



Knowledge Organiser:

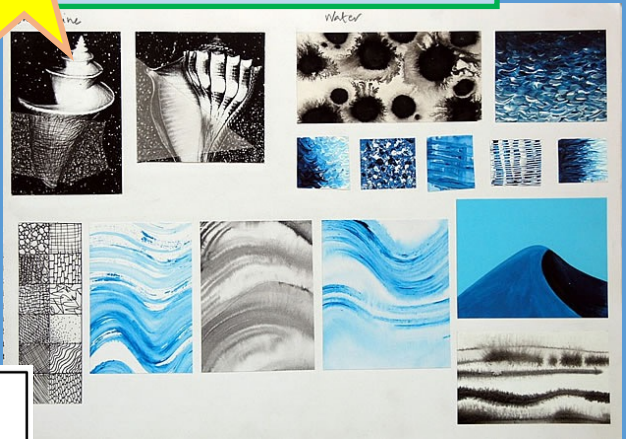
Year 11 Art and Design

Autumn Term – Portfolio 60%

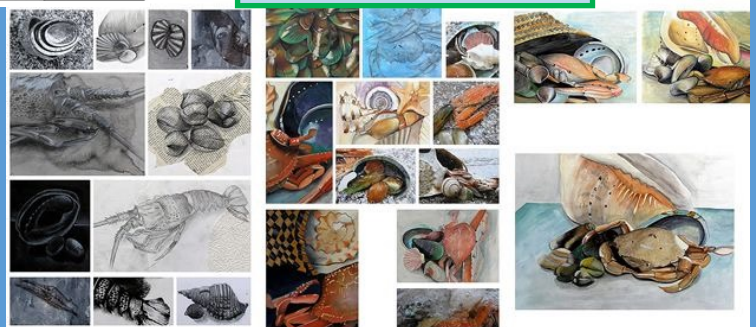
AO1: Artist/cultural research. Images, samples, notes and analysis.



AO2: Experimenting with ideas and materials



AO3: Record, photos and drawings



AO4: Final Piece



4 AOs, all connect, 30 marks each, 120 in total

HOW TO SUPPORT AO1 Develop – explore and analyse artists/cultures

What to include in annotation

Carefully placed annotation can complement your visual work as well as explaining it.

To annotate your work successfully, you should explain:

- what you have done and why you did it
- how you did it, such as the **media** and techniques used
- why you chose a particular medium or technique
- how an artwork or design fits in with your project
- what aspects you like
- how you could improve the work
- what you think you will do next

Where to write

Don't feel you have to write in full sentences. Noting key words or phrases can be just as effective.

Annotations can be added to artwork using a variety of formats:

- Writing them next to work produced in a sketchbook
- Writing on the back of the work – take care not to spoil the work by doing this
- Writing them on separate presentation sheets
- Creating a blog - taking photographs of the work at different stages and tagging the images with comments



How do we use Knowledge Organisers in ART

How can you use knowledge organisers at home to help us?

- Retrieval Practice:** Read over a section of the knowledge organiser, cover it up and then write down everything you can remember. Repeat until you remember everything.
- Flash Cards:** Using the Knowledge Organisers to help on one side of a piece of paper write a question, on the other side write an answer. Ask someone to test you by asking a question and seeing if you know the answer.
- Mind Maps:** Turn the information from the knowledge organiser into a mind map. Then reread the mind map and on a piece of paper half the size try and recreate the key phrases of the mind map from memory.
- Sketch it:** Draw an image to represent each fact; this can be done in isolation or as part of the mind map/flash card.
- Teach it:** Teach someone the information on your knowledge organiser, let them ask you questions and see if you know the answers.

How will we use knowledge organisers in Art

- Visual Support:** To show a WAGOLL, to explain connection of four Assessment Objectives..
- Literacy Support:** Support on written work, particularly for AO1 with keywords.

Tier 1 Vocab

Make changes
Experiment
Plan
Choose
Materials
Outcome

Tier 2 Vocab

Improve
Materials
Layout
Select
Connection

Personal
Respond

Tier 3 Vocab

Refine
Manipulation
Context
Composition
Selective
Refine
Context

SENTENCE STARTERS Artist's work:

This artists work is about.....(discuss its theme)
It was created in(date)
In this artwork they use..... describe (shape and form) (tone and colour) (pattern and texture).
They use the materials.....and explain how they used them.
I chose to look at this artist /artwork because.....(explain how it links to your theme)
It will help me with my own work because.....
I'm going to take influence from this artists by.....
I like this work because.....

Vocabulary - Formal elements

Shape, form, space	Tone	Pattern and Texture	Line	Colour
Closed	Bright	Repeated	Fluent	Bright Bold
Open	Dark	Uniform	Free Rough	Primary
Distorted	Faded	Geometric	Controlled	Secondary
Flat	Smooth	Random	Powerful	Tertiary
Organic	Harsh	Symmetrical	Strong	Radiant
Deep	Contrasting	Soft	Geometric	Dull Vivid
Flat	Intense	Irregular	Angular	Contrasting
Positive	Sombre	Coarse Bold	Light	Deep
Negative	Grey	Uneven	Delicate	Monochrome
Foreground	Strong	Bumpy	Flowing	Harmonious
Background	Powerful	Rough	Simple	Complementary
Composition	Feint	Smooth	Thick Thin	Natural
Curvaceous	Light	Uneven	Horizontal	Earthy
Elongated	Medium	Spiky	Broken	Subtle
Large	Dark	Broken	Interrupted	Pale
Small	Dramatic	Furry	Rounded	Cool Warm
2D 3D	Large	Fine Flat	Overlapping	Saturated
	Small	Grid	Broken	Luminous
			Faint	Strong

Leave blank to allow students to glue.