



Fine Art GCSE to A level

Bridging Work
Year 11 into 12 for 2024/25



Name: _____

Teacher: _____

Why choose fine art?

Are you creative and imaginative? Do you enjoy exploring ideas and looking at things in different ways? Fine art is about looking, learning, thinking and communicating. You will enjoy developing your understanding of the visual world, learning practical skills and responding to ideas and issues in ways that are personal to you.

Fine art offers opportunities to use your creativity to express yourself. You will develop your understanding of creative processes, your ability to observe and to think, to solve problems and to communicate in a visual way. It will enable you to work independently and to make your own discoveries by exploring ideas, other artists' work and different materials and techniques. Fine art gives you the skills and knowledge to create personal and imaginative work. If you have an adventurous, creative and enquiring mind and are excited by shaping and determining the visual world around us, there is a career opportunity waiting for you.



Rose Bibby – Priestley College, Warrington

Possible degree options

- 2D and 3D animation
- 3D design
- Applied arts
- Architecture
- Art history
- Art therapy
- Ceramics
- Digital media
- Fine art painting
- Fine art printmaking
- Fine art sculpture
- Game design
- Illustration
- Industrial design
- Interior architecture and design
- Visual communication
- Visual effects for film and television

Possible career options

- Architect
- Art technician
- Art therapist
- Art valuer
- Artist in residence
- Arts administrator
- Community arts worker
- Illustrator
- Lecturer
- Multimedia artist
- Mural artist
- Museum/gallery curator
- Painter
- Printmaker
- Sculptor
- Teacher



Year 12

From September 2021 have not run an AS course in Fine Art as exam boards do not offer this qualification.

In year 12 you will start on a two-year linear A Level course. In year 12 you will develop key art & design skills to enable you to progress onto A Level assessment which will take place in year 13.

A-level assessment

At A-level for component 1 you will develop work for a **personal investigation** into an idea, issue, concept or theme supported by written material. This will count for 60% of your total A-level marks. In component 2 you will produce **personal work** in response to one of eight exciting starting points which will count for 40% of your total A-level marks.

Practical course

A-level Fine Art is a practical course in which you learn by doing, so you will be able to create imaginative personal work. You will find out about a whole range of media, techniques and processes. You will develop your creativity and independent thought, learn to express yourself visually and let your imagination flourish.

Corin Nestor – Highlands School, London

Fine art course content

- Drawing
- Painting
- Mixed-media
(including collage and assemblage)
- Sculpture
- Photography
- Installation
- Moving Image (animation, film and video)

Fine art is a great companion to all other subjects as creativity, imagination and problem-solving skills can give you great ideas for other subjects.

Fine art at A-Level builds on the skills, knowledge and understanding developed through study at GCSE.

ENTRY REQUIREMENTS

Ideally you should have a **grade 6** or above at GCSE in either FINE ART, TEXTILES or GRAPHICS

BRIDGING WORK – YOU WILL NEED TO COMPLETE BOTH PROJECTS BEFORE STARTING THE COURSE IN SEPTEMBER

Project 1: Secret Sketchbook

LO: to develop knowledge and skills in recording excellent observational studies

About this project

Your task is to develop the habits of an artist as someone who regularly records thoughts, ideas, feelings, experiences and observations. To do this you need to create a personal sketchbook of your art, your ideas and your interests. This can be on paper or digitally (such as a PowerPoint Document) or both.

What is a sketchbook?

The purposes of a sketchbook can be varied, as the examples below by well-known artists illustrate. Sketchbooks can record observations, investigations, inquiries, answers to visual questions, experiences, memories, imagination. Sketchbooks can be places to test, explore, experiment without fear of failure.

Your project

Start your sketchbook with what interests and excites you. Start with the questions you want answered, ideas that you want to express. Make drawings, sketches, doodles, prints. Write thoughts, ideas, feeling, make collages, collections, anything about form and that excites you to make art. Work in a bound sketchbook or lots paper, depending on what you have and what you prefer.

Work at regular intervals throughout the coming weeks. Keep your time to small amounts for each entry – maybe as little as 20 minutes each day or two, so the work builds during each week. Keep it private, personal and informative. Aim to create at least three artworks in to your sketchbook each week. Aim to complete at least 15 pages before you start the A level course.

EXTENSION

Challenge: record daily (for at least 20 minutes) with accurate form, texture and complex spatial relationships.

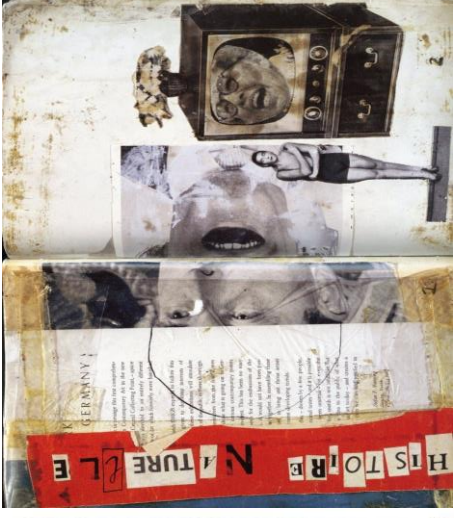
Try different tools and materials. Try wet and dry materials, try collage, photography, film, stitching.

Challenge: combine and apply tools, materials and artists techniques.

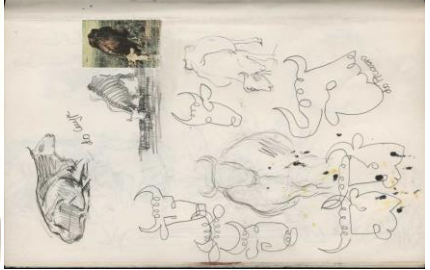
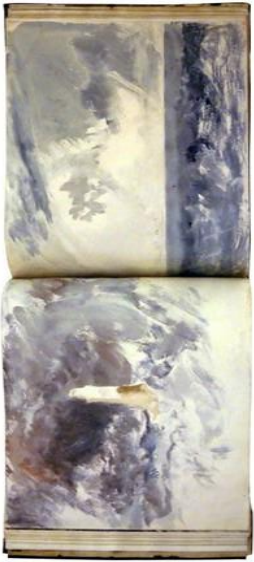
Some possible themes, sources/subjects for your sketchbook: yourself; people; objects; nature: plants, trees, gardens, flowers, insects, pets; spaces at home; dreams, comics, advertising; food; machines; tools; toys.

Challenge: study and use artists' techniques and methods – start by considering the artists in this document but you may follow others of your choice. You could look for excellent artists who have work displayed in major art galleries such as Tate Britain, Tate Modern, The National Gallery, The Saatchi Gallery, The Hayward Gallery. Search commercial galleries too.

For this activity you will need to buy yourself an A5 sketchbook



INTERNATIONAL GALLERIES SCOTLAND
Collage, 1953, Eduardo Paolozzi
Photography by Antonio Frenze
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Project 2: VIEWPOINTS

We begin Year 12 using the theme 'VIEWPOINTS'. This is not like a title given at GCSE – at A level even more so than GCSE themes can be interpreted in any way you'd like. In time once the course starts properly, you will be inspired by anything in 'viewpoints' (within reason):

Possible starting points include: Nature, landscapes, worms eye view, birds eye view, microscopic subject matter, city, buildings, portraits, people, transport, old age, family, relationships, new, media, still life, perspective, political opinions. (this list is not exhaustive; you may wish to choose a different idea)



For this bridging unit you are going to follow the set tasks to **look for inspiration from a wide range of ideas on the theme**. Eventually you will all follow your own journey based on your theme 'viewpoints'.

A note: Observational drawing is an integral component of all Art courses. Drawing is the core method of researching, investigating, developing and communicating ideas, together with your own good quality photos. You can copy from photos if they are your own photographs.

TASK 1: Photoshoot

Select a starting point that interests you that you can link to some subject matter available to you. Take at least 10 photos to use as a basis for practical work. You will need to be able to talk about these ideas when you begin the course. **OUTCOME: printouts of your 10 photos.**

Task 2: 8 A5 size drawings or larger drawn from your favourite photos

Choose your 8 favourite photos from the photoshoots above and choose from the techniques (you can repeat one if you wish) below spending an hour to draw each, at least A5 size:

- a. Pencil (ideally 2B to 6B) with as much variation of tone as possible
- b. Fineliner or biro using hatching / cross hatching / pointillism
- c. White gel pen on a slightly darker background such as cardboard, brown paper etc using hatching, pointillism etc
- d. Watercolour (you can add fineliner if you wish) or fineliner wash, trying for as much tone as you can
- e. Use a mixed media background with one of the above – cardboard, lined paper etc
- f. A background of words from a book, printed out, newspaper, envelope, address label, paper already written on etc
- g. Sewing the scene into a textile background or drawing using biro or fineliner onto a textiles background.

