

**A01 – Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding.**

**There are 3 sections per artist –**  
**notes;**

**lots of examples of their work you have printed out, stuck in & annotated (with titles of work where possible);**

**2 x min A4 size good copies you have done of their work.**

✓ **Use your own words-** hand write or word process. **Use the writing frames** to explain why and how exactly looking at this work helps you with the development of your own work.

✓ Do good quality, large (at least A4 size) examples (at least 2) of the artist' s work yourself which is relevant to yours **in an appropriate media** (i.e. Paint if that is what they used).

✓ You should try to use approx. 3 artists or movement.

**You do NOT have to use the artists listed in the question in you find more appropriate artist choices – traditional or contemporary.**

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This paper will test your ability to:

- develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding
- experiment with and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as your work develops
- record in visual and/or other forms, ideas, observations and insights relevant to intentions, demonstrating an ability to reflect on your work and progress
- present a personal, informed and meaningful response demonstrating critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.

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The questions below should be seen as starting points for personal investigations in which you make reference to appropriate critical and contextual material.

Choose one of the following questions.

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1 *The Urban Environment*

The urban environment has provided a rich source of material for artists such as Charles Sheeler, Paul Strand and the Boyle Family. Their work focused on aspects of light, structure, shape and texture. Develop your own response, making reference to appropriate work by others.

2 *Figures in Groups*

The placing and organisation of figures in groups can be either carefully managed and staged or random and haphazard, depending on the intentions of the artist. Contrasting examples can be seen in sculptures by Giacometti, in the paintings of Bill Jacklin and in the photographs of Jeff Wall. Look at appropriate examples and respond in your own way to *Figures in Groups*.

3 *Collections of Everyday Objects*

Collections of everyday objects have provided a rich source of study for artists such as Wayne Thiebaud and Cynthia Poole. Everyday objects have also been used in an inventive way in the three-dimensional work of Louise Nevelson and Tony Cragg. Consider appropriate work and develop a personal response.

4 *Identity*

Frida Kahlo explored the nature of identity, in her work, by changing her appearance and surroundings. Artists such as Francis Bacon and Lucian Freud have explored the nature of identity through portrait studies that go beyond superficial appearance. Consider appropriate work and develop your own response.

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5 *Natural Forms*

Artists such as Albrecht Dürer, Graham Sutherland, Elizabeth Blackadder and David Nash have produced work inspired by natural forms, which include closely observed studies, abstract interpretations and installations. Respond in your own way to this theme, making reference to appropriate work by others.

6 *Political or Social Events and Issues*

Many artists have produced work related to political or social events and issues. Diverse examples can be seen in the work of Käthe Kollwitz, Henry Moore and Robert Rauschenberg. Look at appropriate examples and produce work related to a political or social event or issue of your choice.

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7 *People at Work*

The study of people at work has enabled artists, at different times and in different places, to reflect not only on the human condition but also on the values of the society in which they have lived. Significant examples can be seen in the work of Jean-François Millet, Evelyn Dunbar, Stanley Spencer and Sebastião Salgado. Research different approaches and respond in your own way.

8 *The Human Condition*

Artists such as Goya, Munch and Zadkine have produced work that reveals aspects of the human condition in often challenging ways. Their different responses go beyond the superficial when dealing with political and social issues. Look at examples and explore this idea in your own way.

**END OF QUESTIONS**

## Critical Studies - "FEED YOUR IDEAS"

IN YOUR OWN WORDS explore aspects such as-

- ✓ Time, place & circumstances in which work was produced. Does it look observed, remembered or imagined? What is its purpose? Why was it created?
- ✓ How the subject, theme, idea or issue has been interpreted by the artist.
- ✓ The ways in which techniques & materials have been used.
- ✓ The FORMAL elements of the painting – use of line, shape, colour (& their relationship to each other or the piece), tone, texture, 3D-form. REMEMBER TO ADD TITLE & DATE OF PIECES STUDIED.
- ✓ The mood & atmosphere of the piece & how it is created.
- ✓ The FORMAT (layout & presentation) composition & layout (arrangement of image/s).
- ✓ What are your thoughts, likes & dislikes of the work, ideas, techniques, processes & media? Your initial thoughts & those now have studied piece?

Acknowledge all sources please. CM.

## **LOOKING AT ART**

### **Describe it.**

What kinds of things do you see in this artwork? What else do you see?

What words would you use to describe this artwork? What other words might we use?

How would you describe the lines in this picture? The shapes? The colours? What does this artwork show?

Look at this artwork for a moment. What observations can you make about it?

How would you describe this artwork to a person who could not see it?

How would you describe the people in this picture? Are they like you or different?

How would you describe (the place depicted in) this artwork?

### **Relate it.**

What does this artwork remind you of?

What things do you recognize in this artwork? What things seem new to you?

How is this artwork like the one we just saw? What are some important differences?

What do these two artworks have in common?

How is this picture different from real life?

What interests you most about this work of art?

### **Analyse it.**

Which objects seems closer to you? Further away?

What can you tell me about the colours in this artwork?

What colour is used the most in this artwork?

What makes this artwork look crowded?

What can you tell me about the person in this artwork?

What can you tell me about how this person lived? How did you arrive at that idea?

What do you think is the most important part of this picture?

How do you think the artist made this work?

What questions would you ask the artist about this work, if s/he were here?

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### **Interpret it.**

What title would you give to this artwork? What made you decide on that title?

What other titles could we give it?

What do you think is happening in this artwork? What else could be happening?

What sounds would this artwork make (if it could)?

What do you think is going on in this picture? How did you arrive at that idea?

What do you think this artwork is about? How did you come up that idea?

Pretend you are inside this artwork. What does it feel like?

What do you think this (object) was used for? How did you arrive at that idea?

Why do you suppose the artist made this artwork? What makes you think that?

What do you think it would be like to live in this artwork? What makes you think that?

### **Evaluate it.**

What do you think is good about this artwork? What is not so good?

Do you think the person who painted this do a good or bad job? What makes you think so?

Why do you think other people should see this work of art?

What do you think other people would say about this work? Why do you think that?

What grade would you give the artist for this work? How did you arrive at that grade?

What would you do with this work if you owned it?

What do you think is worth remembering about this artwork?

## ARTIST'S LINK WRITING FRAME



- ARTIST'S NAME +
- DATES (born & died)
- WHERE BORN (include any relevant info. about where or when born & how this influenced them/their work)
- STYLE OF RELEVANT WORK (when painted, size, subject matter, composition, background, colours used, application of colour, etc.)
- "MOOD/FEEL OF WORK" (how does the style of the work effect the "look" of the piece? Does the work have a particular "feel?" - disturbing, aggressive, sad, etc.)
- YOUR THOUGHTS ON THE WORK
- RELEVANCE OF THE WORK TO YOUR OWN (why have you looked at their work? How will it help you with your own work?)
- INCLUDE AN A5 COLOUR EXAMPLE OF THEIR WORK ..

*Anna*

*Anna*

*Anna*

## GCSE ART MOVEMENT WRITING FRAME



- **MOVEMENT TITLE**
- **DATES** (when it began & ended)
- **WHERE IT BEGAN**
- **WHO FOUNDED THE MOVEMENT** (include relevant info. such as why they began it)
- **WHO ELSE JOINED THE MOVEMENT & WORKED IN THAT STYLE**
- **STYLE OF WORK** (was it all 1 style or did the movement break into different phases? If so, what were they? How were they different & why? What was the style- when painted, size, subject matter, composition, background, colours used, application of colour, etc.)
- **YOUR THOUGHTS ON THE WORK**
- **RELEVANCE OF THE WORK TO YOUR OWN** (why have you looked at their work? How will it help you with your own work?)
- **INCLUDE AN A5 COLOUR EXAMPLE OF THEIR WORK** NO