



The Formal Elements of Art and Design

Line: leading lines/ angles

Colour: saturation, muted, dull, complementary, harmonious etc...

Texture: hairy, woolly, shiny, woven, rough, smooth etc...

Shape (2d): curved, geometric, manmade, organic, natural, fluid...

Tone: value, high contrast, low contrast, atmospheric etc...

Form (3d): natural, manmade, geometric, organic, angular, fluid etc...

Space/ Composition: background, middle ground, foreground, scale, smaller, larger, distance, layout

Teachers will ask you questions about your work, and you will discuss it with your group.

The Principles of Art and Design

Balance

Unity/Variety

Emphasis

Contrast

Movement

Pattern/ Repetition

Proportion/ Scale

Rhythm



You are graded on your coursework and final pieces for art. What you write, the depth and understanding your show as well 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**.

Balance is created in a work of art when textures, colours, forms, or shapes are combined harmoniously. In composition the elements can create balance and symmetry or be asymmetrical/ unbalanced, for example.

Contrast is the use of several elements of design where elements are stronger or weaker against each other. Contrast is used to grasp the viewer's attention, lending visual power.

Complementary colours create contrast.

Emphasis is created in a work of art when the artist contrasts colours, textures, or shapes to direct your viewing towards a particular part of the image. An element can be **dominant** (EG. largest/ brightest/ sharpest) or **diminutive** (EG. smallest, smaller, decreasing, paler in colour etc..)

Movement is the way a viewer's eye is directed to move through a composition, often to areas of emphasis. Movement can be directed by lines, contrasting shapes, or colours within the artwork. A leaves falling would be visual movement.

Pattern is the **repetition** of a shape, form, or texture across a work of art. It is more uniform in appearance.

Rhythm is related to pattern but rather than order it is often linked to variety, where shapes and lines have a less uniformed repetition.

Proportion is created when the sizes of elements in a work of art are combined harmoniously.

The Rule of Thirds is an example to look for in your artists' works.

Unity is created when the elements in a composition create **harmony** (a sense of calmness due to similar qualities). Some images have a complete sense of unity, while some artists deliberately avoid formal unity to create feelings of tension and anxiety. When there isn't unity there may be variety. **Juxtaposition** can create this EG. using **opposites** or elements which wouldn't normally be put together to make the viewer see humour, anger, disgust or raise questions

Abstraction is to deliberately remove or not include representation (elements of reality) from/in your image.

Representation is when something looks the way it should, accurately representing it.

TASKS TO BUILD COURSEWORK – add them to your sketchbooks at school. Link to A LEVEL Assessment Objectives (AO's)

Use your photography booklet to support your knowledge, it has all the help sheets and advice you need to help you with your projects

AO1: Develop (Develop Ideas)

- Create mind maps and mood boards considering the themes and genres of photography you could explore around ideas
- Research artists and images of their work
- Analyse (write) about artists/ photographers and how they will help you explore the theme, ideas and techniques in your work
- Create studies (copies) of artist's work using appropriate processes (editing, colour, subject matter, exposure, focal distance, composition etc...)
- Evaluate tall studies (use help sheets), explaining how working in the style of the artist has helped you understand the processes and techniques as well as how they have helped you develop your ideas.
- Use secondary and primary evidence (own and others, making sure that you reference the work of others)
- Look at the context of your ideas and consider meaning and message- is this being conveyed through out your explorations and how?
- Create developments/ own ideas based on research- starting with plans for photoshoots and take a range of photographs.
- Write about the developments explaining how they communicate your ideas

AO2: Explore (ideas, techniques and materials)

- Create studies of artist's work- using different processes, apps, camera equipment to show a variety of approaches
- Consider how you might develop ideas from existing ones using other genres o photography EG. From studio to location photographs.
- Experiment with other relevant materials or processes to develop ideas (Fine Art Photography, EG. sewing into, collage)
- When editing photographs make sure that you have "print-screened" the commands and pasted them into PowerPoint you have used on Photoshop
- Explore possibilities with ideas through taking creative risks/ leaps and using 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 photography specialisms at least (genres: fine art, landscape/ location, documentary/ journalist, moving image/ film/ GIFs/ animation, studio etc...)
- Annotate your explorations and how they link to the "message" and theme of the work you've focussed on

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

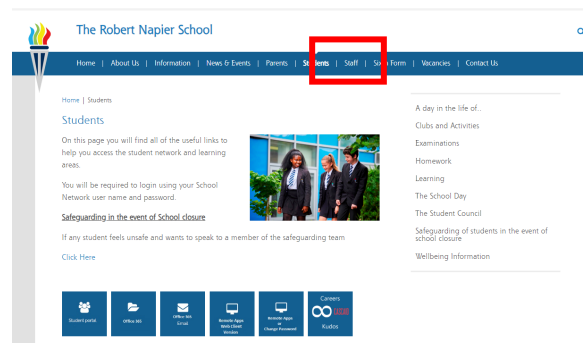
- Plan photoshoots (suggest the type of camera, settings, props, lighting, angles, scenery, subject matter and angle for shots)
- Produce contact sheets and contact sheet analyses.
- Write about the formal elements of art and design, when planning ideas and writing about artwork/ photographs.
- Show good use of the formal elements in a range of different examples of work
- Annotate work making links to the artists, processes, theme and message/ meaning of the work
- Record and plan composition through a range of methods: diptych, triptychs making

AO4: Respond (plan and create final responses)

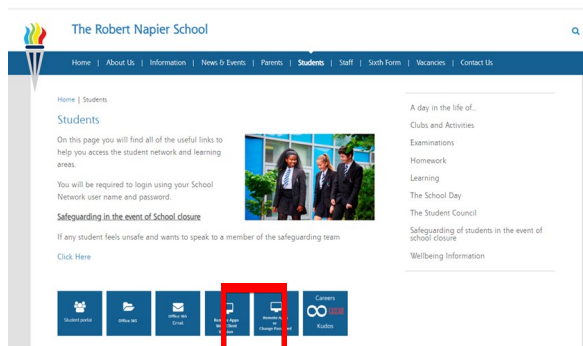
- Plan final ideas related to artists and your own thinking related to the theme- you will probably need further contact sheets/ plans
- Create ideas exploring a range of compositions. Not every photographs needs to be a square or rectangle.
- Respond throughout your project to create developments and reflections that are personal to you and your theme.
- Work to a deadline
- Evaluate your final pieces/ developments reflecting on the photographers explored, the theme, your message, story etc (use help sheets)



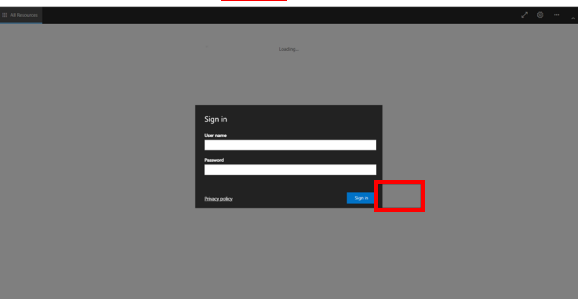
How to use the Photoshop at home for FREE!



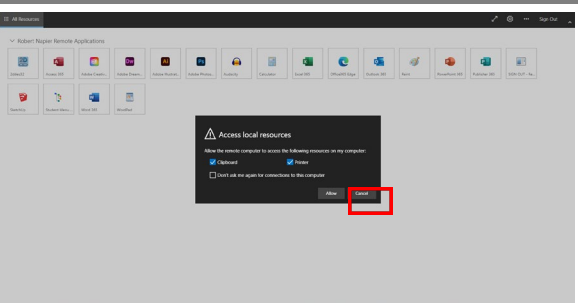
1) Go onto the Robert Napier School Home page
Click **STUDENT**



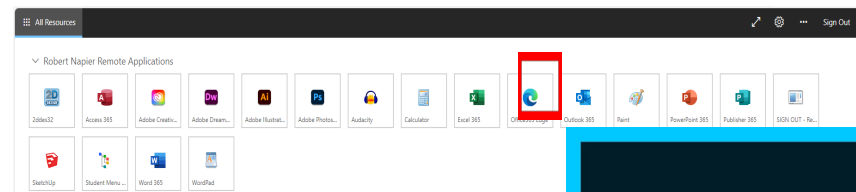
2) Click **REMOTE APPS WEB CLIENT VERSION**



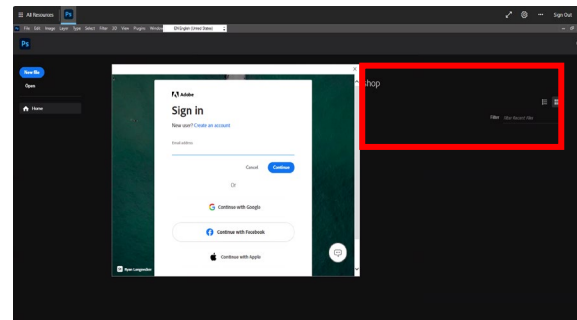
3) Students to **Sign In** using their school **Username** (eg: 20jblogs) and **Password:*******



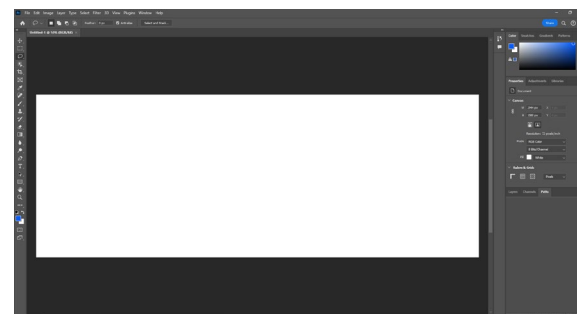
4) Click **Allow**



5) Click on **Photoshop**



6) Sign in using your school email address
EG:
jblogs@robertnapier.org.uk



7) Start using Photoshop

Click **OPEN** and select the photo you wish to edit.

Or **NEW**

Getting started with Photoshop tutorials, visit the website below

<https://creativecloud.adobe.com/en-GB/learn/app/photoshop?topic=get-started>

HOW TO ANALYSE PHOTOGRAPHY

1. State: (Substance) Genre, theme, subject, colours, mood and atmosphere:

- **What** is the image of?
- **Where** was it taken? Outside, Inside, underwater, in a studio?
- **Why** was it taken? To document, personal work?
- **When** was the image taken?

2. Describe: Composition

- Close your eyes and then open them and make a note of where you look first. This is the **focal point** and where the viewer's eyes draw into first.
- Have any rules been used? Like the **Rule of Thirds**? Ask, if you're not sure.
- Is there anything singled out or is there more than one **subject** in the photo? What are the subjects?
- Has the Photographer purposely used a **technique** to compose the image?
- What are the main **colours** the photographer has used? Have they used colour to compose the subject?

3. Lighting

- Where is the light coming from? Behind the camera, to the side or is it the camera pointing into it like a silhouette?
- Is it **natural light** or has the photographer used flash?
- Are there **harsh shadows** or soft **light/shadows**?
- Is the image **over exposed** or **underexposed**? What could this give the impression of?
- What time of day was the image taken in? If it was taken outside, is it **sunrise, midday, sunset** or at **night**?

4. Techniques the Photographer Used

- Was it a **quick shutter speed** or a **long exposure**?
- What **aperture** could the photographer have used, is it a **high** or **low depth of field**? What does this imply?
- Have they purposely overexposed or underexposed the image?
- Is the camera **still** or **moving** with the image?
- Are there any other artists that could have inspired them?
- Study the **photographer's history** on their website and see who has inspired them and are they using the same techniques?

Task support

1. Take 20+ photographs each time you do a photoshoot. Make sure you send them on your school email/ add them to your OneDrive, via the school website.
2. Print off as a contact sheet and then highlight the best images and carry out a contact sheet analysis. Select the best 3 (enlarge). Evaluate why these were selected using formal elements/ help sheets.
3. You could **experiment with relevant materials**, filters, photos, curves, hue and saturation, double exposure and apps (EG. PicsArt, Comica, ToonMe, FaceTune, FlipaClip etc..)
4. Explore (appropriate and relevant) ways to create compositions
5. Write evaluations and artist analysis at home, so teachers can support you more with the art skills at school. The teacher check written work and you can correct it.
6. Print -screen/ snip the process as you work in Photoshop or other programmes- paste these into PowerPoint so you can write about the steps you went through to develop/ edit/ manipulate your work.
7. If you need advice or space, come to the art department to get tasks printed/ completed.

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

When writing about your artwork or others' (analysis and evaluation) 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)? Make sure that you use **the formal elements of art and design and the principles of art and design** in your writing.

5. Editing

- Could this be a **digital photo** or from a **film camera**? Therefore, how could they have edited the image?
- Have they printed the photo and then **manually edited** it by applying other elements to it?

6. Write your opinions about the image

- **How does this link to your theme?**
- Is the image successful? Why?
- Do you like their work? Why?
- Is the meaning clear? Why?

Project, research and presentation ideas:

<https://www.studentartguide.com/> to see what other students have created in projects
[Landscape/Environment - Minnie Baker-Samson-A-Level Photography \(weebly.com\)](#) Minnie Baker Samson A Level Photography
[Landscape Photography \(weebly.com\)](#) Abdul Haig photography A Level
[Fashion Photography | Mind Map – EdrawMind](#) Wondershare EdrawMind
<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
[Suzanne Murphy › Musion Technology](#) Suzanne Murphy (mood boards)



Write
notes
about what
you watch!