|  |  |
| --- | --- |
| **UNIT 2 Set Task Theme:** | **Target Grade** |
| **Key Words:** |
| **NAME:** | **TICK**  |
| **AO1 – DEVELOP** ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding |
| **Introduction page** with project brief and mood board of images and key words broadly relating to your theme |  |
| **Artist/Photographer/Pinterest/ other research pages** to include mood board + written analysis of one image. Artist study of a whole or portion of an image, include a title and present appropriately.  |  |
| **Mini research pages** used to advance the idea or develop the journey further including mood boards, and mini-photoshoots – the influence generated from these starting points should be clear in outcomes |  |
| Other source material relating to development of ideas including **cultural starting points** |  |
| Use of **subject specific language**, artistic/photographic **terminology** when **analysing** and **evaluating**, make **comparisons** of your work to the artists/photographer or something you have seen that **inspired you** |  |
| **Gallery visit/trips/locations/days out/events** – if you have taken the time to go somewhere specific for inspiration make it obvious |  |
| **AO2 – EXPLORE** and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops |
| **Advance ideas by combining several starting points and experiments in media, material, technique, process** |  |
| **Colour:** Watercolour, Acrylic, Oil Pastel, Soft Pastel, Paint, Chalk **Line** : Biro, Fine liner, dip pen and ink **Tone**: Pencil, charcoal, graphite stick **Clay**: Develop a 2D idea into a 3D outcome, Tile, Vessel, Sculpture **Print**: Lino, Etching, Collagraph, Gelli print **Textile:** experiment with texture and other media and materials |  |
| **Creative photographic technique** – motion blur, frozen motion, drawing with light, macro, indoor shoot, outdoor shoot, high angle, low angle, lighting patterns, studio lighting, coloured lighting |  |
| **Equipment:** Use a range of equipment such as camera, lighting, tripod, lenses, filters, gels, back drops |  |
| **Digital Manipulation:** Develop your ideas through photoshop manipulations (including screen shots showing before and after images), enhance manually. Remember whole screen manipulations are less desirable than specific area manipulation |  |
| **Loose Work:** Work outside of the sketchbook, use found objects to draw on, create large outcomes, be experimental, you have an exhibition to put up at the end |  |
| **Print**: On photo papers Newsprint etc |  |

|  |
| --- |
| **AO3 – RECORD** ideas, observations and insights relevant to intentions, reflecting critically on work and progress |
| **Artist Studies** including small section studies  |  |
| **Primary drawings** based on your own photos or drawing from observation |  |
| **Recording** from life/ photography images / secondary images from the internet. Methods of recording: drawing / tracing / graphite transfer / projecting your images to draw around/ working on top of photocopies |  |
| **Developmental sketches** show ideas and planning of intentions |  |
| **Mood board** of appropriate specific image collection from various sources |  |
| Prints developed from photoshoots or your own drawings. Ceramic pots, sculptures (more than one) |  |
| Photography demonstrating correct use of the camera and photography triangle (exposure) – Composition, rule of thirds, framing, lighting, cropping, viewpoint, rhythm, lines, diagonals, focal point and range |  |
| **Contact sheet** with duplicates crossed out |  |
| **Select images** printed as wallet sized with key analysis |  |
| **Best images** with image analysis explaining how/why you have done something or what technical skills you have used and how or why it is inspired by something or someone |  |
| **Annotate** your recordings, **evaluate** and **reflect** on ideas and media explored – Make connections to your initial research and outcome use **key terminology**  |  |
| **AO4 – PRESENT** a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements |
| **Mini outcomes** which show a personal response to the exam theme. These should show imagination and the development and refinement of ideas (NOT REPETATIVE)  |  |
| **Final Piece**(s) – showing clear links to your research. |  |
| **Evaluation of Final outcome** – this should link to media used, artists research and talk through progression towards the final outcome. |  |
| A set of Photographs which **showcase** the best of your exploration and recording to be printed on appropriate paper and mounted/framed |  |
| **Best images** from shoots or development **printed larger** and **presented appropriately** in your book |  |
| A **final evaluation** explaining how your work meets the brief and who or where you took inspiration for your ideas. Explain how you got ideas from others’ work and how you have used these ideas in your own work to create your personal response. |  |

**TOP TIPS FROM OCR (The exam board)**

* Skills, knowledge and understanding underpin the course of study – you should undertake a focused investigation and it is a skills-based course
* The quality of the work should be consistent
* The exploration should be more rigorous for example if you are using photoshop then it should be a thorough exploration of Photoshop not a blanket filter
* Scale and size is not the only way forward. Don’t go large unless there are reasonable steps towards larger scale work
* Annotation should be advance and focused around - what is it about? Where is it leading to?
* AO1 – Chosen theme not broad (teacher consideration is it just factual or analytical/critical)
* AO2 – Explore not experiment narrow in the investigation (teacher consideration is the activity at the expense of skill? If photos are being added they still need to be sophisticated. Explore via composition, viewpoint, light and dark etc not painting mediums)
* AO3 – The recording should be focused, where is it going or leading to
* AO4 – Present the whole submission which should be selected and presented almost like a portfolio.

**A-Level Art Set Task Weekly Target (10 WEEKS)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Classwork** | **Homework** |  |
| WK A10 | * Pick a theme and create a mind map of possible ideas and key words
* Create a mood board of general visual research on your theme to include photos, illustrations, paintings etc
* More specific research into photographers/artist or cultural starting points
* Map out journey/plan shoots
* Finish specific research into photographers/artist or cultural starting points
* Finish map out journey/Photoshoots planning
* Primary research for Art, plan visits to galleries, locations, and places of interest
 | Use free periods and homework time to complete planning**Take shoots ready for the mock exam** | IDEAS PLANNING RESEARCH❑ |
| WK B9 | * **Mock Exam week ART 5 FEB** – This is vital extra time to get ahead in your studies
* 5h Art: Complete tasks from week 1
 | Continue taking shoots or creating artist samples in the working in the style of | IDEAS PLANNING RESEARCH❑ |
| WK A8 | * **Mock Exam week PHOTOGRAPHY 12 FEB** – This is vital extra time to get ahead in your 5h Photography: Complete tasks from week 1 (prepare to do a shoot if necessary as it may not take you the whole exam to do initial research and ideas)
 | PHO - at least 1 shoots by this pointART – Focused exploration | DEVELOPMENT RECORDING❑ |
|  | **HALF TERM –** Artist studies and photoshoots in the style ofART – Continue working in the style of the artist, making samples and exploring media |  |  |
| WK B7 | **TARGET:** tick if complete  | PHO - at least 3-4shoots by this pointART – Focused exploration | DEVELOPMENT RECORDING❑ |
| WK A6 | **TARGET:** tick if complete  | PHO - at least 4-5 shoots by this pointART – Focused exploration | DEVELOPMENT RECORDING❑ |
| WK B5 | **TARGET:** tick if complete Planning for final outcome through shoots or mini outcomes, sketches, mock-ups etc | PHO - at least 4-5 shoots by this pointART – Focused exploration | DEVELOPMENT RECORDING❑ |
| WK A4 | **TARGET:** tick if complete Planning for final outcome through shoots or mini outcomes, sketches, mock-ups etc | PHO - at least 4-5 shoots by this pointART – Focused exploration | DEVELOPMENT RECORDING❑ |
| WK B3 |  |  | DEVELOPMENT RECORDING❑ |
|  | **HALF TERM – All targets should be complete and checked by your teacher** Use this time to ensure all prep work is complete and take shoots ready for the exam | If any part of your book is not complete use this time to finish off work | EXAM PLANNING❑ |
|  | **HALF TERM – All targets should be complete and checked by your teacher** Use this time to ensure all prep work is complete and take shoots ready for the exam | If any part of your book is not complete use this time to finish off work | EXAM PLANNING❑ |

|  |  |  |  |
| --- | --- | --- | --- |
| WK A2 | **TARGET:** tick if complete Planning for final outcome through shoots or mini outcomes, sketches, mock-ups etc |  | EXAM PLANNING❑ |
| WK B1 | **TARGET:** tick if complete Planning for final outcome through shoots or mini outcomes, sketches, mock-ups etc |  | EXAM PLANNING❑ |
| WK A | **EXAM WEEK:** |  | EXAM ❑ |
| WK B | **EXAM WEEK:**  |  | EXAM ❑ |

|  |  |  |  |
| --- | --- | --- | --- |
| 0 | **EXAM – ART****AT THE END OF THE EXAM YOU MUST HAND YOUR BOOK IN (THIS EXAM WILL BE INVIGILATED)** | DON’T WASTE TIMEBREAK UP THE DAY WITH A RANGE OF ACTIVITIESTHE EXAM SHOULD BE AROUND YOUR FINAL OUTCOME, NOT FINISHING YOUR BOOK OFF | FINALOUTCOME❑ |
| DAY 1 |
| P1 |  |  |  |
| P2 |  |  |  |
| P3 |  |  |  |
| P4 |  |  |  |
| P5 |  |  |  |
| DAY 2 |
| P1 |  |  |  |
| P2 |  |  |  |
| P3 |  |  |  |
| P4 |  |  |  |
| P5 |  |  |  |
| DAY 2 |
| P1 |  |  |  |
| P2 |  |  |  |
| P3 |  |  |  |
| P4 |  |  |  |
| P5 |  |  |  |
| Return to coursework. You will have this time to upgrade your coursework and complete your essayYour work will impact the group mark so it is essential it is complete |