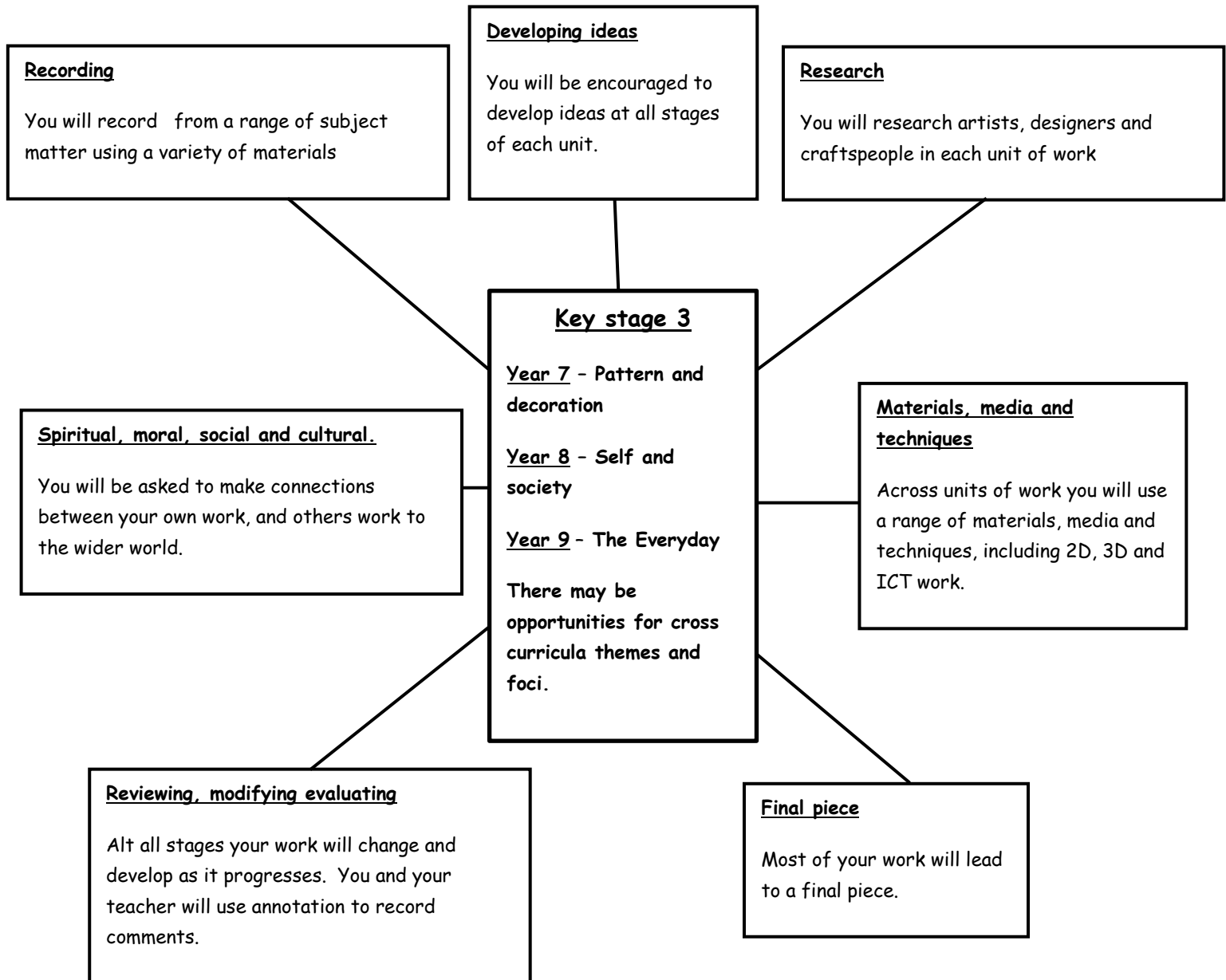


King Edward VI School, Lichfield Art and Design - The big picture

Key Stage 3 (year 7, 8 and 9.)

Each year you will be given a broad theme Year 7, 'Pattern and decoration', year 8 'Self and society,' or year 9 'The Everyday.' Every term you will work on a new project relating to the theme. These projects will be different from teacher to teacher but all students will learn the same skills. There will be lots of opportunities to work in all the categories below in each term although the emphasis may change.



Assessment

Students are assessed both summatively (End of project basis) and also formatively using participation in lessons, homework and half termly unit marking to assess progress against a minimum of one assessment criteria.

Homework

Homework is set as and when each individual project requires, but the table below shows an approximate.

ART & DESIGN				
Homework set	Method of assessment	Approx time to complete task	Timescale for completion	Frequency of task
Research	Marked by teacher against department and national criteria	1-2 hours	At least 1 week but more likely 2 weeks	Approx 2 per term
Skills practice/finishing class work	As above	1 hour	As above	Approx 2 times per term
Collecting resources	N/A	N/A	N/A	N/A

Please find below, learning and literacy mats to help students complete their research based homework's.

Writing about Art work

<p>Formal elements in art</p> <p>The Formal Elements are the parts used to make a piece of artwork. These are:</p> <ul style="list-style-type: none"> Pattern -A design that is created by repeating lines, shapes, tones or colours. Colour - Red, yellow and blue are primary colours, which means they can't be mixed using any other colours. In theory, all other colours can be mixed from these three colours. Two primary colours mixed together make a secondary colour. Texture-This is to do with the surface quality of something, the way something feels or looks like it feels. Tone- This refers to the lightness or darkness of something. This could be a shade or how dark or light a colour appears. The parts of the object on which the light is strongest are called highlights and the darker areas are called shadows. There will be a range of tones in between the highlights and shadows. Form -Form is a three dimensional shape, such as a cube, sphere or cone. Sculpture and 3D design are about creating forms. In 2D artworks, tone and perspective can be used to create an illusion of form. Shape- the external form, contours, or outline of someone or something. Line-Line can be used to show many different qualities, such as: Contours – showing the shape and form of something Feelings or expressions – a short hard line gives a different feeling to a flowing one. 	<p>Analysing \ sentence starters.</p> <p>My eye is lead toby.....</p> <p>My eye goes to.....because.....</p> <p>The..... leads my eye to.....</p> <p>The paint has been applied.....</p> <p>The texture of the work looks.....</p> <p>The strong use of..... makes thestand out.</p> <p>Thebackground.....</p> <p>The use of.....gives a sense of.....</p> <p>This image reminds me of.....</p> <p>I like..... because.....</p> <p>I dislike because.....</p> <p>This work links to my class work because.....</p> <p>Theinspire me.....</p> <p>The expression of..... reminds me of.....</p> <p>The work is about.....</p> <p>The artist/designer/craftsperson has....</p> <p>The title implies.....</p>	<p>Comparison</p> <p>Compared with...</p> <p>Similarly....</p> <p>In the same way...</p> <p>Likewise....</p> <p>Equally....</p> <p>As with....</p> <p>.....are similar in that...</p>
	<p>Examples</p> <p>For example.....</p> <p>For instance.....</p> <p>Such as.....</p> <p>..... as can be seen</p>	<p>Contrasting</p> <p>However...</p> <p>On the other hand....</p> <p>...although....</p> <p>Despite this....</p> <p>On the contrary...</p> <p>Instead...</p> <p>As for...</p> <p>.....whereas ...</p> <p>.....while...</p>
	<p>Emphasising</p> <p>Mainly</p> <p>Mostly</p> <p>Usually</p>	
<p>Key words:</p> <p>Repeated pattern, Design, Regular, Decorative, Warm, Cold, Monochromatic, Bold, Bright, Dull, Subtle, Pastel, Rough ,Smooth, Thick, Course, Spiky, Highlights, Shadows, Shade, 3D, Outline, Solid shape, movements, mark making, broken line, short line, thick line, dashes, scale, proportion, detail, tone, texture, colour, shape, form, line, directional shading, mood, composition.</p>		

Presenting Art work

<u>Presentation of Artist Research.</u>	<u>Core Targets</u>	<u>Checking for the basics</u>
<p>When presenting your work you must include the following things:</p> <ol style="list-style-type: none">1. A title (artist's name).2. Colour images of the artist's work.3. Your own work – drawing etc. that links to artists work.4. Annotations:<ul style="list-style-type: none">• Your own analysis and opinions of artists work.• Include the five 'W' and how! Who what when where why?• Conclusion of how you have been influenced by the work.• Explain how the artist has used visual language. <p>The presentation of your work should link to the project and the artist's work. You should look at the colour and style the artist has used, don't use inappropriate materials.</p>	<p>Correct use of spelling and grammar.</p> <p>Different lengths of sentences.</p> <p>Correct use of terminology/keywords</p> <p>Extended writing - not one word answers.</p> <p>Discuss the use of formal elements in your work.</p> <p>Give and justify your opinions.</p> <p>Understand the artist use of Visual Language</p> <p>Understand how you have interpreted Visual Language.</p>	<ul style="list-style-type: none">• Every sentence must start with a CAPITAL letter.• Every sentence must end with some form of punctuation .!?• Proper nouns need capital letters e.g. Lichfield, February and Mr Jones.• When writing titles of art work, books etc.; <ol style="list-style-type: none">1. Capitalise the first word2. Capitalise and main/important words3. Don't capitalise minor words such as 'and' 'of' or 'the'

Visual Language

Visual language is a system of communication using visual elements.

Understand how artist are trying to convey messages and concepts through art work: interpret this into your own work

As of autumn 2015, new students starting in Year 7 will be assessed using the following banding

Year 7	Foundation	Secure	Advanced	Exceptional
<p><u>Develop Ideas</u></p> <p>Develop ideas through investigations, demonstrating critical understanding Of sources</p>	<p>Minimal ability to develop ideas through investigations.</p> <p>Minimal ability to demonstrate critical understanding of sources.</p>	<p>Some ability to develop ideas through purposeful investigations.</p> <p>Limited ability to demonstrate critical understanding of sources.</p>	<p>A generally consistent ability to effectively develop ideas through purposeful investigations.</p> <p>A generally consistent ability to demonstrate critical understanding of sources.</p>	<p>A consistent ability to effectively develop ideas through purposeful investigations.</p> <p>A consistent ability to demonstrate critical understanding of sources.</p>
<p><u>Materials and Processes</u></p> <p>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>	<p>Minimal ability to refine ideas.</p> <p>Minimal ability to select and experiment with appropriate media, materials, techniques and processes.</p>	<p>Some ability to refine ideas.</p> <p>Some ability to select and experiment with appropriate media, materials, techniques and processes.</p>	<p>A generally consistent ability to thoughtfully refine ideas.</p> <p>A generally consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.</p>	<p>A consistent ability to thoughtfully refine ideas.</p> <p>A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.</p>
<p><u>Skill</u></p> <p>Record ideas, observations and insights relevant to intentions as work progresses</p>	<p>Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>A generally consistent ability to effectively record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>A consistent ability to skilfully record ideas, observations and insights through drawing an annotation, and any other appropriate means relevant to intentions, as work progresses.</p>
<p><u>Personal Response</u></p> <p>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>	<p>Minimal ability to present a personal and meaningful response and realise intentions.</p> <p>Minimal ability to demonstrate understanding of visual language.</p>	<p>Some ability to present a personal and meaningful response and realise intentions.</p> <p>Limited ability to demonstrate understanding of visual language.</p>	<p>A generally consistent ability to effectively present a personal and meaningful response and realise intentions.</p> <p>A generally consistent ability to demonstrate understanding of visual language.</p>	<p>A consistent ability to competently present a personal and meaningful response and realise intentions.</p> <p>A consistent ability to demonstrate understanding of visual language.</p>