

LPGS Visual Arts Faculty



A Level Visual Arts Student Guide 2020 – 2021

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1) Introduction to the Visual Arts Faculty

Staff

A Level Visual Arts is taught by four members of staff. In addition, we have a part-time technician.

Mr E Fox-Joyce – Head of Faculty – Photography/Fine Art/ Creative Digital Media

Mrs C Keeble – Textiles

Mrs Ashman-Clarke – Fine Art

Ms N O'Toole – Photography/Creative Digital Media

Teaching and learning Rooms

Classes are taken in specialist Visual Arts studios:

T001/T002 – general Art studios – drawing/painting/sculpture/life drawing

T003/T104 – computer hubs with full use of Adobe CC

T004 – animation studio

Lower/upper darkrooms – for analogue/wet photography

T101 – printmaking studio

T102/T103 – Textiles specialist teaching and learning rooms

Faculty

The Visual Arts Department is made up of 4 key subject areas – Fine Art/Textiles/Photography/Creative Digital Media – although students select to study a specific subject area we do positively encourage all our students to develop their Visual Arts work across different subject areas – for example an A Level Photography student may develop their work through using Fine Art processes such as printmaking and vice versa – this flexible approach enables our students to experience different ways of working with materials and techniques and therefore develop a much richer portfolio of work

2) Visual Arts Faculty Statement

Visual Arts is both a form of communication and a means of expressing ideas and feelings. It forms a language which compliments that of the literary, mathematical, scientific and factually – based subjects. Visual Art is especially concerned with the development of those complex mental processes involved in visual perception and aesthetic experience. Visual Art provides opportunity for personal expression and encourages imagination, sensitivity, conceptual thinking, powers of observation, analytical abilities and fosters practical skills.



3) Expectations – (a) of teachers (b) of pupils

What to expect from your teacher/s

Our job is to:

- a) Guide you through your course. We will support and encourage you to approach your experience of your chosen Visual Art subject with an enthusiastic, enquiring, experimental and reflective mind.
- b) Introduce students to different course work and examination units and identify important assessment objectives to be met for each unit of work
- c) Guide, encourage and motivate students, especially in the early stages of each unit as students begin to respond to set unit themes
- d) Develop reflection in students so that they are able to independently identify issues within their own progress and the progress of others.
- e) Introduce students to different Art movements, Artists, Designers, Photographers, Crafts People – not only within Western Art but also in other cultures and times in history.
- f) To introduce students to different materials and making techniques so that students are able to experiment and experience at first hand and develop upon this independently.

What teachers expect from students

Your job is to:

- a) You are expected to attend all your lessons and turn up on time for each lesson.
- b) You must turn up for each lesson prepared to work. Therefore, you must turn up with all the necessary equipment that you need for the lesson, especially your sketchbook or work journal.

- c) You are expected to develop your work in your own time in addition to set timetabled lessons. Our studios are open every evening after school and we positively encourage all students to use the studio space and materials at this time in order to develop their work further.
- d) You are expected to complete all set work by set deadlines and hand in units of work, on time, when required for assessment.
- e) You must learn to listen to the advice and criticism of others; not only your teachers but also other students. Through learning to listen you will develop as a reflective, independent learner.
- f) Independent research is vital to any course within Visual Arts. All students must develop excellent skills in looking for, storing and reflecting on information in order to drive their work forward.
- g) Finally, all students are asked to respect the work of others, through using an open, mature and enquiring mind.

4) School and Visual Arts Faculty Resources

General Visual Arts Materials

Each teaching and learning room is well stocked with general materials – drawing equipment-paints-paper-printing inks etc; however, students are expected to provide some basic materials (see section 9 – Student Materials/Resources List).

Painting and Printing

We have facilities which enable students to undertake silkscreen printing during their studies and we are able to offer other, experimental printing techniques such as dry point etching and collagraph printing. Students working in paint are encouraged to experiment with different types of paint from water colour to oil paint.

Ceramics and Sculpture

We have excellent ceramics facilities including two fully operational kilns for firing work. Students are encouraged to work in three-dimensions with various traditional and more experimental materials. Students are encouraged to develop their work through many processes including three-dimensional casting techniques using clay, plaster, gel flex, resin etc.

Textiles and Fashion

The specialist Textiles and Fashion teaching rooms are fully equipped with sewing machine, access to sublimation printers, fabric dyes and general materials for practical work.

Computers

We have a two teaching and learning computer rooms which house new fast computers, scanners and printers. All computers have Internet access and all Visual Arts students have full access to Adobe CC apps which they are able to use at school and at home so as to support their school-based learning. Students are expected to supply their own forms of computer storage, such as an external hard drive (see section 9 – Student Materials/Resources List) and they are expected to supply their own quality printing papers (see section 9 – Student Materials/Resources List).

Photography

Students are encouraged to document their work as it progresses through different stages, the department has digital and SLR cameras for this, however, most students tend to bring their own to avoid waiting for cameras. We also have access to digital video cameras allowing students to develop work in film and animation. There is a photographic studio for students to develop and print their own photographic work, students working in this area are asked to provide some of the basic materials (see section 9 – Student Materials/Resources List). We also have comprehensive studio flash and continuous lighting facilities which are generally used in our open photographic studio, complete with coloured backdrops. There are two darkrooms for analogue/wet photography.

Animation Studio

We have an animation studio with two copy stand set ups for stop frame animation. Both set ups have Canon DSLR cameras tethered to a computer specifically for stop motion animation.

Other Resources

The department has a good collection of reference books, magazines, videos etc which is always growing. In addition, students have access to the school library where they can locate good Art and Design reference books.



5) Gallery visits

When possible, each unit of work is supported by a gallery visit. Teachers arrange visits which are closely linked to each unit of work and this acts as a starting point for further study and research.

It is vital that all students attend these visits – this part of your course is not optional.

In addition to timetabled gallery visits all students are encouraged to make their own, independent trips to different galleries and museums; remember that it is your responsibility to become independent collectors of research and information.

Students are reminded that they live close to the centre of London; one of the world centres for Art galleries and Museums. All students must get into the habit of accessing these important centres of information.

Students should begin to make independent visits to Art galleries and Museums as soon as possible and make this a habit.

Art Galleries and Museums of interest are:

Tate Modern – Tate Britain – Haywood Gallery – Design Museum – The Barbican – The Victoria and Albert Museum – The Serpentine Gallery – The National Gallery – The National Portrait Gallery – The Royal Academy – White Cube – The Photographers Gallery – The Saatchi Collection – The British Museum

6) The Sketchbook or Work Journal

All students are expected to keep a record of their progress through each unit of work; this is done in the form of a sketchbook/work journal.

Students' sketchbooks should show drawings, photographs, design ideas, research (both visual and written), material experimentations and documentation of development.



Sketchbooks/work journals are an essential part of each unit of work, and form a major part of assessment – they are not optional – students must take responsibility for the upkeep of these important documents of their progress.

The work journal is a vital tool in supporting and stimulating the artistic process and has a major role in the production of preparatory work through offering a context for exploration and discovery. Its use encourages creative thinking and can improve students' general learning skills.

The form of the work journal will reflect the student's individual approach but most particularly the contents will provide evidence of the student's ability to address the Assessment Objectives. The relationship of the content of the work journal to individual units of coursework must be clearly identified by the student.

7) Outline of course – course structure explored

Courses offered:

We use the examination board Edexcel for all of our A Level courses – there are two components:

Component 1 – coursework = 60%

Component 2 – examination = 40%

A Level - Unendorsed Art and Design

A Level – Endorsed Fine Art

A Level – Endorsed Textiles & Fashion

A Level – Endorsed Photography

In all courses the coursework component begins at the start of year 12 – it is important to understand that all work produced from day one in Year 12 right up until the end of the course forms part of the assessment process.

In year 12 the coursework is delivered in two main projects:

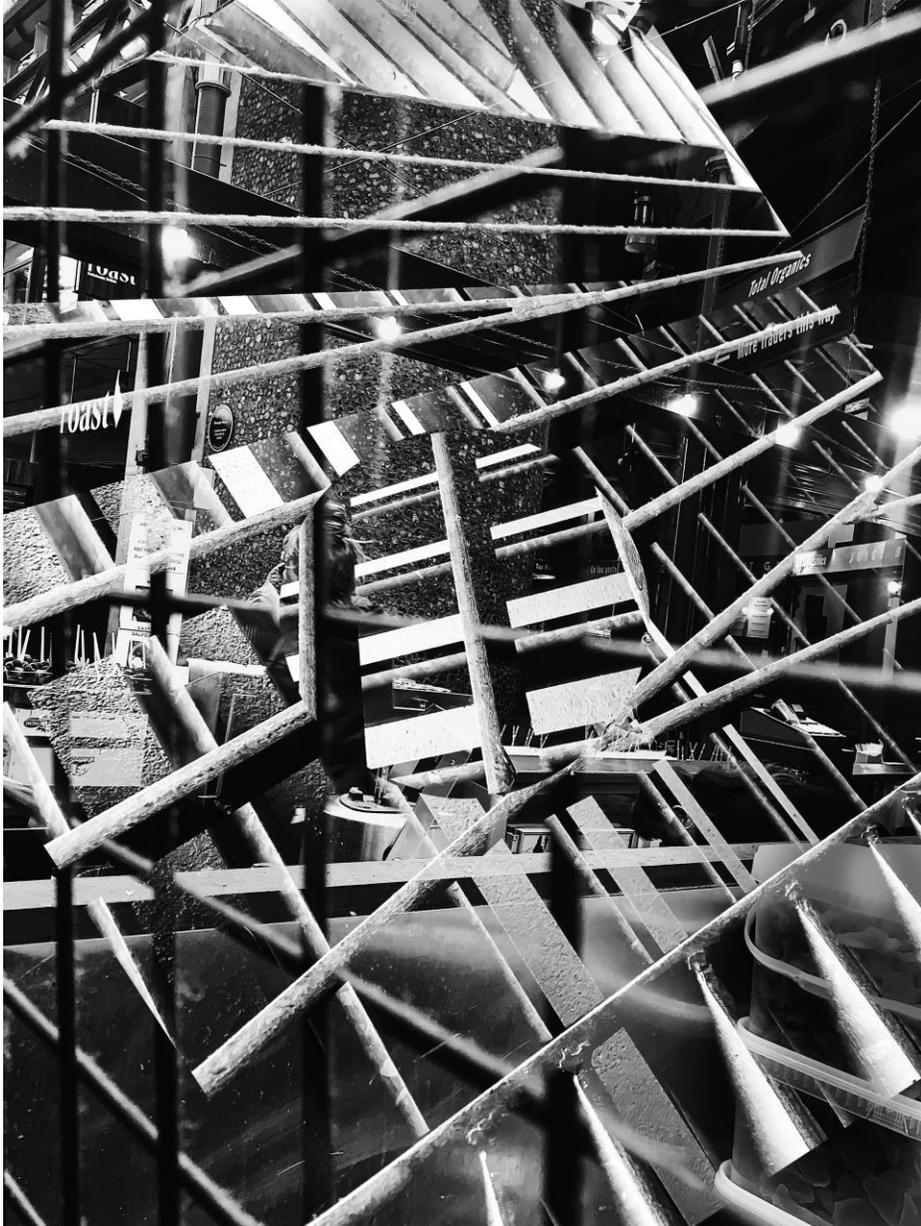
COMPONENT 1 – COURSEWORK – 60%:

Coursework project 1 – this project is prescriptive, and teacher led – it enables students to learn sound working strategies in order to cover the four key assessment objectives. It also enables students to experience the different materials and techniques we can offer in the Visual Arts Faculty – this project runs from September in year 12 all the way to the Easter holiday in year 12.

Coursework project 2 – this project is much more self-directed and independent – normally students work from an old exam paper and they use the strategies and techniques learnt in the first coursework unit in order to develop their own outcomes. This project runs during the summer term in year 12 and continues until the end of January in year 13. In addition to this practical coursework element students work on a written essay (approx. 1000 words) based on Visual Arts practice.

COMPONENT 2 – EXAM WORK 40%:

On February 1st in year 13 the students receive their examination paper – they are given a theme as a starting point – students then have approx. 16 weeks in which to research, experiment and develop ideas towards a final piece of work – the final piece is made in a three-day exam in the last week of the Spring term.



8) **Methods of assessment - assessment objectives**

There exist four Assessment Objectives – **A01** – **A02** – **A03** – **A04** – all four objectives are used in assessing all students' units of work – it is therefore vital that all students make sure that they meet the Assessment Objectives in each unit of work.

As work develops teachers will offer feedback on how students are meeting or not meeting the Assessment Objectives.

A01 – Record observations, experiences, ideas, information and insights in visual and other forms, appropriate to intentions.

A02 – Analyse and evaluate critically sources such as images, objects, artefacts and texts, showing understanding of purposes, meanings and contexts.

A03 – Develop ideas through sustained investigations and exploration, selecting and using materials, processes and resources, identifying and interpreting relationships and analysing methods and outcomes.

A04 – Present a personal, coherent and informed response, realising intentions, and articulating and explaining connections with the work of others.

All units are internally marked and then externally moderated.

9) Student Materials/Resources List

The Visual Arts Faculty is well equipped and maintains a number of subject specific materials for student use, however, we do ask that all students purchase the following basic materials. The Visual Arts Faculty sells packs for specific subject areas, which are essential in order to carry out practical work, as follows:

A Level Fine Art pack: ACRYLIC SET OF 6 COLOURS - 120ML MASKING TAPE - 25MM FIXATIVE SPRAY - 150ML PROJECT BAG - A1 HARDBACK SPIRAL SKETCH BOOK - A3 LONG HANDLE ROUND HOG BRUSH - SIZE 10 SET OF 10 SYNTHETIC BRUSHES SKETCHING PENCIL SET OF 6 HEXAGONAL GRAPHITE STICK - 6B CHARCOAL PENCIL - AQUARELLE COLOURING PENCIL SET OF 12 PLASTIC ERASER METAL PENCIL SHARPENER - SINGLE HOLE BLACK FINELINER – this pack is currently priced at £40

A Level Photography pack: HARDBACK SPIRAL SKETCHBOOK - A3/BLACK PAPER PROJECT BAG - A1 WHITE GEL PEN GLUE STICK - 40G GENERAL PURPOSE SCISSORS - 8" AUTOMATIC PROPELLING PENCIL FINELINER - BLACK ERASER DOUBLE SIDED TAPE - 12MM CLEAR PLASTIC RULE - 12" - PHOTOMOUNT - 200ML PHOTOGRAPHIC FILM BLACK & WHITE - 36 EXPOSURE HP5 PLUS ILFORD MULTIGRADE PHOTOGRAPHIC GLOSSY PAPER PACK OF 25 (8x10") ILFORD MULTIGRADE PHOTOGRAPHIC GLOSSY PAPER PACK OF 25 (5x7") – this pack is currently priced at £90

All students are provided with an amount of computer storage space, however, all students must note that this storage space is only limited and does not provide enough storage space when using programmes such as, Adobe Photoshop and Adobe Lightroom CC. It is therefore ALL STUDENTS responsibility to buy an external hard drive such as a 1TB external drive and students should bring this to each lesson.

10) Reference Material

Books:

The Shock of the New - by Robert Hughes

The Story of Art - by E.H. Gombrich

The Power of Art - by Simon Schama

Art Through the Ages - by Helen Gardner

The Story of Painting - by Wendy Beckett

Brunelleschi's Dome: How a Renaissance Genius Reinvented Architecture

- by Ross King

Art and Visual Perception: A Psychology of the Creative Eye – by Rudolf

Arnheim

About Looking - by John Berger

Magazines:

Art Review – Tate Magazine – Creative Review – Design Weekly – Black and White – Aesthetica – Wallpaper -Artists' Newsletter

Websites:

<https://www.tate.org.uk/>

<https://thephotographersgallery.org.uk/>

<https://designmuseum.org/>

<https://www.vam.ac.uk/>

<https://www.saatchigallery.com/>

<http://www.haywardgallery.org.uk/>

<https://www.npg.org.uk/>

<https://www.nationalgallery.org.uk/>