

2021-2022

# TCOLC Sixth Form

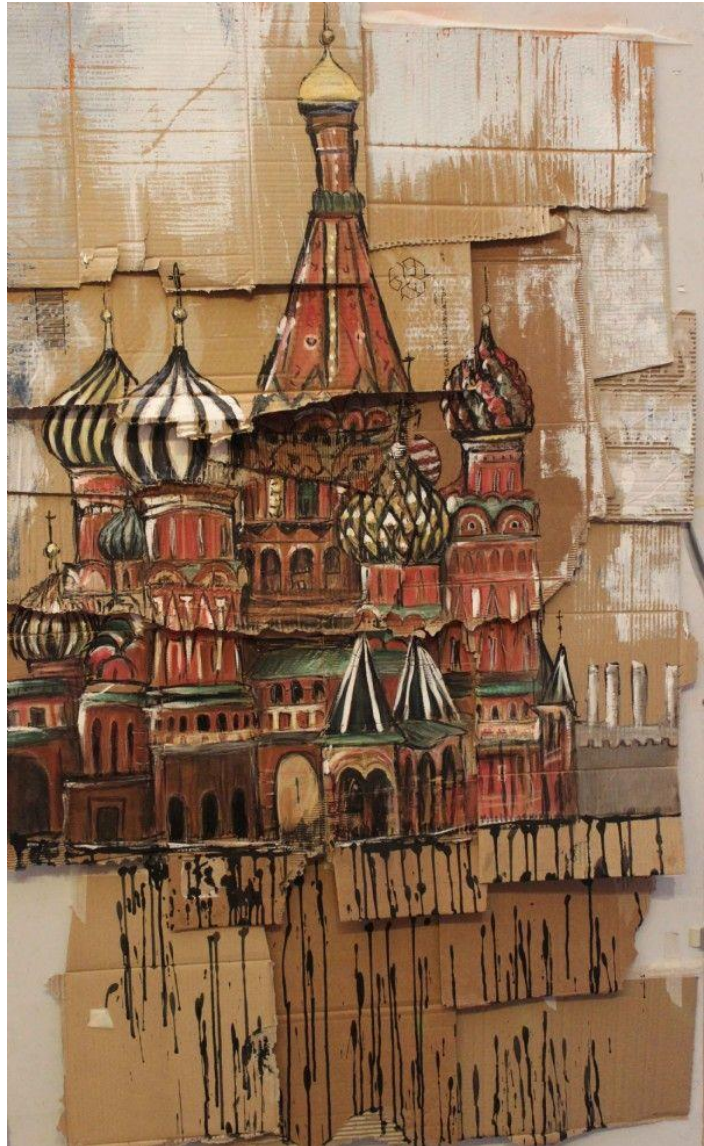
Yr11 – 12 Transition Activities

Subject: Art



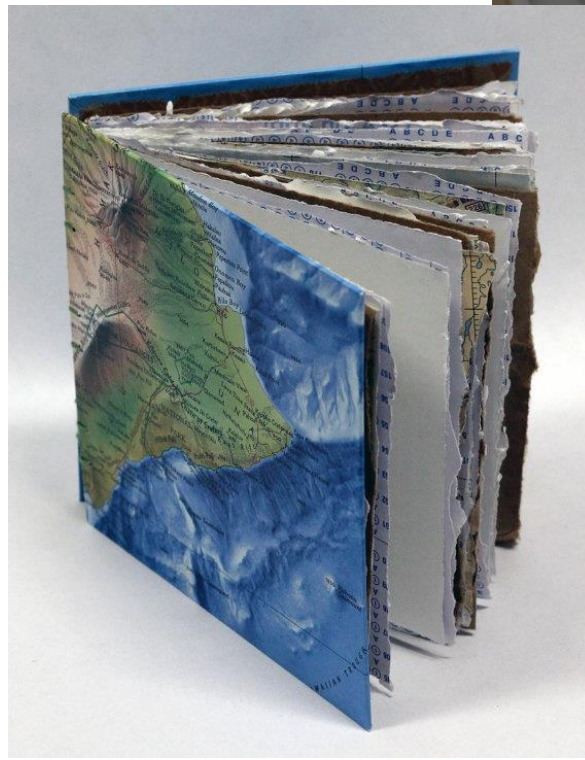
THE CITY OF LEICESTER COLLEGE

# A-Level Fine Art Transition Work



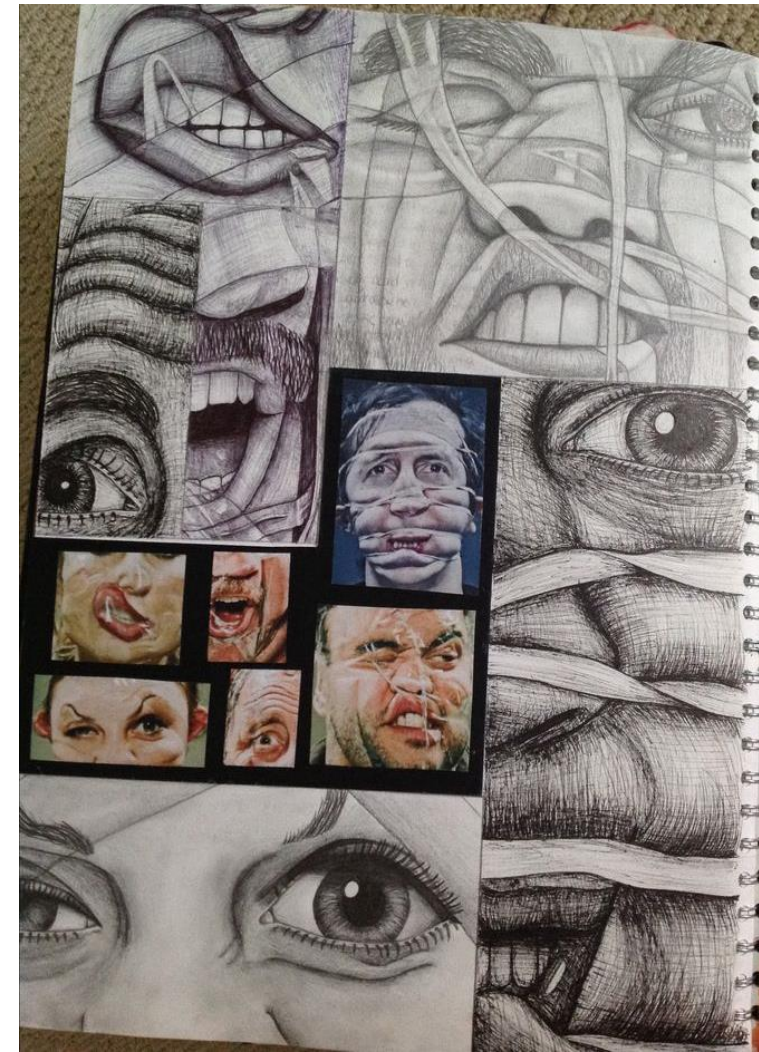
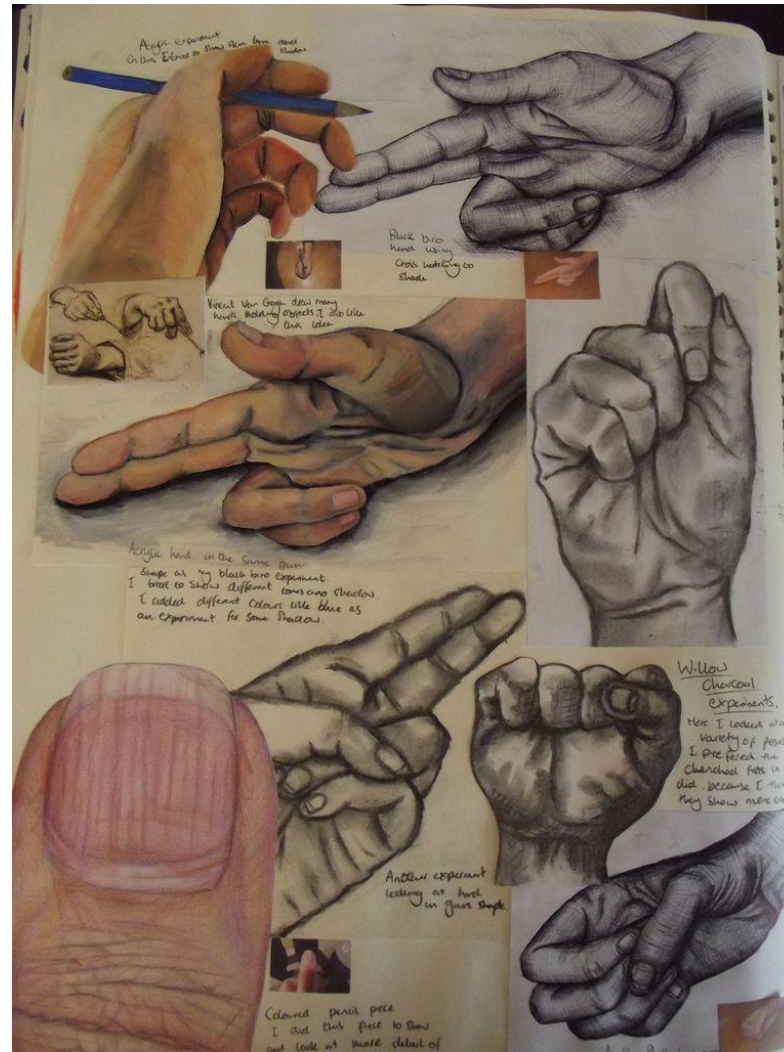
# Make a sketchbook

1. Make your own sketchbook using a bought one where you glue different papers onto some of the pages to give you different backgrounds or make your own from scratch. To make from scratch collect different papers you can draw onto and attach them together using staples, string etc. Aim for it to be at least A4 and your papers could include drawing paper, coloured paper, old book pages, brown package paper, cardboard, newspaper, wall paper, even magazine pages. There are many tutorials on the internet if you need help making one.



2. Start a personal sketchbook, drawing yourself, face, arms, legs, hands, eyes, portraits. Use different media and experiment with different styles of art from sketchy to realistic.

Think about scale and composition. Be experimental and don't worry about making mistakes. Include some writing about yourself, your history, thoughts, ambitions etc. (at least two pages of drawing). Look at the work of various artists for inspiration and techniques.

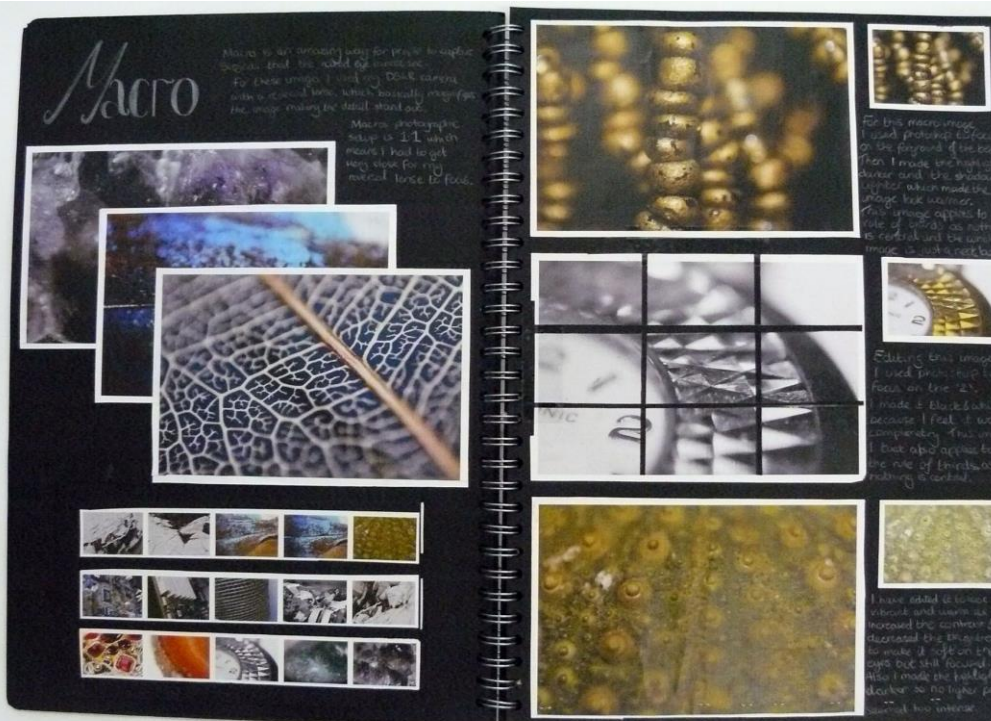
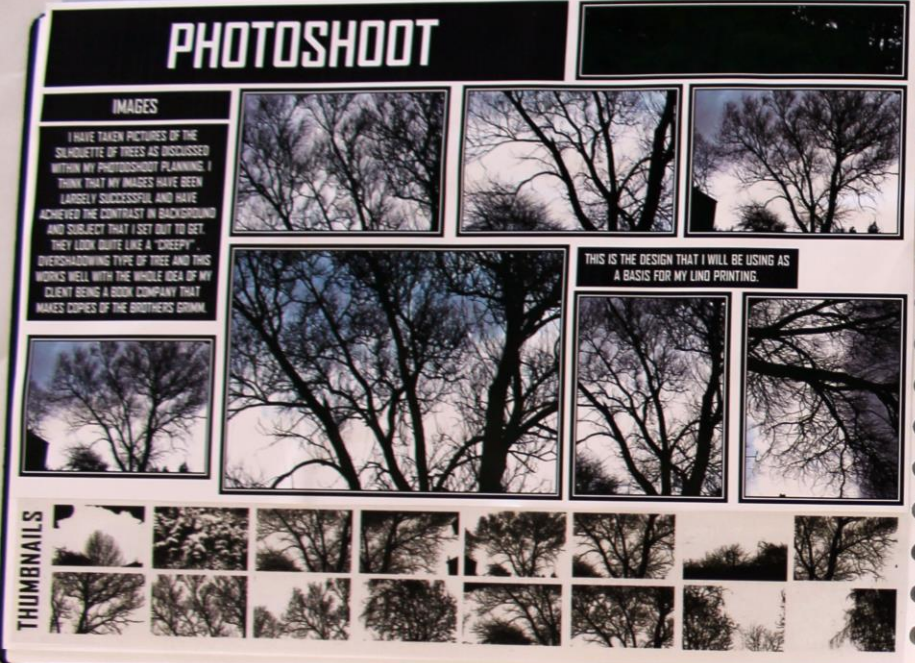
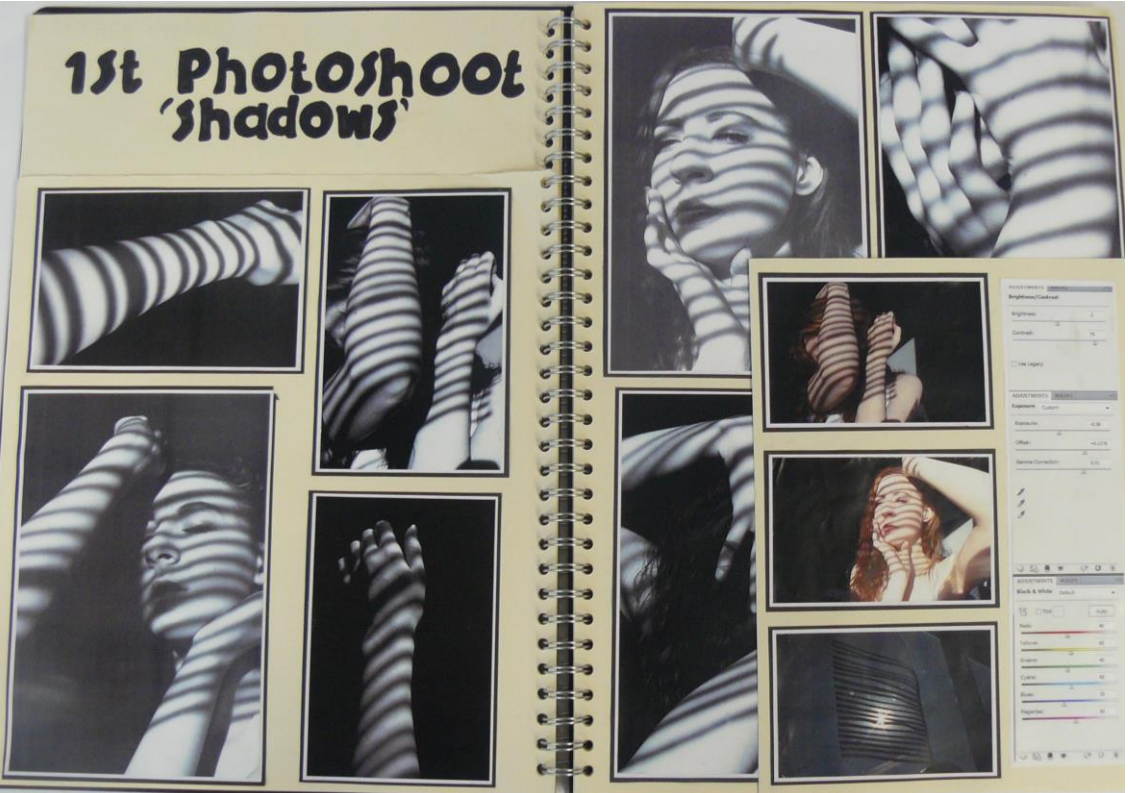


3. Collect bits and pieces that represent you and your personal story. This could be childhood items, holiday souvenirs, things that represent your hobbies, culture, religion or family. It may be photos, clothing items, objects, or even specific rooms/pieces of furniture. These can both inspire work or be used to draw on. Draw from these items. Consider composition, viewpoint and focus point. Use a variety of media and be experimental with what you do. (at least two pages of drawings)



4. Take photos of things which say something about your history and you as a person. This may be family, objects, or if you can get out and about safely you may wish to take photos of places which are important to you. Consider composition, viewpoint and focus point. Select up to 6 photos to stick into your sketchbook and bring to class in September. Think about the presentation of your work, the attached examples will give you some ideas.

Play with light, lighting and darkness using a camera. Try to create effects, experiment using reflective, transparent, opaque and translucent materials, to create shadows.



5. Choose two artists from the following list and explore them. Find out their biography, what work they do, what they are saying and how they are saying it. Are they well liked in the art world? Can you find an article about them or quotes from art critics? Record all this information in whichever format you prefer. Include examples of at least 10 pieces of their work. Now choose one of their pieces to analyse. Use the attached analysis sheet to help you.

- Cath Riley - hands
- Michaelangelo- hands
- Henry Moore - hands
- Stefan Pabst - eyes
- Jose Vargara – eyes
- Andrew Fry – Portraits
- Georgia O Keeffe - Flowers
- Laurie Justus – flowers
- Jackie Jacobson – Flowers
- Marcia Baldwin - Natural forms
- Abby Diamond - Natural forms
- Amiria Gale - Natural forms
- Singh Sisters – personal history
- Bisa Butler – personal history
- Jabbar Muhammad – personal history

- Diane Arbus – personal history
- Ellen Gallagher – personal history
- Lucas Samaras – personal history
- Joseph Cornell – personal history
- Frida Khalo – personal history
- Tracey Emin – personal history



## Artist Analysis for KS4 & KS5

Choose one of the paintings from your chosen artist to analyse using the following four steps.

### 1. **DESCRIPTION** - (What do you see?)

- What is the picture of?
- What is in the foreground?
- What is in the background?

### 2. **ANALYSIS** - (How is it organised?)

- Describe the colours? Are they bright, dull, bold, subtle, blended, graduated, flat, pale? etc.
- Lines Are there any strong dramatic lines in the piece of work? What kind of lines has the artist used? Are they straight or curved or wiggly?
- Are the shapes regular, geometrical, organic, irregular, 2D or 3D? What shapes can you see? Where about in the picture are the shapes placed? What Is the central focus in your chosen image? Where is your eye drawn to first?
- Describe the textures you see. Are the textures: smooth, soft, rough, hard, jagged, sharp, fluffy? etc.
- Can you see: contrast, balance, rhythm, pattern, repetition?
- How are all these elements arranged together to create a composition?
- Describe any techniques or styles



### 3. **INTERPRETATION** - (What is happening?)

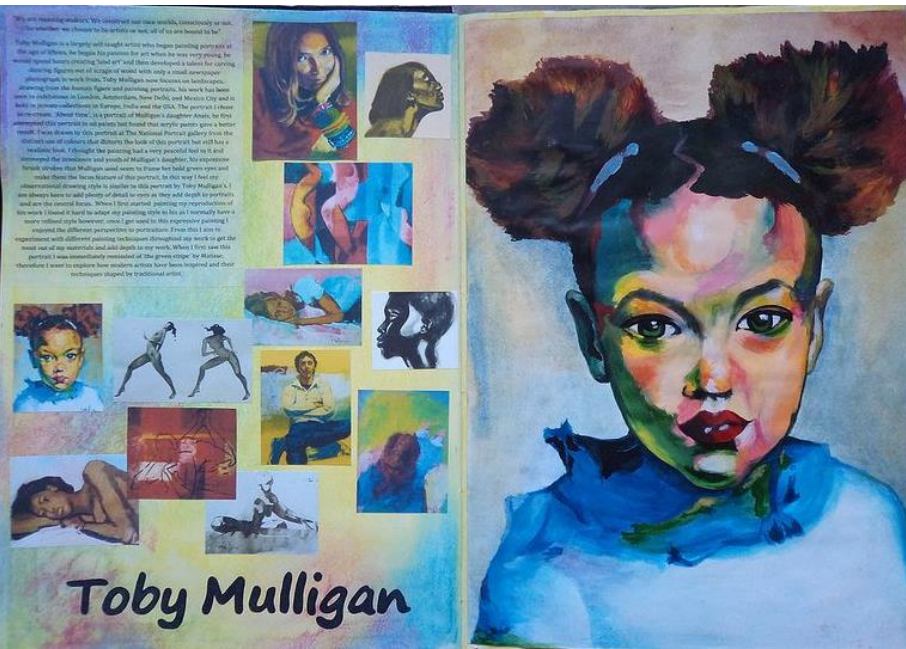
- What is this artwork about? Does it tell a story?
- What is the artist trying to say? What was the artist's intention?
- What is the meaning behind this piece of work and why do you think the artist created this artwork?
- What does it make you think of?
- Does it create an atmosphere or mood? If so how and why?
- Does it remind you of anything? If so why?
- Do you think there are things in the artwork which represent other things? Symbols, colours, objects etc?

### 4. **JUDGEMENT** - (What do you think about the artwork?)

- What is the best part of the work/which bit do you like best? Explain why?
- What is the most successful part of the work and why?
- Is it an important piece of work? To whom? Why?
- What weaknesses/faults can you see in the work?
- Do you like the piece of work and why? If not, why not?
- What would you have done differently if you were to create this piece? Explain your answer?

Complete this work using subject specific language, full sentences and paragraphs; I will be assessing your use of English in this work and how well you write.

**Resources...** A supply of basic drawing materials will help to get you off to a good start. You will need to purchase an A5 and an A4 spiral bound sketchbook or make your own scrapbook sketchbook for this particular transition project. When you come to school you can purchase an A3 one from the department which we will use throughout yr12 and 13, or you may prefer to buy your own to bring with you. You will need to use a range of pencils including; 2B, 4B and 6B. A fine liner, biro and a white pen. You should have your own set of brushes, watercolour and acrylic paints, colour pencils and oil pastels. Again you can buy good quality ones from the department in September but you will need some basic equipment to do the transition problem. Don't put yourself in danger by wondering around the shops during lockdown, but do your best to use a range of media. We look forward to seeing and meeting you in September. Enjoy the summer break, stay safe!!



# The National Portrait Gallery - London

Click the attached link to explore a virtual tour of the National Portrait Gallery in London.

<https://www.npg.org.uk/whatson/bp-portrait-award-2020/virtual-exhibition>

Look at the range of portraits and select two pieces of work which appeal to you. Simply select a painting that you like and an image like the one on the right of this page will appear. Present the piece of work and the artist. Explain why you have chosen this work and write a short extract about the work. Describe the composition in terms of what is happening in the foreground, background; describe the colours, setting, effects and emotions you may be feeling after observing this piece. Make sure you make reference to The National Portrait Gallery virtual exhibition in your annotation.



## Virtual exhibition

To see the virtual exhibition full screen right click (PC) or CTRL + click (MAC) the interactive below and select 'Enter fullscreen'



## Virtual exhibition

To see the virtual exhibition full screen right click (PC) or CTRL + click (MAC) the interactive below and select 'Enter fullscreen'



**FATHER AND CHILD**  
VANESSA GARWOOD (b.1982)  
Oil on canvas

Vanessa Garwood studied at the Charles H. Cecil Studios, Florence as well as studying with the South African sculptor, Dylan Lewis. Garwood's work has been seen in group and solo exhibitions in London and was previously selected for the BP Portrait Award in 2006, 2018 and 2019. In 2019 she worked with Royal Ballet choreographer and dancer Valentino Zucchelli on a live painting and dancing performance 'Dancing Lines', performed in the Paul Hamlyn Hall at the Royal Opera House.

For this portrait commission, Garwood reflected on her own childhood and family relationships. She says: 'The gaze of the girl in the painting is the centre of the composition and I wanted to build an image that reflected their closeness but also a realistic, busy and domestic scene.'



# The Victoria & Albert Museum (V&A)- London

<https://www.vam.ac.uk/collections?type=featured> – Victoria & Albert Museum V&A in London

<https://www.britishmuseum.org/> - London

<https://designmuseum.org/> - London

<https://www.nottinghamcontemporary.org/record/virtually-visit-us/> - Nottingham

<https://www.birminghammuseums.org.uk/bmag/virtual-tour> - Birmingham Museum

<https://www.visitleicester.info/see-and-do/new-walk-museum-and-art-gallery-p700961> - New Walk, Leicester

<https://www.cankstreetgallery.co.uk/collections> - Leicester

Visit one of these online museums from the following list: The V&A museum, The British Museum, The British Design museum, Nottingham Contemporary or a museum or art gallery of your choice. Look at the range of exhibits and select two pieces of work which appeals to you. Simply select a painting or sculpture that you like.

Present the piece of work by the artist or sculptor, include their name and the title of the piece . Explain why you have chosen this work and write a short extract about the work. Describe the composition in terms of what is happening in the foreground, background; describe the colours, setting, effects, shape, materials and emotions you may be feeling after observing this piece. Make sure you make reference to The Museum or gallery where you found the work in your annotations.