

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:

- Some of the characteristics of Art and Design from a range of different cultures (e.g. Australian Aboriginal, Japanese, Chinese, African, Central/South American etc).
- How symbolism is used to communicate meaning and ideas.
- How links exist between a culture and its art/design.

I CAN:

- Use a wider range of media (e.g. ink/brush/quill pen, charcoal, chalk, watercolour, poster/acrylic paint, pen/wash etc)
- Use my design skills to create compositions that relate to the cultures I have studied.

WIDER CONTEXT:

- I can understand how art from a range of different cultures has influenced art and design around the world.
- I can understand how art can be used for positive mental health.

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 and PRESENT original artwork as a response to my project.
Purple 1-2	<ul style="list-style-type: none"> • Able to research information about other artists and cultures from a provided source. I can discuss my findings in simple subject terminology. 	<ul style="list-style-type: none"> • I am willing to explore new processes and techniques. I can identify what needs improving in my own work. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • I can produce artwork that shows some creativity in response to a project. • I can make a link between my work and the research and planning I do.
Pink 3-5	<ul style="list-style-type: none"> • Able to research relevant information about other artists and cultures from a range of provided sources. • I can form an opinion and use accurate subject terminology to discuss my findings. 	<ul style="list-style-type: none"> • I am willing to experiment with media. • I can identify simple improvements that can be made to my own work. 	<ul style="list-style-type: none"> • My use of the visual elements and practical skills demonstrate care, accuracy and attention to detail. 	<ul style="list-style-type: none"> • I can make original and imaginative artwork in response to a project. • My research will show some links to my research and planning.
Blue 6-7	<ul style="list-style-type: none"> • Able to independently research relevant information about other artists and cultures. • Able to communicate an opinion and discuss my findings, showing some depth and using accurate subject terminology. 	<ul style="list-style-type: none"> • I experiment broadly with media and technique. • I am able to make changes in my work to improve it. 	<ul style="list-style-type: none"> • My use of the visual elements and practical skills demonstrate great care, accuracy and attention to detail. 	<ul style="list-style-type: none"> • I can respond to projects in a creative way taking some risks. • My work will show links to my research and planning.
Grey 8-9	<ul style="list-style-type: none"> • Able to research relevant information in depth from a range of sources. • Able to communicate a reasoned opinion and discuss my findings clearly using subject terminology. 	<ul style="list-style-type: none"> • I experiment broadly and imaginatively with media and technique. • I am able to make effective changes in my work to improve it. 	<ul style="list-style-type: none"> • My use of the visual elements and practical skills demonstrate control, accuracy and attention to detail in a range of media. 	<ul style="list-style-type: none"> • The work I produce demonstrates a skilful and personal response to my project. • I demonstrate creativity and some flair in the appropriately selected risks taken. • There are clear links to my research and planning.

The Visual Elements

The seven **Visual Elements** are the building blocks of visual art. Every piece of art you make will use some (or possibly even all) of these elements.

ELEMENT:	DESCRIPTION:	EXAMPLE:
LINE	A continuous mark. Line is used to describe the edges of objects, shapes and spaces and can be used to produce effects of tone, pattern and texture.	
SHAPE	When a line joins up with itself, a shape is formed. Shape describes the outline of an object and the space inside and outside of it. Positive space is inside the object, Negative space is outside.	
TONE	The lightness or darkness of an image or colour (sometimes called Value). It shows the shadows and highlights. Tone varies from white through greys to black and can be used to make a shape look three dimensional.	
COLOUR	Primary colours: red, blue and yellow. Secondary colours: green, orange and purple. Complimentary colours (pairs of colours opposite each other on the colour wheel): blue and orange; red and green; yellow and purple.	
FORM	The physical volume of a shape in a space. Usually 3D (like a sculpture), but can be the illusion of 3D (for example by using tone)	
PATTERN	A regular arrangement or repetition of an element (line, shape, colour, etc) or motif.	
TEXTURE	The feel of a surface or the illusion of how it appears it would feel. It might be smooth, rough, silky, furry, etc.	

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.

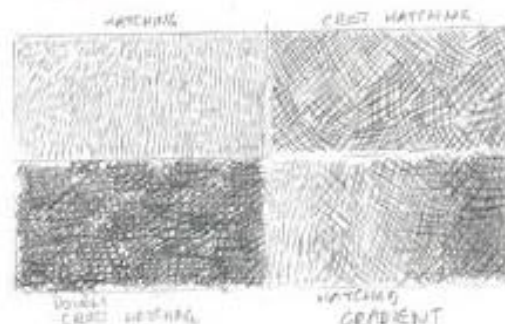
PENCIL GRADES:

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)

H (more clay, lighter)
2H, 3H, 4H etc

← HB (Hard Black) →

B (more graphite, darker)
2B, 3B, 4B etc



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

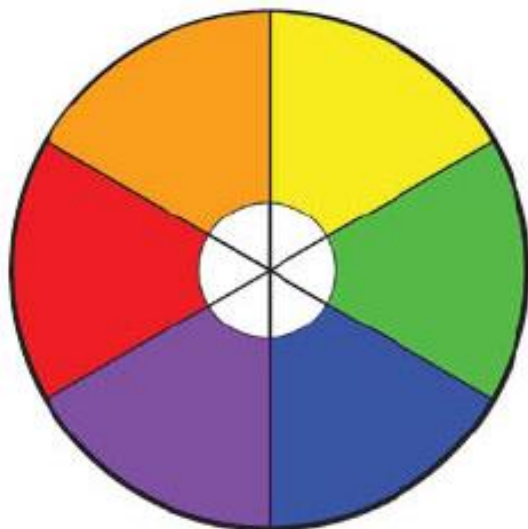
Green, Purple and Orange are **Secondary Colours**. These are made by mixing together two Primary Colours. You can see on the colour wheel below that each secondary colour sits in between the two primary colours that make it:

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



Talking and Writing About an Art Work


It is important to be able to discuss and write about art, and the work of other artists, if you are to make art of your own. Discussing the influence other art has had on your own ideas helps others to understand the art that you make. Artists often make art in response to other influences, too (what's happening in the world around them, for example). Knowing these influences gives the art work **context**, and helps with our understanding of it further.

Use the table below to fill in key information about your artist and artwork:

Name of Artist:	Name of Artwork:	Date of Artwork:
Born: Died: Nationality:	Media (what the artist used to make the artwork):	Size:
		Where is it now?
Important information about the artist's life/work:	Description of the Artwork:	Does the Artwork have a meaning? If so, what do you think that is?
Were they part of a particular Art Movement? Who/What influenced them?	Which Visual Elements do you think are most important in this artwork, and why?	What is the mood of the artwork? How do you think the artist has created this mood?

Understanding Art From Different Cultures

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

Type of Art: Australian Aboriginal		Place of Origin: Australia	
Media Used: Traditionally natural materials, including clay, wood, rock carving etc. More modern art works use modern media.			
Characteristics: Often using earthy colours like red, yellow, brown and white. Dots often used. Symbolism used for telling stories. Indigenous animals represented.	Interesting Facts: Dates back 30,000 - 40,000 years Aboriginal art is like a written language, used to tell stories of the Dreamtime, when the world was formed. Aboriginal artists are forbidden from painting stories that do not belong to them.	Visual Examples:  <small>Usually means her woman sitting</small> <small>Clump of, glass, will, rock hole, breast, W, tail or tail</small>	

Type of Art:		Place of Origin:	
Media Used:			
Characteristics:	Interesting Facts:	Visual Examples:	

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Media Used:			
Characteristics:	Interesting Facts:	Visual Examples:	

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