

Year 7

Art



Stewards

Art & Photography

Year 9 Art & Photography

In Year 9 you will apply all KS3 objectives to develop an idea and present and create a personal response.

-Showing off skills

Critical reflection

-Select and experiment with techniques

-Accept your ideas may change throughout the course

-Make links with artists, media, environment, make your projects personal.

-Annotation of work, record your thought process like a journal.

-Learn photography theory and equipment

In yr7 and yr8 you will work hard to develop key techniques so you can skillfully communicate your imaginative ideas and broaden your awareness of art and design.

I know...

Organisation of the room

-Paint equipment to be kept next to the sink

-Sketchbooks in box on the shelf

-Wet work on drying racks

Elements of Art

-Line, straight, zig zag, broken, curved

-Shape, round, sharp, flat

-Form, sphere, ellipse, cuboid, cone

-Space, negative, active

-Texture, rough, smooth, bumpy

-Colour, primary, secondary, tertiary, harmonious, warm, cool

Understanding of artists

-Name 2-3 artists

-Identify an art movement

-Identify technique

-Identify art, craft and design industries

-Awareness of design in the world

Health & Safety...

-Line up outside and wait for your teacher

-Wait to be seated

-Bags under the table

-Blazers off, aprons on if painting

-Wash your hands after a lesson

-Do not touch anything that does not belong to you

-Inform your teacher if you are bringing in a special item to work from

-Anything of high importance is your responsibility

Critique...

-Ask and understand

-Use subject specific vocabulary, speaking and writing

-Analyse other art works

-Work on areas for development

-Discuss mood, emotion and atmosphere in work

Formal Elements...

-Tone, shade, shadows, light, reflection

-Mark making, use of texture

-Colour wheel, primary, secondary, tertiary, complementary and harmonious colours

-Mixed media skills, printing, collage, water colour paint, colour pencil, sculpture

Key words...

-Composition, background, foreground, horizon line, portrait, landscape

-Tonal shading, contrast

-Mark making, crosshatch, light & dark, dense, sparse

-Colour, hue, saturation, warm & cool, tint & tone

Year 7&8 Key stage 3 Art

I can....

-Look after equipment

-Draw, sketch, tone,

mark making, Composition

-Paint, hold a brush correctly, apply paint evenly, mix colours, blend colours (tint and tone), create texture with a brush

GCSE ART/PHOTOGRAPHY

A01 - Develop ideas through investigations, trips and visits to galleries

A02 - Experiment with ideas and different medias, be creative, take risks

A03 - Record ideas, annotations, drawings, use drawing and photography

A04 - Personal and meaningful response, project journey, bringing everything together.

Overall in Art you will produce x2 coursework projects and one exam project.

Overall in photography you will produce x3 coursework projects and one exam project.

Knowledge
Technique
Critique
Creativity

Presentation
of work...

-Use pencil to write and draw unless directed

-Neat handwriting, check spelling and grammar

-Use the whole page, no blank spaces

-Always put your name & tutor group on loose work

-Make sure your presentation is creative

-Always complete your own work

-Always try your best

-No blank or missed pages in your sketchbook

Skills
Key words
Formal elements
Health & Safety
Presentation of work

Big Picture - Year 7 Overview Art Department

End Of Year Evaluation



Students will create a 3D sculpture to learn about transferring skills from 2D to 3D. Students will use prior knowledge of design to help aid with their 3D final outcome.

Sculpture Final Piece

Students will start to design and plan in preparation for their final piece. Students will bring their ideas of creature design and habitat together to collaborate their ideas.

Design

Students will be able to explore their creativity and design skills by creating their own Mythical Creature. Students should consider the design skills and techniques that they learnt in unit 1 to help present their ideas.

Design

Students will investigate different types of habitats that their own creature design could live in. Research skills will be practiced again to help aid the next design step.

Research

Research

Students will research artists that present Mythical Creatures within their work. Students will be exposed to the skill of researching an artist and presenting an artist research page.

Explore

Students will explore a new topic to promote creativity and imagination. Students will look at folklore literature and explore the story behind Mythical Creatures. Students will present their findings visually.

Mythical Creatures Unit 2



Printing

Students will get the opportunity to explore the printing method and experiment with different prints, colours and compositions. Students will gain skills in developing, recording and experimentation.

Final Piece

Students will have the opportunity to produce an original piece of art work using the skills they have learnt in this project. Students will revisit all the techniques learnt whilst creating a unique composition.

Collage

Students will dip more in to experimentation with mixed media, using the skill of collage. Pupils will be able to start to piece together prior knowledge learnt to create a piece of mixed media work.

Observational Painting

Students will have the chance to experiment with paint and practice using this skill from an observational task. Students will use their prior knowledge of colour to create a painting.

Colour Theory

Students will experiment with colour and learn the properties of colour, primary, secondary and tertiary. Students will be able to record and experiment using a new material.

Year 7 Unit 1 Beetles, Bugs and Butterflies



Tone

Students will be discovering the properties of tone. Students will develop an understanding of how to use and create tone through practice of shades and observational drawing activities.

Mark Making

Students will develop an understanding of mark making and how this is used to create texture in a drawing. Understanding this skill will help improve students ability to record and gain an understanding of texture.

**A01
RESEARCH**

**A02
EXPERIMENT**

**A03
RECORD**

**A04
FINAL OUTCOME**

Unit 1

Beetles, Bugs & Butterflies



ZOOM IN... MY LEARNING JOURNEY:

Subject: Art Year: 7 Unit: 1

AIMS

- To introduce students to the formal elements in Art.
- To introduce a variety of Art skills and techniques.
- To understand the concept of application.
- To gain an understanding of composition.

DEVELOPING COURAGE

- C Confidence to work independently
- O
- U Working together to help each other
- R
- A
- G
- E Enjoying the process

PREVIOUS LEARNING

- Primary Art skills
- Gallery visits
- Basic knowledge of some artist
- Some colour theory knowledge
- Working with some basic materials

WHAT WE KNOW/REMEMBER

- Basic colour theory
- Basic material use
- Holding a paintbrush and pencil

RECOMMENDED READING

- 365 Days of Art By Lorna Scobie
- 365 Days of Drawing By Lorna Scobie

PERSONAL OBJECTIVES

- To experiment with new equipment
- To use new equipment confidently.
- To enjoy 'happy art accidents' and learn from them.
-
-
-
-

UP NEXT

- Develop skills in KS3 art club
- Advancing skills in other project styles
- Looking at artists and producing artist research pages
- Experimenting with other materials
- 2D work to 3D work

CAREERS

- See our career board outside Art 3!



Key Literacy Vocabulary:

Proportion

The size of objects/shapes when compared to each other.

Media/Medium

The materials and tools used by an artist to create a piece of art.

Technique

The skill in which and artist uses tools and materials to create a piece of artwork.

Abstract

A piece of art which is not realistic. It uses shapes colours and textures.

Style

The technique an artist uses to express their individual character of their work.

Composition

The arrangement and layout of artwork/objects.

Highlight

The bright or reflective area within a drawing/painting where direct light meets the surface of the object or person.

Shadow, Shade, Shading

The tonal and darker areas within a drawing/painting where there is less light on the object or person.

Mark making

Mark making is used to create texture within a piece of art by drawing lines and patterns.

Collage

A piece of art made by using a variety of materials which are cut out, rearranged, and glued on a surface.

ART FORMAL ELEMENTS

COLOUR – What you see when light reflects off something

LINE – A mark which can be long, short, wiggly, straight etc.

TEXTURE – How light or dark something is

TEXTURE – How something looks or feels, eg. rough or smooth

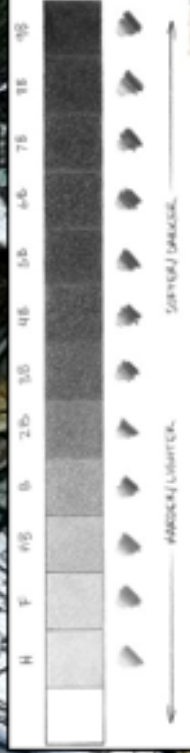
PATTERN – A symbol or shape that is repeated

SHAPE – A 2D area, which is enclosed by a line, eg. triangle

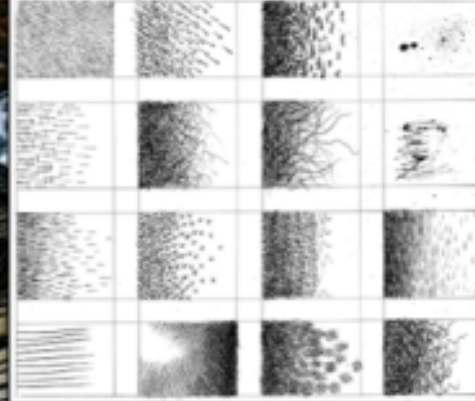
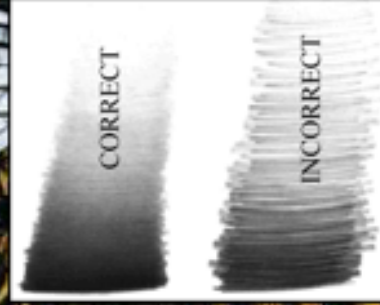
FORM – Something which has 3 dimensions, eg. cube, sphere or sculpture

2

TONE



MARK MAKING



COLOUR

3

Primary Colours:

RED, YELLOW, BLUE

Primary colours mixed together create secondary colours.

Secondary Colours:

ORANGE, GREEN, PURPLE

Secondary colours mixed together with primary colours create Tertiary colours.

Tertiary = Primary + Secondary colours





Tone refers to the lightness or darkness of something. This could be a shade or how dark or light a colour appears.

Tones are created by the way light falls on a 3D object. The parts of the object on which the light is strongest are called **highlights** and the darker areas are called **shadows**. There will be a range of tones in between the highlights and shadows.

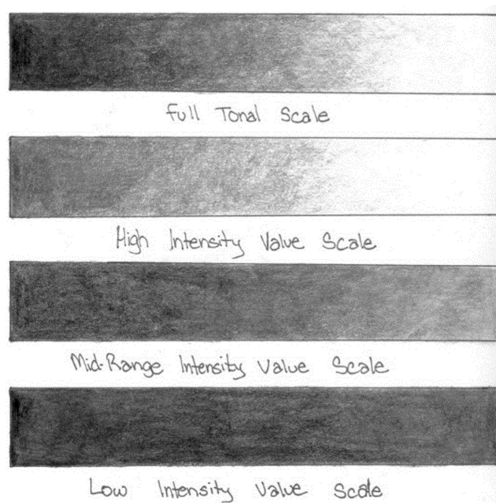
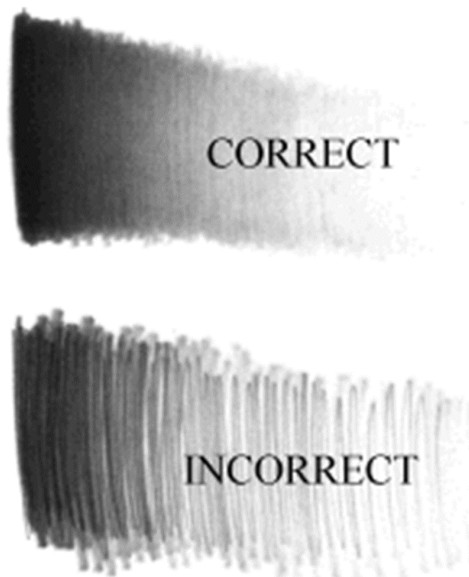


Shading

Shading is used to capture these different tones in a drawing. It helps to create an illusion of form in a 2D artwork. When shading it's important to think about the direction of the marks you are making as this can help to emphasise the form of the object.

Watch this video to find out more about shading.

<http://www.bbc.co.uk/schools/gcsebitesize/art/practicalities/elementssofart4.shtml>



Contrast

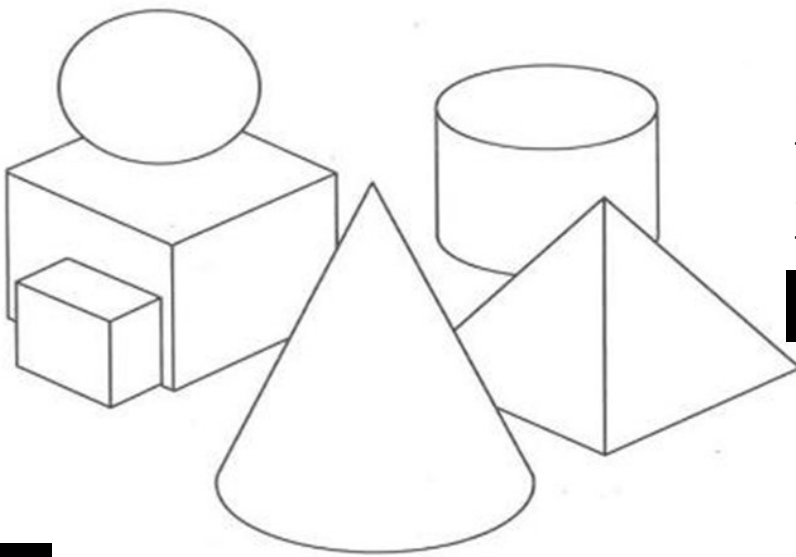
Contrast means the amount of difference between the lightest and darkest tones. It should be combined with a range of mid tones. Contrast in tones can help create a dramatic artwork.

Tone Practice Tasks

Task 1

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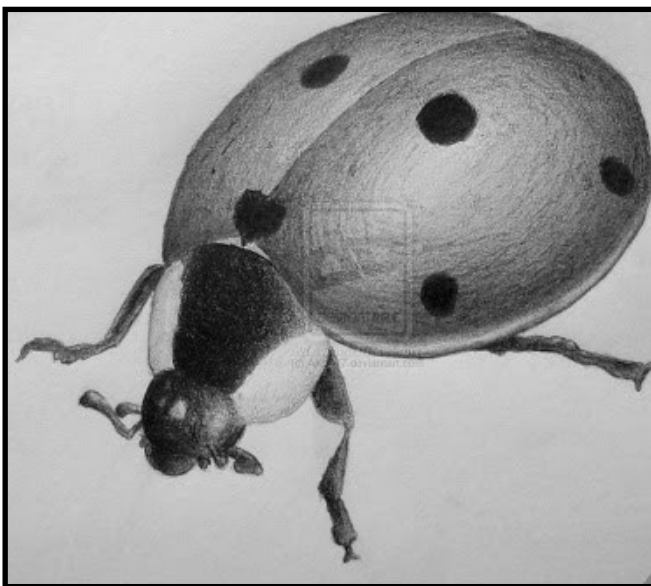
Create your own tone grid starting with white and ending in black.



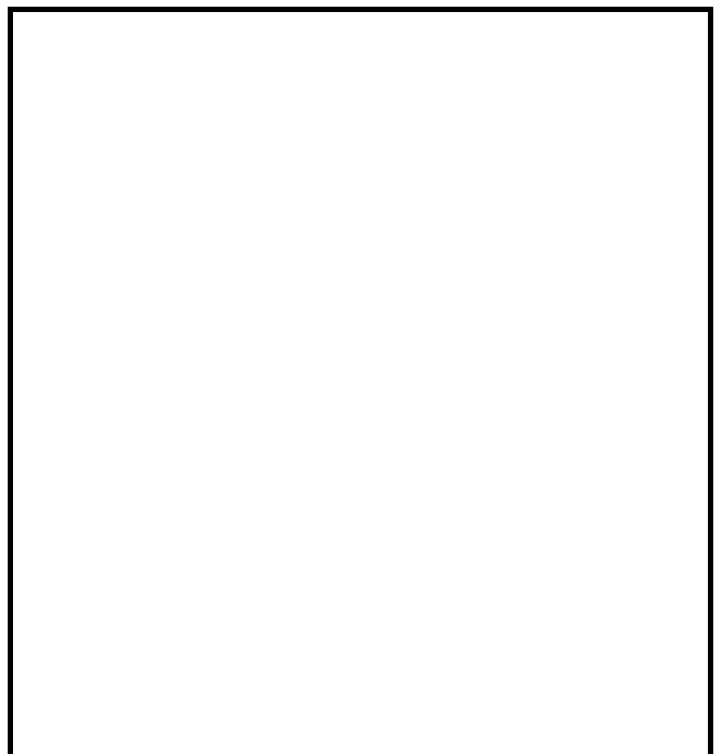
Choose the direction of the light and use tone and shading to create the illusion of 3D.

Task 2

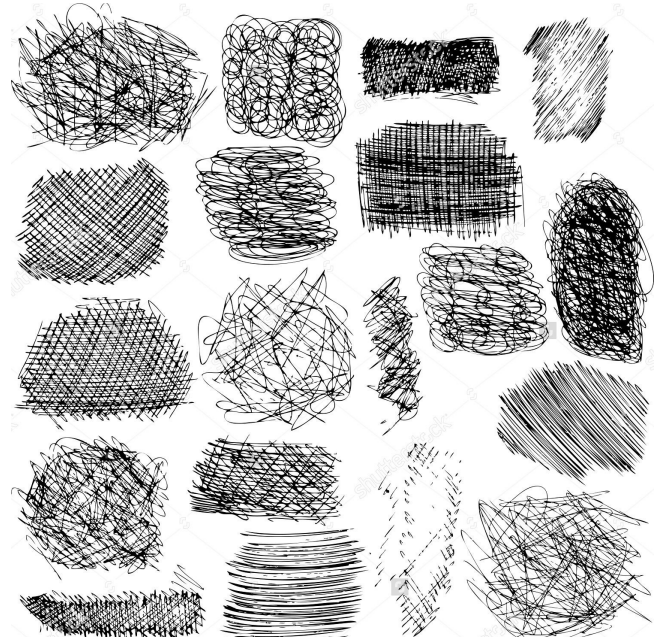
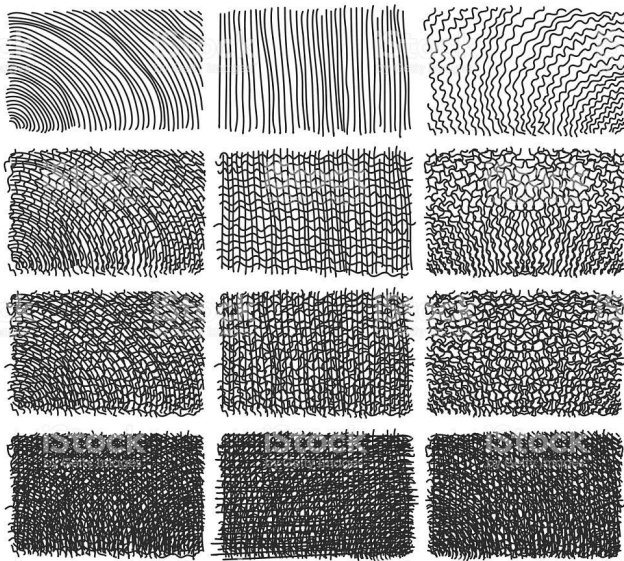
Task 3



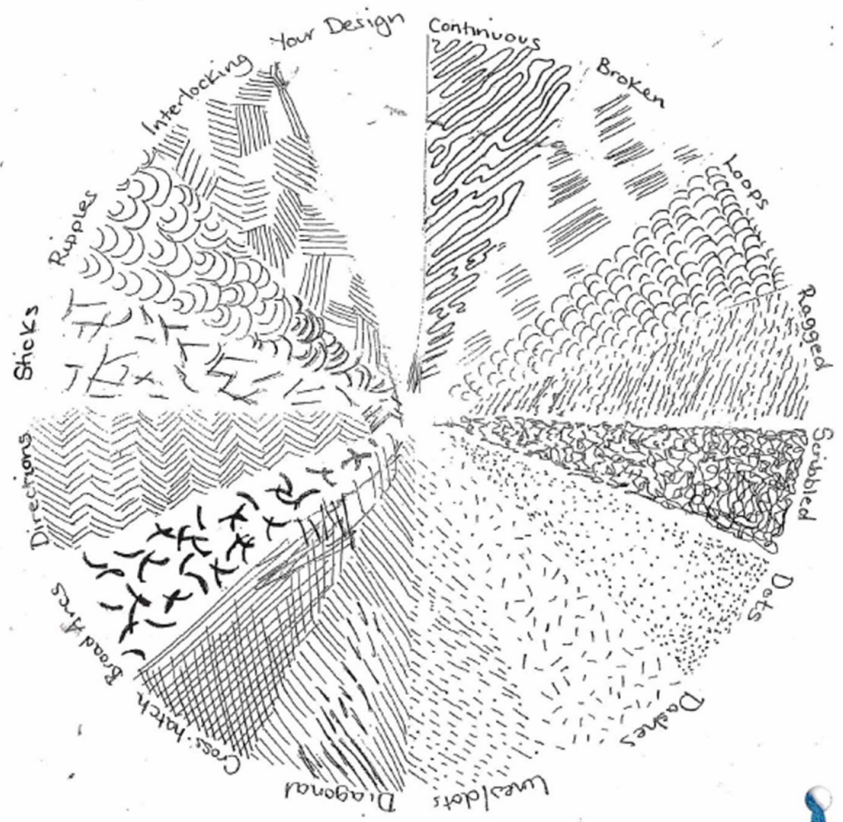
Using a pencil, copy the lady bird in the box. Remember to use a range of tones.



Mark Making



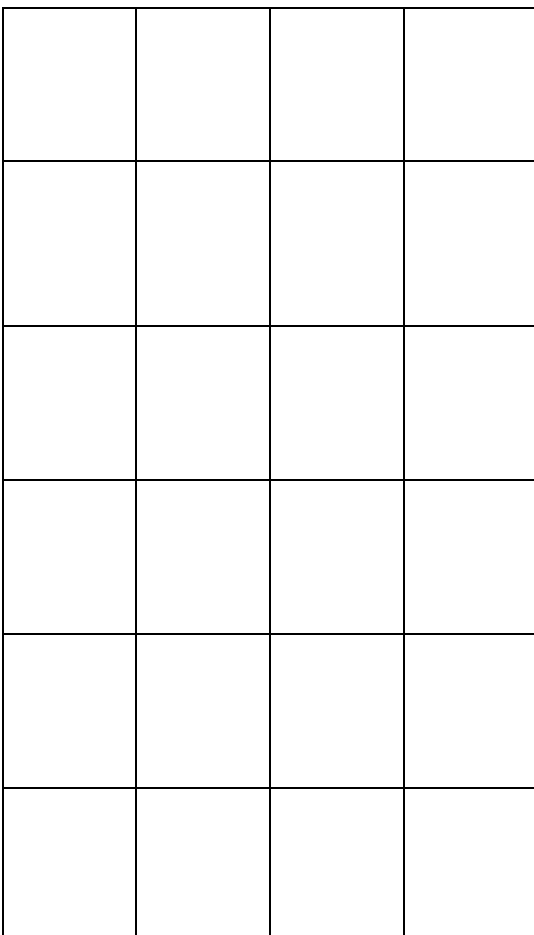
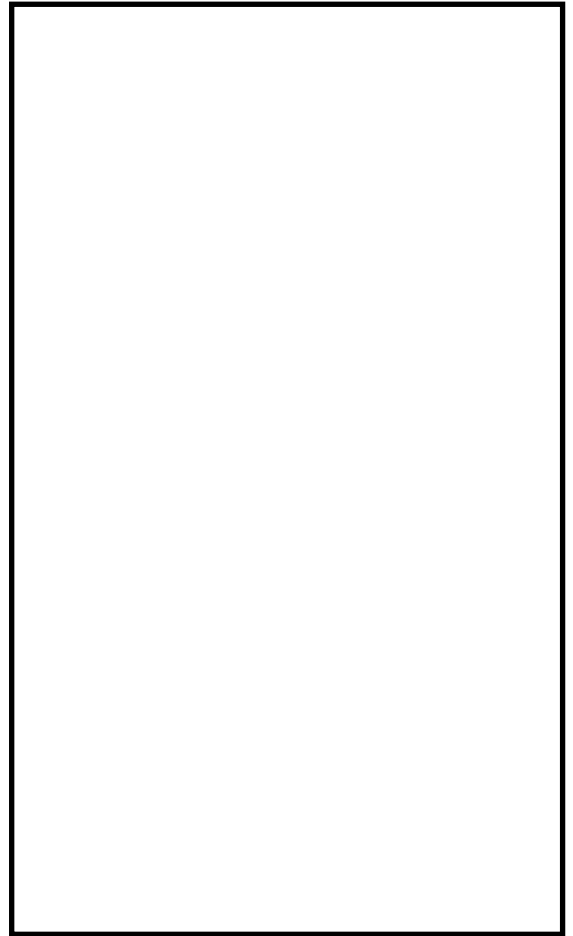
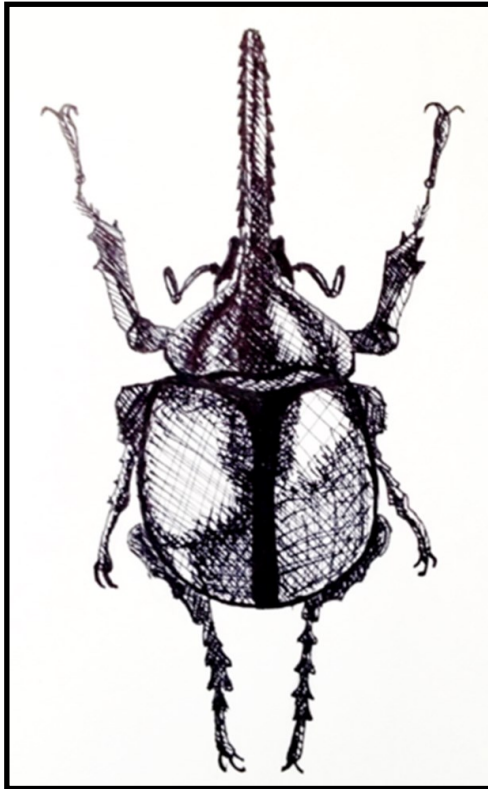
- The reason we use mark making is to show surface texture through tone.
- You can still create tones by using mark making technique.
- Look at the images which show examples of tonal drawings which have used mark making to capture tone.



Mark Making Tasks

Copy the beetle drawing using a biro pen. Create the texture with the use of mark making.

Task 4



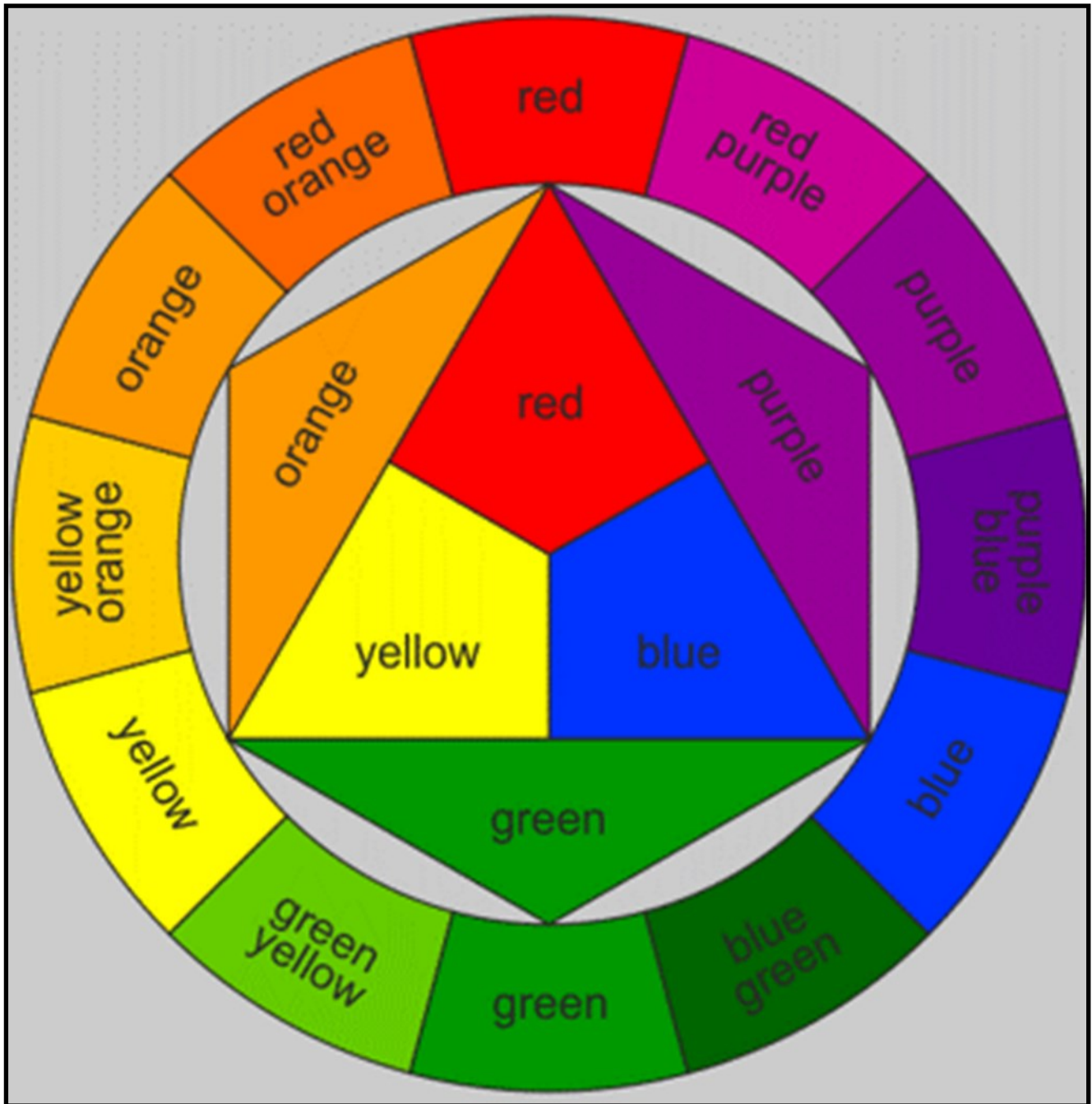
In the grid, create your own mark making grid with different types of marks representing different types of textures.

Task 5

Key Words:

- Mark making
- Texture
- Light
- Dark
- Surface

Colour Theory



Primary Colours

Red, **Blue** and **Yellow**

- Primary colours can not be made by mixing others colours.
- Primary colours can be mixed to make secondary and tertiary colours.

Secondary Colours

Purple, **Orange** and **Green**

- These colours are made by mixing two primary colours.

Tertiary colours

These colours are made by mixing a secondary and primary colour together. Such as brown, yellow-green or red-orange

Complementary Colours

These are two colours that are opposite each other on the colour wheel.

Blue and **Orange**

Red and **Green**

Yellow and **Purple**

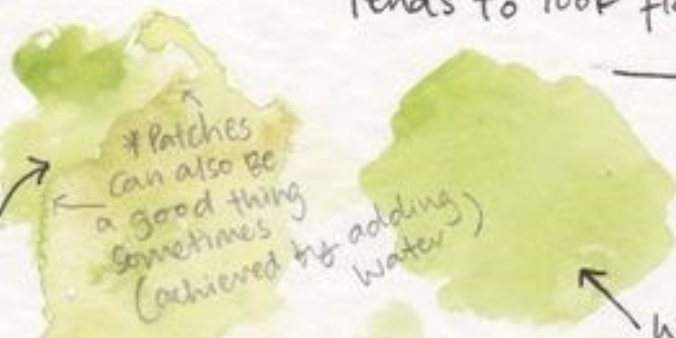
ESSENTIAL WATERCOLOUR TIPS

- ① PAINT SHOULD NEVER BE THICK! (Watercolours) = "Watery" look (translucent)



you want your painting to look light & translucent...
* When paint layer is too heavy, painting tends to look flat / "dimensionless".

②



* Patches can also be a good thing sometimes (achieved by adding water)

When painting, try to intentionally leave GAPS

Without GAPS... 'Objects' will look heavy and boring...

With intentional gaps, objects will have the illusion that it's lighter / more natural!

For example... this green was mixed using GREEN & BROWN

ALWAYS Mix your paint colours... ALWAYS!! ③

Colours straight out of a tube = BORING!!! Mix them up... have fun... Colours will look more realistic that way



Indigo + BROWN = BLACK!

(& the more water you add... the lighter your colour.



- ④ Watercolouring is ALL about LAYERING colours upon colours..

- START WITH THE LIGHEST COLOUR...
- BUILD IT UP WITH A DARKER COLOUR...
- (FEW LAYERS LATER...) FINISH OFF WITH HIGHLIGHTS / SHADOWS!

Layer 2... Layer 2... Layer 3... & so on...



Colour Theory Tasks

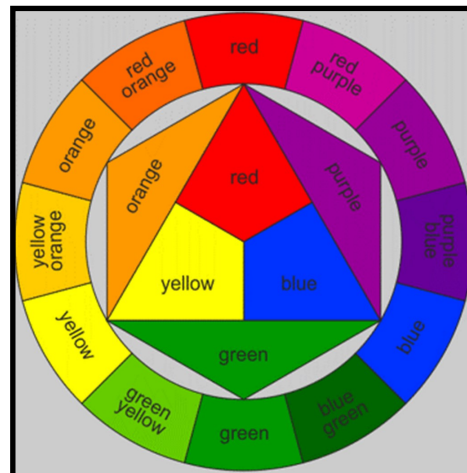
Colour Maths:

Complete the colour mixing equations

Yellow + Red =

Yellow + Blue =

Task 6



Create a colour chart for warm and cold colours.

Give each of your colours a name, eg: "Peachy pink" or "Leafy green".

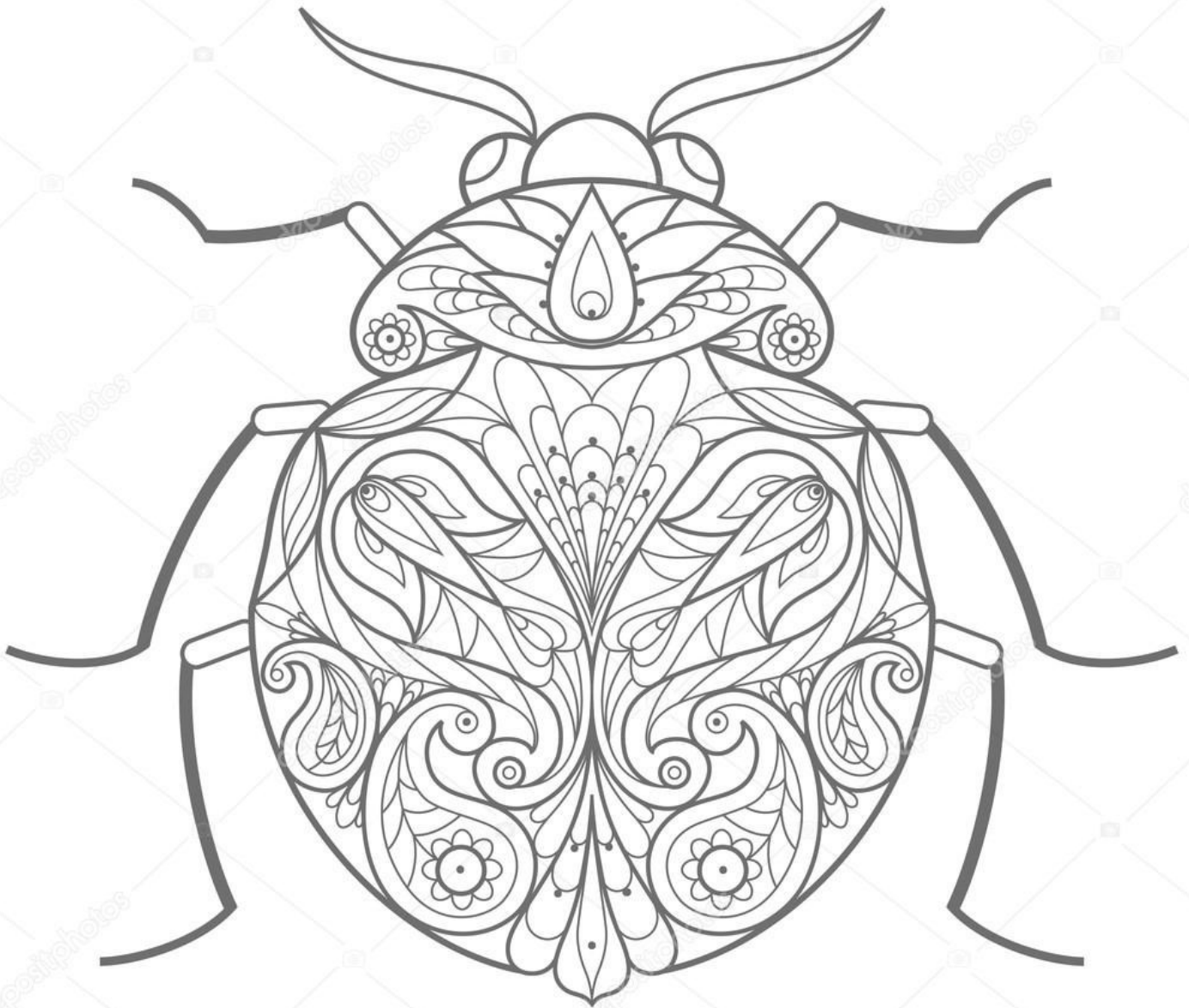
Task 7

Create your own 'creative colour' wheel with objects around the home. Photograph it and stick it in your sketchbook.

Task 8



Task 9



Colour in the image above using either hot colours OR cold colours.

HOT COLOURS:

Red, Yellow, Orange, Brown, Pink

COLD COLOURS:

Light Blue, Dark Blue, White, Grey, Purple , Lilacs

Colour Pencil Blending



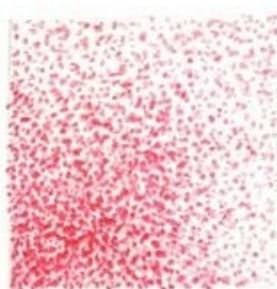
HATCHING

The closer the lines are together, the denser and darker the color.



CROSS HATCHING

Overlapping linear lines, in various directions.



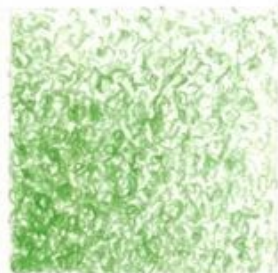
STIPPLING

Dense clusters of dots shade an area whereas spaced out dots indicate light.



LAYERING

The simplest approach to blending colors together by layering one color directly over the other. Use light pressure and apply each layer smoothly.



SCRIBBLING

Random lines in varied pressure can create lighter or darker values.



BURNISHING

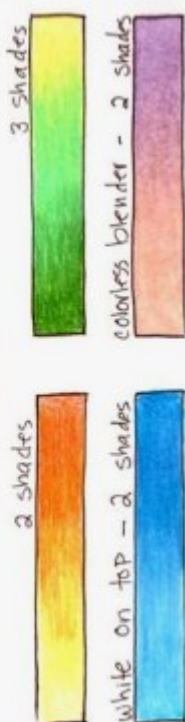
Adding white, light color, or blending pencil on top of multiple layers of color with heavy pressure.



Tombow Blending



There are no mistakes Color like a Pro



BASE COLOR

SHADOWS CREATED WITH COLOR BLENDS



COLOR:
Violet Blue

+



SHADOW COLOR(S):
90% Cool Gray



SHADOW COLOR(S):
Dark Umber



SHADOW COLOR(S):
Indigo Blue +
Dark Brown



COLOR:
Spring Green

+



SHADOW COLOR(S):
Olive Green



SHADOW COLOR(S):
Grass Green +
Marine Green



SHADOW COLOR(S):
Tuscan Red +
Olive Green



COLOR:
Sienna Brown

+



SHADOW COLOR(S):
Dark Brown



SHADOW COLOR(S):
Tuscan Red +
Dark Brown



SHADOW COLOR(S):
Indigo Blue +
Dark Brown



COLOR:
Magenta

+



SHADOW COLOR(S):
Tuscan Red

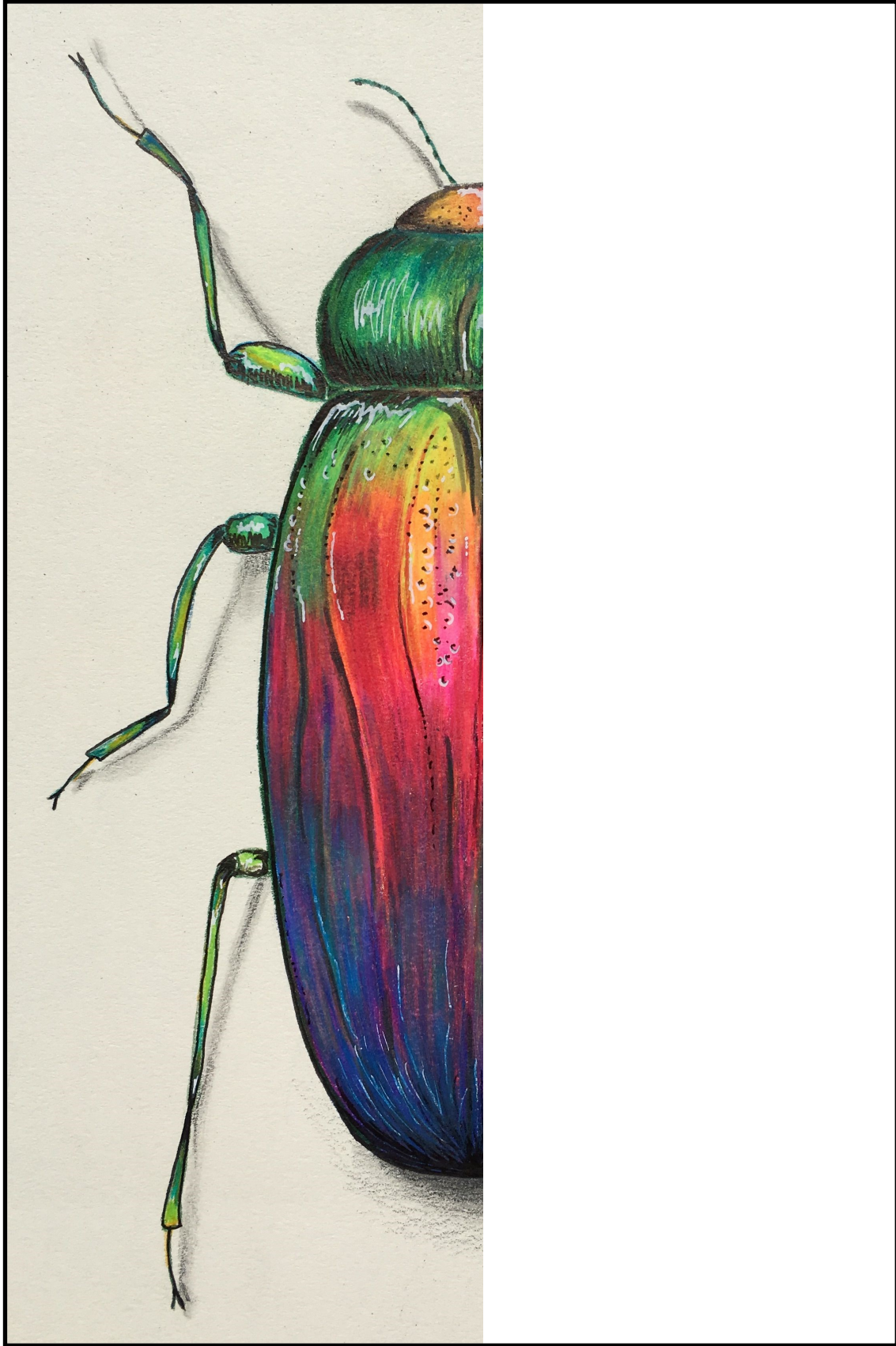


SHADOW COLOR(S):
Crimson Lake +
Black Cherry



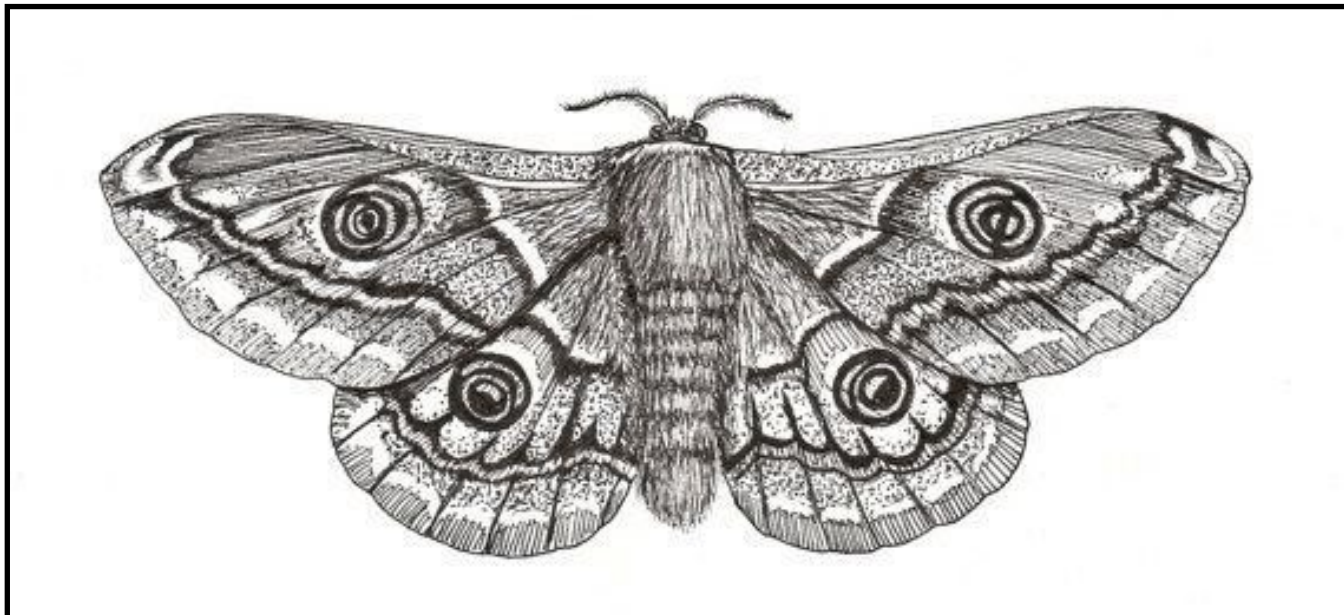
SHADOW COLOR(S):
Tuscan Red +
Black Grape

Task 10



Copy the other half of the beetle drawing. Ensure you think about proportion, detail and the colours used.

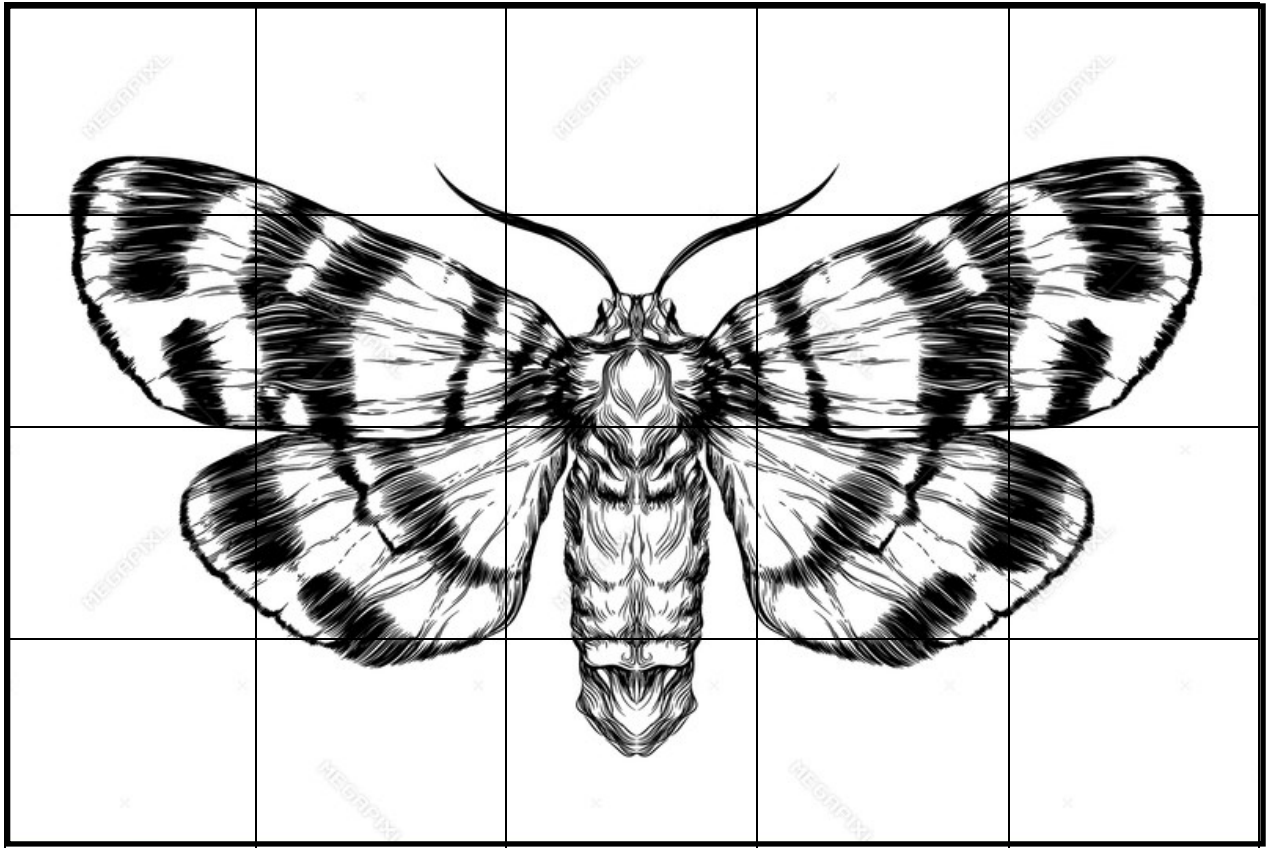
Task 11



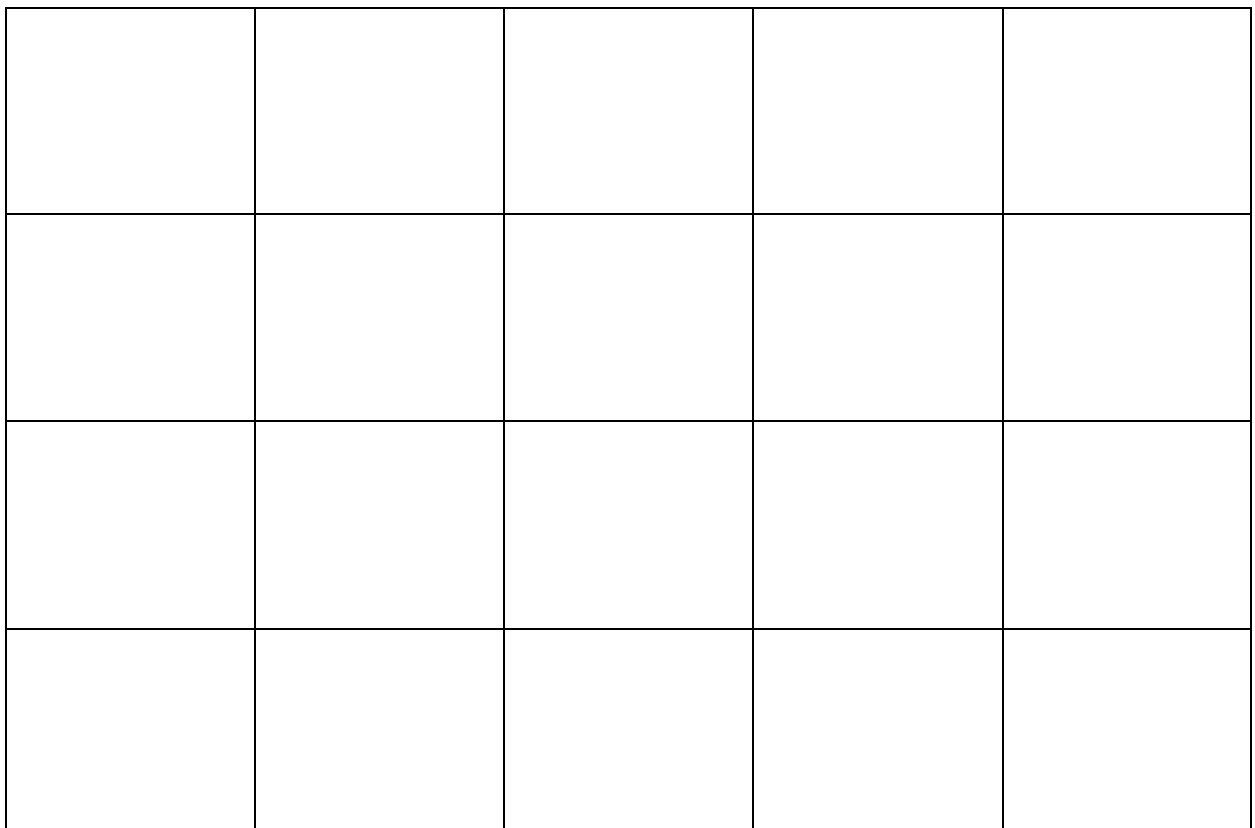
Copy the insect above in the box below adding as much tone, detail, and texture as possible. Try to use a range of marks using pencil or pen.



Task 12



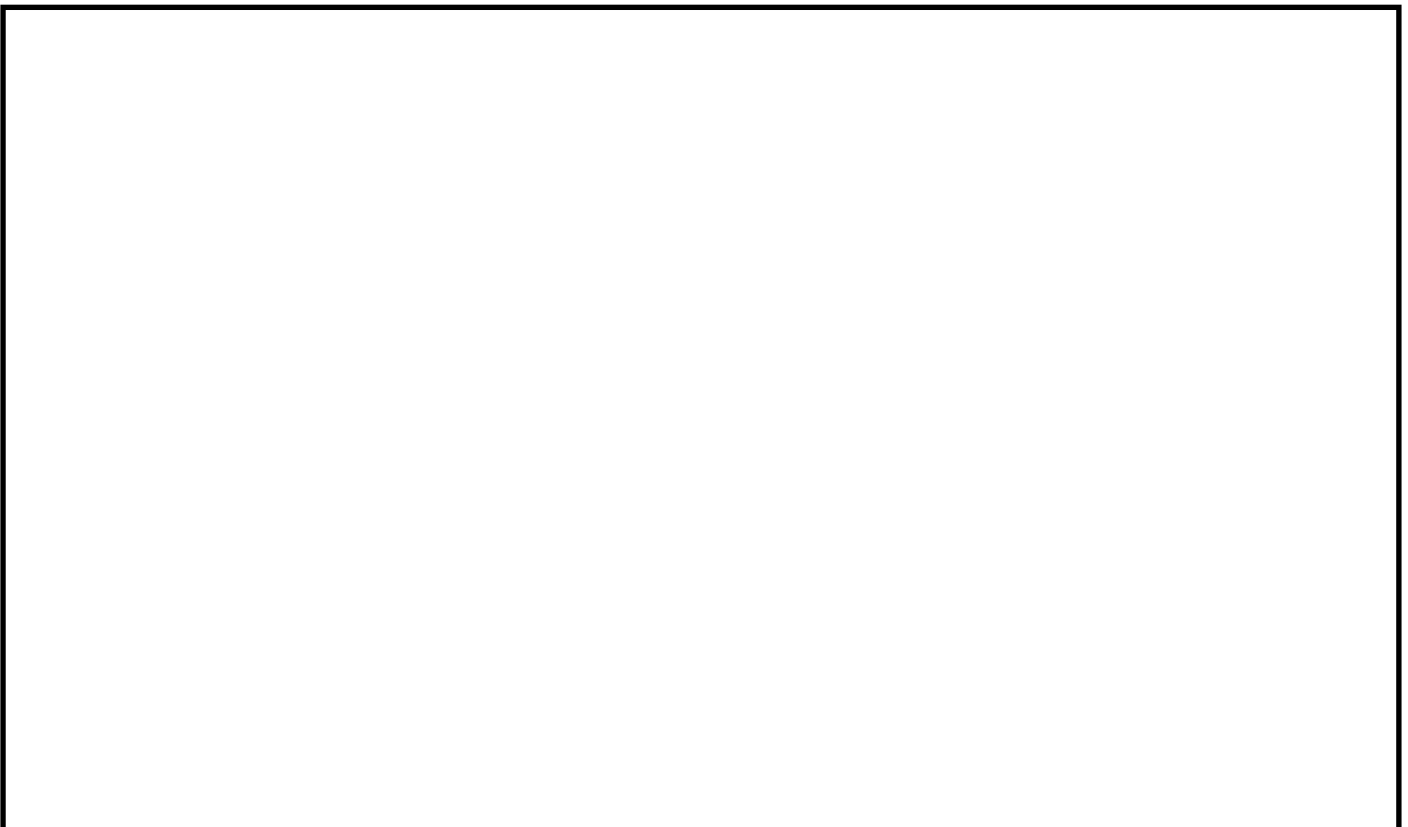
Watch the grid technique demonstration <https://www.youtube.com/watch?v=CNFluVws5EA>, this will explain how the grid technique works. Once watched, copy the insect in to the box below, looking closely at shapes and proportion.



Task 13



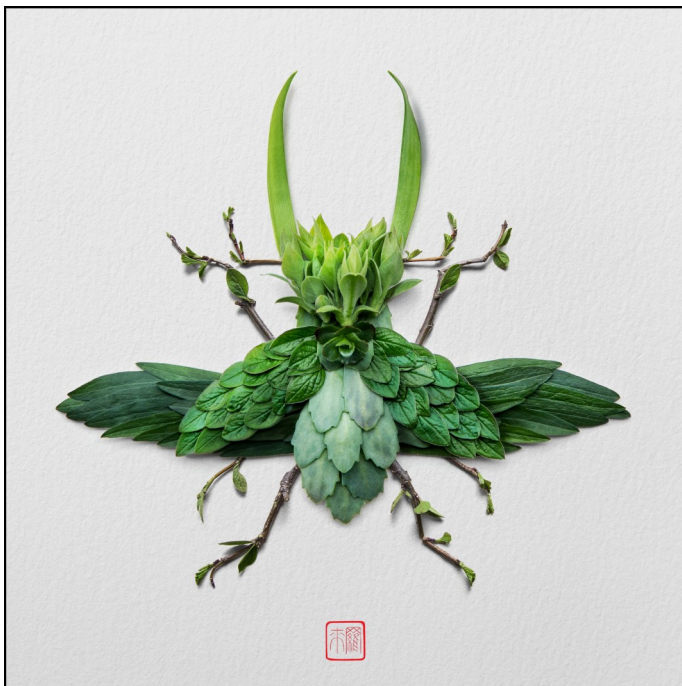
Copy the close up section of the bumble bee above. You should look really closely and sketch it lightly first until you get the shape right. You can add colour and tone to the relevant areas with colouring pencils afterwards once you have achieved an outline.



Artist Research—Raku Inoue

BIOGRAPHY:

I was born in Tokyo, Japan and moved to Montreal, Canada around age of 9. Growing up, I was very much influenced by both cultures so that folding origamis and painting graffitis never felt too disconnected from each other. Curious by nature, I have experimented with multiple ways of expressing art: sculpting, drawing, painting and capturing photographs to name a few. In the past, my work have been often based on polymer clay, digital photography and Photoshop. Although presently, I am largely inspired by nature, it's beauty and everything that it has to offer in form of raw materials.



Task 14



Research the artist 'Raku Inoue' Insect Art Floral Arrangements.

Create your own insect using different bits and bobs (materials) that you can find at home. Present your insect on white paper (as shown in the picture), photograph it. Print it off or email it to your teacher who can print it for you.

Write a short paragraph explaining what materials you have used and why and how your work represents the style of the artist Raku Inoue.

Bonus marks for anyone who adds information about the artist!

NETFLIX WATCH:

There is a great series on Netflix called "The Big Flower Fight" which uses a similar style to Raku, but in MUCH larger scale!

