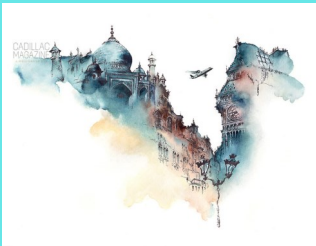


# Year 9 Art and Design Fine Art

## Terms 3 & 4: Buildings

**Name:**

**Class:**



# What will you have learnt by the end of TERM 6?

The National Curriculum programme of study states that students should ***"know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation."***

As a continuation, students learn how to use different drawing and mark-making techniques and explore 2D media such as graded art pencils, ball point pen, fine liner, watercolour paints, charcoal / pastels and mixed media. Students will learn a range of skills to enable them to thoughtfully consider and produce art work exploring the theme 'Buildings'.

Students will investigate the works of 2D artists Minty Sainsbury, Sunga Park and Ian Murphy. They will continue to investigate and deepen their understanding of the artistic formal elements and other artistic vocabulary to enable them to discuss the work of others with a growing confidence. They will consider how to combine elements from different artists' work with their own ideas to help them design and create their own artwork based upon the topic 'buildings'.

## The Subjects

At KS3, students will study one "Art and Design" lesson once per week. Art and Design modules will include fine art, graphics and art. craft and design schemes of learning with a view to introduce students to a broad variety of visual literacy skills and knowledge. Terms 3 and 4 will focus on Fine Art.

## Assessment

As all subjects within the Art, Design and Technology faculty are predominantly practical, assessment and verbal feedback is an essential aspect of most lessons- this may be teacher led, peer or self-assessment.

At the end of each module, each student will be given grades based upon the work they have completed in addition to an Attitude to Learning grade.

## Resources:

<https://www.youtube.com/watch?v=oytc8TOC4Dg>

<https://www.youtube.com/watch?app=desktop&v=WmPjZSeUct8>

<https://thevirtualinstructor.com/onepointperspective.html>

<https://www.mintysainsbury.com/>

<https://www.saatchiart.com/mintysainsbury>

<https://www.elegantclutter.co.uk/portfolio/minty-sainsbury/>

<https://www.ianmurphyartist.com/about/>

<https://www.youtube.com/watch?v=l481IUwchYk>

<https://www.youtube.com/c/ianmurphyartist>

<https://www.parksunga.com/>

<https://neocha.com/magazine/the-wanderlust-of-sunga-park/>

# Buildings Knowledge Organiser

## Key Skills

Analysing the work of others using key vocabulary

Exploring the technical properties of paints / pens

Understanding how to use a range of graded pencils

Designing and producing a final piece

How to evaluate your own work

## Health and Safety

Use equipment with care and diligence

Move around the classroom environment with awareness of others

Behave appropriately in accordance with the class and school rules

## Materials used in Terms 3 & 4:

Graded Pencils	Watercolour
Colour pencils	Charcoal/pastels
Pens	Multi-media

## FORMAL ELEMENTS WORD BANK

LINE	SHAPE/SPACE /FORM	PATTERN	TEXTURE	COLOUR	TONE	COMPOSITION
Fluent, free, rough, controlled, powerful, strong, geometric, angular, straight, curved, long, length, rhythm, movement, short, wavy, light, delicate, flowing, simple, thick, bold, thin, horizontal, vertical, diagonal, undulating, continuous, solid, parallel, swift, sure, broken, interrupted, rounded, overlapping, feint	closed, open, distorted, flat, organic, deep, angular, bulbous, symmetrical, asymmetrical, cuboid, square, forked, geometric, regular, tapering, sweeping, coiled, twisted, solid, sinuous, rounded, proportioned, height, width, depth, perspective, silhouette, mass, positive, negative, curvaceous, elongated, large, small, 2D, 3D	Broken, chequered, criss-cross, even, repeating, repetition, uniform, irregular, grid, symmetrical, ornate, linear, simple, radial, spaced, spotted, dappled, well-balanced, tessellated, striped, geometrical, busy, complex, intricate	Soft, smooth, coarse, rough, bumpy, uneven, uneven, spiky, broken, furry, fine, grainy, ridged, glossy, fluffy, hard, tactile, decorative, raised, scratched, shiny, prickly, jagged, flat, pitted	Warm, cool, cold, light, dark, solid, transparent, bright, dull, deep, monochromatic, realistic, abstract, harmonious, complementary, blend, contrasting, clashing, glowing, intense, luminous, mixed, opaque, pale, pastel, pure, hue, discordant, secondary, primary, tertiary, neutral, vibrant, translucent, earthy, bold, vibrant, subtle, brash, bleached, flamboyant, sombre	Light, medium, dark, shadow, shade, value, highlight, subtle, muted, contrasting, dramatic, strong, tint, graduated, varied, soft, harsh, mid-tone, bright, faded, intense, sombre, grey, powerful, feint, large, small	foreground, background, mid-ground, complex, confused, distance, eye-line, perspective, focus, form, near, proportion, scale, shape, symmetry, rule of thirds, golden ratio, point of view, balance, emphasis

# Art and Design Homework Terms 3 and 4

Year 8 Art

<b>Homework 1</b>	<b>Due Date:</b>
Choose one of the YouTube videos on one-point-perspective from the resource list on page 2. Watch this and produce your own A4 version of one-point perspective buildings using plain A4 paper.	
<b>Homework 2</b>	<b>Due Date:</b>
Look at the three websites on the resource list (page 2) for the artist Minty Sainsbury and use the artist research sheet on page 5 of the knowledge organiser to help you to structure an artist research document (this may be word processed).	
<b>Homework 3</b>	<b>Due Date:</b>
Look at the three websites on the resource list (page 2) for the artist Ian Murphy and use the artist research sheet on page 6 of the knowledge organiser to help you to structure an artist research document (this may be word processed).	
<b>Homework 4</b>	<b>Due Date:</b>
Look at the three websites on the resource list (page 2) for the artist Sunga Park and use the artist research sheet on page 7 of the knowledge organiser to help you to structure an artist research document (this may be word processed).	
<b>Homework 5</b>	<b>Due Date:</b>
Take a series of photographs of buildings of interest looking closely at the structures and architectural features. Print these out and bring them in to use for your final piece in lessons.  You may use old pictures, for example holiday pictures or any buildings pictures in your camera roll.  If you don't have access to a camera, you may find buildings of interest from the internet or magazines (about 4-5 images).	

# Homework 2

## KS3 Artist Research Planning Sheet

Use this sheet to help you to structure your research. This will need to be presented separately with clear images of the selection of artwork and information/analysis needs to be written in full sentences.

### BIOGRAPHICAL INFORMATION ON YOUR ARTIST

NAME:

Date of Birth:

Dates Active:

Nationality:

LIFE EVENTS...

### ARTWORK 1

IMAGE: (include a clear picture)

TITLE: (try to find out the name of the piece)

MEDIA: (what did the artist use to make this artwork?)

DATE: (when was this piece made?)

ANALYSIS: (use the art analysis help sheet for this section)

### ARTWORK 2

IMAGE: (include a clear picture)

TITLE: (try to find out the name of the piece)

MEDIA: (what did the artist use to make this artwork?)

DATE: (when was this piece made?)

ANALYSIS: (use the art analysis help sheet for this section)

### ARTWORK 3

IMAGE: (include a clear picture)

TITLE: (try to find out the name of the piece)

MEDIA: (what did the artist use to make this artwork?)

DATE: (when was this piece made?)

ANALYSIS: (use the art analysis help sheet for this section)

How are these works similar to each other?

How are these works different from each other?

YOU COULD DESCRIBE THE USE OF COLOUR, HOW MATERIALS ARE USED, WHAT TYPE OF PATTERN OR SYMMETRY IS USED, FOR EXAMPLE

### CHARACTERISTICS

WHAT MAKES THIS ARTISTS WORK UNIQUE – HOW COULD YOU DESCRIBE THEIR STYLE?

### INFLUENCES

WHAT ELSE WAS HAPPENING AT THE TIME THAT INFLUENCED THE ARTIST? DID HE HAVE ANY INFLUENCES FROM DIFFERENT PARTS OF THE WORLD?

**SOURCES:** NOTE DOWN BOOKS, MAGAZINES, WEBSITES USED

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# Homework 4

## KS3 Artist Research Planning Sheet

Use this sheet to help you to structure your research. This will need to be presented separately with clear images of the selection of artwork and information/analysis needs to be written in full sentences.

### BIOGRAPHICAL INFORMATION ON YOUR ARTIST

NAME:

Date of Birth:

Dates Active:

Nationality:

LIFE EVENTS...

### ARTWORK 1

IMAGE: (include a clear picture)

TITLE: (try to find out the name of the piece)

MEDIA: (what did the artist use to make this artwork?)

DATE: (when was this piece made?)

ANALYSIS: (use the art analysis help sheet for this section)

### ARTWORK 2

IMAGE: (include a clear picture)

TITLE: (try to find out the name of the piece)

MEDIA: (what did the artist use to make this artwork?)

DATE: (when was this piece made?)

ANALYSIS: (use the art analysis help sheet for this section)

### ARTWORK 3

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# Sentence Starters



## Artist Analysis

My first impressions of this piece are ....

The piece of work is about ....

In this piece I can see .....

I think the artist has made this piece by ....

This piece reminds me of ....

The part that I find the most interesting is ....

I think this piece is about ....

The colours the artist has used are .....

This piece of work makes me feel ....

The areas I like/dont like about this piece are ....

I could use the artists ideas in my work by.....



## How to analyse an artist's work

**Analysing an artist's work means studying the elements that make up an artwork. You can show your understanding by answering questions about the work.**

The following headings and questions can help you to structure a piece of writing and understand a piece of artwork. Always remember to use your own words so that you are expressing what you think.

### Form

This means looking at the formal elements of an artwork.

- What is the medium of the work?
- What colours does the artist use? Why? How is colour organised?
- What kind of shapes or forms can you find?
- What kind of marks or techniques does the artist use?
- What is the surface like?
- What kinds of textures can you see?
- How big is the work?

### Context

This refers to how the work relates to a particular time, place, culture and society in which it was produced.

- When was it made? Where was it made? Who made it?
- Who was the work made for?
- What do you know about the artist?
- How does the work relate to other art of the time?
- Does the work relate to the social or political history of the time?
- Can you link it to other arts of the period, such as film, music or literature?
- Does the work relate to other areas of knowledge, such as science or geography?

### Content

The content is the subject of a piece of work.

- What is it? What is it about? What is happening?
- Is it a portrait? A landscape? Abstract?
- What does the work represent?
- The title - what does the artist call the work?
- Does the title change the way we see the work?
- Is it a realistic depiction?
- Have any parts been exaggerated or distorted? If so, why?
- What is the theme of the work?
- What message does the work communicate?

### Process

Looking at process means studying how the work was made and what techniques were used.

- What materials and tools were used to make the piece?
- What is the evidence for this?
- Do sketchbooks provide any clues as to how the work developed?

### Mood

Mood means looking at how the artist has created a certain atmosphere or feeling.

- How does the work make you feel?
- Why do you think you feel like this?
- Does the colour, texture, form or theme of the work affect your mood?
- Does the work create an atmosphere?