

**Mr S Meredith – ART**  
**Meredith.s@myton.co.uk**

# **FINE ART**



Patrick Brill AKA  
Bob and Roberta  
Smith



British contemporary artist, writer, musician, and art education advocate. He is highly celebrated for his "slogan art," which features colourful, hand-painted text on banners and discarded wooden boards to challenge institutional elitism and campaign for the importance of creativity in politics and schools.

Do you agree with this statement?

ART MAKES  
CHILDREN  
POWERFUL

IF NOT...this probably isn't the course for you

# WHAT DOES AN A LEVEL ARTIST LOOK LIKE?

If you have an aptitude for the subject, are creative, imaginative, enthusiastic and above all, have ideas to communicate you will love this subject. It goes without saying that general drawing/painting ability and a good knowledge and understanding of art media are essential skills you will need in order to be successful. If you don't get a 6 grade at GCSE, you will struggle on this course. It is important to understand that you will be trying new ways of working and taking a few more risks than perhaps you did at GCSE. If you have a genuine interest in the world of Art, (Artists' work from a range of genres including the contemporary) and you also love the process of creating Art, then this could certainly be the course for you..

# BUT.....

you MUST be-

- 1) MOTIVATED
- 2) INDEPENDENT
- 3) IN LOVE WITH THE SUBJECT
- 4) PREPARED FOR HARD WORK

# QUOTES FROM FAMOUS ARTISTS

“To be an artist is to believe in life.” – **Henry Moore**

“If I could say it in words there would be no reason to paint.” – **Edward Hopper**

“To my mind one does not put oneself in place of the past, one only adds a new link.” – **Paul Cézanne**

“Whether you succeed or not is irrelevant, there is no such thing. Making your unknown known is the important thing.” – **Georgia O’Keeffe**

“Creativity takes courage.” – **Henri Matisse**

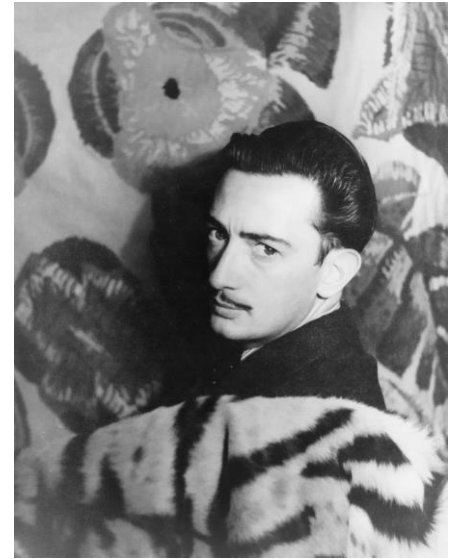
“If you hear a voice within you say ‘you cannot paint,’ then by all means paint, and that voice will be silenced.” – **Vincent van Gogh**

“Have no fear of perfection, you’ll never reach it.” – **Salvador Dalí**

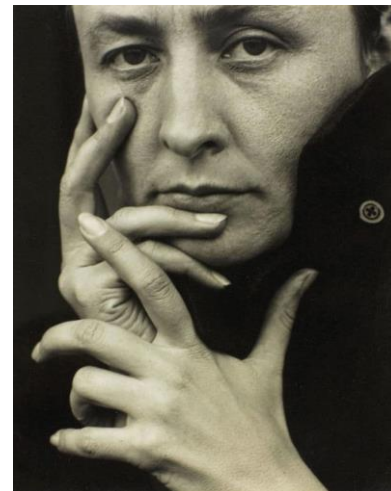
“Don’t think about making art, just get it done. Let everyone else decide if it’s good or bad, whether they love it or hate it. While they are deciding, make even more art.” – **Andy Warhol**



Pablo Picasso, 1908



Salvador Dalí, 1939



Georgia O’Keeffe, 1918



Andy Warhol, 1960

# IT'S A FINE ART COURSE

## WHAT DOES THAT MEAN?

A Level Fine Art is a course where students develop their artistic skills, explore different media, and express their own ideas through visual art. It's a practical course that emphasizes hands-on work, experimentation, and the development of a personal artistic voice. It requires a high level of commitment.

# COURSE CONTENT

## YEAR 12

- Transition Project to complete over Summer

Then-

- You will be required to submit one unit of work 'project/portfolio' undertaken during the first two terms (Sept-Feb). Within this unit students submit a portfolio of work derived from an initial starting point (Inspired by the Urban Environment).
- You will be encouraged to experiment with ideas and media and develop critical/ contextual awareness (that's looking at artists). Although this unit is not formally assessed by OCR, it will be internally assessed.

# SO. WHAT NOW?

## I WANT YOU TO COMPLETE

## A LITTLE PROJECT

### BUY AN A2 SKETCHBOOK!

You will need to purchase an A2 sketchbook to begin your work. You can get high quality ones from Picturesque art shop in Warwick or Yellow moon art shop in Leamington and they will give you a discount if you tell them you are at Myton or give them my name. Pink pig sketchbooks are also good and can be purchased online ([www.the-pink-pig.co.uk/collections/sketchbooks](http://www.the-pink-pig.co.uk/collections/sketchbooks)). Please ensure that paper quality is good. 150gsm is a nice weight of paper to work on.

**TRANSITION WORK**



**RECREATING a MASTERPIECE**

# What is society?

the community of people living in a particular country or region and having shared customs, laws, and organizations:

# What is a social issue?

Social issue, a **state of affairs that negatively affects the personal or social lives of individuals or the well-being of communities or larger groups within a society** and about which there is usually public disagreement as to its nature, causes, or solution.

## DISCUSS IN GROUPS

In small groups, come up with as many social issues as you can.

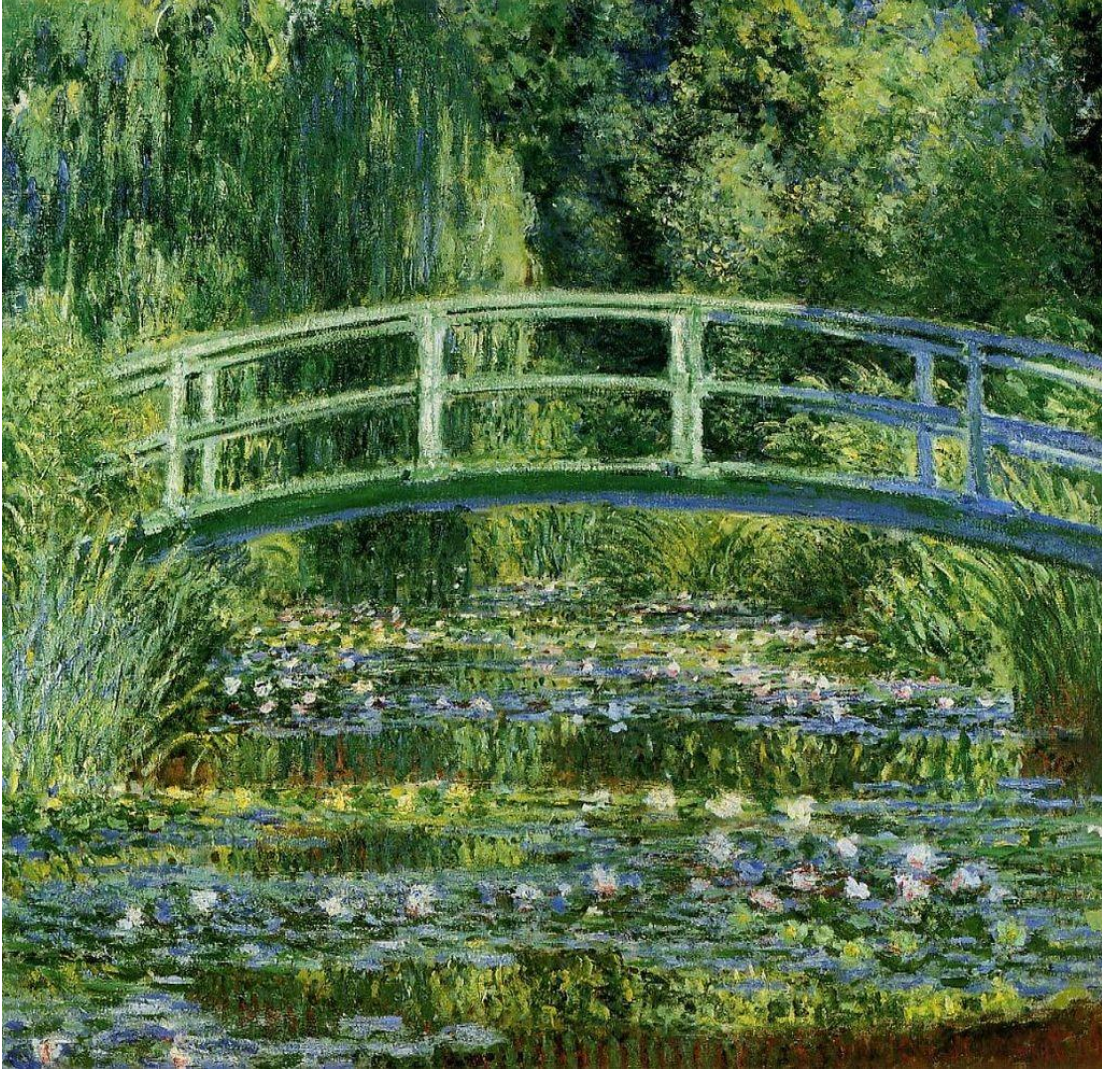
**TRANSITION WORK**



**RECREATING a MASTERPIECE**



Water Lilies is a series of approximately 250 oil paintings by French Impressionist **Claude Monet** (1840–1926).



**Banksy's** contemporary version



Show Me The Monet (2005) takes Claude Monet's iconic painting of the lily pond at his house in Giverny and uses it as a backdrop to illuminate society's growing consumerist tendencies and general disregard for nature, as two sinking shopping trolleys and a traffic cone infiltrate the idyllic scene.

Vincent Van Gogh-1888



**Banksy's** Sunflowers from Petrol Station (2005) - not quite as cheery as Van Gogh's bunch. By linking the flowers to a petrol station, Banksy suggests oil culture is literally killing the natural world. It explores climate change and fossil fuel consumption.

Jack Vettriano



**Banksy's** Vettriano Beach Rescue - a new take on Vettriano's best-known work which explores the cleanliness of British beaches

**Girl with a Pearl Earring** is an oil painting by Dutch Golden Age painter Johannes Vermeer, dated c. 1665. Going by various names over the centuries, it became known by its present title towards the end of the 20th century after the large pearl earring worn by the girl portrayed there. What is 'SELFIE' and why do certain portraits become timeless?



**Mystery and** :Who she? What she's thinking? Why is she dressed that way? This lack of narrative makes the painting endlessly open to interpretation, keeping it interesting over centuries.



Madonna and Child (Renaissance)



Banksy explores our obsession with modern technology-Is this the new religion because we worship our phones and social media?



## Nicholas Hilliard

(1589-1647)

A portrait miniature of a Gentleman, traditionally identified as Robert Devereux, third Earl of Essex



**Miniature portraits** were small, detailed portraits, often worn as lockets or kept privately. Used to remember loved ones or important figures they functioned almost like an early form of a photograph. These tokens could symbolise loyalty, affection, or political alliances. They were deeply personal and emotional objects, not public artworks.



Rylan Clark was an X-Factor contestant who effectively became famous for being famous. His portrait, produced by **Grayson Perry** in the manner of Tudor miniaturist Nicholas Hilliard, is as much a comment upon the nature of modern celebrity as it is a depiction of Rylan. By placing a TV personality in a format once reserved for elites, Perry blurs the line between high art and popular culture and challenges what society considers worthy of celebration



King George III 1773 by Nathaniel Dance

Daniel Boyd (a modern Aboriginal artist) makes work which directly references 18th-century portraits of figures associated with the earliest days of Australia's colonisation including King George III and Captain Cook. Traditional paintings (like Dance's) present rulers as: Heroic, in control and worthy of respect. Boyd is saying: These figures are NOT heroes. Their actions caused harm, especially to Indigenous people. Boyd criticises colonisation and highlights that British expansion (under the King) led to loss of land and destruction of Indigenous cultures. He is reminding us that this history is not positive for everyone.

Boyd shares the fate of an 18th-century Aboriginal resistance leader Pemulwuy (c. 1750–1802). Pemulwuy led Aboriginal uprisings against the colonisers and Cpt Cook for 12 years before finally being captured and executed. His head was cut off and sent to England as a "scientific specimen" It was shown as proof of British power and control.



## Daniel Boyd 2006



*King No Beard*

# TRANSITION WORK

**I would like you to recreate a famous piece of art work. I want you to make the piece your own and through it, I want you to make a statement about today's society.**

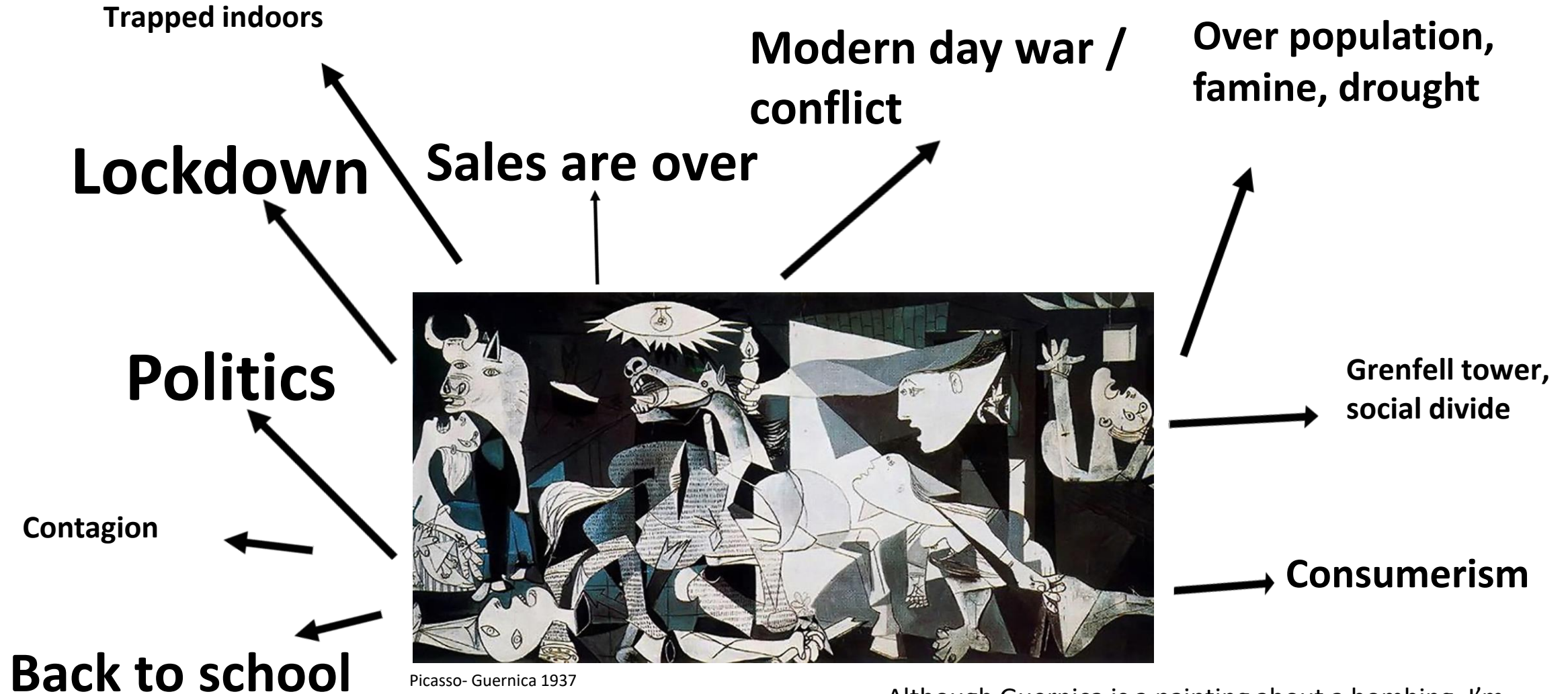
To do this effectively, you will need to do the following-

1. Introduction – Visit suggested websites or galleries to explore as many pieces of art as you can. Choose one appropriate piece of work that you would like to reinvent. Complete analysis on this- find out as much information as you can about the work/ the artist and what they were trying to do with their work.
2. Explanation of your project- mind map of your initial ideas (see next slide)
3. Make some sketches to experiment with how you want to adapt your chosen art piece and the message that you would like to convey. Make some compositional development drawings.
4. Experiment/ practice with appropriate media and gather any research that you might need to help you adapt your chosen art piece.
5. Attempt a final piece (any scale any media) to realise your idea

# RECREATING a MASTERPIECE

# TEACHER'S EXAMPLE

Guernica is a monumental oil painting by Pablo Picasso created in 1937, depicting the brutal bombing of the Basque town of Guernica by Nazi Germany and Fascist Italy during the Spanish Civil War. The painting is considered a powerful anti-war statement



# MAKING A VISUAL MIND MAP

Although Guernica is a painting about a bombing, I'm generating possible ways that I might reinvent the picture to reflect modern society issues.

# PRACTICAL HELP

I don't want you to worry about this practical task. The main objectives are that you-

- Research a variety of established artists/ galleries and take virtual tours of some of the best art galleries in the world. Find paintings you like and find out what they are all about. Try to avoid Van Gogh please.
- Consider what **you think** about society (what you like, what you don't like, what annoys you etc.)
- Have a go at making an artistic statement.

You can explore **any art media** and **any art processes**. You can use digital methods and collage alongside more traditional processes such as painting. You can work on **any surface and any scale** or even make a 3 dimensional piece. How you adapt and refine the original 'masterpiece' is entirely up to you.

PLEASE note however, that I must see good quality drawing as part of the preparation/development or final realisation.

# PRACTICAL HELP

**Some useful links**

<https://www.npg.org.uk/>

<https://www.nationalgallery.org.uk/>

<https://www.louvre.fr/en>

<https://www.uffizi.it/gli-uffizi>

**Chatterpack-500 galleries and virtual tours**

<https://artsandculture.google.com/partner?hl=en>

# Hand in

## READY FOR THE FIRST DAY BACK IN SEPTEMBER I would like you to-

Bring all the work that you have done along with the final piece. If we don't have art on that day, I will store it.

Remember that your work should be in a sketchbook (size A2)-Final piece may be separate OR included in the sketchbook.

I will be asking you to make a short presentation on your work, what you have done, the artist that you chose and the idea behind your piece. Don't worry. I will look after you all.

**WHAT ARTISTS?**  
**WHAT PAINTINGS?**  
**WHAT STATEMENT ARE YOU MAKING?**

PAST MYTON STUDENTS'  
EXAMPLES OF WORK  
PRODUCED IN RESPONSE TO  
THE THEME

## EXAMPLES OF TRANSITION WORK PRODUCED LAST YEAR



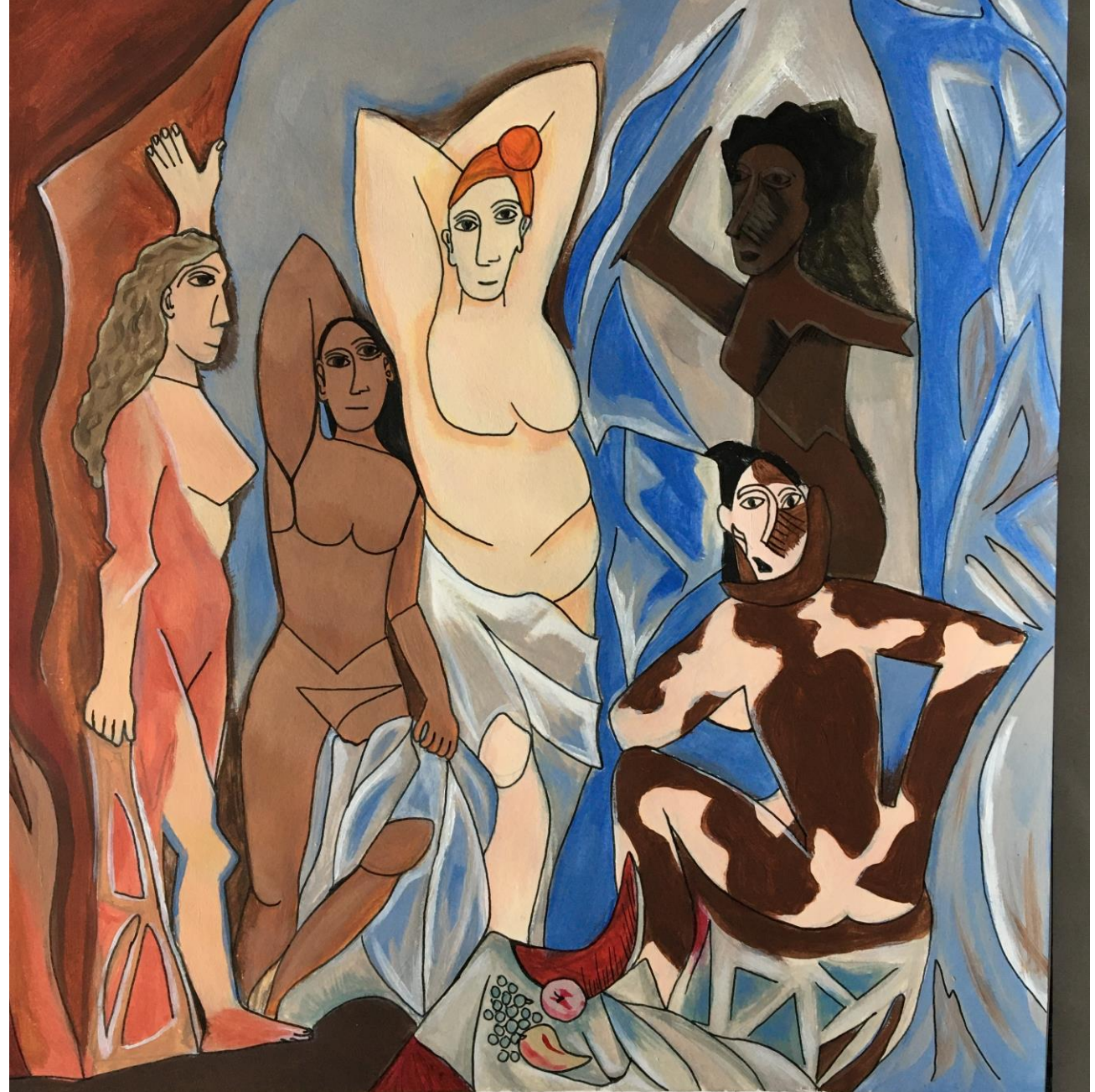
Wanderer above the Sea of Fog  
Painting by Caspar David Friedrich 1818

Student's interpretation- Exploring how the natural/  
rural environment is becoming urbanised.





Les Demoiselles d'Avignon  
Painting by Pablo Picasso 1907



Student's interpretation-Exploring heritage, race and skin colour.



The Fall of Man  
Hugo Van der Goes 1470



Student's interpretation- entitled 'Adam and Steve' explores same sex relationships/ Eve's sin



### The Creation of Adam

Fresco painting by Michelangelo  
Circa 1512



Student's interpretation  
focusing on Covid 19, mask  
wearing and how we were  
encouraged not to have  
physical contact

## The Son of Man

Painting by René Magritte 1964



Student's interpretation-exploring the significance of 'apple', social media and youth.





The Persistence of Memory  
Painting by Salvador Dalí 1931

Student's interpretation-exploring  
global warming as the new social  
nightmare. A clever link to time  
running out for us all



Girl with a Pearl Earring  
Painting by Johannes Vermeer 1665



Students interpretation-exploring the timelessness of the anonymous girl in Vermeer's painting





The Virgin in Prayer (1640-50)

Painting by Giovanni Battista Salvi da Sassoferrato

Student's interpretation- exploring Religious (Catholic) discrimination and persecution. Fire representing the destruction of churches during the reformation, seven tears to show Mary's seven sorrows, and a dieing violet (symbolising faith, humility, modesty).





Morning in the pine forest (1889)  
Painting by Russian artist-Konstantin Savitsky



Student's interpretation- Here a Myton student with Russian heritage is exploring the plight of Brown Bear populations in Russia. Deforestation and bear hunting have seen the brown bear populations decimated in Russia over the last century. Her chosen artist-'Savitsky' was an artist who had celebrated landscape and nature in Russia focusing on the 'immensity' of the natural world.





Hand with Reflecting Sphere (1935)  
Depiction by M Cornelis Escher

Using Escher's sphere to symbolise the world, this student explores issues to do with pollution in our cities. The world sits comfortably in the hand of humanity. The world is our responsibility and its survival is in our hands.



WATCH

THIS

SPACE

**SUCCESSFUL  
A LEVEL ART  
STUDENTS ARE:**

**CREATIVE  
INVESTIGATIVE  
INDEPENDENT  
RESOURCEFUL**