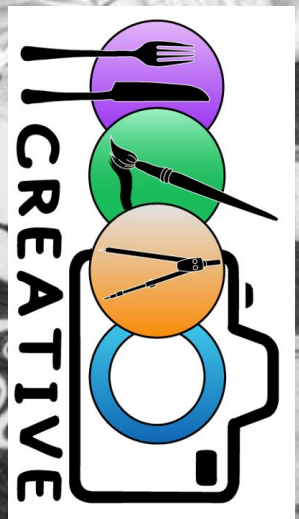


DIAGNOSTIC ART PROJECT YEAR 7

SB
4B
4H
3B
6H
7H
8H
2H

LINE, FORM & COLOUR



NAME: FORM:.....
TEACHER: DATE:

Be PROUD of your work!



Always write the date as Monday 16th November 2023



Always write the title and use appropriate Capital Letters.



Always write classwork or home learning at the top of margin.



Always underline with a ruler all dates, titles and headings.



Always write in **black** pen for class work, **green** pen for feedback



Always draw in pencil.

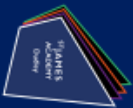


Always use your best handwriting.



Always glue in your worksheets.

Securing Life Chances for ALL



THINK AND SPEAK LIKE A...
Artist

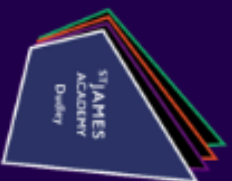
An open door to mastering vocabulary. Up the stairs to know more and down the stairs to remember more.....

<p><u>Year 7</u></p> <ul style="list-style-type: none"> Tone Texture Value Scale Midtone Colour Tint Primary 	<p><u>Year 8</u></p> <ul style="list-style-type: none"> Proportion Portrait Angles Mark Making Van Gogh Cultural Contemporary Shadow Highlights 	<p><u>Year 9</u></p> <ul style="list-style-type: none"> Pop Art Vivid Outline Popular culture Graphic Advertising Editorial Hyper realism Oromatopoeia Pattern Context 	<p><u>Year 10</u></p> <ul style="list-style-type: none"> Refined Media Iconic Curved Depth Background Foreground Technique Stylised Composition Perspective Symbolism Balance Line quality Realism 	<p><u>Year 11</u></p> <ul style="list-style-type: none"> Pointillism Critical analysis Mixed media Installation Minimalism Surrealism Abstract Emphasis Harmony Final piece Historical research Space Narrative Skill life Collage Experimentation Sculpture Photorealism
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METACOGNITION IN MY CLASSROOM

Based on Barak Rosenshine's
Principles of Instruction

How My Teacher Helps Me Learn.



REVIEWING LEARNING THROUGH DNA

We review our learning daily, this is to help us remember our learning from last week/last month and even last

QUESTIONING ALL LEARNERS

We are asked a lot of questions to help us think harder. We use metacognitive talk and good oracy to express our thinking and responses.



PRESENT NEW MATERIALS USING SMALL STEPS

Our teachers break down information into small steps to help us understand.



MODELLING

We have models and examples which help us understand what a good one looks like.



SUPPORT

Our teachers provide support in different ways to help us complete our work.



GUIDED PRACTICE

Our teachers help us become more confident and to make fewer mistakes through guiding our practice.



AT LEAST 80% SUCCESS RATE

Our teacher encourage us to aim for good success by having a culture of achieving and recognising our success rate.



INDEPENDENT PRACTICE

We complete work by ourselves when we are ready.



METACOGNITIVE PRACTICES

In our lessons, we use:

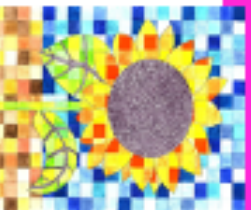
- Metacognitive talk
- Assessment wrappers
- Planning Time
- Monitoring Time
- Evaluative Time
- Feynman Study Model (KS4)

METACOGNITION

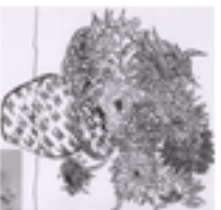
We regularly build our knowledge of metacognition through the tasks we do, our knowledge of self and the strategies that work best for us.

Mixed media project

- What are tints, tones and shades
- Watercolour painting techniques including blending
- Final end of year mosaic project linked to Van Gogh



Summer Term 2



Vincent Van Gogh

- Historical research about the artist
- Understanding what are highlights and shadows
- How to make a sketch look realistic

Summer Term 1

Mark Making

- What is texture and how do we draw it?
- Mark making techniques – hatching, cross hatching, stippling
- Understanding the importance of shading



Spring Term 2



Colour Observation

- What are contrasting colours
- How to blend colours
- Using paint to blend colours together
- Observational drawing

Spring Term 1

Colour Theory

- What are Primary, Secondary and Tertiary colours?
- Making secondary and tertiary colours from Primary colours
- Hot & cold colours



Autumn Term 2



Tonal Contrast & Form

- Baseline knowledge test
- Understanding tone
- What is tonal scale
- What are the different tones seen in art
- Understanding form/shapes
- Observational drawing

Autumn Term 1

YEAR 7 DRAWING NO TALKING. EXAM CONDITIONS

You have two lessons to draw and shade a leaf.

- Fill a piece of A4 paper with your drawing.
- Add detail. For example: Veins & Cells.
- Shading your leaf will help you achieve a higher grade.



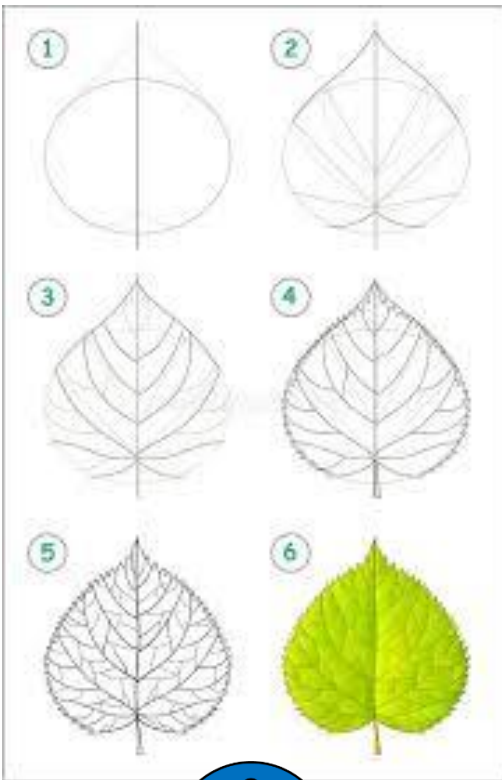
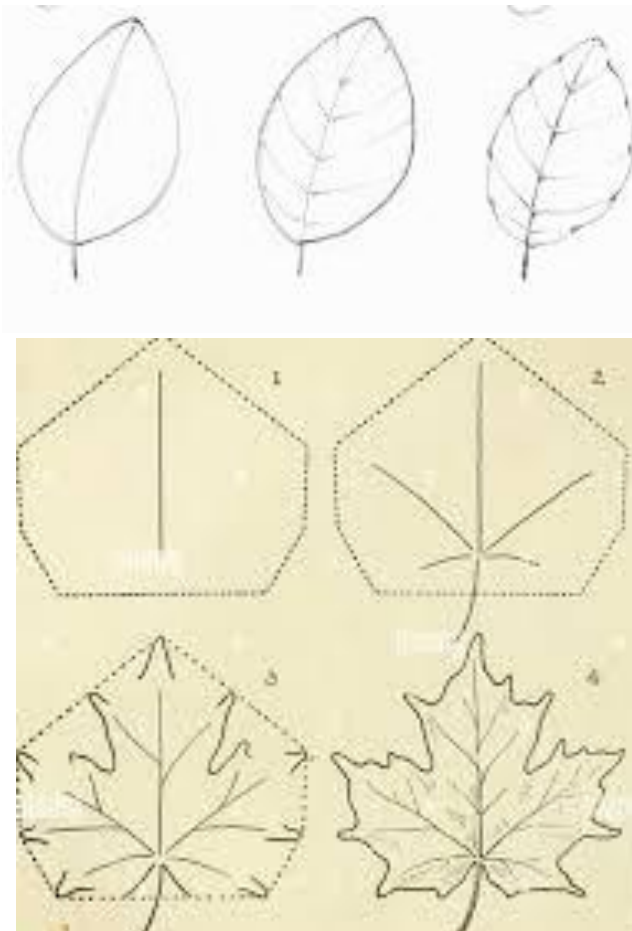
Progress Indicators:
Excellent

Leaf looks 3D.
Leaf shaded using Dark, Medium & Light tones.
Shadows & highlights added.



Progress Indicators:
Good

Accurate shape including veins.
Pencil shading: Dark, Medium & Light tones





Glue your drawing of a leaf on this page.

Grade:

FORMAL ELEMENTS

TONE: the variation of shading from light to dark

LINE: a continuous mark, made on a surface, by a moving point.

FORM: representation of 3 dimensional objects

SHAPE: a 2 dimensional enclosed space with boundaries

COLOUR: is the element of art that is produced when light, striking an object, is reflected back to the eye.

Hue: which simply means the name we give to a color (red, yellow, blue, etc.).

Intensity: the strength and vividness of the color. For example, we may describe the color blue as "royal", bright, rich, vibrant or "dull".

Tint: Lightness of a colour

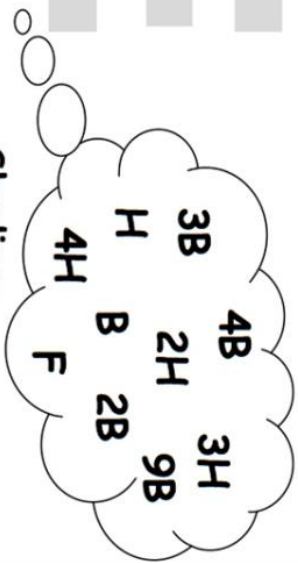
Shade: Darkness of a colour

SPACE: the distances or areas around, between or within components of a

TEXTURE: describing the surface effects of objects and images e.g. Grass, rock wood and water

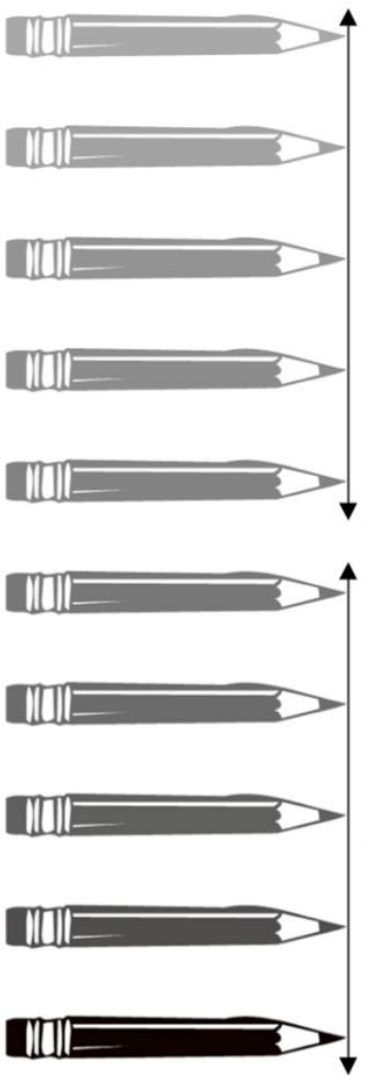
PATTERN: a repeating motif or quality

TO NE



Drawing

Shading



PENCILS

Pencils are implements designed to make marks on paper. They come in a massive range of different types: the most basic kind is a stick of graphite and clay surrounded by a wood casing to prevent the fingers from becoming dirty. This wood casing is a development of early pencil designs, which began with a lump of graphite used to draw on a cave wall, then progressed gradually, being shaped and perhaps wrapped in plant fibre or leather, before the method of packing the lead in wood was developed. The cases can come with different shaped cross-sections, normally hexagonal, but often circular and sometimes even triangular.

Graduated Tones



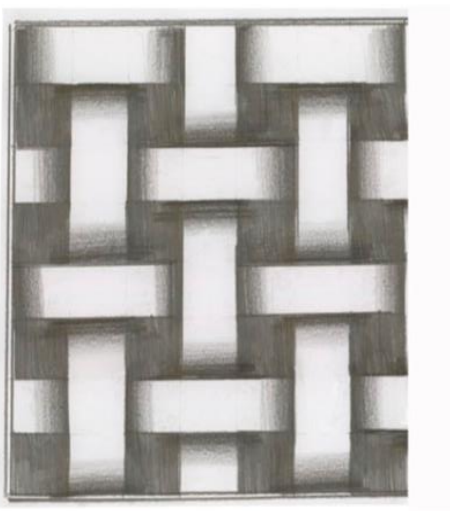
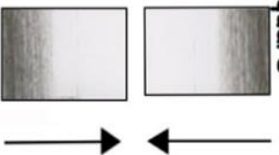
Use your pencil to shade in the box below graduating the tone from dark to light



TONAL WEAVE

Instructions:

- 1 Shade in dark every x square
- 2 Shade down using tones
- 3 Shade up using tones



	X		X		X		X
	X		X		X		X
	X		X		X		X
	X		X		X		X
	X		X		X		X

KEY WORDS:

Light
Medium
Dark
Tone

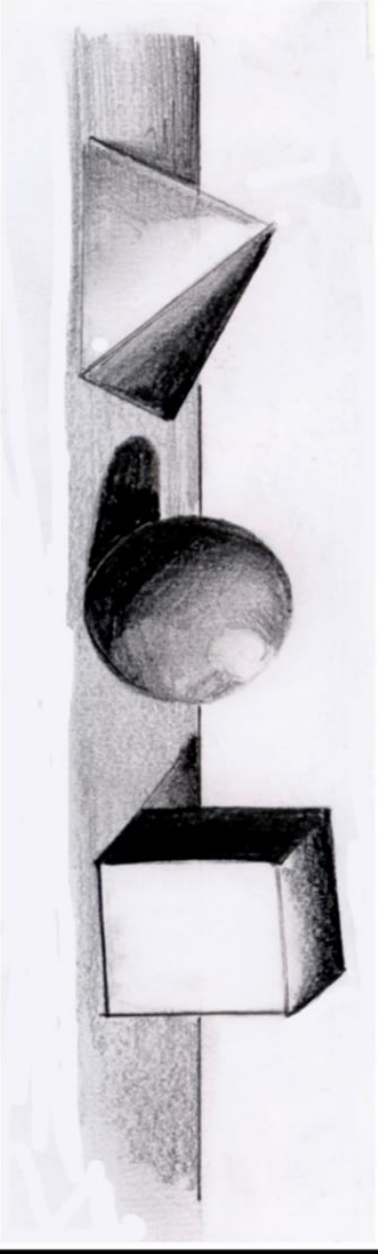
Effort:

WWWW:

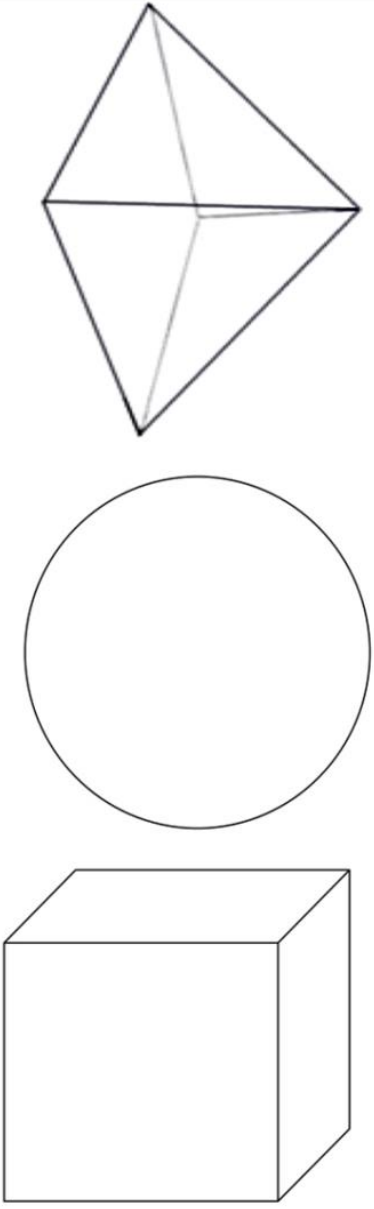
EBI:

Student comments

Tone and Form



Have a go at shading these forms using the correct tones to make them look 3 dimensional!



KEY WORDS:

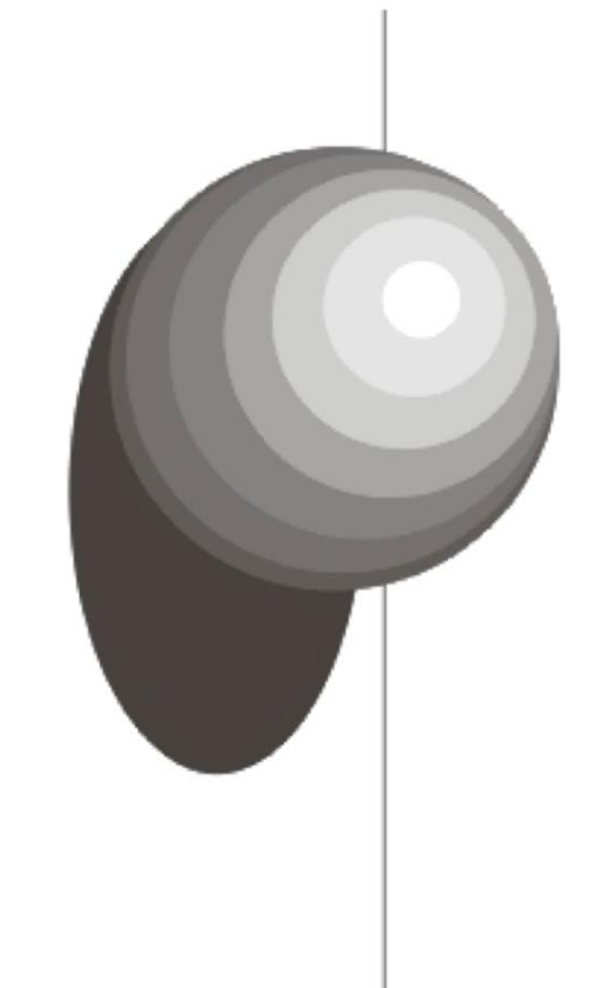
Form
Shape
Logo
Colour
Tone

Effort:

WWW:

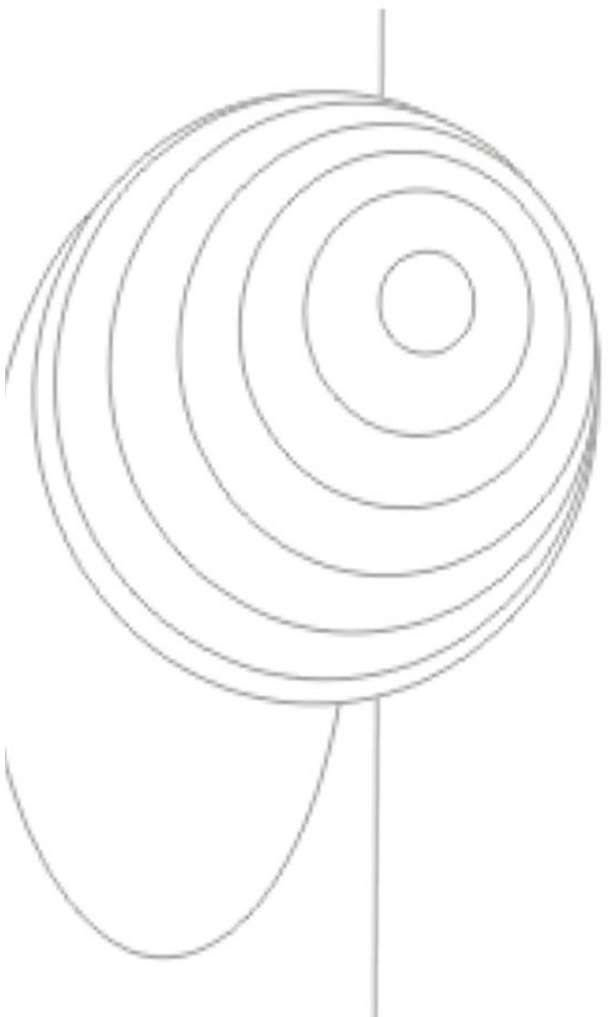
EBI:

Student comments



Value
Scale

Have a go at using different tones to make this sphere look 3 dimensional.



Use this space to practice your work

Assessment



KEY WORDS:

Form

Shape

Tone

Shadow

Highlight

Assessment Feedback

Stick the assessment sheet here.

COLOUR

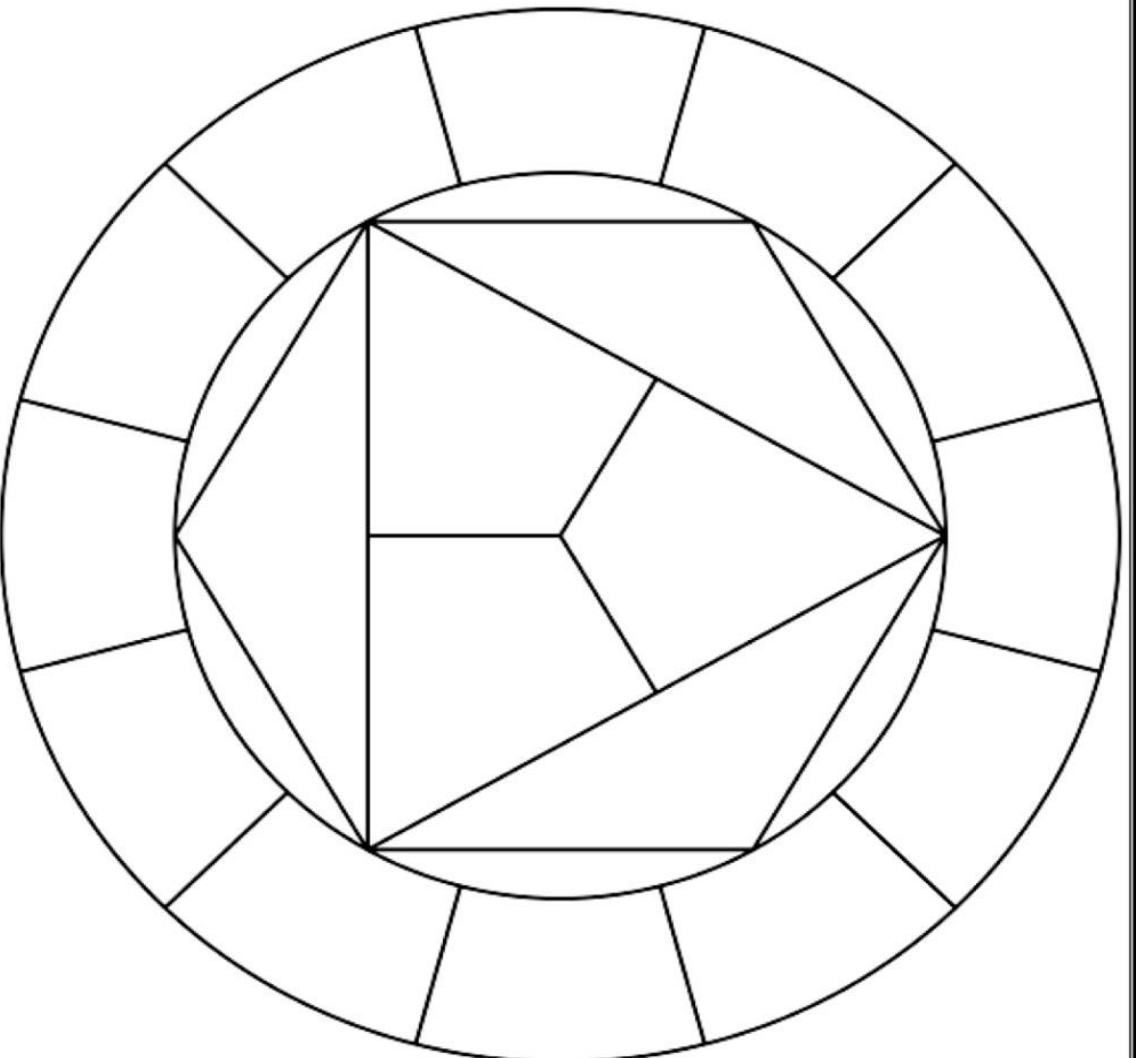
Primary Colours are:

Secondary Colours are:

Tertiary Colours are:



Use this space to practice your work



Red + Blue = _____

Red + _____ = Orange

Red + Green = _____

_____ + Yellow + Blue = Brown

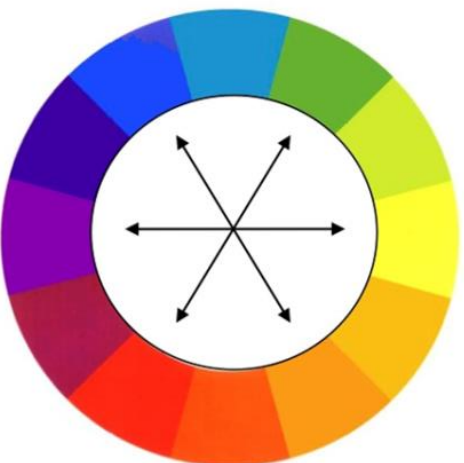
_____ + Purple = Brown

COMPLEMENTARY COLOURS

Complementary colours are:

.....

.....



Is complementary to

Red

Is complementary to

Yellow

Is complementary to

Blue

Choose one pair of COMPLEMENTARY Colours.

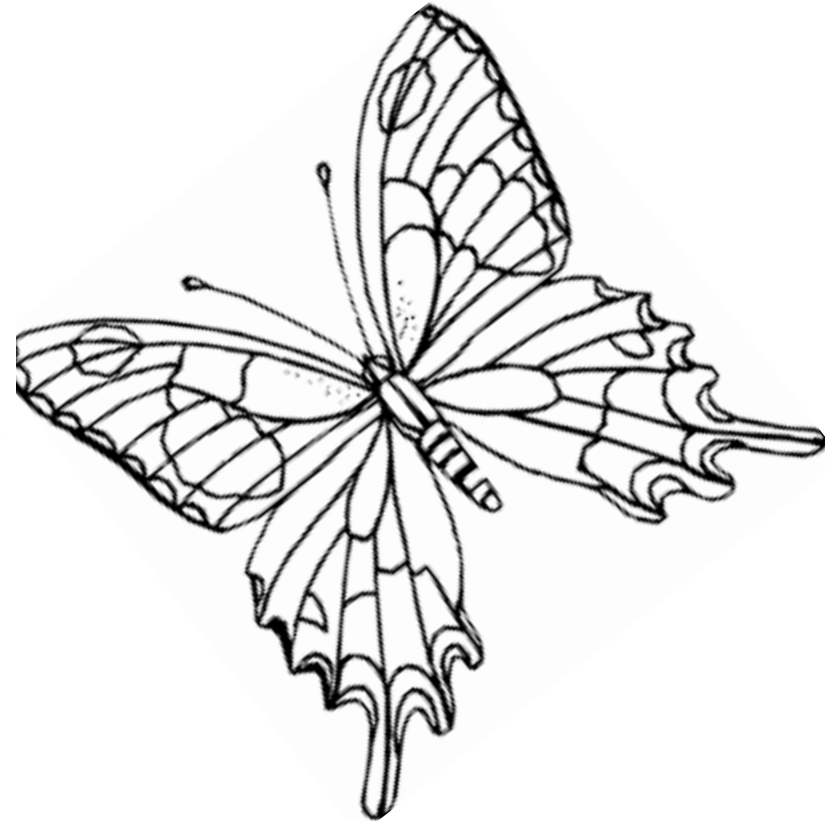
Red and Green

Blue & Orange

Yellow & Purple

Add colour to the butterfly

Mix Light, Medium & Dark Tones



KEY WORDS:

Complementar

Colour

Pair

Pattern

Symmetry

Effort:

WWW:

EBI:

Student comments

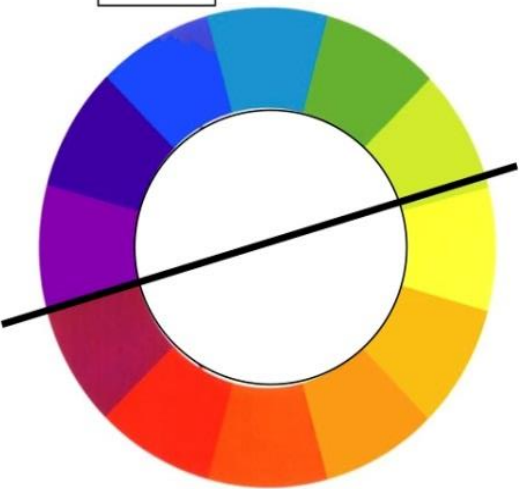
HOT AND COLD COLOURS

Hot colours are:

.....
.....

Cold colours are:

.....
.....



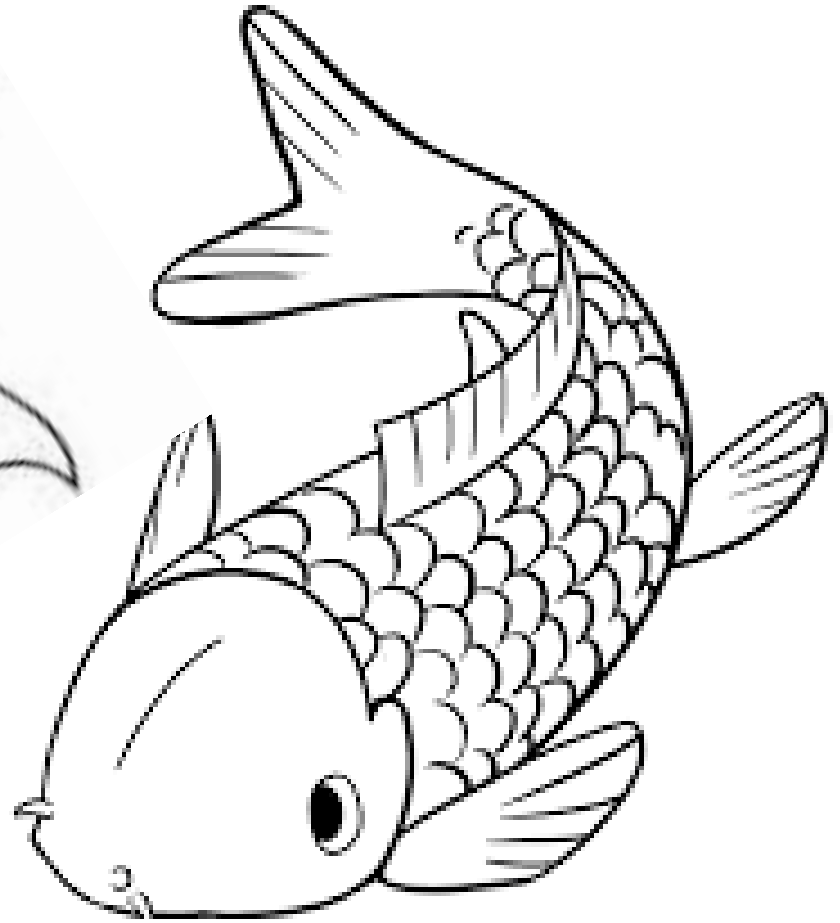
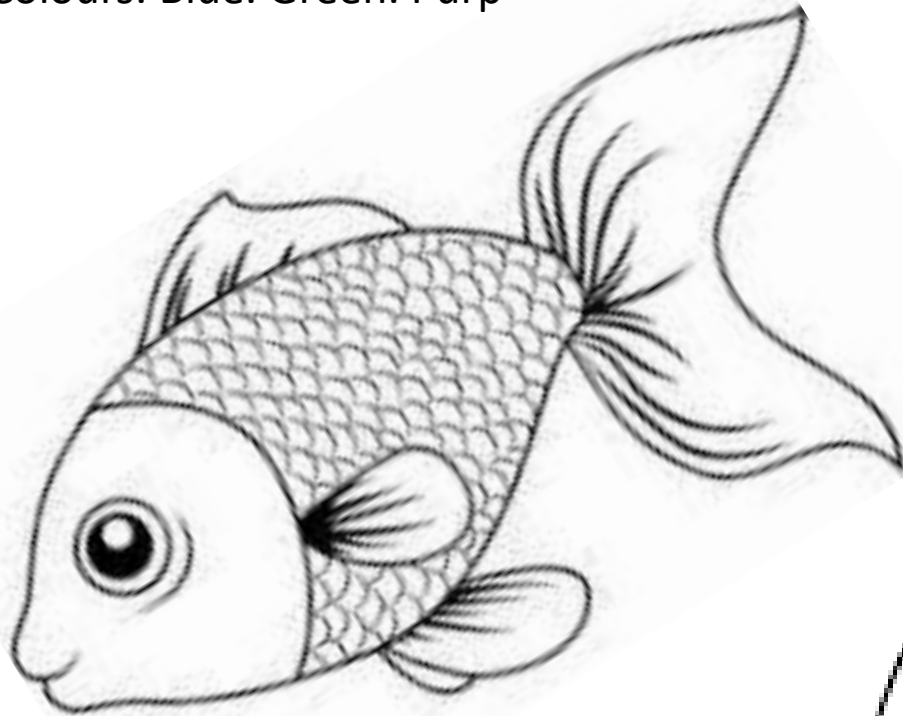
COLD

HOT

Add colour to the fish using HOT or COLD colours:

Hot Colours: Red. Orange. Yellow.

Cold Colours: Blue. Green. Purple



KEY WORDS:

- Hot
- Cold
- Colour
- Pattern

<p>Effort:</p> <p>WWW:</p> <p>EBI:</p> <p>Student comments</p>
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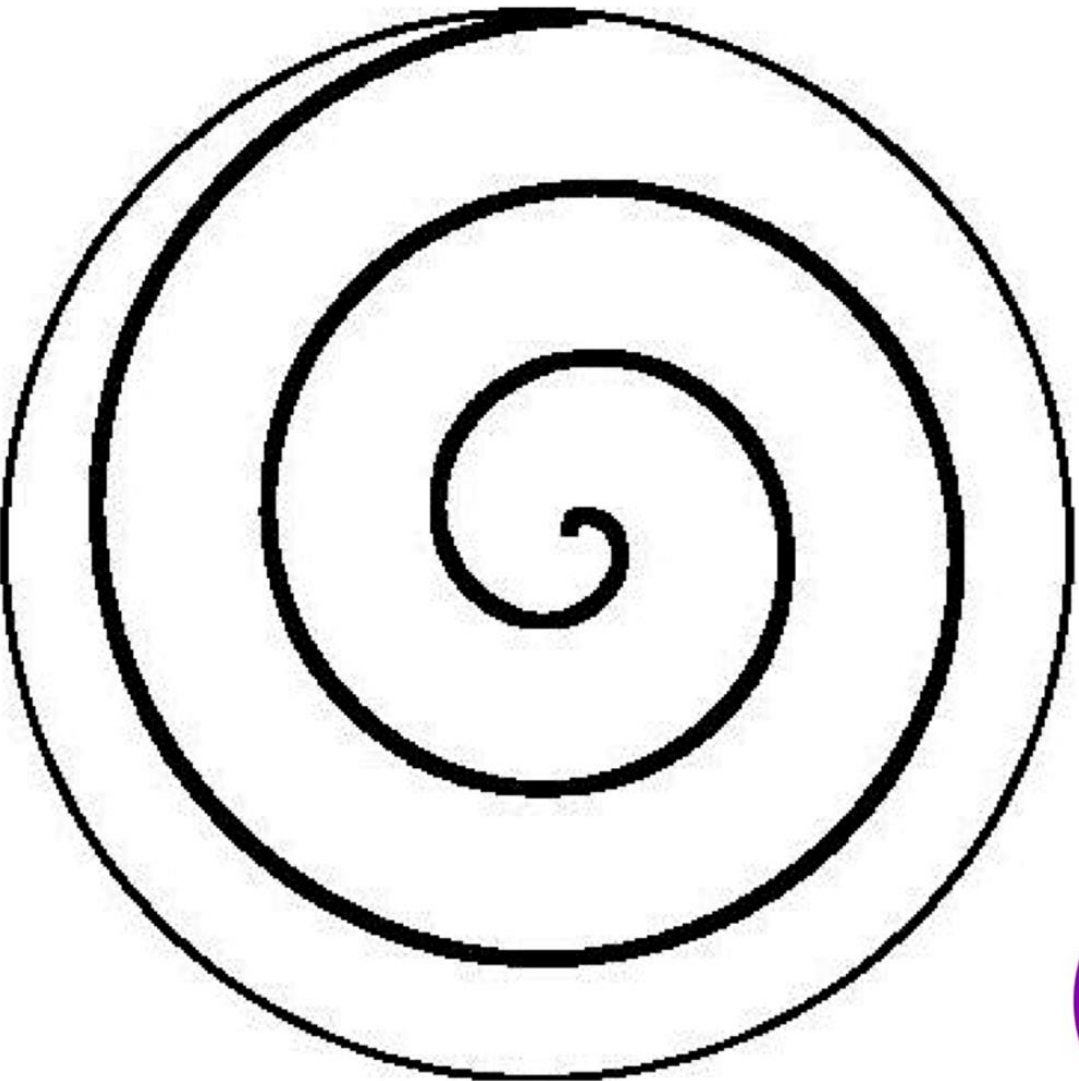


Colour blending is:.....

Using pencil crayons colour the spiral.

- Blend your colours as you work through the colours on the colour wheel in the correct order

YELLOW – **ORANGE** – **RED** – **PURPLE** – **BLUE** - **GREEN**



Use this space to practice your work



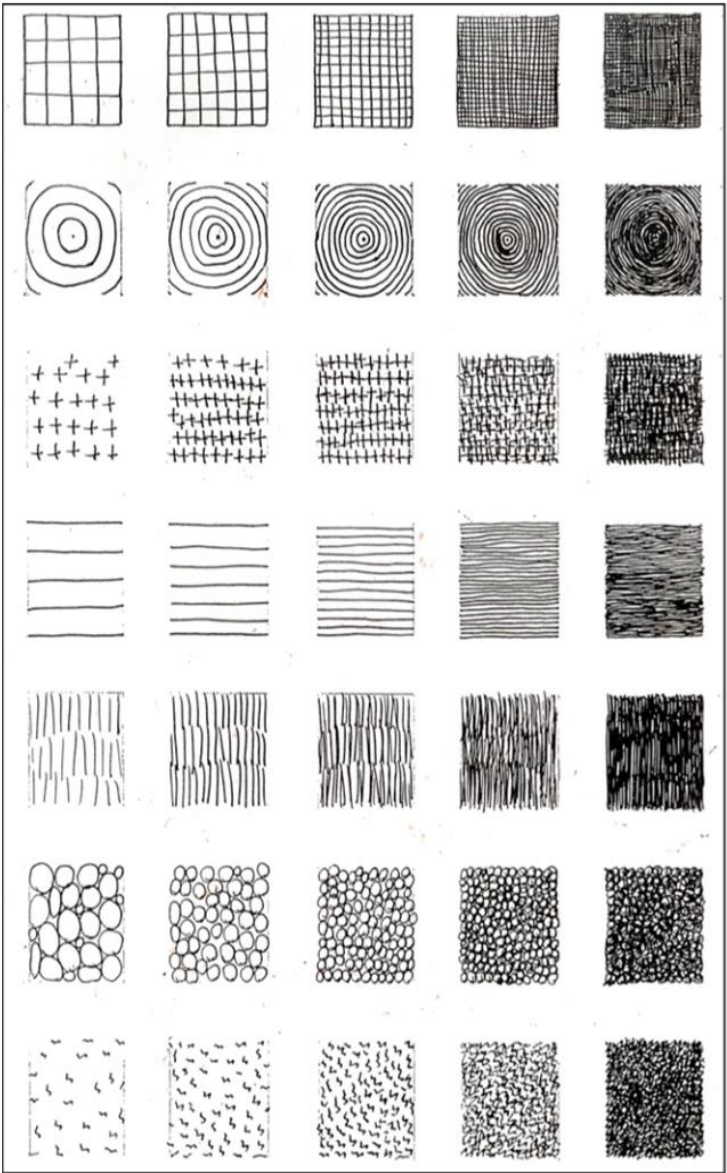
KEY WORDS:

- Form
- Shape
- Logo
- Colour
- Tone

Assessment Feedback

Stick the assessment sheet here.

MARK-MAKING & TEXTURE



Copy the patterns into the boxes.
Start with the bottom row.

Have a go at reproducing the following textures using your mark making

Continuous



This reminds me of the texture of:

Broken



This reminds me of the texture of:

Loops



This reminds me of the texture of:

Interlocking



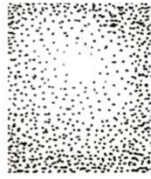
This reminds me of the texture of:

Scribbled



This reminds me of the texture of:

Dots



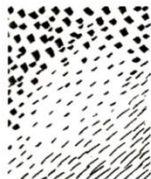
This reminds me of the texture of:

Dashes



This reminds me of the texture of:

Rhythmic



This reminds me of the texture of:

Diagonal



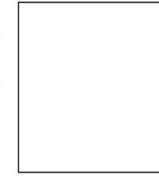
This reminds me of the texture of:

Lines & Dots



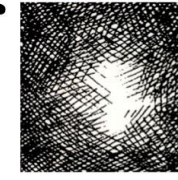
This reminds me of the texture of:

Cross Hatching



This reminds me of the texture of:

Cross Hatching



This reminds me of the texture of:

Directional



This reminds me of the texture of:

Broad Arcs



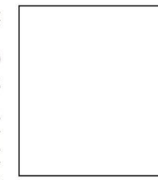
This reminds me of the texture of:

Ripples



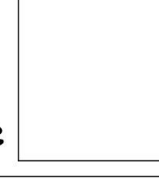
This reminds me of the texture of:

Sharp



This reminds me of the texture of:

Your own texture



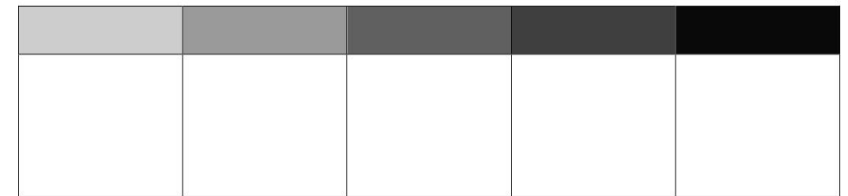
This reminds me of the texture of:

Your own texture



This reminds me of the texture of:

Use your cross hatching skills to show how you can express different tones

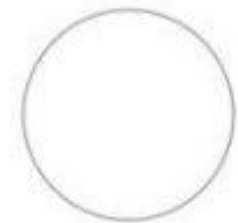
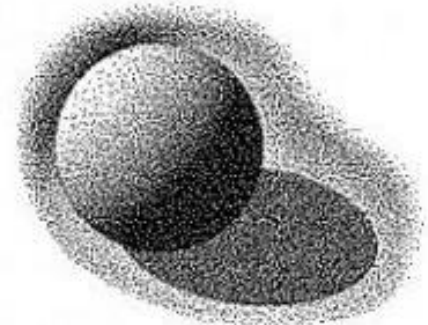
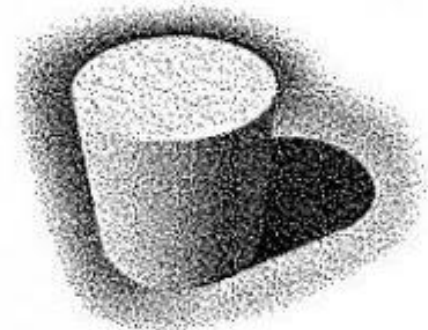
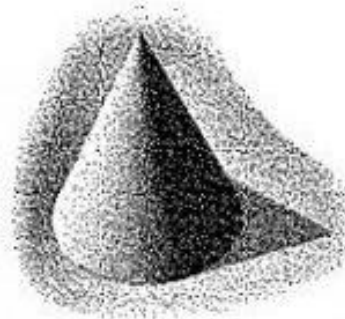
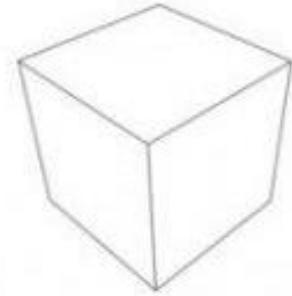
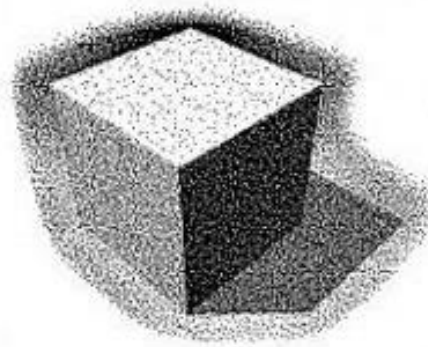


Task:

Use **Mark Making** techniques to shade the **Basic Forms**.

Shade the Basic Forms using **STIPPLING**.

STIPPLING is a way of shading using dots.



KEY WORDS:
Mark Making
Stipple
Tone
Shade

Complete a research page about Vincent Van Gogh.

Include the following:

A title: Vincent Van Gogh

Facts about Van Gogh

A drawing of the Peasant of Camargue

Van Gogh suffered from temporal lobe epilepsy.

He was also mentally ill.

His paintings were produced when Van Gogh was in an asylum.

A note written by a French Doctor has confirmed, that Van Gogh did cut off his ear.

He cut diagonally leaving a small portion of his ear lobe.

Van Gogh was found shot in the chest.

He died two days later at the age of 37.

The gun was never found.

Van Gogh produced over 9 thousand paintings and drawings during his 10 years in Arles, France.

He only sold one painting during his lifetime.

His paintings were stored by his brother's wife after his death. His brother Theo, was an Art dealer.

They are now worth millions of pounds.

Van Gogh only became famous after his death.



Effort:
WWW:

EBI:

Student comments

Applying Mark-Making

Vincent Van Gogh

Vincent van Gogh (1853-1890) was a Dutch painter who used vivid colors and wild brush strokes in his paintings and amazing strong directional marks in his drawings. All of his work was produced during a period of only 10 years. Van Gogh was a tortured genius whose skills only became renowned after his death. His paintings and drawings are characterised by bold expressive strokes and jagged lines, which he used to express his emotional response to his subjects. As a result he became a leader in the development of expressionism.

He began drawing in chalk, pencil and pen with the thought of progressing from there to printmaking. As an aspiring illustrator, Van Gogh made drawings that look like prints, using a quill to make masses of fine lines similar to the hatching that creates different tones in etched and engraved prints.

Van Gogh also discovered the uses of the reed pen, which he made from a hollow-barrelled grass he found in the south of France. This drawing tool was well matched to Van Gogh's interest in attaining bold and vigour lines. Van Gogh delighted in just "letting (his) pen go." His drawings are an array of hatches, dots and curlicues that he carefully spread out to the farthest edges of the paper.



Self Portrait
1889
Reed pen & ink

Hatching

Van Gogh used pen and ink lines to create this drawing titled Behind the Hedges. In some areas, he drew several lines in the same direction. This technique is called hatching.

Cross-hatching

In order to make darker areas in the drawing, Van Gogh would add more ink lines, sometimes on top of other lines and in the opposite direction so that the lines cross one another. This technique is called cross-hatching.

Light Effects

By putting only a few lines inside an area of dense cross-hatches, Van Gogh Created the effect of the sun as it sets in the evening,



The Sower
1888
Reed pen & ink

Different tools for different marks.

Van Gogh used a combination of drawing tools - reed pen, quill and graphite to create a variety of marks: lines, dots and dashes. By varying the type and placement of his marks, Van Gogh helps us understand the farm landscape and the atmosphere and even the heat of summer.



This is a drawing by Van Gogh Called 'Peasant of Camargue'. He drew this in 1888 using brown ink and graphite on white woven paper.

What sort of marks can you see?

What information do the marks give you? What textures can you see?

Task: Use your Mark Making skills to draw Vincent Van Gogh's, Peasant of Camargue



KEY WORDS:
Mark Making
Peasant
Texture
Pattern
Tone

Tonal Shading Exercise.

Task:
Shade each box with a ballpoint pen.
Work from **DARK** – **LIGHT**.

--	--	--	--	--	--	--	--	--	--





Effort:

WWWW:

EBI:

Use this space to practice your work



Use Mark Making to shade Vincent Van Gogh's Sunflowers.
Add Tone, Shadow, Highlights & Texture.



Effort:
WWW:

EBI:

Student comments

Assessment Feedback

Stick the assessment sheet here.



Et bien cela m'a enseigné comment
 de faire cet intérieur sans rien
 sans simplicité à la Serra
 A toutes plates mais grossièrement dessinées
 en pleigne pâte les murs, les plates

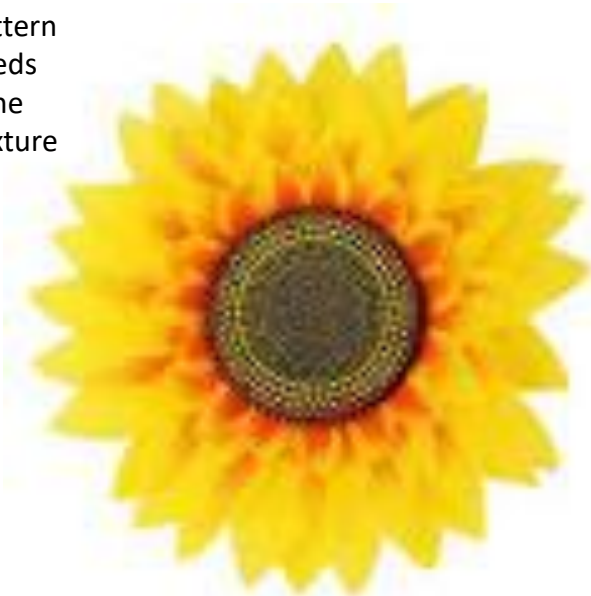






KEY WORDS:

- Shape
- Petal
- Layers
- Pattern
- Seeds
- Tone
- Texture



Use this space to practice your work

Effort:
WWW:

EBI:

Student comments



KEY WORDS:

Shape
Pattern
Cellular
Tone
Texture.

Effort:
WWW:

EBI:

Student comments

TINTS, TONES AND SHADES

Tint:
The lightness of
a colour

Choose a colour.
Paint the box below.

Tone:
The variation of
shading from light
to dark of a colour

Use black and white to
mix a medium grey
colour and paint the
box below:

Shade:
The darkness of
a colour

Paint this box black:

TINTS

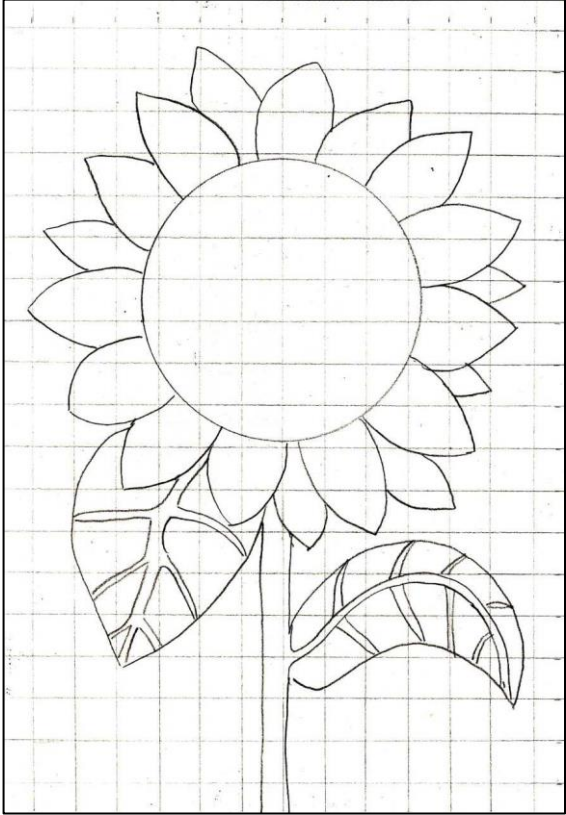
Now add **white** to your
chosen colour and paint
the box below - keep
adding more white as you
paint each box to
produce lighter **tints** of
your original colour

TONES

Now add the **grey** to
your chosen colour and
paint the box below -
keep adding more grey as
you paint each box to
produce **tones** of your
original colour

SHADES

Now add **black** to your
chosen colour and paint the
box below - keep adding
more black as you paint
each box to produce darker
shades of your original
colour



Assessment Feedback

Stick the assessment sheet here.

Stick your mosaic here

Assessment Feedback

Stick the assessment sheet here.

Practice Page

This is a space for you to practice your drawing skills.

Practice Page

This is a space for you to practice your drawing skills.

Practice Page

This is a space for you to practice your drawing skills.