



# Knowledge Organiser:

## Year Art and Design

### Spring Term: Beneath the Surface - Sea life (Print)

This term you will cover a range of knowledge and skills in the following:

- **Gyotaku** (魚拓, from gyo "fish" + taku "stone impression") is the traditional Japanese method of printing fish.
- This practice which dates back to the mid-1800s. This form of nature printing was used by fishermen to record their catches, but has also become an art form of its own.



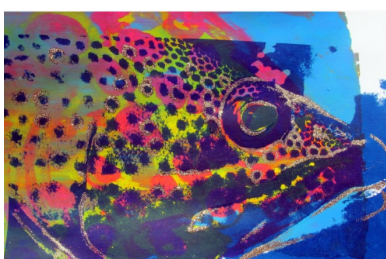
#### Gabriele Meyer's linocuts



#### Mariann Johansen-Ellis linocuts



**Screen printing** is the process of transferring a stenciled design onto a flat surface using a mesh screen, ink and a squeegee.



#### Katsushika Hokusai

- Japanese artist who created koi paintings and drawings.
- Japanese believe the word carp **represents good fortune and luck.**
- Also, koi is another word meaning love.



#### You will be assessed:

**TA2 A01 A02** Exploring materials and artist research

#### Printing

- Printing is the process of making images that can be **transferred** onto other surfaces.
- It can be used to make one or more **identical images** or to create **repeating patterns** on papers and textiles.
- Traditional printmaking techniques include woodcut, etching, engraving, and lithography, while modern artists have expanded available techniques to include screen printing.

#### Wooden Print Block



**Monoprinting** is the process of making a print using 'mark making'.





# 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.

### 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.....

### Tier 2 Vocab

Improve  
Materials

### Tier 3 Vocab

Refine  
Manipulation  
Collage  
Context

## 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.