



Highsted Knowledge Organiser

Year 7 Art Terms 3 & 4: Natural Forms

What I need to know

- I will be able to use proportion and tonal value accurately when drawing natural forms.
- I will understand how to refine my work applying my understanding of drawing and shading, whilst connecting to artists.
- I will understand and use the formal elements; line, tone, texture, shape, pattern and form. Demonstrating vocabulary.
- I will experiment with a variety of clay techniques to create a 3-D outcome.
- I will show my developed thoughts and ideas and plans for my final outcome. For the final outcome, I will emphasise how the form relates to the surface texture.
- I will be able to modify and refine my work as a result of assessment and evaluation.

Key Vocabulary

Drawing, mark-making, media, form, line, tone, shape, texture, detail, scale, space, colour, hue, complementary colour, cool and hot colours, score and slip, kiln, firing, slab, coil, design, illustration, slips, glaze, roll, pinch, press.

Student reference point

Brief: At the beginning of the project, you will be introduced to different approaches to drawing natural forms from direct observation and learn about the formal elements; line, tone, texture, pattern and form. You will explore drawing through a variety of exercises, working small and detailed as well as large and dynamic. In the second part of the project, your development of ideas will be used as inspiration for a ceramic outcome inspired by a variety of ceramicists. Emphasis will be placed on looking at surface texture, form and the coast for inspiration. You will be encouraged to select from either a traditional slipware or contemporary approach.

Artists inspiration: Henry Moore, Ernst Haeckel, Helena Goldwater, Kate Wilson, Peter Randall.

Ceramicist inspiration: Thomas Toft, Ralph Toft (Traditional English slipware), Stephen Dixon, James Tower, Bernard Leach, Micheal Cardew, Shoji Hamada, Takeshi Yasuda, Lucie Rie, Hans Coper, Jacqueline Poncelet, Alison Britton, Elizabeth Fritsch, Grayson Perry, Janice Tchalenko, Midori Takaki, Keith Brymer-Jones, Cherry Tewfik, Wendy Kershaw, Kate Malone, Heather Knight, Lorna Fraser.

Techniques: (See slides and video demonstrations on PowerPoint)

- Knowledge of ceramicists and researching ceramics in the form of a title page using coloured pencils/mixed media. Key vocabulary. (PowerPoint 1 Slides 4 – 13)
- Experimentation using natural forms and drawing. Focus: Tone and form (PowerPoint 1 Video Slide 21)
- Exploration of polystyrene printing and colour (PowerPoint 1 Video slide 28)
- Initial Ideas and Development of ideas (PowerPoint 1 Video Slide 32 and 37)
- Construction and clay. Focus: Shape, pattern and form (PowerPoint 1 video slide 43 and PowerPoint 2 7,8,9)
- Glazes: Technical understanding about making and firing (PowerPoint 2 video slide 6 and slide 15)
- Critique and discussion about art work (PowerPoint 2 Slide 25)

Challenge question

- What is Kate Malone's objective in Mr and Mrs Tutti Fruity?
- What do you notice about the arrangements of the patterns and images on the ceramics by Staffordshire Slipware Potters 17th Century?

Suggested reading

- 500 Ceramic Sculptures, Contemporary Practice, Singular Works (Copy in the Art rooms)
- The Potter's Art, Garth Clark (Copy in the Art rooms)
- Victoria and Albert Museum – Ceramics (biggest in the world!) <https://www.vam.ac.uk/>
- Crafts Council, London. <https://www.craftscouncil.org.uk/>