

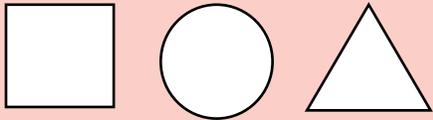
Art KS3 What are the formal elements?

The **formal elements** are the key ingredients when creating any piece of artwork. They are known as **line, tone, texture, shape, form, pattern, space** and **colour**.

Line: a mark or stroke, such as dashed, dotted, straight, curved etc.



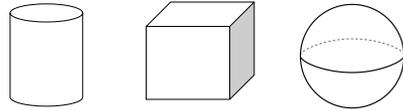
Shape: the outline of something.



Texture: the look or feel of a surface such as rough, smooth, bumpy etc.



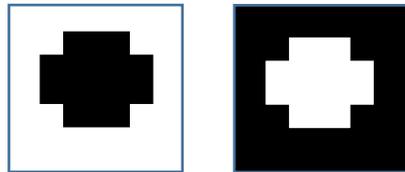
Form: a three dimensional object.



Tone: the lightness or darkness of a colour. This can be used to show shadows and highlights.



Space: the area an object takes up.



Positive
The inside
of a shape.

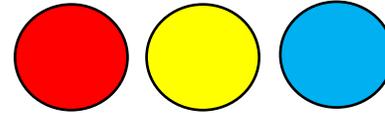
Negative
The area
surrounding
a shape.

Pattern: a repeated or decorative design.

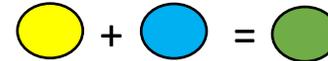
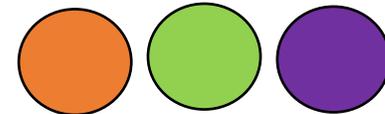


Colour: the quality of something created by the reflection of light.

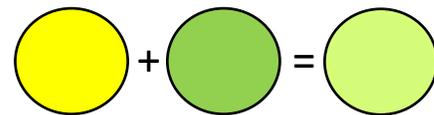
Primary: a colour that cannot be made (Red, yellow and blue).



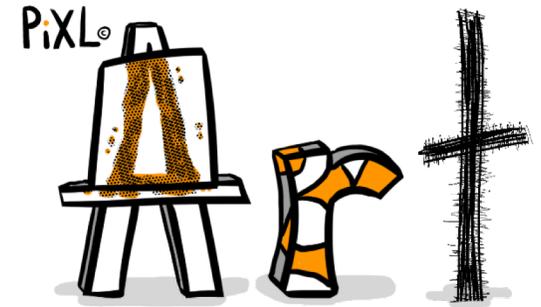
Secondary: a colour made by mixing two primary colours together.



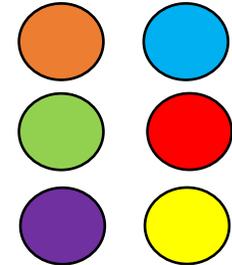
Tertiary: a colour made by mixing a primary and secondary colour together.



Yellow + green = yellow green



Complimentary: colours that are opposite each other in the colour wheel that compliment one another. The pairs are:



Cool: colours that remind us of cool, calm and peaceful things.



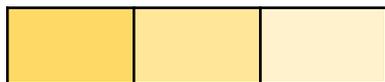
Warm: colours that remind us of warmth, fire and anger.



KS3 Formal Elements

Hue: is the actual colour of something.

Tint: is when a colour is mixed with white to make a lighter colour.



Shade: is when a colour is mixed with black to make a darker colour.



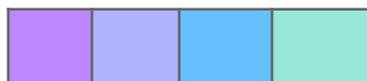
Saturation: is the intensity of a colour.



Analogous: is a group of three colours which sit next to each other on the colour wheel. They share a common colour.



Harmonious: is a group of 4 or 5 colours which sit next to each other on the colour wheel.

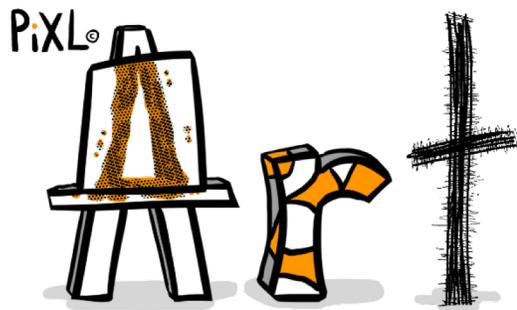


Neutral: colours with no hue, also known as earth colours.



Colours evoke a certain feeling or emotion, some examples are:

Red	= anger, passion, power
Orange	= warmth, energetic, fun
Yellow	= cheerful, friendly, happy
Green	= natural, peaceful, safe
Blue	= cold, spirit, trustworthy
Purple	= wise, royal, mysterious
White	= pure, innocent, fresh
Grey	= calm, neutral, balanced
Black	= formal, prestigious, authority



Activities:

1. Line: Divide a page into 8 sections. In each section, use a range of mark-making techniques to demonstrate the following: the grains of a tree, speckled rain, jagged edges, fish scales, grains of rice, fragments of glass, curly hair and a fade.

2. Shape: Fill a page with simple shapes. Explore with scale, overlapping and composition. Apply warm colours.

3. Texture: Find objects and surfaces with unusual texture. Place a sheet of paper over the top and create a series of rubbings using a range of material such as pencil, charcoal, pastel etc.

4. Tone: Create a tonal chart - gradually shading from light to dark to show a smooth transition of colour.

5. Form: Select an object - draw the outline and add a range of tone to

make it look 3D. Use darker tones to emphasise the shadows and use a rubber to demonstrate the highlights (where the light is reflecting).

6. Space: You will need 3 complimentary colour (2 x orange and 1 x blue) pieces of A4 card. On the first sheet (blue), using one half, draw the outline of your image. Cut it out and stick it on the second sheet (orange). The remaining cut (blue) should be stuck on the other orange sheet. You now have a positive and negative space image.

7. Pattern: On a 10x10cm piece of tracing paper, create a design using simple shapes. Cut a piece of paper to 20cmx20cm. Now trace your pattern four times next to one another, reversing as you go. Now you have made your very own repetitive pattern. Add primary colours to the first and third sections and secondary to the second and fourth section.

Art KS3 Where do ideas come from?

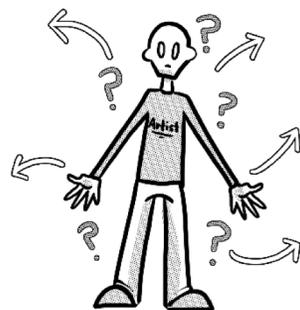
Observation is key to developing your own drawing skills. It is important to carefully observe from sources in order to see the key features of a person, object or thing. Observation is about looking, seeing and drawing and is a continual process.



Recording can happen in a variety of forms such as from **primary sources**, which includes working from direct observation and **secondary sources**, working from photographs, newspaper, internet etc. You are encouraged to take your own photographs and select objects to work from.

Exhibitions, galleries and museums showcase individual or group artists' collections of work. They are an integral part of developing our understanding of artists' work. It helps inform our understanding of the scale, context, media and process used.

Research is an important process. It allows us the opportunity to dig deeper into an artists' work or life. It can be done in a variety of ways, such as reading books, journals and magazines, using the internet, interviewing or visiting an exhibition.

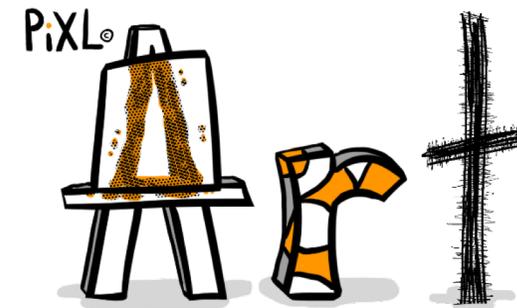
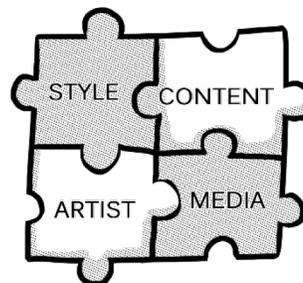


Connections to our own and others' work demonstrates visually our contextual understanding of artwork. This could include exploring with a similar theme, style or process etc.

Reflections and discussions with others help us to analyse and evaluate the impact of decisions made. This allows us the opportunity to establish the strengths of our work and recognise areas for improvement. Making notes and annotations throughout our work evidences this process.

Drawing, sketching and doodling thoughts and ideas in a journal is useful. Collect images and cutouts, make notes and write down questions that come to mind.

Inspiration is when something or someone influences or triggers an idea or something you visualize. In Art, we tend to look at artists, designers, time periods, movements or styles as a starting point of this process.



Technology can be a great tool to explore with your ideas. The use of Photoshop, Illustrator and drawing apps can be useful in recording your ideas, especially if you do not feel confident with drawing yet.

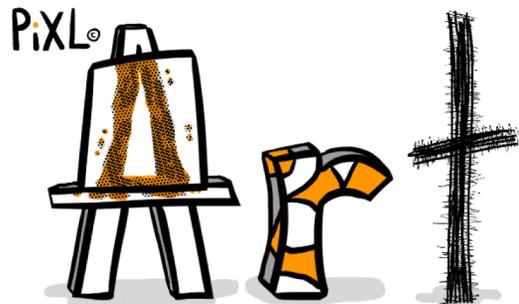


Think outside of the box. Sometimes we find ideas in unusual places. Think about who, what or where could influence or inform your ideas. Plan opportunities to investigate further.



Key Questions:

- ❖ Who or what is the theme?
- ❖ What images, objects or photographs are you going to use?
- ❖ What artist/style will you use to inspire your work? Why have you chosen them?
- ❖ What materials will you use? Why have you chosen these?
- ❖ What do you want to show or communicate?



Activities:

1. Make a **collage** of images/cutouts related to the theme. Include notes and keywords.
2. Select an artist and choose one piece of their work to copy. Consider the style and media used.
3. Create a **research** page based on your artist. Find out the answers to the following questions:
 - Where they are from?
 - When were they were born and died?
 - What style/period of art they are/were they part of?
 - Who or what inspired them?
 - What is the subject/theme of their work?
 - What are the key characteristics of their work?
4. Select one piece of their work and **analyse** it. Write down the following:
 - Title of the work
 - Date it was made
 - Materials/technique used
 - Describe what you see and how the formal elements are used

KS3 Idea Generation

- What does it mean/symbolise?
- Write your own opinion about the piece
5. Collect 6-8 **images or objects** related to the theme - this can include taking your own photographs but ensure these are in focus.
6. Create a range of **studies** from the sources using a range of media such as pencil, pen, paint, pastel etc. Explore the subject from different angles, close up and further away. Write a WWW and EBI for each, commenting on use of the formal elements.
7. Select 4 of the images and create them in the **style** of your chosen artist. Think about the following: the arrangement of the image/s, style/characteristics of the work, the use of media/technique used.
8. Select 2 of the ideas and **develop** them further - make 8 developments altogether.

Explore with the following:

- **Formal elements**- How have you explored with these?
- **Scale**- How big or small are your ideas?
- **Composition**- How is the image arranged/put together?
- **Background**- How does this compliment the rest of the image?
- **Colour**- What mood or feeling does this create?
- **Artist links**- How have you connected it to your artist?
- **Media**- What technique have you used? How have you used/ applied this?



Art KS3 What are materials?

Exploring with a wide range of materials, techniques and processes in Art is important to understand what can and cannot be done. There is a huge array of materials that have many qualities and can be used in a variety of ways. Some materials may be more challenging than others.

Material: the tool to make or do something.

Process: a continuous or series of actions.

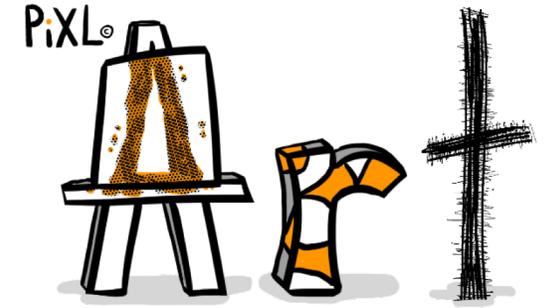
Technique: the ability to apply a particular process.

Application: to apply something to a surface.

Blending: to combine and mix a substance together.

Mark-making: the use of different lines and marks to create texture.

2D materials	
Material :	Definition
Watercolour/block paint	Available as a solid or liquid paint which can be watered down to become more transparent.
Gouache	A natural pigment paint that is opaque to create solid colour.
Oil paint	A slow drying oil based paint and can be modified using a solvent and easy to blend and work into.
Acrylic paint	Created by using pigment in acrylic polymer emulsion and is fast drying. Can be modified to become thicker, shiny, textural etc.
Ready mix paint	A water based poster paint that is ready to use as it is.
Ink	Liquid ink that is used for drawing, writing and outlining using a brush to apply.
Markers	A type of felt tip pen with a broader tip - available as a dry wipe, water soluble, permanent etc.
Coloured pencils	Coloured lead wrapped in a wooden case used to apply colour - can be blended or applied as solid or translucent colour.
Sketching Pencils	An instrument made from lead that is usually the main tool used to draw and shade. Available in a variety of sizes H, HB, B, 2B, 4B, 6B etc.
Graphite	A form of carbon dark grey in colour to draw and apply tone.
Batik	A technique using wax on fabric to repel ink when creating a design.
Putty rubber	A kneaded (soft) rubber that can be moulded for precision to highlight or rub away sections of charcoal, graphite etc.
Charcoal	Compressed coal in a stick used to draw, create tone, mark-making etc.
Chalk pastel	Chalk and paste binded together used to soften intense colours. Can be smudged and blended.
Oil pastel	Consists of pigment mixed with pigment and oil that is binded together. Can be applied as a thick heavy, textured surface or blended.
Biro	A ballpoint pen used for drawing and writing. Can be used to demonstrate texture and tone through the use of mark-making.
Fine liner	A fine nibbed pen used for outlining.



Other 2D materials & tools:

- Paint brush (nylon/hog hair)
- Palette knife
- Tray/mixing palette
- Water pot
- Masking tape/ gum tape
- PVA glue
- Easel
- Drawing board
- Cartridge paper/ card/ sugar paper
- lightbox



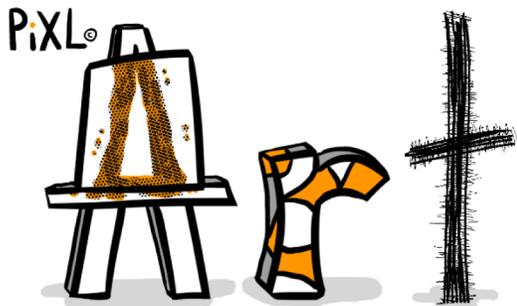
KS3 Materials & Techniques

3D materials	
Material :	Definition
Wire	Thin and flexible pieces of metal (mesh/chicken wire) used to create a structure.
Clay	An earthy, damp and natural material used for creating sculpture.
Modroc	Bandage covered in plaster that when wet can be applied onto others materials, such as chicken wire, to create a 3D model.
Plaster (plaster of Paris)	A sculpting material that starts as a powder mixed with water and, when dry, becomes hard.
Willow sticks	Sticks of wood can be bent and constructed into a 3D form.
Corrugated card	A fluted, corrugated sheet of card used in cardboard construction.
Pipe cleaners	Fibre covered wire used to create a structure of to tie materials together.
Foam board	A piece of foam covered either side with shiny paper. Used to create 3D architectural models and reliefs.

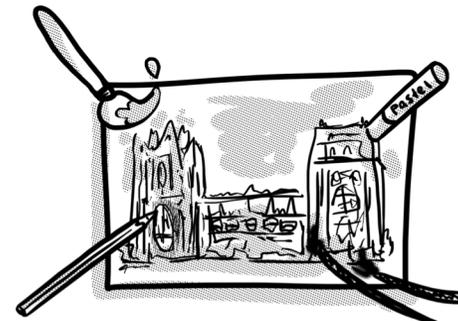
Other 3D materials & tools:

- Pliers
- Modelling tools/ board
- Clay cutting wire
- craft knife
- Cutting mat
- Foam board
- Newspaper
- String
- Straws
- Canvas/calico board
- Foil
- Tissue paper

Techniques	
	Definition
Collage	A piece of work created using pieces of newspaper, photographs etc.
Mosaic	A piece of work create using pieces of glass, tile or stone.
Rubbing	Making an impression by laying paper over a surface and rubbing chalk etc. over it.
Relief	To raise something over the background.
Contour	Creating an outline of an object.
Assemblage	Arranging found objects to create a piece of work.



Painting Techniques	
Material:	Definition
Sgraffito	Scratching onto a surface to reveal a contrasting colour.
Pointillism	Use of small dots used to create an image.
Impasto	Thick layers of paint with visible strokes to create texture.
Dry brush	When a relatively dry paint brush is used to apply paint.
Wax resist	When a wax based substance is used , then washed over with paint.
glazing	A transparent layer of paint applied over a layer of colour.
stippling	The use of small dots to demonstrate areas of tone.
Flat wash	To apply an even wash of colour.
Graduated wash	When colour transitions from light to dark.



Print processes & materials:

- Press print/polystyrene foam
- Lino print
- Screen print
- Stencil
- Lino/lino cutter/bench hook
- Screen/squeegee/UV light
- Roller/palette
- Acrylic medium

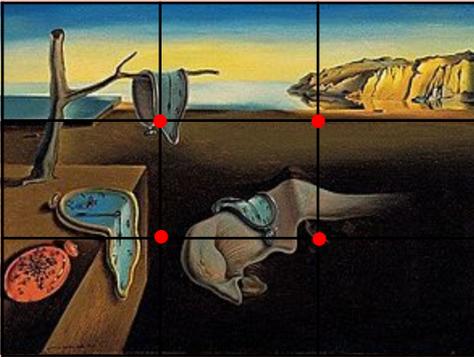
Key Questions:

- What are you intending to produce?
- Is the material suitable for your desired outcome?
- What surface would compliment the chosen material?
- What techniques have you tried?
- What has been most/ least successful? Why is that?
- What can you do to further explore the materials to push it to its full potential?

Art KS3 What are the key principles in Art & Design?

Composition: where something is arranged or placed.

Rules of thirds: a grid is used to divide up your image, positioning the important elements in the scene at the points they meet or along those lines. Look at the image below, *The Persistence of Memory*, 1931 by Salvador Dali, to see how this is used.



Balance: this refers to the way the formal elements are arranged in a piece of artwork to provide stability. There are two types:

Symmetrical balance



In *The wedding of the lamb*, 1432 by Jan Van Eyck, the images are placed so there is equal weight on both sides.

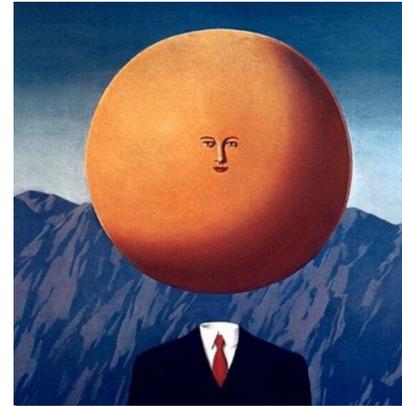
Asymmetrical balance



In *A Sunday on La Grande Jatte*, 1884 by Georges Seurat, the images are placed so each side is different; however, they are equal in visual weight.

Proportion: refers to the size of an image or an object as a whole, considering the height and width.

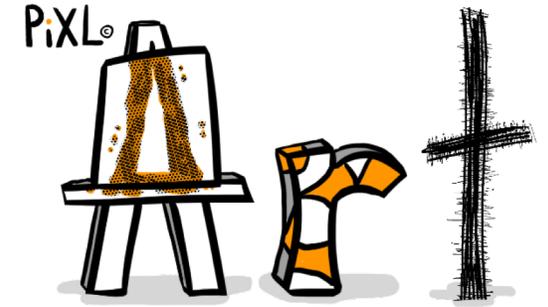
Emphasis: an area in a piece of artwork that is the focal point or immediately draws your attention.



In *The Art of Living*, 1967 Rene Magritt, the emphasis is on the balloon head for a variety of reasons:

- it is in the centre
- is contrasting in colour
- it is much bigger than the rest of the image.

Variety: when there is a range of contrast and juxtaposition in an artwork that provides interest.



Harmony: refers to the relationship between specific elements of artwork. It could be similar in colour, texture or shape.



In *Blue Dancers*, 1899 Edgar Degas, the colours work in harmony with one another, using a range of cool blue tones within the dresses and the background. There is also similar textures on the clothing and curves of the arms.

Rhythm: is created by repeating elements of a design or by Organising a design in a specific way.



In the *Joy of Life*, 1930 by Robert Delaunay, the artist has created a sense of rhythm by repeating the Circles using a range of sizes and overlapping.

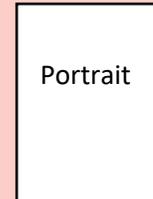
Movement: can represent the physical motion in a piece of artwork, or the way in which you are guided through one point to the next with the arrangement.



On the left you will see *The Scream*, 1893 by Edvard Munch. The use of line and colour in this artwork leads our eyes through the various elements of the painting.

On the right you will see *Nude Descending A Staircase*, 1912 by Marcel Duchamp. In this painting you can see various depictions of the same person. Each image represents the different movements of the person as they go down the stairs.

Orientation: is the way a rectangular piece of artwork is turned:



Hierarchy: the way an image is arranged to show the importance of something.



In *Maesta of Duccio*, 1311 by Duccio Di Buoninsegna, the artist has made Madonna and the child important by making them much bigger than the rest of the people and by placing them in the centre.

Activities:

- 1. Movement:** Use a reel of paper and roll it out across the floor. Select a medium to work with and play some music. Use a range of marks to draw what you feel - use shape, line, different colours, etc.
- 2. Hierarchy:** Create an image to represent the following scenario: *I am the King of Spain and my five year old daughter is due to become my heir. As my trusted friend I am commissioning you to create her portrait. The piece should demonstrate hope and power and she shall be surrounded by all the people that will love, guide and care for her in my absence.*
- 3. Balance:** Select 4-5 images of people, objects and places. Now create two separate artworks using the same images, one that is symmetrical and one asymmetrical.

