

Art and Design: Fine art and Textiles Transition Work June 2020

For each subject you will receive a detailed introduction to allow full transition into the college and your new learning. Please complete the weekly tasks outlined below and attend the meet sessions with the teachers for further guidance and information. Please keep all work created in a folder to present to me in the first lesson in September.

Art and Design: Fine art

Brief Overview of the Course

- Students should be introduced to a variety of experiences that explore a range of fine art media, processes and techniques. They should be made aware of both traditional and new media.
- Students should explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales. Students may use sketchbooks/workbooks/journals to underpin their work where appropriate.
- Students should explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.
- Students should be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented. They should be aware of the importance of process as well as product.

Areas of study

Students are required to work in one or more area(s) of fine art, such as those listed below. They may explore overlapping areas and combinations of areas:

- drawing and painting
- mixed-media, including collage and assemblage
- sculpture
- ceramics
- installation
- printmaking (relief, intaglio, screen processes and lithography)
- moving image and photography

Skills and techniques

Students will be expected to demonstrate skills, as defined in Overarching knowledge, understanding and skills, in the context of their chosen area(s) of fine art. In addition, students will be required to demonstrate skills in all of the following:

- appreciation of different approaches to recording images, such as observation, analysis, expression and imagination awareness of intended audience or purpose for their chosen area(s) of fine art understanding of the conventions of figurative/representational and abstract/non-representational imagery or genres
- appreciation of different ways of working, such as, using underpainting, glazing, wash and impasto;
- modelling, carving, casting, constructing, assembling and welding; etching, engraving, drypoint,
- mono printing, lino printing, screen printing, photo silkscreen and lithography
- understanding of pictorial space, composition, rhythm, scale and structure appreciation of colour, line, tone, texture, shape and form.

Knowledge and understanding

Students must show knowledge and understanding of:

- how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts in the
- chosen area(s) of study within fine art
- historical and contemporary developments and different styles and genres
- how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created
- continuity and change in different styles, genres and traditions relevant to fine art
- a working vocabulary and specialist terminology that is relevant to their chosen area(s) of fine art.

Art and Design: Textiles

Brief Overview of the Course

NOTE: That this course is more art and design focused than the course we completed at GCSE.

Students should be introduced to a variety of experiences that explore a range of textile media, processes and techniques. They should be made aware of both traditional and new media.

Students should explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales. Students should explore the potential for the use of colour. Students may use sketchbooks/workbooks/journals to underpin their work where appropriate.

Students should explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions. Students should be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented. They should be aware of the importance of process as well as product.

Areas of study

Students are required to work in **one or more** area(s) of textile design, such as those listed below. They may explore overlapping areas and combinations of areas:

- fashion design
- fashion textiles
- costume design
- digital textiles
- printed and/or dyed fabric and materials
- domestic textiles and wallpaper
- interior design
- constructed textiles
- art textiles
- installed textiles.

Skills and techniques

- Students will be expected to demonstrate skills, as defined in Overarching knowledge, understanding and skills, in the context of their chosen area(s) of textile design. Students will be required to demonstrate skills in all of the following:
 - awareness of the elements of textile design, such as shape, line, scale, colour, texture, pattern, contrast and/or repetition in relation to the chosen area(s) of textile design
 - awareness of intended audience or purpose for their chosen area(s) of textile design
 - ability to respond to an issue, concept or idea, working to a brief or answering a need in the chosen area(s) of textile design
 - appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief
 - understanding of a variety of textile methods, such as: fabric printing, mono-printing, relief printing, screen printing and laser printing; tie-dye and batik; spraying and transfer; fabric construction; stitching, appliqué, patchwork, padding, quilting and embroidery.

Knowledge and understanding

Students must show knowledge and understanding of:

- relevant materials, processes, technologies and resources
- how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created in the chosen area(s) of textile design
- historical and contemporary developments and different styles and genres
- how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created
- continuity and change in different styles, genres and traditions relevant to textile design
- a working vocabulary and specialist terminology that is relevant to their chosen area(s) of textile design.

Art and Design: Textiles A Level	Google Classroom Code:	Google Meet code:
Art and Design (Textile design) 7204 (course code)	gyc4qjf	A Level Art and Design: Fine art and Textiles Transition 2020 https://meet.google.com/lookup/cwqdwbn7cr
Weekly Tasks	Topic	Resources
W/C 1.6.20	Create your own sketchbook	Using the PPT provided create your own 30 page sketchbook using a variation of different materials [includes elements art fine art/ mixed media/ textiles] YouTube/ Pinterest links attached in PPT.

<p>W/C 8.6.20</p>	<p>Page 1: Inside Page 2: Outside Page 3: travel/ places Page 4: Food</p> <p>A01/A02/A03 success criteria objectives been met</p>	<p>YouTube/ Pinterest links attached in PPT.</p> <p>Task:</p> <ul style="list-style-type: none"> • Draw from direct observation- inside and outside (PAGE 1 and 2) of your house, use your own photos or find images on the internet as inspiration. For both pages you are only allowed to draw in pencil/ biro/ fine liner (you can combine or use all 3) • Add the following to your pages: <ul style="list-style-type: none"> ▪ 2 artists/ designers who are inspired by household items ▪ 2 artists/ designers who take inspiration from the outside ▪ 2 artists/ designers who take inspiration from travel/ places ▪ 2 artists/ designers who take inspiration from food ▪ Present thumbnail size images on these pages e.g. through washing line/ collage
<p>W/C 15.6.20</p>	<p>Page 5:Doors Page 6: Windows Page 7: Trees Page 8: water</p> <p>A01/A02/A03 success criteria objectives been met</p>	<p>YouTube/ Pinterest links attached in PPT.</p> <p>Task:</p> <ul style="list-style-type: none"> • Draw from direct observation, use your own photos or find images on the internet as inspiration. For these pages you can use any choice of materials to draw in- this must include one new material that you have not yet used, e.g. water colour/ acrylic/ charcoal/ stitch <ul style="list-style-type: none"> ▪ Page 7: add one artist response (someone who looks at trees e.g. paper artist Su Blackwell ▪ Page 8: design and add a fashion illustration to your water drawings inspired by water e.g. Elie Saab/ Yiqing Yin ▪ Add names of artists that link to each theme
<p>W/C 22.6.20</p>	<p>Page 9: Possessions Page 10: Childhood memories Page 11: Colour Page 12: Nature</p> <p>A01/A02/A03 success criteria objectives been met</p>	<p>YouTube/ Pinterest links attached in PPT.</p> <p>Task:</p> <ul style="list-style-type: none"> • Draw from direct observation, use your own photos or find images on the internet as inspiration. For these pages you can use any choice of materials to draw in- this must include one new material that you have not yet used, e.g. water colour/ acrylic/ charcoal/ stitch/ crayons. <ul style="list-style-type: none"> ▪ Page 9: draw minimum of 5 possessions ▪ Page 10: draw minimum of 2 childhood memories ▪ Page 11: include minimum of 5 colours ▪ Page 12: Draw fashion illustration inspired by nature (use designers e.g. Alexander McQueen for inspiration) ▪ Add names of artists that link to each theme
<p>W/C 29.6.20</p>	<p>Page 13: Animals Page 14: Family Page 15: Weather</p>	<p>YouTube/ Pinterest links attached in PPT.</p> <p>Task:</p> <ul style="list-style-type: none"> • Draw from direct observation, use your own photos or find images on the internet as inspiration. For these pages you can use any choice of materials to draw in- this must include one new material that you have not yet used, e.g. water colour/ acrylic/ charcoal/ stitch/ crayons.

	<p>Page 16: Textures</p> <p>A01/A02/A03 success criteria objectives been met</p>	<ul style="list-style-type: none"> ▪ Page 13: include one animal drawn on a larger scale (mix different medias –more than 3) ▪ Page 14: biro drawing of family members face (you could draw a section of the face- add as much tonal detail as possible) e.g. Mark Powell ▪ Page 15: Add 1 fashion drawing (full outfit inspired by weather) ▪ Page 16: Collect a range of textures e.g. from rubbings/ leaves and twigs/ fabrics/ found objects/ drawings ▪ Add names of artists that link to each theme
<p>W/C 6.7.20</p>	<p>Page 17: favourite film</p> <p>Page 18: Favourite book</p> <p>Page 19: feelings and emotions</p> <p>Page 20: smells</p> <p>A01/A02/A03 success criteria objectives been met</p>	<p>YouTube/ Pinterest links attached in PPT.</p> <p>Task:</p> <ul style="list-style-type: none"> • Draw from direct observation, use your own photos or find images on the internet as inspiration. For these pages you can use any choice of materials to draw in- this must include one new material that you have not yet used, e.g. water colour/ acrylic/ charcoal/ stitch/ crayons. <ul style="list-style-type: none"> ▪ One of these pages must be mixed media/ collage and include drawing through stitch ▪ Add names of artists that link to each theme
<p>W/C 13.7.20</p>	<p>Page 21: Dreams</p> <p>Page 22: Fears</p> <p>Page 23: Words</p> <p>Page 24: Clothes</p> <p>A01/A02/A03 success criteria objectives been met</p>	<p>YouTube/ Pinterest links attached in PPT.</p> <p>Task:</p> <ul style="list-style-type: none"> • Draw from direct observation, use your own photos or find images on the internet as inspiration. For these pages you can use any choice of materials to draw in- this must include one new material that you have not yet used, e.g. water colour/ acrylic/ charcoal/ stitch/ crayons. <ol style="list-style-type: none"> 1. Page 21 and page 22: include 2 artist research on both themes answering these questions about their work: From where have you obtained this image? 2. Name and date the work 3. Describe the colour, texture, materials, pattern, contrast or repetition of the work. 4. Describe the techniques used to manufacture or decorate the work. 5. How does the image relate to historical or contemporary developments? 6. How has the artist or designer managed to develop a feeling or meaning in the work? 7. What inspires you about this work? <ul style="list-style-type: none"> ▪ Page 23: Include minimum of 4 different fonts ▪ Page 24: Include minimum of 4 pieces of clothing ▪ Add names of artists that link to each theme
<p>Fortnightly Meet: Date & Time</p>	<p>Teacher delivering</p>	<p>Resources</p>

Tues 2nd June 2020 9am	Mrs Chell	YouTube/ Pinterest links attached in PPT. AQA Spec: https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design
Tuesday 16 th June 20 9am	Mrs Kavanagh	YouTube/ Pinterest links attached in PPT. AQA Spec: https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design
Tuesday 30 th June 20 9am	Mrs Gillespie	YouTube/ Pinterest links attached in PPT. AQA Spec: https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design
Tuesday 14 th July 20 9am	Mrs Chell/ Mrs Kavanagh/ Mrs Gillespie	YouTube/ Pinterest links attached in PPT. AQA Spec: https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design

General resources and suggested reading:

Specification Link:

<https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design>

Preferred websites:

- <http://felt-tip-pen.com/about/>
- Pinterest
- Instagram @painsley-creativearts @nsead1 @keviartdesign @wellingtonschool_artdepartment @clv_artdept
- <https://artroommess.wordpress.com/>
- https://twitter.com/clv_art?lang=en
- <http://www.juliastubbs.co.uk/exemplar-material/gcse-exemplar-material-1.html>
- <https://www.youtube.com/channel/UCo-WcbYJeYrORqnVTzBoApA>
- www.canva.com
- www.dafont.com