

# Year 12

## Personal Investigation

Hi everyone,

I hope you are all ok.

Can you all send me your work as you complete it. I have set us up an Instagram account and I will post your work on there and any messages I have for you!

Please follow us: bl6year12

Read this pack thoroughly before you start.

Any questions get in touch

[Rachel.white@brineleas.co.uk](mailto:Rachel.white@brineleas.co.uk) / [Victoria.robinson@brineleas.co.uk](mailto:Victoria.robinson@brineleas.co.uk)

Mrs White & Mrs Robinson 😊

Week beginning	Task	Notes
	<p>Development of idea; respond practically to your theme and artists.            Reflect on the success of your latest piece; your subject matter, media, scale and composition. How are you responding to your theme? Have you been 'clever'? How have your artists influenced your making?            What are the strengths? Where are the areas for development?            Begin with loose sketches of your composition (using primary sources where appropriate). Annotate to illustrate ideas.            Begin to experiment with media and technique; include samples in your book.            Decide on your surface and scale; you should be able to justify your choices.</p>	
	<p>Prepare your surface (board/ paper/ parcel paper/ canvas/ fabric/ found item).            Prime/ apply ground/ grid up and sketch out your composition.            Apply media.</p>	
	<p>Continue to apply media.            Continuously step back to review and refine work .</p>	
		Same criteria as Artist 4.
		Same criteria as Artist 5.

Week beginning	Tasks – Tasks 10 & 11 will take you to the Easter break, Artist 6 will be Easter homework.	Complete & sent to teacher?
10.30 <sup>th</sup> March	<p>1. Artist four; <b>Double page.</b> Include minimum of five images (range of size). How is this artist creating work in relation to your chosen theme? Analyse what they have made with <b>critical</b> discussion about the artwork and the context it has been made in.</p> <p>Remember the purpose of an artist study is to develop your investigation in your chosen subject area. Link, develop and refine! What aspects of the artists work could you take forward as inspiration for your own?</p> <p><b>2. Photos inspired by Artist – Present/double page.</b> <b>On going high quality photography/ recording/ researching.</b> Your approach to taking your photographs should be informed by your artists. Can you emulate their content and subject matter, style, atmosphere...?</p> <p>3. Complete a/several relevant practical study/studies as appropriate – Use your photos inspired by artist 4 to create this piece. *Large scale</p>	
11. 6 <sup>th</sup> April	<p>1. Artist five; <b>what have you learnt from your previous artists?</b> Use this to inform your next artist choice. Use the same success criteria and feedback from VRN and RWE to move forward.</p> <p><b>2. Photos inspired by Artist – Present/double page.</b> <b>On going high quality photography/ recording/ researching.</b> Your approach to taking your photographs should be informed by your artists. Can you emulate their content and subject matter, style, atmosphere...?</p> <p>3. Complete a/several relevant practical study/studies as appropriate – Use your photos inspired by artist 5 to create this piece. *Large scale</p>	
12. 13 <sup>th</sup> April & Easter holidays	<p>1. Artist six; <b>what have you learnt from your previous artists?</b> Move forward and use this to inform your next artist choice. Use the same success criteria and feedback from VRN and RWE to move forward.</p> <p><b>2. Photos inspired by Artist – Present/double page.</b> <b>On going high quality photography/ recording/ researching.</b> Your approach to taking your photographs should be informed by your artists. Can you emulate their content and subject matter, style, atmosphere...?</p> <p>3. Complete a/several relevant practical study/studies as appropriate – Use your photos inspired by artist 6 to create this piece. *Large scale</p>	
	<p>****IMPORTANT INFO</p> <p>Categorise photos and print as contact sheets.</p> <p>Annotate how your investigation is developing with influence from your artists. Critically compare and contrast the work of the artists showing your personal response. Explain your approach to taking your photographs how has it been informed by your artists. How have you emulated their content and subject matter, style, atmosphere, light...?</p> <p>What aspects of the artists work have you taken forward as inspiration for your own?</p> <p>Add small images from your artists to make visual links between your photos and their work.</p> <p>Select and edit successful photos for practical studies (print A6 to present on these pages and A4 For working from next week). Annotate in more detail if required.</p>	

Week beginning	Task	Notes
13 27 <sup>th</sup> April	<p>STAGE 1 OF DEVELOPING AN IDEA (INITIALLY YOU WILL DO THIS 3 TIMES) – USE A DOUBLE PAGE MINIMUM, USE AS MANY AS YOU NEED THOUGH! BEFORE PUTTING THIS PAGE TOGETHER FORMALLY, LAY IT OUT AND TAKE A PHOTO TO SHARE WITH RWE/VRN. EXPLAIN YOUR IDEA WITH ARTIST IMAGES TO ASSIST.</p> <p>Use your photos, practical studies so far and your artists to move forwards.            What are you <u>investigating</u>? What do you hope to find out?            What do you want to make a statement about?</p> <p>*You must remember that this is an INVESTIGATION. Therefore, your project must have a purpose, there should be a point to it! To cultivate 'an idea' you need a focus, a question to answer. Ideally at the end of the PI, you have answered your own question, both theoretically and of course practically.</p> <p>Over the double page you must include;</p> <ol style="list-style-type: none"> <li>1.The idea drawn/painted</li> <li>2.In your annotation you must reference how you cultivated the idea. Mention; theme or question/ artist influence + images / collaboration between your artists i.e if you have combined 2 or 3 artists to come up with your idea</li> <li>3. Document the photos used in the idea, add secondary sources if necessary</li> <li>4. Refine your choices of media, techniques and processes. – small colour/ technique testers are adequate for this.</li> <li>5. Experiment with composition – this is where you can document any photoshop work or small sketches to show you have drawn out different compositions.</li> </ol>	
14 4 <sup>th</sup> May	<p>This is 'Idea 1' on a large scale – Minimum A3 – canvas/canvas board/card. You are asked to complete this as a small version in your books can look very different when enlarged. Assess/evaluate its efficacy.            Does the idea communicate the purpose of your investigation?            Develop scale and experiment in terms of media.            If using a grid make sure it is not visible at the end; use a sensitive line.            Be selective and informed with your use of media – ask for advice!</p>	Practical piece of work out of your sketchbook.
15 11 <sup>th</sup> May	<p>Repeat task 13/14            STAGE 2 OF DEVELOPING AN IDEA 2            So how are your going to move 'idea 1' forwards? What worked? What didn't? Does it convey your purpose effectively? Did you allow your artists to influence you? Do you need further photographic material? Do you need to bring in another artist? At this stage you will need another conversation with RWE/VRN.</p>	
16 18 <sup>th</sup> May	<p>Repeat task 13/14            STAGE 3 OF DEVELOPING AN IDEA 3            So how are your going to move 'idea 2' forwards? What worked? What didn't? Does it convey your purpose effectively? Did you allow your artists to influence you? Do you need further photographic material? Do you need to bring in another artist? At this stage you will need another conversation with RWE/VRN.</p>	

Name:

Predicted Grade

**TASK: Artist Research**

A\*= 21

A = 19

B = 17

C = 14

D = 11

E = 10

Criteria; Remember the purpose of an artist study is to help you investigate your chosen subject area. Link, link, link!!!

Artist 1/2/3/4/5/6 – compare and contrast each time.

1. Include minimum of eight images (range of sizes).

2. Analyse what they have made with critical discussion about the artwork and the context it has been made in.

How is this artist creating work in relation to your chosen theme?

3. Complete relevant practical studies as appropriate, discuss scale/choice of imagery 1:1 with teacher.

4. Photography – Aim to take and print at least 20 initial photographs. Please refer to guidance for taking a successful photograph. The way you approach the taking of your photographs should be informed by your artists. Can you emulate their content and subject matter, style, atmosphere...?

What aspects of the artists work might you take forward as inspiration for your own?

Minimal ability 1 2 3 4	Some Ability 5 6 7 8	Reasonable consistent ability 9 10 11 12	Consistent ability 13 14 15 16	Confident and high ability 17 18 19 20	Exceptional ability 21 22 23 24

W	W	Target questions to structure development
		Actions for development

Name:

Target Grade

**TASK Photography pages**

Criteria;

1. Present your photographs (contact sheet style).
2. Edit and select successful photos for practical studies (later on) .
3. Annotate your photography - Critically link to your artists; compare and contrast to the work of your artists helping you to develop your personal investigation. Include artist images to support your annotation.

Your annotation should include:

- Link to artist, how have you been inspired by their idea, atmosphere, content, style?
- View point (close up / microscopic), camera angle, depth of field, composition, lighting, context (gallery, studio, outside), movement, focal point.
- Be specific about what you have recreated, aesthetically you may have done a great job, but link to emotion of the artist and the meaning behind their work. For example; Did the artist depict isolation, in which case have you managed to successfully recreate this?

You may divide up your contact sheet in order to present. Categorising your photos will help you to annotate in groups.

A\*= 21  
 A = 19  
 B = 17  
 C = 14  
 D = 11  
 E = 10

Minimal ability 1 2 3 4	Some Ability 5 6 7 8	Reasonable consistent ability 9 10 11 12	Consistent ability 13 14 15 16	Confident and high ability 17 18 19 20	Exceptional ability 21 22 23 24

<b>W</b>	<b>W</b>	<b>Target questions to structure development</b>
		<b>Actions for development</b>

Name:

Predicted Grade

**TASK: Ideas development 1/2/3**

Criteria

STAGE 1 OF DEVELOPING AN IDEA (INITIALLY YOU WILL DO THIS 3 TIMES) – USE A DOUBLE PAGE MINIMUM, USE AS MANY AS YOU NEED THOUGH! BEFORE PUTTING THIS PAGE TOGETHER FORMALLY, LAY IT OUT AND TAKE A PHOTO TO SHARE WITH RWE/VRN. EXPLAIN YOUR IDEA WITH ARTIST IMAGES TO ASSIST.

Use your photos, practical studies so far and your artists to move forwards.

What are you investigating? What do you hope to find out?

What do you want to make a statement about?

\*You must remember that this is an INVESTIGATION. Therefore, your project must have a purpose, there should be a point to it! To cultivate 'an idea' you need a focus, a question to answer. Ideally at the end of the PI, you have answered your own question, both theoretically and of course practically.

Over the double page you must include;

1. The idea drawn/painted
2. In your annotation you must reference how you cultivated the idea. Mention; theme or question/ artist influence + images / collaboration between your artists i.e if you have combined 2 or 3 artists to come up with your idea
3. Document the photos used in the idea, add secondary sources if necessary
4. Refine your choices of media, techniques and processes. – small colour/ technique testers are adequate for this.
5. Experiment with composition – this is where you can document any photoshop work or small sketches to show you have drawn out different compositions.

Minimal ability 1 2 3 4	Some Ability 5 6 7 8	Reasonable consistent ability 9 10 11 12	Consistent ability 13 14 15 16	Confident and high ability 17 18 19 20	Exceptional ability 21 22 23 24
W	W	Target questions to structure development			
		Actions for development			

A\* = 21  
A = 19  
B = 17  
C = 14  
D = 11  
E = 10



# Development pages/boards

