

SKILLS COVERED: drawing, painting 3d, mixed media, research, analysis, developing ideas, realising ideas, experimenting

Social/ cultural/ political covered: social relationships, groups, hierarchies, nature, environment, time, religion .....

Name.....

Target grade.....

**YEAR 11 ART EXAM CHECKLIST**

After Feb half term until exam (April 26<sup>th</sup> and 27<sup>th</sup>) 9 weeks - including 2 weeks Easter holiday

*Bring your sketchbook to every lesson. Use clubs to help you keep on top of your work load.*

Week	Tasks – REMEMBER - BOOK IS WORTH 75% OF EXAM MARK	Complete?
1	<ul style="list-style-type: none"> <li>• Copy of the artist’s work</li> </ul> <p><b>HW;</b></p> <ol style="list-style-type: none"> <li>1. <b>Present written background work, analysis and finished copy of art work, also include the print out of the artist’s work. Leave a space for your response</b></li> <li>2. <b>Plan your response – look at your drawings and photos and be ready for the next lesson to make your response</b></li> </ol>	
2	<ul style="list-style-type: none"> <li>• Make your response</li> </ul> <p><b>HW;</b></p> <ol style="list-style-type: none"> <li>1. <b>Complete the response, present and explain how you have made connections to the artist and how it could be developed further.</b></li> </ol>	
3	<ul style="list-style-type: none"> <li>• Produce 2/3 thumbnails taking your response as the starting point and now make it into more of a final, whole piece. Show understanding of               <ul style="list-style-type: none"> <li>-composition</li> <li>- personal strength in materials and technique – you need to produce your best piece of work ever</li> <li>- skilful use of formal elements – shape, line, colour, tone, texture, pattern, form</li> <li>- connections to your sources – non artists</li> <li>-connections to your main artist and now use some aspects of others from your original 6</li> <li>- size – you have 10 hours and must be finished – plan a piece you know you can do unaided and finish in time</li> </ul> </li> </ul> <p><b>HW;</b></p> <ol style="list-style-type: none"> <li>1. <b>Complete the thumbnails, make sure you decided on your best one and explain this decision</b></li> <li>2. <b>Present in your book with mini print out of all the sources connections to make it clear</b></li> <li>3. <b>Collect any further images, take photos, find sources that will help you with your experimenting next lesson</b></li> </ol>	
4, 5, 6	<ul style="list-style-type: none"> <li>• Quick task -Other artists you have made connections to in your best thumbnail (from your original 6) – make a page in your book after your thumbnails with 1 example of their work. <b>It might just be a couple, that is fine</b> <ul style="list-style-type: none"> <li>- Write the name of the artist</li> <li>- Write a few sentences explaining how you have been inspired by this piece and exactly how you are going to show it in your final piece</li> </ul> </li> </ul> <p>Stretch and challenge – make a small copy of it</p> <p>-</p>	

	<ul style="list-style-type: none"> <li>• Quick task - Write a plan of everything you need to try out and any new drawings you need to do. <b>LET ME KNOW WHAT MATERIALS YOU NEED FOR THE EXAM</b></li> <li>• <b>MAIN TASK</b> -Produce samples to refine every aspect of your best thumbnail</li> </ul> <p><b>HW;</b></p> <ol style="list-style-type: none"> <li><b>1. Complete more samples, present and annotate all your samples, making sure they follow on from one another and get better – DIGGING DEEPER</b></li> <li><b>2. If time – MAKE A MINI PIECE, a5 SIZE. THIS IS A REALLY GOOD IDEA AS IT GIVES YOU THE CHANCE TO SEE HOW IT ALL COMES TOGETHER</b></li> </ol>	
<b>Easter Hols</b>	<p>Complete all tasks from this 2<sup>nd</sup> checklist – you have 1 week left when we return and will be drawing out. You must be 100% confident when you return, ready to go. If a visitor looked at your book, they should be able to clearly visualise your final piece</p>	
	<p><b>How You Can Gain Additional Marks;</b></p> <ul style="list-style-type: none"> <li>• <b>Make additional, relevant drawings and experimentation and artist studies</b></li> <li>• <b>Use other sources of inspiration to develop your ideas; music, films, lyrics, quotes, news, historical / political / religious events , evidence them within your sketchbook</b></li> <li>• <b>Make connections between the sources you collect, evidence them within your sketchbook - for example; there may be shapes seen within an advertising poster that remind you of a particular artist’s work or the description within a story might link with scenes within a music video...</b></li> </ul> <p><b>Make gallery/ museum / cultural site visits – take photos and collect leaflets – present within your sketchbook, explaining how the visit has influenced your ideas / work</b> EXTRA SUPPORT - The Visual Arts teaching team, sixth form art students , exemplary sketchbooks of previous students</p> <ul style="list-style-type: none"> <li>• <a href="https://www.studentartguide.com/">https://www.studentartguide.com/</a></li> <li>• <a href="https://www.bbc.co.uk/bitesize/subjects/z6hs34j">https://www.bbc.co.uk/bitesize/subjects/z6hs34j</a></li> </ul>	