

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)

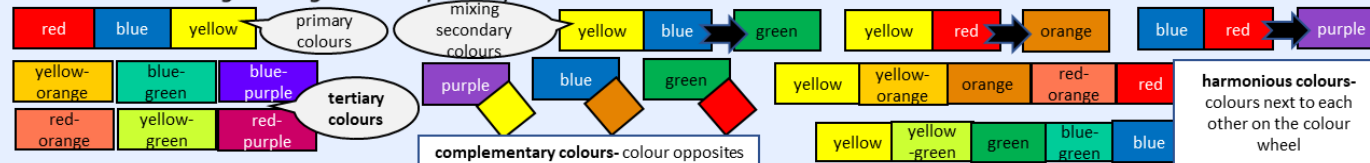
- **Visual form** is a 3d object that is an image
- **Physical form** is a 3d object you can pick up and feel

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)

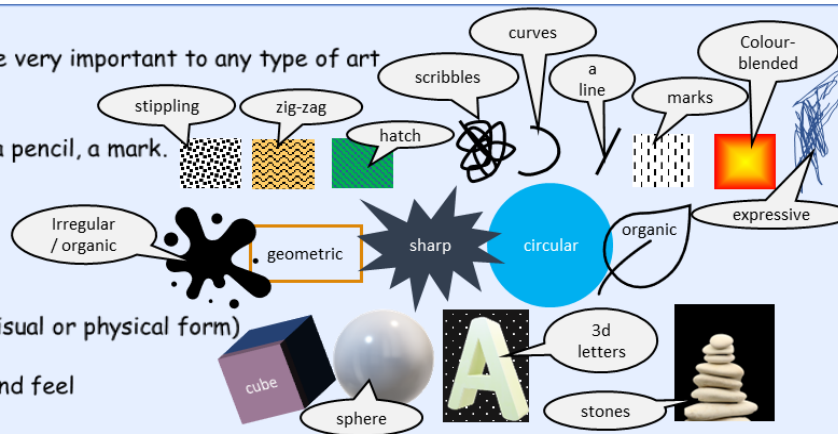
Colour: A wavelength of light seen by the eye when it bounces off a surface.



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 10



TERM 3

ART AND DESIGN

Disguise and Identity: A theme exploring the identities of spaces, people and objects (natural/ manmade), what might instigate hiding/ disguising them, or even exposing them.

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

Lino-printing: A process of printing where the material is carved/ gouged away to leave a design to print. The design can be printed multiple times

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

Acrylic paint: A paint where the pigment is suspended in a polymer and dries opaque unless

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

Reflection: Repetition of an image on a shiny surface, like a window, mirror or metal spoon. Repetition of an image using digitally reflected shapes (flipping horizontally or vertical). Both creating a symmetrical composition.

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

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

Artists: Sixe Paredes and Michael Velliquette

Project, research and presentation ideas:

<https://www.studentartguide.com/> to see what other students have created in projects

<https://www.tate.org.uk/> use the search area to find artists and ideas

<https://weburbanist.com/> explore for artists and ideas

<https://www.pinterest.co.uk/> explore for artists and ideas

<https://www.thisiscolossal.com/> explore for artists and ideas

[Year 12 sketchbook- identity – YouTube](#) The Museum of Modern Art

[a* \(grade 9\) art gcse sketchbook tour – YouTube](#) nerissa929

Write
notes
about what
you watch!



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

Link to GCSE Assessment Objectives (AO's):

AO1: Develop (Ideas)

- Research artists and images of their work
- Analyse (write) about artists and how they will help you explore the theme, ideas and techniques in your work
- Create studies (copies) of artist's work (part study/ full study) using appropriate materials and processes
- Evaluate the study (use help sheets), explaining how working in the style of the artist has helped you understand the processes and techniques
- Use secondary and primary evidence
- Look at the context of your ideas and consider meaning and message
- Create developments/ own ideas based on research
- Write about the developments explaining how they communicate your ideas

Teachers will ask you questions about your work.

AO2: Explore (ideas, techniques and materials)

- Create studies of artist's work
- Experiment with materials to develop ideas
- Explore possibilities with ideas through creative risks, leaps and a range of stimuli
- Explore ideas though using photographic references
- Use a range of materials to explore ideas and increase grades
- Coursework needs to be in 2 art specialisms at least
- Annotate your explorations and how they link to the "message" and theme of the work

You are graded on your coursework and final pieces for art.

What you write and the ideas you develop and create are important.

Your coursework sketchbooks and final pieces are **60% of your grade**. Exam sketchbook and its final piece are **40% of your grade**.

AO3: Record (ideas, processes, techniques, etc..)

- Use the formal elements to develop ideas
- Show good use of the formal elements
- Annotate work making links to the artists, processes, theme and message/ meaning of the work
- Record and plan composition through a range of methods
- Sketch, draw in detail, plan, create storyboards etc..

AO4: Respond (plan and create final responses)

- Plan final ideas related to artists and your own thinking related to the theme
- Create ideas exploring a range of compositions
- Respond throughout your project
- Work to a deadline
- Evaluate your final pieces/ developments reflecting on the artists explored, the theme, your message, story etc (use help sheets)

Task support:

1. Take 10-15 photographs, make sure you send them on your school email/ add them to your OneDrive, via the school website.
2. Draw from photos using a window / lightbox- use: greyscale in several tones, colour, continuous line- need help: look at online tutorials
3. Carry out digital colour analysis on artist work (PowerPoint/ Photoshop) to support the colour you choose to use in your own work
4. Experiment with **relevant** materials, filters, photos, apps (EG. PicsArt, Comica, ToonMe, FaceTune, FlipaClip etc..)
5. Explore (appropriate and relevant) colours, filters, different ways to create compositions
6. Do evaluations and artist analysis at home, so teachers can support you more with the art skills at school.

Deadlines: An important concept reflecting the world of work and the completion of tasks by a given date.

When writing about your artwork reflect on how the message is conveyed (communicated). How do you or the artist communicate meaning (usually through using the formal elements in specific ways)?

If it is a 2D piece: Describe the variety of lines, tones, textures, colours, shapes, marks, composition (balance, symmetry/ asymmetrical qualities), colour emphasis, focus, message, quality of light, processes...

If it is a 3D piece: Describe the shapes, scale, proportion, lines, movement, weight, position, placement, method of installation, processes...

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.
- 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 is like...
- They make work that expresses colour/scale/textures etc...
- I like/dislike this work because...



PROCESS, METHOD AND TECHNIQUE QUESTIONS

- How do you think the work is made?
- What materials or media have been used?
- What is good about their choice of materials?
- How do the materials help create a certain message?
- What tools and processes have the artists used to make the work?
- Can you see how the artist has developed ideas in other work to create this piece?
- Which 2D and 3D techniques have been used to make the work?
- Is the piece cut, layered or joined together in any way?
- Is this work part of a series?
- Is it striking out in a new direction?
- What could be done to improve it?
- What would you have done?

WRITING ABOUT ARTISTS, PROCESSES, LINKS AND OPINIONS...

- Who is the artist?
- What do you see in the artwork?
- What artwork are you looking at? What type is it?
- Where are they from?
- When were they making their artwork?
- Are they a contemporary artist?
- Are they associated with any art movement?
- Are they linked with other artists?
- Why are you looking at this artist?
- How do they relate to your theme?
- How do they relate to your work?
- What materials, techniques/ processes do they use?
- How do they use them?
- Why does this interest you?
- What do you think?

MEANING, MOOD AND MESSAGE QUESTIONS

- What do you think the work is about?
- How does it make you feel?
- What is the mood? Calm, sad, happy, confused?
- Is the work have an ambiguous (not one obvious) meaning?
- Does the work mean somethings to you? Explain what you think?
- What does the work remind you of?
- Does it link with other images, objects you have seen?
- What is the artist trying to say through their work?
- Is there a message?
- How does this work link to your sub-theme and project theme?

The link may be obvious, or it may help you explore other methods/ skills...

ART AND DESIGN TERM 3 YEAR 10

Writing Help Sheet for Artist Analysis



Evaluation

Use the writing frame to write your answers then copy them into a paragraph.

When you evaluate your work:

- 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. State** what you used for reference (working from still life, photographs, drawings a model etc...)?
For this piece I used...
- 7. State** what triggered the main ideas for your final work?
The main ideas for my final piece were triggered by...



ART AND DESIGN TERM 3 YEAR 10

- 8. 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
- 9. 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...
- 10. Describe** what you learnt from your experimenting.
By doing ... I learnt...
- 11. Describe** if the final outcome is to a suitable standard / as well as you could have done.
The final outcome...

In final evaluations write at least 300 words evaluating the project and the final piece. For evaluations about small tasks, you can write less.

- **WRITE IN FULL SENTENCES**
- **ONLY** write a **small** description of what you did: EG."I painted with ink over pastel" ...
- **THEN Evaluate your actions:** EG. "working with ink over pastels produced exciting textures and this..."
- **DO NOT WRITE:** 'because the teacher told me to'.

Explain:

- 12. Why** you think the ideas are to a good standard/ well as you could have done...
My work is...because...

- 13. 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..

- 14. 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...

- 15. 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...

*I also feel my work is (unsuccessful/ successful) because...*It's too large, it's too complicated, there is not enough detail, it is not very secure, the paint is too thickly applied, the image is not clear, there is no focus, etc...

- 17. How** you could / should develop the work further? Could it be reproduced, printed, cast, made into a series (a range of similar ideas), or used for another purpose (EG. Turning a photograph into a 3d object) etc.
To develop my work further I could...because this would...(improve...what?)

- 18. How** the outcome is to a good standard / as well as you could have done.
This outcome (is to a good standard/ has been done as well as I could) because...