



Pearson

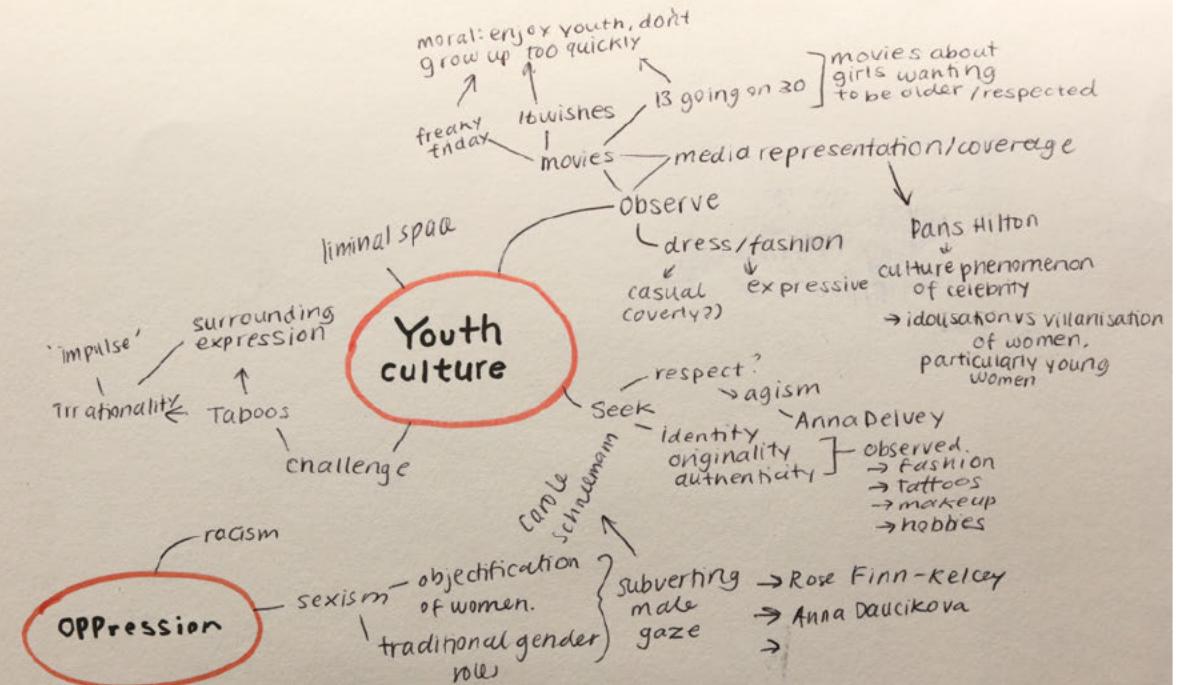
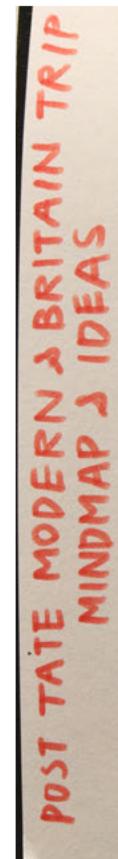
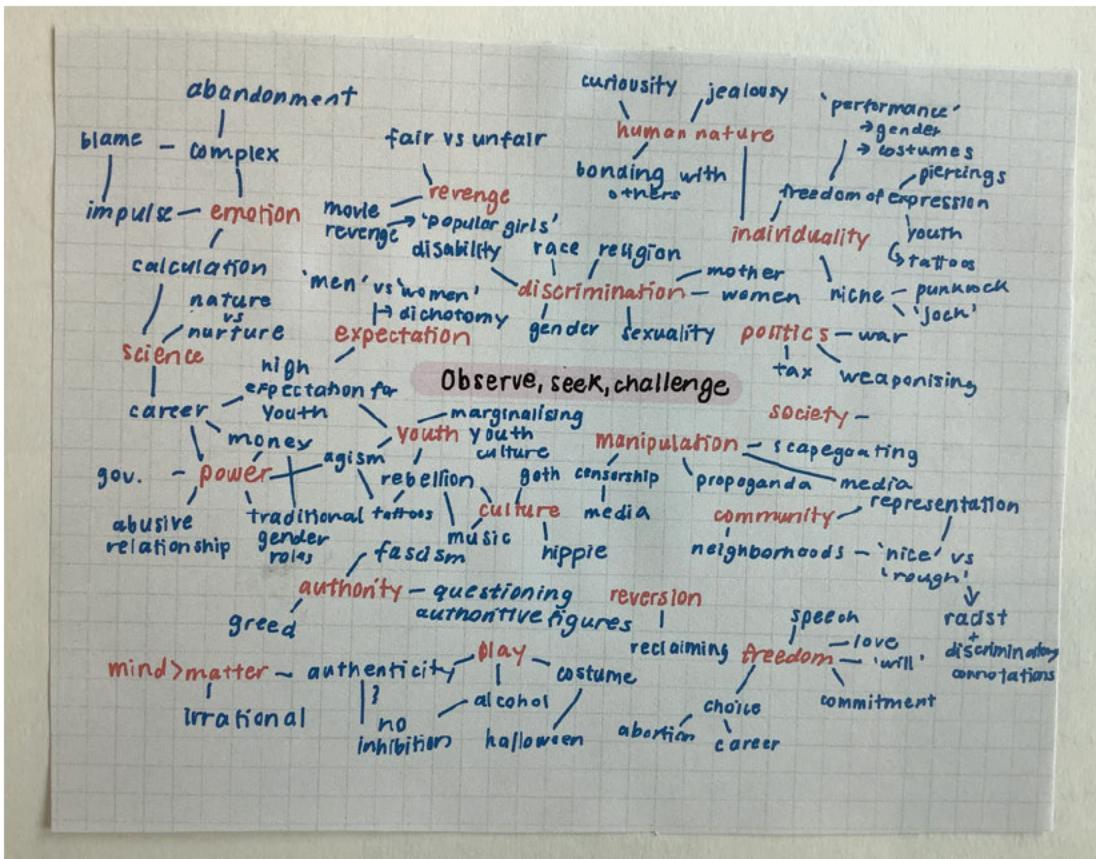
GCE A Level Advanced Art and Design

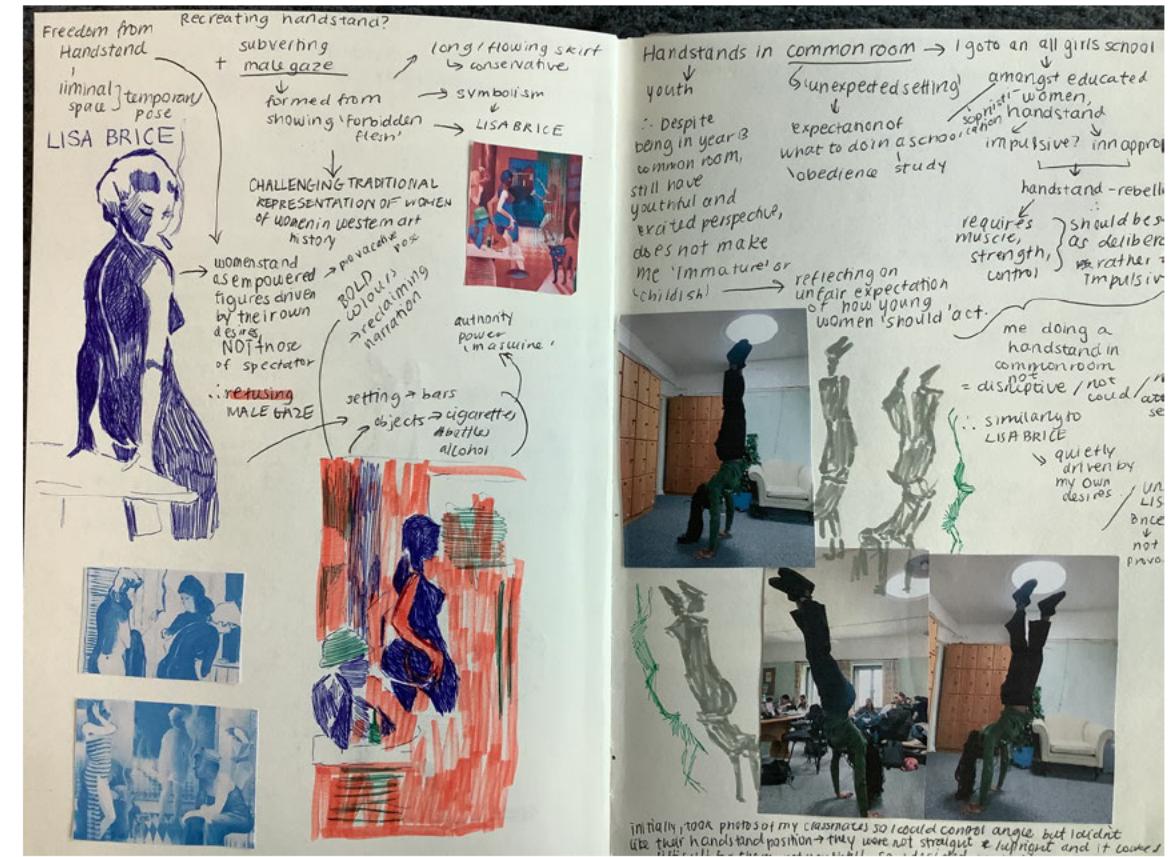
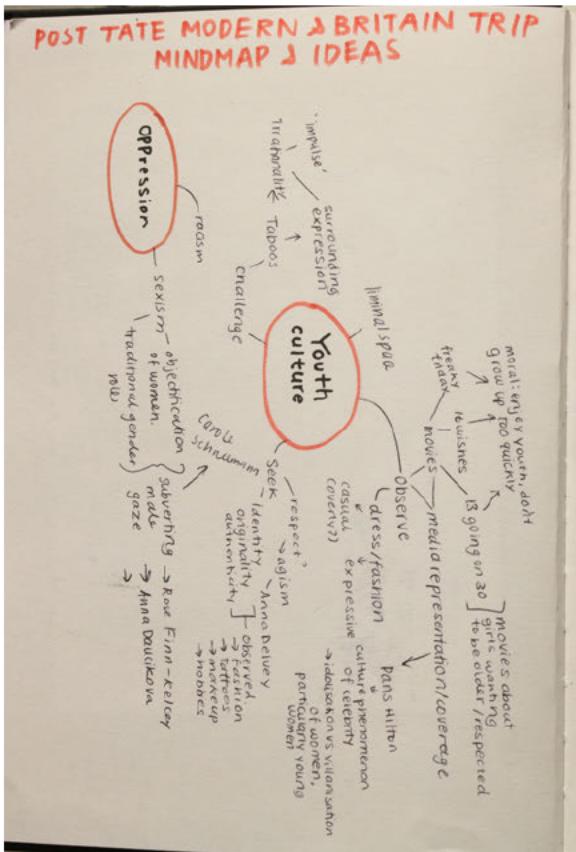
**Fine Art
Component 2
Faith**

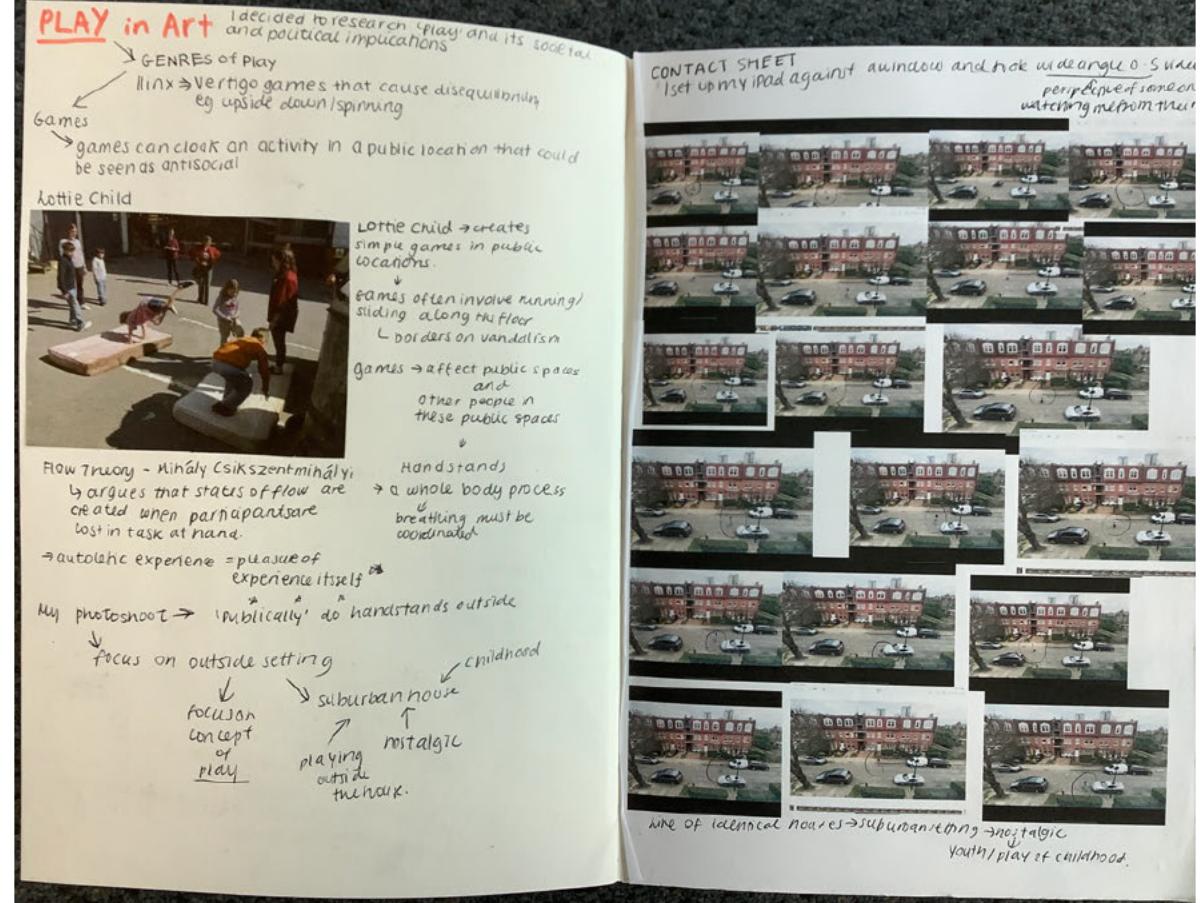
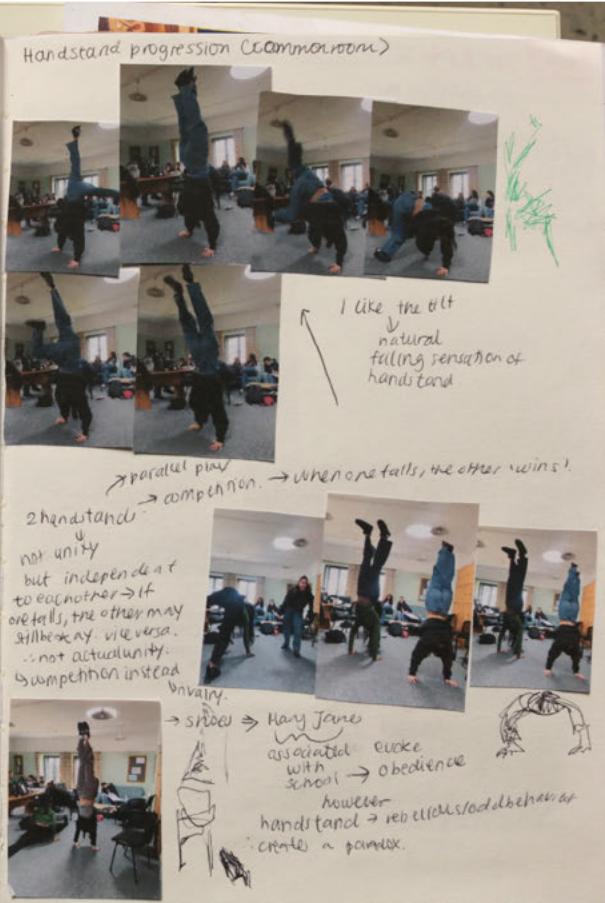
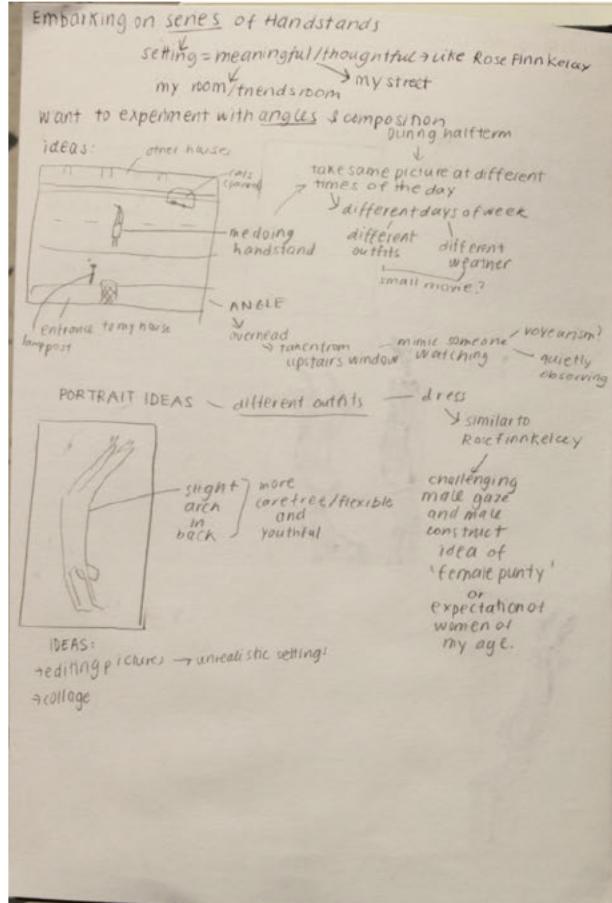
Total Mark 61

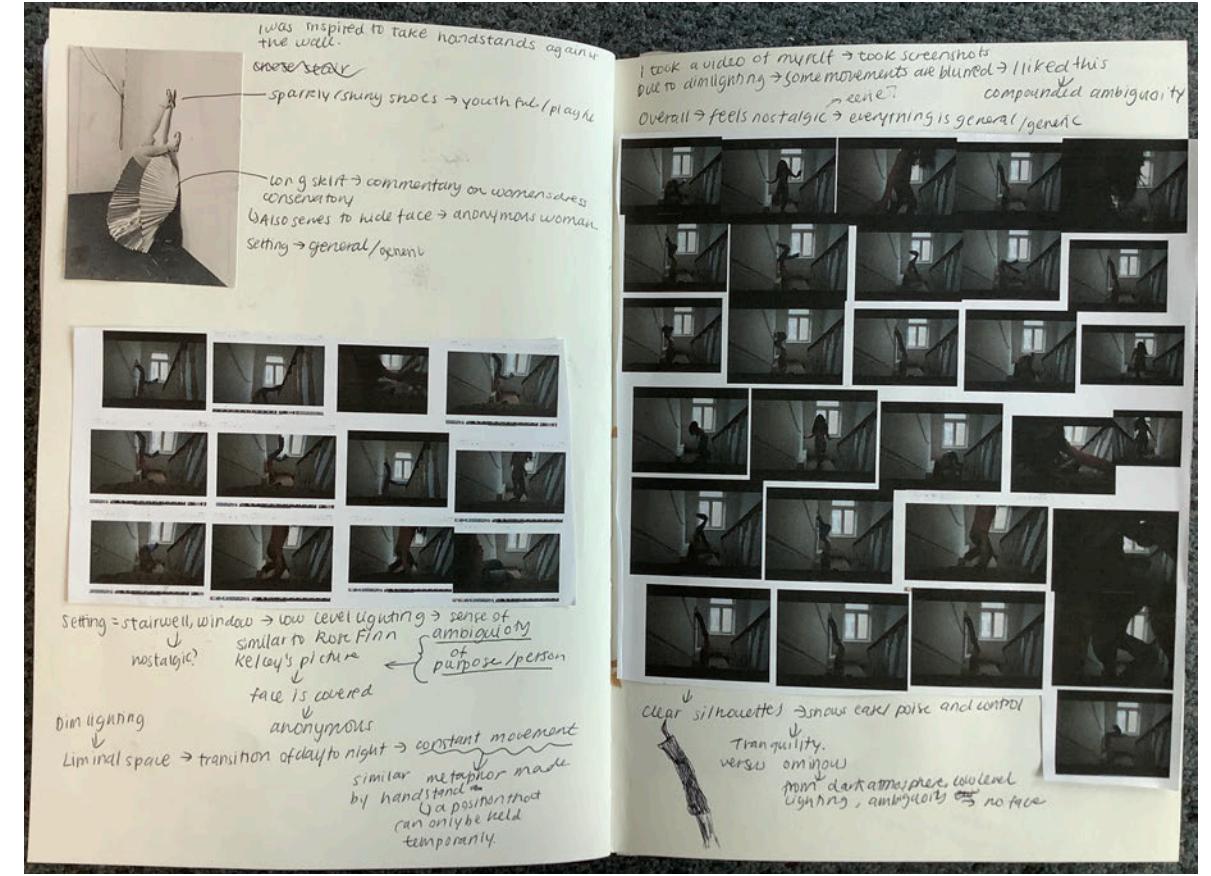
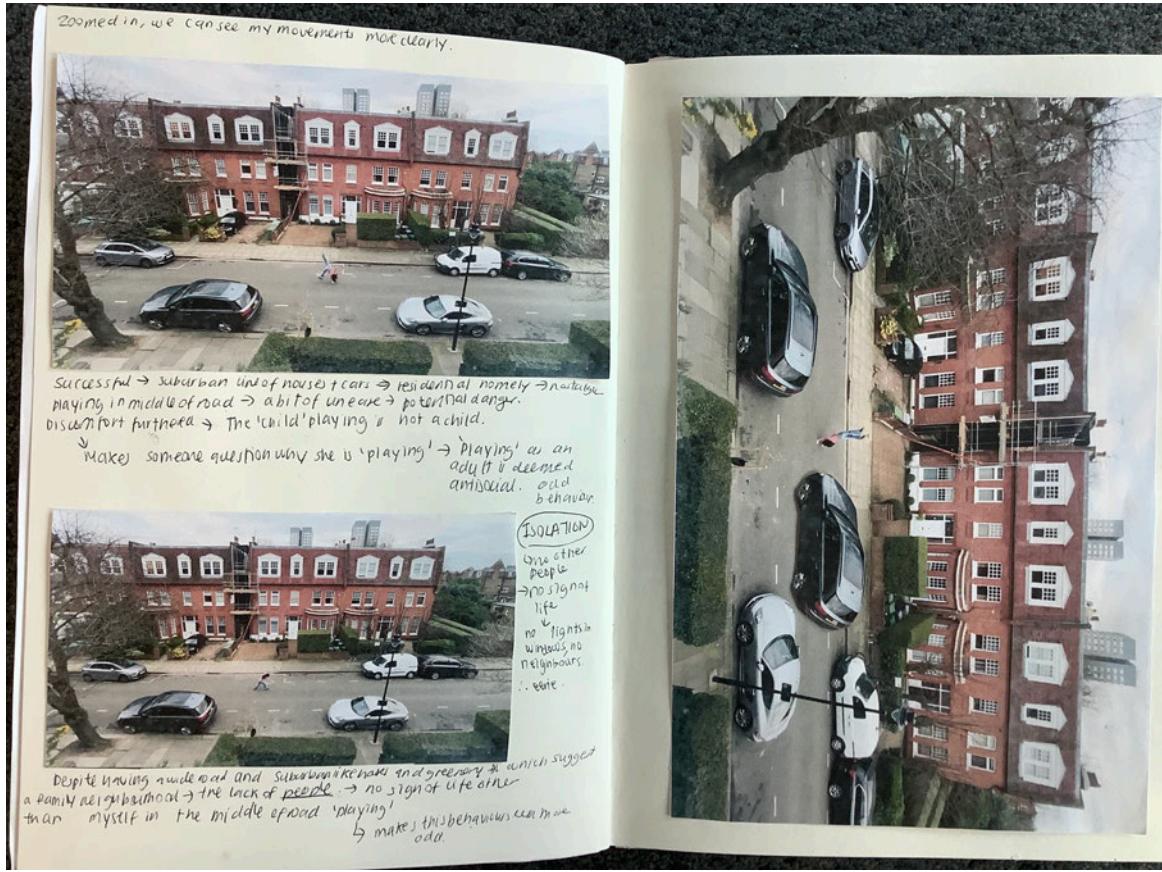
	AO1 Develop	AO2 Explore and Select	AO3 Record	AO4 Realise
Mark	15	16	15	15
Performance Level	5	6	5	5
Total out of 72			61	

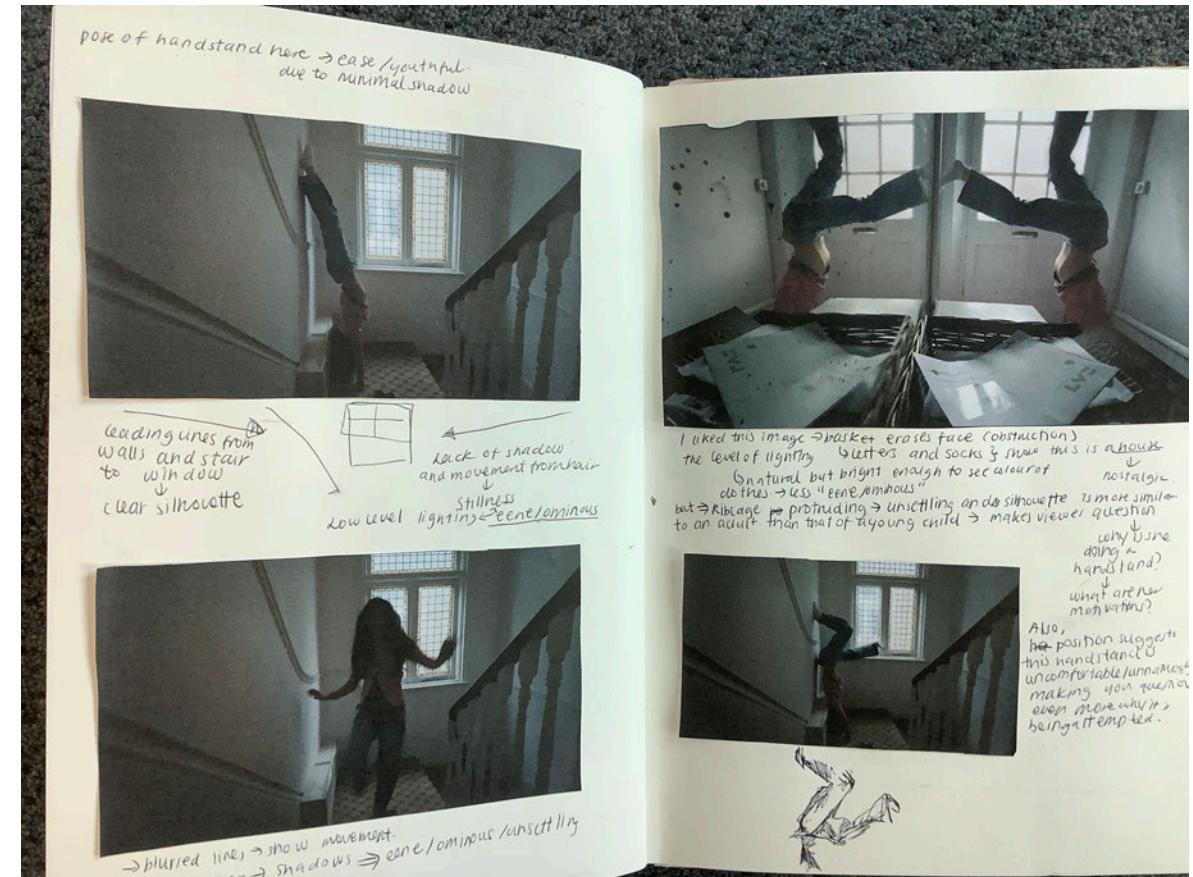
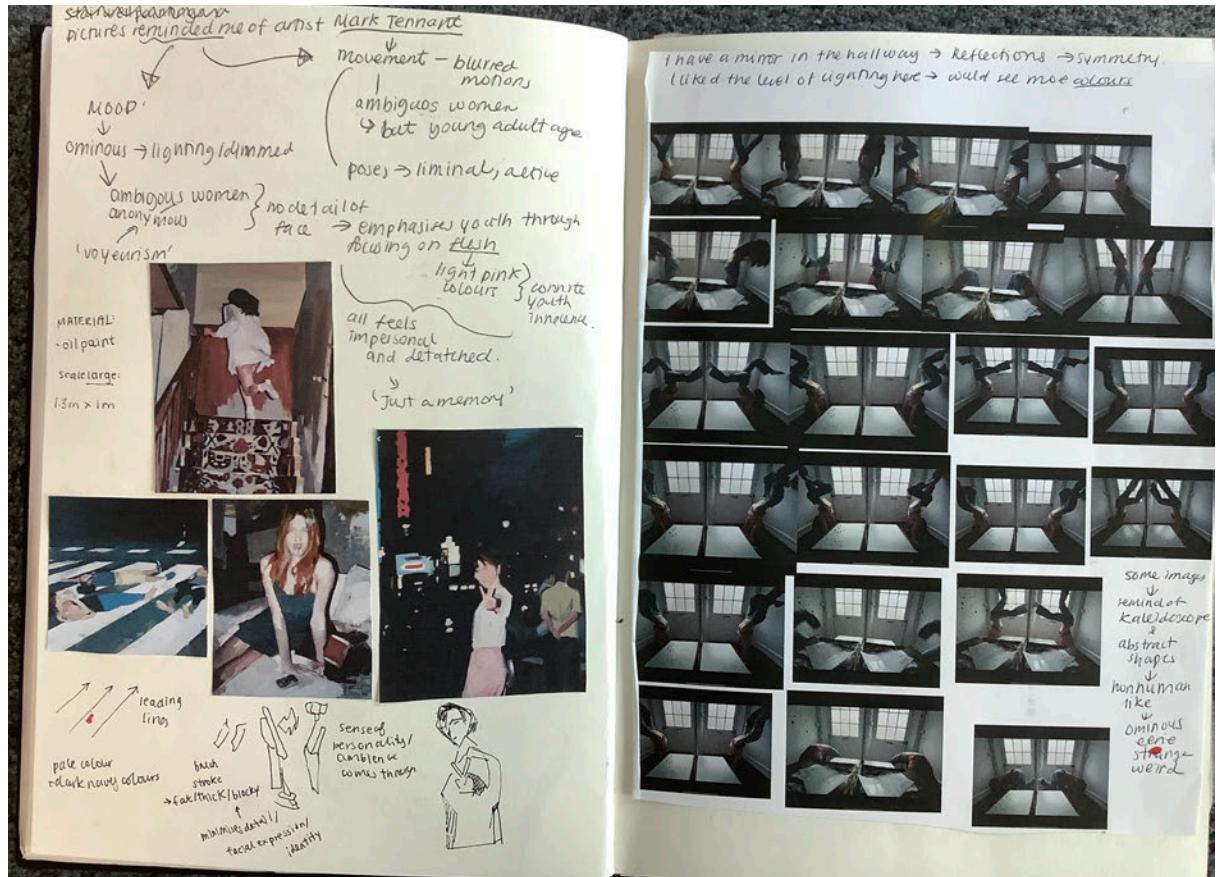
ESA – “Observe, Seek, Challenge”

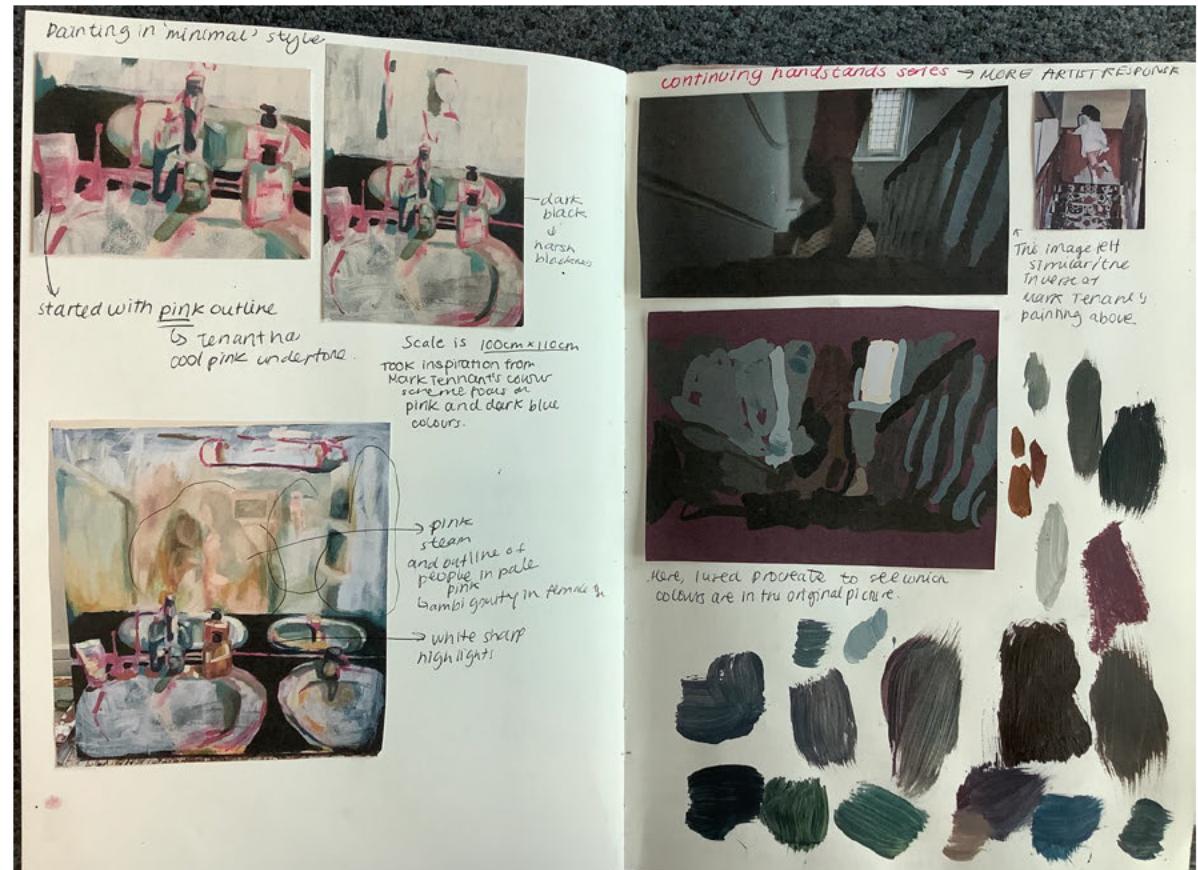
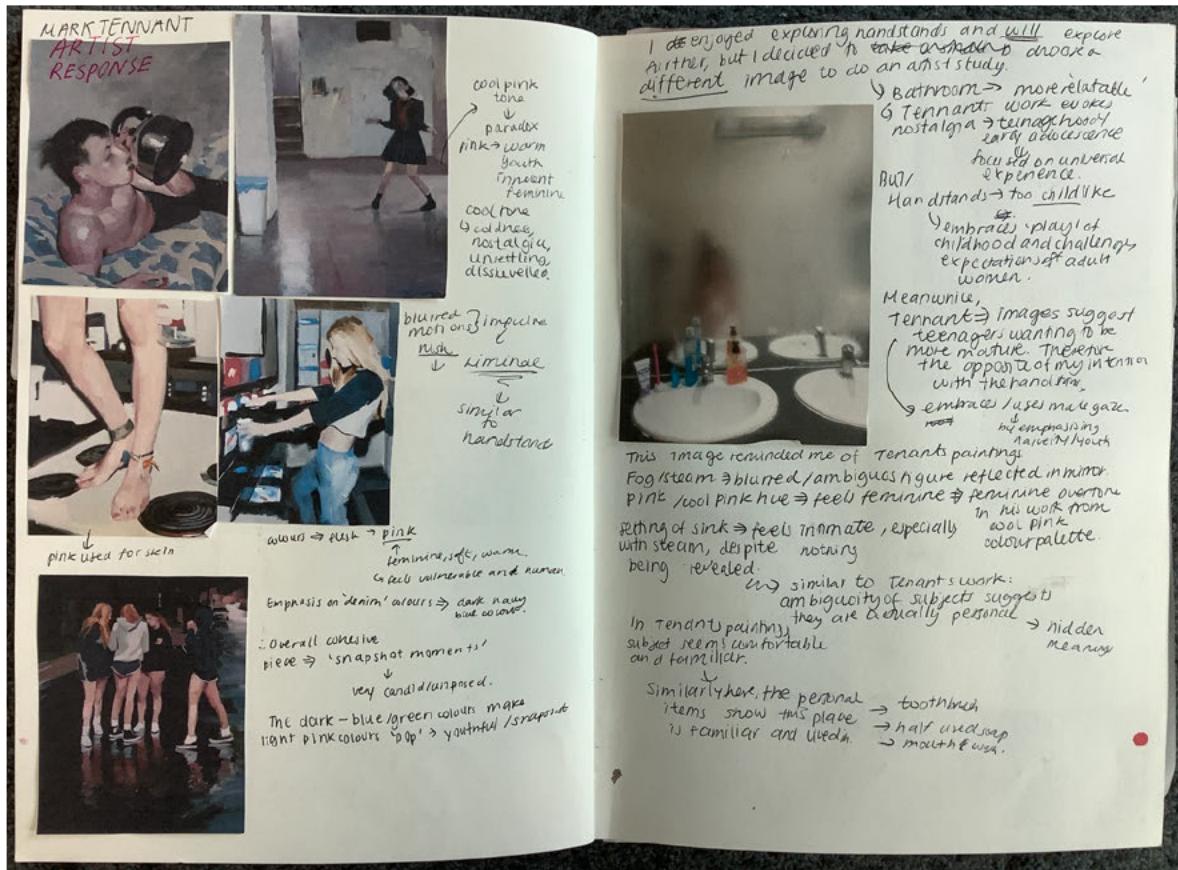












THINKING MORE ON PLAY

blue toned / blurry / muddy colour → ominous / eerie / un-clear
I decided to keep the painting less refined in order to preserve this ominous and ghostly atmosphere.

This challenges paintings with women where the body is the focal point.
makes the eerie atmosphere the focus of the piece

50 THE GARDNER AND THE CARPENTER

Play is especially common in social animals with relatively long childhood, lots of parental investment, and large brains—animals like us. Animals play around with a long childhood, spends a lot of time childish playing.

But what does it mean? What do playing and play fighting, playing soccer and playing house, all have in common? We can see underlying link that connects the rat and his brother, the cat and the dog, the stick, and the kitten and his ball.

Biologists who try to define play point to five characteristics that all kinds of play share. First of all, play is not work. It may look like fighting or hunting, digging or sweeping, but it doesn't actually accomplish anything. The kitten doesn't really eat the string it's playing doesn't dig up any insects, and the wrestling rat doesn't really hurt his brother. Just as playing house doesn't put more food in the fridge or make the living room any neater—quite the opposite, in fact.

But play is not just incompetence; it also has special characteristics that let you distinguish it from the real thing. When rats play-fight they open each other's mouths even if it's for real they bite each other's backs. When children pretend to pour tea they exaggerate, making big movements that would normally lead more to sloshing than pouring. And, of course, very young animals who pretend to hunt or play at sex aren't going to bring home the bacon—or the babies.

Play fun. Nine-month-olds giggle when they play peek-a-boo. Even among animals, play leads to joy, delight, and the equivalent of smiles and laughter. For example, rats laugh when they play fight, making a distinctive ultrasonic chip that's too high for humans to hear.

Play pace. Miss Havisham, is voluntary, I'm thinking that animals do it for its own sake, not because they're instructed to

This is a page torn from the book.

The Gardner and the Carpenter

book is about raising and caring for children. Children are curious, not work and this is to allow children to be unique.

vandalised with drawings and doodle in the name of play

thin line between play and vandalism

play vs antisocial behaviour

'play' = sociable and positive for children

doodling

talking to yourself

dolls/toys BUT ANTI-SOCIAL FOR ADULTS

I used the image from my hand and previously shot fused colour and added consider/concrete action → focus on dynamic movement → fire down of hand and shifts to our adult form: adult's subject → no body part: human form would allow this my maturity e.g. no nose/face? this gives eerie/mysterious image.

and lateral perspective.

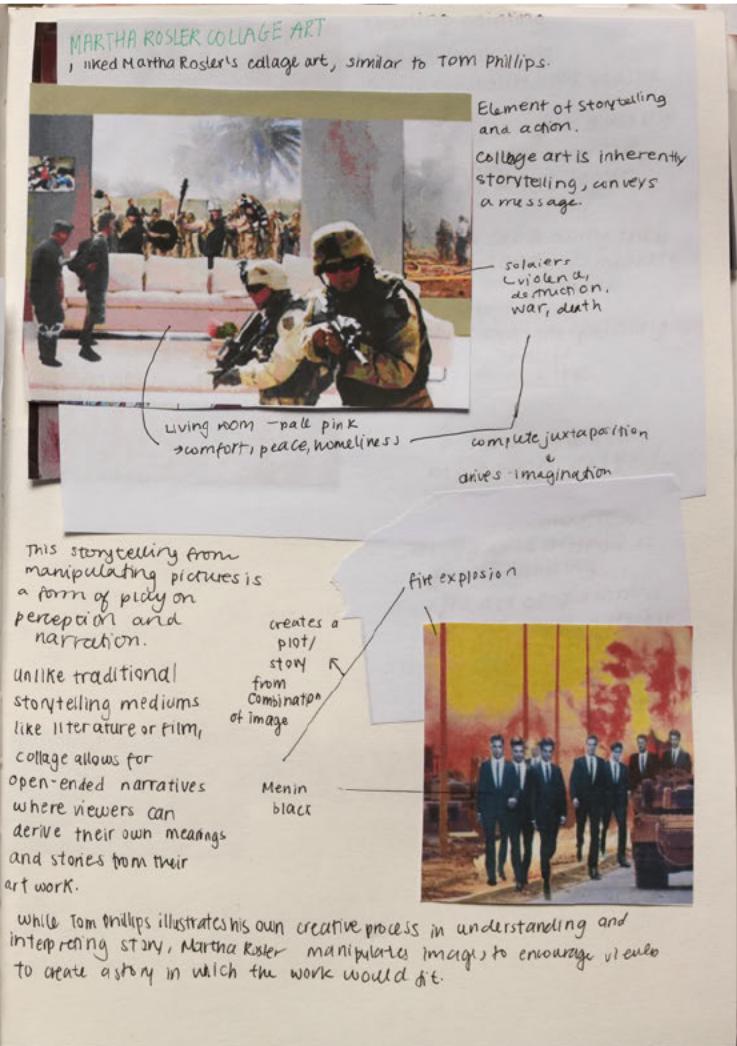
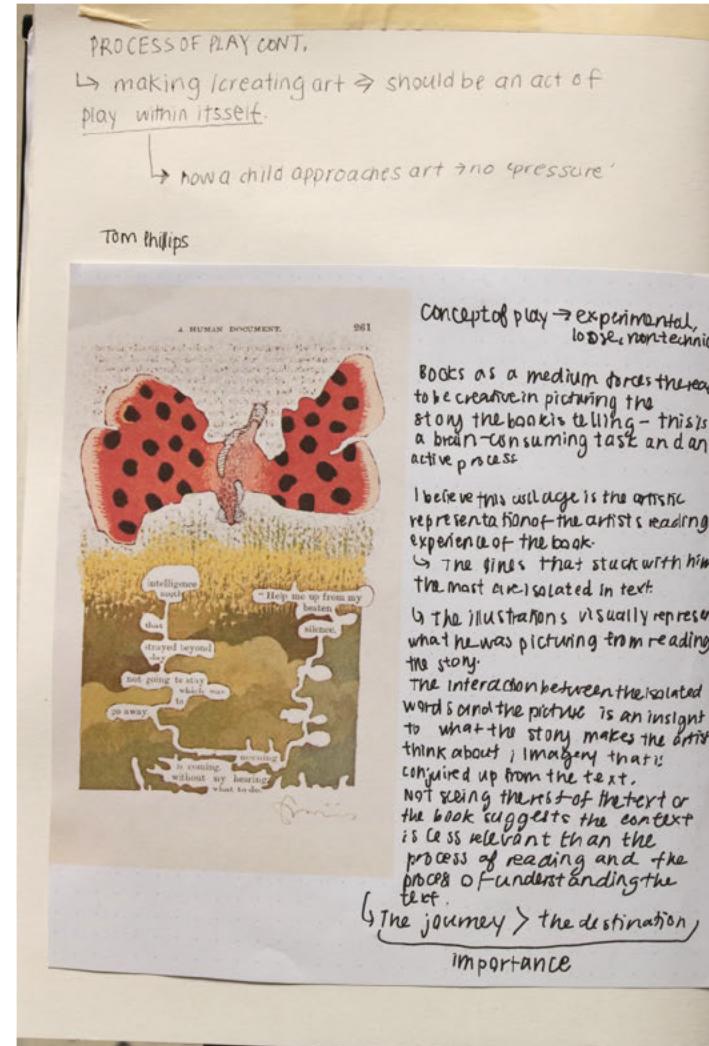
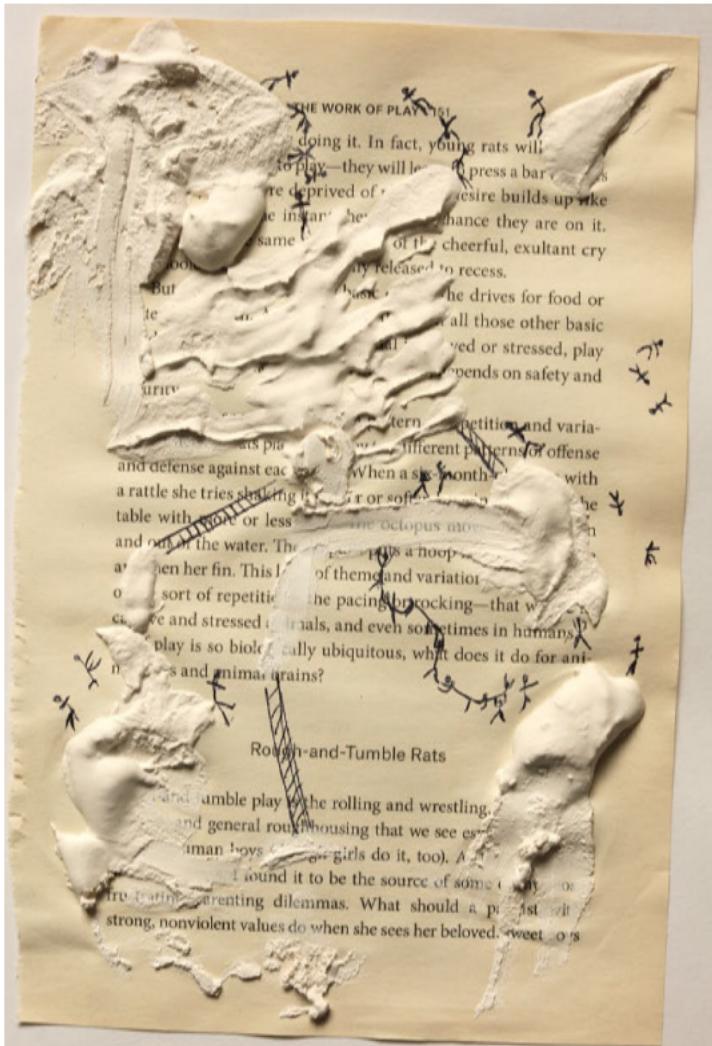
↳ games - monopoly / snakes ladder
→ physical games → rock climbing
→ pop up books
↓ texture — simulation
3D → interactive
process of playing with something

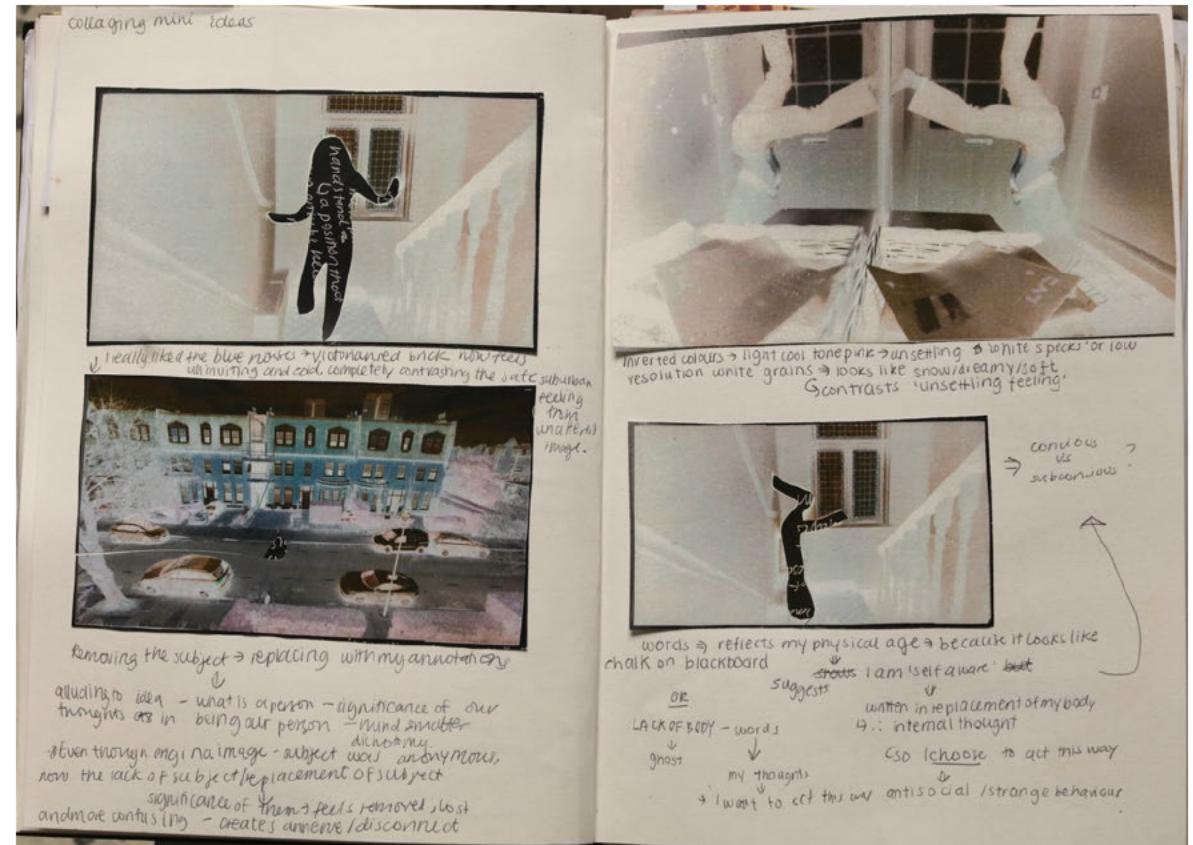
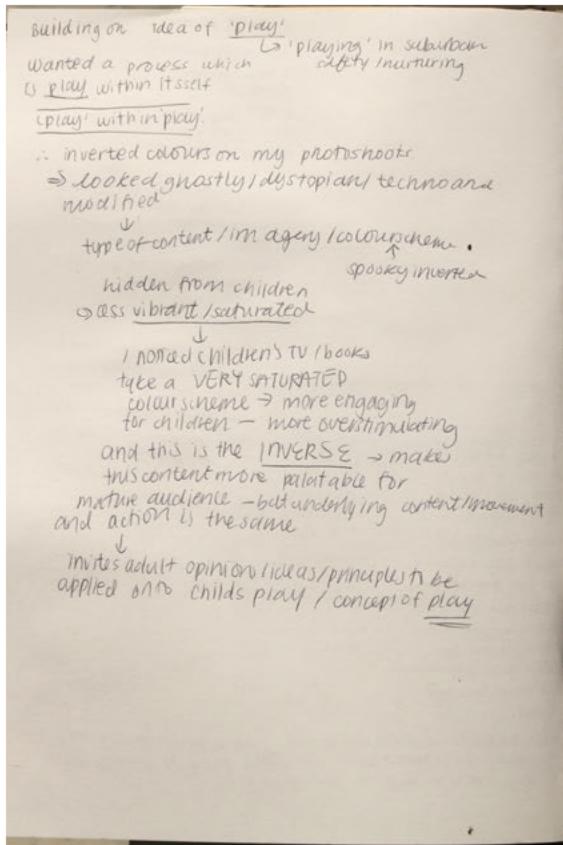
"The Work of Play" from The Gardner and the Carpenter

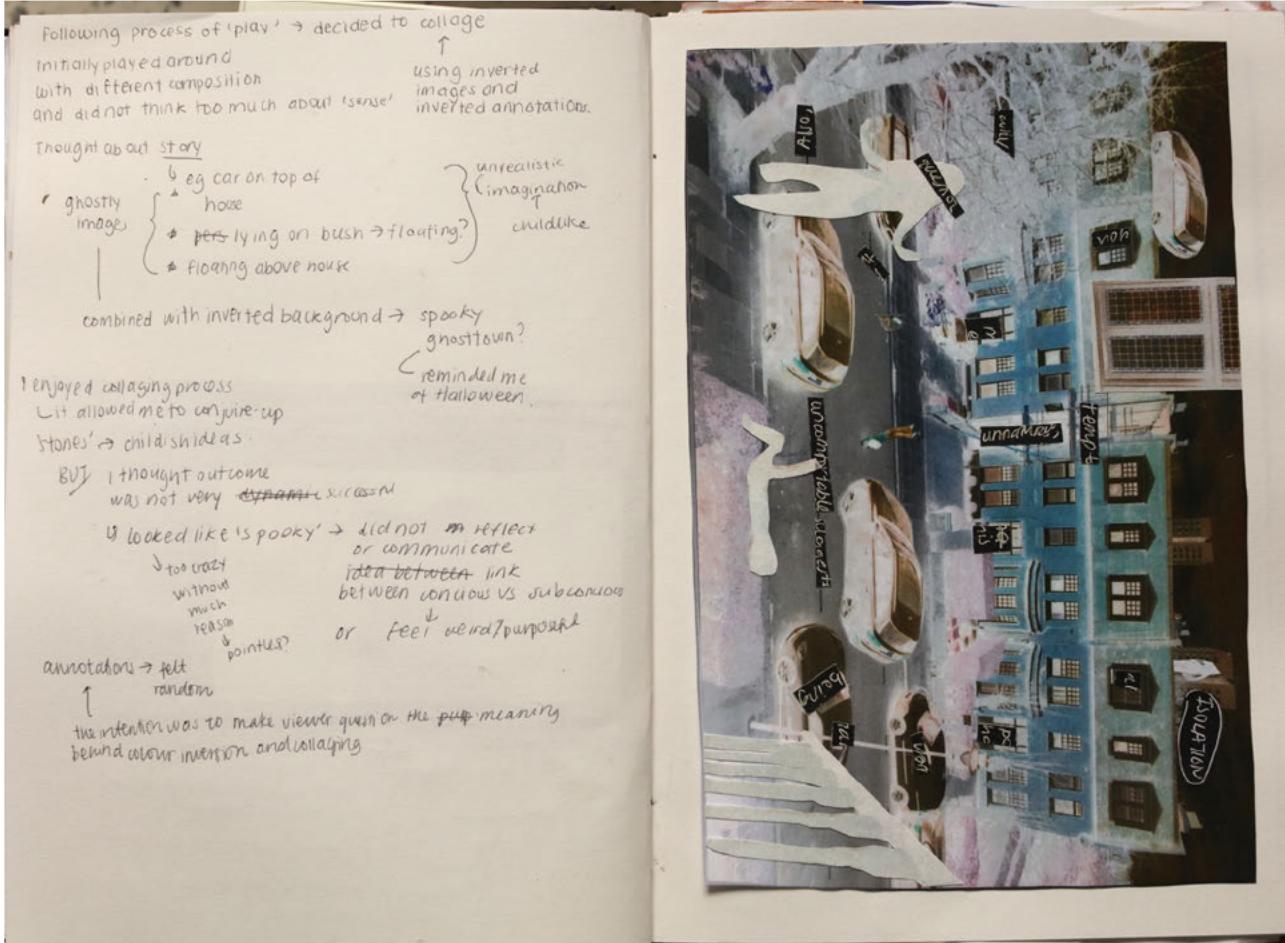
the aesthetics of play
but narrating it to compare to fighting/violence / primitive!

I drew stick figures
simple/ambiguous/inclusive
(universal) symbol of human
playing around the landscape!
↑ created by thick plaster
texture = play / interactive
↑ mimics rock and ski slope

LIFT FLAP!







61 marks, 9FA0, C2



12

This follows on from my research on Martha Rosler collage art. Her work encourages the viewer to create a story to work cohesively alongside her collage. This concept excited me as a form of play.

Thus I created a collage from my pictures. I manipulated image digitally through saturating colors, inverting colour. I collaged the image using scissor and glue. Inverting colours made image appear eerie and strange. Mixing this with uninvited image creates the appearance of ghostly figures amongst the scene.

This invites opportunity for storytelling, and a narrative to be created or about the piece. → creates an opportunity for creative license.

I am collaging inverted and the original image → more successful image
 easier to follow
 putting can on top of each other, on top of house
 more dimensional
 more "collagey"
 cars are different sizes/colors
 look "ghostly!"
 compared to noninverted → MORE engaging
 can see more outcomes from it



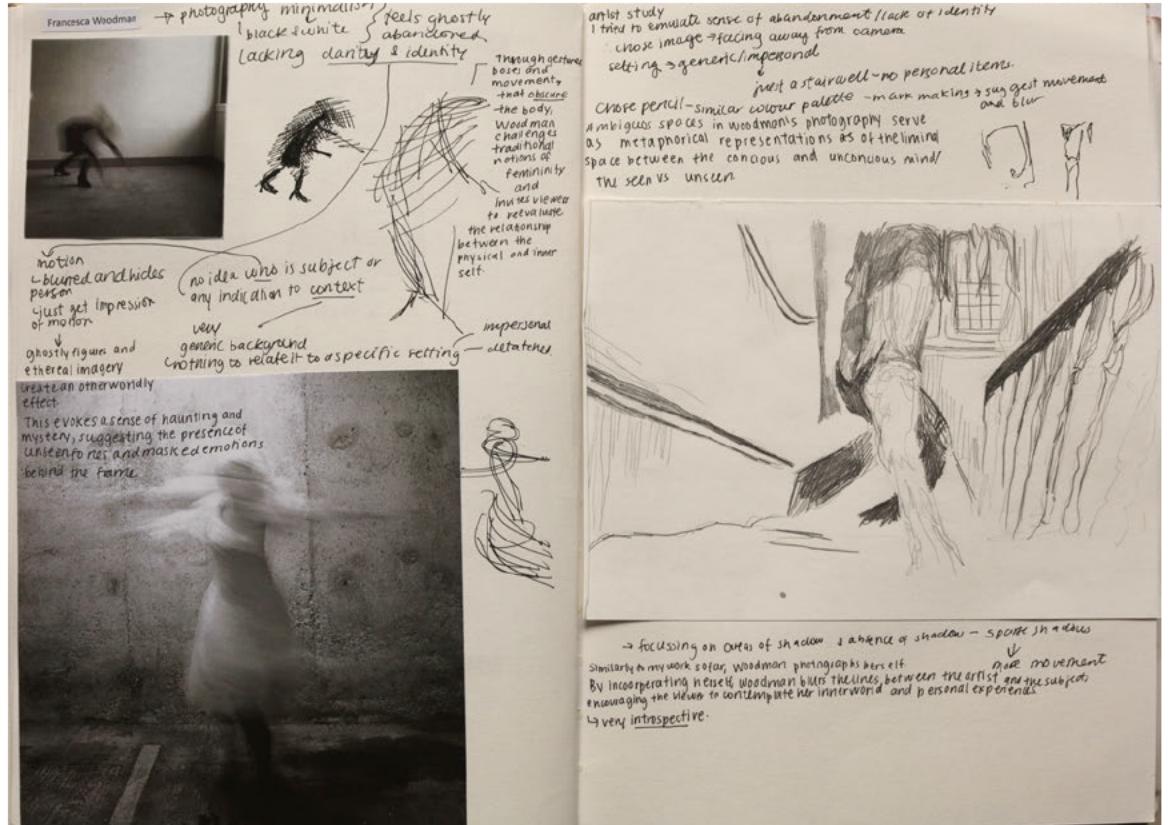
In noninverted images → white gap feels also ghostly → abandoned/missing/lost
 especially → leading lines from staircase and walls make subject central focus of image → compounds absence → feels abandoned, almost empty



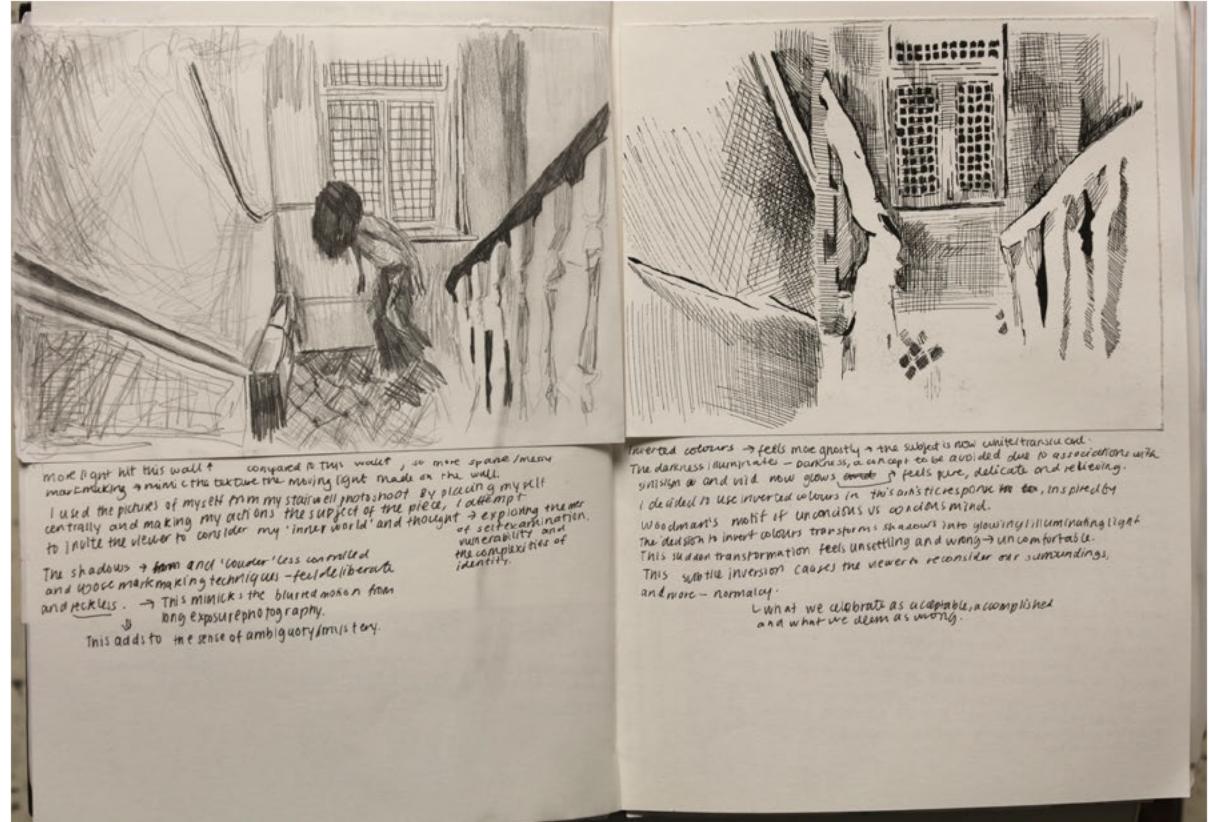
feeling: misplaced → cut out → makes question what the subject is/why has been cut out.
 Lacking control authority of where it can be.

The inverted strips ↑
 reminded me of film roll
 also reflective of the image being a series, closely relating together to create cohesive movement
 stop motion?
 low quality film
 shown / suggested by
 grainy/white specks
 overwashed
 inverted lighting
 mimics poor quality
 composition itself
 doesn't always frame subject
 ante





61 marks, 9FA0, C2



14



Woodman's work brought me to consider how emotional depth and inner thoughts could be expressed in a artistically minimalist form taking a minimalist approach. Woodman does this with her black and white photography → Her photographs convey a sense of temporal ambiguity, blurring the lines between the past, present and future, highlighting her motif of universal space. Her employment of black and white photography combined with her ambiguous setting and subject, crafts a sense of timeless continuity that amplifies the luminescent atmosphere to her work.

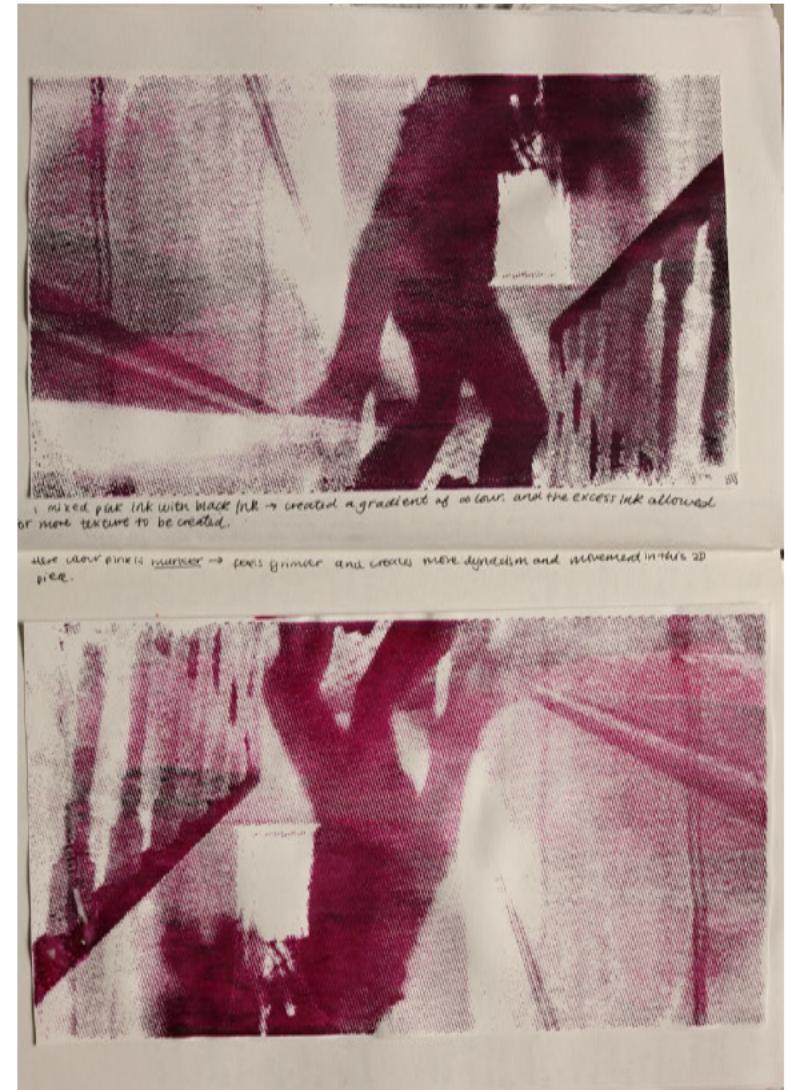
Despite the timeliness, through subtle gestures, expressions and compositions Woodman evokes a sense of intimacy and vulnerability that invites viewers to connect with the emotional core of her photographs.

Similarly [on this theme of intimacy, vulnerability] I decided to create an artist response using tighter and more delicate and deliberate markmaking techniques. Through smaller, more delicate, layered gestures → I encourage the viewer to consider the multitude of thought and presence within the work. → to the unconscious vs conscious here, my position/pose completely obscures my figure and visually literalise to a quadruped creature. In this way, similarly to Woodman, I challenge the conventional notion of identity and femininity, through no longer looking at identifiable objects.

With mark making and one dimensional line in mind, I decided to experiment with screenprinting and layering. The dots remain a core of my artist response to Frances Woodman, considering delicate markmaking is important in deciding the mood of the work.

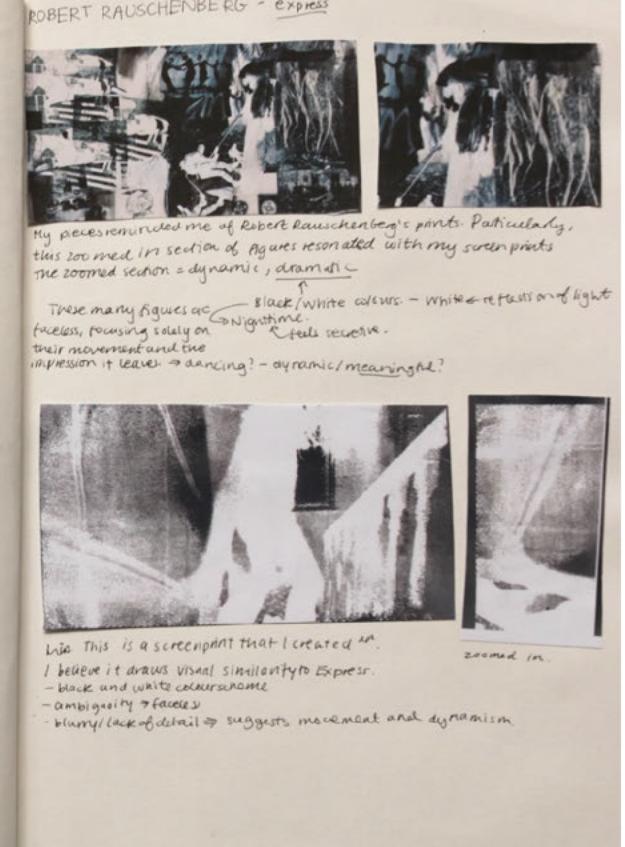
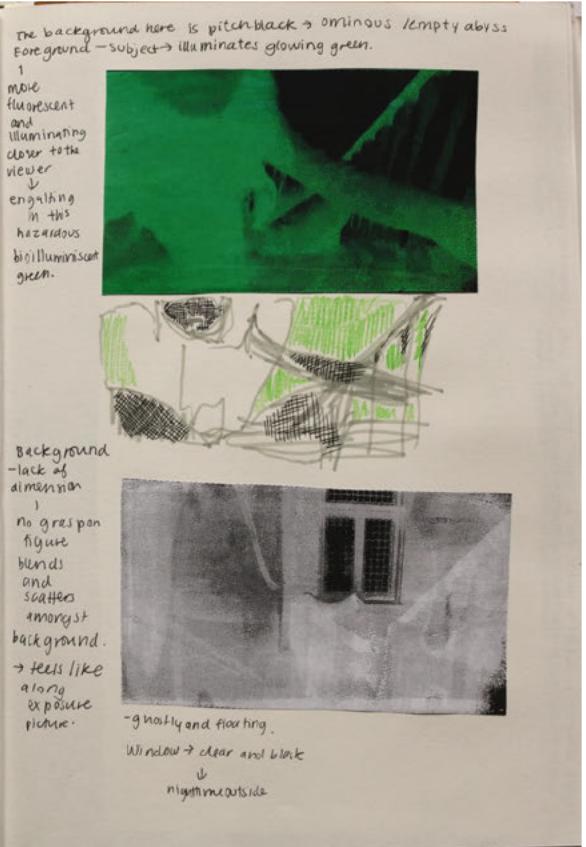
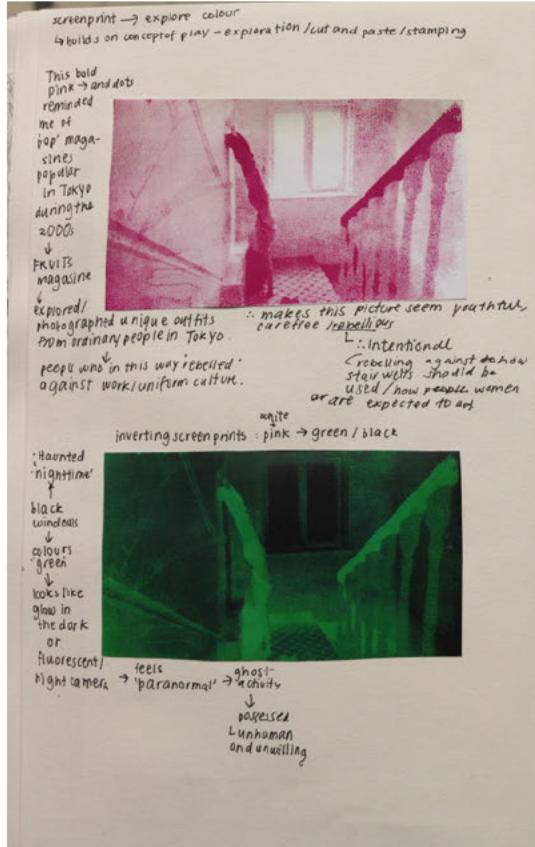


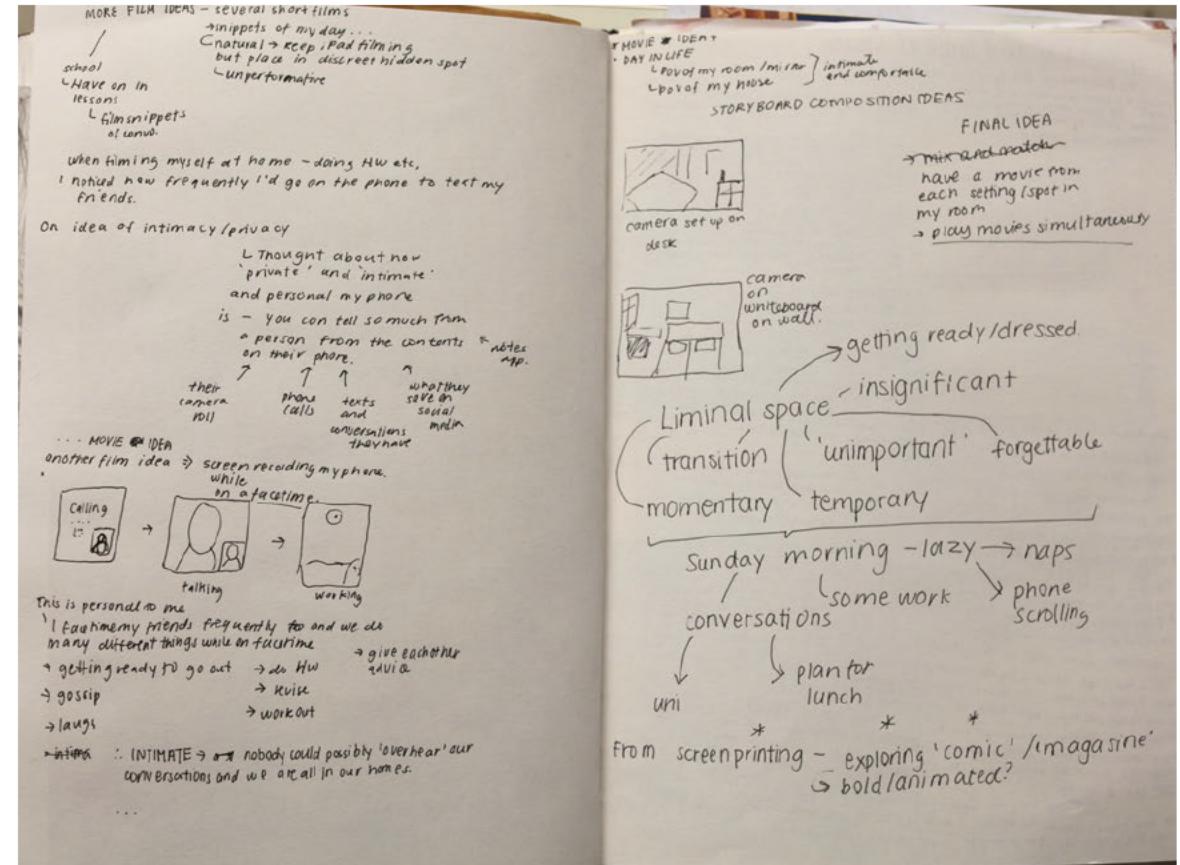
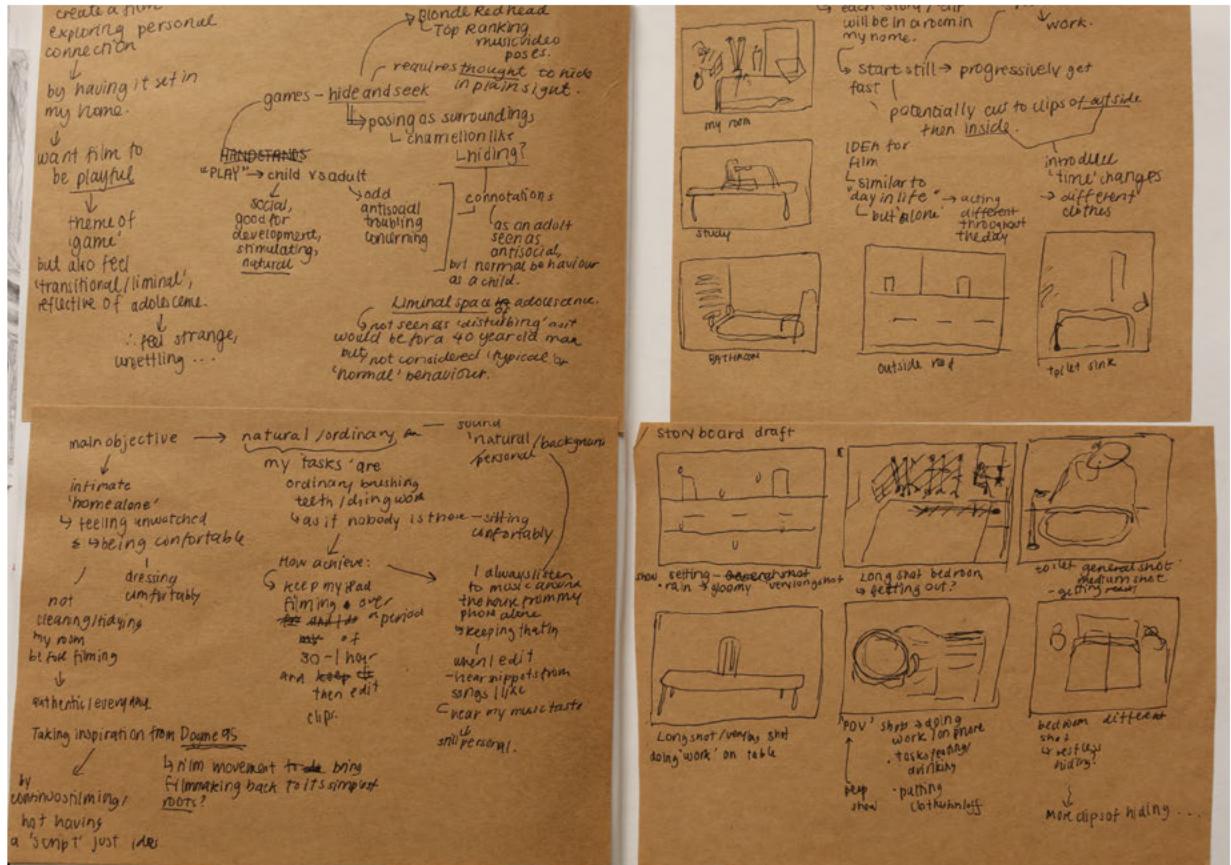
61 marks, 9FA0, C2

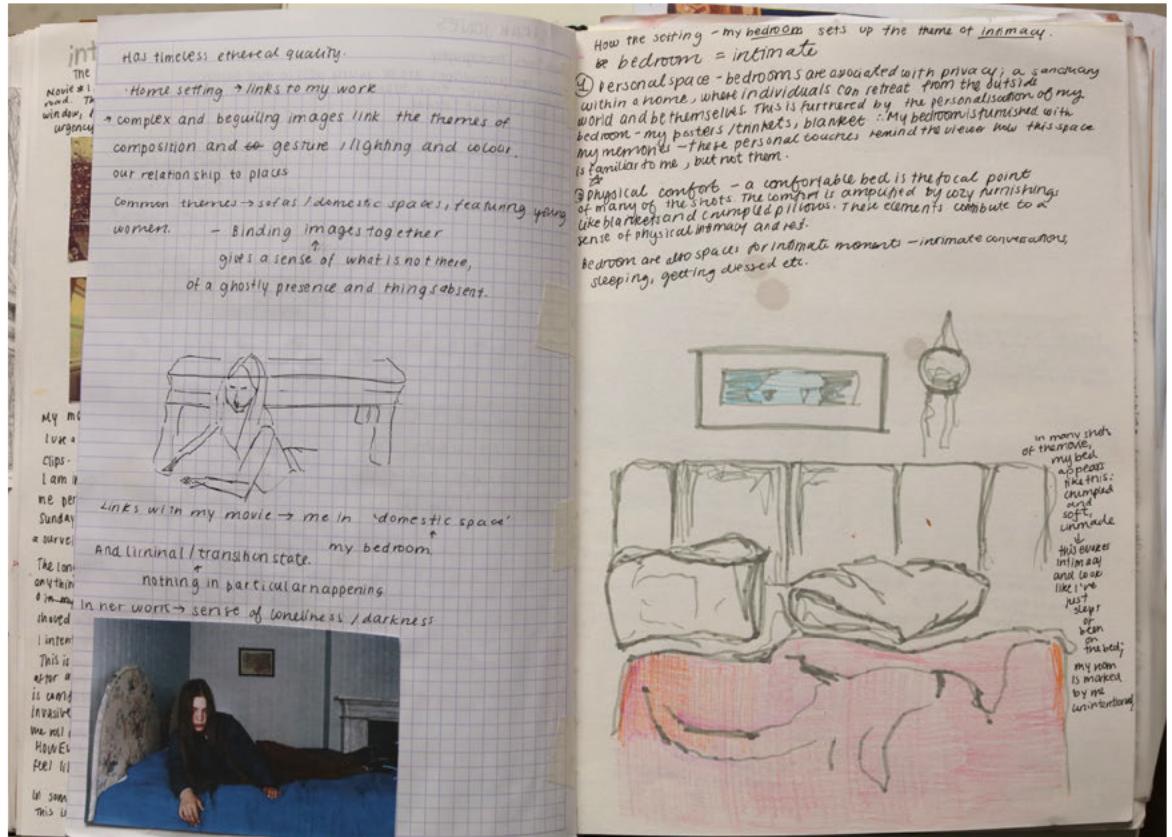
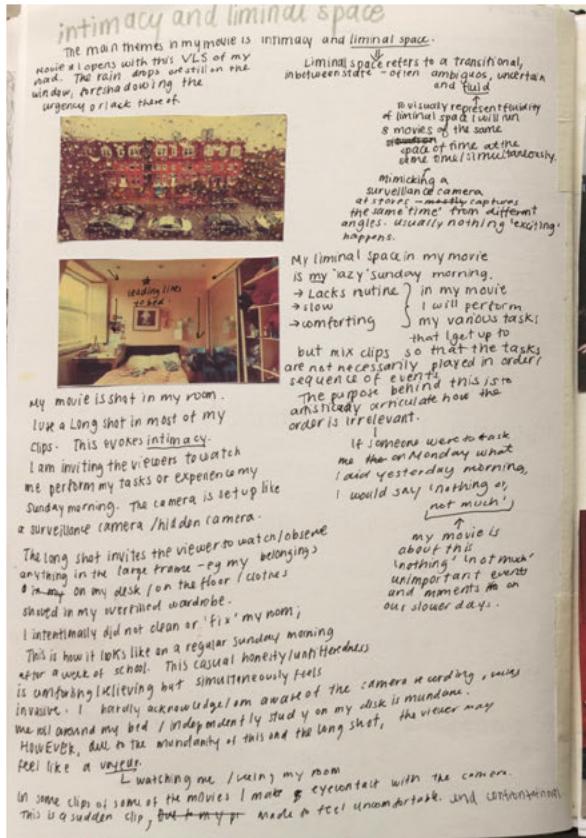


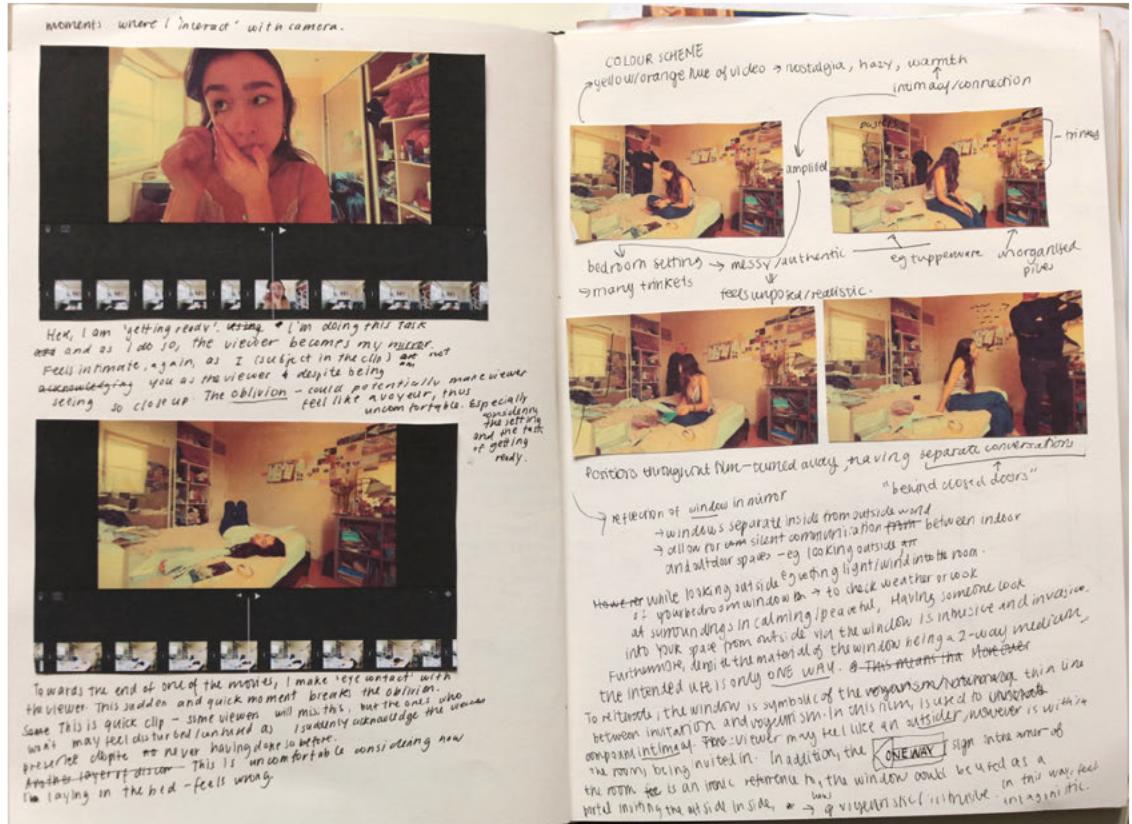
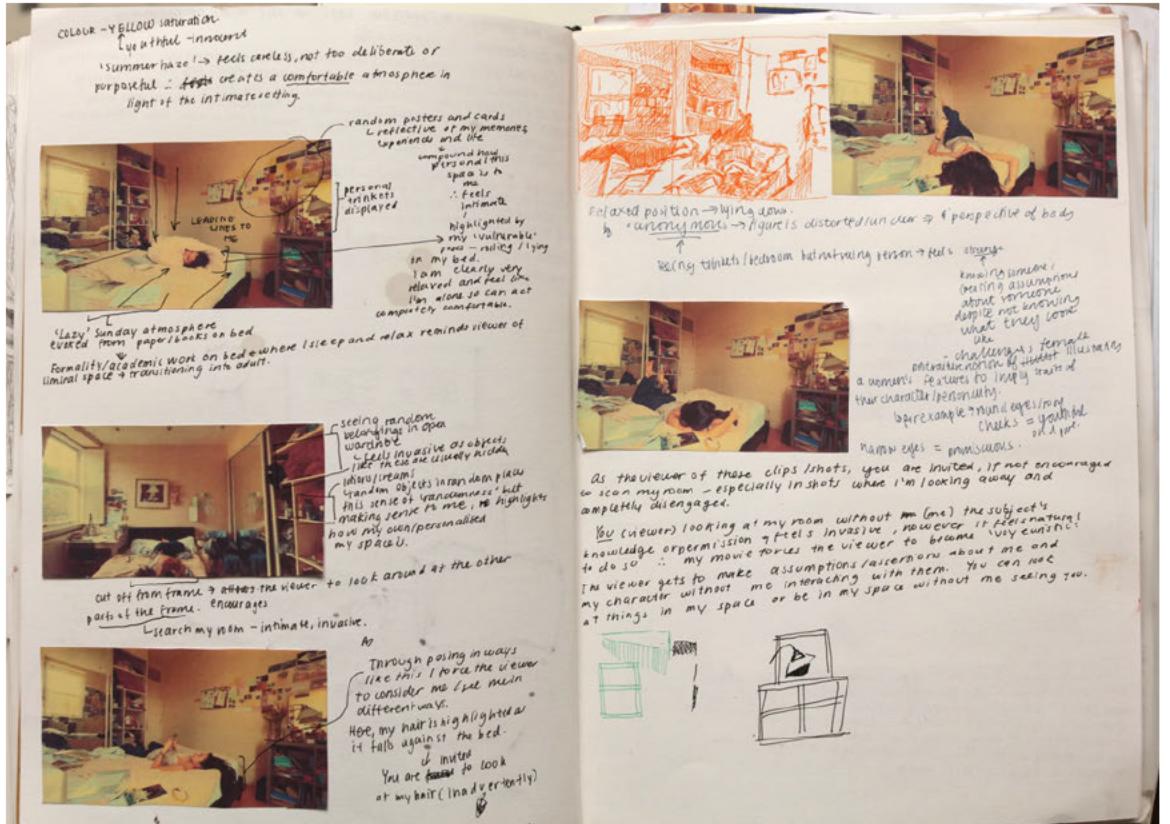
I mixed pink ink with black ink → created a gradient of colour, and the excess ink allowed for more texture to be created.

More colour ink is removed → feels grimmer and creates more depth and movement in this 2D piece.









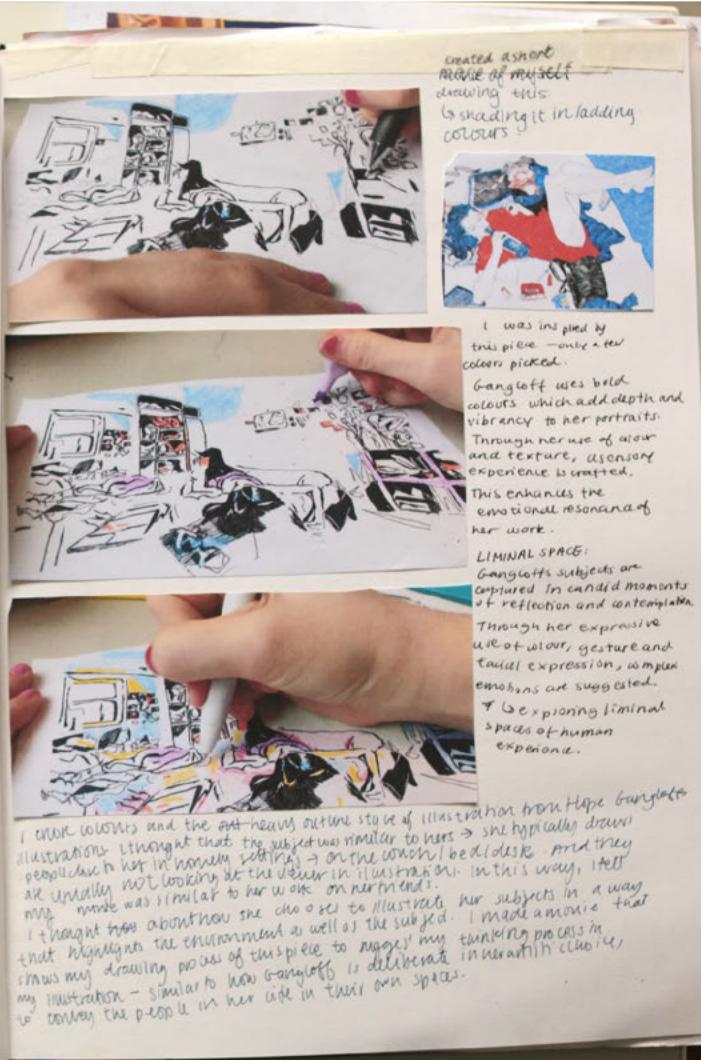


Hope Gangloff
Hope Gangloff's work felt related to my movie because her subject matter - friends and family members are illustrated 'in their element'.

unposed, candid, in their own spaces.
I felt this was similar to my movie, set in my room and films me candidly in the course of a Sunday morning.
we both explore intimacy.

Gangloff's compositions feature close-up views of her subjects, filling the frame with their presence. By focusing on details - posture, facial expression, body language, and emotion, letting the viewer in on the dynamics of the subject. While I focus less on facial features, intimacy is presented through detail and focus on personal belongings throughout my movie - posters, pictures, minkets, books, clothes. This lets the viewer into my personal narrative and personality without knowing what I look like.

Similarly to Gangloff, I also focus on gesture and body language.



created a short
sketch of myself
drawing this
(& shading it in adding
colours)

I was inspired by
this piece - once a few
colours picked.
Gangloff uses bold
colours which add depth and
vibrancy to her portraits.
Through her use of colour
and texture, an sensory
experience is created.
This enhances the
emotional resonance of
her work.

LIMINAL SPACE:
Gangloff's subjects are
captured in candid moments
of reflection and contemplation.
Through her expressive
use of colour, gesture and
tactical expression, complex
emotions are suggested.
By exploring liminal
spaces of human experience.

I chose colours and the soft-heaviness of tone style of illustration from Hope Gangloff illustrations. I thought that the subjects were similar to hers → she typically draws people back to her in homely settings → on the couch, bed, desk... And they are usually not looking at the viewer in illustrations. In this way, it felt my movie was similar to her work on narratived.

I thought too about how the choices to illustrate her subjects in a way that highlights the environment as well as the subject. I made a movie that shows my drawing process of this piece to suggest my thinking process in my illustration - similar to how Gangloff is deliberate in her art choice to convey the people in her life in their own spaces.



I started my pictures / screen shots
from my movie
I started using simple
and primary colours
I did some research
on Hope Gangloff's
work - I wanted to make
my characters look like
her characters.





thought my edited pictures were successful in mimicking my artworks' outlined character style in my pieces. I wanted my piece to reflect the warm feeling of my room, as my room interests me personally. I used acrylic paint in a peeling effect → terracotta-warm.

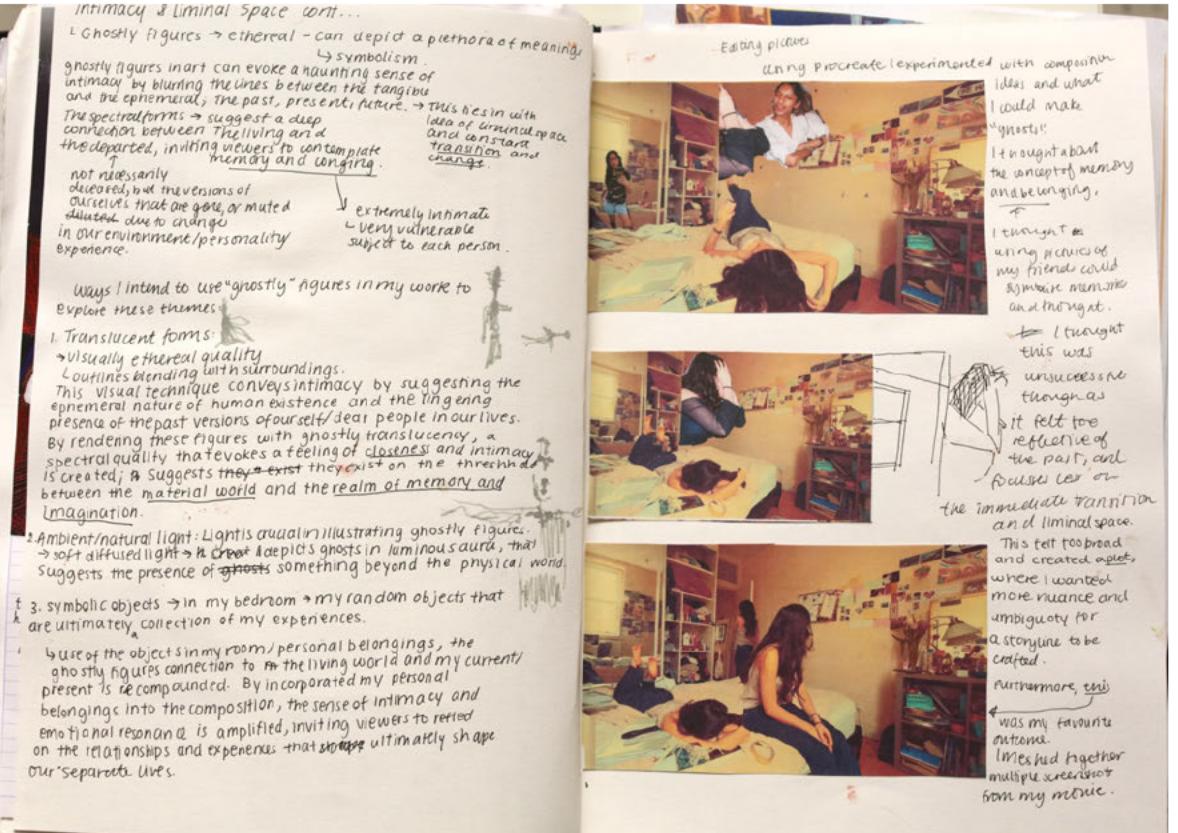


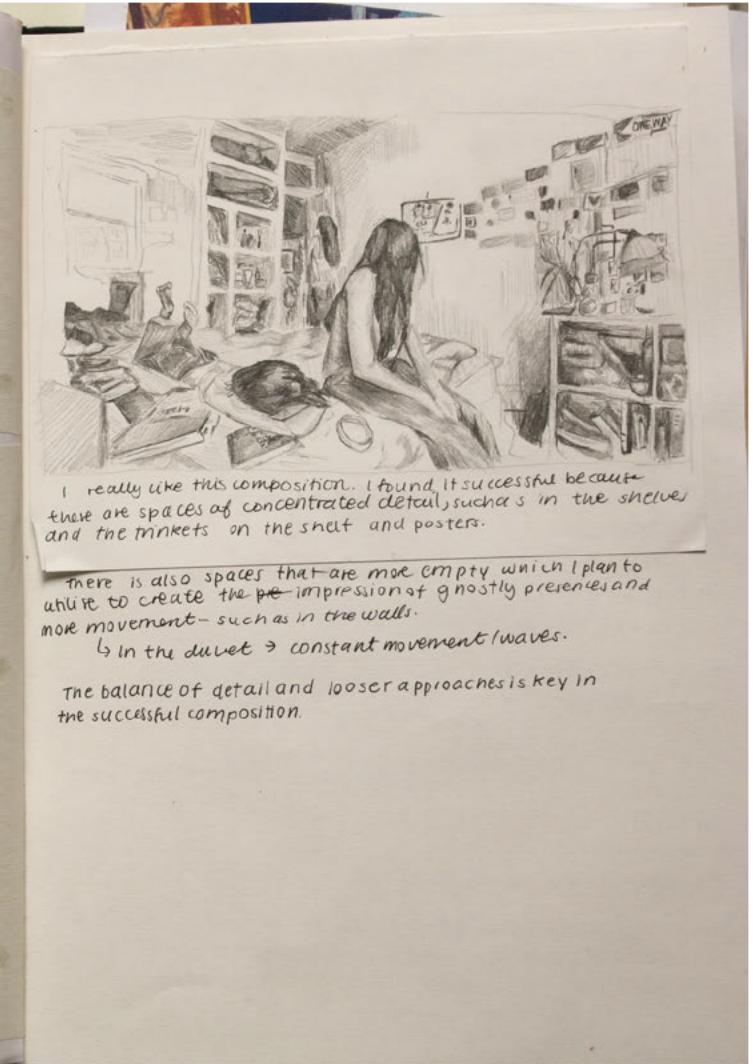
Colours - warm vs cool - connotations
Blue tones as background → cold / underwater / alternate.
Spells unexplored, new, to reign. Blue cannot be accepted as light, often associated with depth, darkness's / unknown.
White outline feels like light guiding
Random orange feels much colder
Seems a bit
I am the sole source of warmth.
Room is large - feels my own / cozy / personal

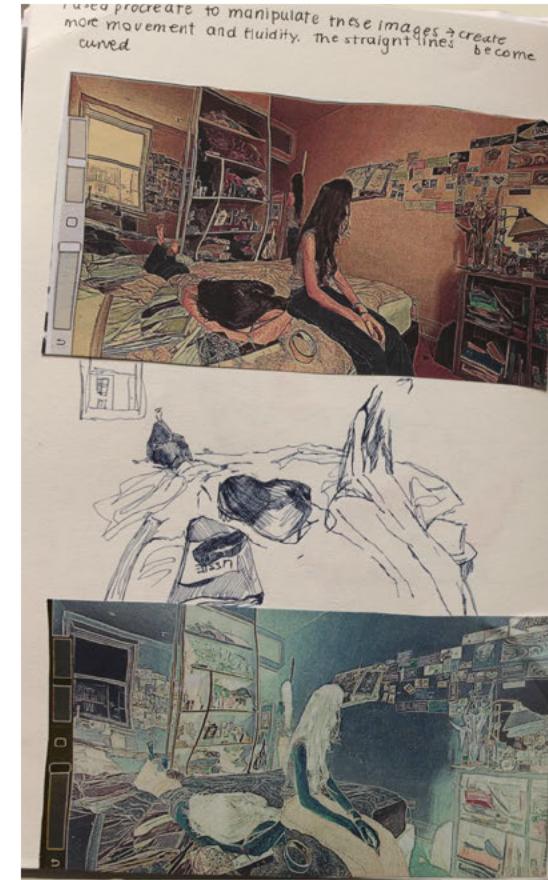
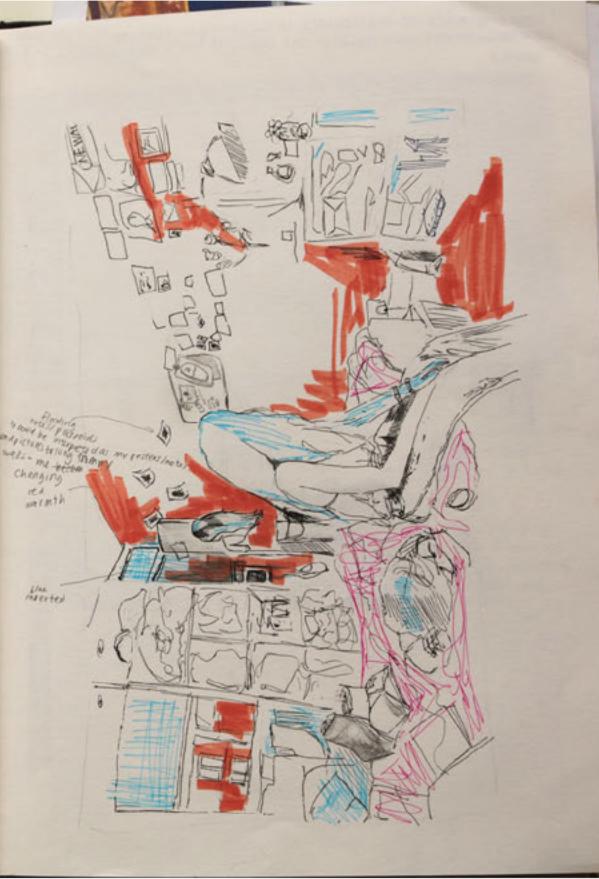
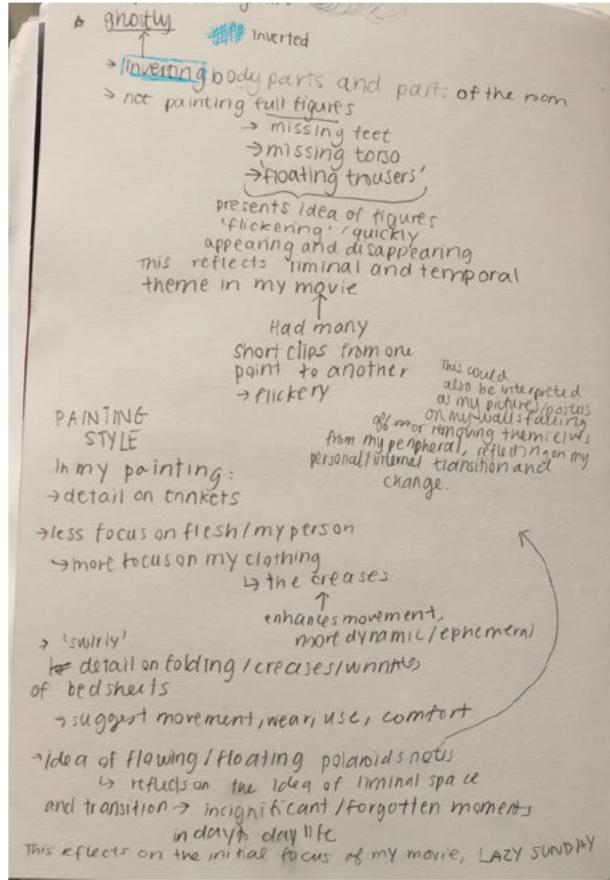
Yellow & illuminating/giving
sense of warmth / harmony
Belief / design.

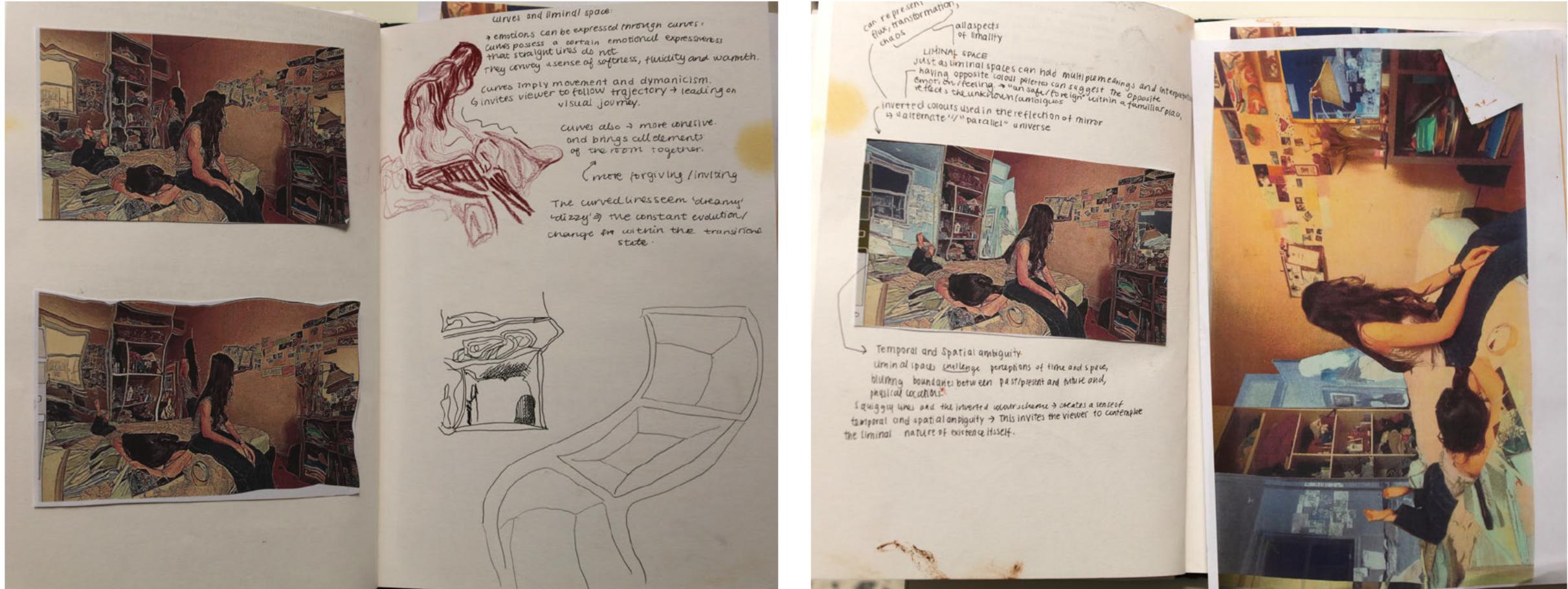


Mixing and matching and collaging together shows how crucial colour scheme is in deciding the atmosphere and comfort of the room.









Practising/experimenting with regular/inverted colours
I did a zoomed in part of my image
using oil paint → practise and see how the
inverted colours looked against
the non inverted colours.



This quick plan was helpful in picture how
the final piece could turn out overall.
However, I did not do as much refined detail &
I would do in the exam. I really like how
'cold' the inverted colours look, making the
original interior of the room even cooler, warmer and softer.
I think in my final piece, I will paint the walls more
yellow less cool pink. I will also do an acrylic
wash to unify the colour palette more.
Since this was a quick practise, I did not use an
acrylic wash.

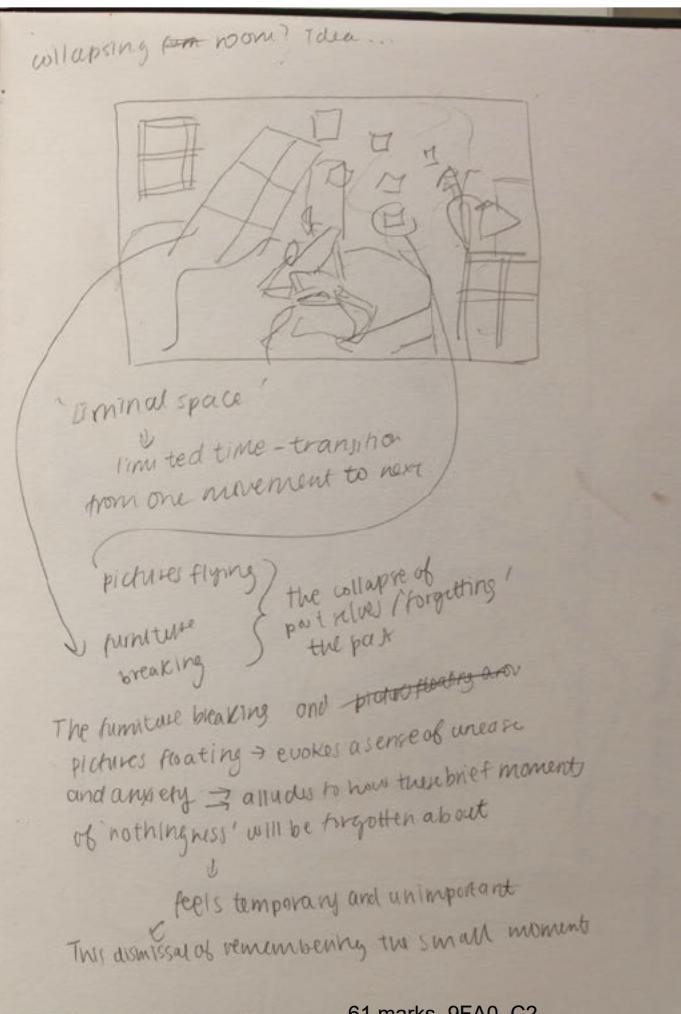
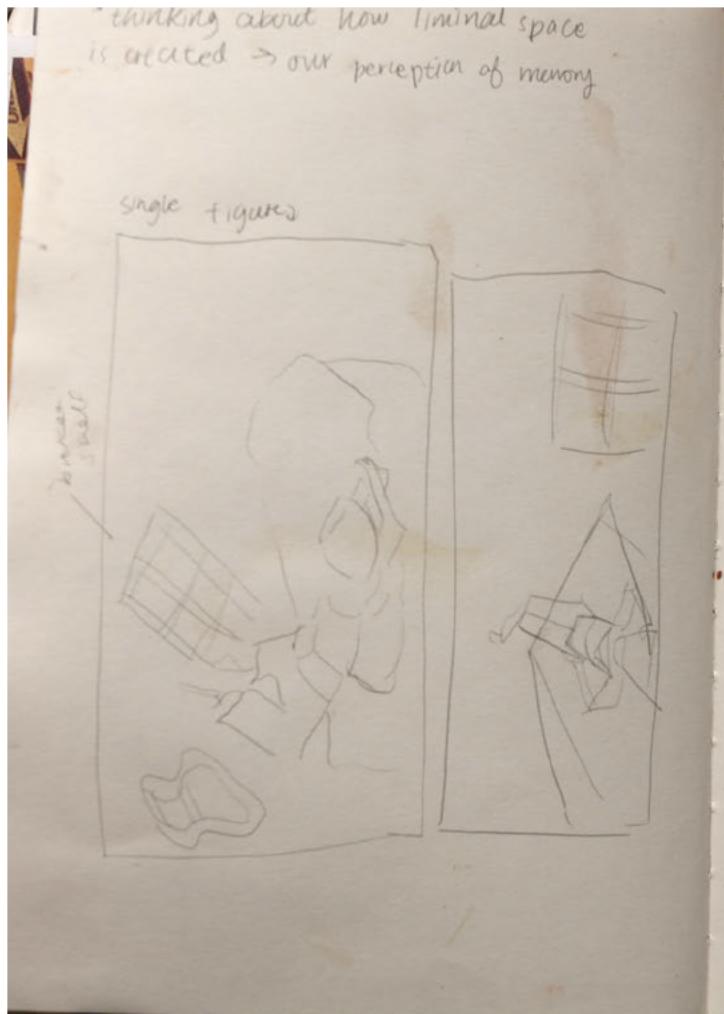
final exam prep...
I did an ~~underpaint~~ acrylic wash → mixed various colours
acrylic paint ↑ yellow ochre, red
dry faster.
I then did an outline of my image using diluted red
acrylic paint.



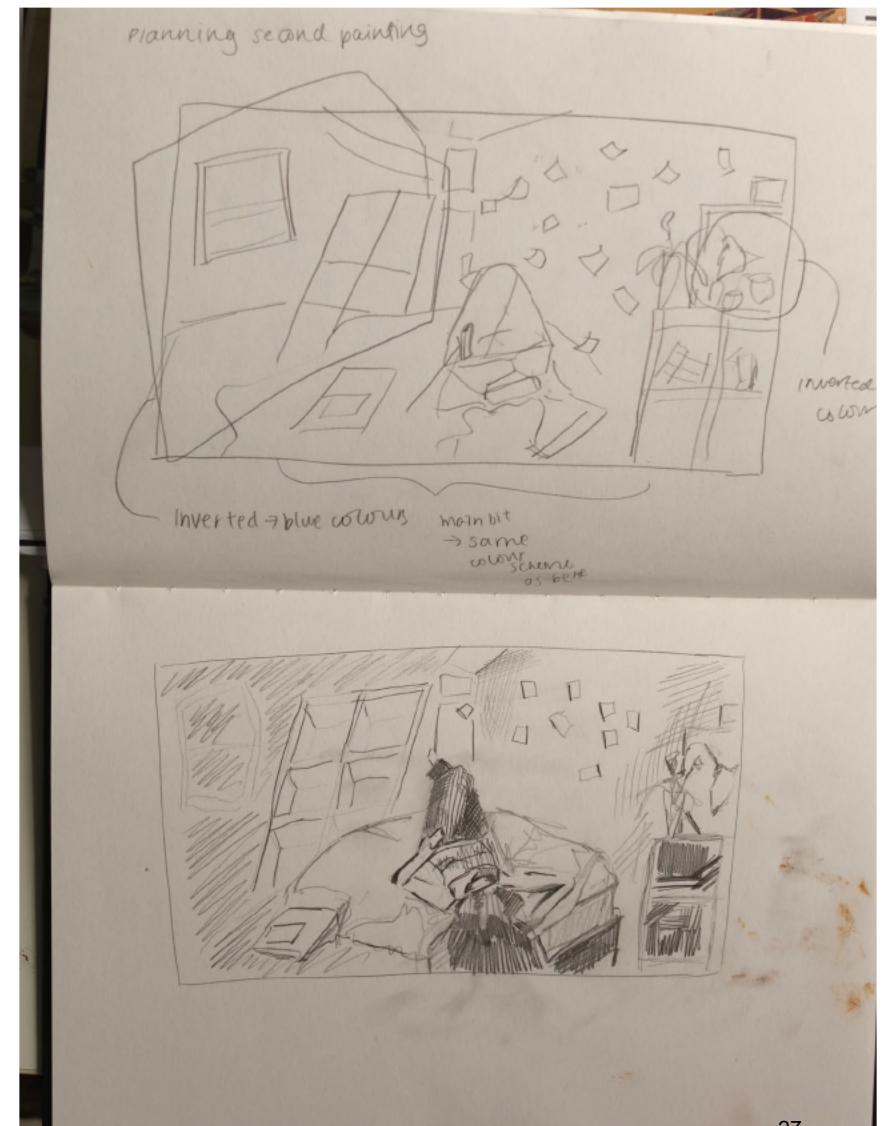
Burnt sienna is my favourite wash to do → marmes colours well
and is similar to the colour of the walls → warmth.
Also fleshy! ⇒ can be useful when I paint skin.

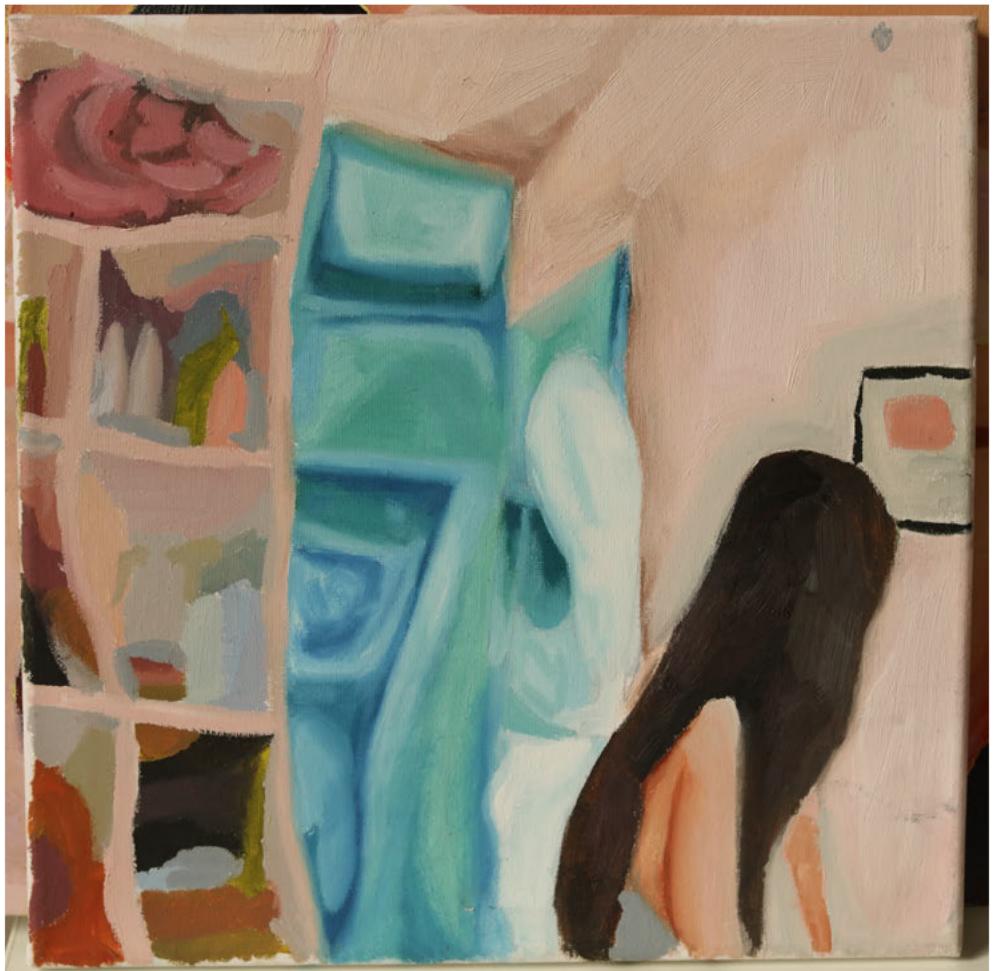
I used practice to 'map out' colours and help guide me on how I should
illustrate the small trinkets
throughout my room.





61 marks, 9FA0, C2

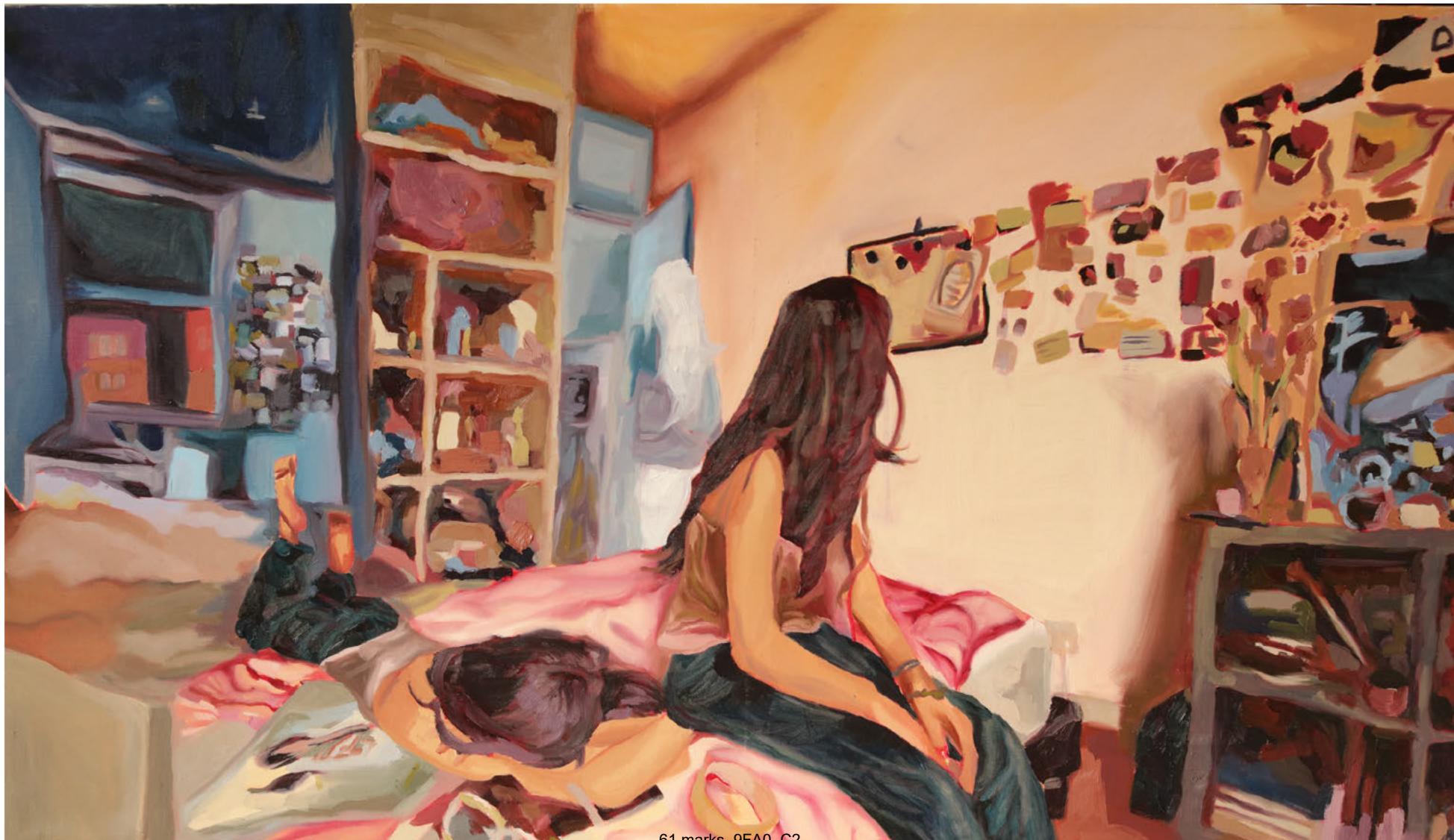




61 marks, 9FA0, C2



61 marks, 9FA0, C2



61 marks, 9FA0, C2