

# A-Level art & design

YEAR 13 INDUCTION TASK



“THERE IS NO DOUBT THAT  
**CREATIVITY**  
IS THE **MOST IMPORTANT**  
**HUMAN RESOURCE OF ALL.** WITHOUT CREATIVITY,  
THERE WOULD BE **NO PROGRESS,** AND WE WOULD BE  
**FOREVER REPEATING THE SAME PATTERNS”**  
EDWARD DE BONO

## Key purposes of AS-Level Art & Design:

The Advanced Level syllabus is designed to enable pupils to build on the skills learnt at GCSE level and provide a solid foundation for progressing to the next level of education or employment. It offers you greater freedom, flexibility and opportunities for enjoyment and exploration as well as the chance to stretch and challenge yourself. In Year 13 a *greater degree of self-motivation and initiative* is required than that of GCSE. In addition to an improvement in technical ability, pupils must extend themselves to work more in their own time, to visit exhibitions and generally to take an interest in the development of contemporary Art, Design and Architecture.

## TASK: Initial Research Portfolio.

In September you will commence Unit 1: The Coursework Portfolio which should be *based around themes and subject matter developed from personal starting points.* In advance of starting Unit 1, you are required to conduct some initial preparatory work. This will consist of:

### **6-8 X A3 pages** (or equivalent)

These pages MUST include:

- 1) **Mood Board / Brainstorm (1 page):** Record initial ideas for possible starting points and themes for Unit 1: Write down words/thoughts, sketches/doodles, prints of inspirational images etc. It is worth noting that your chosen theme for Unit 1 should provide appropriate scope for exploration and opportunity to collect a series of your own photographs to work from.
- 2) **Contextual Research (2-3 pages):** Collect and print a range of images of the work of others that link to the themes you are interested in - *at this stage research should be broad and range across a number of potential themes.* Include work that demonstrates a range of artistic styles in media such as fine-art, illustration, 3D, digital and photography. You should present work from at least 5 Contextual artists.
- 3) **Photographic Reference (1 page)** Collect a series of your own photographs that link to the themes that interest you. These should demonstrate creative use of composition, camera angles and effective lighting. A selection of these photographs should be printed.

4) **Practical Investigations** (2-3 pages): Produce a series of 2-3 studies in media of your choice. These should be informed by your initial Contextual Research and Photographic studies.

\* Each page that you produce *must* include evidence of brief written notes and analytical commentary detailing your thought processes, why you have chosen specific images and how successful or effective your own practical work has been.

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### **How does this link to the A-Level course?**

The specification for AS-Level Art & Design sets forth clear criteria that will be used to assess and mark your coursework (see below). The 'Initial Research Portfolio' will enable you to develop possible starting points for your chosen theme and help you to focus on areas that interest you. All of the content of this portfolio will contribute towards your overall mark at AS-Level and inform your decision making, enabling you to devise a personal, focused project.

### **Elements of CCEA Assessment criteria addressed by the 'Initial Research Portfolio':**

**AO 1** – Develop their ideas through **sustained and focused investigations informed by contextual and other sources**, demonstrating **analytical and critical understanding**.

**AO 2** – Experiment with and **select appropriate resources, media, materials, techniques and processes reviewing and refining their ideas** as their work develops.

**AO 3** – **Record in visual and/or other forms ideas, observations and insights relevant to their intentions**, demonstrating an ability to **reflect on their work** and progress.

**AO 4** – Present a personal, informed and meaningful response demonstrating critical understanding, realising intentions and, where appropriate, **making connections between visual, written, oral or other elements**.