



JOHN F KENNEDY
CATHOLIC SCHOOL

INSPIRE • ACHIEVE • SERVE

Year 11 Raising Achievement

Fine Art

Course Breakdown



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Coursework = 60% of your final mark.

Externally set exam = 40% of your final mark.

Coursework comprises of all of your year 10 work and year 11 work up until December.

Your exam unit will be set in January of year 11.

What will I need to hand in?



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Coursework comprising of:

- Natural Forms, Flesh, Skin & Bone, Urban Environments, Still life & Identity
- Initial ideas board
- Your independently chosen artist boards including analysis and personal responses.
- Development boards: 3 final piece ideas with accompanying photoshoots
- Refinement boards: Trialing compositions, media and colour choices.
- Final outcome for your project

The deadline for your coursework project is the end of December.

What will I need to hand in?



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Exam unit comprising of:

- Initial Ideas related to the exam title
- 3 artist boards with analysis and personal responses
- Development boards (3 final piece ideas with supporting photoshoots)
- Refinement boards (composition, colour choices and experimenting with materials)
- Practice final piece
- Final outcome 10 hour exam.

Deadline for the exam unit is on the last day of your practical exam.

How can I Improve?



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1. Respond positively and promptly to the written and verbal feedback you have received and will continue to receive.
2. Complete all home learning assignments by the deadline given.
3. Attend lunchtime art sessions held Monday -Thursday in D22.
4. Attend intervention sessions if you have been asked to. These are held on Wednesday's in D22 with Miss Freed.

What is my teacher looking for?



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Accurate drawings that show you have an understanding of how to use a full range of tones to enhance both three dimensional form and the texture of objects.

It is also important that you work from real objects or from photographs that you have taken yourself. This will allow you to achieve higher levels of accuracy and realism in your work.

What is my teacher looking for?



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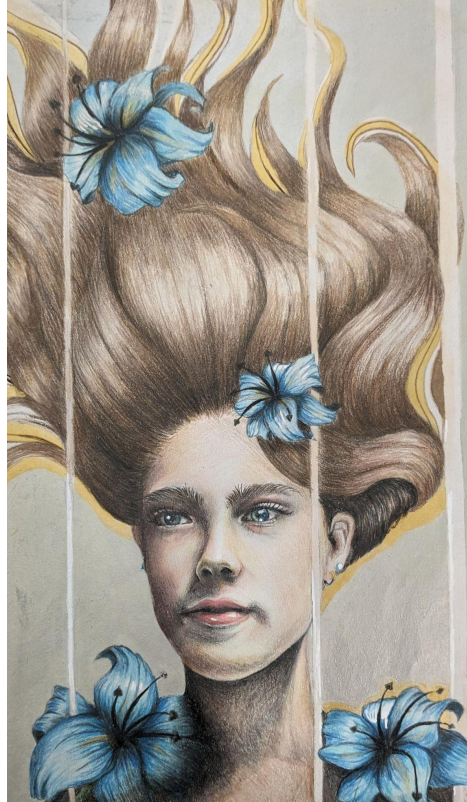
In this example you can see that the student has completed an accurate drawing in coloured pencil demonstrating their ability to create form and texture



What is my teacher looking for?



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What is my teacher looking for?



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Your ability to use a range of artist materials such as watercolour, ink and acrylic paint as well as techniques such as collage to investigate your ideas.

It is important that you thoroughly investigate every aspect of your idea through your experimentation with artist materials and work from real objects or from photographs that you have taken yourself, this will allow you to achieve higher levels of accuracy and realism in your work.

What is my teacher looking for?



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In this example the student has experimented with watercolour, pencil and ink. They have analysed their own work.

ARTIST ANALYSIS: GINA SODEN

ARTIST COPY (ACRYLIC)

For my artist copy of Gina Soden's work, I chose to replicate the perspective and lighting used in the original. I used acrylics to create a similar effect to the original, but with a more vibrant color palette. I focused on the strong lines and perspective of the original, using a mix of colors to create a sense of depth and atmosphere. I used a variety of brushstrokes to create texture and detail, and I paid attention to the lighting and shadows to create a sense of realism. I also used a variety of techniques to create a sense of movement and flow, and I paid attention to the overall composition and balance of the work. I think that this is a successful copy of the original, and I am proud of the results.

FACTORY CORRIDOR

This is a watercolor painting of a factory corridor. The perspective is strong, with the lines of the corridor leading the eye towards the vanishing point. The lighting is dramatic, with strong highlights and deep shadows. The colors are muted and earthy, creating a sense of atmosphere and texture. The brushwork is visible, adding to the overall texture and detail of the work. I think that this is a successful painting, and I am proud of the results.

OWN RESPONSE

In my response, I have chosen to take a photograph of the factory corridor and use it as a reference for my own work. I have used a variety of techniques, including watercolor, pencil, and ink, to create a sense of atmosphere and texture. I have focused on the strong lines and perspective of the original, and I have used a mix of colors to create a sense of depth and atmosphere. I have also used a variety of techniques to create a sense of movement and flow, and I have paid attention to the overall composition and balance of the work. I think that this is a successful response to the original, and I am proud of the results.

Other text blocks in the collage:

- Gina Soden:** Gina Soden is a photographer whose work encompasses abandoned settings that have been left and taken over by nature. Her work presents the contrast of aging and decay of our built environment. Her work is a mix of nature and architecture, and she has a strong sense of atmosphere and texture.
- Artist's Copy:** The artist's copy is a watercolor painting of a factory corridor, created by the student. It shows a strong perspective and dramatic lighting, with a mix of colors and textures.
- Factory Corridor:** This is a photograph of a factory corridor, showing a strong perspective and dramatic lighting. The corridor is long and narrow, with a high ceiling and a floor that is covered in debris. The lighting is dramatic, with strong highlights and deep shadows.
- Own Response:** This is a watercolor painting of a factory corridor, created by the student. It shows a strong perspective and dramatic lighting, with a mix of colors and textures. The student has used a variety of techniques, including watercolor, pencil, and ink, to create a sense of atmosphere and texture.

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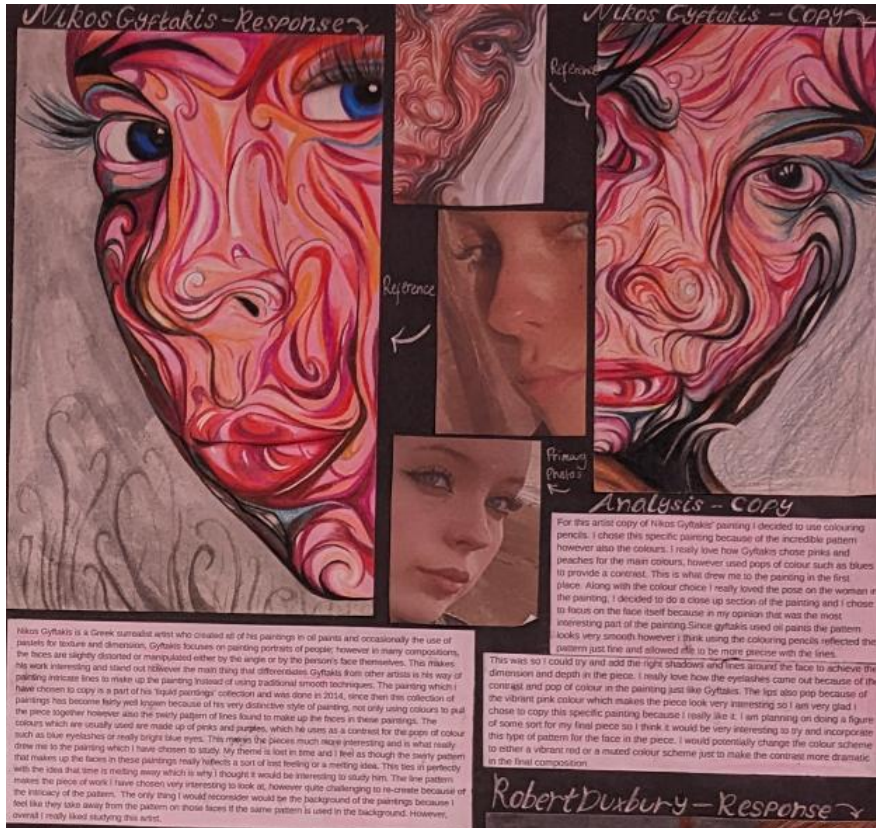
Your ability to outline your intentions and evaluate the progress of your investigations through the annotation your work

Don't forget to use the specialist vocabulary sheet when you do this

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In these examples you can see that the student has annotated their work to explain what they aimed to achieve and to evaluate their progress.

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Your ability to link other artists to your work and to write about their work using the specialist art vocabulary.

There are many prompt sheets available in the art department which will help you remember what to write and will help you structure your writing.

The vocabulary sheet will remind you of the specialist terms you need to use in your writing.

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Juan Francisco Casas

Juan Francisco Casas, born September 21, 1916, is a Spanish artist and poet. He recreates photographs he's taken either in large-scale (most of them as large as 50 feet) oil paintings on canvas, or in blue ballpoint pens. The drawings and paintings are created in a realistic style that they seem like they are photos. The main themes this artist explores is mainly having fun and entertainment.

In this 2D ballpoint drawing you can see a woman covering most of her face with her hands. Her fingers with rings and fingernails painted are mainly the focal point, the thing you see first. While she's covering her face she's also scrunching and squinting it. So, while the painting doesn't have a deep, hidden message it shows the joy of life. In the foreground you can see the really detailed drawing of the person however the background is much less detailed. He just crosshatches the background entirely blue however it gets lighter as it gets closer to her. He uses cross hatching and hatching techniques over the whole drawing and it being each a big piece when looking at the drawing from far away it makes the skin and hair look smooth making it look realistic. This choice in media is good because while it proves that it's not a photo it also gives off the vibe that it's taken on an old camera or a polaroid which just gives the drawing a nicer look and may even bring some good memories for the viewer to look upon. This drawing overall gives off quite a positive and joyful mood creating a nice atmosphere and it also allows the viewer to be able to look at it and experience the piece without being faced with a bunch of questions and a gloomy miserable atmosphere. This positive vibe has been achieved through the pose and the look on the subject in the drawing. This links to my project through the fact that I'm going to either have multiple people some in paint or some drawn in blue biro, or some parts of a person is drawing in biro and some parts in paint. Either way I would like to include the aspect of blue biro in my project. From analysing this artwork I've realised that over work doesn't always have to have a hidden deep meaning behind it could just be something that radiates positiveness and creates a nice atmosphere making the viewer feel good and at peace.



In this 2D biro drawing you can see a female with bangs and has her fingers around her eyes. While it might not have a deep meaning behind it it can represent the joy of life. The carefree moments where you can have a laugh with family and friends and just love fun and enjoy yourself. Again using a cross hatching method makes the drawing look smooth and blended making it look overall realistic almost making it seem as if that person is in front of you but blue. He also makes the background be really dark so it contrasts with the person and makes them stand out further emphasising the bright and fun atmosphere. This drawing overall gives off quite a positive and fun mood atmosphere allowing the viewer to be able to look at it and may reminisce on positive memories. This positive atmosphere has been created through the pose and the look on the subject in the drawing. This links to my project through the fact that I'm going to use biro and also incorporate some of the poses and ideas from this artist from analysing his work. We also learnt that poses are important and that the background can create a nice contrast to the foreground when made darker.

In this example you can see that the student has analysed an image by an a contemporary artist called Juan Francisco Casas. They have used some specialist vocabulary to describe the image and have clearly linked it to their own work.



What is my teacher looking for?



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A well planned, well executed and creative final piece that has been informed by the investigations in your sketchbook.

What is my teacher looking for?



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In this example, you can see that the student has shown an understanding of composition and balance as well as levels of skill in drawing and in their handling of materials.

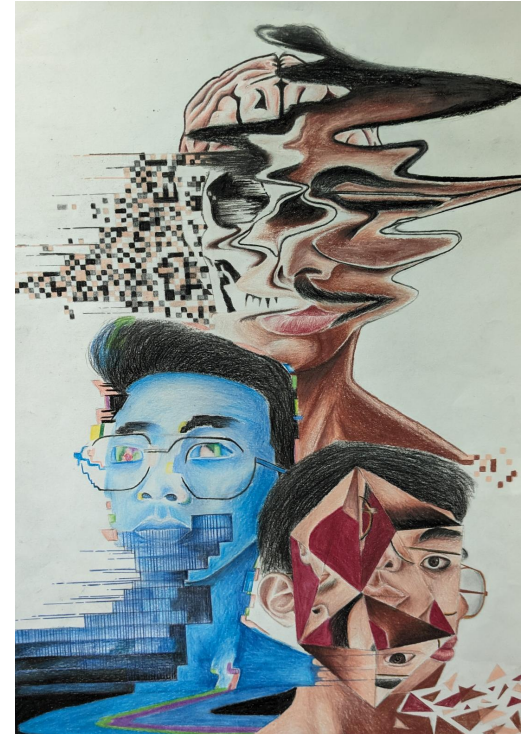


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In the following examples the students have used their own photographs, materials studies and artists influence to develop final outcomes that explore the theme of portraiture.

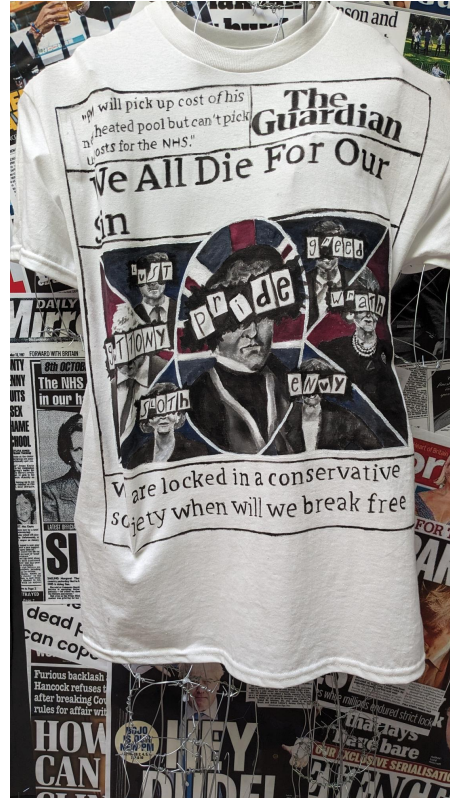


What is my teacher looking for?



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Final outcomes can be a range of different sizes and shapes.



Further Guidance



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I hope this presentation has been helpful: if you have any further questions please do make contact with Miss Freed or Mrs Brogan