

## Colour Theory

## Year 7 – Art - Formal Elements

### Key Terminology

<b>Form</b>	A 3D shape / to make something appear 3D.
<b>Shape</b>	The outline of an object.
<b>Colour</b>	The hue, tint or shade.
<b>Tone</b>	The light and dark (highlight – mid-tone – lowlight).
<b>Line</b>	Individual marks made on a surface.
<b>Texture</b>	The appearance of the surface.
<b>Pattern</b>	Repeated motifs.

### Complementary Pairs



Colours opposite each other on the colour wheel. Appear brighter when placed next to each other.

### Analogous



Colours next to each other on the colour wheel.

### Harmonious Colours



Colours that are next to each other on the colour wheel and are pleasing to the eye.

### Warm Colours



Are shades of orange, yellow and red.

### Cold Colours



Are shades of green, blue and purple.

### Tints/Shades/Tone



Tints = A Colour + White  
Shades = A Colour + Black  
Tones = A Colour + Black and White (Grey)

### Primary Colours



A colour that **cannot be made** by mixing other colours together.

### Secondary Colours



Made by mixing two **primary** colours together.

### Tertiary Colours



Made by mixing a **primary** and a **secondary** colour together.



### Artist's

Edward Weston  
Sarah Graham  
Ivo Pannaggi



### Sentence Starters in Art

- My first impressions of this piece are...
- This piece of work is about...
- This piece reminds me of...
- The part that I find most interesting is...
- I think this piece is about...
- The colours the Artist has used are...
- This piece of work makes me feel...
- I could use artist's ideas in my work by...

### Key Terminology

Quality of the line, Tone in the line, Directional shading, Highlight, Mid-tones, Lowlights, Complementary Pairs, Harmonising Colours, Analogous, Contrasting, Hues of a colour, Mark making, Blending.

### Assessments

Term 1A – Baseline sweets drawing - A03  
Term 1B - Baseline mixed media drawing – A02  
Term 2A – CET Test Jan 2023



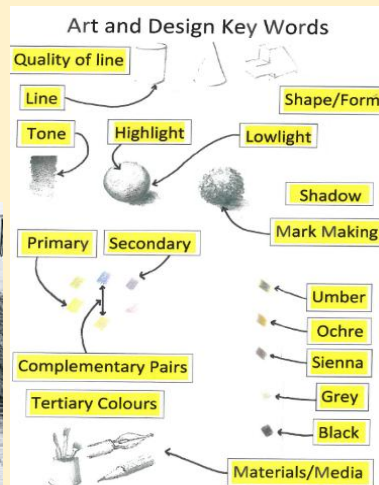
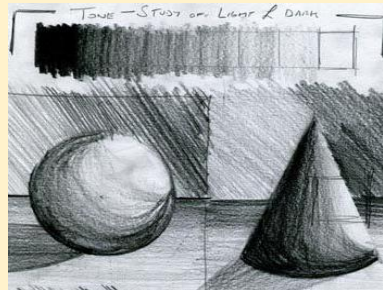
## AUTUMN 1

**Edward Weston**

Pepper No. 30, 1930



- **Born:** March 24, 1886, in Highland Park, Illinois, USA. **Death:** 1 January 1958, Carmel-by-the-Sea, California, United States.
- **Education:** Illinois College of Photography in Effingham, Illinois in 1908.
- **Medium and Style:** Photography. Initially a Pictorialist style, moving to a more abstract style, taking photographs from unusual viewpoints.
- **Subject Matter and Method:** Natural forms, Landscapes, still lives and portraits.



## AUTUMN 2

**Sarah Graham**

Sweet Heaven, 2020



- **Born:** 1977 in Hitchin, England, UK
- **Education:** BA (hons) Fine Art Painting at De Montfort University, Leicester, 2000
- **Medium and Style:** Photorealist Oil on Canvas.
- **Subject Matter and Method:** Images from childhood; Sweets, Toys and other items that give a sense of nostalgia. Sarah arranges her chosen items in her studio and photographs them before creating her photorealistic paintings.

### Primary colours

Cannot be made by mixing other colours

RED YELLOW BLUE

### Secondary Colours

Mix 2 primary colours

red + yellow = ORANGE

yellow + blue = GREEN

red + blue = PURPLE

### Tertiary Colours

Mix all 3 primary colours = Browns & Greys

UMBER, is mainly blue with less red and yellow

SIENNA, is mainly red with less blue and yellow

OCHRE, is mainly yellow with less red and blue

GREYS- a huge range- add white to tint tertiary

## SPRING 1

**Ivo Pannaggi**

Vaso, tavolozza, pennelli e solidi, 1919-20



- **Born:** Ivo Pannaggi (Macerata, 1901-1981) was an eclectic artist.
- **Subject Matter and Method:** He was active in the Futurist movement and later associated with the Bauhaus.

### COMPLEMENTARY PAIRS

Opposites on the colour wheel.  
Create Contrast / balance each other out  
When mixed together make Tertiary colours  
Red + Green / Blue + Orange / Yellow + Purple

### HARMONY

Colours that are next to each other on the colour wheel.  
Colours that contain the other colour.

Red + Orange / Green + Blue / Green + Yellow / Yellow + Orange / Red + Purple / Purple + Blue  
Complex theory – think about tertiary and harmony

### WARM & COOL

Colours that can be used to create depth/ space.  
Warm colours come forward/ cool recede.  
Warm- reds/ oranges/ yellows/ red-browns  
blues/ cool greys  
Ilex- green / purple- can be both depending  
lance.

### LINE

'A line is a dot that went for a walk' Paul Klee - Artist

LINE - A line is a mark or a connection between two or more points.

#### Types of line

Below are different types of lines. Practice drawing each one and then see if there are any other examples that you can think of.

Straight Dotted Dashed Wavy Curved Jagged



#### Mark-making with line

Below are some examples of mark making techniques, using lines.

Paul Klee created this portrait drawing using one long, continuous line!  
Try drawing a face, without taking your pencil or pen off of the page. You could look in the mirror or ask someone to pose for you.



Paul Klee, drawing - 1930

#### Gestural marks

Lines can be expressive. They can be used to express emotions or to represent sounds and movements.

Below are some examples of gestural marks.

Can you think of some of examples of marks that could represent sounds, movements or emotions?

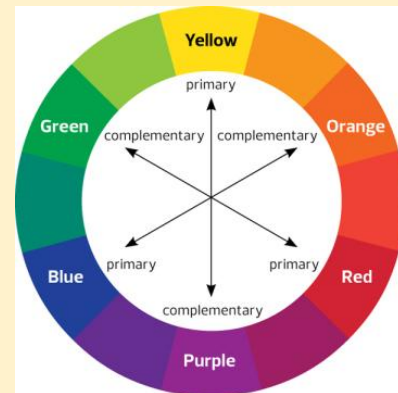
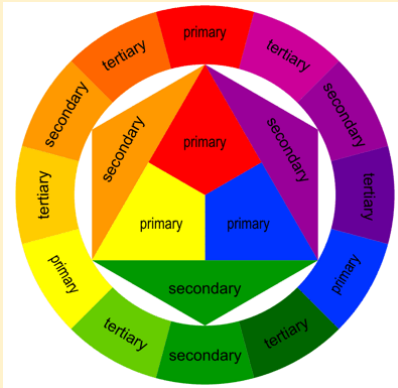
# Year 7 – Art – Core Knowledge

## Key Terminology

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<b>Shape</b>	The outline of an object
<b>Colour</b>	The hue, tint or shade
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## Sentence Starters in Art

- My first impressions of this piece are...
- This piece of work is about...
- This piece reminds me of...
- The part that I find most interesting is...
- I think this piece is about...
- The colours the Artist has used are...
- This piece of work makes me feel...
- I could use the Artists ideas in my work by...



## Colour Theory

<b>Complementary Pairs</b>	Colours opposite each other on the colour wheel. Appear brighter when placed next to each other.	<b>Primary Colour</b>	A colour that <b>cannot be made</b> by mixing other colours together.
<b>Analogous (Harmonising colours)</b>	Colours next to each other on the colour wheel.	<b>Secondary Colour</b>	Made by mixing two <b>primary</b> colours together.
<b>Warm Colours</b>	Are shades of orange, yellow and red.	<b>Tertiary Colour</b>	Made by mixing a <b>primary</b> and a <b>secondary</b> colour together.
<b>Cold Colours</b>	Are shades of green, blue and purple.		
<b>Tints/Shades/Tones</b>	Tints = A Colour + White Shades = A Colour + Black Tones = A Colour + grey		

Artist's

Hilma af klint  
Natasha Mann  
Barbara Hepworth

Key Terminology

Quality of the line, Tone in the line, Directional shading, Highlight, Mid-tones, Lowlights, Complementary Pairs, Harmonising Colours, Analogues, Contrasting, Hues of a colour, Mark making, Blending.

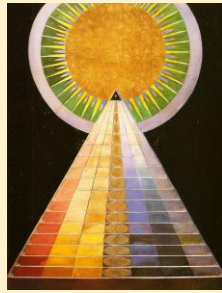
## Assessments

Term 2B – Baseline painting- A03  
Term 3A - Baseline mixed media drawing – A02  
Term 3B – Baseline sculpture –A03

## Spring 2

### Hilma af klint

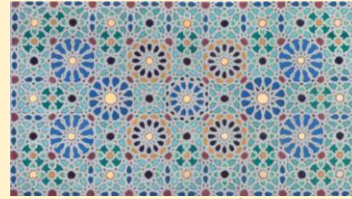
Untitled #1, 1915, oil on gold on canvas, private collection



## Summer 1

### Natasha Mann

Interpretation of the Throne Alcove in the Hall of Ambassadors in the Alhambra, Natural pigments with egg tempera and 24 carat gold leaf on wood.



## Summer 2

### Barbara Hepworth

Large and small forms, 1934, Sculpture



## ABSTRACTION / COLOUR

- **Born:** 26 October 1862
- **Death:** – 21 October 1944
- **Education:** Tekniska skolan, Royal Swedish Academy of Arts
- **Medium and Style:** Oil, watercolour, gouache and tempera

### Subject Matter and Method:

- **She did not have any contact with the modern movements of her time, yet she is now generally considered to be the pioneer and inventor of abstract art - her first abstract work was painted in 1906, which pre-dates Kandinsky's by five years.**
- **Each painting in af Klint's series, ten in total, illustrate the different phases of human life including childhood, youth, maturity, and old age.**

## PATTERN / TESSELATION

- **Education:** Natasha holds a degree in Arabic and French from The University of Cambridge, an MA in Spanish and Moroccan Medieval Art from the Courtauld Institute of Art and an MA from the Prince's School of Traditional Art.

### Medium and Style:

- **All her pieces are made from natural materials. Her geometric designs are all hand drawn using a compass and ruler. She creates decorative paintings for interiors such as panels, murals and ceiling designs.**

### Subject Matter and Method:

- **Natasha Mann creates paintings, bespoke pieces for interiors and decorative objects. She works using the traditional method of egg tempera on wood with natural pigments. Her work is largely inspired by Moroccan architectural painting.**

## 3D SCULPTURE

- **Born:** 10 January, 1903, Wakefield, United Kingdom
- **Death:** 20 May 1975, St Ives
- **Education:** Royal College of Art, Leeds Arts University, Wakefield Girls' High School

### Medium and Style:

- **Hepworth used a variety of materials and methods throughout her career. Carving directly into wood and stone gave her the most satisfaction as a sculptor, although it is often by her large-scale, outdoor work in bronze that she is best known for.**

### Subject Matter and Method:

- **Though concerned with form and abstraction, Hepworth's art was primarily about relationships: not merely between two forms presented side-by-side, but between the human figure and the landscape, colour and texture, and most importantly between people at an individual and social level.**



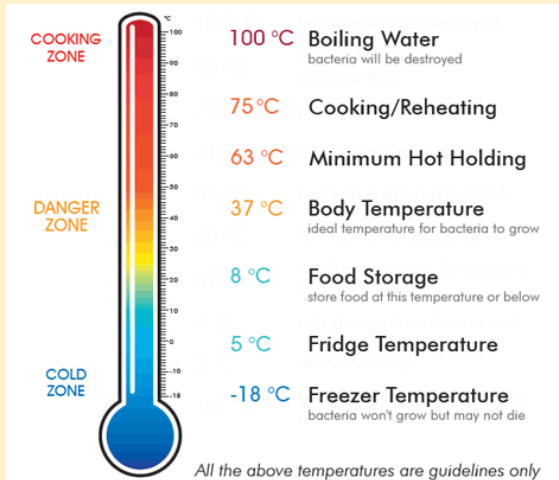
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Key Vocabulary

Temperature Control

Temperature control: Buy, store, cook and prepare food. Storing food correctly minimises the risk of food spoilage and food poisoning.



Bacteria grow best in the danger zone (between 5°C-63°C):

- Below 5°C they grow very slowly or are dormant.
- Above 63°C they are mainly destroyed by heat.

The 5 conditions for bacterial growth: **Warmth, food, moisture, time, correct PH.**

Fridge Safety

Some food needs to be kept in the fridge to stop bacteria contaminating food.



**Cross-contamination:** The transfer of pathogenic from raw to ready to eat foods, or one place to another.



- Cooking
- Cleaning
- Chilling
- Cross-contamination



Bacteria and Illnesses

Bacteria that make us ill are called **PATHOGENIC**. Non-visible and visible symptoms are:

- Diarrhoea (visible)
- Being sick (visible)
- Nausea (non-visible)
- Stomach cramps (non-visible)
- Fever/temperature (non-visible)
- Headaches (non-visible)



**Food poisoning:** An illness caused by eating contaminated food.

**Food spoilage:** When food deteriorates so that its quality is reduced, or can no longer be eaten.

**Bacteria:** Microscopic living organisms, which are single-celled and can be found everywhere.

**High-risk foods:** Ready-to-eat moist foods, often high in protein.

**Dormant:** When bacteria are inactive and cannot grow at all.

**Assessment**  
**Meal Planning**  
**MCQ's & Practical Work**



## Key Vocabulary

# Year 8 Food – Food and Nutrition - Healthy Diets and Sensory Analysis

THE RELATIONSHIP BETWEEN DIET AND HEALTH	SPECIAL DIETS	OLFACTORY SYSTEM
<p>A healthy diet can help to prevent these diseases and alleviate their symptoms.</p> <p>Follow the <b>8 tips for healthy eating</b> to ensure your diet is balanced!</p> <ul style="list-style-type: none"> <li>Base your meals on starchy foods.</li> <li>Eat a lot of fruits and vegetables.</li> <li>Eat more fish – at least two portions a week, one of which should be oily fish.</li> <li>Limit the amount of saturated fats and sugars you eat.</li> <li>Eat less salt – no more than 6 g a day.</li> <li>Be active and try to maintain a healthy body weight.</li> <li>Drink plenty of water.</li> <li>Do not skip breakfast.</li> </ul>	<p><b>People may choose to eat or avoid eating certain products because of their ethical or moral beliefs.</b></p> <ul style="list-style-type: none"> <li>• These may be based on:</li> <li>• whether animals or people suffer during food production</li> <li>• how food is made</li> <li>• how food production affects the environment</li> </ul> <p><b>Vegetarians</b> All vegetarians do not eat meat, poultry, fish and shellfish. Different groups of vegetarians include: lacto-ovo-vegetarians: eat milk, dairy and eggs lacto-vegetarians: eat milk and dairy ovo-vegetarians: eat eggs</p> <p><b>Vegans</b> Vegans do not eat any produce of animal origin, such as meat, fish, milk and dairy, eggs, honey, gelatine, etc. Many vegans will also refuse to wear clothing made of leather or fur, etc.</p> <p><b>Organic foods</b> Plants and animals are grown and reared in the most natural way possible.</p> <ul style="list-style-type: none"> <li>• No chemicals</li> <li>• No pesticides, herbicides</li> <li>• No artificial fertilizers</li> <li>• No antibiotics</li> </ul>	<p><b>Smell</b> Olfactory system responds to aroma stimuli and sends information to the brain, helping to decide whether a food smells nice or not</p> <p><b>Touch</b> Helpful in judging the texture, consistency and <b>mouthfeel</b> of the food, as well as its temperature and spiciness</p> <p><b>Eyesight</b> Important when presenting food, which has to be appetising, colourful, neat and decorated</p> <p><b>Hearing</b> Crunchiness and crispiness of a food usually indicate its freshness</p> <p><b>Taste</b> Taste buds located on the tongue help to taste the five tastes: sweet, sour, salty, bitter and umami</p>





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## Sentence Starters in Art

- My first impressions of this piece are...
- This piece of work is about...
- I think the Artist has made this piece by...
- This piece reminds me of...
- The part that I find most interesting is...
- I think this piece is about...
- This piece of work makes me feel...
- The areas I like/don't like about this piece are...

## What is POP ART?

**Pop art** is an **art** movement that emerged in the United Kingdom and the United States during the mid- to late-1950s. One of its aims is to use images of popular (as opposed to elitist) culture in art, emphasizing the banal or kitschy elements of any culture, most often with irony.

## Key Terminology

Popular Art Culture, Mixed Media, Thick black outline, Ben-day dots, Comic Strip, Irony, Complementary colour, Solid colour, Mark making, Collage, Repeat imagery, Abstract pattern, Photographic layers

## Skills and Techniques

Line, Shape, Collage, Ben-day dots, Recording, Colour, Tone



**Exhibitions/Galleries**  
Nottingham Contemporary  
Tate Modern  
London

## Artists

Paul Cezanne  
Maria Nepomuceno  
Andy Warhol  
Roy Lichtenstein  
Hattie Stewart



## Assessments

Term 1A - Still Life / Paul Cezanne A01/A02  
Term 1B – Pop Art / Andy Warhol  
Term 2A – CET Test PPE assessment

## Assessment Objectives

A01 – Artist Research  
A02 – Exploring different mediums  
A03 – Drawings, Ideas and Intentions  
A04 – Final Outcome



Key Vocabulary

Still life

Culture

Illustration

Stylised

Printmaking

Colour

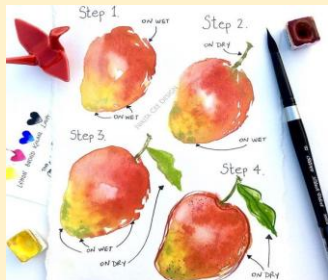
AUTUMN 1A

Paul Cezanne



Still Life with Apples, 1890, oil on canvas

- **Born:** 19 January 1839
- **Death:** – 22 October 1906
- **Education** Collège Bourbon in Aix (now Collège Mignet).
- **Subject Matter and Method:** French artist and Post Impressionist painter whose work laid the foundations of the transition from the 19th-century conception of artistic endeavour to a new and radically different world of art in the 20th century.
- **Medium and Style:** Painting

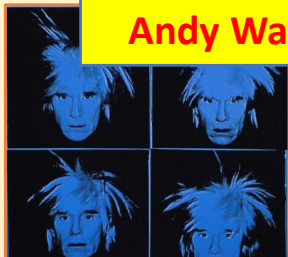


Maria Nepomuceno



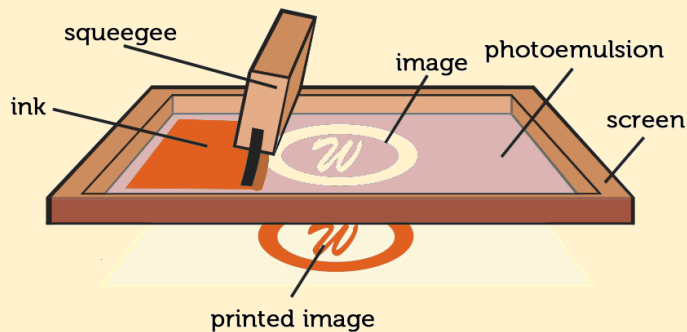
AUTUMN 1B

Andy Warhol



Clam Chowder and Beef canvases from Campbell's Soup Cans, 1962

- **Born:** August 6<sup>th</sup> 1928, in Pennsylvania, USA.
- **Death:** February 22<sup>nd</sup> 1987, in New York, USA
- **Education:** Carnegie Institute of Technology
- **Medium and Style:** Printmaking, Photography. One of the key artist of the Pop Art movement.
- **Subject Matter and Method:** Portraits and repetition of imagery. Photographic layers used to create work using bold unrealistic colour.



SPRING 2A

Hattie Stewart



- **Born:** 1988, in Colchester, England.
- **Education:** Studied illustration at Kingston University, London.
- **Medium and Style:** Pop Art, Collage
- **Subject Matter and Method:** She is best known for a technique called 'doodle-bombs', where she illustrates over magazine covers.





# Key Vocabulary

# Year 8 – Design and Technology - Textiles

Stitch

Seam

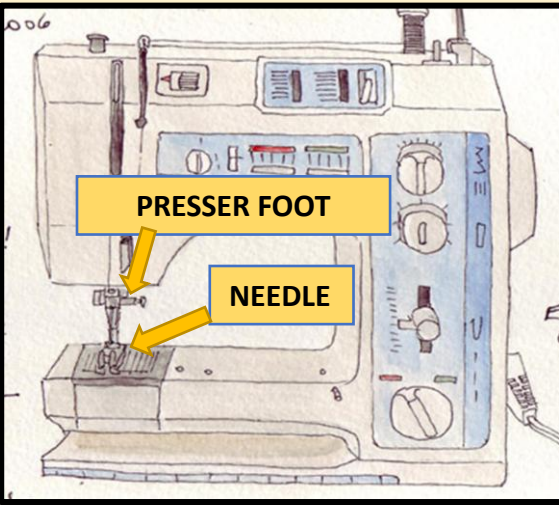
Hem

Brief

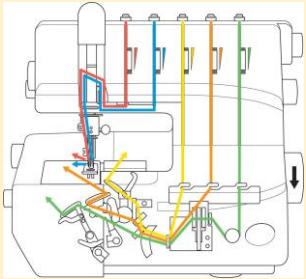
Analyse

## Manufacturing Knowledge, Techniques and Skills

Know your Sewing Machine!



Machine Type: Overlocker



An overlocker sewing machine joins fabrics while trimming and neatening the edges.

**HAND /BALANCE WHEEL**

**BOBBIN WINDER**

**STITCH SELECTOR – LENGTH & WIDTH**

**TAKE UP LEVER**

**BACK STITCH**

**THREAD HOLDER/SPOOL PIN**

**FOOT PEDAL**

## Tools and Equipment

**Thread** – used for hand and machine sewing.

**Bobbin Case** – a bobbin will fit inside this case.

**Tailors Chalk** – to mark out lines/edges on fabric

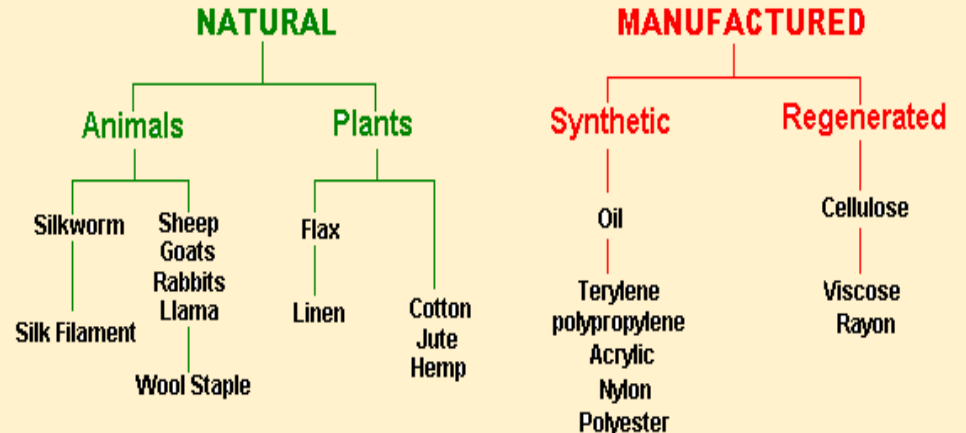
**Bobbin** – fits inside the bobbin case.

**Fabric Shears** – used to cut fabric only.

**Pins** – temporarily join fabrics together or apply a pattern.

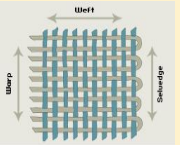


**Tape Measure** – to measure the body.

## Material Knowledge



## How are fabric created?

Fibres	Twisted/Spun	Yarns	Knitted/Woven
--------	--------------	-------	---------------

Woven	Knitted	Bonded
		
Interlocking Fibres	Loops	Fused
Cotton	Woollen	Felt



## Key Vocabulary

# Year 8 – Design and Technology - Textiles

### Embellishment

### Accuracy

### Applique

### Sustainability

### Garment

#### Material Knowledge

**Hardwood:** From deciduous trees (sheds leaves each Autumn).  
Examples: Oak, Mahogany, Beech, Ash, Balsa.

**Softwood:** From coniferous trees (keeps leaves all year round). Examples: Pine and Spruce.

**Manufactured boards:** From gluing particles or pieces of wood together. Examples: Medium-density fibreboard (MDF), Chipboard and Plywood.

**Grain:** The growth rings visible in wood.

#### Thermoplastics

#### Thermosetting

Polymers are categorised into **thermosetting** or **thermoplastics**. Thermoplastics can be heated and shaped many times, whereas thermoset plastics can only be heated and shaped once.

**Polymers** = Plastics.

**Polymers:** A material made from chains of a repeating chemical part called a monomer.

**Monomers:** Chemical parts which polymers can be made.

**Crude oil:** A non-renewable resource (it cannot be replaced) used to create plastic.

#### Embellishing Techniques



**Block Printing** includes **linocuts, lino prints, woodblock prints, rubber stamping**. The method requires you to carve into a material (a block, plate, etc.) and print an impression of the carved surface with ink or paint.



**Sashiko** is a form of stitching, a process of needlework. **Sashiko (刺し子)**, meaning "small piercing" It is a form of functional embroidery that originated in Japan. The stitching is made up of **repeating or interlocking patterns of running stitches**, traditionally done using white Sashiko thread on an indigo background.



**Appliqué** is a sewing technique in which fabric patches are layered on a foundation fabric, then stitched in place by hand or machine using a decorative stitch.



#### Key Design Processes and Technical Skills

**Isometric sketching** – Representing a 3D object in direct projections.

**Modelling** – often created from card and paper. They allow the Can be realistic or just an impression digitally or by hand.

**Precision** – The accuracy of a process or measurement.

**Seam allowance** – this is the space between the edge of the fabric and the stitching line. This is usually 1.5 centimetres away from the edge the fabric.

**Hem** – This is used to alter the length of the fabric and create a neat folded edged , which is then soon on the machine or by hand.

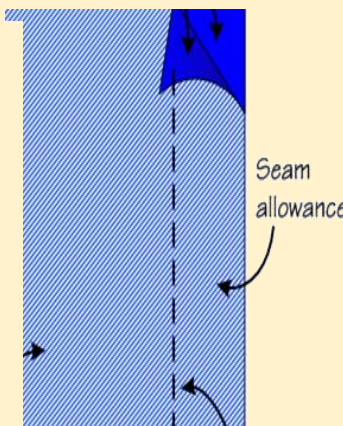
**Raw edge** - The cut, and finished edge of fabric.

**Design Brief** – Provides a summary of the design opportunity it may also include some constraints.

**Components:** Used to join, shape, fasten or stiffen fabric. Buttons, zips, toggles, hook-and-loop fasteners, poppers.

**Seam:** When two pieces of fabric are stitched together.

**Seam allowance:** The space between the edge of the fabric and the stitch.



#### Assessment

MCQ's, Summer CET TEST & Practical Work



# Key Vocabulary

# Year 9 - Art - Portraits 'Cultural Identity'

Renaissance

Line

Tone/Value

Shape

Society

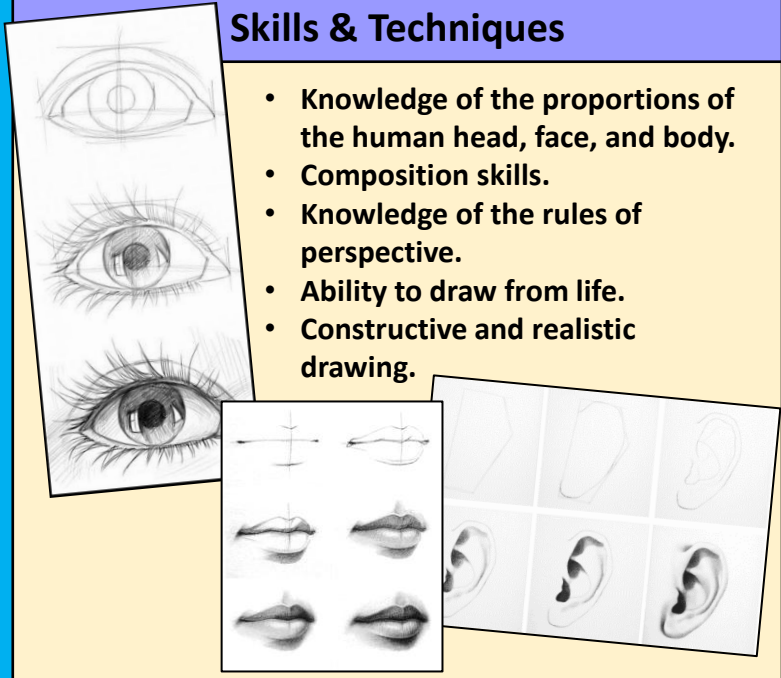
Organic

Stencil

Structure

## Skills & Techniques

- Knowledge of the proportions of the human head, face, and body.
- Composition skills.
- Knowledge of the rules of perspective.
- Ability to draw from life.
- Constructive and realistic drawing.



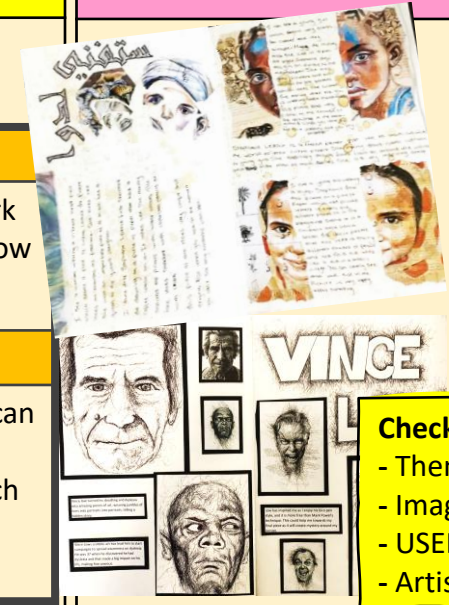
## Talk like an artist

Develop your in-depth understanding and offer opinions about other artists work.

SUBJECT MATTER	ELEMENTS
Describe everything in the artwork?	What formal element of artwork has the artist used? Describe how they have used them?
MATERIALS	INTERPRETATION
What materials has the artist used to create the work? What process do you think that artist went through to create this artwork?	What is the work about? (This can be a combination of what you have found out through research or your opinion) How does the work make you feel?

## Presenting Research

It is important that you are able to describe, analyse and evaluate the work of others and make connections to your own practice. Using mature language, justifying your comments and making sure what you are writing is your OWN WORDS.



### Check list:

- Thematic Title
- Images of the artist's work
- USEFUL factual information
- Artist's analysis

## Media Exploration

Pencil – Felt tip – Fine liner – Biro pen – Graphite – Charcoal – Oil pastel – Acrylic Paint – Watercolour – 3D Indian Ink – Brusho - Collage – Collagraph – Mono Print

## Assessment

Term 1a – Baseline assessment  
 Term 1b - Leonardo da Vinci  
 Term 2a – CET PPE/Cultural Identity

## Key Terminology

Identity – Stereotypes  
 – Culture – Heritage – Gender – Sexuality - Roles – Class – Ethnicity – Values – Representation – Expression – Intent – Personality – Self portrait – Composition – Concept



## Final response

You must show that you have understood the theme, and that you have an understanding of the way artists and media you have researched. This final piece should represent who you are but should also use elements of the artists you have looked at.

