, furry, hard, soft, marked, abrasive, spiky, earthy, dry, wet, metallic, woven, organic, tactile, Absorbent, transparent, printed, etched, engraved, relief, blotted, synthetic, glazed, manufactured, stenciled, scratched...

STYLES

Traditional, analytical, primitive, realistic, abstract, atmospheric, conceptual, observational, sketched, figurative, photographic, printed, computerised, digital, motif, patterned, decorative, symbolic, surreal, expressionism...

CHARACTERISTICS

Ephemeral, temporary, longevity, detailed, colourful, monochromatic, experimental, contrasting, 2D/3D, multilayered, reflective, moody, atmospheric...

TECHNICAL

Composition, compositional, perspective, proportion, proportional, scale, measured, structured, space, shade, tone, tint, hue, form, layout, layers, symmetry, subject, process, viewer, movement

CONTENT

Personal, issues based, social, gender, moral, ethnicity, narrative, environmental, built environment, sense of place, nature, public, commissioned, autobiographical, recording, historical...

Annotation writing frame to describe the use of art materials

Use adjectives to describe the properties of the materials	Use NOUNS to name the materials and processes used	Connectives	Use ADVERBS to describe how the materials were used	Use ACTION VERBS to describe WHAT has been done	Connectives	Use VERBS to show the feelings you get from the art effect	Use more NOUNS to identify the type of art it is
Runny Wet Loose Oily Waxy Smooth Soft Silky Dry Bumpy Chalky Grainy Drab Dull Dreary Hard Neat Even Tight Delicate Light Thick Thin	Watercolour Paint Acrylic Gouache Pencil Crayon Conte Charcoal Graphite Chalk Pastel Ink Dyes Wire Card Clay Mesh	Have been Were Are	Slowly Quickly Patiently Delicately Beautifully Lightly Sloppily Expertly Firmly Haphazardly Precisely	Applied Created Drawn Stippled Washed Dripped Dabbed Stroked Thrown Marked Constructed Joined Built Made Designed Cut Shaped	To create a That has produced a	Beautiful Happy Joyful Energetic Wonderful Spirited Free Attractive Exciting Dynamic Confident Precise Controlled Exact	Painting Print Photograph Model Sculpture Batik Textiles Drawing Pot Ceramic piece

Annotation word bank

Describing an image			
	Bright	Dark	Dull
Colours	Vivid Intense Vibrant Pure	Gloomy Heavy Ochre Dark	Grey Pastel Washed Bleached
	Round	Straight	No definite shapes
Lines & Shapes	Organic Flowing Rhythmic	Geometric Angular Even	Irregular Chaotic Random
	Dark	Light	Grey
Tones	Stark Oppressive	Airy Spacious	Mute Bleached
	Rough	Smooth	Mix of both
Textures	Grainy Course	Silky Soft	Uneven
	Regular	Random	
Patterns	Geometric Organised	Chaotic Loose	
	Balanced	Unbalanced	
Composition	Even Weighted	Lopsided Heavy	

Describing your thoughts & feelings	
Words instead of..	
Like Admire, Appreciate, Adore, Love, Enjoy, Keen on, Regard, Enjoy	Dislike Awful, Horrid, Grotesque, Nasty, Unsightly, Foul, Revolting, Loathsome
Nice Attractive, Appealing, Beautiful, Exquisite, Elegant, Pleasant, Gorgeous, Stunning	Boring Dreary, Dull, Drab, Humdrum Lacklustre, Monotonous, Uninspiring, Tedious
Good Excellent, Amazing, Wonderful, Exceptional Fantastic, Outstanding	Bad Awful, Terrible, Dreadful Ghastly, Dire, Horrific Unpleasant, Ugly, Oppressive

Punctuation: Start sentences with a capital letter. End sentences with a full stop. Use commas or semi-colons to separate large pieces of text in a sentence.
Sources: make sure you label what your sources are and where you got them from or you will lose marks.

Type & print annotation if your handwriting is weak.