



Highsted Knowledge Organiser

Year 9 Art – Terms 1 & 2 Beginnings and Endings

What I need to know

You will be able to use a sketchbook to present and annotate your work, showing the clear development of ideas and skills. You will be able to record observations through photography, primary and secondary source research in a clear, coherent way. You will be able to experiment with a range of media including print making, painting, mixed media and 3-D techniques whilst exploring the formal elements. You will be taught a variety of techniques throughout the project and apply these techniques to the development of your own personal work. You will explore the formal elements and experiment with a wide range of media such as pastels, printing inks and collage, which you will begin to use more selectively as the project develops. You will be able to analyse artists and discuss their work to inform, inspire and develop their own practice. You will work in groups to evaluate your own and each other's work as it progresses and be encouraged to use critical language to express your opinions. You will make cross-curricular links, recognising how ideas and themes in Art can be universal. You will develop compositional ideas for the final piece, testing out a range of media. You will aim to create a final piece which visually realises the summation of their ideas and reflects the work of the artists you have investigated. You will be encouraged to be ambitious with the outcome, exploring a range of possibilities. You will be able to realise intentions through creating a final outcome, synthesising with artists and developing your own personal narrative in your work. You will be able to reflect on your work through self-assessment and evaluation, refining ideas and making improvements as a result.

Key Vocabulary

Line, colour, hue, tone, shape, form, space, perspective, proportion composition. Symbolism and narrative. Identity, War, Feminism, Racism, Environment. Drawing, Photography, Painting, monoprinting, polystyrene printing, collage, mixed media, conceptual, visual language, Surrealism, Figurative, Formal elements, Abstract, Complementary colours, mark making, positive/negative space, tonal value, warm/cool colours, technique, scale, monochrome, wash

Student reference point

Brief: To create a sketchbook of work and final piece based on the theme "Beginnings and/or Endings". We will be analysing **symbolic** elements in artists work from the past and present and using them as a source of inspiration. Themes may relate directly to your own personal experiences or relate to others such as War, Feminism, Racism or the Environment. We will be using a range of materials as a means of expression. Genres such as Portraiture, Landscape or Still life may be explored.

Key themes: Identity, War, Feminism, Racism, Environmental issues.

Artists inspiration: Chris Ofili, Sonia Boyce, Augustus Leopold Egg, Van Gogh, Matisse, Vicenzi, Frida Kahlo, Colin Garland, Emily Mary Osborn, Turner, Muntean and Rosenblum, Agnes Cecile, Paul Wright, Alison Lambert, Shephard Fairey, Edward Wadsworth, Edward Bawden, Hugh Ribbans, Angie Lewin.

Techniques:

- Artist analysis to develop critical thinking and explore issues and concerns. Using the content, Mood, Form, process framework. Identify with artists that you like and transcribe/synthesise.
- You will take risks using media through drawing, photography, primary and secondary source research, painting, mono printing, polystyrene printing, collage, mixed media.
- Formal Elements - Line, colour, tone, texture, pattern, composition, shape, form explored to develop confidence in the using a range of processes.
- Development of ideas to create original and diverse ideas
- Realisation of ideas, to create a confident and ambitious final piece.

Challenge question

- How will you represent the theme of 'Beginnings and Endings' through the use of symbolism?
- How can you capture a likeness in a portrait?

Suggested reading

- <https://www.tate.org.uk/>
- <https://www.npg.org.uk/>
- <https://www.nationalgallery.org.uk/>