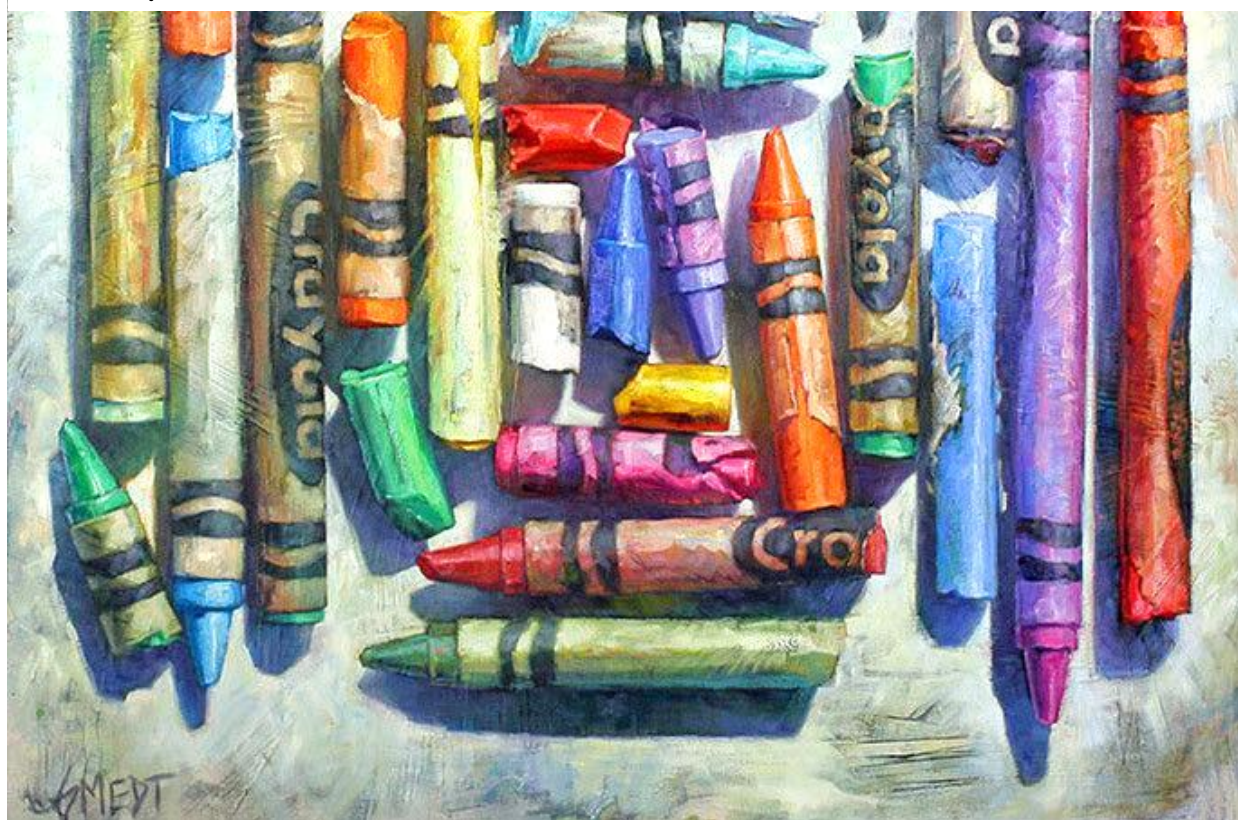


GCSE Art: Unit 1

Knowledge Organiser and Markbook

Name.....

Group.....



Code	This means that:	Action required:
SP	There is a spelling mistake in your work	Write a sentence at the end pf your work that includes the correct spelling of the word
C	You did not a capital letter when needed or you put one in the wrong place	Take note of the teacher's correction. Be careful next time!
P	Punctuation has been missed out or used incorrectly in your writing	Add in the correct punctuation
Gr	You have written a sentence with mistakes in your grammar	Re-read your incorrect sentence and make the necessary corrections
W	You have used an incorrect word or a better word could have been chosen	Add the correct word/a better word to your sentence
//	You should have started a new paragraph	Take note of the teacher's correction. A new paragraph begins when you are changing topic, time, place or person

Key Words

Line



Shape



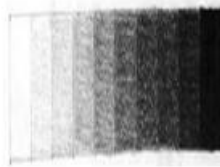
Form



Texture



Value
Shade
Tone



Colour



Primary
Colour



Secondary
Colour



Warm
Cool
Colour



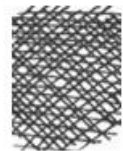
Complimentary
Colour



Observational
Drawing



Shading
Cross-
Hatching



Perspective



Pencil



Rubber



Paintbrush



Pallet



Water pot



Watercolour
Paint



Acrylic
Paint

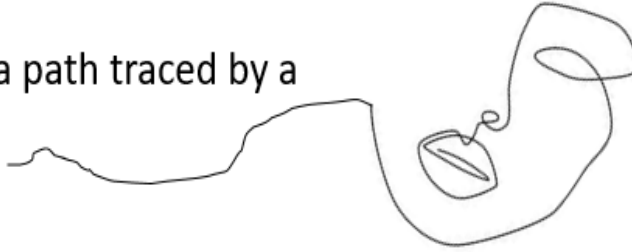


Q-Tip



The Formal Elements

- **Line:** a line is a path traced by a moving point



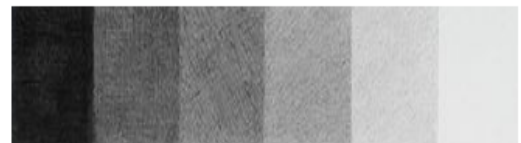
- **Shape:** these are two dimensional areas, shapes are always flat



- **Form:** a form has height, width and depth, a form always has three dimensions



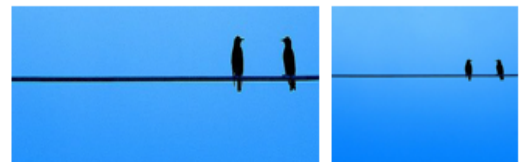
- **Value:** how light or dark shading/colours are



- **Texture:** the way a surface looks or feels



- **Space:** artists use space to create the illusion of depth



- **Colour:** the spectrum of light captured by our eyes



Assessment Objectives Feedback

	Teacher Feedback	Student Response
A01: Develop		I will improve by...
A02: Experiment		
A03: Evaluate/Annotate		
A04: Present		

Assessment Objectives Feedback

	Teacher Feedback	Student Response
A01: Develop		I will improve by...
A02: Experiment		
A03: Evaluate/Annotate		
A04: Present		

Assessment Objectives Feedback

	Teacher Feedback	Student Response
A01: Develop		I will improve by...
A02: Experiment		
A03: Evaluate/Annotate		
A04: Present		

Assessment Objectives Feedback

	Teacher Feedback	Student Response
A01: Develop		I will improve by...
A02: Experiment		
A03: Evaluate/Annotate		
A04: Present		

Sketchbook Checklist in Order

Pages	Expectation	Work Harder
Written Mind Map	A3 page of key words relating to the theme of Growth and Decay	Highlight key words that you intend to explore further
Written Mind Map	A3 page of key words relating to your specific theme, inspired by Growth and Decay	Highlight key words that define your new theme!
Visual Mind Map	2 x A3 pages of images inspired by your theme	Use examples of artworks and images from the real world, annotate with key words
Observational Drawings	2 x A3 pages of drawings from your Visual Mind Map	Experiment with pencil, pen, watercolour and colour pencil
Artist Pages (4x pages in total)	2 x double pages including the following: Title Artist Analysis and image Artist Copy and image Test strip Materials and Techniques Key Features Formal Elements	Compare and contrast your artists, how are they different? How are they similar? What is the historical context of when their work was made and how has this influenced them?
Experiments Planning Page	Title Brief description of the kinds of art you intend to make and how this tells the story of your theme Mind Map of ideas At least 3 sketches of ideas with annotations	What materials do you intend to use and why? Include test strips of materials
Primary Photos	At least 30 photos based on your theme	Annotate and select your best photos, explaining what makes them so successful?

Sketchbook Checklist in Order

Pages	Expectation	Work Harder
Experiments Page 1	Title Artwork and photo you worked from Annotations Test strips	• Use a variety of materials • Test out your ideas in mini experiments • Experiment with composition • Explore combining materials and techniques • Design zoomed in artworks to illustrate finer details • Photocopy your outline and practise the artwork in 3 different materials • Explore a different colour palette • Work on a larger scale • Reflect on and annotate what works and what doesn't
Experiments Page 2	Title Artwork and photo you worked from Annotations Test strips	
Experiments Page 3	Title Artwork and photo you worked from Annotations Test strips	
Experiments Page 4	Title Artwork and photo you worked from Annotations Test strips	
Developed Piece	Create a larger version of your experiments combining ideas together, presenting your work in your sketchbook with: Title Artwork and photo you worked from Annotations Test strips	
Final Piece Mind Map	Mind Map of ideas for your final piece	Highlight key words that you intend to explore further
Final Piece Sketches	4 rough sketches of ideas for your final piece with annotations	Write detailed notes on each idea using a highlighter to select your favourite
Final Piece Plan	Title Sketch of your final piece idea Statement of intent Photos you are working from Photos of your artist's work Test strips of materials you intend to use	Type your statement of intent and explain how your experiments and artist research have informed your final piece idea
Final Piece	Design and complete a personal final artwork that tells the story of your theme	Work on a large scale to create an impressive final piece

Artist Analysis Sentence Stems

1	This is a.....(painting/sculpture/drawing)...of..... In it I can see.....and.....and also.....
2	The piece that I am analysing is called...
3	The artwork was made using...
4	The artist creates style of work, mainly focused on....and....
5	My first thoughts looking at this piece are that...
6	The composition of the artwork draws our attention to....first and then...
7	The artist has used (materials) to create a sense of...
8	The technique of... has created texture/detail by...
9	The colours and shapes that stand out most are ...
10	The colours used in this image are ... this represents a feeling of ... because
11	Overall, this piece represents feelings of ...because of the way the artist has...
12	This piece makes me feel ...
13	A feature of... (artist's name) I want to include in my future work is the way they/their use of.... I like how they use.....techniques and I will use this in my own work to create a feeling of.....

Key Terms for describing artworks

These words help describe what you see in the artwork.

Colour
Line
Shape
Texture
Pattern
Mood
Bright
Dark
Realistic
Abstract
Artist
Style
Materials
Drawing
Painting

These words help explain how the artist made their work and what it might mean.

Composition
Contrast
Tone
Technique
Media (materials used)
Inspired by
Expressive
Detail
Perspective
Layering
Brushwork
Symbolism
Theme
Emotion
Movement

These words help you analyse the artist's choices and link them to your own work.

Influence
Concept
Narrative (story in the artwork)
Juxtaposition (placing things side by side for effect)
Interpretation
Visual language
Artistic intention
Cultural context
Aesthetic
Figurative
Stylised
Monochrome
Focal point
Dynamic
Experimental

Sentence Stems for Annotations

What

These help you describe what you did and what materials you used.

- I used **(material/tool)** to create...
- My artwork shows **(subject/theme)** because...
- I chose **(colour/shape/line)** to make it look...
- I was inspired by **(artist name)** because...
- I think this part worked well because...
- I found **(technique)** difficult/easy because...

Key Words: pencil, paint, colour, line, shape, texture, artist, inspired, materials

How

These help you explain your choices and link to your project.

- I experimented with **(technique/material)** to explore...
- The use of **(formal element)** helps to show...
- This links to my theme of **(theme)** because...
- I developed my ideas by...
- I used **(artist name)**'s style by including...
- I refined my work by changing...

Key Words: composition, contrast, tone, layering, media, theme, refine, develop, experiment

Why

These help you analyse your work and show deeper thinking.

- The artist **(name)** influenced my work through their use of **(technique/style)**...
- My composition creates a sense of **(emotion/mood)** by using...
- I chose to use **(material/technique)** to reflect the theme of...
- The contrast between **(element 1)** and **(element 2)** creates...
- I evaluated my work and decided to improve it by...
- This piece shows my understanding of **(concept/artist/style)** because...

Key Words: influence, composition, symbolism, contrast, mood, emotion, evaluate, refine, concept

Key Terms for describing Formal Elements

Line

straight/curved/wavy/zigzag

thick/thin

bold/delicate/continuous/broken

directional/flowing/expressive

dynamic/contour/gesture

implied/linear

Value

light/dark/grey/soft/hard

shadow/bright/dull

contrasting/gradual/highlight

shade/dramatic/subtle

monochrome/tonal/range

depth/mood

Shape

2d/circle/square/triangle/rectangle

oval/simple/organic/geometric

symmetrical/asymmetrical

rounded/angular/complex

abstract/figurative/stylized

interlocking/negative space

Texture

rough/smooth/bumpy/soft

hard/fuzzy/grainy/scratchy

patterned/layered/tactile/woven

visual texture/actual texture

impasto/embossed/simulated/complex

Space

near/far/big/small/overlap/background

depth/foreground/middle ground

distance/scale/placement/perspective

negative space/aerial view/spatial
awareness/illusion/composition

Form

solid/round/flat

bumpy/smooth/3d/sculptural

volumetric/realistic/blocky

soft/rigid/dynamic/organic

architectural/figurative

constructed/manipulated

Colour

red/blue/yellow/green/orange/purple

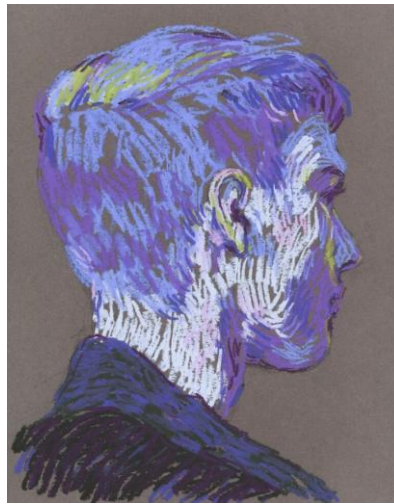
bright/dark/warm/cool

primary/secondary/complementary

neutral/harmonious/contrasting

monochromatic/symbolic/saturated/muted

Key Materials and Techniques



Realism	Abstract	Collage	Sculpture	Expressive	Loose
Making art that looks realistic	Not realistic; uses colour/shape/form/texture to create a feeling	Combining 2 or more materials and or techniques together	3D artwork	Art that clearly shows emotion using materials/techniques	Work that appears to have been made fast/creates a sense of movement/art that feels free

AQA Assessment Objectives

	Assessment objective 1	Assessment objective 2	Assessment objective 3	Assessment objective 4
Marks	Develop ideas through investigations, demonstrating critical understanding of sources.	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Record ideas, observations and insights relevant to intentions as work progresses.	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
24 Convincingly	An exceptional ability to effectively develop ideas through creative and purposeful investigations.	An exceptional ability to thoughtfully refine ideas with discrimination.	An exceptional ability to skillfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	An exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction.
23 Clearly				
22 Adequately				
21 Just	An exceptional ability to engage with and demonstrate critical understanding of sources.	An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.		An exceptional ability to demonstrate understanding of visual language.
20 Convincingly	A highly developed ability to effectively develop ideas through creative and purposeful investigations.	A highly developed ability to thoughtfully refine ideas.	A highly developed ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A highly developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction.
19 Clearly				
18 Adequately				
17 Just	A highly developed ability to demonstrate critical understanding of sources.	A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.		A highly developed ability to demonstrate understanding of visual language.
16 Convincingly	A consistent ability to effectively develop ideas through purposeful investigations.	A consistent ability to thoughtfully refine ideas.	A consistent ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A consistent ability to competently present a personal and meaningful response and realise intentions.
15 Clearly				
14 Adequately				
13 Just	A consistent ability to demonstrate critical understanding of sources.	A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.		A consistent ability to demonstrate understanding of visual language.
12 Convincingly	A moderate ability to effectively develop ideas through purposeful investigations.	A moderate ability to thoughtfully refine ideas.	A moderate ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A moderate ability to competently present a personal and meaningful response and realise intentions.
11 Clearly				
10 Adequately				
9 Just	A moderate ability to demonstrate critical understanding of sources.	A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.		A moderate ability to demonstrate understanding of visual language.
8 Convincingly	Some ability to develop ideas through purposeful investigations.	Some ability to refine ideas.	Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Some ability to present a personal and meaningful response and realise intentions. Some ability to demonstrate understanding of visual language.
7 Clearly				
6 Adequately				
5 Just	Some ability to demonstrate critical understanding of sources.	Some ability to select and experiment with appropriate media, materials, techniques and processes.		
4 Convincingly	Minimal ability to develop ideas through investigations.	Minimal ability to refine ideas.	Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Minimal ability to present a personal and meaningful response and realise intentions.
3 Clearly				
2 Adequately				
1 Just	Minimal ability to demonstrate critical understanding of sources.	Minimal ability to select and experiment with appropriate media, materials, techniques and processes.		Minimal ability to demonstrate understanding of visual language.
0	Work not worthy of any marks.			

AQA Assessment Objectives Explained

AO	What It Means	What You Need to Do
AO1	Develop ideas through investigations	Research artists, explore themes, and show inspiration
AO2	Refine work by exploring materials and techniques	Try different tools, media, and styles to improve your work
AO3	Record ideas, observations and insights	Draw from life, take photos, write notes and reflections
AO4	Present a personal and meaningful final piece	Create a final artwork that shows your journey and ideas

To achieve a Grade 4 you must **at least** complete all the items on the Sketchbook Checklist to a **consistent** standard.

To reach a Grade 9 you need to demonstrate an **exceptional** ability across all the Assessment Objectives. It is not enough to just be highly skilled; you must evidence each Assessment Objectives as list below.

Grade 4

AO1: A consistent ability to effectively develop ideas through purposeful investigations.
A consistent ability to demonstrate critical understanding of sources.

AO2: A consistent ability to thoughtfully refine ideas.
A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.

AO3: A consistent ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.

AO4: A consistent ability to competently present a personal and meaningful response and realise intentions.
A consistent ability to demonstrate understanding of visual language.

Grade 9

AO1: An exceptional ability to effectively develop ideas through creative and purposeful investigations.
An exceptional ability to engage with and demonstrate critical understanding of sources.

AO2: An exceptional ability to thoughtfully refine ideas with discrimination.
An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.

AO3: An exceptional ability to skilfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.

AO4: An exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction.
An exceptional ability to demonstrate understanding of visual language.