

Keywords and Definitions:

The formal elements in red are words which are very important to any type of art

Line: A path created by a moving point such as a pencil, a mark.

Shape: An outline of an object in 2 dimensions

Form: A drawn or made 3-dimensional object (visual or physical form)

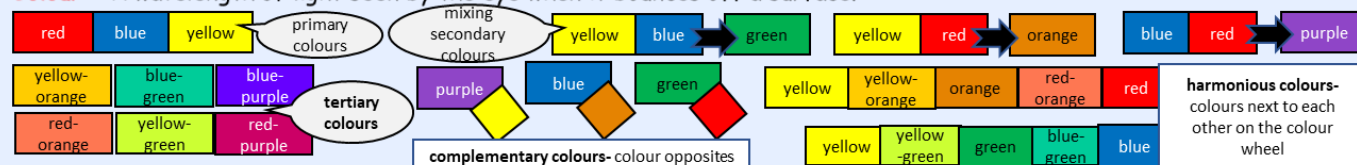
- **Visual form** is a 3d object that is an image
- **Physical form** is a 3d object you can pick up and feel

Tone: In art this refers to the light and dark shades on an object whether drawn or 3d

Pattern: An arrangement of repeated shapes or decorative motifs.

Texture: The way a surface feels or looks as if it feels. (physical or visual texture)

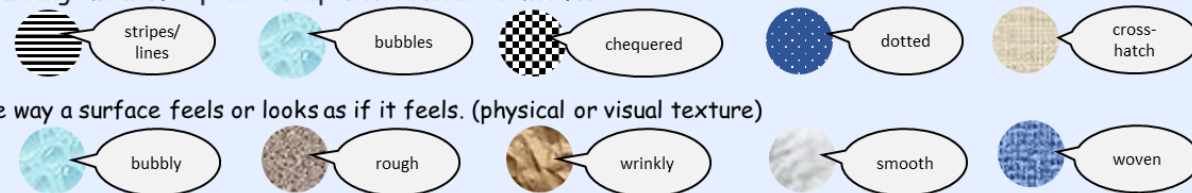
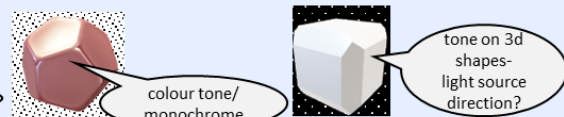
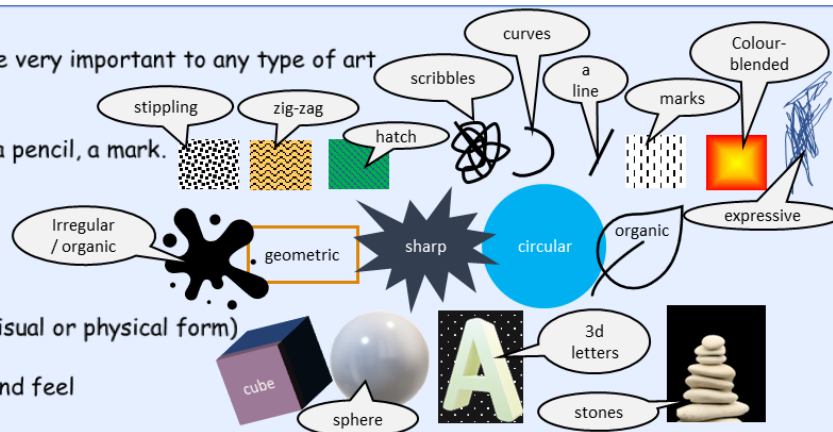
Colour: A wavelength of light seen by the eye when it bounces off a surface.



Composition: How space is used in an art piece. Distance and the scale of objects within space might need to be thought about. Common terms like foreground, middle ground and background are used to help describe how the space is used. A "layout" is also another word you may use when referring to space.

Harmonious colour: colours next to each other on the colour wheel; giving a calm feel to images (they are in families of colour EG: like twilight, water or fire)

Complementary colours: colours opposite each other on the colour wheel; which contrast and have a strong visual impact.



YEAR 9

TERM 3

ART AND DESIGN

Analysis: an in depth look at artists' work related to projects.

Digitally manipulate: To change images on the computer using selected programmes

Primary evidence: In art the use of photographs or drawing from observation ("from life") to help research compositional ideas or processes for work

Mixed-media: Using a range of materials to create art in one art piece (EG: painting, sewing, collage, print etc..)

Mono printing: A process of printing once using block printing ink/ carbon paper

Carbon paper: A type of inked paper which can be used to transfer images when pressure is applied using a pen

Collage: Using paper and other materials to decorate

Photomontage: A collage of images, but a term usually used when creating a collage effect on the computer instead

Contextual reference: Information used related to the project which is artistic, historical, contemporary or cultural that can help you with ideas

Relief: sculptural term used to usually describe a raised surface on a flat background or a raised surface which creates texture

Double exposure: overlays of two images which can be carried out on Photoshop

Colour wash: a light covering of paint (acrylic/watercolour/ Brusho) to create a coloured background

Focal study/ Partial study/ Full study: copying part or all of an art piece in the right materials to examine how it has been created

Mixed-media: where different mediums (materials) are used to create one art piece

Evaluation: In art, the process of writing about work created giving reasons why the ideas and processes were used whilst making justified links to the references researched and the theme.

Development: An idea created that links your own ideas to the style of artists and themes being explored



Write notes about what you watch!

Watch these videos:

[How art can help you analyze - Amy E. Herman - YouTube](#) TED-Ed

[Cases for Political Art | The Art Assignment | PBS Digital Studios - YouTube](#) The Art Assignment

[How artists respond to political crises | Modern Art & Ideas - YouTube](#)

<https://www.studentartguide.com/> to see what other students have created in projects and to get ideas- explore the site

TASKS TO BUILD KNOWLEDGE – add them to your sketchbooks at school.

Link to GCSE Assessment Objectives (AO's):

1. **AO1 Develop:** Research an artist and describe 3 things about their work using adjectives (describing words). Use the artist analysis prompts on the next page and the keywords on the right to help you.

Artist: Ben Heine

Artist: Barbara Kruger

2. **AO2 Explore:** Sketch from the photos below in different materials (keep the images small)
3. Use an app called ToonMe (free, don't pay) and change two of the images and send to your email/ download onto OneDrive – make sure you print all images at school.
4. **AO3 Record:** Take 10 photos of yourself or someone else- send via email using your school email or download onto the school's OneDrive (use your school login)
5. **AO4 Respond:** Draw a portrait of yourself/ someone else, linked to your research and the explorations you have made. You can create a mixed media piece (one that uses more than one material). Make it no bigger than A4 in size.

You are graded on your coursework and final pieces for art. What you write and the ideas you develop and create are important.

Evaluation

Some sentences you could try:

1. **State** what you did or what you were exploring...(drawing, painting, printing, researching, listening, planning, analysis, sharing ideas, experimenting etc...). *I was... (creating a study, developing an idea, was doing research on, experimenting, exploring...)...*
2. **State** if you feel your work is linked to the theme well? *My (study, research, idea, development, final piece..) links (well/badly)...to theme.*
3. **State** what you were trying to achieve. *I was trying to...*
4. **State** what materials or processes you used. *I used...(print, clay, watercolour, photography, pencils, a mobile camera, DSLR, Photoshop...etc...) to...*
5. **State** which artists your ideas/task links to, even if it is more than one. *My work was based on research I did onartist/s.*
6. **Describe** which aspects (parts) of the work link to the artists (technique, materials, processes or methods)..EG. the technique, subject matter etc. *I think that... links toartist*
7. **Describe** the techniques and processes and what worked well ...EG. the glue gives it a shiny surface. *As I had used...it.../ The...I used.../Using...gave.../ Then I used which...*
8. **How** the formal elements have been used: line, tone, texture, colour, space/ composition, form, shape and pattern (whatever is relevant). *I used.../ line (etc..) was created.../ (muted, bright, saturated, subtle) colour...because..*
9. **How** techniques, choices you made worked well...EG. it is eye catching because of the bright colours, the layers give it an interesting texture, the materials join together well. Does the process emphasise a formal element in any way? etc... *I think... because...*
10. **How** the work links to the theme (project title), sub- theme (People, environment, manmade or natural world) *This piece links to the theme because...*
16. **How** the message was conveyed (communicated)? Or...how will this task help you convey the message of the theme? *I feel my work (successfully/ unsuccessfully) links to the theme because...*

Some sentences you could try:

- I find this artist interesting because....
- This artist relates to my theme because they explore...
- I think this artist worked from.... observation, imagination etc.
- Their work is sombre/ peaceful/ energetic/ happy/ joyful/ humorous etc...
- I think this is because they have...
- used the same colours/materials/scale or I have explored a similar idea/concept /theme.
- The artist's style is...
- This artist makes work in the style of
- The artist's work is like...
- They make work that expresses colour/scale/textures (describe their use of the formal elements) etc...
- I like this work because...

Artist Analysis

Teachers will ask you questions about your work.

