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# **FINE ART**





Do you agree with this statement?

**ART MAKES  
CHILDREN  
POWERFUL**

IF NOT...this probably isn't the course for you

# WHAT DOES AN A LEVEL ARTIST LOOK LIKE?

If you have an aptitude for the subject, are creative, imaginative, enthusiastic and above all, have ideas to communicate you will love this subject. It goes without saying that general drawing/painting ability and a good knowledge and understanding of art media are essential skills you will need in order to be successful. If you don't get a 6 grade at GCSE, you will struggle on this course. It is important to understand that you will be trying new ways of working and taking a few more risks than perhaps you did at GCSE. If you have a genuine interest in the world of Art, (Artists' work from a range of genres including the contemporary) and you also love the process of creating Art, then this could certainly be the course for you..

# BUT.....

you MUST be-

- 1) MOTIVATED
- 2) INDEPENDENT
- 3) IN LOVE WITH THE SUBJECT
- 4) PREPARED FOR HARD WORK



## **Materials**

A Level Artists show an understanding of a wide range of techniques and processes in their work. They should be able to explore, research and acquire techniques and develop their skills, knowledge and understanding in a range of media. Drawing skills should be understood and developed as a way of recording and communicating intentions, ideas and emotions in the context of Art.



## **Opinions**

A Level Artists are able to talk intelligently and passionately about their own work and ideas, giving clear and thoughtful reasons for their choices. They show understanding of how their art work has developed and been refined and can give personal opinions that are backed up with reasons. They are able to talk about how their ideas and images fit in relation to other areas of society, history, genre, politics, religion etc.



## **References**

A Level Artists refer to a range of other artists' work frequently during the practical and written process. They show understanding of how other artists have approached themes and ideas and they can use both researched facts and their own personal opinions to talk about the work of other artists. They use subject specific and technical language to show how their own work links to that of other artists (and do not just copy others' work!)



## **Expertise**

A Level Artists make work that shows a strong grasp of composition, rhythm, scale and structure. They understand and apply formal elements such as colour, line, tone, texture, shape and form. They develop ideas, use an appropriate visual language and manipulate imagery to realise their intentions and create relevant and personal work.

# QUOTES FROM FAMOUS ARTISTS

“To be an artist is to believe in life.” – Henry Moore

“If I could say it in words there would be no reason to paint.” – **Edward Hopper**

“To my mind one does not put oneself in place of the past, one only adds a new link.” – **Paul Cézanne**

“Whether you succeed or not is irrelevant, there is no such thing. Making your unknown known is the important thing.” – **Georgia O’Keeffe**

“Creativity takes courage.” – **Henri Matisse**

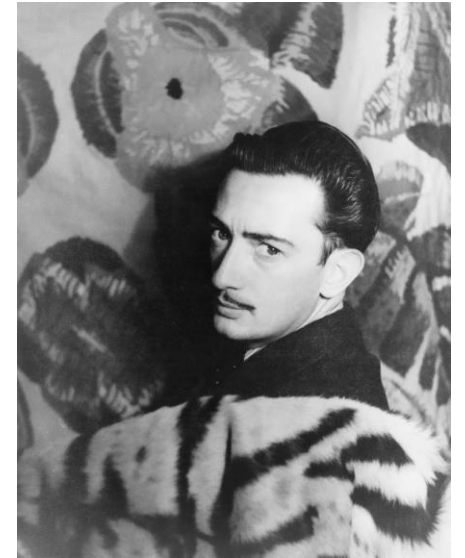
“If you hear a voice within you say ‘you cannot paint,’ then by all means paint, and that voice will be silenced.” – **Vincent van Gogh**

“Have no fear of perfection, you’ll never reach it.” – **Salvador Dalí**

“Don’t think about making art, just get it done. Let everyone else decide if it’s good or bad, whether they love it or hate it. While they are deciding, make even more art.” – **Andy Warhol**



Pablo Picasso, 1908



Salvador Dalí, 1939



Georgia O’Keeffe, 1918



Andy Warhol, 1960

IT'S a FINE ART COURSE

WHAT DOES THAT MEAN?

# COURSE CONTENT

## YEAR 12

- Transition Project to complete over Summer

Then-

- You will be required to submit one unit of work 'project/portfolio' undertaken during the first two terms (Sept-Feb). Within this unit students submit a portfolio of work derived from an initial starting point (Inspired by the Urban Environment).
- You will be encouraged to experiment with ideas and media and develop critical/ contextual awareness (that's looking at artists). Although this unit is not formally assessed by OCR, it will be internally assessed.



# SO WHAT NOW?

## I WANT YOU TO COMPLETE A LITTLE PROJECT

You will need to purchase an A2 sketchbook to begin your work. You can get high quality ones from Picturesque art shop in Warwick or Yellow moon art shop in Leamington and they will give you a discount if you tell them you are at Myton or give them my name. Pink pig sketchbooks are also good and can be purchased online ([www.the-pink-pig.co.uk/collections/sketchbooks](http://www.the-pink-pig.co.uk/collections/sketchbooks)). Please ensure that paper quality is good. 150gsm is a nice weight of paper to work on.

**TRANSITION WORK**

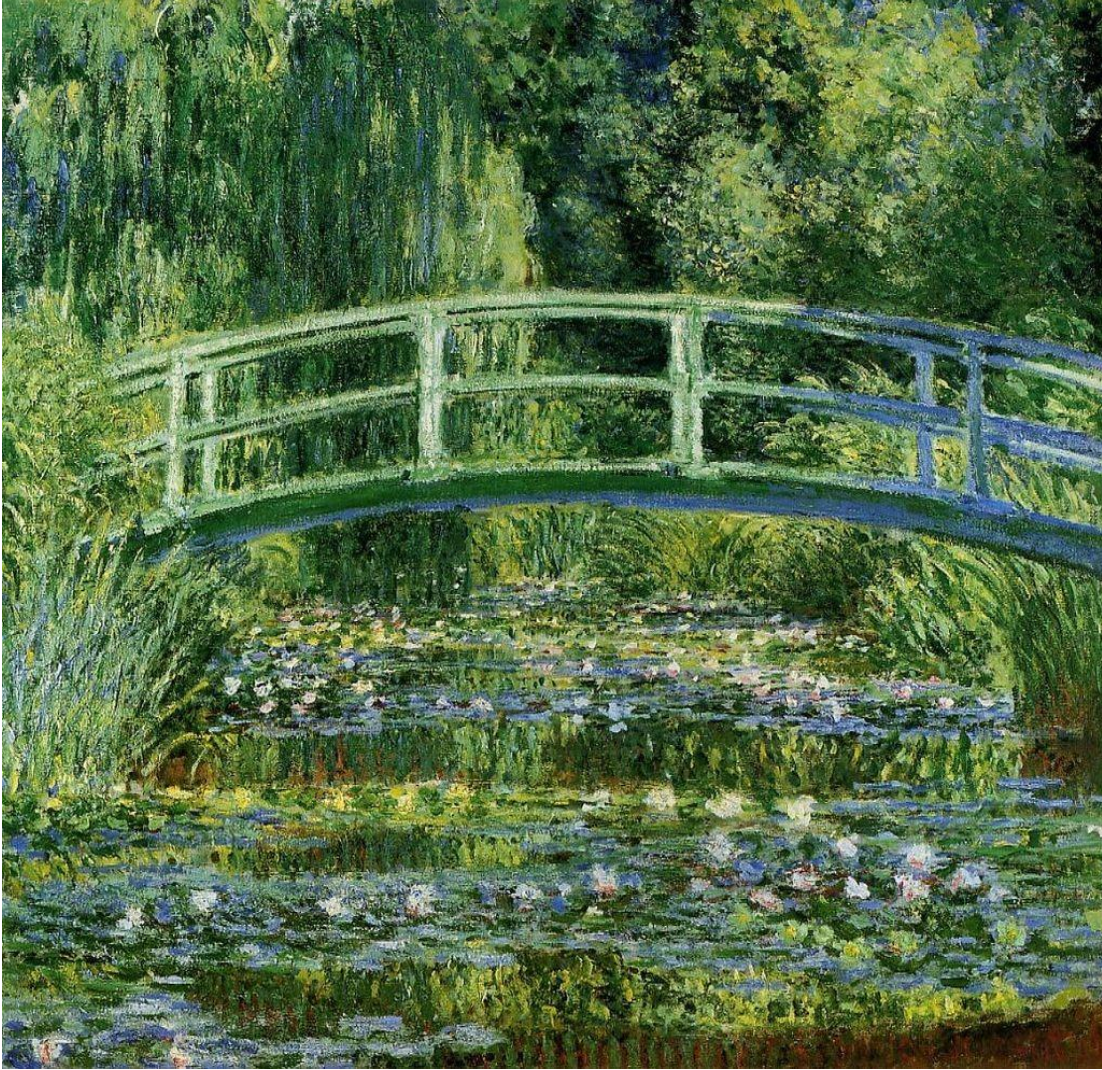


**RECREATING a MASTERPIECE**





Water Lilies is a series of approximately 250 oil paintings by French Impressionist **Claude Monet** (1840–1926).



**Banksy's** contemporary version



Show Me The Monet (2005) takes Claude Monet's iconic painting of the lily pond at his house in Giverny and uses it as a backdrop to illuminate society's growing consumerist tendencies and general disregard for nature, as two sinking shopping trolleys and traffic cone infiltrate the idyllic scene.



Vincent Van Gogh-1888



**Banksy's** Sunflowers from Petrol Station (2005) - not quite as cheery as Van Gogh's bunch. We all know that flowers from a petrol station are poor quality and don't last. Banksy makes a statement on society with this piece.



Jack Vettriano



**Banksy's** Vettriano Beach Rescue - a new take on Vettriano's best-known work which explores the cleanliness of British beaches



**Girl with a Pearl Earring** is an oil painting by Dutch Golden Age painter Johannes Vermeer, dated c. 1665. Going by various names over the centuries, it became known by its present title towards the end of the 20th century after the large pearl earring worn by the girl portrayed there.







Madonna and Child (Renaissance)



Banksy explores our obsession with modern technology-Is this the new religion because we worship our phones?



## Nicholas Hilliard

(1589-1647)

A portrait miniature of a Gentleman,  
traditionally identified as Robert  
Devereux, third Earl of Essex



Rylan Clark was an X-Factor contestant who effectively became famous for being famous. His portrait, produced by Grayson Perry in the manner of Tudor miniaturist Nicholas Hilliard, is as much a comment upon the nature of modern celebrity as it is a depiction of Rylan.



## Daniel Boyd 2006

Boyd's work directly references 18th-century portraits of figures associated with the earliest days of Australia's colonisation. Within these portraits are other references, as is the case with the macabre self-portrait in which Boyd shares the fate of 18th-century Dharuk resistance leader Pemulwuy (c. 1750–1802). Pemulwuy led Aboriginal uprisings against the colonisers for 12 years before finally being captured and executed – having escaped from captivity at least once. His severed head was then bottled and sent back to his home Country.



King George III 1773 by Nathaniel Dance



*Self-Portrait*  
1788-2006



*King No Beard*



# TRANSITION WORK

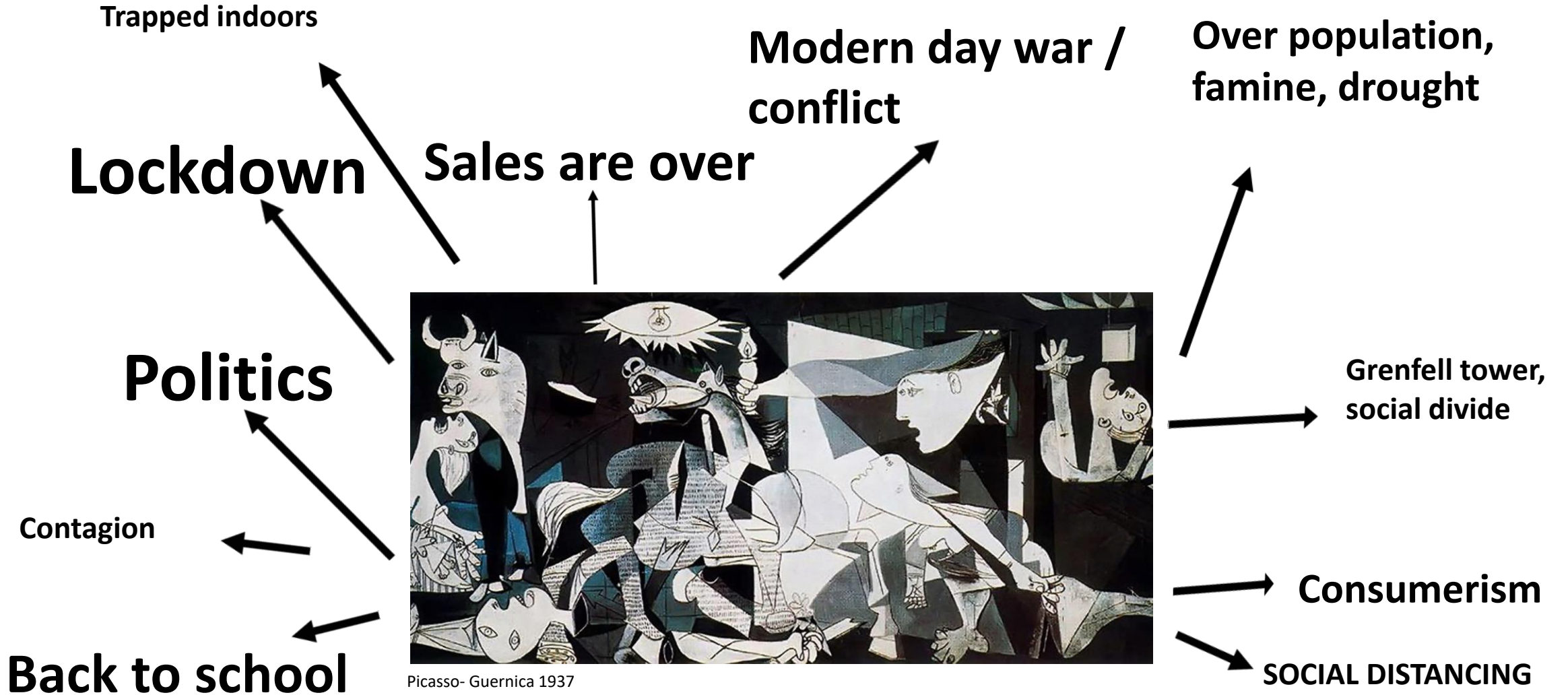
**I would like you to recreate a famous piece of art work. I want you to make the piece your own and through it, I want you to make a statement about today's society.**

To do this effectively, you will need to do the following-

1. Introduction – Visit suggested websites or galleries to explore as many pieces of art as you can. Choose one appropriate piece of work that you would like to reinvent. Complete analysis on this- find out as much information as you can about the work/ the artist and what they were trying to do with their work.
2. Explanation of your project- mind map of your initial ideas
3. Make some visual mind maps and sketches to experiment with how you want to adapt your chosen art piece and the message that you would like to convey. Make some compositional development drawings.
4. Experiment with appropriate media and gather any research that you might need to help you adapt your chosen art piece.
5. Attempt a final piece (any scale any media) to realise your idea

# RECREATING a MASTERPIECE

# TEACHER'S EXAMPLE



# MAKING A VISUAL MIND MAP

# PRACTICAL HELP

I don't want you to worry about this practical task. The main objectives are that you-

- Research a variety of established artists/ galleries and take virtual tours of some of the best art galleries in the world. Find paintings you like and find out what they are all about.
- Consider what **you think** about society (what you like, what you don't like, what annoys you etc.)
- Have a go at making an artistic statement.

You can explore any art media and any art processes. You can use digital methods and collage alongside more traditional processes such as painting. You can work on any surface or even make a 3 dimensional piece. How you adapt and refine the original 'masterpiece' is entirely up to you.

PLEASE note however, that I must see drawing as part of the preparation/development or final realisation.



# PRACTICAL HELP

**Some useful links**

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

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

<https://www.louvre.fr/en>

<https://www.uffizi.it/gli-uffizi>

**Chatterpack-500 galleries and virtual tours**

<https://artsandculture.google.com/partner?hl=en>

# Hand in

## READY FOR THE FIRST DAY BACK IN SEPTEMBER I would like you to-

Bring all the work that you have done along with the final piece. If we don't have art on that day, I will store it.

Remember that your work should be in a sketchbook (size A2)-Final piece may be separate OR included in the sketchbook.

I will be asking you to make a short presentation on your work, what you have done, the artist that you chose and the idea behind your piece. Don't worry. I will look after you all.

**WHAT ARTISTS?**  
**WHAT PAINTINGS?**  
**WHAT STATEMENT ARE YOU MAKING?**

## EXAMPLES OF TRANSITION WORK PRODUCED LAST YEAR



Wanderer above the Sea of Fog  
Painting by Caspar David Friedrich 1818

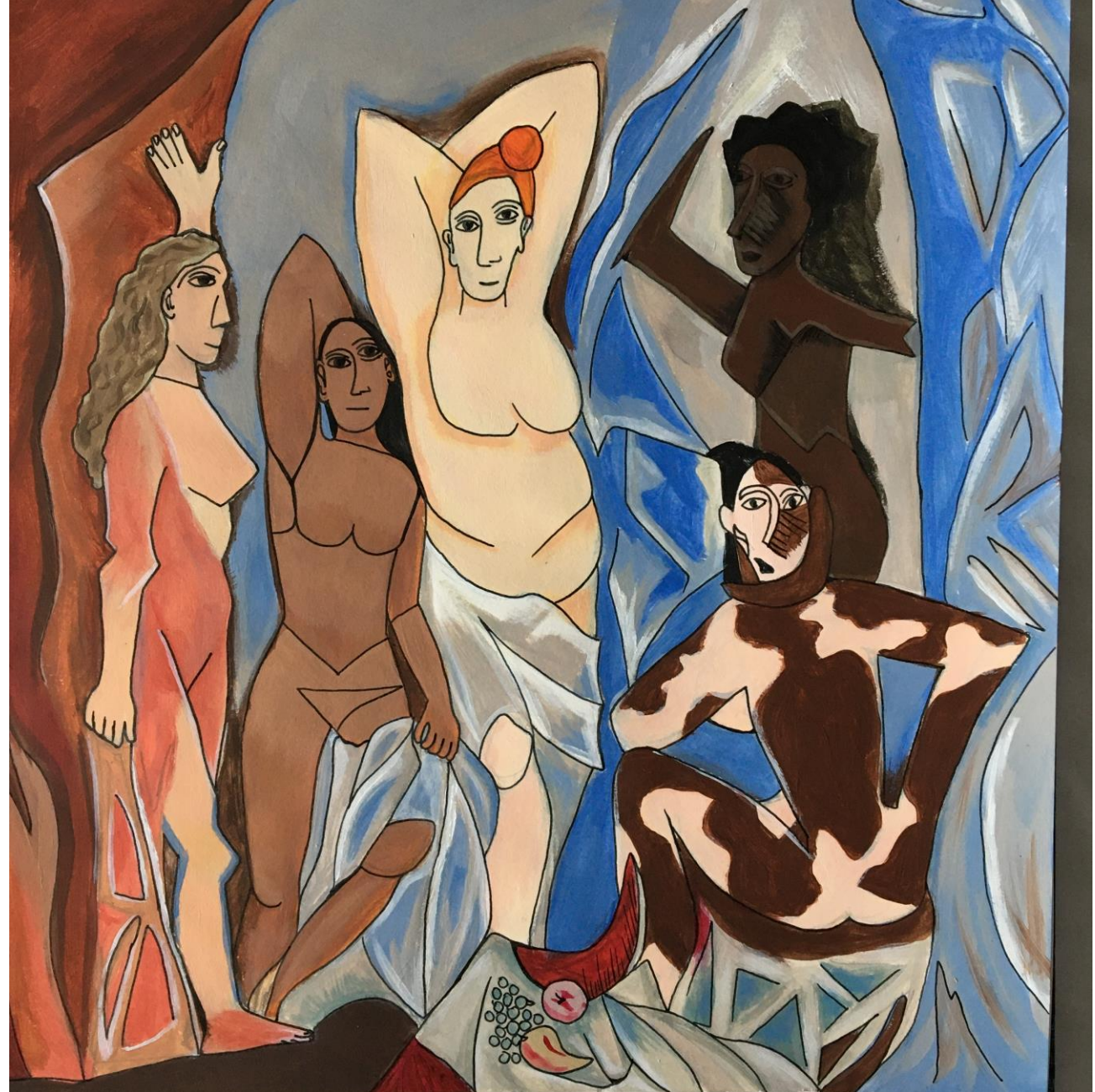
Student's interpretation- Exploring how the natural/  
rural environment is becoming urbanised.







Les Demoiselles d'Avignon  
Painting by Pablo Picasso 1907



Student's interpretation-Exploring heritage, race and skin colour.





The Fall of Man  
Hugo Van der Goes 1470



Student's interpretation- entitled 'Adam and Steve' explores  
same sex relationships/ Eve's sin





### The Creation of Adam

Fresco painting by Michelangelo  
Circa 1512



Student's interpretation  
focusing on Covid 19, mask  
wearing and how we were  
encouraged not to have  
physical contact



## The Son of Man

Painting by René Magritte 1964



Student's interpretation-exploring the significance of 'apple', social media and youth.





The Persistence of Memory  
Painting by Salvador Dalí 1931

Student's interpretation-exploring  
global warming as the new social  
nightmare. A clever link to time  
running out for us all





Girl with a Pearl Earring  
Painting by Johannes Vermeer 1665



Students interpretation-exploring the timelessness of the anonymous girl in Vermeer's painting







The Virgin in Prayer (1640-50)

Painting by Giovanni Battista Salvi da Sassoferrato

Student's interpretation- exploring Religious (Catholic) discrimination and persecution. Fire representing the destruction of churches during the reformation, seven tears to show Mary's seven sorrows, and a dieing violet (symbolising faith, humility, modesty).







Hand with Reflecting Sphere (1935)  
Depiction by M Cornelis Escher

Using Escher's sphere to symbolise the world, this student explores issues to do with pollution in our cities. The world sits comfortably in the hand of humanity. The world is our responsibility and its survival is in our hands.



WATCH

THIS

SPACE

**SUCCESSFUL  
A LEVEL ART  
STUDENTS ARE:**

**CREATIVE  
INVESTIGATIVE  
INDEPENDENT  
RESOURCEFUL**