

# Year 11 into 12

## Fine Art Gap Tasks

The Fine Art Gap tasks – here to help you prepare for A-Level Fine Art



# Firstly, welcome to your Fine Art A-Level!

- Fine Art A-Level is a tough, but rewarding course
- If you love Art, and want to make Art, you will succeed!
- You will find your own style as an artist and will grow and flourish in this style as the course progresses.
- As you may know, 60% of your assessment is your “Personal Investigation” - which means you can choose to study anything you want within Art, with guidance from your teachers and peers. You will start this investigation at the end of Y12.
- 40% is your exam, and much like your GCSE, you will get starting points to choose from and then a controlled assessment at the end.

During Year 12 Fine Art, you will develop your skills in art hugely, before deciding on an investigation. You will cover things such as...

- Portraiture and human form
- Optional life drawing lessons
- Exploration of a wide range of media
- Mastery of using media you may already be familiar with, such as paint, pencils, charcoal, ink, clay and others
- Exposure to new media, such as oil paint
- Introductions to Art History
- Developing your written skills and analysis
- Developing your own ideas



# Your Gap Tasks

In this PowerPoint there are 2 tasks – we want you to complete them all. You have a long time to do this, as we want to see your work once we arrive back to school in September.

We suggest doing this a little bit per week, rather than trying to get it all done at once, perhaps 1 or 2 hours per week will do.

You can work on the tasks at the same time or do one at a time.

You will show your work for each task to your peers in Year 12 when we come back to school in September.



# Your Gap Tasks

## Task 1:

Create a personal response to your feelings about any social, political or personal event.

This will be a personal piece of Art, which you will create in response to the current situation in the/your world. How you do it is up to you. The slides below will give you guidance.

## Task 2:

Watch TV shows or listen to Podcasts about Art

This task is designed to give you some insight into the current world of Art and understand how practitioners make their works.





# Task 1: Create a response to an event of your choice

- Artists throughout history have used Art to respond to events that were significant, either to them, or in history.
- We want you to create a personal response to an event of your choice, it could be something political, cultural, social, or even personal. It is up to you!
- There are a few examples of how artists have responded to events in the past, take influence from these and use their work to help you plan what you will do.
- In a sketchbook, write notes and opinions about each piece so you have evidence and information to work from

BARBARA JONES-HOGU

*Unite* (1971)



# Task 1:

## Grayson Perry – “Matching Pair” (2016)

- Research this piece of Art to find out some answers to questions below
- What event is Grayson Perry responding to?
- Describe the colour scheme, and analyse why you think he chose these colours
- Can you see/find any notable figures on the vases?
- Why do you think he chose to do two vases?
- What is the composition of the images on the vases like?
- Give three techniques Perry has used on his vases.
- Why do you think he called this art, “Matching Pair?”





# Task 1:

## "Black Children Keep Your Spirits Free" (1972) by Carolyn Lawrence

- Research this piece of Art to find out some answers to questions below
- **What was the Civil Rights Movement?**
- What are the characters in the image doing, and where do they look like they might be from?
- What does the text say, and why do you think it is repeated like this?
- Using specific terminology, describe the use of colour and composition in the painting.
- How does this use of colour and composition, combined with the characters, affect the atmosphere in the piece?
- What do you think the artists' message is about civil rights?



# Task 1:

## Robert Rauschenberg, *Buffalo II* (1964)

- Research this piece of Art to find out some answers to questions below
- Who is the man depicted in this image?
- What techniques have been used in this piece? Identify at least 3.
- What other images can you see in this piece?
- What is the link between all the images in this piece?
- What do you think this piece of art is about? Why do you think this?





# Eugene Delacroix, *July 28, 1830: Liberty Leading the People* (1830)

- Research this piece of Art to find out some answers to questions below
- What happened in France in 1830?
- Identify at least three things that are happening in this image.
- Who is the central figure? How has the artist painted her so that our eyes are drawn to her first?
- Describe the way the artist has painted light and dark.
- What do you think the artists opinion of this event was? Explain your answer.



# Task 1: Your response

- Now, having looked at how other artists have responded to events of their time, I would like you to be an artist, and respond to the events of our time.
- How you do this is up to you, but I want you to consider colour, composition, meaning and technique, just as you did for the analysis tasks.
- Feel free to use other artists you like to inspire you.
- Sketch out some ideas for your piece before you start it.

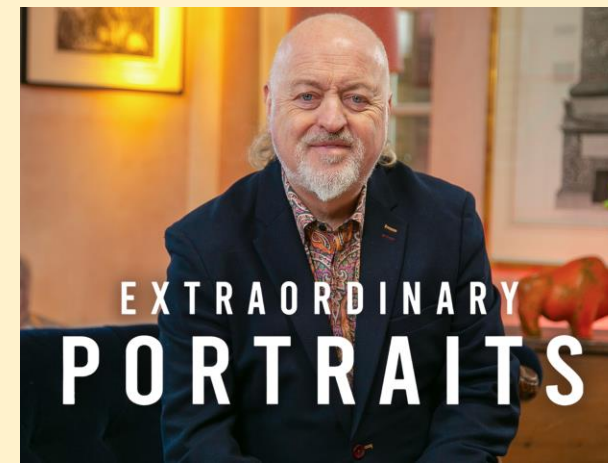
Your piece could be...

- A collage of news articles, key people and key images from the news, like Grayson Perry or Rauschenberg.
- A selection of small drawings of things you can see around you during the event – they could be colourful like Lawrence's work
- You could get quotations from the news, or from your families and repeat them like Lawrence's work
- You could do a dark and contrasting self portrait to replicate the dark atmosphere of something political you have strong feelings about - look at how Delacroix used light and dark
- You could do a portrait of a family member talking about an event or get them to speak about it with you.
- You could take photographs to include in your work...
- Honestly, anything goes, but try to show skills and a good concept.
- Message or email any art teacher if you want clarification on any of this.



## Task 2: Research using TV, podcasts etc.

- There are lots of TV shows and podcasts about Art – we encourage you to watch them and enjoy them
- Often, they are inspirational, and we find new styles and techniques we never considered
- Here I have listed a few options. Some are free, where some are paid for. If you already have the subscriptions, please do use them!
- Do not feel you have to pay for expensive subscriptions – free ones are fine!
- Make notes of episodes and artists you like and bring them to your lessons.



- Portrait Artist of the Year (available on NowTV)
- Landscape Artist of the Year (available on NowTV)
- Extraordinary Portraits (BBC iplayer)
- BBE iplayer has a lot of great Art documentaries, feel free to take your pick!
- Ideas for podcasts below...

### Art podcasts

From sources across the web



The Great Women Artists



Talk Art



The Lonely Palette



The Modern Art Notes Podcast



The Week in Art



ArtCurious



Art History for All



Creative Pep Talk



Savvy Painter Podcast with A...



# Finally...

- Your teacher will want to see these in September so however you do these tasks, make sure you bring them to school when you first get back!
- You will share your gap task work with the rest of your Fine Art class
- If you have questions or concerns once you have fully read (and re-read) this presentation, ask an art teacher for clarification.
- Good luck, and we can't wait to see your responses and get started with a new Year 12 Fine Art group!