



Hilbre High School Art Department Knowledge Organiser/Autumn Term



Y7 Unit 1/Formal Elements

The formal elements are line, form, tone, texture, colour and composition. We will be looking at all of these elements and linking them to the artists/designers Vincent Van Gogh, Jennifer Collier, Caravaggio, Georgio Morandi and Patrick Caulfield.

Line: Mark making with links to Van Gogh

Texture: 3D mark making with links to Collier

Tone: Learning how to create a range of shade/tone using pencils and colouring pencils with links to Caravaggio

Form: Add tonal shading to shapes to create form with links to Morandi

Composition (with colour): Looking at use of positive and negative space with links to Caulfield

Project Word bank

Line- A mark left on a page

Tone- The lightness or darkness of a subject

Shape- An area enclosed by a line

Composition- The layout of an image

Texture- The surface quality of something in 3D this can be felt, in 2D it is an illusion created using marks

Form- 3D shape, such as cube, sphere or cylinder

Cross Hatching- To repeat a series of lines over the top of each other in at least two directions

Rendering- To blend from a dark to a light tone by varying pressure

Stippling- A series of dots, this can be used to create the illusion of texture or to create tonal shade

Ellipse- The curved line of an object/shape (like the top and bottom of a can/cylinder)

Scale- To enlarge or decrease the size of an image/object

Skills bank (highlight when completed)

Be able to create 2D mark making	Be able to create 3D mark making	Be able to create a range of tones using a graphite pencil	Be able to create a range of tones using coloured pencils
Be able to show how form can turn lines into shapes, using shade and tone	Be able to create a layout/composition using a viewfinder	Be able to use a grid to scale up an image	Be able to explain links between my work and the work of artists/designers/craftspeople

HW

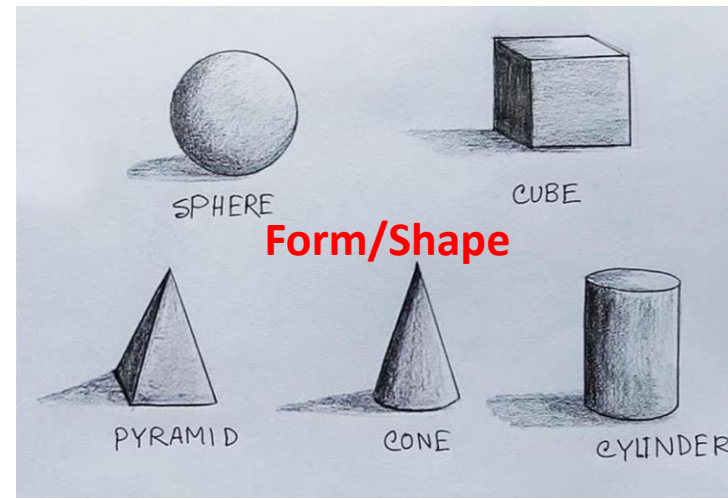
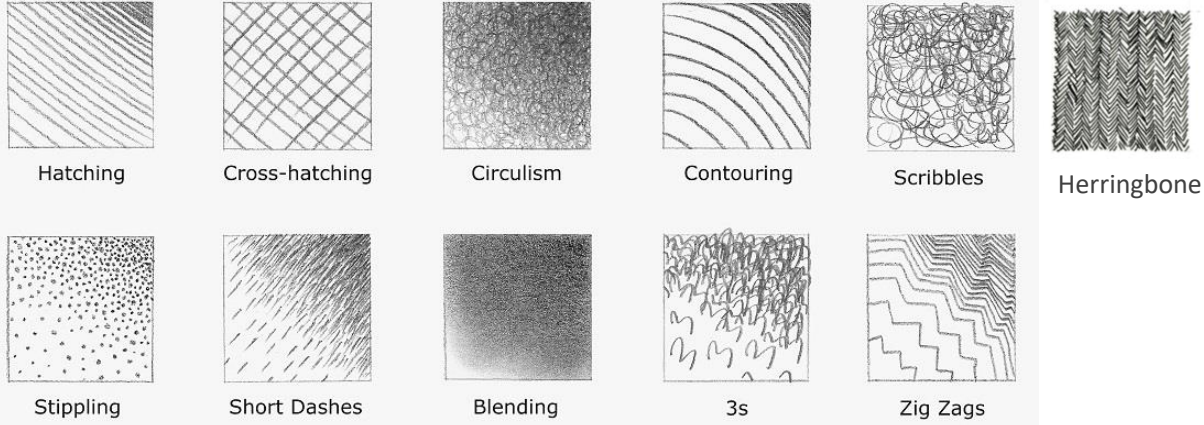
HW1: Vincent Van Gogh mark making worksheet

HW2: Read article and highlight key words from the text (quiz next lesson)

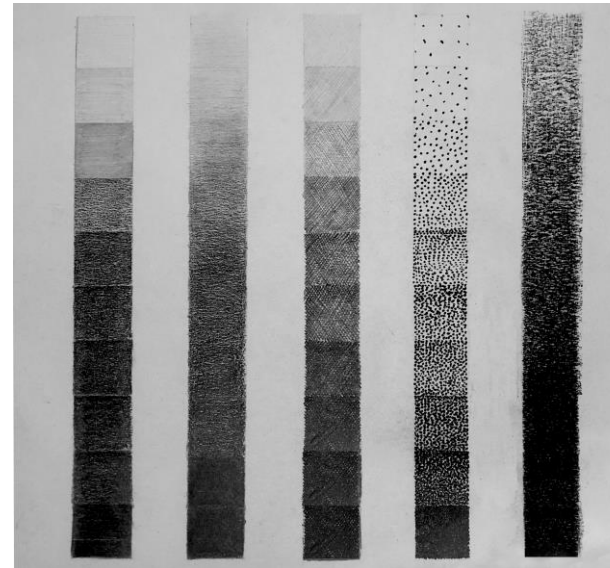
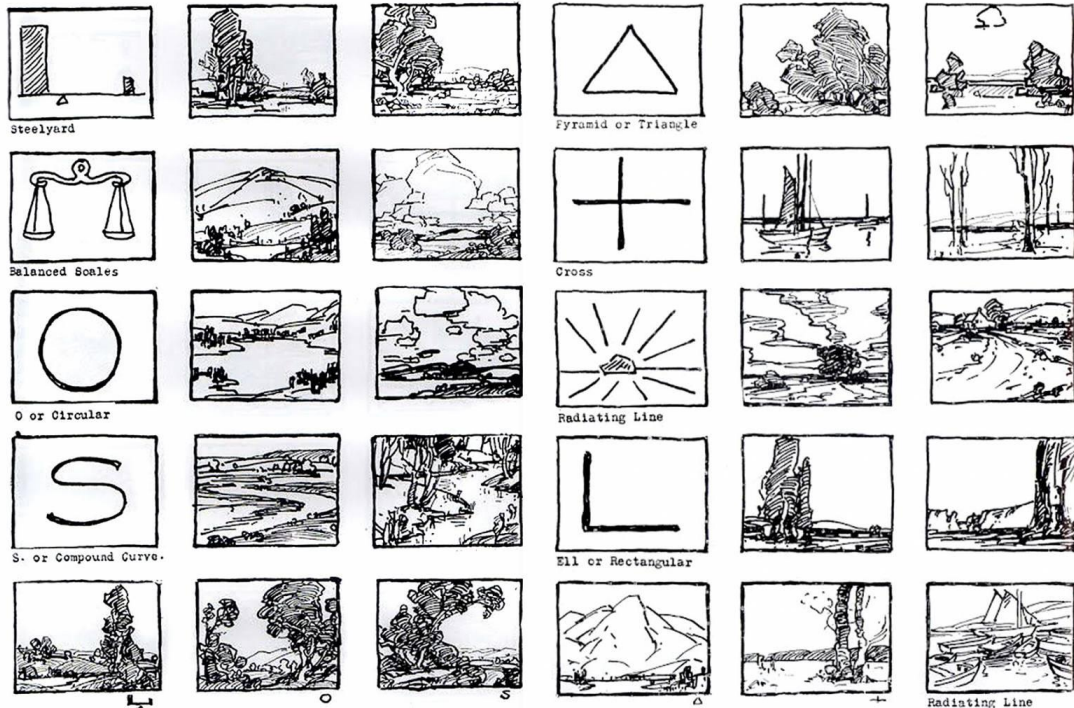
To achieve balanced marks and meet teacher expectations, you must show evidence of being able to develop, explore, record ideas and be able to present a personal response. Your work must also meet the required level of refinement for each task.

Y7 Term 1/Formal Elements

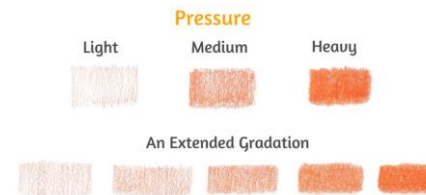
Line/Mark Making



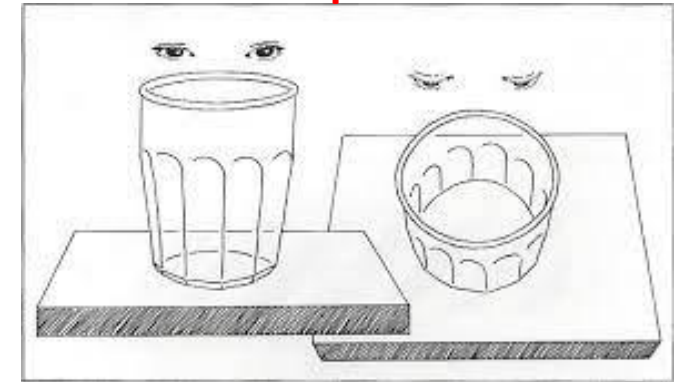
Composition



Tonal Scale/Value & Pressure



Ellipses



Enlargement

Draw a grid over your image, subdivide (making sure they both have the same number of blocks). Then sketch in each block. Viewing each little block as a separate sketch makes the task much easier.





Hilbre High School Art Department Knowledge Organiser/Spring Term



Y7 Unit 2/Colour

In this unit we will explore colour theory and create a better understanding of how colour behaves and how this can influence your work. We will make links to the artists Victor Vasarely and Jesse Reno/Sara Fanelli.

Colour Wheel: Creating a 12 colour wheel

Warm/Cool Colour: Showing differences between warm and cool colour

Colour Families: How colours work in groups

Colour Mixing: How to blend all colours using red, blue and yellow

Pastel Colour: How the introduction of white to colour creates pastel shades

Project Word bank

Complementary- An opposite (colour)

Analogous/Harmonious- Something which is close/next to (colour)

Primary- Red, blue & yellow

Secondary- Orange, green & purple

Tertiary- yellow/orange, red/orange, red/purple, blue/purple, blue/green & yellow/green

Optical- To do with sight/illusion

Pastel Colour- White + a colour = pastel (e.g. white + red = pink)

Hybrid- Animal made by mixing features of various animals

Symbolism- When an object is used in place of a word/feeling (e.g. a rose = love)

Skills bank (highlight when completed)

Be able to create a 12-section colour wheel using primary colours	Mix secondary and tertiary colours using primary colours	Demonstrate warm and cool colour	Identify colour families/groups
Design hybrid creatures using secondary images	Blend pastel colours	Understand what is meant by symbolism	Create 'colour worm' demonstrating understanding of form and tone

HW

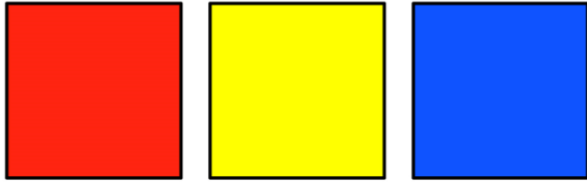
HW1: Create a 3D colour wheel using materials of your choice (other than colour pencils/felt tips)

HW2: Bring in examples of mythical creatures (mood board)

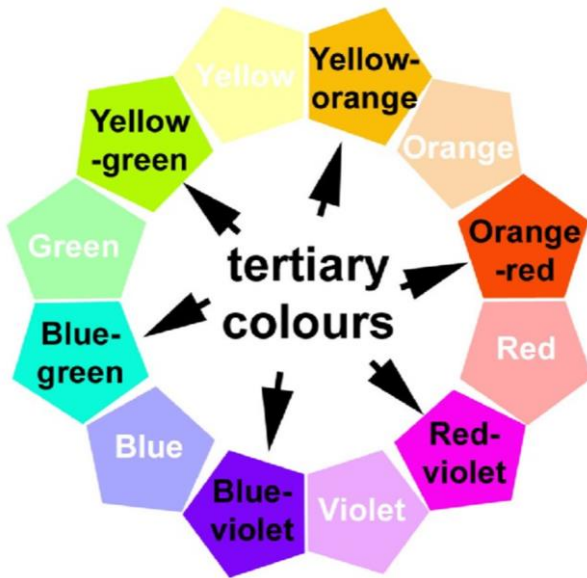
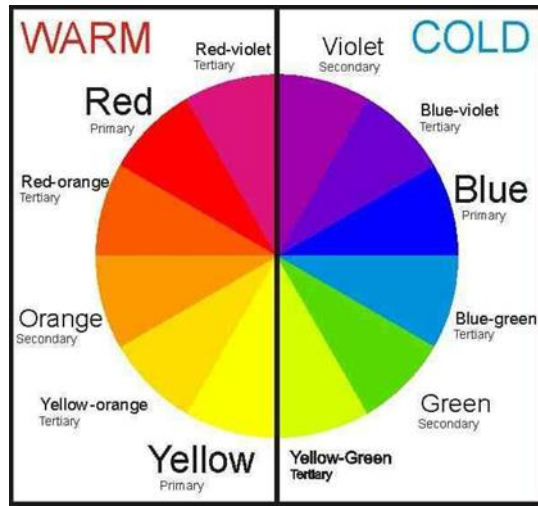
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Y7 Term 2/Formal Elements-Colour

PRIMARY COLORS



SECONDARY COLORS



**RICHARD
OF
YORK
GAVE
BATTLE
IN
VAIN**



Symbols in Art



Analogous

Analogous colors lie next to each other on the color wheel. They consist of at least 2 colors and have a maximum of 5.



Complementary

Complementary colors are directly across from each other on the color wheel. These can be any two colors, but it's most commonly seen between primaries and secondaries.



Split-Complementary

Any given color along with the two colors on either side of its complement. They consist of 3 colors and are known to create beautiful, balanced palettes!



- Red + White = Pink
- Yellow + White = Lemon Yellow
- Blue + White = Powder Blue
- Green + White = Mint Green
- Purple + White = Lilac
- Orange + White = Peach
- Brown + White = Beige
- Black + White = Grey



Hilbre High School Art Department Knowledge Organiser/Summer Term



Y7 Unit 3/Landscape

In this unit you will explore the use of Landscape in art, adding to prior knowledge from formal elements and colour theory units. You will also be introduced to new artists, techniques and colour perspective.

Tonal Landscape: Re-cap tonal skills, showing tonal distance

Colour Landscape: Re-cap colour skills showing colour perspective (bluer towards horizon)

Enlargement: Re-cap enlargement skills without grid

Mixed Media: Use different materials on your Landscape

Relief work: Build up the 'surface' of your Landscape with multiple layers, using materials such as string, tissue paper and corrugated cardboard

Project Word bank

Horizon - The furthest point in a picture

Foreground - The nearest point in a picture (full detail)

Middle Distance - Between the foreground and horizon (some detail)

Background - Towards the horizon (no detail)

Perspective - Using colour saturation to describe distance (blue)

Collage - The use of different types of paper to colour and describe an image/picture

Photo Montage - Using photographs (or part of) to describe an image/picture

Mixed Media - The use of different materials on a piece of work

Low Relief - Build up the 'surface' of your work

Skills bank (highlight when completed)

Draw the same landscape twice using resource sheets in line only	Add tonal shading and mark making to 1 Landscape Image	Paint 2 nd Landscape image, mixing colours to describe image	Enlarge drawing of Landscape
Use mixed media techniques to describe colour	Build up surface texture of Landscape (3D/low relief)	Link your work to the work of other Landscape artists	Be able to recognise and describe prior learning and how you have developed these techniques/use of materials

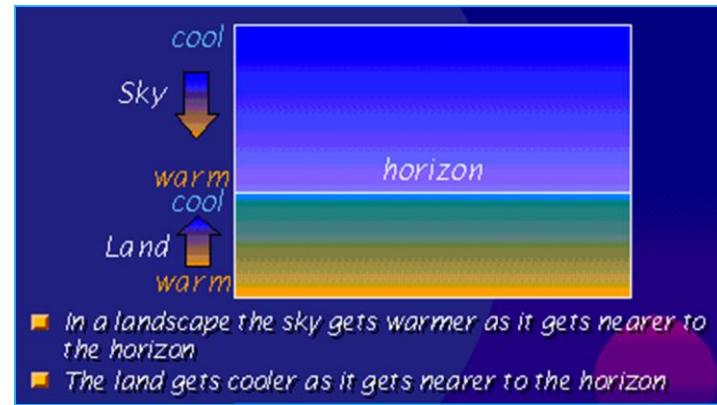
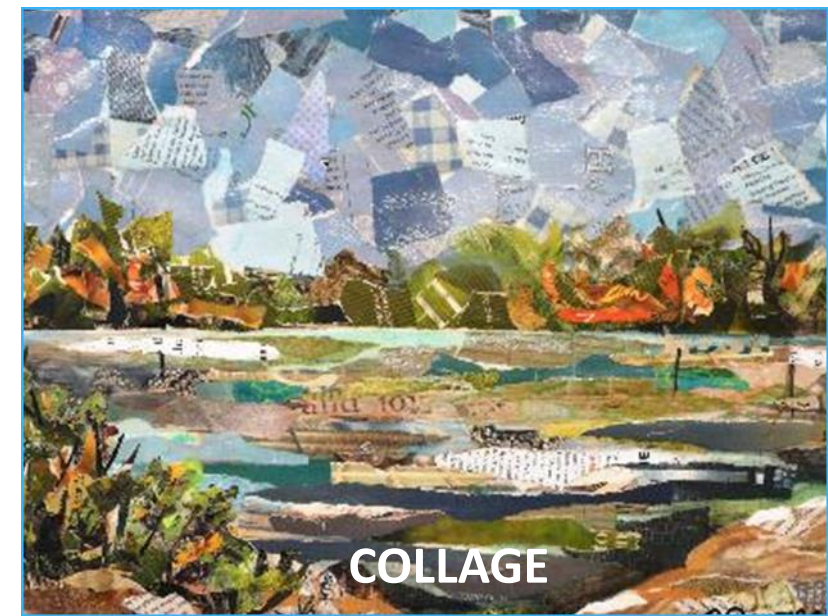
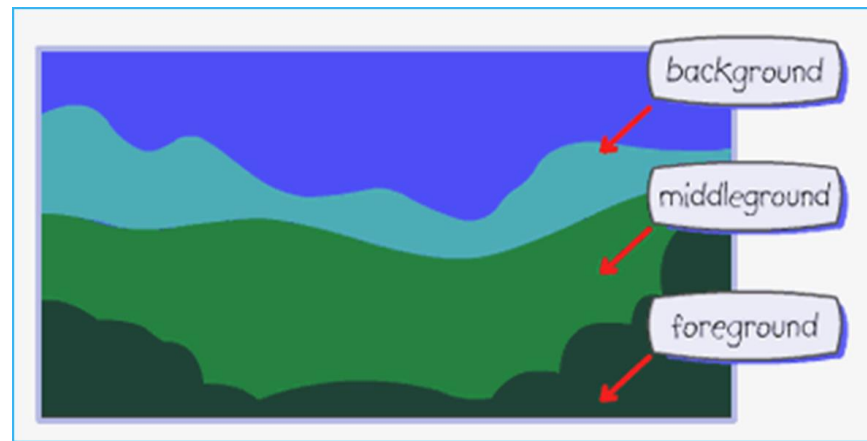
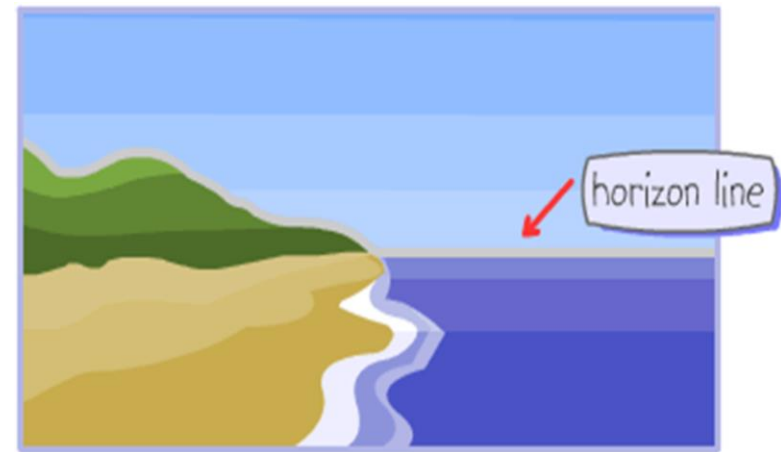
HW

HW1: Bring in sandwich bags of different coloured found paper (from magazines/brochures/newspapers)

HW2: Bring in a household item (that is not a paintbrush) to paint with

To achieve balanced marks and meet teacher expectations, you must show evidence of being able to develop, explore, record ideas and be able to present a personal response. Your work must also meet the required level of refinement for each task.

Y7 Term 3/Landscape



LOW/BAS RELIEF



MIXED MEDIA

Baseline Score and Target	Marking Descriptor
22-24	Your work demonstrates competent investigating skills and understanding of the starting point. You have applied a range of creative and technical skills to develop and refine your work. Your observation and recording work is clear. You have demonstrated a competent use of visual language, technique and media to realise your ideas. Your drawings are reasonably detailed and fit for purpose. You use some key vocabulary to explain your work.
17-21	Your work demonstrates competent investigating skills and understanding of the starting point. You have used a range of creative and technical skills to develop and refine your work. Your observation and recording work is clear but not always consistent. You have demonstrated a competent use of visual language, techniques and media to realise your ideas. Your drawings are reasonably detailed and fit for purpose. You explain some of your work using descriptive language.
13-16	Your work demonstrates some use of investigation and understanding of the starting point. You apply creative and technical skills to your investigations although you could develop this further. You record and use some observations to inform your ideas. You demonstrate a more than basic use of visual language technique, media or contexts to realise your ideas. Your drawings need to be a little more detailed and should demonstrate what you have actually observed a little more closely. You include brief written observations.
7-12	Your work demonstrates a limited amount of investigation and understanding of the starting point. You apply some creative and technical skills to your investigations. You record and use simple observations to inform your ideas. You demonstrate basic use of visual language technique and media to realise your ideas. Your drawings could be more detailed and demonstrate what you have actually observed. You can list keywords that link to your work.
1-6	Your work demonstrates a basic amount of investigation and understanding of the starting point. You apply basic creative and technical skills to your investigations. You record and use simple observations to inform your ideas. You demonstrate basic use of visual language technique and media to realise your ideas. Your drawings could be more detailed and you need to control your pencil more carefully. You are able to explain your work verbally.



Tonal Landscape, Colour Landscape, Enlargement, Mixed Media, Relief Work



1 & 2 Point Perspective, Local Architecture/Research, Tone and Colour, Mixed Media



Typography, Design Ideas, Colour with Pattern, Low Relief Construction



Expectations/Past Work, Project Layout, Generic Research Sheet 1, Specific Research Sheet 2, Primary Source Sheet 3



1 Image Experimentation Sheet 5, Final Idea Sheet 6, Final Piece



Pre-Course Sketchbook with 5 Titles: Fine Art, Art Textiles, Graphic Communication, 3D & Photography



Complete Prep and 15 hr Externally Set Task/ Exam



Colour Wheel, Warm/Cool Colour, Colour Families, Colour Mixing, Pastel Colour



Research, Colour Palettes (Earthy Tones) Texture, Repeated Pattern, 3 Colour Reduction Print, Digital Response



Graphics vs. Art, Brief, -Design Process, Thumbnail/Layout Designs, Final Response



Resource Observation Sheet 4, 1 Image Experimentation Sheet 5, Final Idea Sheet 6, Final Piece



Externally Set Task/Exam Prep., Generic Research Sheet 1, Specific Research Sheet 2, Primary Source Sheet 3, Resource Observation Sheet 4, 1 Image Experimentation Sheet 5,



Completion of Pre-Course Sketchbook, Short Essay and 5 hr Exam. Start Personal Investigation



Externally Set Task/ Exam, Preparation Period (Artist Research, Primary Source, Experimentation, Ideas)



Line, Texture, Tone Form, Composition



Pattern, 3D, Group Work, Flat Colour, Construction



Facial Proportion, Artist Research, Scale/Grid System, Brio Techniques, Muted Tones



Generic Research Sheet 1, Specific Research Sheet 2, Primary Source Sheet 3, Resource Observation Sheet 4



Final Idea Sheet 6, Final Piece/Exam 10 Hours



Personal Investigation A3 Sketchbook + 1000-3000 word Essay, Artist Research, Primary Source & Experimentation (starting)



Complete Personal Investigation Experimentation, Development of Ideas, Final Idea and Final Piece. Hand In Essay.

