

# Year 8 Knowledge Organiser

## Art & Design: Fine Art

Name:

Class:

Terms 1 and 2: Landscapes



# What will you have learnt by the end of TERM 2?

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."***

During Term 1, students will build upon their drawing skills from Y7 and learn how to construct drawings of landscapes using basic shapes and perspective lines. As a continuation, students learn how to use different media to produce paintings of landscapes. Students will learn how to analyse the work of other artists using subject specific terminology and how to express their own opinion about works of art.

Students will understand how to compare different works of art visually and verbally developing their ability to analyse a range of sources and approaches to art. They will use this exploration to develop their own responses to the artworks they have studied, combining selected elements of each of the different artists.

## 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 1 and 2 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.

## Wider Reading

Each Scheme of Learning is geared towards teaching essential skills, knowledge and understanding with progression towards the KS4 GCSE courses in mind. Please find some resources listed below for wider reading:

Landscape Painting Essentials with Johannes Vloothuis: Lessons in Acrylic, Oil, Pastel and Watercolor Paperback – Illustrated, 29 May 2015

[www.hockney.com/index.php/works/paintings](http://www.hockney.com/index.php/works/paintings)

[www.kaywalkingstick.com](http://www.kaywalkingstick.com)

[www.tate.org.uk/visit/tate-britain](http://www.tate.org.uk/visit/tate-britain)

[www.pinterest.co.uk](http://www.pinterest.co.uk)

[www.saatchigallery.com](http://www.saatchigallery.com)

[www.youtube.com](http://www.youtube.com)

# Landscapes Knowledge Organiser

<b>Key Skills</b>	<b>Materials used</b>	<b>Health and Safety</b>
Analysing the work of others using key vocabulary	Watercolour paints	Use equipment with care and diligence
Understanding how to use a range of paints	Colouring Pencil	Move around the classroom environment with awareness of others
How to evaluate your own work	Poster/acrylic paints	Behave appropriately in accordance with the class and school rules

<b>Key Vocabulary</b>	
<b>Tertiary Colours</b>	Tertiary colours are made by mixing together a primary and a secondary colour together in equal parts. For example, if you mix together red and orange you would get a new colour 'red-orange' or 'vermillion.' If you mix together two complementary colours you would get a brown colour. This can be known as either a tertiary colour or a neutral colour.
<b>Complementary Colours</b>	Colours which lay opposite each other on the colour wheel (eg blue and orange). When used next to each other they appear brighter
<b>Warm Colours</b>	Colours such as red and orange. In paintings they stand out more and appear closer to the viewer.
<b>Cool Colours</b>	Colours such as blue and green. In paintings they seem further away and can create a sense of peace and calm.
<b>Formal Elements</b>	The individual parts that make up any piece of artwork eg line, shape, colour.

## 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, 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, 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 Term 1

# Year 8 Art

## Homework 1

**Due Date:**

### Shape research

Read through the extracts of the '**shape**' research from bbc bitesize on page 5 and answer the questions on page 6 of the knowledge organiser.

Week

Beginning:

**(see class charts)**

## Homework 2

**Due Date:**

### Colour Theory research

Read through the extracts of the '**colour**' research from bbc bitesize on pages 7, 8 and 9 and answer the questions on page 10 of the knowledge organiser.

Week

beginning:

**(see class charts)**

# SHAPE HOMEWORK

**Read the following information and complete the questions and tasks on the next page:**

Shapes are two-dimensional. Positive shapes represent solid objects and negative shapes show the surrounding space. Geometric shapes are perfect and regular. Organic shapes are irregular and natural.

A shape is a two-dimensional area. Shapes have height and width but not depth.

A shape might be defined by an outline or through contrast with its surroundings, such as through colour or tone.

There are two types of shape:

- ◆ **Organic** - Organic shapes are ones that can be found in nature. For example fruit, vegetables, flowers and shells all have organic shapes.
- ◆ **Geometric** - Geometric shapes are mathematical shapes, such as squares and circles. They are perfect and regular.

**Organic** shapes are irregular and imperfect. Naturally these shapes will all be slightly different from one another. They are often curved and flowing and can seem unpredictable.

Using organic shapes can make a piece of art or design seem more natural and real. Still life, portrait and landscape are all genres of art that often feature organic shapes.

**Geometric** shapes are mathematical shapes. They are perfect and regular. They are characterised by straight lines, angles and points.

An exception to this would be a perfect circle as it has no straight lines or points. Other geometric shapes are squares, rectangles, triangles, parallelograms, hexagons etc.

Artists will sometimes use geometric shapes in their artwork to suggest balance and order or to highlight that something is man-made or artificial.

## Positive and negative shapes

All shapes can be described as either positive or negative:

- ◆ Positive shapes are the shapes of actual objects.
- ◆ Negative shapes are the areas between these objects.

The way positive and negative shapes act together creates the atmosphere of a composition.

Artist will sometimes use the outline of a shape, filled in with flat colour to represent that object as a whole. This is known as a silhouette.



This Dwight Franklin photograph shows the Empire State Building under construction.

The steel frame, the workers and the crane act as positive shapes. They are almost in silhouette and this unites them through colour.

There is stark contrast with the white negative shapes created around the building's frame. These negative shapes take up the majority of the composition. This highlights how thin the structure is and makes the small human figures seem exposed and precariously positioned.

<https://www.bbc.co.uk/bitesize/guides/z2jjwxs/revision/1>

# SHAPE HOMEWORK: QUESTIONS

1) How many dimensions does a shape have?

- One
- Two
- Three

2) What is a negative shape?

- The shape of the subject in a composition
- The shape around and between subjects in a composition
- An irregular and unpredictable shape

3) What is a positive shape?

- The shape of the subject in a composition
- The shape around and between subjects in a composition
- A regular shape with straight edges or perfect curves

4) Which word best describes organic shapes?

- Mathematical
- Regular
- Irregular

5) Which word best describes geometric shapes?

- Regular
- Irregular
- Natural

6) What is a silhouette?

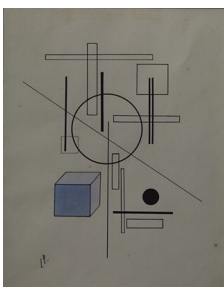
- The black parts of a composition
- The outline of a shape filled in with flat colour that represents a person or object.
- A simple, geometric shape used to represent a natural object.

7) What types of shape feature in C.F.A. Voysey's textile design "Pied Pipers of the Animals"?

- Organic
- Geometric
- Simple



8) What types of shape feature in El Lissitzky's "Composition" from 1920?



- Organic
- Geometric
- Complex

# COLOUR HOMEWORK

Read the following information and complete the questions and tasks on the next page:

**Colour:** How a work of art or design looks and what we feel about it depends on a number of colour choices:

- ◆ **Colour relationship** – are there similar, harmonious colours or very different, contrasting colours?
- ◆ **Colour temperature** – how warm or cool are the colours used?
- ◆ **Strength of colour** – are pure hues, lighter tints, darker shades or less vibrant tones used?
- ◆ **Emotional response** – what moods or feelings do the colours suggest?

The colour wheel helps us understand the relationships between colours. The 12 part, red, yellow and blue (RYB) wheel shown is called a subtractive model. This type of colour wheel is used when discussing art and design works.



Other types of colour wheels exist and you may have even come across them in other subjects such as Physics. But remember, other colour wheels have different rules and relationships.

The **primary** colours are **red, yellow** and **blue**.

They cannot be made by mixing other colours together. The primary colours sit equal distances apart on the colour wheel.

All other colours can be mixed from red, yellow and blue.

**Secondary** colours are made by mixing equal amounts of primary colours together:

- ◆ **Blue** and **red** mixed together make **purple**
- ◆ **Yellow** and **red** mixed together make **orange**
- ◆ **Blue** and **yellow** mixed together make **green**

Purple, orange and green are **secondary** colours. On the colour wheel, each secondary colour sits halfway between the two primary colours it is mixed from.

A **tertiary** colour is made by mixing equal amounts of a primary colour and a secondary colour together. There are six tertiary colours. On the colour wheel, they sit between the primary and secondary colour they are mixed from.

- ◆ Orange and yellow mix to make yellow-orange (this may also be referred to as **amber**)
- ◆ Red and orange mix to make red-orange (this may be referred to as **vermillion**)
- ◆ Purple and red mix to make red-purple (this may also be referred to as **magenta**)
- ◆ Blue and purple mix to make blue-purple (this may also be referred to as **violet**)
- ◆ Green and blue mix to make blue-green (this may also be referred to as **turquoise** or **teal**)
- ◆ Yellow and green mix to make yellow-green (this may also be referred to as **chartreuse** or **spring green**)

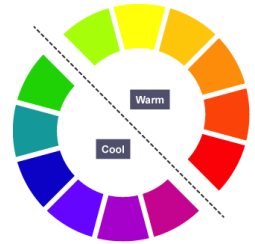


## Temperature

Warm and cool colours: The twelve part colour wheel can be split in half into a section of six **warm** colours and a section of six **cool** colours.

**Warm** colours remind us of things associated with the concept of heat such as summer, beaches, the sun, fire etc. The warm colours are:

- ◆ Red-purple
- ◆ Red
- ◆ Red-orange
- ◆ Orange
- ◆ Yellow-orange
- ◆ Yellow



**Cool** colours remind us of things associated with the absence of heat – such as winter, ice, water, etc. The cool colours are:

- ◆ Purple
- ◆ Blue-purple
- ◆ Blue
- ◆ Blue-green
- ◆ Green
- ◆ Yellow-green

Using warm and cool colours in a painting can have different effects.

**Warm colours** are said to **advance** towards you as if they are jumping out of the painting. These colours can be exciting and energetic and will catch the viewer's attention by drawing their eye towards them.

**Cool colours** are said to **recede** into the background, meaning that they move away from the viewer. Cool colours can be calming and relaxing but can also be used to signify sadness.

**Combining warm and cool:** Warm and cool colours can be used together to create a sense of drama, to add interest and contrast, or to balance the temperature of a composition.

**Harmonious colours** sit beside each other on the colour wheel. These colours work well together and create an image which is pleasing to the eye. Harmonious colours may also be referred to as **analogous** colours.

A harmonious colour scheme uses three to five colours that are beside each other on the colour wheel. For example:

Three-colour harmonious set:

- Yellow
- Green-yellow
- Green

Five-colour harmonious set:

- Blue-green
- Blue
- Blue-purple
- Purple
- Red-purple



**Complementary colours** sit across from each other on the colour wheel.

These are often referred to as **opposite colours** and even **contrasting colours**. Don't be confused by the three different names, they all mean the same thing.

When complementary colours are placed next to each other, a very strong contrast is created. The colours appear more vivid and brighter. Some people say these colours clash when used next to each other and create very visually stimulating artwork.



The complementary colours are:

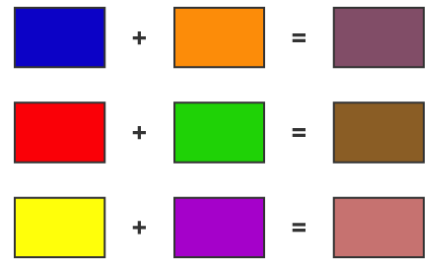
- ◆ Green and red
- ◆ Orange and blue
- ◆ Yellow and purple
- ◆ Yellow-green and red-purple
- ◆ Yellow-orange and blue-purple
- ◆ Red-orange and blue-green

Colour	Complementary colour	Colour	Complementary colour

**Brown:** The one colour we have not come across yet is brown. Why does it not appear on our colour wheel?

Sometimes you may see brown referred to as a **tertiary** or a **neutral** colour.

Brown can be made in a variety of different ways, however three basic brown colours can be made by mixing complementary colours with each other. For example:



- ◆ Blue + a small amount of orange = Grey-brown
- ◆ Red + a small amount of green = Red-brown
- ◆ Yellow + a small amount of purple = Yellow-brown

By varying the amounts of each of these colours it is possible to make a large range of browns.

### Tints, shades and tones

Few artists use only pure colours from around the colour wheel. Often artist will use tints, shades and tones when mixing colours.

A **tint** is where an artist adds a colour to white to create a lighter version of the colour. An example of a tint is pink. Pink is a tint created by adding white to red.

A **shade** is where an artist adds black to a colour to darken it down.

A **tone** is where an artist adds grey to a colour.

**Monochromatic:** An artist may decide to create a piece of artwork which is **monochromatic**. This means that the artist uses tints, shades and tones of a single colour.



# COLOUR HOMEWORK: QUESTIONS

1) What are the three primary colours?

Red, green and yellow

Yellow, red and blue

Purple, red and blue

2) What do you get if you mix two primary colours together?

A tint

A harmonious colour

A secondary colour

3) How do you make brown?

Add black to a colour

Mix a primary and a secondary colour together

Mix two complementary colours together

4) How will complementary colours appear when they are used next to each other?

They become brighter and more vibrant

They become duller

They become warmer

5) What effect do warm colours have in a composition?

They seem to retreat into the distance

They seem to advance towards you as if coming out of the work

They create a sense of calm

6) What are complementary colours?

Colours which lie next to each other on the colour wheel.

Colours which can be found opposite each other on the colour wheel.

Two colours which, when mixed with each other, create a secondary colour.

7) How do you create a tint?

Add black to a colour

Add grey to a colour

Add white to a colour

8) How do you create a shade?

Add black to a colour

Add grey to a colour

Add a colour to white

9) How do you create a tone?

Add black to a colour

Add grey to a colour

Add a colour to white

10) What are harmonious colours?

Colours which lie next to each other on the colour wheel.

Colours which can be found opposite each other on the colour wheel.

Two colours which, when mixed with each other, create brown.

## Homework 1

**Due Date:**

### Biro Shading Homework (please complete on page 12 of the knowledge organiser)

Look carefully at the different tones, shapes and patterns shown in the photography of a tree and copy some of these in the boxes at the bottom using biro.

Carefully apply a range of marks and shading to the pre-drawn outline of the tree using biro.



**Week**

**Beginning:**

(see class charts)

## Homework 2

**Due Date:**

Complete the homework research sheet for Kay WalkingStick on page 13 of the knowledge organiser.

K53 ARTIST RESEARCH	
<b>Your Name:</b>	
<b>ARTIST NAME</b>	Kay WalkingStick
 <div data-bbox="555 1615 699 1704"> <p>The San Francisco Peaks Seen from Point Imperiale, 2021 Oil on wood panel,</p> </div>	
<b>BIOGRAPHICAL INFORMATION</b>	
<ul style="list-style-type: none"> <li>• Key Dates</li> <li>• Nationality</li> <li>• Life Events</li> </ul>	
<b>CHARACTERISTICS OF WORK</b>	
<ul style="list-style-type: none"> <li>• Subject matter: what is the main objects / images seen in their work?</li> <li>• Formal elements: how could you describe things like colour, line, tone, shape and pattern</li> </ul>	
<b>MEDIA, TECHNIQUES AND PROCESSES</b>	
<ul style="list-style-type: none"> <li>• What materials do they use to complete their work (eg paint, pencil multi.</li> </ul>	

**Week**

**beginning:**

(see class charts)



**KS3 ARTIST RESEARCH**

**Your Name:**

**ARTIST NAME**

Kay Walkingstick



The San Francisco Peaks Seen from Point Imperiale, 2021, oil on wood panel, 31-3/4" x 95-1/4"

The San Francisco Peaks Seen from Point Imperiale, 2021

Oil on wood panel,

**BIOGRAPHICAL INFORMATION**

Key Dates  
Nationality  
Life Events

**CHARACTERISTICS OF WORK**

Subject matter: what is the main objects / images seen in their work?  
Formal elements: how could you describe things like colour, line, tone, shape and pattern

**MEDIA, TECHNIQUES AND PROCESSES**

What materials do they use to complete their work (eg paint, pencil, multi-media)?  
What techniques do they use in their chosen medium – how do they complete their work?

**Your opinion of their work and why you think they might have been/be significant in the world of art/design**

**WEBSITES / BOOKS USED**  
(write these in the space to the right)