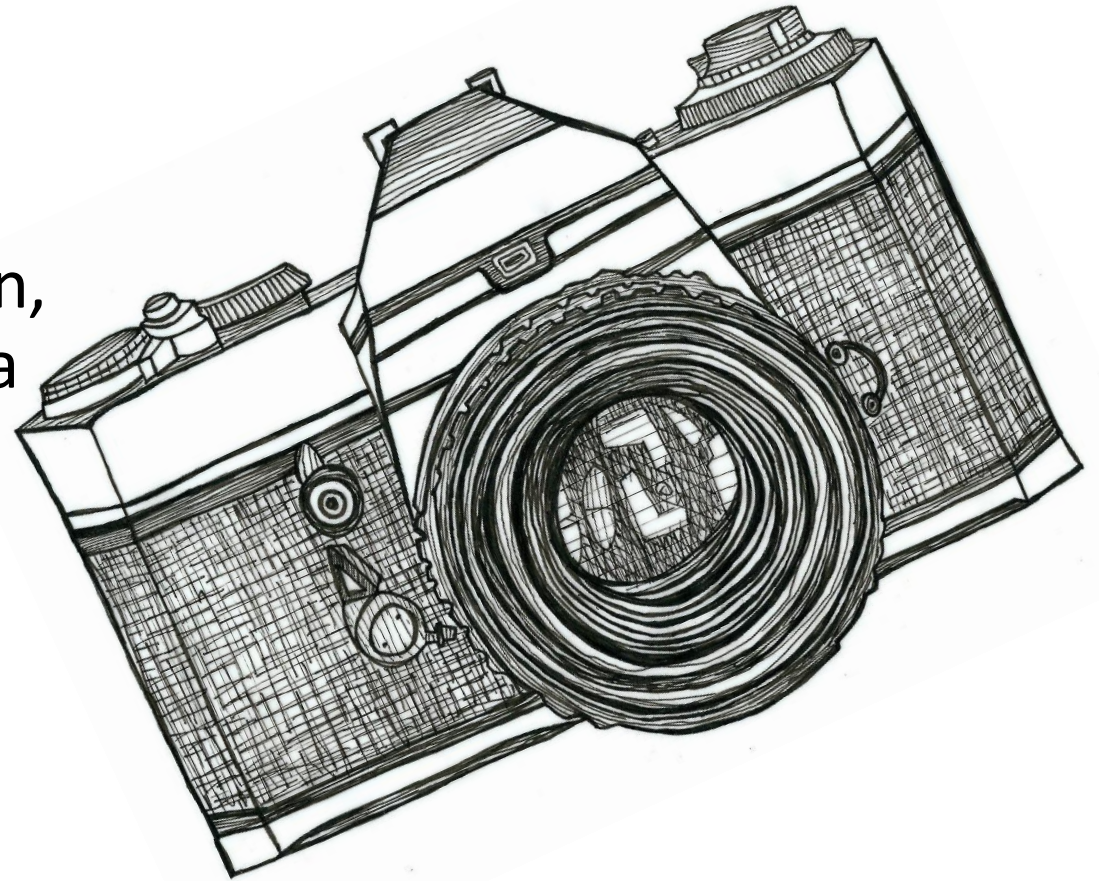


A LEVEL Photography EDQUAS EXAM BOARD

- First year 2 projects set by the art department no exam. Internally marked externally moderated
- Second year Personal Investigation, a project chosen by you, to include a 1500 word essay worth 60%. An exam of 15 hours to include preparation work based on a theme set by the examination board EDQUAS.

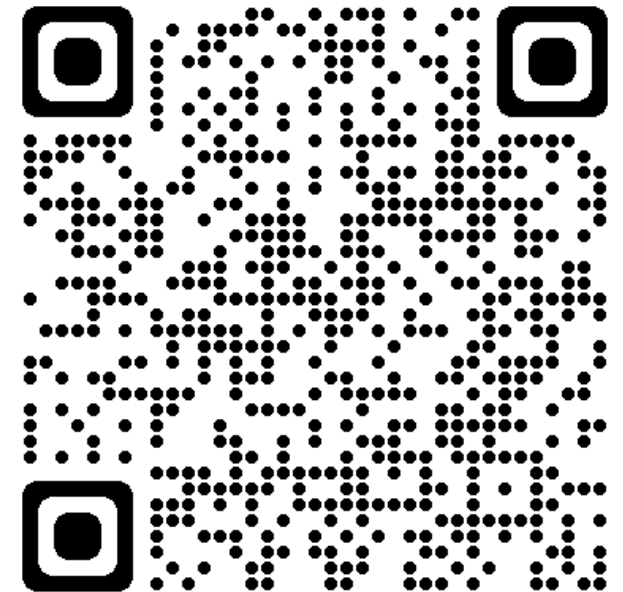
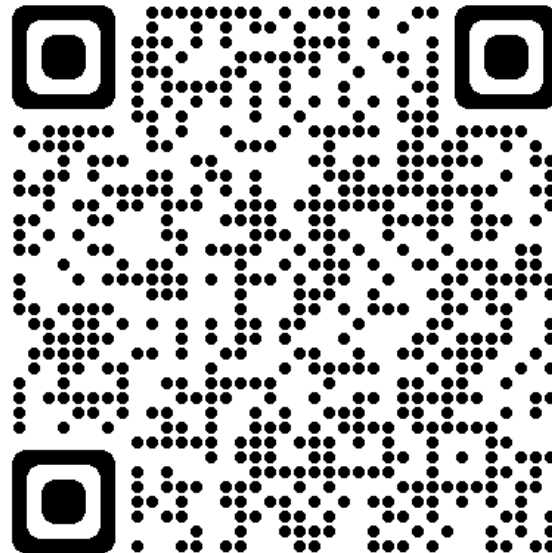


SKETCHBOOKS

As part of the A LEVEL ART you will have to keep and work in a sketchbook. With this in mind we are asking you to make a sketchbook for you to work in over the summer

[Gallery Assistant Asiya Hussain shows you how to make a concertina book - YouTube](#)
[Making Concertina Sketchbooks - YouTube](#)

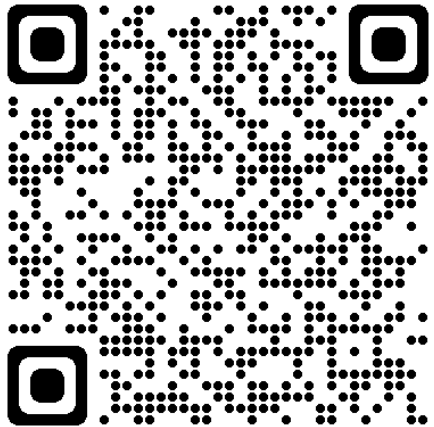
Watch the videos
and make
yourself a
sketchbook



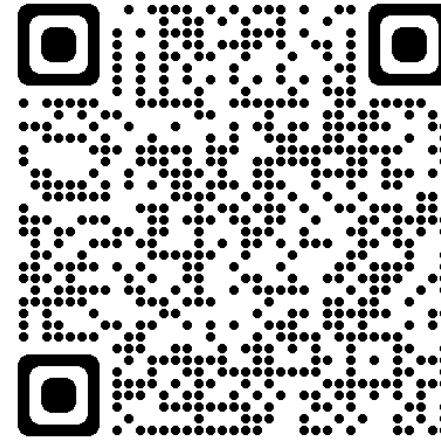
MAKE A SKETCH BOOK

Use the theme surfaces to fill the sketchbook you have made. Use photographs, cut out images, rubbings, drawings different textures, colours and patterns.

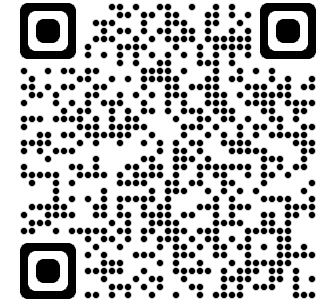
- Great British photography challenge ON BBC 4
[A GRADE A LEVEL PHOTOGRAPHY | Identity 1 | sketch book flip through | photography student - YouTube](#)



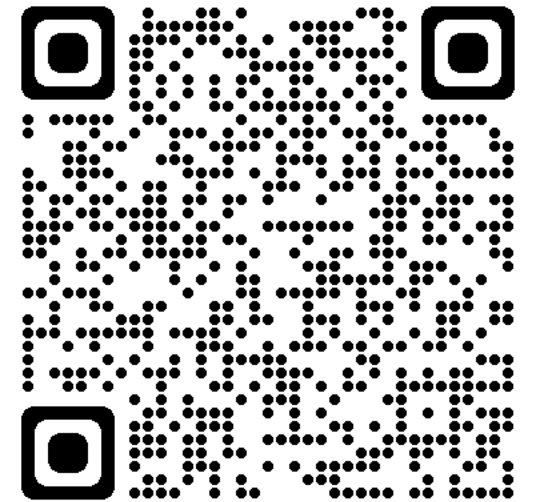
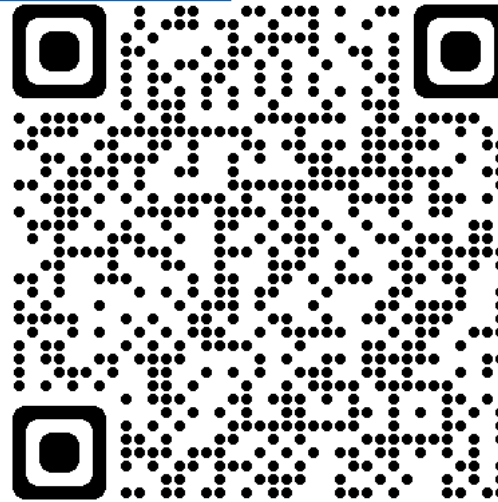
[TOP 10 CREATIVE PHOTOS in 2020 - YouTube](#)



[Photopea | Online Photo Editor](#)



[50 Macro Photography Ideas \(fixthephoto.com\)](#)



[My A level, A-A* photography sketchbook - YouTube](#)

Frida Kahlo, Diary

Leonardo Di Vinci last supper studies

Vincent Van Gogh study for the Garden of Eden

Grayson Perry

SOME EXAMPLES OF SKETCHBOOKS



Analysing Art

Content – looking at the subject of the work

- What is it? What exactly can you see? What is happening? What does the work represent?
- What does the artist call the work?
- Does the title change the way we see the work?
- What is the theme of the work?

landscape, portrait, journey, moment, memory, event, surreal, fantasy, abstract, message, energy

Form – looking at the formal elements

- What colours does the artist use? Why? How is the colour organised?
- What kind of shapes can you find?
- What kind of lines and marks does the artist use?
- What is the surface like?
- What kind of textures can you see?
- What kind of patterns can you see?
- How big is the work?

light, delicate, layered, strong, rough, dark, peaceful, dripped, textured, scale, vivid, bright

Process – how the work has been developed and made

- What materials and tools have been used?
- What is the evidence and clues for how it has been made?

painted, woven, printed, drawn, cast, stitched, layered, assimilated, collage

Mood – looking at the communication of moods and feelings

- How does the work make you feel?
- Why do you feel like this?
- Does the colour, texture, form or theme of the work affect your mood?

quiet, contemplative, thoughtful, hopeful, peaceful, elated, joyful, celebratory, reflective

Interpretation and Justification – looking at the meaning of the work

After analysing the context, form, process and mood:

- What do you think the artist is saying? Why?
- What message is the work/artist trying to communicate? Why?

As part of the art course you have to look at the work of other artists.

Use these guides to help you look at the following two art works

ART ANALYSIS

Describe	Analyze
What do I see? <ul style="list-style-type: none"> - Landscape, portrait, people, still, animals, religious, historic. - Foreground / Background - Time of day, season - Place or Setting / Inside or Outside - Abstract / Realistic - Horizontal / Vertical - Old vs. Modern vs. Contemporary - Action - what is going on? - Story? 	How is the work organized? <ul style="list-style-type: none"> - Elements of Art: Line, Color, Value, Texture, Form, Space - Principles of Design: Contrast, Emphasis, Rhythm, Pattern, Movement, Balance, Unity, Repetition - How do the elements and principles of design work together? - How does the artist use the elements and principles to get your attention? - What is the composition?
Interpret	Judge
What is happening? <ul style="list-style-type: none"> - The artwork is about... - It makes me think about... - The artist is saying... - Mood and feeling: Calm, Violent, Sad, Joyful, Angry, Hopeful, Scared, etc. - The artist wants you to see... - The artist wants you to think about... - The artwork reminds me of... - I want to know... - If I could ask the artist a question, I would ask... - What are the Symbols, Metaphors, Meaning, and Context? - What is the the relationships between all the individual parts of the work? 	What do I think about the artwork? <ul style="list-style-type: none"> - The best part of the work is... - The strengths of the work are... - The weaknesses of the work are... - The artist communicates ideas by.. - I learned... - I like ... because ... - I dislike ... because ... - I would or wouldnt choose to hang this artwork in my room because... - Other people should study this work because... - This work has survived the test of time because ... - Why do different people see and understand this artwork differently?



Vilde J Rolfsen – Plastic Landscapes

Surfaces

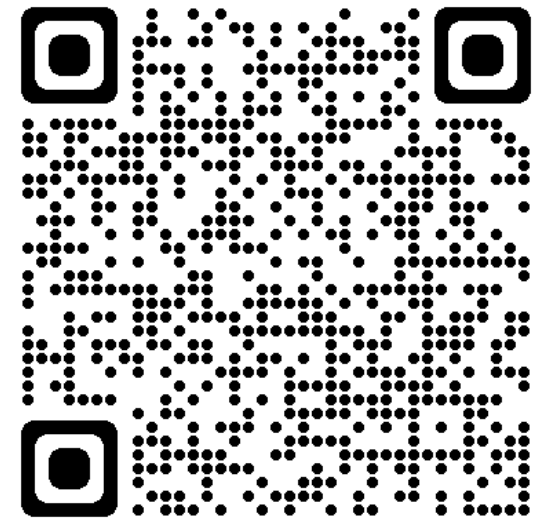
As part of the art course you have to look at the work of other artists.

What do you think this photograph is about?

What can you see?

How has the photographer placed the figures?

How has he placed the objects around them?



Surfaces

Paper Manipulation of Abigail Reynolds

As part of the art course you have to look at the work of other artists.

What do you think this photograph is about?

What can you see?

How has the photographer placed the figures?

How has he placed the objects around them?



Surfaces

Fill your sketchbook with the following

Drawings

Cut out images

Your own photographs

Collection of small images/ objects

Paintings or coloured images

Images by other artists or photographers