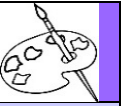




# Hilbre High School Art Department Knowledge Organiser/Autumn Term



## Y8 Unit 1/Architecture

In this unit you will explore the use of perspective in art, adding to prior knowledge from the landscape unit in Y7. You will also be introduced to new artists, techniques and tonal perspective.

One-point Perspective: creating a 3D image using one vanishing point

Two-point Perspective: creating a 3D image using two vanishing points

Double Research Page: drawing in the style of and researching Aldo Rossi/other

½ Drawing: creating an impact drawing continued from an Aldo Rossi piece

Construction: Construct a concertina street scene of 5+ local buildings

### Project Word bank

Architecture - a collection of buildings, often in particular styles or inspired by different influences (e.g. Natural forms inspired Gaudi's buildings)

1- & 2-Point Perspective - Drawing to 1 or 2 vanishing points to create a 3D image where you can see multiple sides of buildings

Vanishing Point - the point on the horizon where buildings in decreasing size disappear

Horizon - the line at which the earth's surface and the sky appear to meet

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

Sketch - lightly plan and draw out using feathered lines

Technique - skill or ability using a particular process

Scale - decreasing or increasing in size

Concertina Folding - A method of folding a sheet of paper, first to the right and then to the left, so that the sheet opens and closes in the manner of a concertina

### Skills bank (highlight when completed)

Be able to create a 1-point perspective drawing	Be able to create a 2-point perspective drawing	Demonstrate artist research skills, collecting appropriate information and images	Create an interesting layout using own drawings, fonts and images inspired by artist research
Be able to link your work to the work of other architecture artists	Demonstrate ability to develop ideas and refine skills, cumulating all learning in a final piece	Apply a range of materials to final design to create a mixed media response	Be able to recognise and describe prior learning and how you have developed these techniques/use of materials

### HW

HW1: Research Aldo Rossi/other architect bringing in images, own drawings based on their work and thoughts/feelings/issues about their work

HW2: Collect images of 'unusual' architecture from around the world. Include the names of the designers.

HW3: Research another artist who uses mixed media techniques.

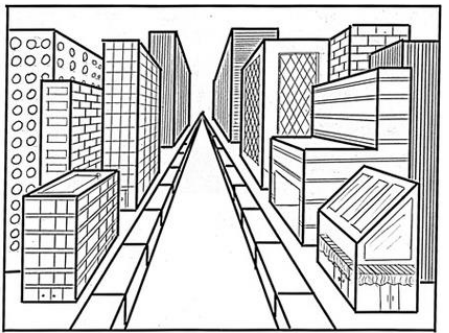
To achieve balanced marks and meet teacher expectations, you must show evidence of being able to develop, explore, record ideas and be able to present a personal response. Your work must also meet the required level of refinement for each task.

# Y8 Term 1/Architecture

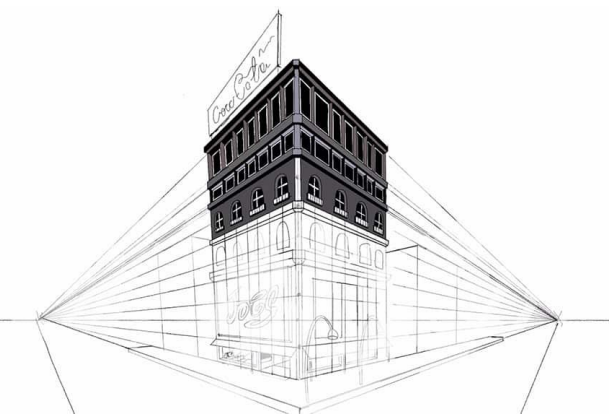
## Architecture



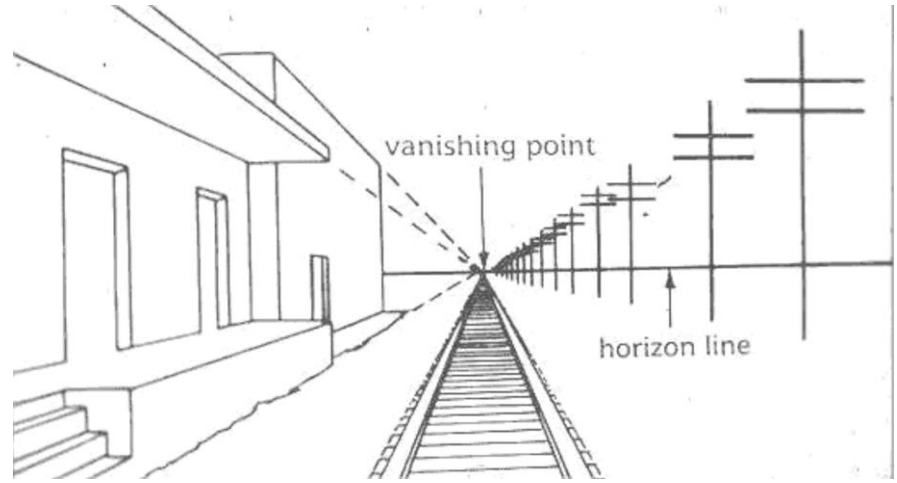
## 1 point Perspective



## 2 point Perspective



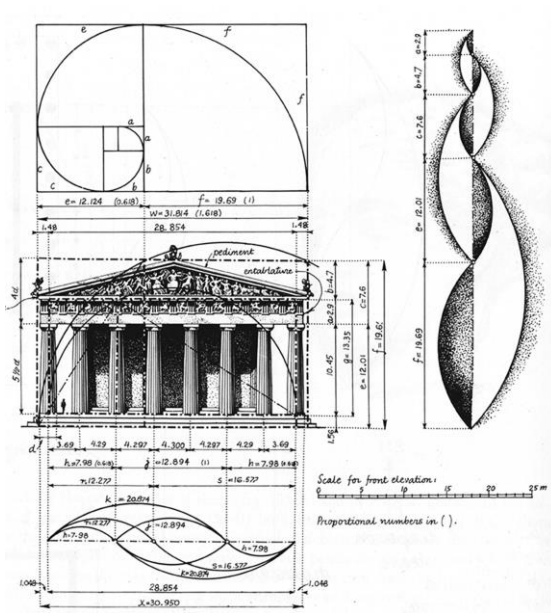
## Vanishing Point & Horizon



## Mixed Media



## Sketch



## Scale

## Concertina Folding





# Hilbre High School Art Department

## Knowledge Organiser/Spring Term



### Y8 Unit 2/ Cultural

In this unit you will explore the history and artwork relating to a world culture. You will be introduced to new techniques, materials and processes.

Double research page: A research page including drawings, images, colours, fonts which link to those of a world culture

4 Way repeated pattern: A repeated image which uses rotation and symmetry, building on knowledge of colour groups

Poly block print: Use of own design based on a cultural image to create a print, building on colour mixing skills

Digitally altered image: A printed image of your poly block print, changed using digital software.

### Project Word bank

Carbon Transfer - process of using carbon or tracing paper to create a duplicated image

Culture - the ideas, customs and artwork of a particular group of people or society throughout history

Craft - Is a form of making which generally produces an object that has a function: such as something you can wear

Earthy Tones - a collection of colours and shades which link to those found in the earth

Geoglyph - a geoglyph is a large design produced on the ground Nazca

Pixelated - an image created using many tiny blocks, often leaving rough edges

Pre-Columbian - the history and cultures of the Americas before the arrival of Columbus in 1492

Reduction Print- process of creating a printed image using inks and rollers (brayers) from a drawing on a printing block and cutting away layers

Repeated Pattern - a design arranged in a regular or formal manner

Symmetry - a mirror image or an image made up of the exact parts facing each other

### Skills bank (highlight when completed)

Be able to draw from reference images of the Nazca lines	Be able to create a pixelated title which links to the style of Peruvian textiles	Be able to create texture with mesh, sponge and acrylic paint	Be able to create a large 'impact' piece inspired by own research images	Be able to create an interesting layout using own drawings and researched images
Be able to create a 4 way repeated pattern using image rotation / symmetry	Be able to build on colour theory knowledge of complementary and analogous colours	Be able to produce a layered poly block print from own design	Be able to develop print digitally using photo editing software	Be able to explain links between my work and the Peruvian culture

### HW

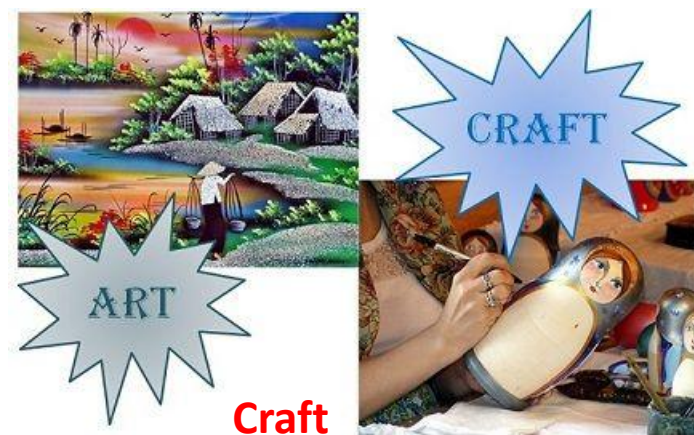
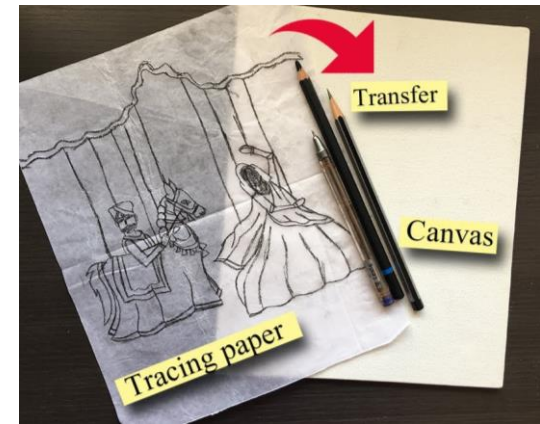
HW1: Research and bring in images of the Nazca lines/Culture

HW2: Draw a Nazca line pet

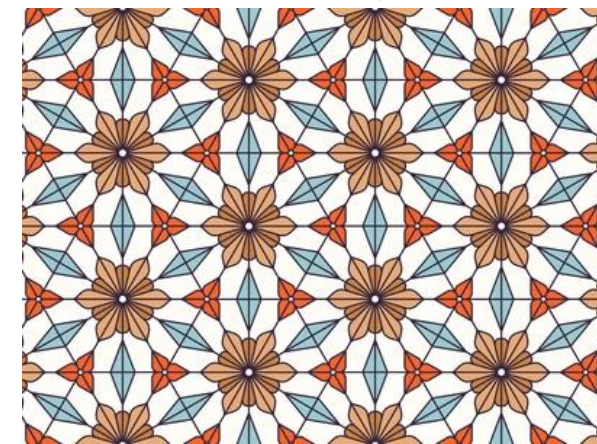
To achieve balanced marks and meet teacher expectations, you must show evidence of being able to develop, explore, record ideas and be able to present a personal response. Your work must also meet the required level of refinement for each task.

# Y8 Term 2/World Culture

## Carbon Transfer/Tracing

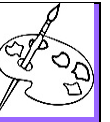


Repeated pattern and symmetry





# Hilbre High School Art Department Knowledge Organiser/Summer Term



## Y8 Unit 3/ Zentangles

In this unit you will expand on your knowledge of creating repeated patterns, colour and tone. You will work as an individual before bringing your work together to create a group response based on the theme Zentangles.

Practice Zentangles - producing practice patterns and then applying into initial shapes

Animal Zentangle - producing an animal zentangle image showing a range of different tangles.

3D stellated dodecahedron net - designing a segment of a dodecahedron applying knowledge from the above, to then join with others in the group.

### Project Word bank

Dodecahedron - a three-dimensional shape that has 12 sides

Net - a two-dimensional pattern that is cut and folded to make a 3D shape

Stellated - shapes arranged in a pattern that spread from the centre, like that of a star

Tangle - the repeated patterns, which vary in difficulty, that make up a zentangle

Template - a shape which is used to draw around or from, to use as a starting point

Zentangle - an image created by drawing structured patterns, often used as a form of relaxation

### Skills bank (highlight when completed)

Be able to identify and create a range of 'tangles'	Describe what a zentangle is and how it builds on from your prior learning of patterns	Create a structured and considered net design
Use a template accurately	Effectively begin to add colour and tone to zentangle net	Effectively work with others to produce a final 3D dodecahedron shape

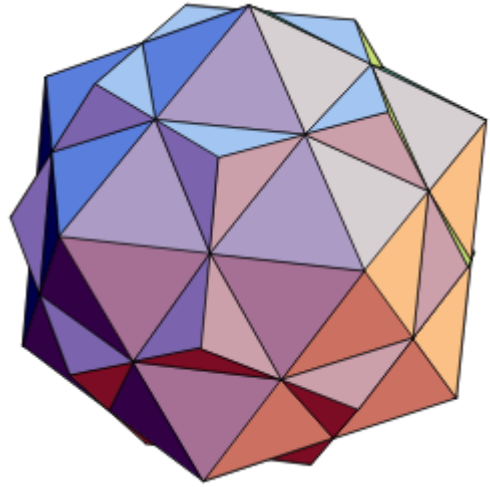
### HW

HW1: Draw zentangle initials of your name

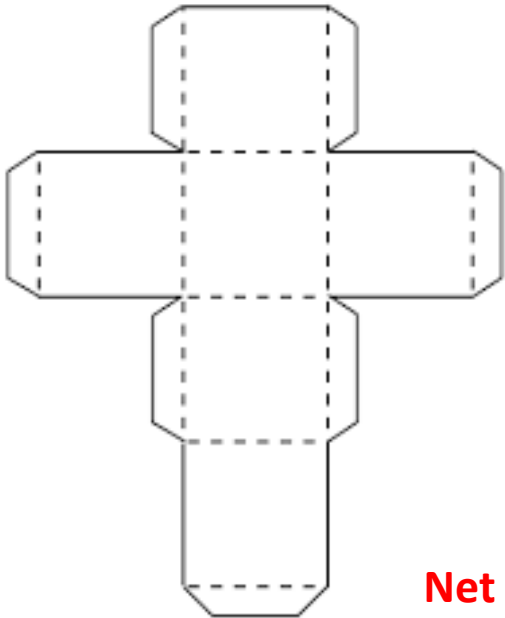
HW2: Revision for test based on all learning from Y8

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.

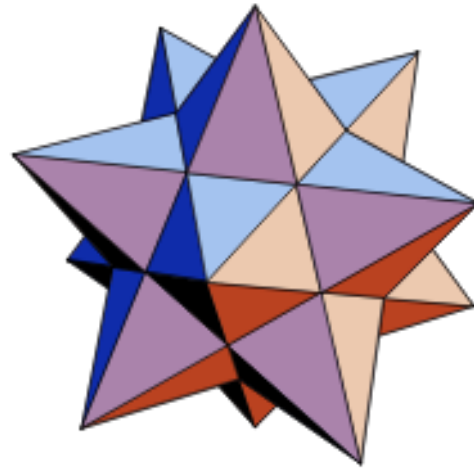
# Y8 Term 3/Zentangle



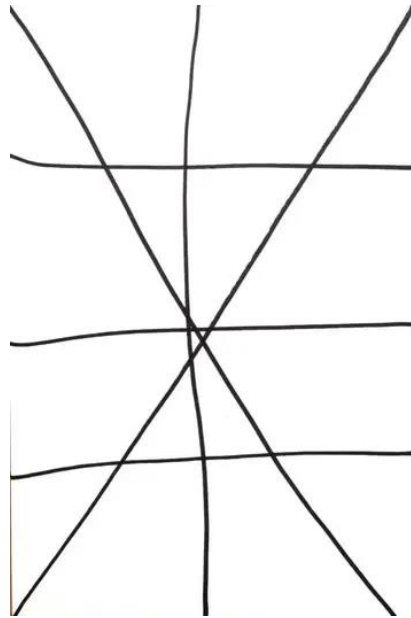
**Dodecahedron**



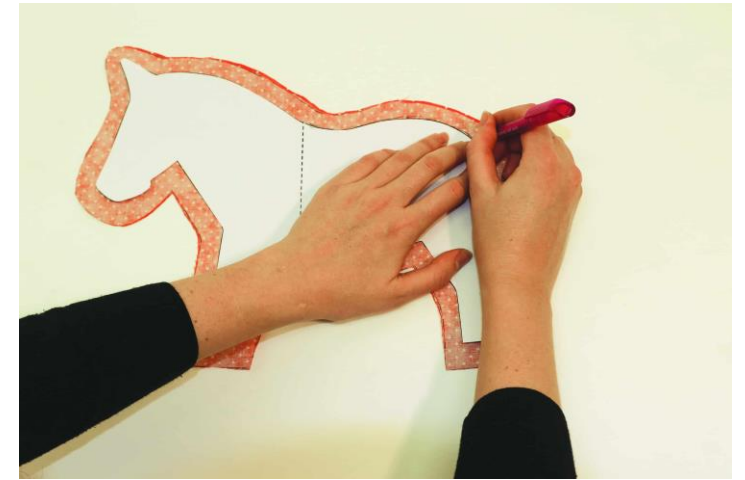
**Net**



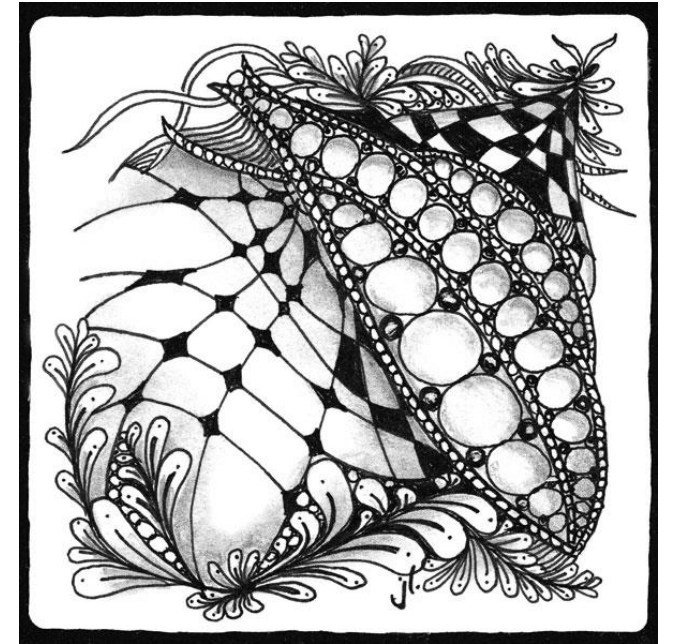
**Stellated  
Dodecahedron**



**Tangle**



**Template**



**Zentangle**

## Hilbre High School Art & Design Assessment Grid Y8

Baseline Score and Target	Grade Descriptor
<b>22-24</b>	Your work demonstrates good investigation 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 convincing. You have demonstrated a competent use of visual language, technique and media to realise your ideas. Your drawings are detailed and fit for purpose. You are able to explain your work and use some subject specific language to explain the development of your ideas.
<b>17-21</b>	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.
<b>13-16</b>	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.
<b>7-12</b>	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.
<b>1-6</b>	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.



**Line, Texture, Tone  
Form, Composition**



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



**Tonal Landscape, Colour Land-  
scape, Enlargement, Mixed Media,  
Relief Work**



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



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



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



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



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



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



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



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



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



**Final Idea Sheet 6, Final Piece/Exam  
10 Hours**



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



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



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



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



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



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



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



**Complete Prep and 15 hr Externally  
Set Task/Exam**

