

YEAR 9 ART

The artist mainly uses water colours and a heavy black pen to outline his work. His art style is very simple but very effective seeing as he can portray such stories as he does.

01/05/2022
ms

Charlie Mackesy

1962 -

He was born specifically on a cold snowy winters day in Northumberland

My first impression of his work made me feel calm. All the calm in the world couldn't thank you enough.

In the art work it seems like the boy was either done something for, the man to make him thankful.

The horse could be the dominant spot in the drawing.

His style seems rushed and messy but to me it's either the way he loves drawing or aesthetic reasons, either way it's very unique and simple.

He draws the backgrounds very simply but still adding to his vibe none the less.

The artist creates beautiful scenes that come from his book. I believe, the art gives off this vibe of tranquilly and calmness. He draws a lot of nature and nature aspects.

In the artwork I can see, a boy, bird, fox and horse. The media he used was water colour and a black pen. The emotions represented could be tranquility, freedom, there are some colours and...

minika Nowakowska

Name:.....

Teacher:.....

Tutor Group:.....

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, complimentary 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.

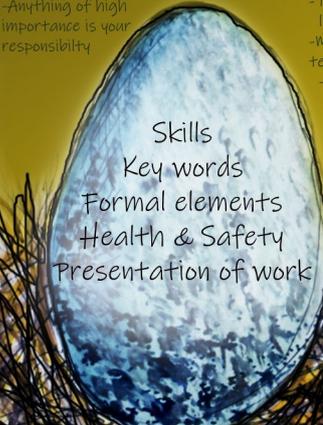
Overall in photography you will produce x3 coursework projects and one exam project.

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



Knowledge
Technique
Critique
Creativity



Skills
Key words
Formal elements
Health & Safety
Presentation of work

Big Picture - Year 9 Overview Art Department

**End Of
Year
Evaluation**

A04
Final Outcome

A03
Record

A02
Experiment

For the Ancient Cultures project, you will undertake a independent project choosing your own culture that you wish to research. You will follow a checklist given to you by your teacher but it will be down to you to conduct your own research. You will be assessed against a GCSE criteria.

**Ancient
Cultures
Unit 2**

A01
Research

**End Of
Project
Evaluation**

Olivia Rose
Response

Artist
Research
Olivia Rose

Sculpture working
from 2D designs and
transforming to 3D
designs.

Printing techniques,
collage,
construction and
design. Working
collaboratively.

Mark Herald
Response

Artist
Research
Francis Bacon

Response
Francis
Bacon

Portraits,
chalk and
charcoal

Artist
Research
Mark Herald

Collage and
construction,
Composition and
design.

Emily Sutton
Response

Artist
Research
Emily Sutton

Vincent
Scarpace
Response

batik technique.
Working with
colour and shape.

**Artist
Investigations
Unit 1**

Artist
Research
Tim Burton

Tim Burton
Response

Artist Research
Vincent
Scarpace

Drawing and illustrations.
Working with fine liners, line,
shape, form and colour
blending.

**A01
RESEARCH**

**A02
EXPERIMENT**

**A03
RECORD**

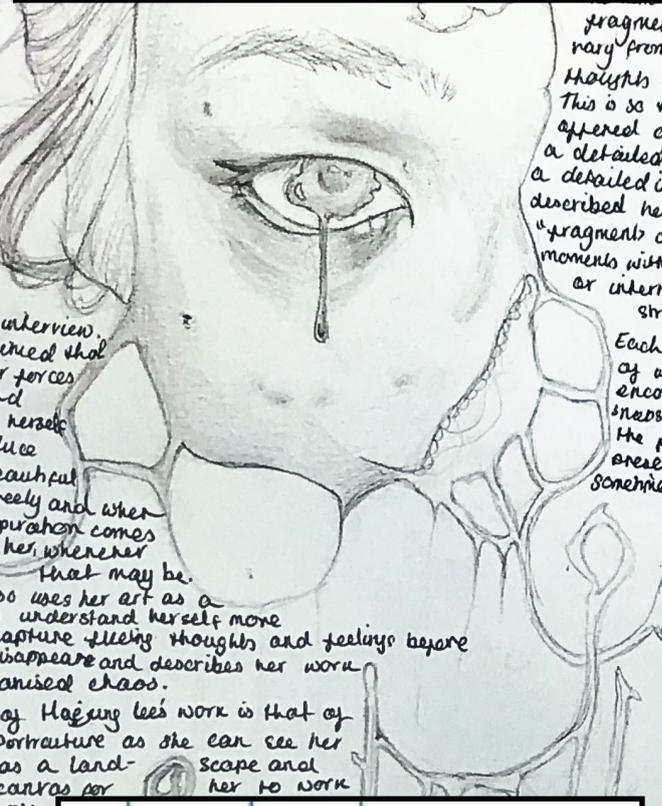
**A04
FINAL OUTCOME**

Artist Investigations Project

"Stop thinking about Art works as objects and start thinking about them as triggers for experiences"

A01 EXPLORE
 ANNOTATE
 BEGIN TO LINK A
THEME IMAGES
 TO YOUR CHOSEN ARTISTS WORK
 WRITTEN ANALYSIS
 LINK ARTISTS WORK TO
 IDEAS AND ARTWORK **RESEARCH**

A02 EXPERIMENT
 WITH A
 RANGE
 OF MEDIA
 LINKING TECHNIQUES
 TO ARTISTS
 AND THEMES
TEXTILES WATERCOLOUR
CLAY MIXED MEDIA
 PHOTOGRAPHS
 OIL PASTEL
 PEN AND INK



A03 IDEAS
 IDEAS LINKING TO
 ARTISTS WORK
 ALL ARTWORK
 LINKING TOGETHER
 PLANS, DESIGNS
 IN A RANGE OF EXPLANATIONS
 DIFFERENT MEDIA ANNOTATION
OBSERVATIONAL DRAWINGS
PLANS
EXPLANATIONS

A04 FINAL
 MEANINGFUL PIECE OF WORK
 INFORMED SHOW UNDERSTANDING
 RESPONSE LINKS
 LINK BETWEEN VISUALS AND ARTISTS
 PRESENTATION **RELEVANT**
 TO ARTISTS WORK

	<u>Shape / Form / Space</u>	<u>Tone</u>	<u>Pattern & Texture</u>	<u>Line</u>	<u>Colour</u>
	Closed/Open	Bright/Dark	Repeated	Fluent	Bright/Bold
	Distorted	Faded	uniform	Free	Primary
	Flat	Smooth	Geometric	Rough	Secondary
	Organic	Harsh	Random	Controlled	Tertiary
	Deep	Contrasting	Symmetrical	Powerful	Radiant/Dull
	Positive	Intense	Soft	Strong	Vivid
	Negative	Sombre	Irregular	Angular	Contrasting
	Foreground	Grey	Coarse	Light	Deep
	Background	Strong	Bold	Delicate	Monochrome
	Composition	Powerful	Uneven	Flowing	Harmonious
	Curvaceous	Faint	Bumpy	Simple	Complementary
	Elongated	Light	Rough/Smooth	Thick/Thin	Natural
	Large	Medium	Spiky	Horizontal/Vertical	Earthy
	Small	Dark	Broken	Broken	Subtle
	2D/3D	Dramatic	Furry	Interrupted	Pale
		Large/Small	Fine	Rounded	Cool
			Flat	Overlapping	Warm
			Grid		Saturated
					Luminous

Artist Research Pages

Sentence starters and ideas to help your written analysis:

- Give a description about the artist as your first paragraph using your research
- The images make me feel.....
- My first impression of the work is....
- What captures my attention....
- The work reminds me of...
- In the artwork I can see.....
- I would describe the composition of the artwork as....
- The types of colour that have been used are..... The effect this has.....
- The types of media that have been used to create the work are.....
- I think the artwork has been created because.... (does it have a purpose or function?)

Does it shock you? Does it make you think? Does it make you feel an emotion or show a message?)

- The dominating areas of the artwork are.....
- The artist/photographer is trying to portray a message of.....
- The image communicates this message because.....
- The emotions /mood represented in the work are.....
- I would like to know more about..... because.....
- The things I dislike about the work are..... because.....
- The things I like about the work are.... because....

Medias

Painting: Oil, watercolour, acrylic, gouache, spray.
 Printing: Lino, etching, engraved, collagraph, mono print. Stencils, airbrush, cast, modelled, constructed, engraved. Tools, technology, handmade.

Mood/Emotion

Positive, energetic, excitement, serious, sedate, peaceful, calm, melancholic, tense, uneasy, uplifting, foreboding, turbulent. What subject matter choices help to communicate this mood (weather and lighting conditions, colours of objects and scenes)?

Influences/ Message

Natural events, social movements such as feminism, political events, economic situations, historic events, religious settings, cultural events.

Composition

Overall shape, where are things positioned? Is there an overall feel to the shapes the way they have been organised? Do patterns occur?

Repeating forms? Horizontal or vertical? Close up or long distance? Is there depth (perspective) or is a 'surface' image on one level? Is it 3D? Does it take up a lot of space or pierce space?

What should your artist research page look like and include?

- Your page should always be presented in the style of the artist you are researching.
- Your page should include a title which is the artist's name.
- Printed images of the artist's work.
- Your own drawing copies of the artist's work.
- Information about the artist written in your own words.
- Your own annotations describing the artist's work.
- Write your annotations around your drawn images and printed images to fill the page. Complete annotations last.

EDWARD HOPPER



MORNING SUN (1959)



AUTOMAT (1927)

Edward also works in methods of printmaking (specifically etching) and watercolour. His works feature urban and rural scenes capturing individual's going about usual public activity. It is a reflection of his personal vision of modern American life.



ICONIC NIGHTHAWKS (1942)

Edward Hopper is an American painter. He considers his style to be impressionist and he is best known for his desolate looking oil paintings. Some of his most famous oil paintings are; 'Automat' (1927) featuring a girl sitting alone in what I can infer is a cafe, also 'Iconic Nighthawks' (1942) which is an incredibly well known and commonly referenced painting. It conveys three individuals, who look relatively old-fashioned, sitting in a restaurant called 'Philly's' accompanied by a waiter.

ARTIST RESEARCH 2

Hopper was one of the early American artists to explore the experience of human isolation in the modern city through paint. Hopper's painting, 'MORNING SUN' is one of my favorite pieces of art by him.



↳ it depicts a woman, wearing a short, pink dress, who is modeled after Hopper's wife Jo. She is positioned facing the sun impassively and her facial expression appears lost in thought. Her visible right eye looks as though it is sightless, emphasising her isolation.



He often uses elements of light in his work, that creates bold shades and harsh linear edges. I think this use of light links closely to the theme of 'moments in time' as it represents a singular, fleeting moment of a day, since time is always progressing and therefore the light subsequently is also constantly changing. 'Maybe I am not very human - what I wanted to do was to paint sunlight on the side of a house' - Edward Hopper

ZOOM IN... MY LEARNING JOURNEY:

Subject: Art Year: 9 Unit: 1

AIMS

- Introduce a new variety of artists.
- Understand the concept of artist research pages.
- Introduce to a wider variety of new techniques.
- Revisit old skills learnt and refine.
- Refine techniques
- Familiarise with GCSE terminology.

DEVELOPING COURAGE

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

PREVIOUS LEARNING

- Formal elements in art: tone, mark making, colour theory, print making and composition.
- Composition design.
- African art.
- Cubist art.
- Art room equipment use.

WHAT WE KNOW/REMEMBER

- Formal art elements.
- Experimentation with media and techniques.
- How to clean up Art. equipment and use equipment.

UP NEXT

- To explore other artists and cultures.
- Independent learning project (mini GCSE project).
- Creating final outcomes.

CAREERS

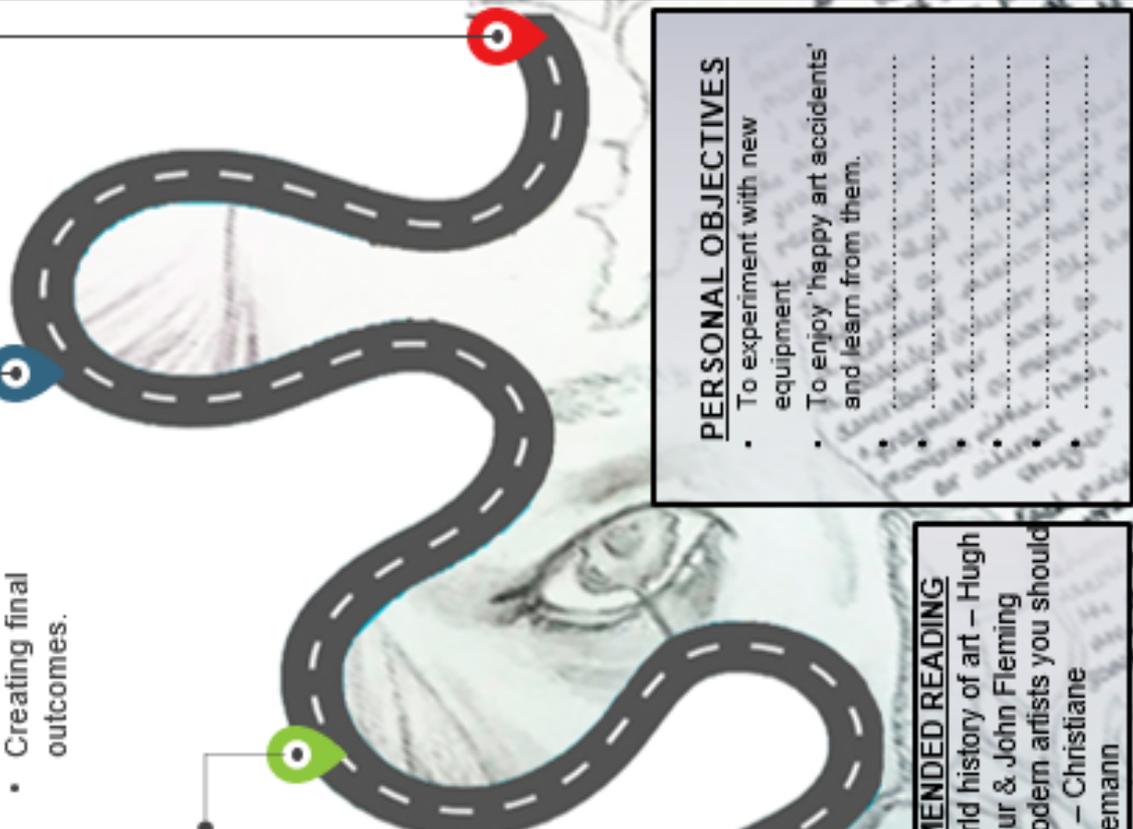
- See our career board outside Art 3!

PERSONAL OBJECTIVES

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

RECOMMENDED READING

- A world history of art – Hugh Honour & John Fleming
- 50 Modern artists you should know – Christiane Weidemann





How you will be assessed:

A01: RESEARCH – IMAGES & ARTISTS

Develop your ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.

A02: EXPERIMENTS WITH MEDIA

Refine your ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.

A03: IDEAS, OBSERVATIONAL DRAWINGS & EXPLANATIONS

Record ideas, observations and insights relevant to your intentions in visual and/or other forms.

A04: FINAL IDEA & FINAL PIECE. LINKS WITH ARTISTS

Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and making connections between visual or other elements.

Work title to be marked	Colour band	Evaluate	Effort
Tim Burton Artist Research			Concern Inconsistent Good Excellent Exceptional
Tim Burton Response			Concern Inconsistent Good Excellent Exceptional
The Dark Summer Research			
Frankenstein Response			
Vincent Scarpace Artist Research			Concern Inconsistent Good Excellent Exceptional
Vincent Scarpace Response			Concern Inconsistent Good Excellent Exceptional
Emily Sutton Artist Research			Concern Inconsistent Good Excellent Exceptional
Emily Sutton Response			Concern Inconsistent Good Excellent Exceptional
Mark Herald Artist Research			Concern Inconsistent Good Excellent Exceptional

Mark Herald Response			Concern Inconsistent Good Excellent Exceptional
Francis Bacon Artist Research			Concern Inconsistent Good Excellent Exceptional
Francis Bacon Response			Concern Inconsistent Good Excellent Exceptional
Olivia Rose Artist Research			Concern Inconsistent Good Excellent Exceptional
Olivia Rose Response			Concern Inconsistent Good Excellent Exceptional

Should your year bubble go in to a local lockdown, this booklet provides all the information you need to continue working at home in your sketchbooks.

You will only need to complete the yellow parts of this checklist. Use the booklet to research about the artists stated and make notes on the artists.

REMEMBER one task = one page in your sketchbook.

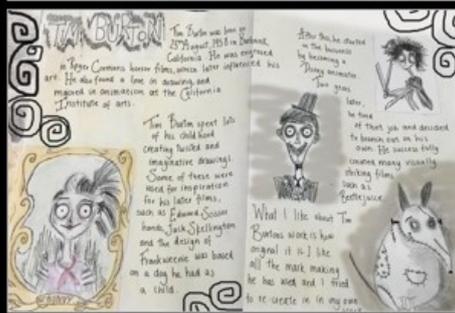
REMEMBER to leave 1 blank page after every artist research.

Tim Burton Character Artist Research A01

In order to achieve higher marks, you need to show that you understand the work of artists, designers and craftspeople.

Success Criteria:

- Have you included photographs of his work and printed examples of his work?
- Have you included at least x3 observational drawing studies of his work?
- Are your drawings representing the style of the artists work?
- Have you included information about the artist?
- Have you used your own opinion about the work?
- Have you written about form, context, content, process, mood?
- Must be a double page spread.
- Present your page in the style of the artist.



LI: To learn about the artist Tim Burton and apply his style of learning to the project. To represent his style in the format of an artist research page.

NOTES:

H/W NEXT LESSON PREPARATION:

Take a photograph of yourself in a 'scary' pose.



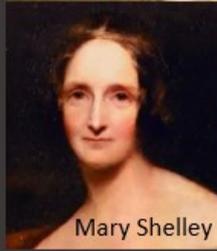
The Dark Summer

A01

- 1816, The dust from Mount Tumbora, which had erupted in early April 1815, had shrouded the globe, and with the sunlight blocked, 1816 did not have a normal summer.
- It was not until over a century after this event the cause for this peculiar weather was discovered. Another volcano had erupted in India with the same effects.
- During this miserable weather three writers challenged each other to write scary stories.... This is how "Frankenstein" was born!



Lord Byron



Mary Shelley



John William Polidori



THE DARK SUMMER

The Year Without a Summer, a peculiar 19th century disaster, played out during 1816 when weather in Europe and North America took a bizarre turn that resulted in widespread crop failures and famine. The weather in 1816 was unprecedented. Spring arrived but then everything seemed to turn backward, as cold temperatures returned. The sky seemed permanently overcast. The lack of sunlight became so severe that farmers lost their crops and food shortages were reported in Ireland, France, England, and the United States. These conditions led Mary Shelley, Lord Byron, and John William Polidori to spend much of a summer vacation indoors, entertaining each other with a contest to write the scariest story of all. The unseasonal weather conditions, along with this dare, led to the creation of Shelley's *Frankenstein: The Modern Prometheus*— as well as Polidori's novella *The Vampyre*, probably the first prominent piece of vampiric fiction, and Byron's long-form poem, *The Darkness*.

It is easy to imagine what it would be like to have no summer at this time of the year, the days are short and the weather is cold. The story of Frankenstein tells of a scientist who creates a grotesque creature in a bizarre science experiment. The idea for the story came from a dream that Shelley had when she was just 18 years old, the book was published when she was 20 years old.

The book is an epistolary novel, this means the story is told through a series of documents, letters, newspaper clippings and diary entries.

An art project is like an epistolary novel, however, instead just of communicating the journey through documents, we use drawings, pictures, photographs etc. as well as written documentation.

LI: To learn about the history and context of the 'Dark Summer' and how this affected Mary Shelley's work 'Frankenstein'.

NOTES:

THE DARK SUMMER

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Vincent Scarpace Artist Research A01

LI: To learn about the artist Vincent Scarpace and apply his style of learning to the project. To represent her style in the format of an artist research page.

Widely regarded as colorful, completely original, and whimsical, the original works of J. Vincent Scarpace, represent, in his own words, "a personal journey through the use of basic art elements: line, shape, and colour – resulting in an arrival, just past experimentation, at unique works of art which purposely resemble fish." Perhaps best known for his abstract fish art, he's followed his passion for the creative process, discovering that therein may lay the true reason for his next work of art, and next step in life for him – the pursuit of one's own creative potential.

J. Vincent knew from an early age exactly what he wanted to do with his life. Born to loving, creative, and supportive parents and family, he was encouraged from about age 2 to pursue line, shape, and colour, and the creation of art. J's mother, an artist in her own right, taught young J. Vincent how to enjoy drawing, painting, and sculpture very early on.

J. Vincent's works have evolved and grown over the years, and he's paid his dues through a dedication to the pursuit of his passion and the creative process he so believes in. Having worked as an apprentice, production artist, and studio artist since his age of reason, he's sacrificed many other worthwhile endeavours in the name of his journey. J. Vincent holds a BS in Education (Art and Education), and after several years of teaching in both private and public schools, he's now a former teacher, "retired" very early, to his studio to continue his creative journey and drive toward the creation of unique works of abstract art, often within a 'fish' theme.



Success Criteria:

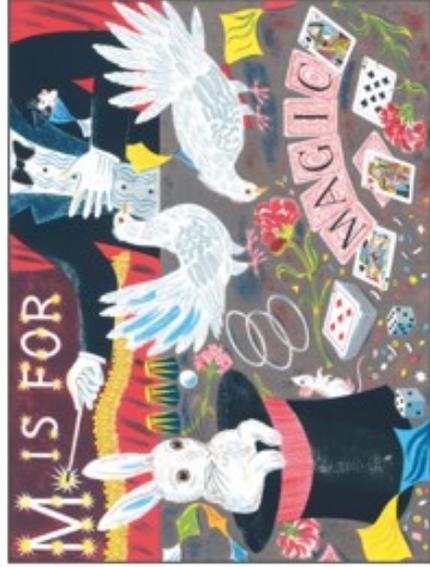
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- Have you included at least x3 observational drawing studies of his work?
- Are your drawings representing the style of the artists work?
- Have you included information about the artist?
- Have you used your own opinion about the work?
- Have you written about form, context, content, process, mood?
- Must be a double page spread.
- Present your page in the style of the artist.



NOTES:

EMILY SUTTON ARTIST RESEARCH A01

Raised in the iconic North Yorkshire countryside, Emily Sutton has become a true icon of modern day illustration. Starting her artistic career at the reputable Edinburgh College of Art, Emily's childhood obsessions were soon brought to life; it was here that her vast and detailed world of curiosities, Victoriana and rosy-cheeked children were born. Emily has worked with a vast amount of authors and can boast illustrating the works of Evelyn Waugh, Jane Austen, Julian Fellowes, Jesse Burton and Kate Morton, among many many more. Emily has also designed for iconic labels, creating packaging for the likes of Betty's and following in Edward Bawden's steps with work for Fortnum and Mason.



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- Must be a double page spread.
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LI: To learn about the artist Emily Sutton and apply her style of learning to the project. To represent her style in the format of an artist research page.

NOTES:

Mark Herald

A01

LI: To learn about the artist Mark Herald and apply his style of learning to the project. To represent his style in the format of an artist research page.

Born in 1974, Mark studied illustration at Glasgow College of Art and then completed an MA in Natural History Illustration at the Royal College of Art. Taking his inspiration from the flora and fauna of the British countryside, Mark works across a number of mediums, producing limited edition lithographic and linocut prints, unique paintings, collages and hand-painted ceramics. Mark has recently completed commissions for Faber & Faber and Tate Museums. A children's book illustrated by a series of Mark's unique collages was published by Walker Books in 2012.

In Autumn 2012 Merrell Books published "Mark Herald's Work Book" - the first book devoted to Mark's work.

<https://www.stjudeprints.co.uk/pages/mark-hearld-an-introduction>



NOTES:

FRANCIS BACON A01

LI: To learn about the artist Francis Bacon and apply his style of learning to the project. To represent his style in the format of an artist research page.

Francis Bacon produced some of the most iconic images of wounded and traumatized humanity in post-war art. Borrowing inspiration from Surrealism, film, photography, and the Old Masters, he forged a distinctive style that made him one of the most widely recognized exponents of figurative art in the 1940s and 1950s. Bacon concentrated his energies on portraiture, often depicting habitués of the bars and clubs of London's Soho neighbourhood. His subjects were always portrayed as violently distorted, almost slabs of raw meat, that are isolated souls imprisoned and tormented by existential dilemmas. One of the most successful British painters of the 20th century, Bacon's reputation was elevated further during the "art world's" widespread return to painting in the 1980s, and after his death he became regarded by some as one of the world's most important painters.

Success Criteria:

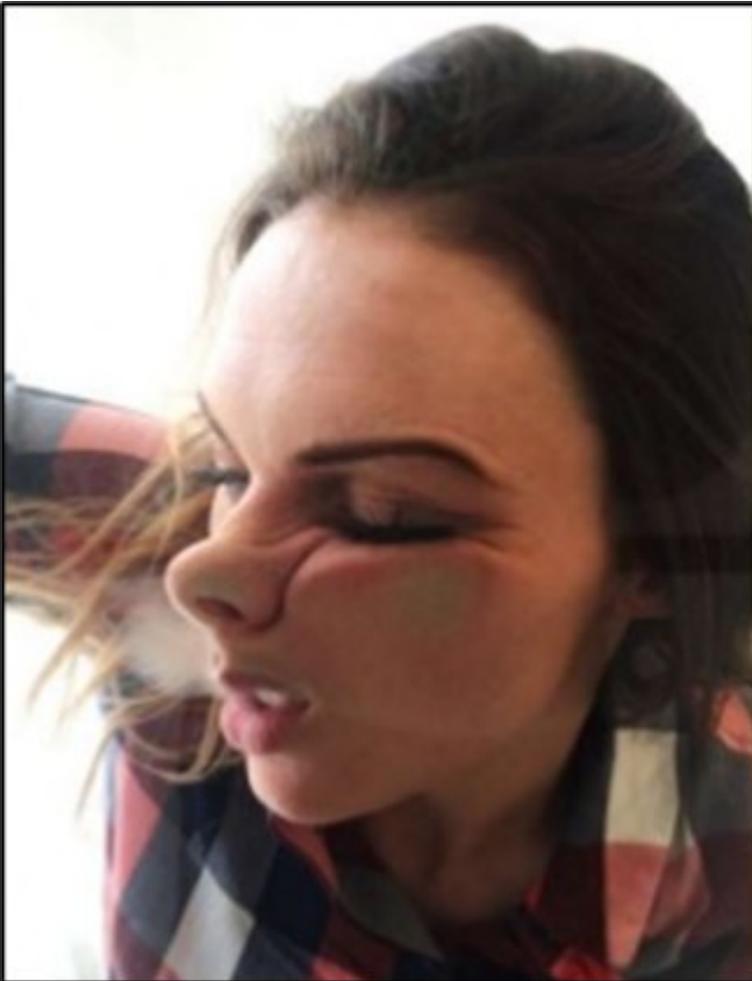
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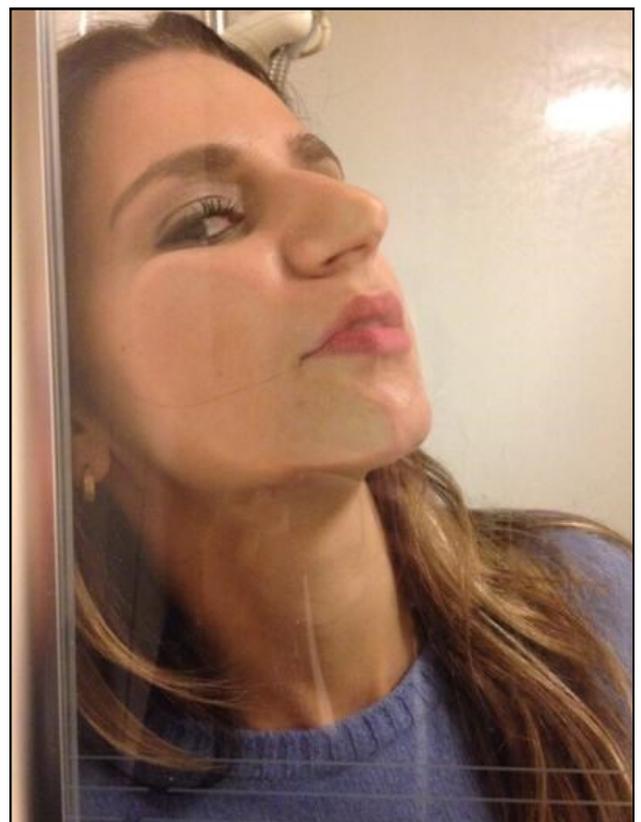
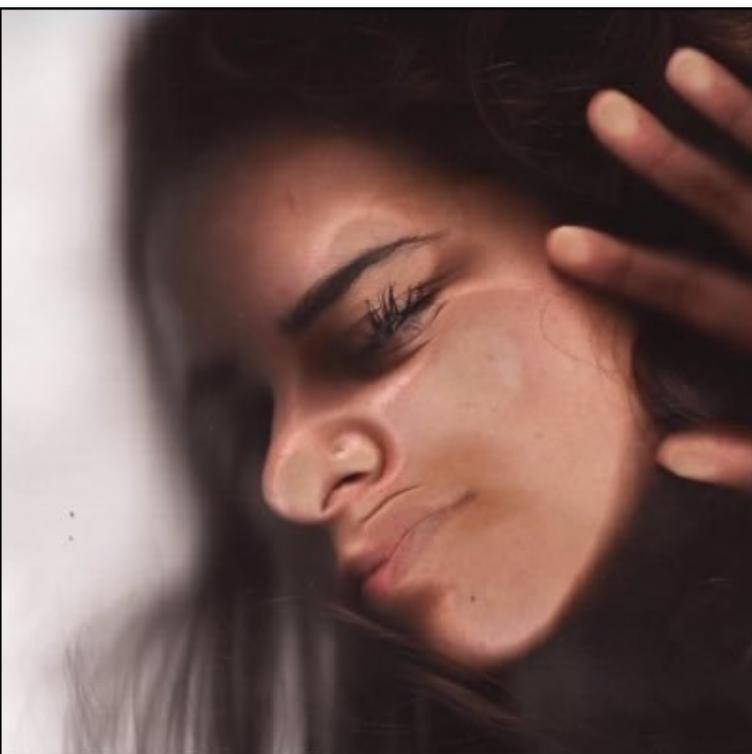
Francis Bacon Photography H/W task:

Look at the images below... take your own photograph like this. Push your face against a window, make it silly or strange as possible. You must print this image and bring it to lesson. It does not need to be printed in colour.



You must complete this task as you be drawing from your own photograph in the next lesson.

If you cannot print at home, you can print in Art 2 or the school homework club. However this must be printed a reasonable time before the lesson due and not in the lesson that it is due.



OLIVIA ROSE CERAMICS ARTIST RESEARCH A01

"Olivia Rose Ceramics is a very unique pottery. It is run by me, Olivia. I graduated from Nottingham Trent University in 2016 with a Degree in Graphic design. It was here that I learned more about the process of ceramics, trying to incorporate ceramic design within the world of digital media and typography. The degree taught me to think differently and changed the way I designed. Having worked as a graphic designer for three years, I couldn't shake the feeling that I was missing a higher level of creativity from my daily life. I decided to buy a Kiln from [Ebay](#) and start teaching myself the art of ceramics. After a lot of failed attempts and a few injuries I finally seemed to get the technique of firing right. A year later Olivia Rose Ceramics was born and I quit my full time job to join the world of pottery."

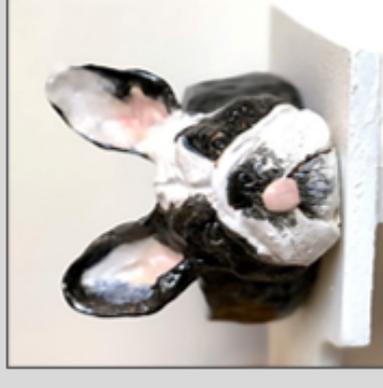
Each sculpture is completely made and finished by hand, no moulds whatsoever are used. Initially the form is made out of a high grog clay then features are added in along with texturing.

Each sculptured candle takes a week to dry out fully. Once dry each sculpture is slowly fired to 1100 degrees. It is then painted by hand using high shine glaze giving them their distinct colour and add to each character. These are then placed in the kiln again to give the glaze its shine and are fired to around 1240 degrees.

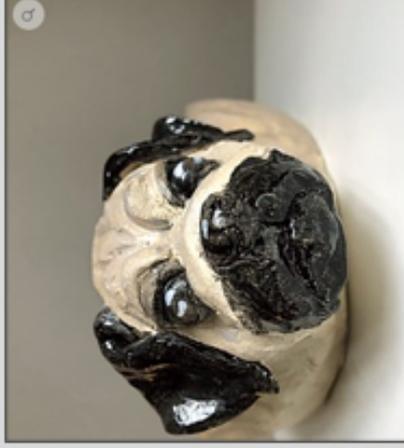
Finally once cooled the wicks and wax can be added, I use organic bees wax to finish off the pieces. Bees wax has a much more shiny appearance and can burn for around 8-10 hours depending on the size of the candle.

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- Have you included at least x3 observational drawing studies of the work?
- Are your drawings representing the style of the artists work?
- Have you included information about the artist?
- Have you used your own opinion about the work?
- Have you written about form, context, content, process, mood?
- Must be a double page spread.
- Present your page in the style of the artist.



Li: To learn about the artist Olivia Rose and apply her style of learning to the project. To represent her style in the format of an artist research page.



NOTES:

Olivia Rose Photography H/W task

Take a photograph of your pet/pets. Print it off and bring it in to school. We will be making a sculpture head of your pet. If you have more than one pet, you are welcome to bring in a picture of all your pets and then choose one with your teacher which one you wish to make. It does not matter what type of animal you have.



You must complete this task as you be drawing from your own photograph in the next lesson.

If you cannot print at home, you can print in Art 2 or the school homework club. However this must be printed a reasonable time before the lesson due and not in the lesson that it is due.

Stick your pet pictures in your art book and write about each of their traits and personalities.



