

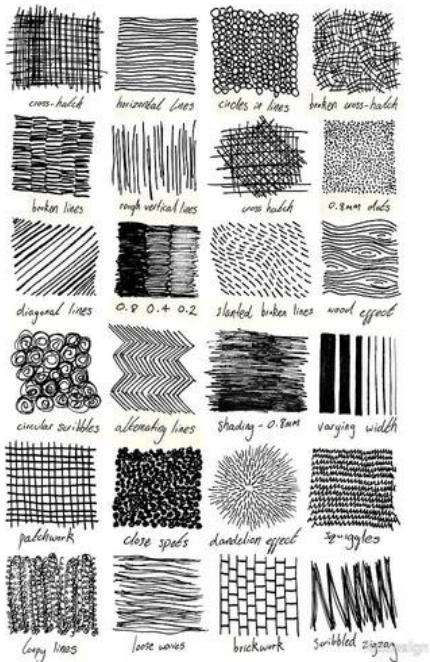
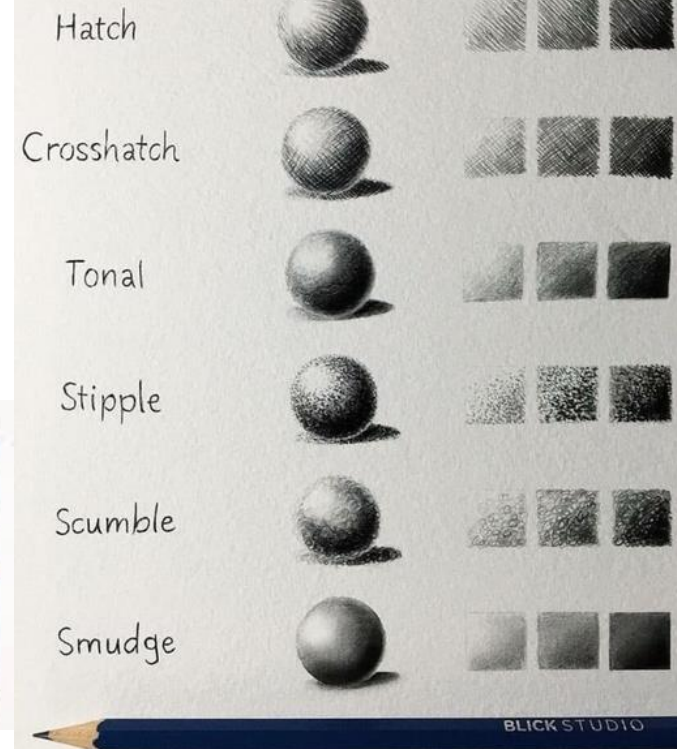
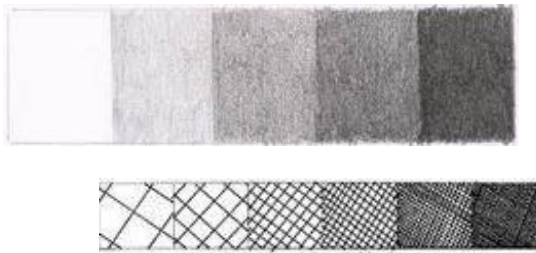
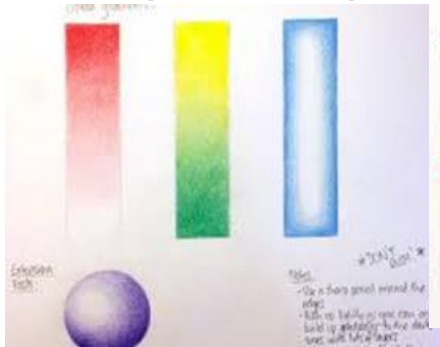


Year 7 Cycle 2

Landscapes - Making Sense Knowledge Organiser

Key Techniques

Shading
Cross hatching
Stippling
Blending



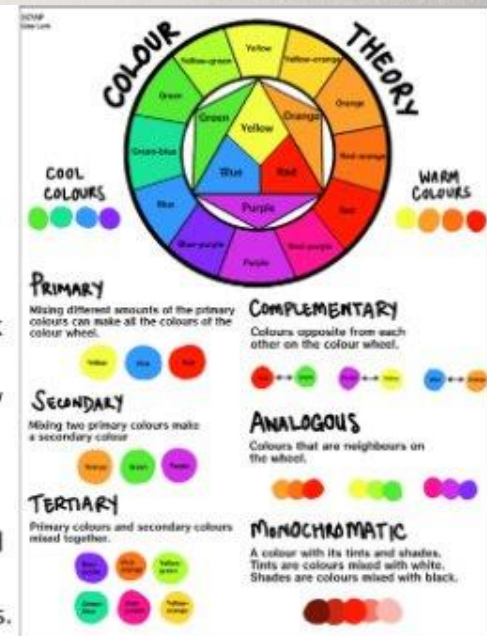
Formal Elements

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 .

Foreground – The part of a landscape artwork that appears closest to the viewer. It often contains the most detail and helps draw the viewer into the scene.

Middle Ground – The area of a landscape that lies between the foreground and background. It often contains the main subject and helps connect the foreground to the background.

Background – The part of a landscape artwork that appears furthest away. It often includes the horizon line, sky, or distant landforms and creates a sense of depth.

Horizon Line – The line where the land or sea appears to meet the sky, often used as a key reference point in landscape composition.

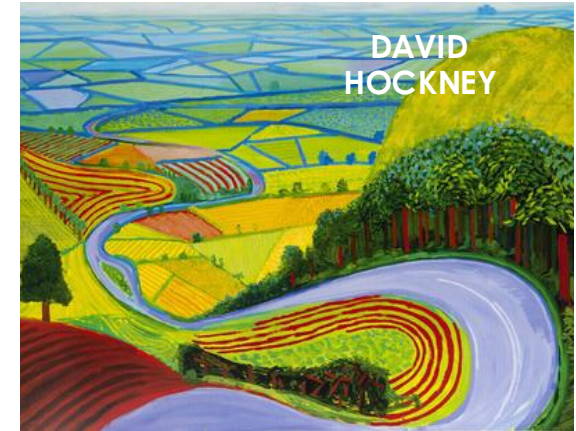
Landscape Art – Landscape art is the depiction of natural scenery such as mountains, valleys, trees, rivers, and countryside, showing the relationship between nature and the environment.

David Hockney – A British artist known for bright, colourful landscape paintings that explore space, perspective, and the natural world.

J.M.W. Turner – A British landscape painter famous for his dramatic use of colour and light to portray weather, seascapes, and the power of nature.

Perspective – A technique used in landscape art to create the illusion of depth and distance on a flat surface.

Atmosphere – The mood or feeling in a landscape artwork, created through the use of colour, light, and tone.



Texture – The surface quality of an artwork, either real or implied, used to show details such as rough rocks, soft grass, or flowing water.

Tone – The lightness or darkness of colours in a landscape, used to create depth, form, and atmosphere.

Primary Colours – Red, blue, and yellow. These colours cannot be mixed from other colours and are used to create all other colours.

Secondary Colours – Green, orange, and purple. These colours are made by mixing two primary colours together.

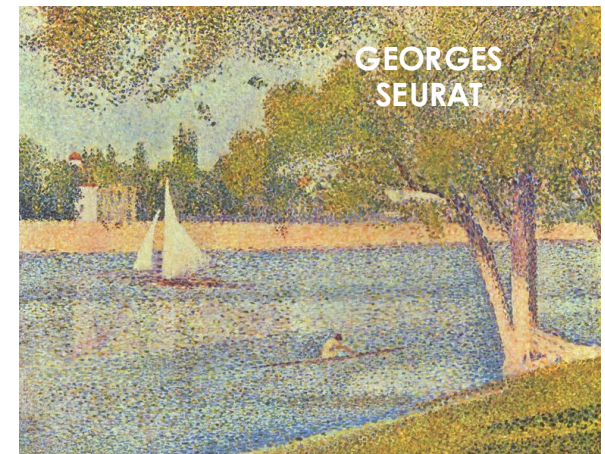
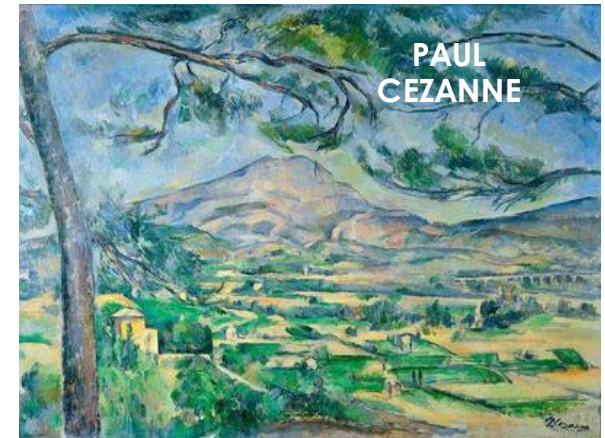
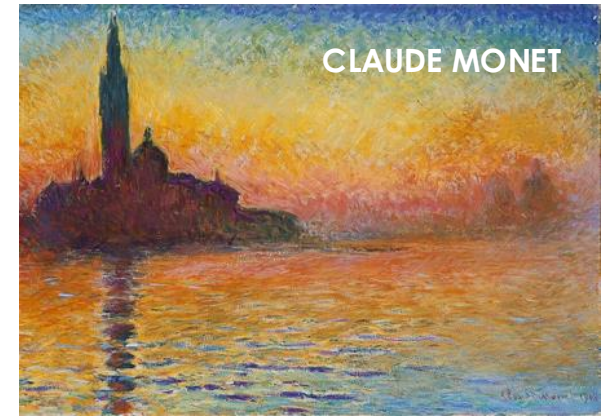
Brushstrokes – The marks made by a brush, which can be loose or detailed, helping to suggest movement, texture, and energy in a landscape.

Composition – The arrangement of visual elements in a landscape, including balance, focal points, and the placement of foreground, middle ground, and background.

Scale – The size relationship between objects in a landscape, used to show distance and importance.

Depth – The illusion of three-dimensional space in a landscape artwork.

Viewpoint – The position from which the landscape is seen, such as bird's-eye view or eye level.



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



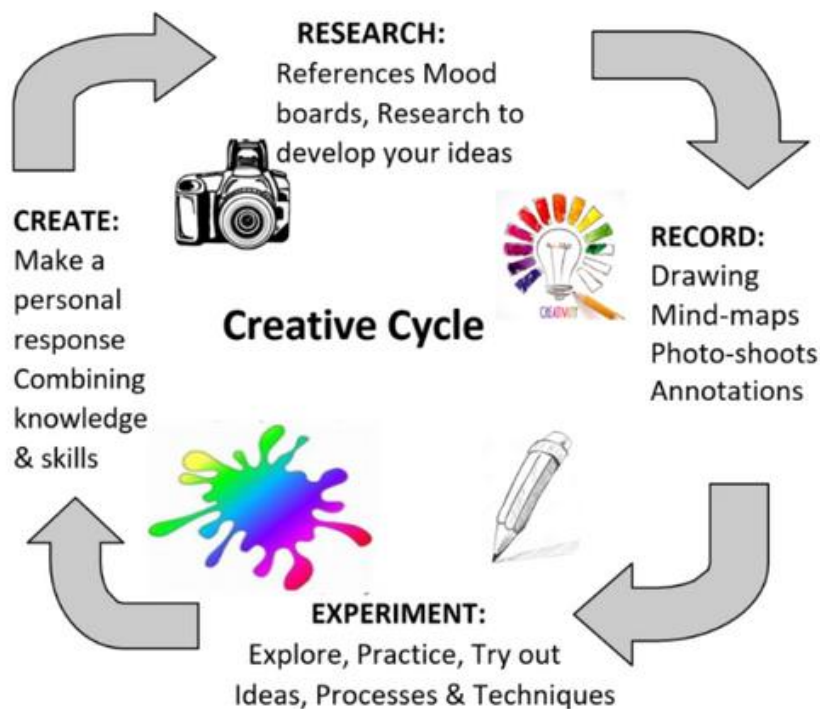
ESW KS3 Art & Design

ar

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 <i>Artist research. Critical thinking skills Use of specialist vocabulary.</i>	Experiment <i>Trial materials & techniques. Using the elements of art. Sketchbook annotations.</i>	Record <i>Record observations. Drawings. Designs. Photography.</i>	Create <i>Personal response. Apply & refine knowledge, skills & techniques.</i>
1 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 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 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 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		4	
	☐ More consistent effort is needed during your art lessons. ☐ Some good effort - try to complete / refine your work more consistently. ☐ Fantastic effort & progress with your skills.			TOTAL: /16 ATL Grade: 1 2 3 4