

Work Activity Brief

Course	Art & Design Level 1		
Project Title	Understanding Materials, Processes and Skills in Art, Design and Media		
Tutor	Che Kevlin		
Issue date	April 2020	Completion date	August 2020

Project overview

This project will introduce you to the materials and processes used in art, design and media, and the skills necessary to record and express ideas. You will begin exploring art, design and media contextual research and apply skills, knowledge and understanding to explore and resolve a time-based creative problem.

At East Surrey College, we encourage our students to be independent learners. This means:

- Being organised
- Being self-motivated
- Being curious for learning
- Being ready to contribute to learning

Why focus on study skills? Because reflecting on HOW we learn, is just as important as WHAT we

Once you have completed your project, please forward a photo to the following email address along with your full name: submissions@esc.ac.uk. We'll then forward this on to our curriculum teams who will be in touch shortly.

Outcome of the project

This project has been developed to help you to prepare for the programme that you will be joining in September. It will hopefully give you some insight into the subject area and develop skills of working independently as you will be required to do as a College student.

Brief – These are the tasks that you need to complete:

Task 1: Blank-ink Pattern Making

Task 2: Black Ink Drawing Skills

Task 3: Charcoal Sketching Skills

Task 4: Contextual Research and Writing Skills

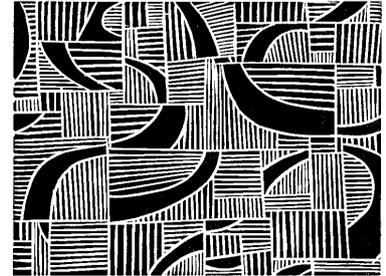
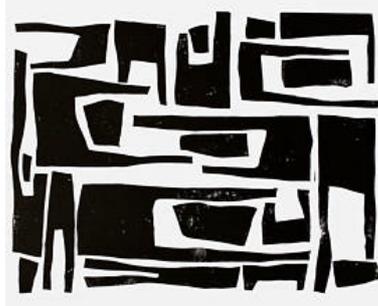
Task 5: Contextual Research and Multi-media Communication

Task 6: Animation Making Skills Workshop

Task 7: Self Evaluation and Reflection

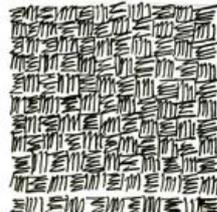
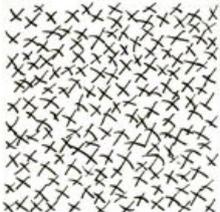
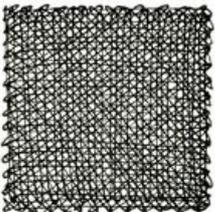
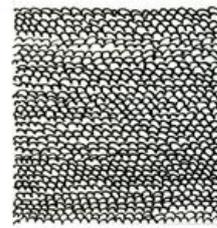
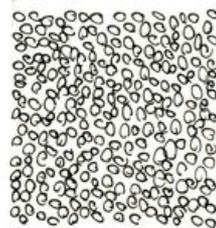
Task 1: Blank-ink Pattern Making

Study the examples of patterning and juxtaposing designs below. Using a black ink pen, explore the different types of grid-based patterning techniques. Experiment with texture, shape, lines, and spirals. Try making layout adjustments in scale, offset, mirror/reflect and rotation. Create your own repetitive pattern and development of ideas for Linocut Printmaking in your sketchbooks.



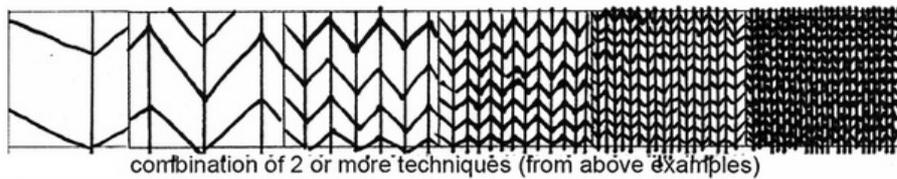
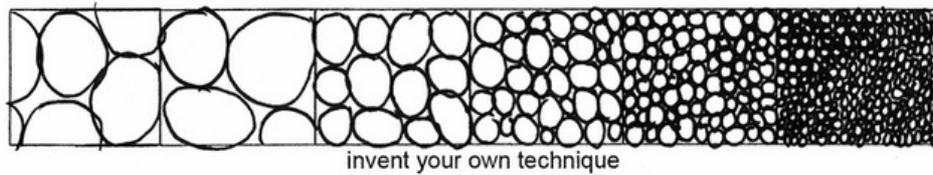
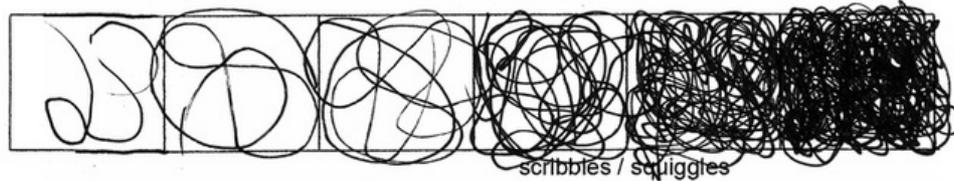
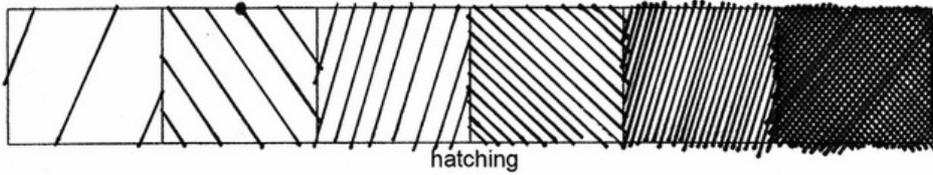
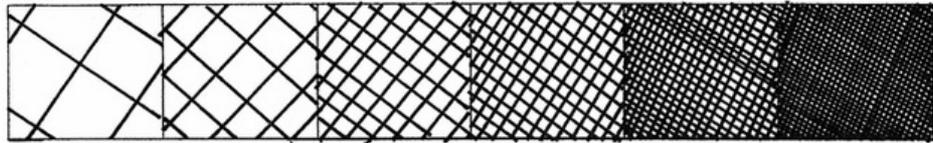
Task 2: Black Ink Drawing Skills

(2a) Using a sketchbook, pencils, black ink pens and ruler, draw a grid of squares to explore different types of cross hatching and texture techniques similar to the examples below:



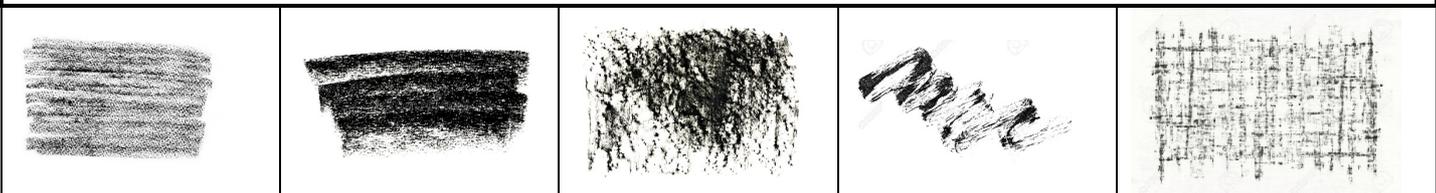
(2b) Now create some further strips of squares in your sketchbook and experiment with increasing density of hatching, pattern and squiggle techniques. Start with the lightest value scales on the left to the darkest / denser on the right. Try inventing your own techniques and combining two more styles to create some unique techniques.

value scales using line

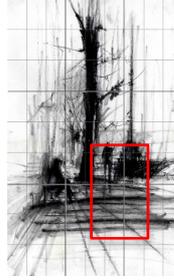
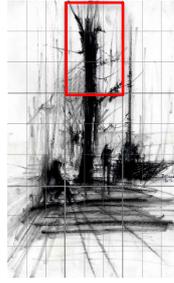


Task 3: Charcoal Sketching Skills

(3a) Using charcoal sticks and textured/cartridge paper, try different techniques of blending, rubbing, lifting/erasing - similar to the examples below. Experiment with texture, tone and contrast, using the ends and sides of the charcoal. Annotate your try-outs and mount them into your sketchbooks.



(3b) Pick a location outside and stage a composition to photograph in black & white. This should include figures/people, part of a building/architecture and nature. Using the rule-of-thirds, pick a fixed view-point that demonstrates an effective visual perspective.



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(3c) Print or edit your photos using a 9x9 grid over your image. Convert to black & white and try increasing the brightness/contrast to help you draw/copy from.

(3d) Experiment with the charcoal techniques working in sections (similar to the examples highlighted in **RED** on the left). Create an A3 drawing/impression and mount into your sketchbooks, along with your photos, experiments, planning of sketches and supporting annotations.

Task 4: Contextual Research and Writing Skills

You will initially be required to research **two** different artists' pieces of work. This assignment will require a lot of independent study. You may choose your own artists. Here are some suggestions below to help you get started:

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| <ul style="list-style-type: none"> • Vincent van Gogh • Paul Cezanne • Georgia O'Keeffe • Henri Matisse (particularly his cut-outs) • Pablo Picasso • Frida Kahlo | <ul style="list-style-type: none"> • Andy Warhol • Mark Rothko • Anthony Gormley • Gillian Wearing • Barbara Hepworth • Tracy Emin |
|---|--|

Using the internet and books, you will need to provide at least **four** A4 pages of written evidence. This needs to be typed, spell and grammar checked, proofed, and printed into your sketchbooks or on-line journals. Images can also be included separately and presented as a mood board with supporting annotations.

Select **one** drawing, image, painting, sculpture or installation, from each of your **two** chosen artists. Please provide as much of the information below as possible and this **must be** written in your own words to avoid any plagiarism. Useful quotes can be used and should be cited/sourced using the Harvard style of referencing accordingly.

Context: This refers to how the work relates to a particular time, place, culture and society in which it was produced.

- When was it made? Where was it made? Who made it?
- Who/what was the work made for?
- What do you know about the artist?
- Does the work relate to the social or political history of the time?
- Can you link it to other influential arts of the period, including film, music or literature?
- Does the work relate to other areas of knowledge, such as science or geography?

¹ Urban Sketches. 2020. *Urban Charcoal*. [ONLINE] Available at: <http://www.urbansketchers.org/search?q=urban+charcoal>. [Accessed 24 March 2020].

Content: The content is the subject of a piece of work.

- What is it? What is it about? What is happening?
- Is it a portrait? A landscape? Abstract?
- What does the work represent?
- Is it a realistic depiction?
- Have any parts been exaggerated or distorted? If so, why?
- What is the theme of the work?
- What message does the work communicate?

Form: This means looking at the formal elements of an artwork.

- What is the medium of the work?
- What colours does the artist use? Why? How is colour organised?
- What types of shapes or forms can you find?
- What sort of textures can you see?
- How big is the work? Where is it situated?
- How should the work be viewed? Above, front-on or below?

Process: Looking at the process means studying how that work was actually made and what techniques were used.

- What tools and materials were used to make the piece?
- What is the evidence for this?

Mood: This means looking at how the artist created/communicated an atmosphere or feeling.

- How does the work make you feel? Why?
- Does the colour, texture, form or theme of the work affect your mood?
- Does the work create an atmosphere?

Task 5: Contextual Research and Multi-media Communication

You will be required to briefly compare the two pieces of artworks from your previous Task 4 written work assignment and mood-boards.

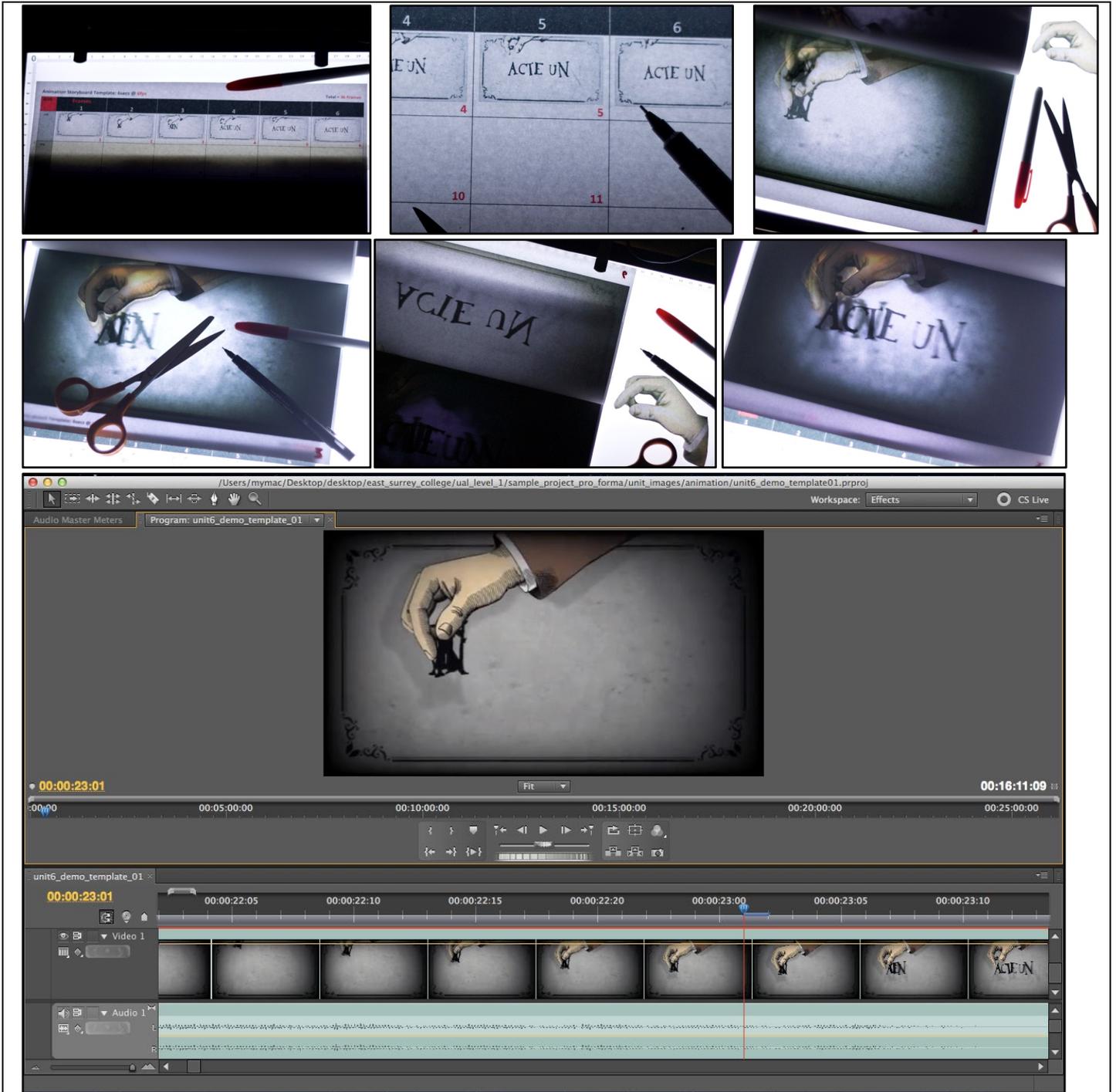
- Your presentation should last around 5-7 minutes and incorporate a short verbal question and answering section at the end.
- This will need to be presented and discussed with the rest of your group in a digital multi-media format ie PowerPoint, MS Teams, video, audio recording, blog or online journal.

Task 6: Animation Making Skills Workshop

Following the interactive demonstration provided by your tutor explore and create a short 6 second animation at 6fps (frames per second)

Discuss any initial ideas with your tutor first before developing your animation-sequencing frame making process. Try to use a mixture of words, images and illustrations to create your animation sequence.

Sketch out your initial concept and develop a visual narrative based upon your ideas exploring the theme '**communication**' ready for final presentation.



Task 7: Self Evaluation and Reflection

Analyse, reflect and discuss the difficulties and barriers you found and how you managed to overcome them. Provide examples of areas that could be improved upon when trying to solve a time based creative problem.

Base your evaluation and reflection on the constructive feedback received from your group critique.