

Transition work in Art is designed to continue the good work you did at GCSE, and for you to maintain your practical skills.

Students should reflect upon their strengths from GCSE Art and may wish to further progress with ideas as continuing to develop your own work and investigations is essential for success.

### **Task 1 ~ 4 Hours**

Produce a study of a still life. You must show a good understanding of shape and spatial awareness when drawing your design. You may choose own approach and materials e.g tonal, painting, stylised, pastel, collage, etc.

This must be at least A3 size, or larger if you feel that you want to challenge yourself.

**Extension:** Studies may also be made from your still life on a smaller scale, or you may choose to depict a larger scale still life..



### **Task 2 ~ 2 Hour**

Make a series of quicker sketches of the world around you (e.g. portraits, landscapes, flowers, the human body, animals, etc). These studies could be quite expressive, possibly even showing the movement of the object, and should fill a few pages of your sketchbook. Try using different materials.

### **Task 3 – 2 Hour**

Awareness of the history of art is very important at A Level.

• Research an artist, or art movement, that interests you. ( **look at the list below for some ideas** ). Find information and display in a decorative (and appropriate) way in your sketchbook.

- Discuss the artwork, using artistic vocabulary, responding to what you feel about the work and why you chose it.
- Copy a detail of the work



### **Task 4 ~2 Hour**

Produce your own piece of artwork in **direct response** to the artist/s studied.



Here are some suggestions;

- Linear drawings using pencil, ink and paint of natural objects and still-life ((Van Gogh, Picasso, Dürer, Pollock)
- Cross-hatching drawings of natural objects and still-life (Morandi, Rembrandt, Piranesi, Escher)
- Linear drawings to express mood and feelings (Pollock, Dubuffet, Picasso, Nicholson, Basquiat)
- Linear drawings of the human figure (Da Vinci, Michelangelo, Matisse, Degas, Hockney, Picasso, Bruegel the Elder)
- Identifying and recording negative shapes from direct observation and portraying them with colour (Hockney, Leger, Mondrian)
- Painting objects and still-life by employing the Impressionist and Post-Impressionist technique (Renoir, Monet, Van Gogh, Seurat)
- Using colour to convey mood and feeling in abstract compositions (Kandinsky, Delauney, Rothko, Heron, Matisse, Bacon)
- Portraying the figure using expressive colours (Munch, Matthew Smith, Matisse, Derain, Van Gogh, Klimt, Kochoschka, Howson)
- Juxtaposing colours and shapes based on still-life using ICT (Caulfield)
- Using tone to portray the form of objects from direct observation (Chiaroscuro, Dutch still-life, Morandi, Chardin, Cezanne)
- Using tone to portray the form of the human figure and faces (Seurat drawings, Carravaggio, Rembrandt, Da Vinci, Michelangelo, Sickert, Henry Moore, Beardsley, Saville)
- Create monochrome images using mono-printing and other relief printing techniques (Degas, Dürer, Picasso)
- Use thickly applied paint to record surface texture of natural objects (Van Gogh, Monet, Cezanne, Kochoschka, Turner)
- Utilise mixed media to build up surface texture in recording natural forms (Piper, Sutherland, Goldsworthy, Matisse)
- Using a variety of materials to accurately record the surface texture of objects i.e. bark, shells, feathers, hair (Dürer, Da Vinci, Spencer, Goya)
- Greatly enlarge a section of a natural form in order to investigate its surface (O'Keefe, Escher).



### **Task 5**

Visit a gallery or museum or studio.

There are many galleries in the area:

<https://fitzmuseum.cam.ac.uk/>, <https://www.thehigginsbedford.org.uk/Home.aspx>,  
<https://www.kettlesyard.co.uk/>, <https://www.stamfordcontemporaryarts.co.uk/monthly-exhibition/>, <https://peterboroughmuseum.org.uk/>, <http://www.andydakinartist.com/>,

make the most of the Open Studios in Cambridge and Peterborough through the months of June and July

<https://paos.org.uk/>, <https://camopenstudios.org/>,

