



Highsted Knowledge Organiser

Year 11 Art – Terms 1 & 2 Rhythms and Cycles Project

What I need to know

AO1 Develop ideas through investigations, demonstrating critical understanding of sources (25%)
AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes (25%)
AO3 Record ideas, observations and insights relevant to intentions as work progresses (25%)
AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language (25%)

Key Vocabulary

Drawing, mark-making, media, form, line, tone, shape, texture and detail. Scale, space. Colour, hue, primary, tertiary, secondary and complementary colour. Cool and hot colour. Light, tint, tone and shade, monochrome. Transparent and opaque and translucent. Colour wheel, colour theory. Visual language, style, broken colour, saturated, less saturated, layers, local colour. Print making – Burnish, Mono print, Lino print, cut, layer, register, roll, reduction printing.

Student reference point

Brief: This project shows the culmination of approaches and skills that you will have developed throughout the GCSE course. You will work from a variety of starting points and personally develop ideas for an outcome. You will be encouraged to be ambitious in your approach and take risks with media, techniques and scale. Continuous evaluation of work to achieve progress will be encouraged, developing critical and creative thinking skills and reflective practice. Connection to artists is imperative as ideas evolve and develop. You will develop your knowledge of artists from a variety of different times and cultures, through investigation and analysis. Emphasis will be placed on visual language, composition, formal elements and narrative, and identifying with those you like. We will also gain inspiration from a gallery visit. Technical skills from the Portraiture project, will play an important role. In Year 11 you will be expected to work independently, when approaching the development of ideas. This will involve experimenting using a range of media including Photography, Digital manipulations such as Photo Plus, Print making, Painting and Mixed Media. You will be encouraged to take risks and develop personal concepts. Outcomes may vary from unusual viewpoints, enhancing and editing photos or expressing human presence without describing the appearance of things. Opportunities will be given to generate ideas in depth, and plan concepts towards a final outcome, whilst selecting appropriate media and techniques. You will produce one (or a series) of personal, meaningful and informed outcomes.

Artist inspiration: Jenny Saville, David Hockney, Leonora Carrington, Vanessa Bell, Chris Ofili, Lucien Freud, Hogarth, Grayson Perry, Elaine de Kooning, Francis Bacon, Banksy, Frida Kahlo, Cindy Sherman, Tamara De Lempicka, Egon Schiele, Paula Rego, Balla, Sarah Raphael, Bosch, Chuck Close, Henry Moore, Sarah Lucas, Carel Weight, Robert Rauschenberg, David Salle, Matthew Smith, Kathe Kollwitz, Richard Hamilton, Louis Le Brocqy, Matisse, Damien Hirst, David Walker, Pierre Bonnard, Arnulf Rainer, Winston Chmielinski, Francis Picabia, Charming Baker, David Choe, Eric Ravillious, Michael Nobbs, Carole Benzaken, Lucy Mckenzie, Alice Neel, Richard Hamilton, Goicolea, Euan Uglow, Shepherd Fairey, Warhol, Dora Carrington, Mary Cassatt, Picasso, Clive Head, Millais, David Salle, Fumi Nakamura, Raphael Vicenzi, Medina, Maurer, Kevin Sinnott, Schierenberg, Severini, Peter Blake, Rembrandt, Peter Howson, Vermeer, Jan Van Eyck, Lisa Milroy, Jenny Hart, De Chirico, Anthony Gormley, Takahiro Kimura, Stanley Spencer, Leonardo Da Vinci, Frank Auerbach, Anna Lea-Hucht, Elizabeth Frink, Tracey Emin, Sherin Neshat, Marco Mazzoni, Agnes Cecile, Ali Cavanagh, Marion Bolognesi, Alex Tzavaris, Barbara Kruger, Mueck, Kahlo, Rego, Ken curry, Hambling, Augustus John - Human Lifecycles, childhood, adolescence, adulthood and senility. David Prentice, Sisley, Monet, and Pissarro. Futurism; Boccioni, Tinguely. Mondrian, Miro, Rothko, Hodgkin, Hirst, and Ofili.

Techniques: Use of colour, form, tone, texture, shape, proportion, perspective and composition. Print making, drawing from direct observation, painting and colour mixing, photography and mixed media. Artist Analysis, being critical and using the Highsted Art and Design framework. Development; Working independently exploring scale, media, techniques and visual language. Realising a final piece and developing a concept. Self and Peer assessment through discussion.

Challenge question.

- How will you present a high-quality meaningful Rhythms and Cycles final piece using the formal elements?

Suggested reading

- <https://www.tate.org.uk/>
- <https://turnercontemporary.org/>
- <https://www.moma.org/>
- <https://www.art2day.co.uk/>
- <https://www.saatchigallery.com/>