

**AIMS:**

- To gain a broad knowledge and understanding of Art and Design, and to recognise how the subject fits in with the world around me.
- To develop the skills I need to use Art and Design as a way to communicate and express myself
- To recognise how my current studies fit in with my future options (next scheme of learning, year, key stage or career), and how my previous learning helps my current studies.

**I KNOW:**

- About a range of different styles of architecture, and some of the key figures in architecture (e.g. Antoni Gaudi, Frank Lloyd Wright, Zaha Hadid, Norman Foster, Hundertwasser)
- How perspective is used, and the key words associated with it (horizon, eye level, single, two and three point perspective etc)

**I CAN:**

- Use my technical drawing skills to show linear perspective
- Use my compositional and design skills to create my own architectural designs based on the work of a chosen architect (s)

**WIDER CONTEXT:**

- I have a wider understanding of how Art and Design can influence career choices (e.g. architect, interior designer etc).

**CORE SKILLS:**

Being Healthy and Staying Safe	Resilient	Aspirational and Careers Aware	Respectful	Effective and Confident Communicators	Understand the Importance of Equality, Diversity and be Mutually Tolerant	Knowledgeable	Skilled
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Year 8 Band Descriptors	AO1 – Research the work of artists to DEVELOP ideas and communicate my findings.	AO2 – REFINE (improve) my work by exploring and experimenting with media and techniques.	AO3 – RECORD ideas and observations (make artwork) showing technical skill.	AO4 – Create original artwork as a response to my project.
Purple 1-2	<ul style="list-style-type: none"> <li>• Able to research information about other artists and cultures from a provided source.</li> <li>• I can discuss my findings in simple subject terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• I am willing to explore new processes and techniques.</li> <li>• I can identify what needs improving in my own work.</li> </ul>	<ul style="list-style-type: none"> <li>• My use of the visual elements and practical skills show some ability, but needs to be developed further, with greater control and attention to detail needed.</li> </ul>	<ul style="list-style-type: none"> <li>• I can produce artwork that shows some creativity in response to a project.</li> <li>• I can make a link between my work and the research and planning I do.</li> </ul>
Pink 3-5	<ul style="list-style-type: none"> <li>• Able to research relevant information about other artists and cultures from a range of provided sources.</li> <li>• I can form an opinion and use accurate subject terminology to discuss my findings.</li> </ul>	<ul style="list-style-type: none"> <li>• I am willing to experiment with media.</li> <li>• I can identify simple improvements that can be made to my own work.</li> </ul>	<ul style="list-style-type: none"> <li>• My use of the visual elements and practical skills demonstrate care, accuracy and attention to detail.</li> </ul>	<ul style="list-style-type: none"> <li>• I can make original and imaginative artwork in response to a project.</li> <li>• My research will show some links to my research and planning.</li> </ul>
Blue 6-7	<ul style="list-style-type: none"> <li>• Able to independently research relevant information about other artists and cultures.</li> <li>• Able to communicate an opinion and discuss my findings, showing some depth and using accurate subject terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• I experiment broadly with media and technique.</li> <li>• I am able to make changes in my work to improve it.</li> </ul>	<ul style="list-style-type: none"> <li>• My use of the visual elements and practical skills demonstrate great care, accuracy and attention to detail.</li> </ul>	<ul style="list-style-type: none"> <li>• I can respond to projects in a creative way taking some risks.</li> <li>• My work will show links to my research and planning.</li> </ul>
Grey 8-9	<ul style="list-style-type: none"> <li>• Able to research relevant information in depth from a range of sources.</li> <li>• Able to communicate a reasoned opinion and discuss my findings clearly using subject terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• I experiment broadly and imaginatively with media and technique.</li> <li>• I am able to make effective changes in my work to improve it.</li> </ul>	<ul style="list-style-type: none"> <li>• My use of the visual elements and practical skills demonstrate control, accuracy and attention to detail in a range of media.</li> </ul>	<ul style="list-style-type: none"> <li>• The work I produce demonstrates a skilful and personal response to my project.</li> <li>• I demonstrate creativity and some flair in the appropriately selected risks taken.</li> <li>• There are clear links to my research and planning.</li> </ul>



## -tone

**Tone** describes the lightness and darkness of an image. When drawing with tone, you should aim for at least 5 different values: **White, Light Grey, Mid Grey, Dark Grey and Black**.

### PENCIL GRADES:

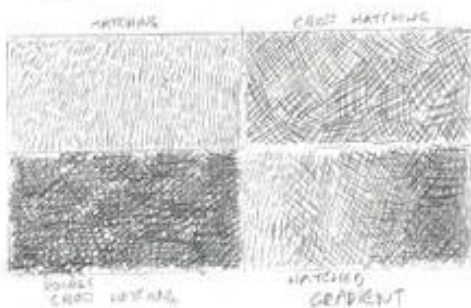
The different grades of pencil each have a different tonal value. **Hard pencils (H)**, contain more clay, and are lighter. **Black pencils (B)** contain more graphite, and are darker. An **HB (Hard/Black)** pencil is in the middle of this range and will give you a mid grey (HB pencils are good for lightly sketching out your line work)



blocks



gradient



## COLOUR

### PRIMARY COLOURS

**Red, Blue and Yellow** are the three **Primary Colours**. They are called this because they cannot be made by mixing other colours together, but they combine to make other colours.

### SECONDARY COLOURS

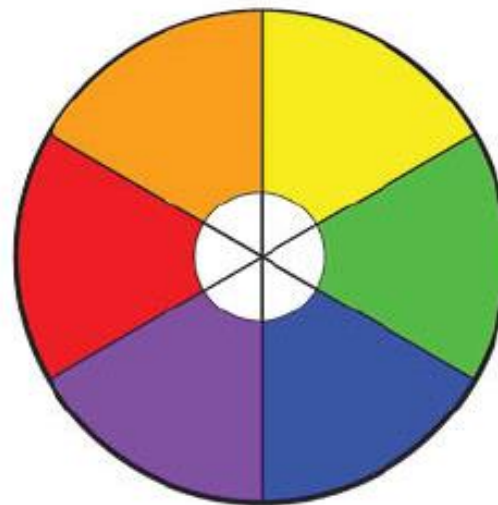
**Green, Purple and Orange** are **Secondary Colours**. These are made by mixing together two **Primary Colours**. You can see on the colour wheel below that each secondary colour sits in between the two primary colours that make it:

Red + Blue = Purple,  
Red + Yellow = Orange,  
Blue + Yellow = Green.

### COMPLEMENTARY COLOURS

Colours that are **opposite** each other on the colour wheel are called **Complementary Colours**. Each secondary colour is directly opposite the primary colour that doesn't go into making it. So red is opposite green because red is the only primary colour that doesn't go into green - blue and yellow do.

The Colour Wheel





## Aerial or Atmospheric Perspective

Look at these photographs of landscapes. Notice how the visual elements are different in the foreground to the background.



Notice how: in the background the tone becomes pale, the colours are cold, the contrast is soft, shapes and detail is small and the focus is blurry. In contrast, the foreground the tone becomes strong, the colours are warm, the contrast is strong, the shapes and detail are big and clear, and the focus is sharp.

This effect is called **aerial perspective**. Artists use this technique in their work to show distance and depth.

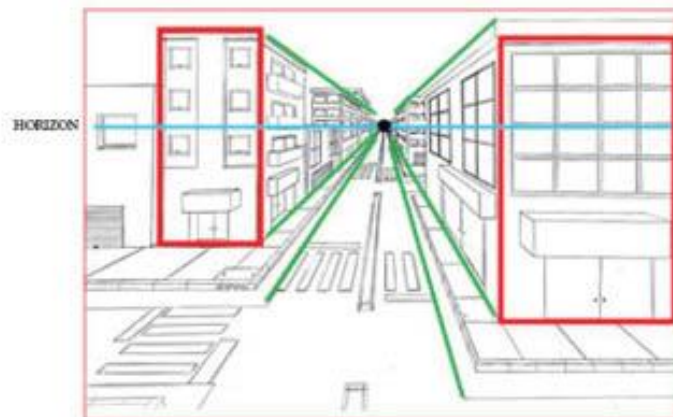


Notice how Turner has painted the distant building paler, softer and colder (1) than the one in the middle ground (2) and how bold and bright the people on the back in the foreground are (3).

## Single Point Perspective

Single (or One) Point Perspective is a method of drawing objects on a two dimensional surface to make them appear three dimensional. It uses a Vanishing Point (an imaginary point on the horizon, directly in front of the viewer's eyes).

Objects which appear "face on" to the viewer will show their true shape (e.g. the face of a cube will appear as a square, with horizontal and vertical lines), whereas the sides of the object which travel away from the viewer will show lines which travel towards the vanishing point.



Lines in red show the true shape of the object, which faces the viewer.

Lines in green show the sides of the objects, which point towards the vanishing point.

The blue line shows the horizon

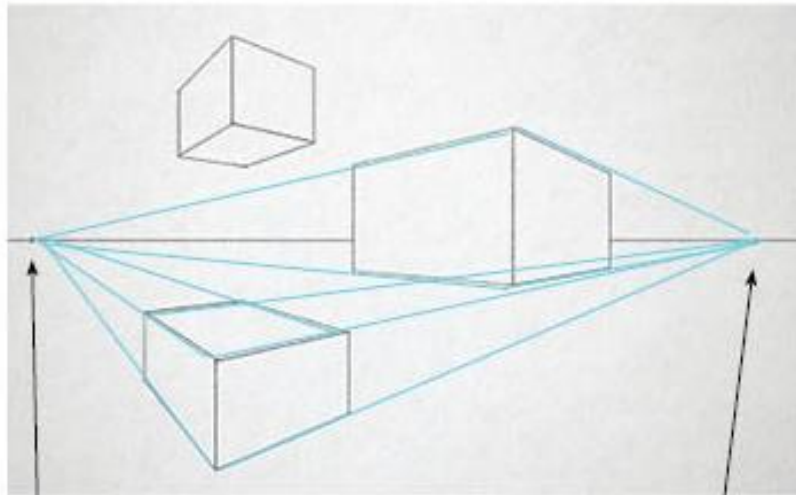
The video below shows you how to draw some simple cubes in perspective:

[https://www.youtube.com/watch?v=zrLBNYA\\_KNE&feature=youtu.be](https://www.youtube.com/watch?v=zrLBNYA_KNE&feature=youtu.be)



## Two Point Perspective

As with single point perspective, two point perspective uses the horizon and vanishing points. The only difference is that there are now two different vanishing points on the horizon. All vertical lines stay straight, and all distance lines will point to one of the two vanishing points.



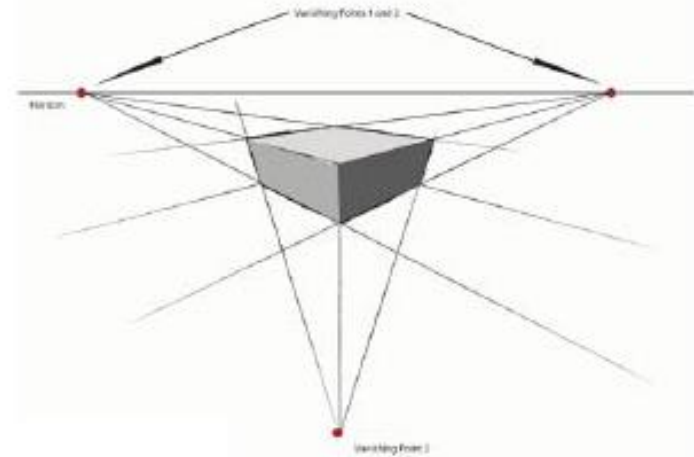
Vanishing Point #1

Notice how the **distance lines** (shown here in blue) on the above cubes point to one of the vanishing points. All of the vertical edges of the cubes remain completely straight.

Vanishing Point #2

## Three Point Perspective


Three point perspective uses - you guessed it - three vanishing points. It is not used quite as often as two or one point perspective, as it shows things from an extreme viewpoint. Imagine that you are looking up at a very tall building, or looking down from a great height.



In three point perspective, **every line** points to one of the three vanishing points. The only vertical line in the above example is the one right in the middle, showing the nearest edge of the cube.

## Understanding Architects

Use the tables on the following pages to write your findings about the characteristics of the architecture you study in this unit. One has been filled in for you as an example.

<b>Name of Architect:</b> Antoni Gaudi		<b>Nationality/Date of Birth/Death:</b> Spanish. 25 June 1852 – 10 June 1926	
<b>Famous For:</b> The Sagrada Família, Casa Mila, Parc Guell, Casa Battlo			
<b>Characteristics:</b> Gaudi was a very religious man who was inspired by the natural world - God's creation. His buildings use curved lines and resemble natural forms, such as shells, plants and flowers, caverns, mountains etc	<b>Interesting Facts:</b> The Sagrada Família, which was begun in 1883, is still unfinished, and is due to be completed in 2026 - 100 years after Gaudi's death! Quote: "The straight line belongs to man, the curved one to God"	<b>Visual Examples:</b> 	

<b>Type of Art:</b>		<b>Place of Origin:</b>	
<b>Media Used:</b>			
<b>Characteristics:</b>	<b>Interesting Facts:</b>	<b>Visual Examples:</b>	

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<b>Media Used:</b>			
<b>Characteristics:</b>	<b>Interesting Facts:</b>	<b>Visual Examples:</b>	