

# Year 11 - 12 Bridging the Gap

GCSE → A Level

A Level Fine Art



## Course Breakdown

### *AQA A-Level Fine Art (7242)*

Students should be introduced to a variety of experiences that explore a range of fine art media, processes and techniques. They should be made aware of both traditional and new media. Students should explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales. Students may use sketchbooks/workbooks/journals to underpin their work where appropriate. Students should explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions. Students should be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented. They should be aware of the importance of process as well as product. Areas of study Students are required to work in one or more area(s) of fine art, such as those listed below.

You may explore overlapping areas and combinations of areas:

1. drawing and painting
2. mixed-media, including collage and assemblage
3. sculpture
4. ceramics
5. installation
6. printmaking (relief, intaglio, screen processes and lithography)
7. moving image and photography

## Recommended Reading

[AS and A-level Art and Design Specification Specifications for first teaching in 2015 \(aqa.org.uk\)](http://aqa.org.uk)

## Scholarly Articles

[The Art of Sticking It to the Man: 10 Searing Political Artworks You Should Know | Art for Sale | Artspace](#)

[How Relevant Is Raphael? See 5 Contemporary Echoes of the Renaissance Paragon's Art | Art for Sale | Artspace](#)

[An Introduction to Feminist Art | Art for Sale | Artspace](#)

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[MoMA Curator Laura Hoptman on How to Tell a Good Painting From a “Bogus” Painting | Art for Sale | Artspace](#)

[What Was the Pictures Generation? | Art for Sale | Artspace](#)

## Youtube Clips

<https://youtu.be/VTZUFx6P2AU>

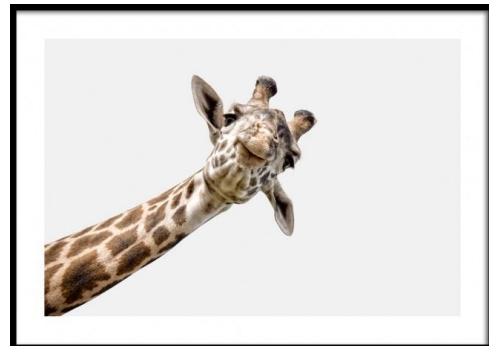
<https://youtu.be/zDZFcDGpL4U>

<https://youtu.be/NugRZGDbPFU>

## An Introduction to A-Level Art

We are delighted that you are considering studying Art A-Level, it is a great subject choice! Lots of interesting links to other subjects, science, sociology and psychology, history, English, this list is endless. Please follow the link below to have a look at specific links to careers.

**Art-** the study of creative responses to the world around you we will be encouraging you to be curious and attentive, to looking at the world in a different way!



There is usually another way of looking at things – and that is what we do as artists. We take normal, taken-for-granted life and turn it upside down, looking for meanings. And very often we end up seeing things very differently.

Development of an idea, this is informed by the work of artists and to really appreciate their work we have to study individual artworks in detail, a thorough analysis will describe every detail and then start thinking about,

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the context and leaning. Consider basic question prompts when writing analysis.

## Artist

### Joseph Cornell

Joseph Cornell lived for most of his life in a small, wooden-frame house on Utopia Parkway in a working-class area of Flushing, along with his mother and his brother Robert, whom cerebral palsy had rendered physically disabled. Aside from the period he spent at the academy in Andover, Cornell never travelled beyond the New York City area.

Cornell was wary of strangers. This led him to isolate himself and become a self-taught artist. Although he expressed attraction to unattainable women like Lauren Bacall, his shyness made romantic relationships almost impossible.

He devoted his life to caring for his younger brother Robert, who was disabled and lived with cerebral palsy, which was another factor in his lack of relationships. Cornell was fascinated not by refuse, garbage, and the discarded, but by fragments of once beautiful and precious objects he found on his frequent trips to the bookshops and [thrift stores](#) of New York. His boxes relied on the Surrealist use

#### TASK 1

Consider the Cornell artwork on the following page. Describe in detail and answer the following (bit of biography for the first 3 questions)

**Who?**.....  
.....

Specifics for the next 2 questions should involve a detailed description that may include information on technical processes.

**What?**.....

**How?**.....  
.....

Next 2 questions refer to the context (historical, social, and geographical)

**When?**.....  
.....

**Where?**.....  
.....

The next question is about the deeper meaning, what inspired the artist? Was there a message? You may well refer to his biography.



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Finally, analysis should cover audience reaction, how does it make you feel, what do you think the artist wanted to make you feel?

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.....

is there a difference between your reaction and what the artist intended?.....

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.....  
.....

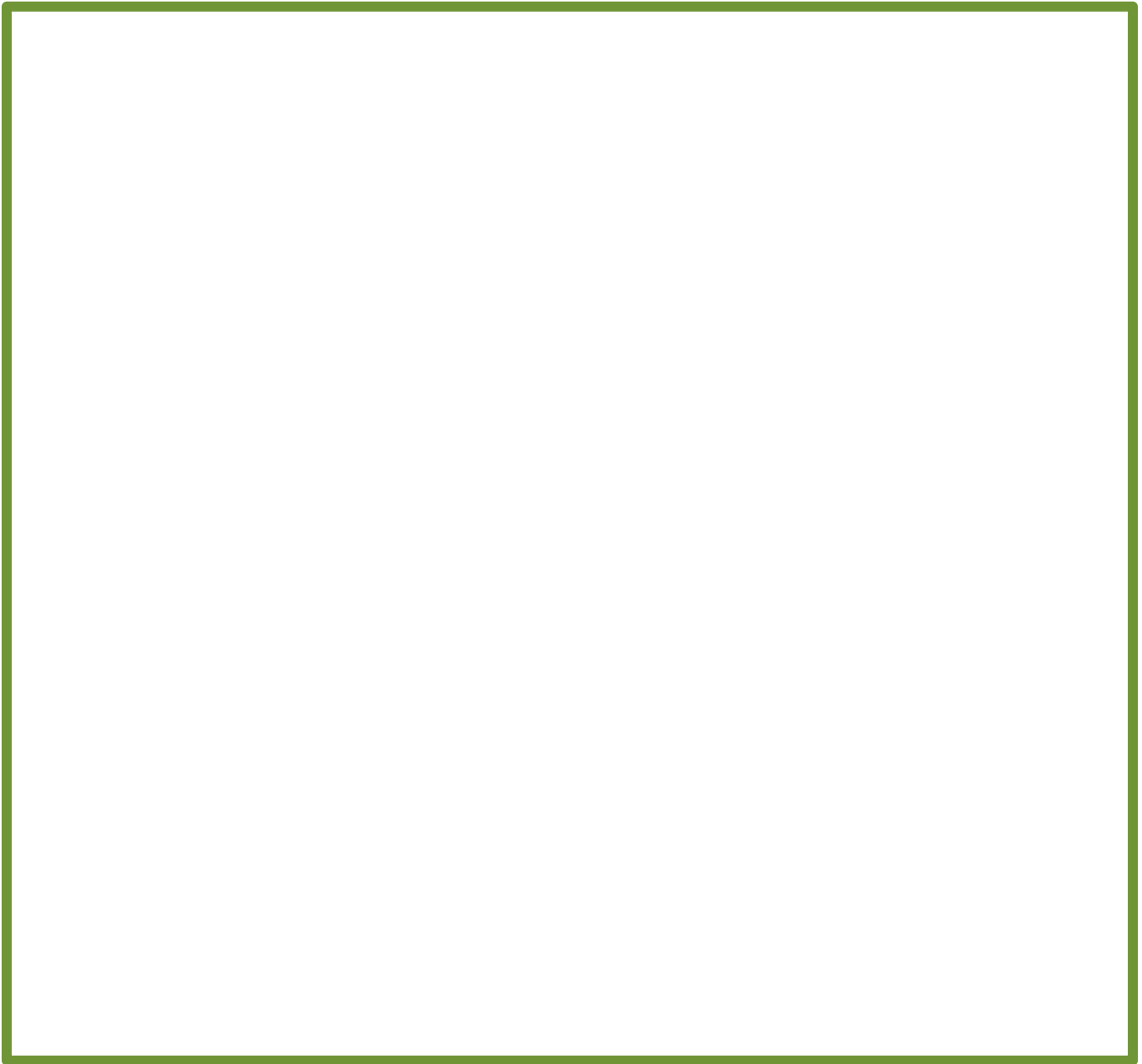
### Artistic Imagination

We are all artists at heart; we can all share our perception of the world around us. Artists are often the first to notice and comment on events that shape society and will shine a light in a unique and creative way. Some might have called Cornell a 'collector', some might have called him a 'hoarder', his artworks offer a unique insight into Victorian life and have allowed the audience to think, imagine and understand.



**TASK 2. Design your own box in the space below.**

Consider Cornell themes, travelling, organising, framing, use of repetition, use of machine parts, use of text, use of symbolism and 'messages'.



Cornell's boxes often had a theme, astrology/ theatre/ zoology were some of the themes. Could you have a go at creating your own Cornell inspired box.

Any cardboard box will do. Consider:

- Theme
- Restricted colours
- Dividing the space
- Decorated interior/ exterior
- Theatrical props (curtains/ stage/wings)
- A range of shapes/ textures.





**Artist 2 Audrey Flack** (born May 30, 1931) is an American artist.

### Please read

Audrey Flack is best known for her photo-realist paintings and was one of the first artists to use photographs as the basis for painting. The genre, incorporates depictions of the real and the regular, from advertisements to cars to cosmetics. Flack's work brings in everyday household items like tubes of lipstick, perfume bottles, Hispanic Madonnas, and fruit. These inanimate objects often disturb or crowd the pictorial space, which are often composed as table-top still lifes. Objects are often used symbolically as a visual metaphor to represent an idea/ concept or theme. The objects used are often 'kitsch' the definition of this word is *art, objects, or design considered to be in poor taste because of excessive garishness or sentimentality, but sometimes appreciated in an ironic or knowing way.* Objects are often low cost, souvenirs, costume jewellery etc. This in itself is a statement about artifice and beauty and the nature of 'appearance' vs reality.

### TASK 3

Consider the artwork on the following page. Describe in detail and answer the following (bit of biography for the first 3 questions)

**Who?**.....  
.....

Specifics for the next 2 questions should involve a detailed description that may include information on technical processes.

**What?**.....

**How?**.....  
.....

Next 2 questions refer to the context (historical, social, and geographical)

**When?**.....  
.....

**Where?**.....  
.....

The next question is about the deeper meaning, what inspired the artist? Was there a message?.....



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## TASK 4

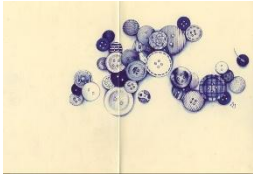
**Create your own still life consider using objects that have some significance.**

**Consider:**

Backdrop/ lighting/ varying heights/sizes and shapes/ natural and man-made objects.

1. Take a series of photos exploring angles and perspectives.
2. Draw from your favourite photo (you may wish to add a filter).
3. Choose a 'section' and use grid method to scale up.
4. Draw in the box below or in a sketchbook if you have one.





## Summer project 'Clutter'

Over the summer complete a diary of your clutter

### Complete A6 'Clutter' Sketchbook

**Find any objects, from your bag/ pencil case/pockets or around the house and draw.**

- Fine line pen adding water over the top.
- Water colour on wet paper with black line drawing on top.
- Prepared ground (smudged tone) with light areas highlighted and dark areas defined with darker tones.
- Oil pastel or wax outlines with inks/watercolours added, oil/wax acts as a resist.
- Rubbings of objects using wax/pencil.
- Use a torn page as a frame for the next page.
- Incorporate collage (cuttings/paper/corrugated card/tracing paper/manuscript/pages from a book/masking tape/tickets etc...)
- Pop outs- pictures that can be unfolded.
- Paint on to different surfaces leaves, shells, labels etc.
- Stick objects directly into your book, think about how these can be arranged.
- Combine objects stuck in and your own drawings.
- Consider flicking water onto a water soluble pencil drawing, having droplets of more intense colour.
- Write on tracing paper/tissue/acetate and stick over the top of drawings/photos/cut outs.
- String prints/string rubbings
- Corrugated card cut away and prints
- Felt tip/hairspray prints.



### Challenge

Research possible Art competitions that you could enter, please follow the links or find your own, let us know how you get on!

ART <https://schoolgardening.rhs.org.uk/Competitions/The-Secret-Garden>

ART <https://www.linnean.org/learning/special-species-competition>

AR <https://www.linnean.org/learning/linnaeus-new-portrait-competition>

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