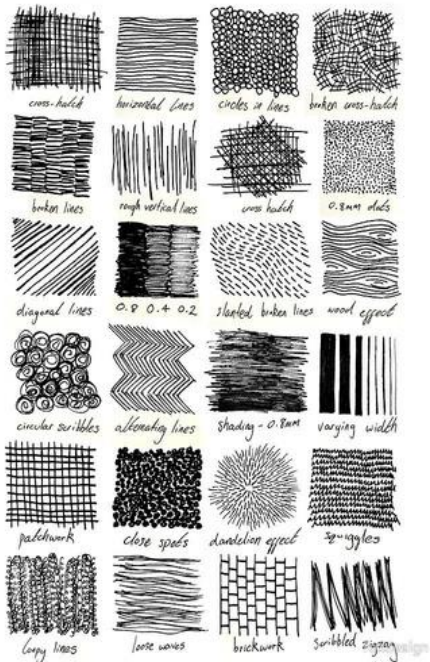
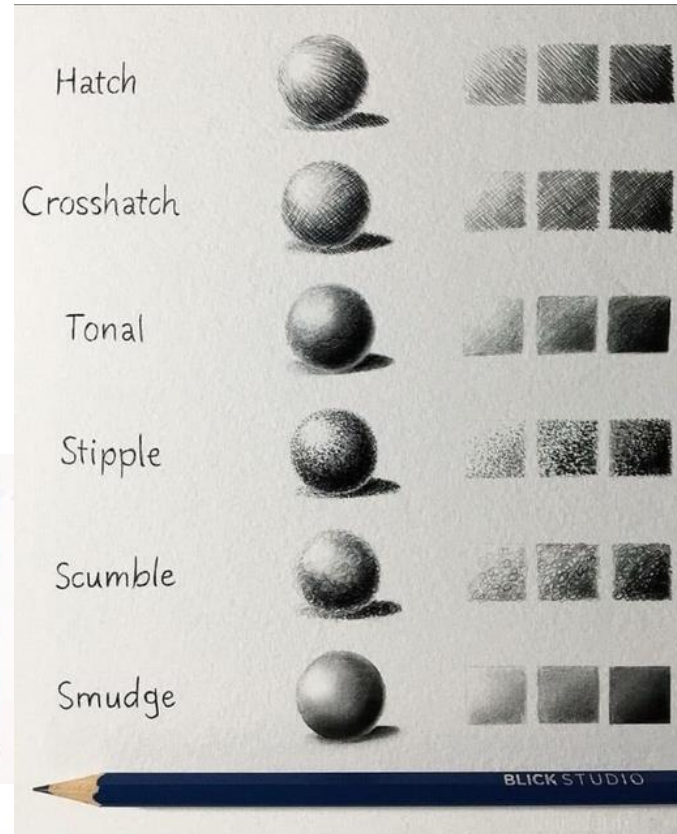
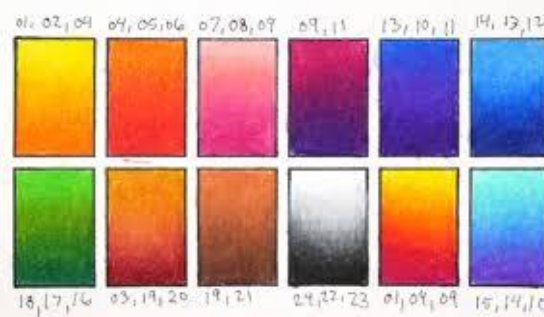
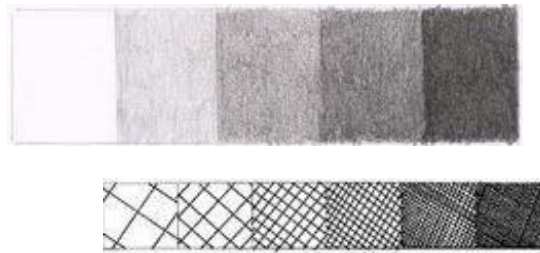
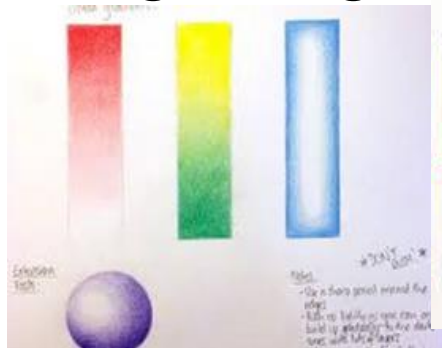




# Year 7 Cycle 3 Art & Culture Knowledge Organiser

## Key Techniques

Shading  
Cross hatching  
Stippling  
Blending



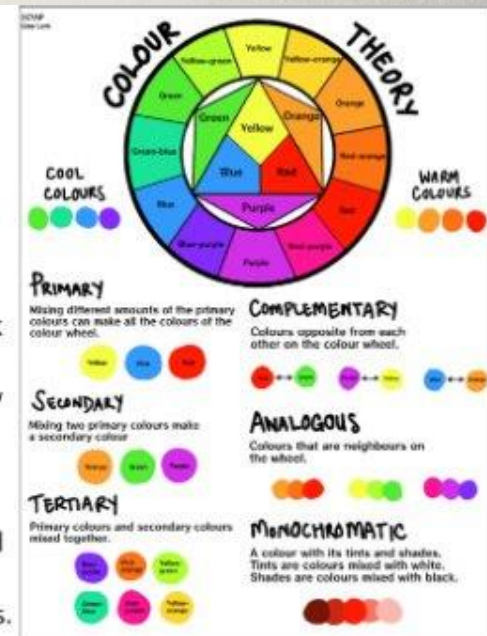
## Formal Elements

**ART KEY WORDS**

Line  
Tone  
Colour  
Texture  
Pattern  
Shape  
Form



**Tonal Drawing:**  
Drawings that show a full range of tones, or shades, look more realistic.  
Good tonal drawings will show at least five different shades, smooth blending and no dark edges or outlines.  
B pencils are soft and dark and more suitable than H pencils for shading and tonal drawings.



## Knowledge Quiz/ Key Words Revision

Revise the key words and their meaning ready for an assessment in class .

**Mask** – An object worn over the face, often used in art and culture to represent identity, ritual, or transformation.

**Culture** – The beliefs, traditions, art, and customs shared by a group of people.

**Identity** – How a person or group sees themselves, often explored through masks in art.

**Tradition** – Practices and customs passed down through generations, often linked to cultural mask-making.

**Ritual** – A ceremonial action or performance where masks may be used for spiritual, social, or cultural meaning.

**Symbolism** – The use of images or objects, such as masks, to represent deeper meanings or ideas.

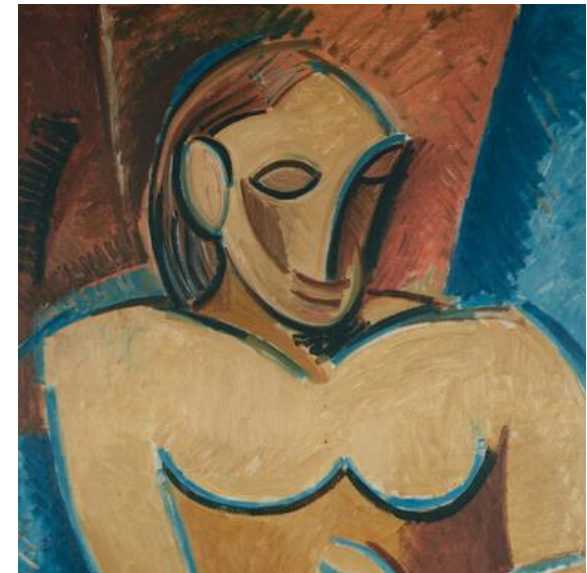
**Materials** – The resources used to create masks, such as wood, fabric, clay, metal, or found objects.

**Craftsmanship** – The skill and care involved in making masks by hand.

**Pattern** – Repeated shapes, lines, or colours used to decorate masks and reflect cultural styles.

**Colour** – Used in masks to express emotion, status, or symbolic meaning.

**Ceremony** – A formal cultural event where masks are worn.



# Materials & Tools

- Drawing pencils (HB, 2B, 4B, 6B)
- Watercolour/ acrylic paint
- Brushes (round, flat)
- Sketchbook
- Charcoal & oil pastels
- Printing block and ink
- Collage
- Clay and clay tools

# Assessment: To Be Successful You Should...

- ✓ Use a range of mark-making and shading
- ✓ Show accurate observation of real objects
- ✓ Use the formal elements clearly



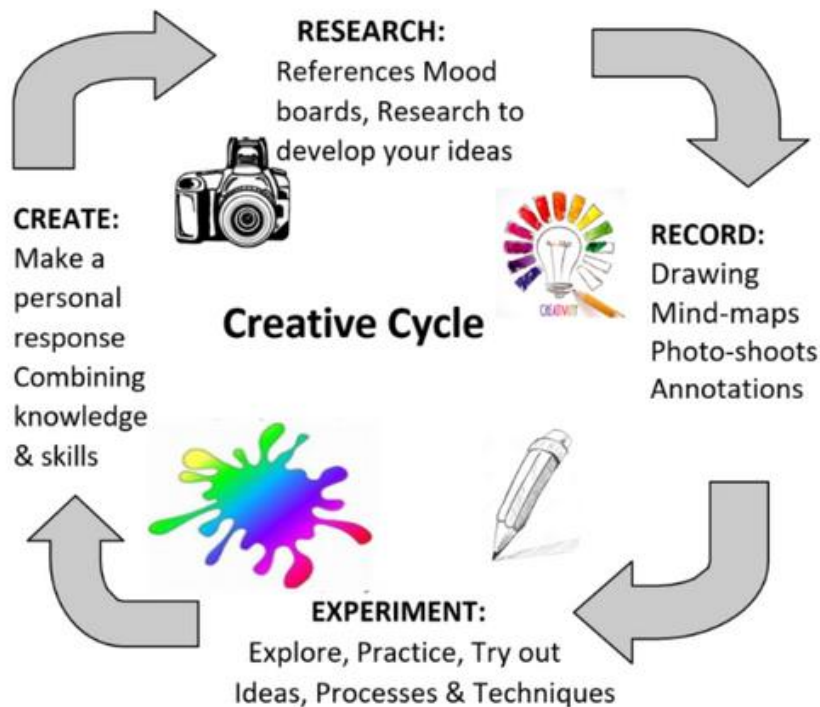
## ESW KS3 Art & Design

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## Assessment Grid

### Grade Descriptors:

BTS = 1-4 : Beginning to work towards the expected standard  
 WTS = 5-8 : Working towards the expected standard  
 EXS = 9-12 : Working at the expected standard  
 GDS = 13-16 : Working at greater depth



| Knowledge & Skills | Research<br><i>Artist research. Critical thinking skills Use of specialist vocabulary.</i>                                                      | Experiment<br><i>Trial materials &amp; techniques. Using the elements of art. Sketchbook annotations.</i>                                                                | Record<br><i>Record observations. Drawings. Designs. Photography.</i>                                                                                | Create<br><i>Personal response. Apply &amp; refine knowledge, skills &amp; techniques.</i>                                      |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| 1<br>BTS           | A limited ability to present information & label works of art.                                                                                  | A limited ability to experiment with the formal elements & techniques showing basic control.                                                                             | A limited ability to record observations and ideas. Drawings show basic control.                                                                     | A limited ability to create a personal response demonstrating basic skills and control.                                         |
| 2<br>WTS           | A moderate ability to research, present information & describe works of art.                                                                    | A moderate ability to experiment with the formal elements & techniques showing some control.                                                                             | A moderate ability to record observations and ideas using different skills & techniques. Drawings show some control and expression.                  | A moderate ability to create a personal response, applying knowledge, skills and techniques with some control.                  |
| 3<br>EXS           | A consistent ability to research, present information & describe works of art using specialist vocabulary.                                      | A consistent ability to experiment with the formal elements & techniques showing consistent control. Sketchbook annotations show self-reflection.                        | A consistent ability to record observations and ideas using a range of skills & techniques. Drawings show reasonable accuracy, control & expression. | A consistent ability to create a personal response applying knowledge, skills and techniques with control.                      |
| 4<br>GDS           | A highly developed ability to research, present information & describe works of art and their contexts, using a range of specialist vocabulary. | A highly developed ability to experiment with the formal elements & techniques showing confidence & control. Sketchbook annotations show self-reflection and evaluation. | A highly developed ability to record observations and ideas using a range of skills & techniques. Drawings show accuracy, control & expression.      | A highly developed ability to create a personal response applying knowledge, skills and techniques with confidence and control. |

|         |                                                                                                                                                                                                                                                                   |     |     |                                                |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|------------------------------------------------|
| Cycle 1 | / 4                                                                                                                                                                                                                                                               | / 4 | / 4 | /                                              |
|         | 4                                                                                                                                                                                                                                                                 |     |     |                                                |
|         | <input type="checkbox"/> More consistent effort is needed during your art lessons.<br><input type="checkbox"/> Some good effort - try to complete / refine your work more consistently.<br><input type="checkbox"/> Fantastic effort & progress with your skills. |     |     | <b>TOTAL:</b> /16<br><b>ATL Grade:</b> 1 2 3 4 |