

# Annotation Guide for A-Level

Make sure you write/type up the main areas of development in your practical work and connect the media and techniques used to artist research and idea development.

Here in slides 3/4 are examples of student annotation on the process, slide 5 has sentence starters for practical write ups around WHAT< WHY< HOW< QUALITY< LEARNING of your work.

Slides 6-8 guide you through personal annotation about your work.

Slide 9 an example of how to write about an artists work.

Slides 10-13 key terms explained for the language of Art.

Slides 14-16 how to Evaluate your work and write a Final project Evaluation.

# WHEN WRITING ABOUT AN ARTISTS WORK EXPLAIN:

- What you like about the artists work?
- What are your first observations, impressions, thoughts, ( the first things that come into your head about the artist).
- What is the MOOD of the work, (happy, sad, uplifting, restful, calm etc.....)
- Investigate the artists work, their ideas concepts.
- Where your initial ideas about the artwork right or have they changed?
- Evaluate
- How do your chose artists connect to your work and ideas?
- Compare and contrast artists works

**Objective drawing LO:** explore one object of choice from a variety of perspectives and angles. Annotate your practical developments as you go.....these are examples.



Fine liner pen  
The drawing above was created with fine-point pen using a scribble-gesture technique. This drawing is successful because it shows the teapot with perceptual accuracy, but the scribble technique gives it interest through the texture. This drawing communicates the shape of the object as seen from the back.



This drawing is successful because of the shading used to show the form of the object. The contrast between the black and the white, and the shades in between give the viewer a good feel for the object. This is the view of the object that I tend to be motivated to draw the most. It shows the spout, the handle and the lid in addition to the “pot” of the teapot.



This drawing of the teapot is successful because it shows the teapot in a different viewpoint, and I used a combination of techniques to show it in a new way. It communicates to the viewer what the inside of the pot looks like.

**Objective drawing LO:** explore one object of choice from a variety of perspectives and angles.

YOU WILL NEED...

Object of choice

Pencil

PATIENCE!

## Blind contour drawing



**Example Annotation:** This drawing is successful, because I really let go of precision and just give a feeling of the form. Doing the blind contour really brought out some beautiful, effortless lines. It communicates a whimsical quality of the object.

After selecting your object, spend some time sketching and studying your object. Quick thumbnail sketches can help you determine what views are interesting, and which ones you can avoid. Your thumbnails can be quick - they are just for generating ideas.

# Annotating Your Sketchbook

WHAT	<b>WHAT IS IT? Explain the piece of work you are annotating</b> Examples: This is a first-drawing that I made of a... This is a series of photographs I took of... This is a collection of visual research about... This is some information I gathered about... This is a copy that I made of a painting by... This is a brainstorm that I put together to...
WHY	<b>WHY DID YOU MAKE IT? Explain how this piece helps you in your project.</b> Examples: ...to get ideas about...to get me thinking about...to show what I have learned about... to explore the idea of...to examine the shape/form/texture/pattern of... to analyse the style of... to try out the technique of.. To practice.. to develop my skills in ...
HOW	<b>HOW DID YOU MAKE IT? Explain how you created the piece</b> Examples: I drew it using... I painted it with... I constructed it from... I built it up by collage... I drew /photographed it from life...I drew/painted it from a photograph... I gathered the images from the internet... I photocopied the image from a book called... I found the information on a site called...
QUALITY	<b>HOW GOOD IS IT? What are you pleased with? What could be improved?</b> Examples: I am please with the way... one good element about this work is...the best feature of this work is... a section of this work that is particularly sucessful is...I am not happy with...one area that I could improve is...the least successful part of the work is...I wish that I had...
LEARNING	<b>WHAT DID YOU LEARN? What have you found out? /your next steps?</b> Examples: I improved my skills in... I got better at working in the style of... I have a better idea of... I have a clearer understanding of... I feel more confident about... Next I will try... To follow this up, I will... To build on this piece of work I hope to...

# Writing/ Typing, about your work in your project sketch books/presentation boards

- **Annotating your work**
- Written annotations are an important part of **Assessment in your work.**
- information, such as the title of an artwork, artist's biographical details or when the work was made
- a record of your experiences and emotions connected to an image
- a record of how you intend to use these images to develop your own ideas
- an example of your progress through a project

# Annotation

## Key Points when writing about your practical artwork

- To annotate your work successfully, you should explain:
  - what you have done and why you did it
  - how you did it, such as the media and techniques used
  - why you chose a particular medium or technique
  - how an artwork fits in with your project
  - what aspects you like
  - how you could improve the work
  - what you think you will do next

# Annotation

- **Using the correct vocabulary**
- You must use the correct vocabulary when annotating your work to show that you are developing your knowledge, understanding and skills. Key terms are:
  - **Subject** - what is shown in the artwork, such as a portrait or a still life
  - **Composition** - how the elements of the work are arranged, ie whether they're close together or far apart
  - **Foreground** and **background** - elements that appear to be in front or behind other aspects of the artwork
  - **Line** - can vary in width, length, curvature, colour or direction
  - **Shape** - describes the two-dimensional outline
  - **Form** - describes a three-dimensional object
  - **Texture** - the way surfaces look and feel, ie rough, smooth, soft, etc
  - **Tone** - shading, from dark to light

## Personal response to a work of Art

**The work opposite is titled 'Violin and Guitar' and was painted by the artist Juan Gris in 1913. It has been painted on canvas using oil paint. In the picture I can see a violin and guitar probably on a table in a room.**

**The painting is in a Cubist style. I can tell this because the objects in the picture are distorted, I can see different pieces of the guitar and violin from many viewpoints at the same time. The objects are interlocking and overlapping and the painting is broken up into different geometric shapes.**

**Techniques include** straight lines that have 'cut up' the image and the paint has been blended smoothly from light to dark tones. This has been done in a precise and accurate way. There is some texture where the artist has represented wood grain, I think he has scraped into the paint. **The colours used** are mostly warm reds and browns with some cool greens and blues. They are not life like, black has been used on some of the hard edges.

**I find** the picture very interesting because at first it was very confusing and hard to tell what the objects were but the more I look the more I see. I like the precise manner in which it has been painted showing good technical skill. It is more imaginative than a straight forward 'realistic' image.

# FORM

- **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 kind of shapes or forms can you find?
- What kind of marks or techniques does the artist use?
- What is the surface like?
- What kinds of textures can you see?
- How big is the work?

# Context

- **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 was the work made for?**
- **What do you know about the artist?**
- **How does the work relate to other art of the time?**
- **Does the work relate to the social or political history of the time?**
- **Can you link it to other arts of the period, such as film, music or literature?**
- **Does the work relate to other areas of knowledge, such as science or geography?**

# Process

- **Process**
- **Looking at process means studying how the work was made and what techniques were used.**
- What materials and tools were used to make the piece?
- What is the evidence for this?
- Do sketchbooks provide any clues as to how the work developed?

# Mood

- **Mood**
- **Mood means looking at how the artist has created a certain atmosphere or feeling.**
- How does the work make you feel?
- Why do you think you feel like this?
- Does the colour, texture, form or theme of the work affect your mood?
- Does the work create an atmosphere?

# Evaluating your work

## **Evaluating your work**

An evaluation is a piece of writing where you look at your project as a whole and discuss its successes and weaknesses. This can help others understand what you were trying to achieve. You need to be honest and **use appropriate art language**. Evaluating your work is really important.

# Evaluation Key Points

- **Evaluating your preparatory work**
- When you're evaluating your preparatory work, you should consider:
  - What was the theme for the project?
  - How have you developed your ideas?
  - How did your work change through the project?
  - How much reference material did you find?
  - Do you think you should have done more or less?
  - What artists, art movements or cultures have you looked at to help and inspire you?
  - What materials, tools and techniques did these artists use?
  - How have your skills developed during the project?
  - Are there any aspects of your studies that you wish you had explored further?

# Evaluation of your Final Piece

## Check List

- **Evaluating your final piece**
- You also need to evaluate your final piece. You should reference relevant work from your preparatory studies.
- How have you used formal elements such as line, tone, colour and shape?
- What materials did you use, and why? Did they work successfully?
- What meaning and messages did you want to convey and were you successful?
- Are you happy with your final piece? Are there any elements you like in particular?
- Is there anything you would change? Why?
- **When you're evaluating your work, don't forget to say why and how you worked in a certain way.**