

Step up to A-Level Fine Art/ Photography

This is a menu of tasks to help you get ready to study Fine Art/ Photography at A-Level. Try to choose a 'balanced diet' of activities each week to ensure variety in your learning. Keep your completed work organised in a folder so that you can submit your transition work during your first Art/ Photography lesson.



Short Video Clips (less than 10 minutes)

YouTube clips offers examples of AQA A-Level Personal Investigation Portfolio's. Write down any key details and guidance that they reveal or inferences you can make from them. List questions the clips raise that you would like to understand more about (aim for 3 linked to assessment objectives, theme, context, annotation etc)?

[AQA A-Level Fine Art Personal Investigation - YouTube](#)
[AQA A-Level Photography Personal Investigation - YouTube](#)



Fine Art



Photography



Longer Video Clips, Films or Documentaries

To provide evidence for AO1, you must investigate a contextual source to act a stimulus to inform the application of the visual language of art and design (cross-references to A04) and convey narrative. Select one video that has relevance to your theme, record the key points of context or information that you found significant, beginning to consider how this could be represented visually in your own artwork. Also list 5 subsequent questions that the video has spawned, planning 'What Next?' style activities (research & investigation, interviews, sampling & experimentation, photo shoots etc), that will enable you to explore these points further



Contextual Sources

As an A-Level Fine Art/ Photography student, it is important to investigate relevant written contextual sources (as well as visual) to aid the development of your projects. This provides more challenge, requiring you to consider how the information can be translated into a visual outcome whilst still communicating the desired information effectively. Having watched your chosen documentary, use your 'subsequent questions' to direct your chosen source of context. Highlight key information, quotes, facts, statistics etc and consider how this could be communicated visually in your own artwork through the selection of the formal elements. As an extension, also compare and contrast the sources – how to the two sources support and enhance a particular point? Or rather do they contrast? If so, what factors might impact on this?

Suitable contextual sources might include (but are not exhaustive to):

Novels

Poetry

Myth

Song Lyrics

Case Studies

Newspaper Article



Idea Generation

Once you have investigated your chosen context, begin to source inspirational visual references that include characteristics and features that will support the realisation of the information sourced above.

Begin by creating a Pinterest Account: www.pinterest.co.uk

Follow The Hinckley School Art and Design Department:

<https://www.pinterest.co.uk/MissWebsterArt/>

Create your own board titled A-Level Personal Investigation

and begin to 'pin' visual sources of inspiration – aim for at minimum of 15 pins.



Trips and Visits

As well as sourcing ideas digitally, it is strongly advised that you visit at least 2 or 3 Exhibitions/ Galleries/ Museums to experience and interact with the work first hand. Try to visit at least one exhibition during the Summer. Whilst there, make a note of any names of sources and/ or creative applications of MTP's. Also question their concept – how have they communicated this to the audience? How might you have approached this differently? What modifications might you make? If the source is historical, is the concept

relevant to today's society? How might you add a contemporary 'twist' to this? How will the source inspire your own outcomes? Where might we see visual links and connections? How might you fuse characteristics of sources work together?

Present as a journal that includes images of the artwork with relevant annotations surrounding them.

Galleries and Museums could include:

New Walk Gallery (Leicester Museum and Art Gallery):

[Leicester Museum & Art Gallery – Leicester Museums](#)



The Atkins Building, Hinckley:

[Exhibitions & Art Shows • The Atkins Building Hinckley](#)



Herbert Art Gallery & Museum, Coventry:

[What's On - The Herbert Art Gallery & Museum](#)



Birmingham Museums & Art Gallery:

[What's on | Birmingham Museums](#)



The Victoria and Albert Museum (V&A), London:

[What's On · Exhibitions, Events & Courses · V&A \(vam.ac.uk\)](#)



The National Portrait Gallery, London:

[What's on - National Portrait Gallery \(npg.org.uk\)](#)



Visual Recording

Begin to produce some initial observational recordings of subjects and scenes relevant to your chosen theme. Fine Art students should aim to produce a minimum of 2x A3 pages of drawings/ paintings using the media of their choice. Photography students should aim to produce a minimum of 1 photo shoot (30-35 photos) using the photographic techniques of their choice (no post-editing at this stage).

Top Tip: You do not necessarily have to work in the style of your chosen artists/ photographers at this early stage. This is a starting point from which you can then demonstrate development in the style of inspirational sources.

Use this task as an opportunity to showcase your recording skills and areas of confidence and strength.

