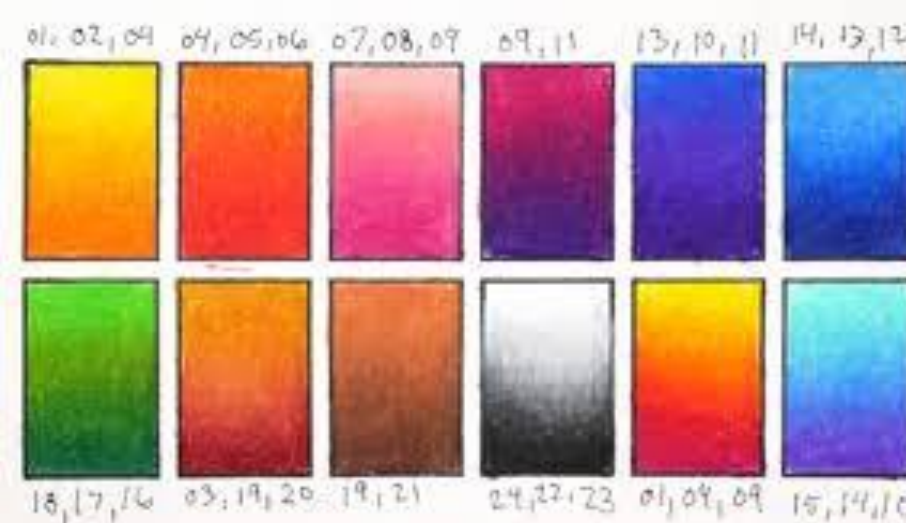
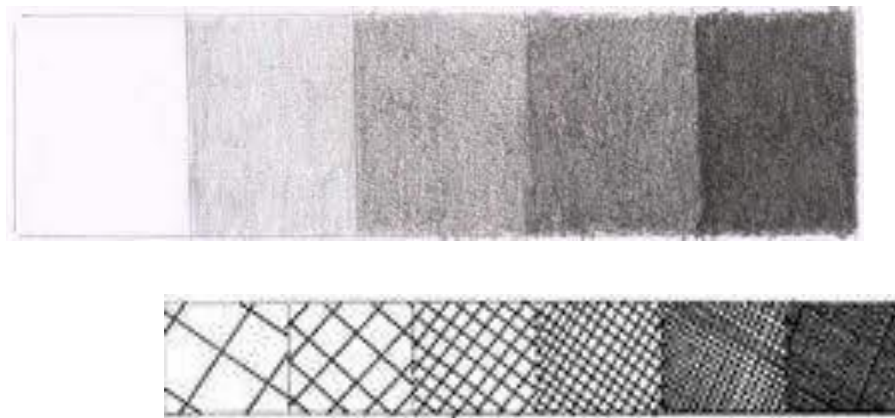
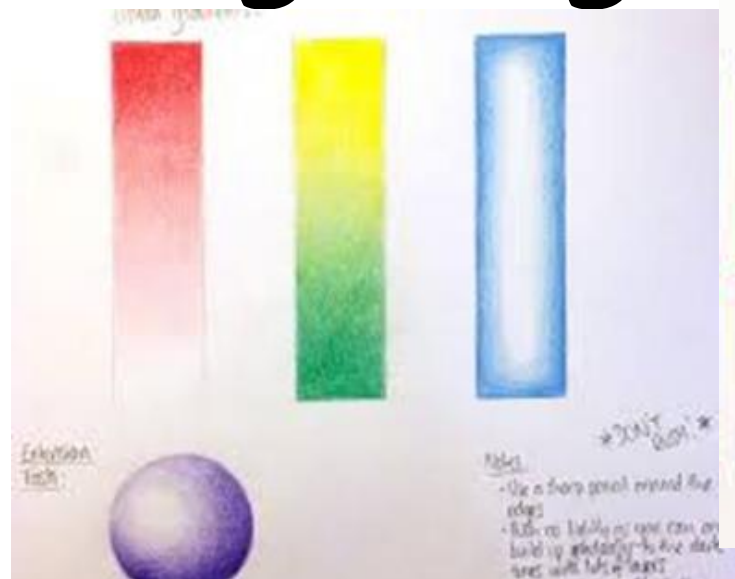


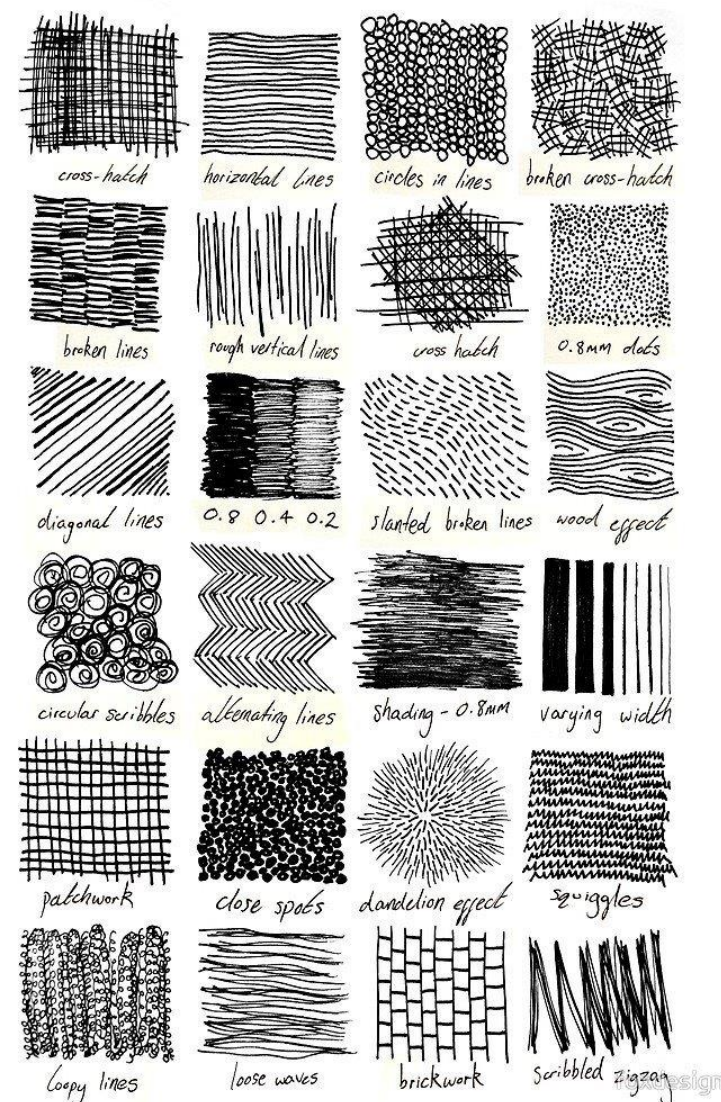
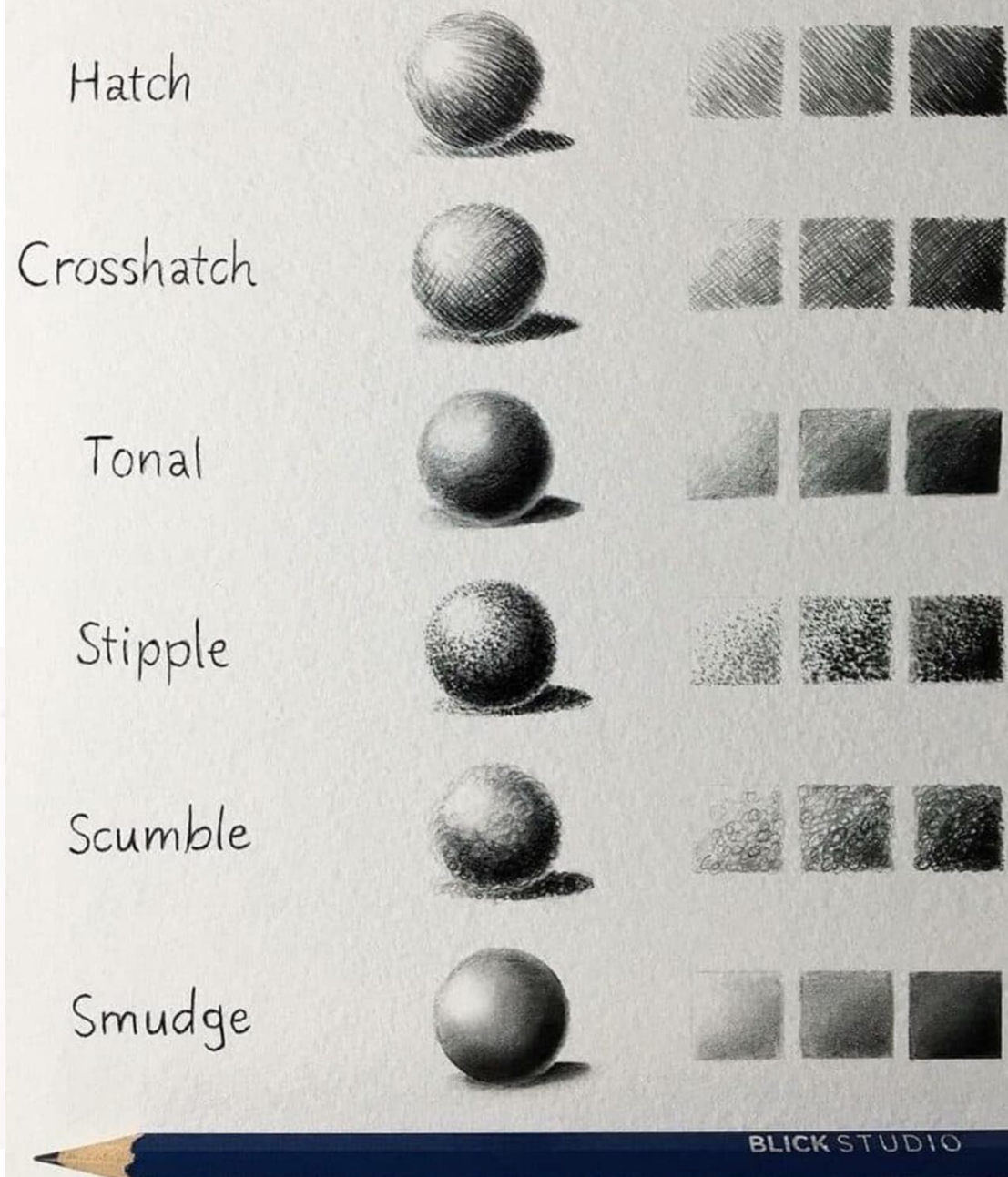


# Year 8 Cycle 2 Arts & Crafts Knowledge organiser

**Key Techniques**  
Shading  
Cross hatching  
Stippling  
Blending



Hatch  
Crosshatch  
Tonal  
Stipple  
Scumble  
Smudge



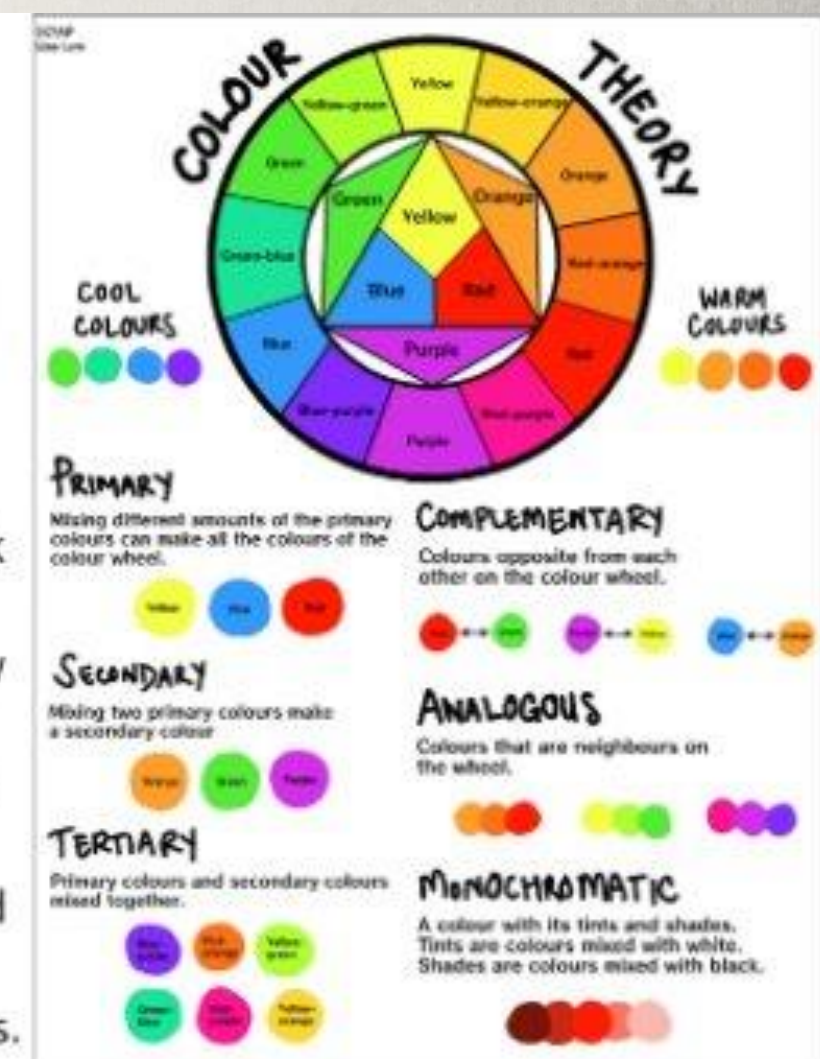
## Formal Elements

**ART KEY WORDS**

Line  
Tone  
Colour  
Texture  
Pattern  
Shape  
Form



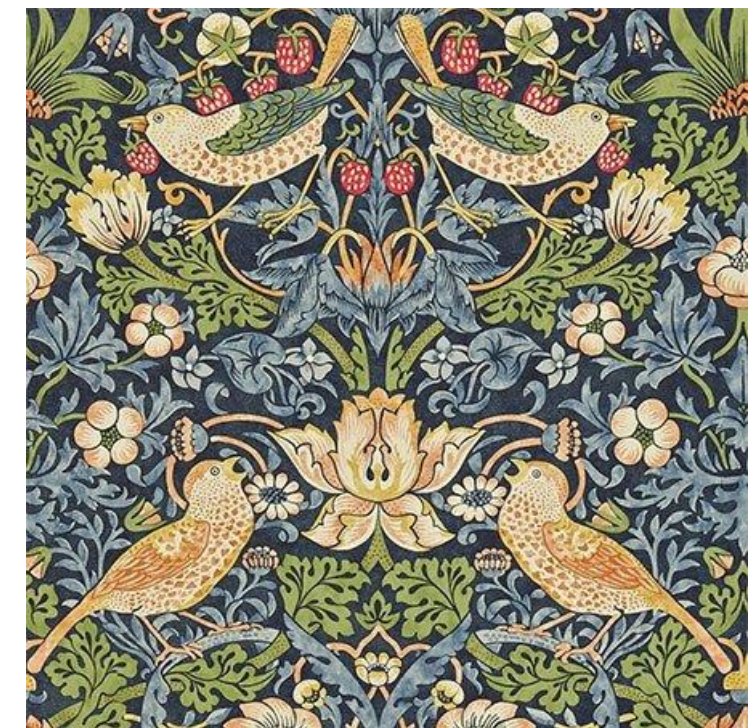
**Tonal Drawing:**  
Drawings that show a full range of *tones*, or shades, look more realistic.  
Good tonal drawings will show at least five different shades, smooth blending and no dark edges or outlines.  
B pencils are soft and dark and more suitable than H pencils for shading and tonal drawings.



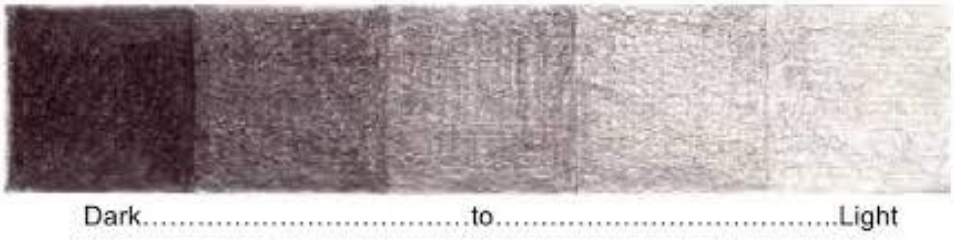
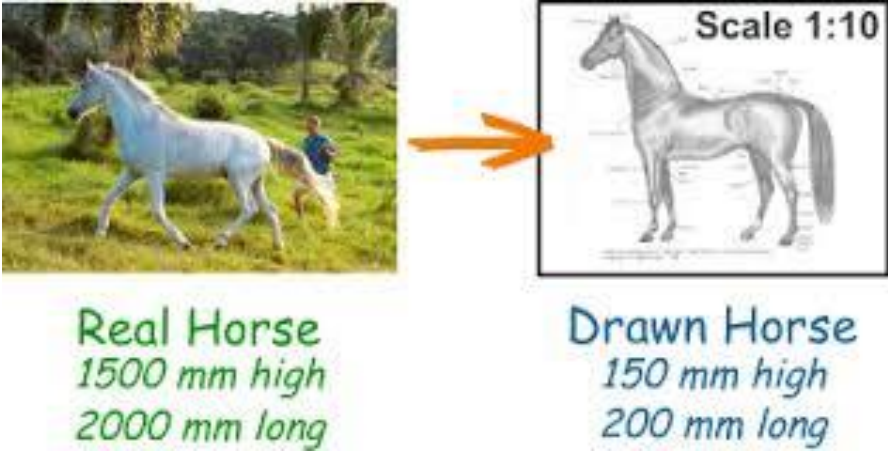
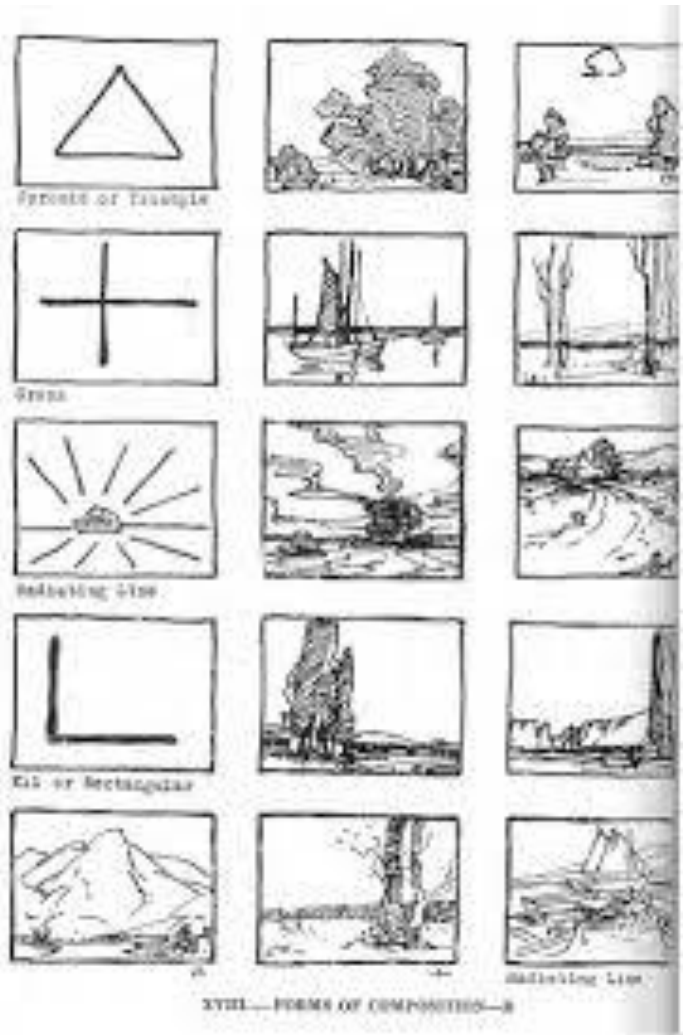
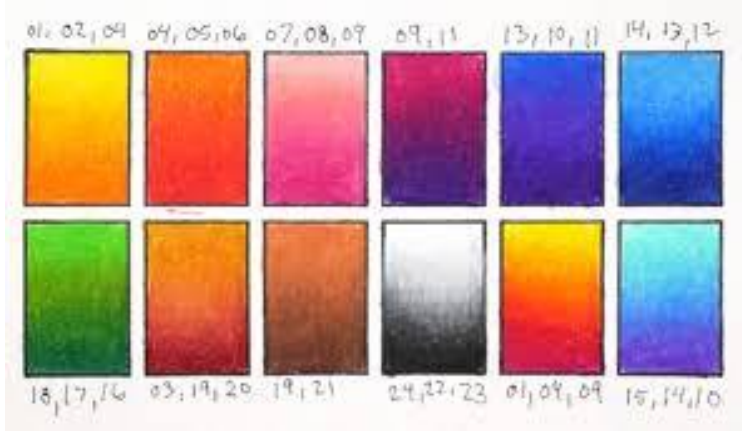
# Knowledge Quiz/ Key words revision

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

- **Mark making**- describes the different lines, dots, **marks**, patterns, and textures we create in an art.
- **Proportion**- is the accuracy and the sizes of one object to another.
- **Colour blending**-Two or more **colours** are mixed/ worked together or on top of each other.
- **Scale** - the principle of **scale** refers to the relative size of one object compared to another, typically the size of the **artwork**
- **Form** - In terms of **art**, **form** refers to objects that are 3-Dimensional, or have length, width, and height.
- **Sculptor** – a person who creates **sculptures** out of material such as wood, clay, metal, or stone.
- **Decorative Arts** - are arts or crafts whose purpose is the design and manufacture of objects that are both beautiful and functional.
- **Functional Art** – Something which is both beautiful and useful.
- **Tessellation** – is a geometric pattern which repeats itself continuously.
- **Traditional Crafts** - Practices which employ skilled use of hand tools and an understanding of material and have their roots in traditional functional design.
- **Ceramics** – is a term used to describe decorative objects made out of clay and made permanent by heat.
- **Mixed Media** - is a term used to describe artworks composed from a combination of different media or materials.
- **Aztecs** - (1325–1521) The Aztecs called themselves the Mexica—the root of the name for today's Mexico.
- **Islamic Tile Design**- Islamic geometric patterns are one of the major forms of Islamic ornament, which tends to avoid using figurative images, as it is forbidden to create a representation of an important Islamic figure according to many holy scriptures.
- **William Morris** - (24 March 1834 – 3 October 1896) was a British textile designer, poet, artist, novelist, architectural conservationist, printer, translator and socialist activist associated with the British [Arts and Crafts Movement](#).
- **Clarice Cliff** - (20 January 1899 – 23 October 1972) was an English [ceramic artist](#) and designer. Active from 1922-to 1963, Cliff became the head of the factory creative department. She was part of the Art Deco Movement.
- **Grayson Perry** - [CBE RA](#) (born 24 March 1960) is an English contemporary artist, writer and broadcaster. He is known for his ceramic vases, tapestries<sup>[1]</sup> and [cross-dressing](#), as well as his observations of the contemporary arts scene, and for dissecting British "prejudices, fashions and foibles".



- **Composition** - is the term given to a **complete work of art** and, more specifically, to the way in which all its elements work together to produce an overall effect.
- **Design** - shapes and creates ideas to become practical solutions and propositions for customers and users.
- **Proportion**- is the accuracy and the sizes of one object to another.
- **Experimentation** – is exploring new and different ideas using a range of media and materials.
- **Mixed Media** - is a term used to describe artworks composed from a combination of different media or materials.
- **Colour blending** -Two or more **colours** that are mixed or worked together or on top of each other.
- **Scale** - the principle of **scale** refers to the relative size of one object compared to another, typically the size of the **artwork**
- **Tonal blending** - It is the technique of gently intermingling two or more shades/tones to create a gradual transition or to soften lines.
- **Pattern**- is a design where lines, shapes, forms, or colours are repeated. The part that is repeated is called a "motif," and patterns can be either regular (predictable repetition) or irregular
- **Art** – Creating something that is aesthetically pleasing, e.g a painting or sculpture
- **Craft** - Creating something that is aesthetically pleasing but also has a use, e.g a vase for holding flowers or an embroidered bag
- 



# 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
- ✓ Present work neatly and thoughtfully
- ✓ Use art vocabulary in written annotations

## ESW KS3 Art & Design

### 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

### Assessment Grid

| Knowledge & Skills | Research<br><i>Artist research.<br/>Critical thinking skills<br/>Use of specialist vocabulary.</i>                                              | Experiment<br><i>Trial materials &amp; techniques.<br/>Using the elements of art.<br/>Sketchbook annotations.</i>                                                        | Record<br><i>Record observations.<br/>Drawings.<br/>Designs.<br/>Photography.</i>                                                                    | Create<br><i>Personal response.<br/>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: /16</b><br><b>ATL Grade: 1 2 3 4</b> |

