

# A Level Visual Art

Qualification - Fine Art (Edexcel)

## Disciplines within Fine Art

For the purposes of this qualification, fine art is sub-divided into the following four disciplines:

- Painting and Drawing
- Printmaking
- Sculpture
- Lens-based image making.

Students will be required to work in one or more of the disciplines to communicate their ideas. By working across disciplines, they will extend their understanding of the scope of fine art; by focusing on one discipline, they will gain a deeper understanding of specific processes within fine art.

### Painting and Drawing

Students will develop integrated knowledge, skills and understanding of the following:

- Characteristics of materials such as plasticity, opacity, translucence, malleability and transparency
- Properties of colour, such as hue, tint, saturation, tone and colour perception
- Materials such as graphite, wax crayon, oil pastel, soft pastel, aquarelle, charcoal, ink, chalk, conté crayon, gouache, watercolour, acrylic paint, oil paint, dyes and computer software
- The use of a range of tools, such as artists' brushes, decorators' tools, knives, sponges, digital software, fingers, card squeegees, scrapers, sticks, found objects and natural forms
- The potential for exploring combinations of materials, such as combining drawn and painted elements, collage, found objects, including inert materials to add textures/impart meaning.

### Printmaking

Students will develop integrated knowledge, skills and understanding of the following:

- Print qualities and how they result from different printmaking tools, materials and processes
- Printing processes such as screen printing, intaglio printing, relief printing.

### Sculpture

Students will develop integrated knowledge, skills and understanding of the following:

- Producing forms in three dimensions, utilising volume, space, materials and movement
- Modelling techniques such as the manipulation of plastic materials such as clay, plaster or wax using hands, tools or using 3d software
- Carving techniques such as cutting and abrading
- Construction techniques such as fixing or joining materials such as card, metals and plastics, using processes such as soldering, brazing, welding, glueing, jointing, riveting, bolting and 3d printing
- Materials such as wood, stone, plaster, leather, clay, textiles, card, plastics, wax, recyclable materials, ready-mades and found objects/materials.

## Lens-based image making

Students will develop integrated knowledge, skills and understanding of the following:

- The production processes of artworks in a range of lens and time-based media, such as mixed media, installation, site-specific, montage, digital, film and video, animation and sound
- Elements that can contribute to lens-based image making such as lighting, sets, environments and sound
- Qualities and functions of various film and video formats, such as 8mm film, analogue video, digital video, hd, 4k, .flv, .mov, .wmv, animated gif
- Editing, including knowledge of the variety of ways in which images might be juxtaposed to create appropriate effects, such as in-camera editing, non-linear, offline edits, use of timekey, compression, in and out points.

## A Level Overview

### Content overview

The A level comprises a Personal Investigation component worth 60 per cent of the qualification and an Externally Set Assignment component worth 40 per cent of the qualification.

A Level	Content Summary	What Students Create
Component 01 Personal Investigation  60% of qualification	Students: <ul style="list-style-type: none"><li>• generate practical work, ideas and research from sources</li><li>• explore media and processes, develop and refine ideas, and present outcomes.</li></ul>	<ul style="list-style-type: none"><li>• Supporting studies</li><li>• Personal outcome(s)</li><li>• Personal study</li></ul>
Component 02 Externally Set Assignment  40% of qualification	Students respond to one externally set, broad-based thematic starting point to encourage independence in developing ideas, intentions and response.	<ul style="list-style-type: none"><li>• Preparatory studies</li><li>• Personal outcome(s) in 15 hours of sustained focus</li></ul>

### Assessment overview

#### Assessment Objectives

AO1 – Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding

AO2 – Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops

AO3 – Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress

AO4 – Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements

The table below provides more detail about the two assessment components for the new A level specification.

Component 1 Personal Investigation (coursework) (60%)	Component 2 Externally Set Assignment (40%)
<p>Part 1 – practical work (72 marks)</p> <ul style="list-style-type: none"> <li>• From personal starting points.</li> <li>• Students submit:               <ul style="list-style-type: none"> <li>○ supporting studies</li> <li>○ personal outcome(s).</li> </ul> </li> </ul> <p>Part 2 – personal study (18 marks)</p> <ul style="list-style-type: none"> <li>• Students submit a piece of continuous prose (minimum of 1000 words).</li> </ul> <p>Total marks available for Personal Investigation: 90 marks</p>	<ul style="list-style-type: none"> <li>• Theme released to teachers and students on 1 February each year.</li> <li>• Sustained focus period of 15 hours (controlled conditions) in which students create final response(s) to the theme.</li> <li>• Students submit:               <ul style="list-style-type: none"> <li>○ preparatory studies</li> <li>○ personal outcome(s).</li> </ul> </li> </ul> <p>Total marks available for Externally Set Assignment: 72 marks</p>

### Course Breakdown

Yr12 Aut 01	Introductory Project – Workshop-based project focusing on Painting and Drawing, Printmaking, Sculpture and Lens-based image making.
Yr12 Aut 02	Introduction to Personal Investigation and Personal Study – Choosing your starting point
Yr12 Spr 01	Personal Investigation and Personal Study (Draft 01) – Gathering primary research and Artists’ research
Yr12 Spr 02	Personal Investigation and Personal Study (Draft 02) – Developing Artists’ responses and experimenting
Yr12 Sum 01	Personal Investigation and Personal Study (Draft 03) – Continue create supporting studies and personal outcomes
Yr12 Sum 02	Personal Investigation and Personal Study (Draft 04) – Continue create supporting studies and personal outcomes
Yr12 Aut 01	Personal Investigation and Personal Study (Draft 05) – Continue create supporting studies and personal outcomes
Yr12 Aut 02	Personal Investigation and Personal Study (Final Draft) – Continue create supporting studies and personal outcomes
Yr12 Spr 01	Personal Investigation and Personal Study (Final Essay) – January Mock Externally Set Assignment – Release of 1 <sup>st</sup> Feb, begin preparatory studies
Yr12 Spr 02	Externally Set Assignment – Preparatory studies
Yr12 Sum 01	Externally Set Assignment – Sustained focus period 15 hours

## Resources List

List of books reviewed and recommended by the exam board

[https://qualifications.pearson.com/content/dam/pdf/A%20Level/Art%20and%20Design/2015/teaching-and-learning-materials/Book\\_Reviews\\_Art\\_and\\_Design.pdf](https://qualifications.pearson.com/content/dam/pdf/A%20Level/Art%20and%20Design/2015/teaching-and-learning-materials/Book_Reviews_Art_and_Design.pdf)

<http://www.art2day.co.uk>

A website giving easy access to the work of contemporary artists from around the world.

<http://www.saatchigallery.com>

Saatchi Gallery is an innovative forum for contemporary art, presenting work by largely unseen young artists or international artists whose work has rarely or never been exhibited in the UK.

<http://www.guggenheim.org>

Guggenheim Museum showcases a collection of early modern masterpieces.

<http://www.artweb.com>

A web application allowing artists, craftspeople and designers to create an online portfolio of work.

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

The Tate holds the national collection of British art from 1500 to the present day as well as international modern and contemporary art.

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

The Victoria and Albert Museum in London promotes the practice of design, and knowledge, understanding and enjoyment of the designed world.

<http://www.fitzmuseum.cam.ac.uk>

The Fitzwilliam Museum in Cambridge houses diverse and varied collections for the benefit of the nation.

<http://www.britishmuseum.org>

The British Museum houses a vast collection of world art and artefacts.

<http://www.creativebloq.com>

A website giving creative tips and inspiration across web design, graphic design, three-dimensional design and more.

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

National Portrait Gallery showcases the world's most extensive collection of portraits.

<http://africa.si.edu>

National Museum of African Art aims to inspire conversations about the beauty, power and diversity of African arts and cultures.

<http://www.nationalmuseumindia.gov.in>

National Museum in New Delhi, India showcases a collection of objects of historical, cultural and artistic significance.

<http://mandelartgallery.com.au>

Mandel Art Gallery showcases a display of contemporary and traditional Aboriginal artworks.

<http://www.asianart.org>

Asian Art Museum, San Francisco aims to encourage people to discover 'the unique material, aesthetic, and intellectual achievements of Asian art and culture'.

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

Victoria Art Gallery in Bath houses a collection of paintings, sculpture and decorative arts.

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

The National Gallery in London houses one of the greatest collections of paintings in the world.

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

The Royal Academy of Arts in London aims to promote not just the appreciation and understanding of art, but also its practice.

<http://www.wallacecollection.org>

The Wallace Collection in London showcases unsurpassed displays of French 18th century painting, furniture and porcelain with superb Old Master paintings and a world-class armoury.

<http://www.wildlifeart.org>

The National Museum of Wildlife Art features more than 550 artists and over 5,000 catalogued items. Dating from 2500 BCE to the present, the collection chronicles much of the history of wildlife in art.

<http://www.uffizi.org>

The Uffizi Gallery Museum in Florence is one of the most famous museums in the world. It showcases unique artworks and masterpieces, most of which are from the Renaissance period.

<http://www.louvre.fr>

The Louvre Gallery Museum in Paris showcases western artworks from the Middle Ages to 1848, as well as the art of the ancient civilisations that influenced them. Some 35,000 artworks are on display, the oldest of which date back over 7,000 years.

<http://www.centrepompidou.fr>

The Centre Pompidou in Paris is the largest museum of modern art in Europe, and one of the most renowned in the world.

<http://www.Musee-orsay.fr>

Musée d'Orsay in Paris houses the largest collection of impressionist and postimpressionist masterpieces in the world by painters including Monet, Manet, Degas, Renoir, Cézanne, Seurat, Sisley, Gauguin and Van Gogh.

<http://www.nationalgalleries.org>

The National Galleries of Scotland's permanent collection dates from the early Renaissance to the present day. It boasts works by some of the most important artists in history, as well as portraits of great Scots and the world's most comprehensive collection of Scottish art.

<http://www.thebricklanegallery.com>

The Brick Lane Gallery in London showcases eclectic displays of contemporary art by British and international emerging or established artists.

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

Mall Galleries in London provides a national focal point for contemporary figurative art.