



# Hilbre High School Art Department Knowledge Organiser/Autumn Term



## Y9: Unit 1/Portraiture

In this unit you will explore the use of observational skills in art, adding to prior knowledge from the landscape unit in Y7 and Architecture in Y8. You will also be introduced to new artists and revisit techniques using different materials.

Demonstrate understanding of facial proportion in book

Be able to copy a half an image in book

Use a range of biro pen techniques (including further development of tone and shade)

Further developing presentation skills (GCSE standard)

Scaling of an image using a grid system on mixed media

### Project Word bank

Portraiture - drawing of a face/facial likeness

Proportion - accurate marking of features to correct size and position

Scale - size, measurement & position

Features - points of reference on a face (eyes, nose etc.)

Mixed media - The use of a range of materials and/or techniques on a piece of work

Presentation - how something is shown

Grid System - artistic device used to transfer drawn lines and pictorial information from a photograph

### Skills bank (highlight when completed)

Be able to accurately draw facial proportion	Be able to transfer a photo to a drawing using a grid system	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 portraiture 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

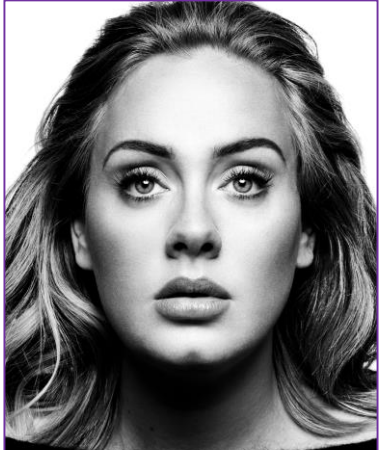
### HW

HW1: Research images, information and opinion on the work of Mark Powell & Ed Fairburn

HW2: Create a list of 5 artists who may have influenced Mark Powell and Ed Fairburn. At least one artist must be pre-20<sup>th</sup> Century

HW3: Takeaway Menu HW (see final page)

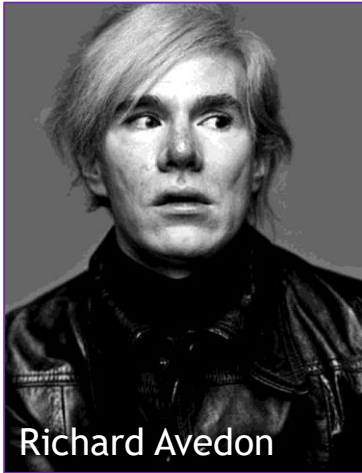
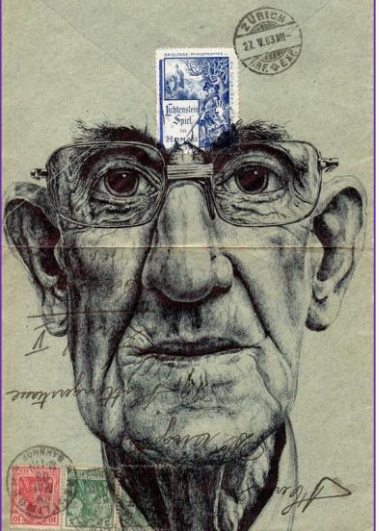
# Year 9 Term One/ Portraiture



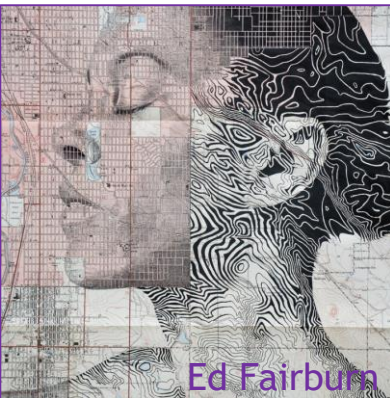
Platon

## Artist References

Mark Powell



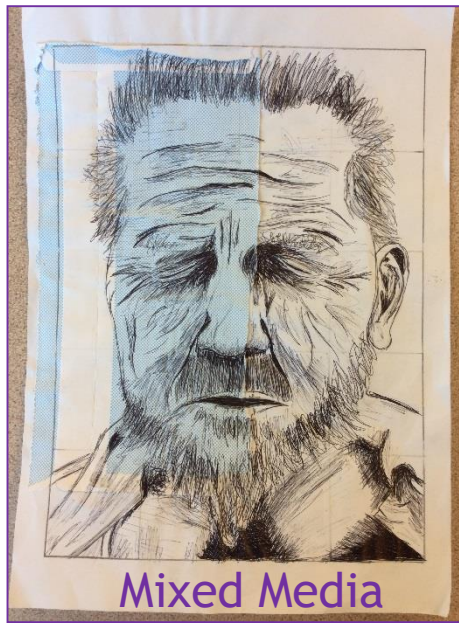
Richard Avedon



Ed Fairburn

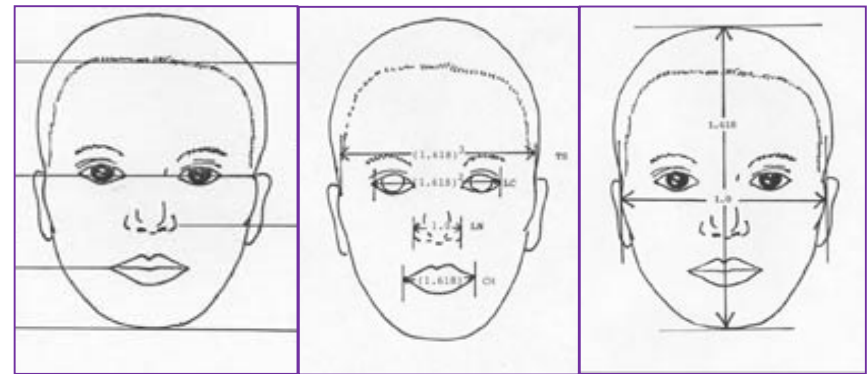


Biro Techniques / Mark Making

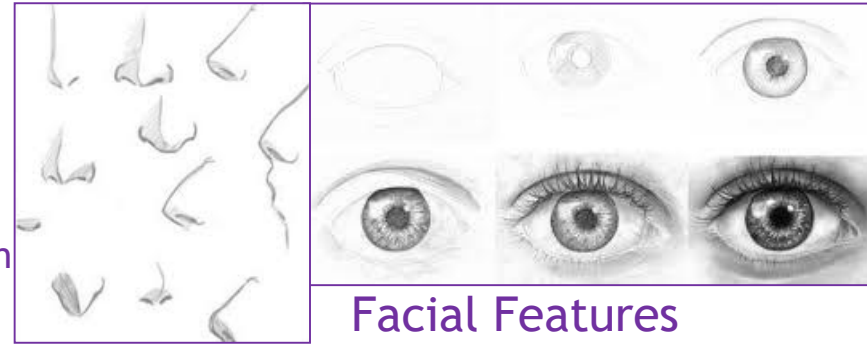


Mixed Media

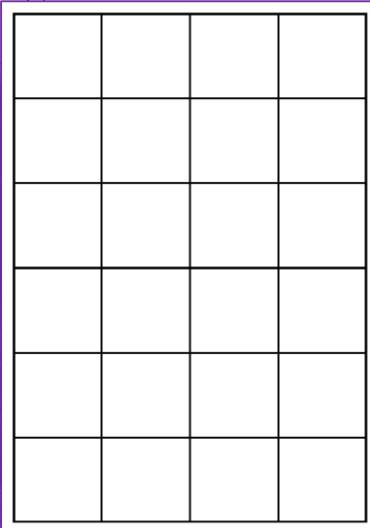
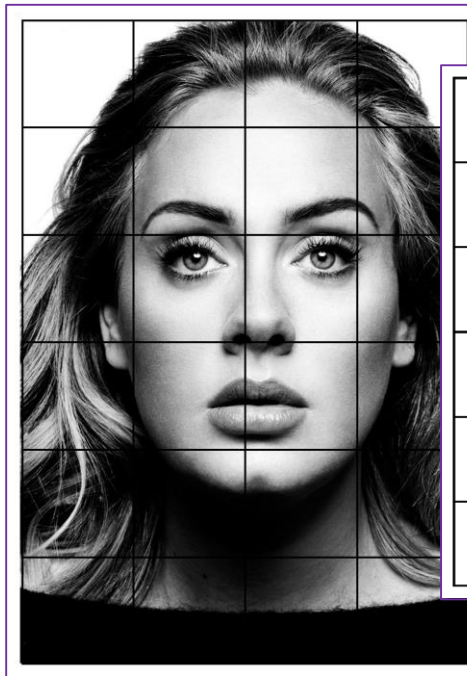
(collaged papers and biro on paper)



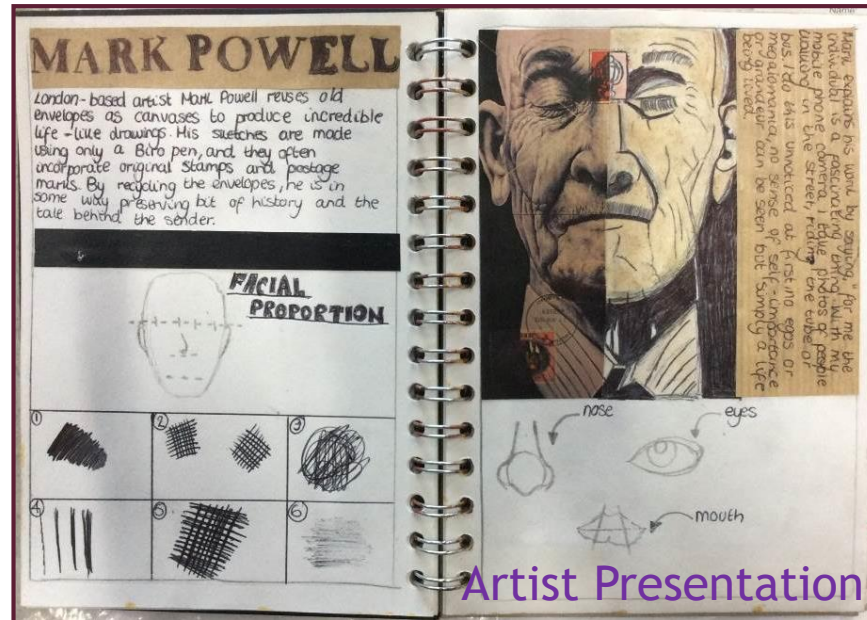
Facial Proportions



Facial Features



Grid System



Artist Presentation



# Hilbre High School Art Department Knowledge Organiser/Spring



## Y9: Graphic Design (Communication)

In this unit you will explore how the graphic design process works, beginning with a design brief and following the process all the way to final production. You will conduct your own market research and base your work on your research.

Produce a range of design based on your chosen product name, informed by your research.

Develop designs further, considering colour theory and layout.

Refine chosen design idea to produce a finished product.

### Project Word bank

Brand - an identity or images/fonts which are associated with a particular product or company (eg. 'golden arches' for McDonalds or the 'Disney' font)

Colour Scheme - an arrangement or combination of colours suited to either the brand or product

Design - a drawing or sketch which shows ideas and intentions based on a starting point

Design Process - using feedback to improve and develop/tweak designs

Final Design - the refinement of all design work from the design process to come to one final design idea, ready for production

Logo - a symbol or other small design adopted by an organization to identify its products/services (eg. the apple logo which is on all it's products)

Refinement - the improvement or clarification of something by the making of small changes

Typeface/Font - a collection of letters, numbers or symbols with a similar design these can also be specific to a brand/product (eg. 'Disney' or 'The Simpsons' fonts)

Target Audience - a particular group at which a product or advertisement is aimed at

### Skills bank (highlight when completed)

Be able to define the difference 'art' and 'design'	Demonstrate research skills, collecting appropriate data to inform design choices	Be able to recognise and describe prior learning and how you have developed these techniques/use of materials
Be able to discuss different design elements such as font/logo/character	Demonstrate ability to develop ideas and refine skills and ideas, through a range of designs	Produce a finished designed product which realises your intentions

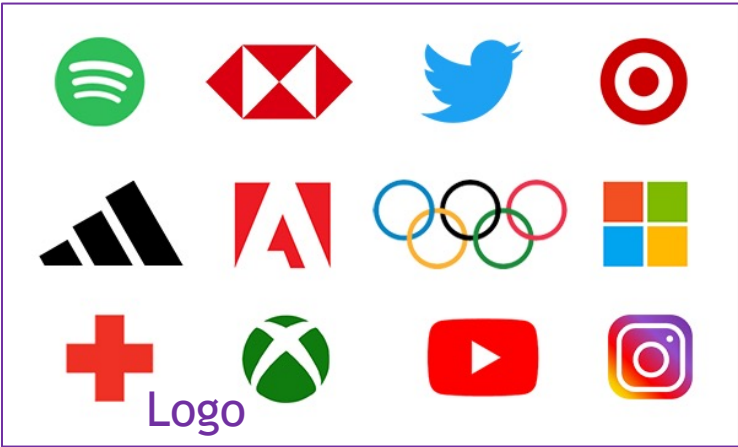
### Homework

HW1 a: Plan your own market research by developing a 5 question, questionnaire aimed at your target audience group of students with YES/NO answers

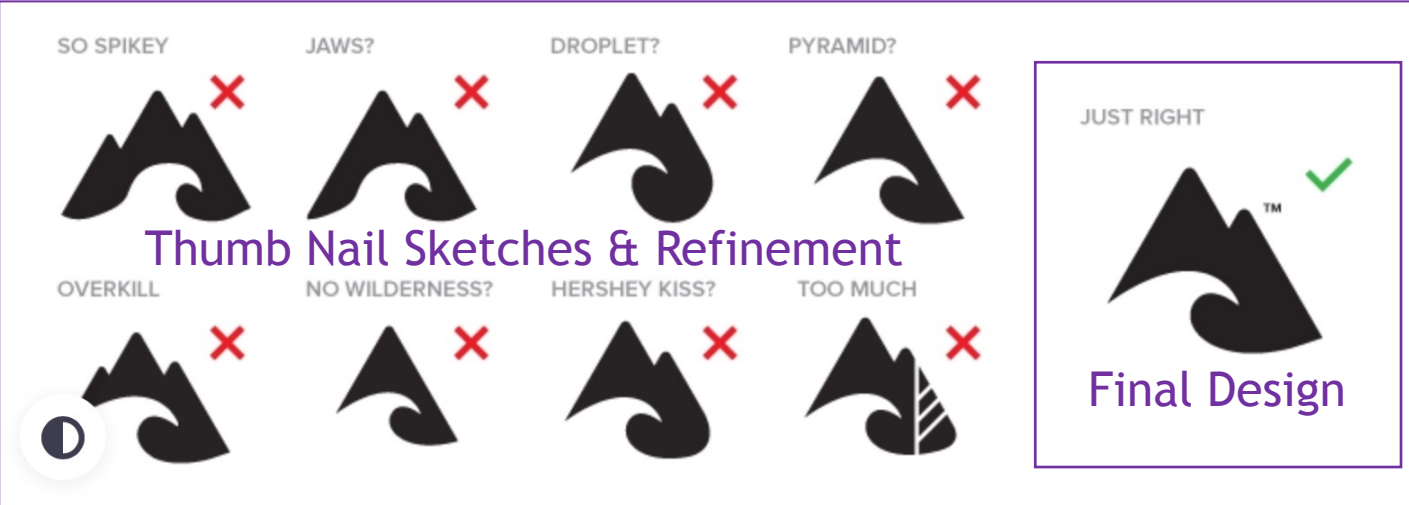
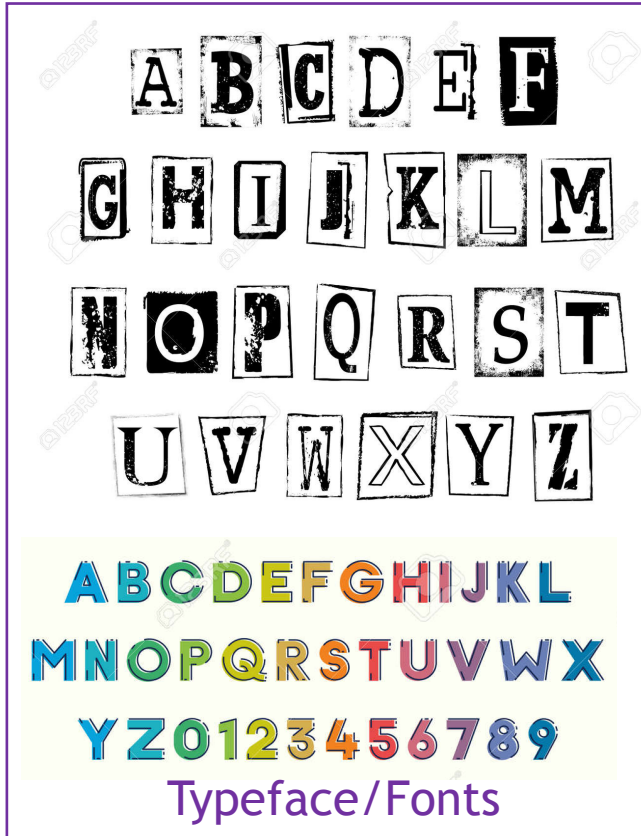
HW1 b: Create a 'moodboard' of nature inspired images you can use for design inspiration

HW2: Use a two lettered famous brand (M&S, D&G etc) and redraw and colour, using a recognised but different font from the original

# Year 9 Term Two/Graphics



- Define task-What is it you are making?
  - Research-Current products available/Gaps
  - Brainstorm-Word Maps/ Association/ Metaphors/ Similes
  - Sketch-Typeface, logo ideas
  - Design ideas-Thumbnail sketches/colour schemes
  - Final Design-Final idea
  - Production-Go into production!
- Design Process





# Hilbre High School Art Department Knowledge Organiser/Summer 2021



## Y9: Unit 3/Urban Art & Graffiti

In this unit you will explore Urban & Graffiti art and those who create it. You will begin to understand the typical style of fonts and typefaces used by many graffiti artists, as well as their influences, differences in styles and working process.

Initial Research: collect and record information from 'Exit Through the Giftshop'

Own Research page: gather further relevant research on graffiti art/artists to inspire own ideas

Design Ideas: create own tag designs influenced from research

3D Relief: Develop favourite design in to a 3D relief using a range of materials

### Project Word bank

3D Relief - the design stands out from the flat surface creating a 'low relief', so is no longer a flat two dimensional shape, it becomes three dimensional

Blockbuster - a font which is made up of uniform size square blocked shapes to create letters/words

Colour fill - using a colour/pattern to fill in an area or selected areas

Design - a drawing or sketch which shows ideas and intentions based on a starting point

Font - a collection of letters, numbers or symbols with a similar design. These characters can include lowercase and uppercase mixed together

Graffiti - writing or drawings painted or sprayed (usually illegally but not always) on a wall or other surface in a public place

Gum Strip - glue lined packaging tape which once wet sticks to rough edges to smooth them out, dries hard to create a strong surface to work on

Layout - the way you decide to set out letters or symbols in your work

Primer - a base layer of usually white paint, used to create a blank starting point to draw a design on

Stencil - words or images created using a pre-cut design, often a more uniform style of font

Stylistic - a range of design elements or features which are often associated with a particular type of art

Tag - a stylized personal signature of a graffiti writer's name, also known as a moniker and can be their nickname

Urban - a combination of street art and graffiti, usually influenced by the urban areas it's created in (built up towns or cities)

Wildstyle - a less uniform style of font with thick letters that have sweeping curves and angular corners

### Skills bank (highlight when completed)

Be able to define the difference between street art and graffiti	Demonstrate artist research skills, collecting appropriate information and images	Be able to recognise and describe prior learning and how you have developed these techniques/use of materials
Be able to link your design work to the work of other graffiti and urban artists	Demonstrate ability to develop ideas and refine skills, through a range of designs	Apply a range of materials to final piece to create a 3D relief response

### HW

HW1: Research the history of graffiti. Include artist images, your own versions, relevant information and your thoughts/feelings (positive or negative) about the work.

HW2: Create a fully coloured graffiti tag for Hilbre High School

Wild style



Designs/Ideas

Graffiti Tags



Year 9  
Term  
Three



Fonts



Pattern fills



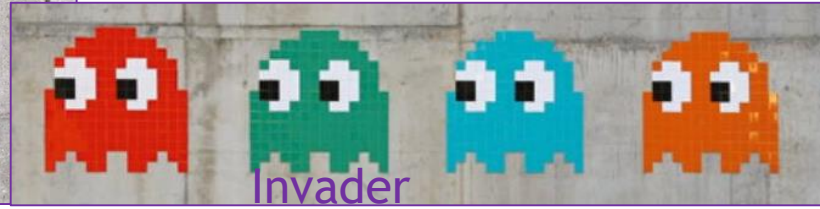
Elements



Banksy



Shepard Fairey



Invader

Artist references



Street art



Graffiti

### Hilbre High School Art & Design Assessment Grid Y9

<b>Baseline Score and Target</b>	<b>Grade Descriptor</b>
<b>22-24</b>	Your work demonstrates exceptional investigation skills and understanding of the starting point. You have used a range of creative and technical skills with precision and accuracy. Your observation and recording work is insightful and well executed. You have demonstrated a skilful use of visual language, technique and media to realise your ideas. Your drawings are detailed and show clear attention to detail. You are able to explain your work and use a large variety of subject specific language to explain the development of your ideas.
<b>19-21</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>13-18</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>7-12</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>1-6</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.



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.



TRANSITION



