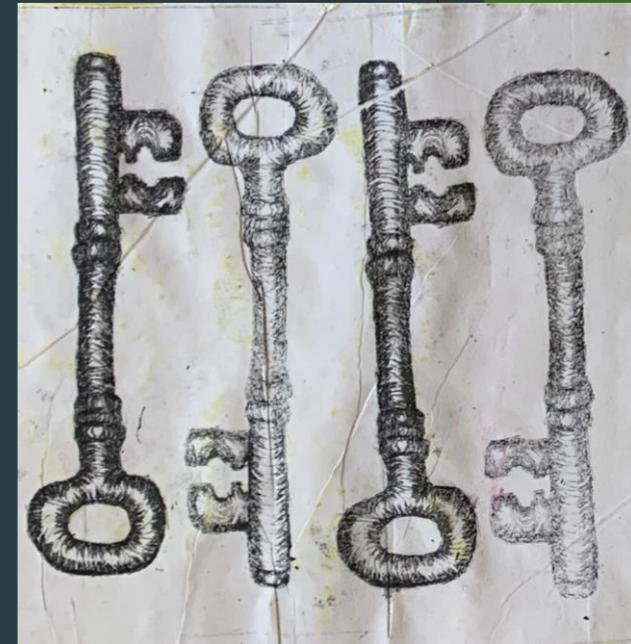
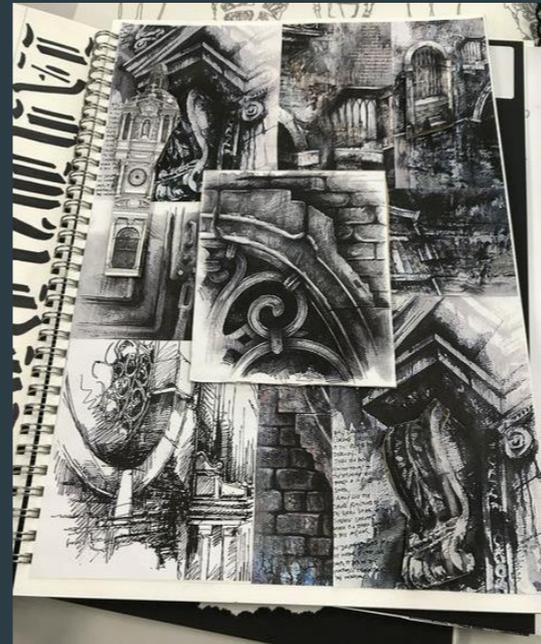
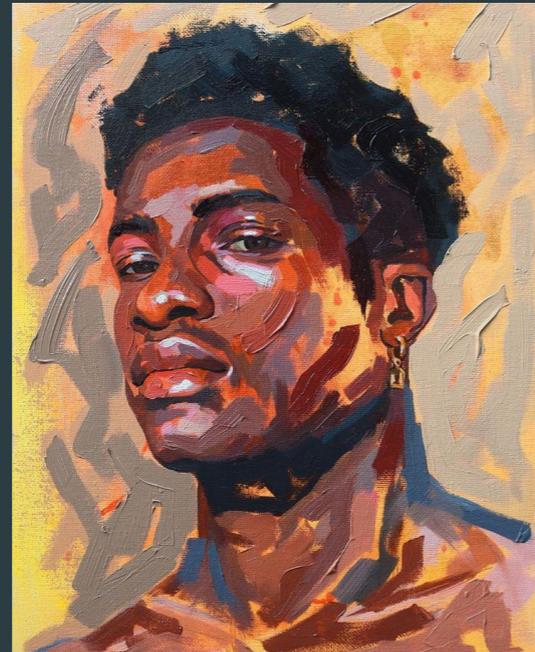


A-Level Fine Art



Do you enjoy?

**SC
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Being creative

Drawing

Being inquisitive?

Photography

Ceramics

Experimenting

Painting

Sculpting

Print Making

Developing skills for life

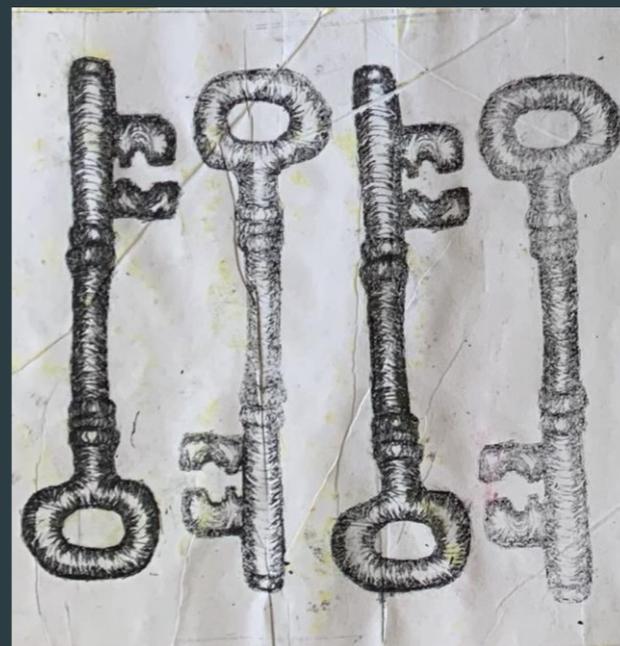
**Then the GCE FINE ART Course
is perfect for you.. READ ON**



Who do we accept onto the course?

If students have studied:

- GCSE Fine Art we require a Grade 6 or above
- GCSE English Language we require a Grade 6 or above
- We will consider students who have studied GCSE Photography or Graphics, we require a Grade 6 or above in these subject as well as portfolio to demonstrate artistic ability. Students must be able to show a passion for the subject and be willing to work extra hard to develop their base knowledge.





Recent data

- Students have successfully passed the course with the majority of students achieving a C or above, with last years cohort all achieving B's and above!
- Students have gone on to several successful university's and colleges such as St Martins, Sheffield, Manchester studying a variety of creative subjects varying from Fine Art, Surface Design, Graphic Illustration, Animation, Architecture & Interior Design/Architecture.





What can I do on the course, is it for me?

The course is designed to encourage creativity in all its forms, be it drawing, sculpture, digital media, painting, printing, installation, video or photography or many other forms.

Art and Design (Fine Art)

Possible areas of study include:

- painting and drawing
- mixed media, including collage and assemblage
- performance and conceptual art
- sculpture
- land or environmental art
- installation
- printmaking: relief, intaglio, screen processes and lithography
- film, television, animation, video, photography
- digital media.

How is the course constructed/laid out?

“Component 1: Personal Investigation, 60% of qualification, internally assessed, externally moderated.”

This is your main Portfolio of work exploring a theme and developing through to a final outcome(s). Students will also create a personal study, a personal reflective/contextual inspired extended written element with 1000 word minimum.

“Component 2: Externally Set Assignment, 40% of qualification, internally assessed, externally moderated.”
This is your Exam- you will be given a choice of topics and asked to independently explore and experiment, finally producing a final outcome(s) over a 15hr exam, split over 3 days

How is the course constructed/laid out?

Year 12:

Autumn Term: Students are introduced to the overall theme and begin exploring new ways of approaching art through workshops with experienced specialist members of staff

Spring Term: Students will independently explore their theme and begin creating personal and meaningful investigations, experimentations and developments. Students will have 1 to 1 fortnightly tutorials to encourage their creativity and contextual influences

Summer Term: Students will continue to develop their personalised journey into the set theme, with encouragement to explore & develop various medias and outcomes outside of “sketchbooks”
Tutorials to continue.

How is the course constructed/laid out?

Year 13:

Autumn Term: Students will continue to develop their personalised journey into creating finalised outcome(s). These outcome(s) are the end point of their project. Students will also begin their personal study, a personal reflective/contextual inspired extended written element with 1000 word minimum.

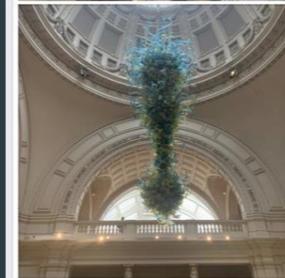
Spring Term: EXAM STARTS: Students will be given in February their exam topic choices. They will independently explore their chosen theme and begin creating personal and meaningful investigations, experimentations and developments towards a final outcome ready for their exam. Students will have 1 to 1 fortnightly tutorials to encourage their creativity and contextual influences

Summer Term: EXAM April - May: Students will sit required to create a final outcome inspired by their investigative and experimental studies. This outcome is using a media of their choice and will span across 3 days totalling in 15 hours. Students Portfolio will also be required to be handed in at the same point

Sixth Form trip **Compton Verney**



London- Tate modern + V & A



October 2019



Workshops

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Observational Drawings

This was the first observational drawing I did. It's the most object, the medium used was black biro pen. I found this harder to make the object look realistic because you can't shade as well, however this method was more time-consuming than using pencil.

A padlock and key links to the theme of restrictions as padlocks resemble locking something restricting and limiting its use. These pictures are also part of my observations, I've been taking photos from different angles, I draw some of my concerns based on these photos. I also projected the silhouette onto a white wall to show the general outline and an enlargement.

Here I've drawn a close up of the keyhole on the bottom of the lock. The drawing is enlarged massively to see the object in greater detail. As the medium used was charcoal, first of I used a charcoal pencil. However I found this off quite really, I have much pay off in the paper so over the top I used charcoal to get the darker shadows.

I found by doing these drawings is that I like using pencil as a medium because it allows me to experiment more detail and I find it easier to find a close up of the key for the padlock. I like this drawing because the close-up allowed me to be able to experiment more detail and shading. This is also good as I've enlarged the image to make it more than twice as large as the original, allowing me to draw in more depth.

The media I used here was graphite pencil. I found this image very hard to draw as the photo it's based on was taken from a very awkward angle. To make it look realistic I had to really consider how the light was hitting the padlock creating the shadows and highlights, graphite pencil was a good medium to create that as it can be easily blend to create tone.

This outcome is very different to my as it more abstract contemporary piece. Concept is very basic and it was easy to achieve as the drawings themselves were just basic biro drawings of the two keys on tracing paper. I did these in multiple colours and cut them out so I could overlap them.



Painting Improvisation

JACKSON POLLOCK

is a big influence on abstract expressionism art. He created large scale paintings that he put on the ground so he has a lot of movement and freedom in the way he paints. He used his own 'drip technique' where he poured paint on a canvas that has been stretched to make interesting patterns. This is similar to what we did in our 3 steps.

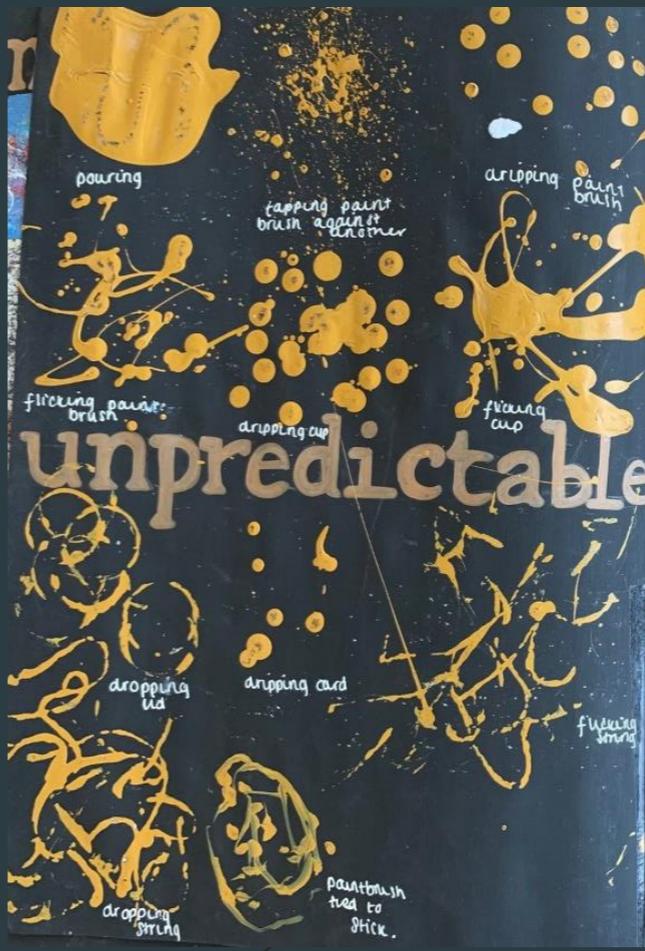
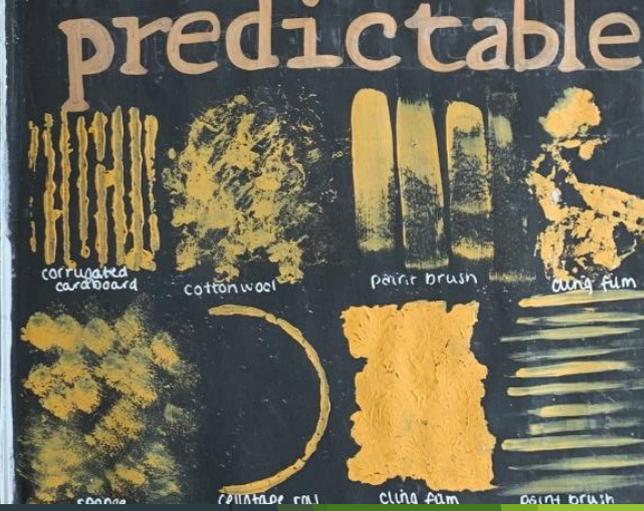
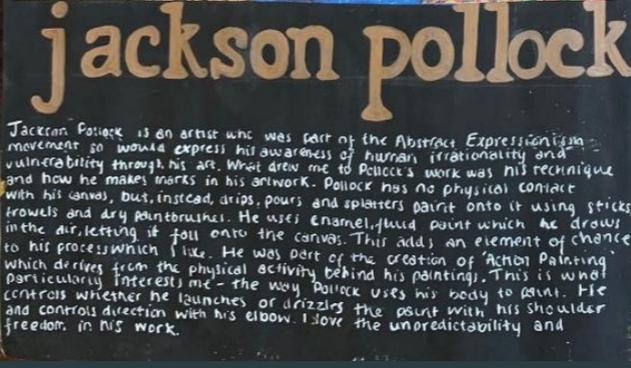
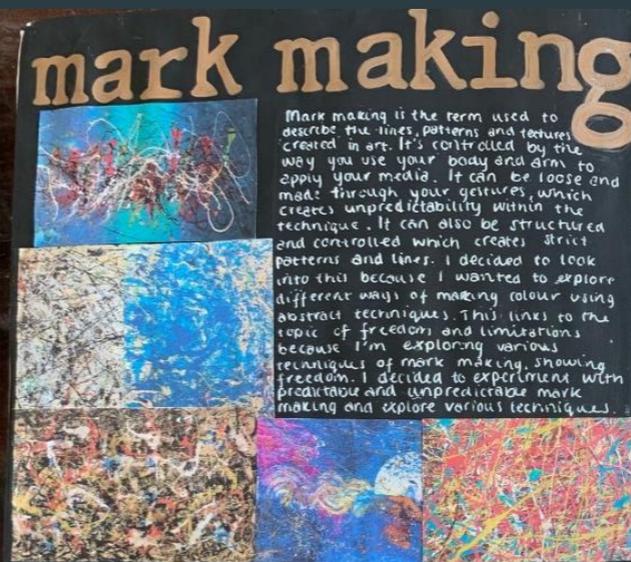
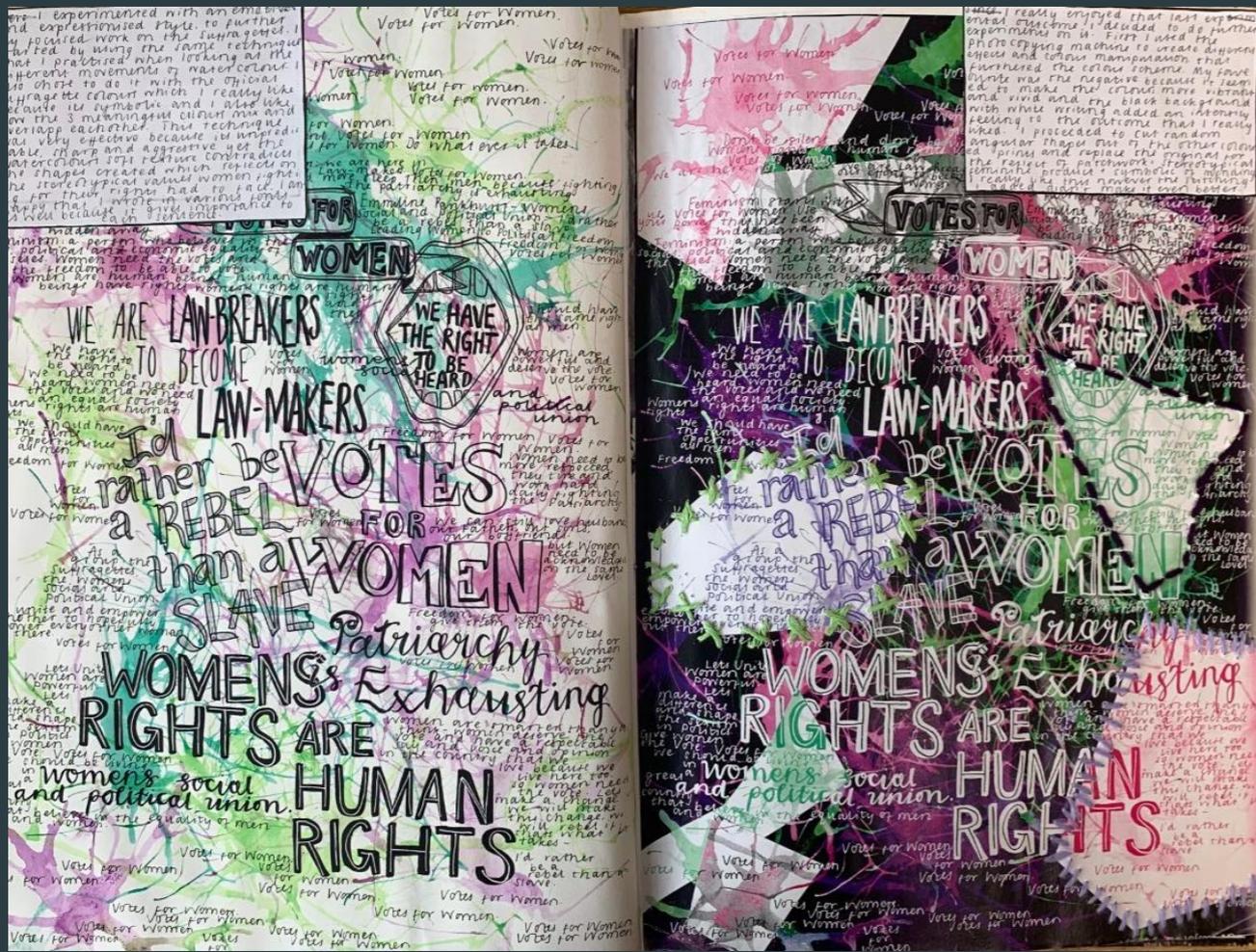
In part 1, we worked on the idea of painting improvisation and abstract art. This is similar to the one improvisation that we did unconsciously do to make the painting ultimately successful, with this one we did in 3 steps.

To start our abstract painting, we used black and grey ink on a white background. This made the piece really original and interesting. I didn't have to be so careful as I was really interested in the patterns that made the picture interesting. I really like.

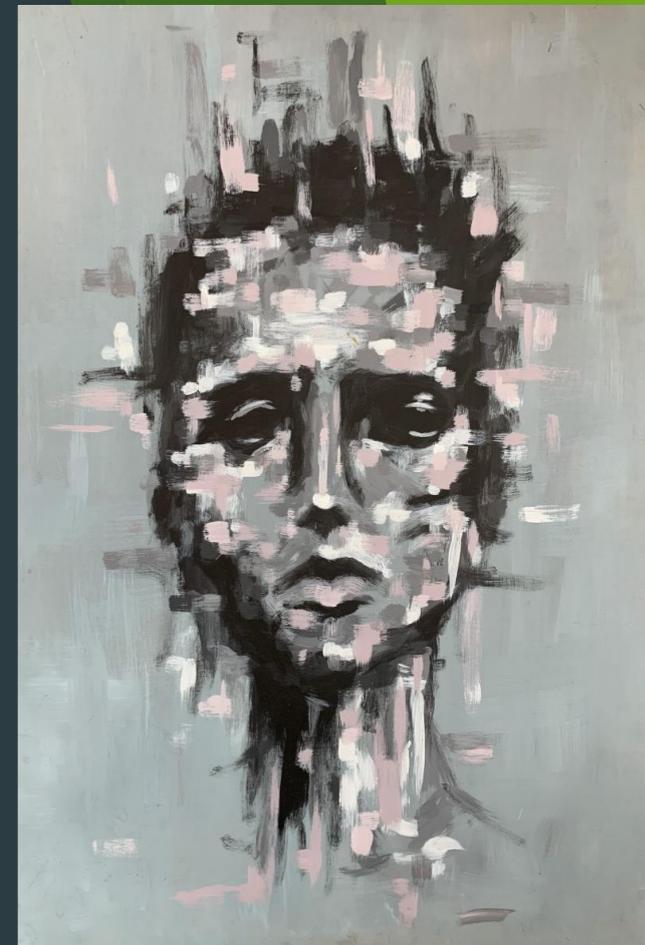
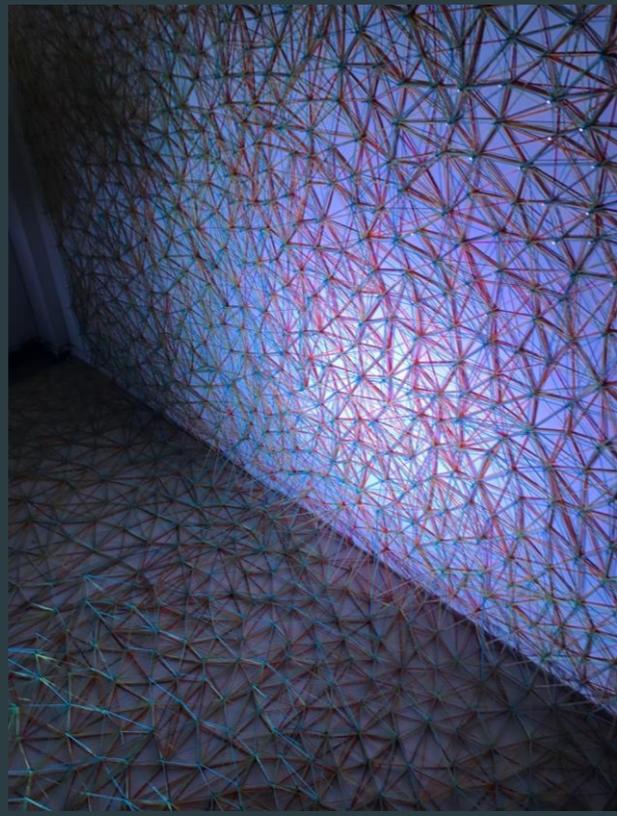
For the second part, I had to experiment with the patterns. I had to be a bit more creative in the way I used the ink. I had to be a bit more creative in the way I used the ink. I had to be a bit more creative in the way I used the ink.

The last step to our painting improvisation was to add things that we had planned without any planning. We had to be a bit more creative in the way we used the ink. We had to be a bit more creative in the way we used the ink.

Abstract art needs thought behind it and look good for that. One of my favourite things was using the shapes from stage 2 to create them and put them in.

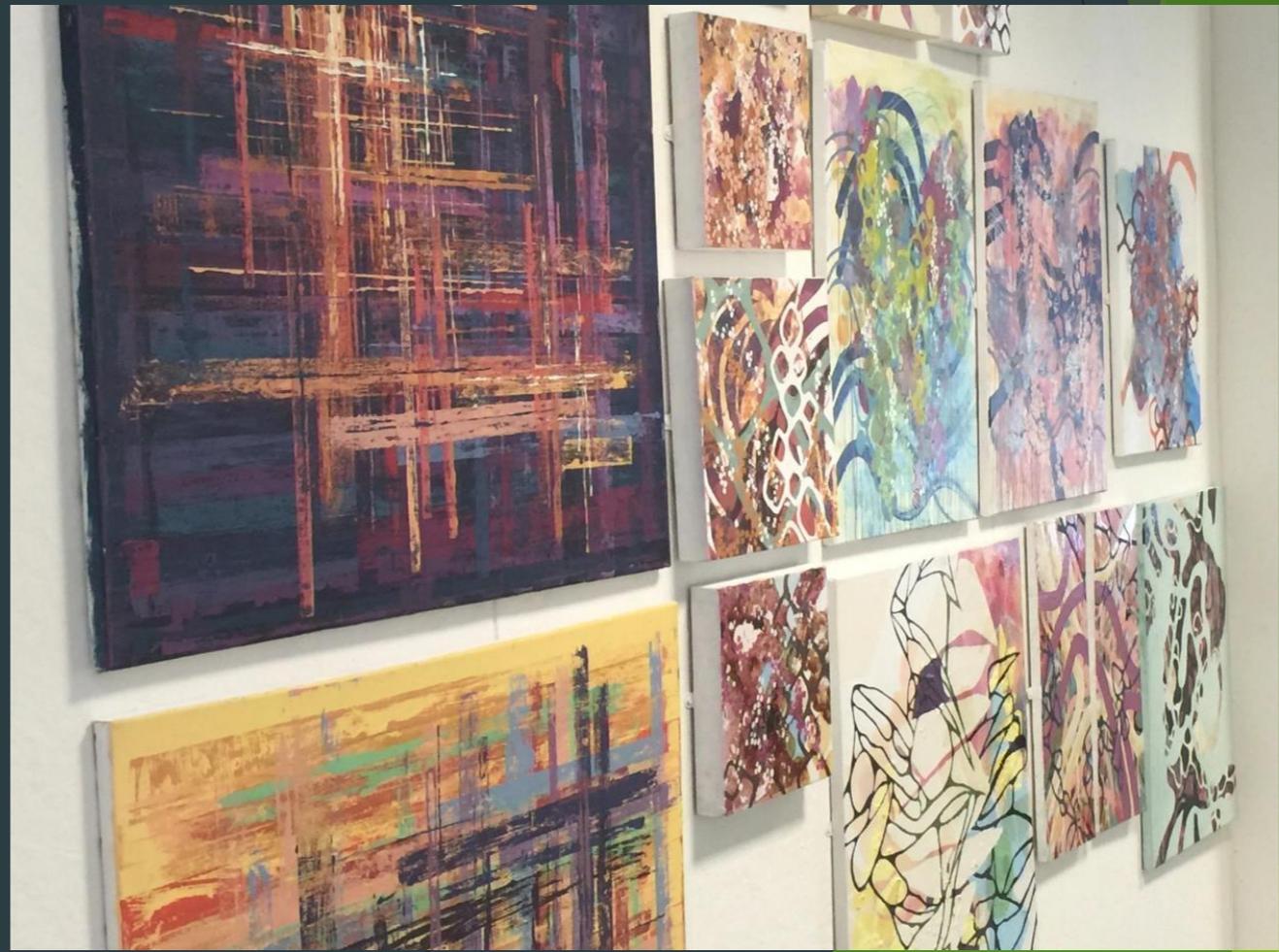


Outcomes



Past students work

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Quotes from past students

**SC
FA
DEPT**

I found A-level Art gave me a lot of creative freedom and self lead direction with the topics of work I chose to look into, which is very rewarding as your work becomes so personal and every students coursework journey is completely different. I found a level art the most challenging of my A levels as it requires a lot of time and dedication but was by far the most rewarding as my progress and growth was so visual. Teachers Provided constant support, new resources, and techniques to increase the quality of my work, many of the things I have learnt have already put me at an advantage in my university studies. Art was always the subject I looked forward to the most as the department is so welcoming and provides such an enjoyable working environment, I spent the majority of my free periods in the art rooms.

Megan C- Fashion design & technology at Manchester metropolitan

Quotes from past students

SC
FA
DEPT

Art was easily my favourite A-Level due to the creative freedom, support from the fab art department and the fun I had in all of my lessons. Now that doesn't mean it was the easiest. Art A-level is for somebody who is passionate about art like I am as it does take up a lot of time, dedication and effort but it's so worth it! Definitely the most rewarding A-level you can take as the hard work never goes unnoticed.

Lainey A-past student

Quotes from past students

SC
FA
DEPT

Not going to sugar coat A-level art, it is a huge step up from GCSE and an experience personally I won't forget! You will be pushed out of your comfort zone, from doing sculpting and clay making, to fine continuous line work which are great transferable skills into future studies. The department also provided many trips over the two years that I highly recommend to go on as well. As long as you put time and dedication into this subject and take in all the feedback from all the staff in this incredible department you'll thrive through the next two years!

Abi O-M – Architecture at University of Portsmouth

Quotes from current students

SC
FA
DEPT

“Art is a way to feeling free in a school environment surrounded by very stressful academic subjects. The teachers help you to develop your creative skills and make you feel a better artist. I’m so happy to have chosen this subject and chilled environment”

“I chose to take A Level Art because the department encourages expression and individuality. I love looking around at my classmates' sketch books to get inspired because no one's project is ever the same - everyone has a different interpretation of the topic. It's also a great space to develop and learn new skills, with more hours dedicated to the subject than at GCSE. Everyone on the course has a genuine passion for art, which makes every lesson exciting and full of energy and new ideas.”

Where next?



This course develops many skills and will support students who wish to go onto further education creative subjects..

- Fine Art
- Photography
- Architecture
- Fashion
- Graphic Design
- Interior architecture
- Illustration
- Surface Pattern
- Textiles & Fashion
- Ceramics
- Jewelry design
- Animation
- Film studies