Sandy Secondary School

GCSE
Project 2
‘Architecture’

GCSE – Knowledge Organiser – Project 2, ‘Architecture’

Project Aims:
To provide the opportunity for students to –
*Produce creative work based on the theme of Architecture.
*Develop students' skills in dry media, painting, ceramics and drawing from observations.
*Evaluate and analyse their own work, as well as the work of others using subject specific vocabulary.
*Know a range of artists/ creators who inspire them and their work towards a final outcome.

Learning Objectives:

*To **explore** the works of a range of artists/ creators. - using their work to influence your own ideas based on the theme of ‘Architecture’.

*To **investigate**, manipulate and **develop** a knowledge of various materials and techniques, such as pencil, watercolours, oil pastels, acrylic paint and ceramics.

*To confidently be able to adapt and refine your work through self-analysis and peer evaluation.

*To **produce** an outcome based on the theme and with relevant links to the artists explored.

Architecture Definition
Architecture is the art and technique of designing and building, as distinguished from the skills associated with construction. It is both the process and the product of sketching, conceiving, planning, designing, and constructing buildings or other structures.

Art Formal Elements

Tone – Tone refers to the lightness or darkness of a colour. One colour can have an infinite number of different tones.

Shape & Form – A shape is an area enclosed by line.
Form is a three-dimensional shape such as a sphere, cube or a cone. Sculpture and 3D design are about creating forms.

Pattern – A pattern is a design that is created by repeating line, shape, tones, or colours.
Patterns can be manmade liker a design on fabric, or natural, such as the markings on animal fur.

Colour – There are 3 primary colours: red, yellow and blue. These colours cannot be made but are used to make all other colours. Artists use the colour wheel to understand the different relationships between colours.

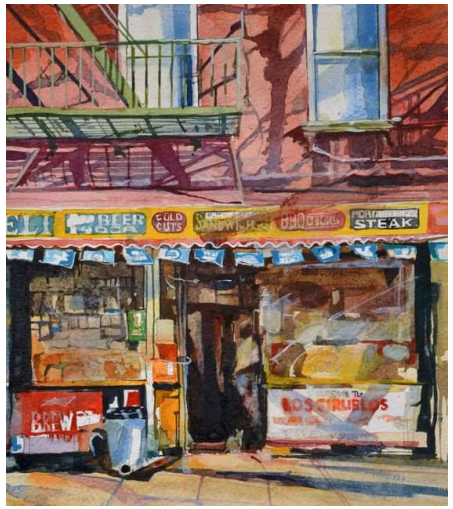
Texture – Texture is the surface quality of something, the way something feels or looks like it feels. There are two types of texture:
Actual texture – really exists so you can feel it or touch it.
Visual texture – created using different marks to represent actual texture.

Line – A line is the path left by moving point, e.g., a pencil or a brush. A line can make many forms, e.g., horizontal, diagonal, curved, etc. A line can be used to show contours, movements, feelings and expressions.

GCSE – ‘Architecture’ – Key Artists

Ian Murphy

David Morris



Rebecca Coleman

Sunga Park

Paul Catherall

Dan Howden

John Piper

Lucy Jones

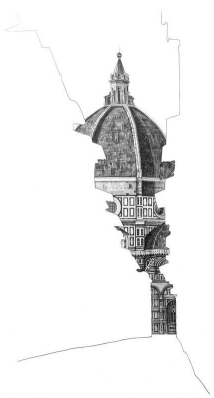
GCSE – ‘Architecture’ – Key Artists

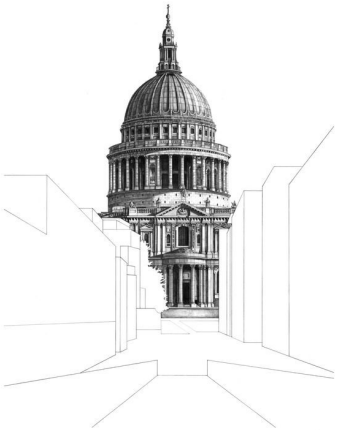
Valery Koshlyakov

Dasha Pliska

Russel Bailey

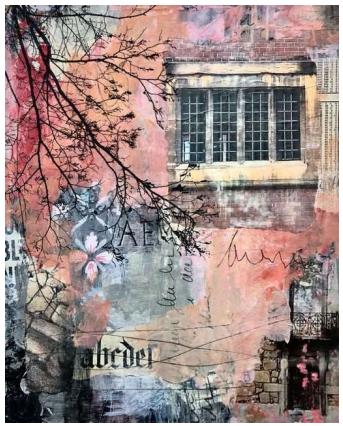
Minty Sainsbury





David Hepher

Lorraine Brown



GCSE – ‘Architecture’ – Perspective

Perspective drawing is **a technique to create the linear illusion of depth**. As objects get further away from the viewer they appear to decrease in size at a constant rate.

There are typically three types of perspective drawing: **one-point** perspective, **two-point** perspective, and **three-point** perspective.

One- Point Perspective

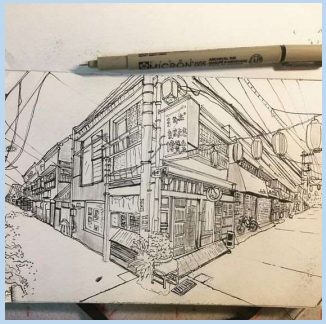
One-point perspective is often used for compositions that look at objects from the front.

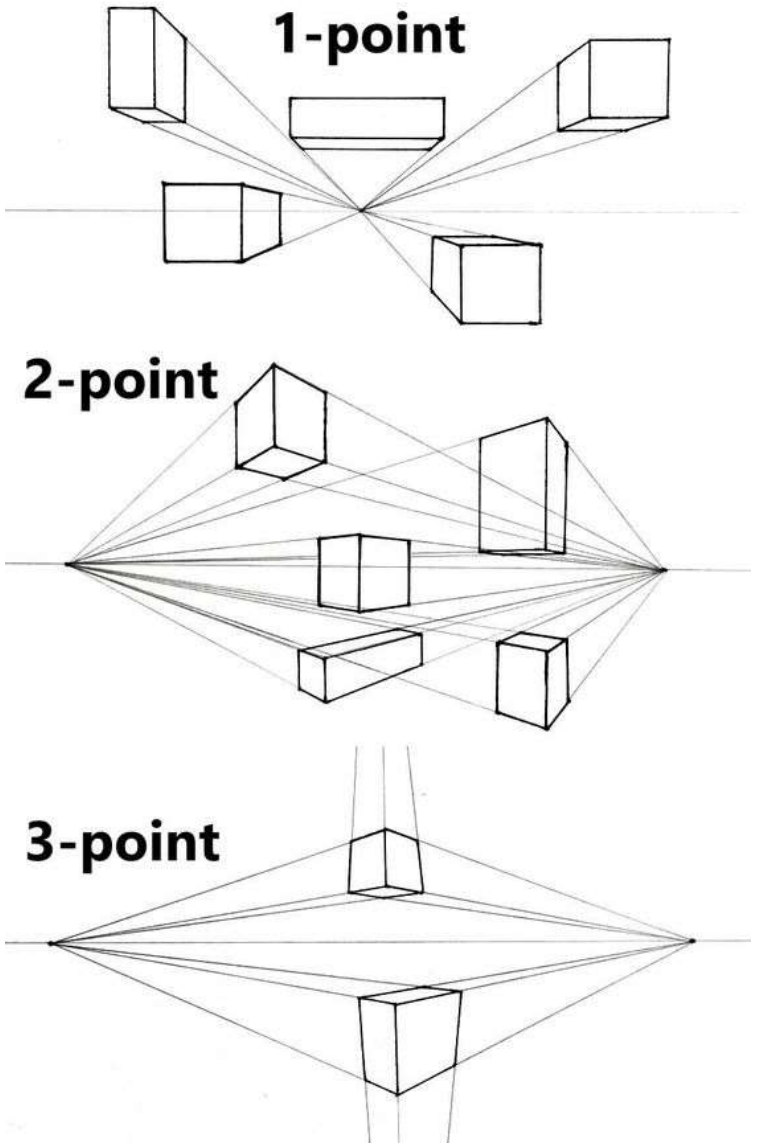
Lines extending from the foreground to the background gather (converge) at one point. The point of convergence is called the “vanishing point”.

The vanishing point will always be on the horizontal line, or “eye level” of the scene, which represents the height of the eye or camera of the observer.

Two- Point Perspective

Two-point perspective is used for compositions that look at objects at an angle. As it is close to what the human eye normally sees, it is the most used perspective when drawing.





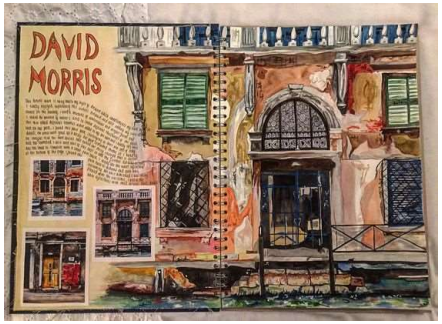
GCSE – Artist Analysis

S - Subject Matter
What does the image show? Describe what you see.

E - (Formal) Elements
TONE, COLOUR, LINE, PATTERN, TEXTURE, COMPOSTITION
Describe how the artist has used each formal element in the piece if relevant. ***Which formal elements will you talk about?***

M - Materials
What is the work made out of? Any particular techniques been used?

I - Intent
Why did the artist produce this piece, is there a reason?



Make sure to proofread your work. Have you included capital letters, full stops and commas? Are your spellings correct? Have you used subject specific vocabulary where possible?

Key Words:
*Observation
*Composition
*Abstract
*Realistic
*Expressive
*Gestural
*Presentation
*Complimentary
*Proportion
*Control
*Experimental
*Perspective

Key Artists -
*Ian Murphy
*David Morris
*Rebecca Coleman
*Sunga Park
*Paul Catherall
*Dan Howden
*John Piper
*Lucy Jones
*Valery Koshlyakov
*Dasha Pliska
*Russel Bailey
*Minty Sainsbury
*David Hepher
*Lorriane Brown

Sentence Starters (SEMI)
S (Subject)

In this artwork I can see ….....
This piece shows ….....
This composition by ..... , includes …....

E (Elements)

The artist has shown the formal element of …..... in their artwork by .....

The artist has used lots of …....

M (Materials)

The artist has used the materials; …....

I think the artist has used the technique called …....

I (Intent)

I think the artist created this outcome because …....

GCSE – Annotation (Analysis & Evaluation of Own Work)

Artists and designers often record ideas, observations and insights that come to them as they produce their work. These insights can help them to analyse and evaluate the effectiveness of the work that has been produced.
Being able to analyse a work is an essential part of evaluating it. Recording this evaluation ensures that the creative process is communicated clearly.
Evaluation is an opportunity to:
•discuss your development and final work
•help others understand what you were trying to achieve
•explain your successes and weaknesses
•demonstrate your knowledge and understanding of art and design

Key Words:
*Observation
*Techniques
*Media
*Materials
*Proportions
*Scale
*Perspective
*Complimentary
*Realistic
*Abstract
*Experimentation
*Tone
*Shadow
Highlight
*Depth

*Mark-Making
*Texture
*Application
*Reflection
*Control
*Gestural
*Vivid

Final Outcome Evaluation
Supporting Questions:

- What is your final outcome of? What is your composition made up of? What is in the foreground, mid-ground and background?
- Who/ what influenced your outcome and how have you demonstrated this?
- How have you used formal elements, such as, line, tone, colour and shape?
- What materials did you use, and why? Did they work successfully?
- What meaning and messages did you want to convey and were you successful?
- What is your opinion of your final piece? What elements do you think are successful and why?
- What would you do differently in the future and why?

Sentence Starters

This is an observational drawing of ……..

I created this outcome using ……

To create this outcome, I took inspiration from the works of ……...

One thing successful about this outcome is ……. This is because ……

If I was to complete this outcome again, I would ……

In response to this outcome, I need to develop/ refine ……

Assessment Objectives	**AO1** **Develop** ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.	**AO2** **Refine** ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.	**AO3** **Record** ideas, observations and insights relevant to your intentions in visual and/or other forms.	**AO4** **Present** a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.
Limited *The following are indicators of the attributes of a student demonstrating **limited** ability.*	Ideas from a given starting point are partially developed with attempts at researching the work of others.	Minimal exploration of resources and processes appropriate to ideas. Literal and hesitant experimental development.	Inconsistent use of visual/ other forms and any writing where included, with minimal use of first-hand materials. Recording shows elementary connection to intentions.	Presentation of evidence shows little connection to sources, with partial realisation of intentions through a personal response.
Basic *The following are indicators of the attributes of a student demonstrating **basic** ability.*	Straightforward ideas are considered from few starting points, informed by an emerging critical understanding, in response to a range of sources.	Adequate selection and experimentation. Ideas show some refinement through more appropriate use of resources and processes.	Some focus and relevance to intentions with adequate use of visual/ other forms. Recording of ideas, observations and expression of any specialist terms often unrefined.	Deliberate and methodical responses lead to adequate realisation of intentions, the personal response showing superficial connections with ideas and sources.
Competent The following are indicators of the attributes of a student demonstrating **competent** ability.	Own ideas provide a starting point and are developed using sufficient skill, based on adequate research. Analysis of own and others' work shows a degree of critical understanding.	Appropriate, sometimes predictable, selection and experimentation with a broadening range of resources and processes.	Relevant selection in recording from sources, using growing technical control, including expression of specialist terms where included, to support and communicate the intention in your ideas with visual/ other forms.	Work presented shows emerging individual qualities and intentions are appropriately realised. Personal responses demonstrate connections between sources and contexts.
Confident The following are indicators of the attributes of a student demonstrating **confident** ability.	A diverse range of ideas is being explored with exciting and imaginative developments. Personal, refined judgement conveys understanding of more complex issues.	Effective, coherent selection, experimentation and exploration of the potential and limitations of processes and resources.	Selectin and recording from sources is purposeful, relevant and clear. Assured use of visual/ other forms, consistent command of skills, techniques. Any specialist terms are expressed accurately.	Produces skillful, personal outcomes showing consistent application, knowledge and understanding. Effective and diverse connections are made in realising intentions in a coherent outcome.
Fluent The following are indicators of the attributes of a student demonstrating **fluent** ability.	Imaginative ideas supported by perspective, sustained investigations. Independent, sensitive insights are supported by skillful use of critical understanding.	Insightful and in-depth reviews, resulting in creative and imaginative developments. Recognises the full potential of materials, techniques and processes selected.	Perceptive grasp of ideas and issues recorded, evidence through sustained, comprehensive and creative use of visual/ other forms. Any specialist terms are used appropriately and are expressed highly accurately.	Intentions are fully realised through personal outcomes, demonstrating original, imaginative , inventive and exciting qualities, with highly appropriate connections between elements.

AO1

Develop ideas through investigations informed by contextual
and other sources, demonstrating analytical and critical understanding.

AO1 EXPLORE

DEVELOP

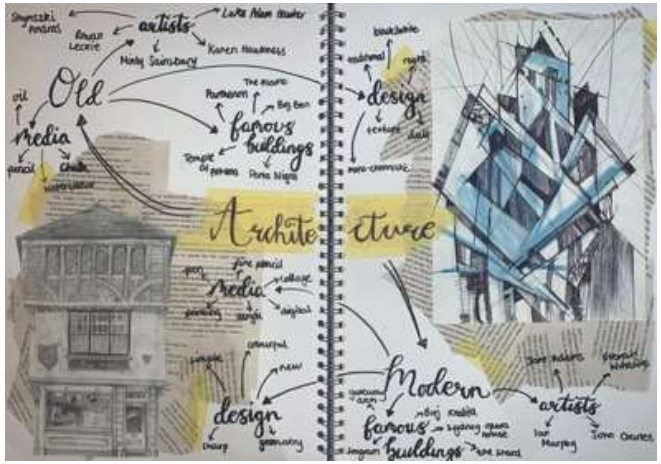
DEVELOP IDEAS

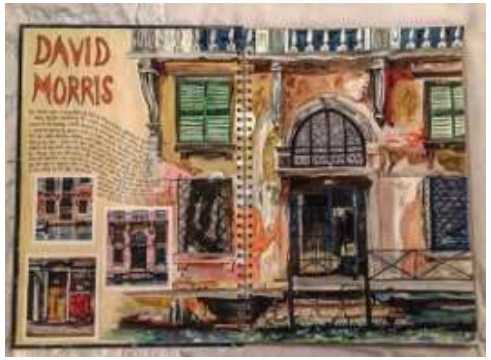
INVESTIGATE & RESEARCH

OTHER ARTISTS WORK

ANALYSE

ANNOTATE





AO2

Refine ideas through
experimenting and selecting appropriate resources, media, materials, techniques and processes.

AO2 REVIEW

REFINE

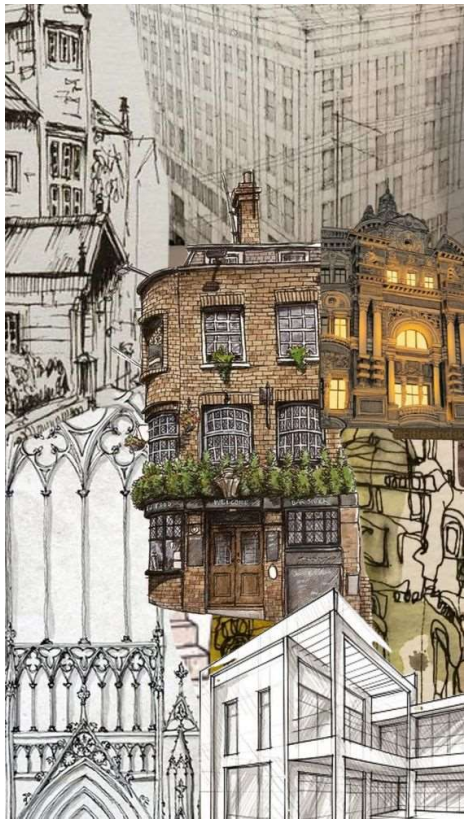
EXPERIMENT

EXPLORE DIFFERENT IDEAS AND MEDIA

A RANGE OF TECHNIQUES & PROCESSESS

SELECT

IMPROVE



AO3

Record ideas, observations
and insights relevant to their intentions
in visual and/or other forms.

AO3 EVIDENCE

RECORD

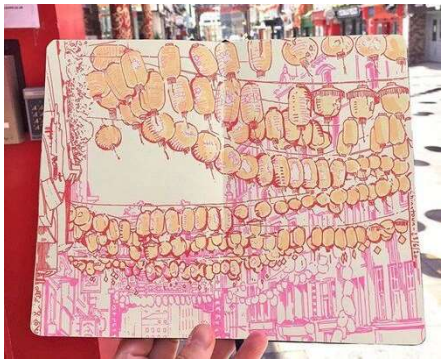
PRESENT IDEAS

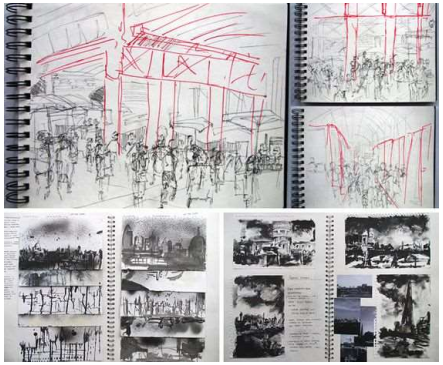
PRIMARY OBSERVATION

DRAWING, PAINTING, PRINTING, PHOTGRAPHY, WRITING, PHOTPGRAPY...

ANNOTATE

DIFFERENT MEDIA





AO4

Present a
personal, informed and meaningful response demonstrating analytical and critical understanding realizing intentions and,
where appropriate, making connections between visual, written, oral or other elements.

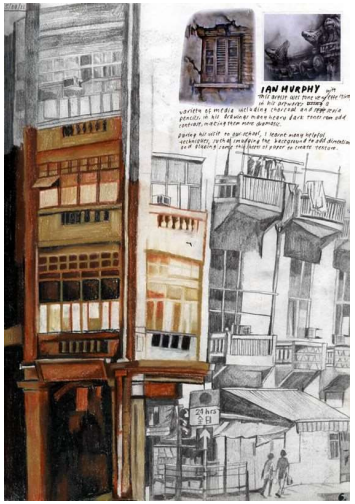
AO4 OUTCOME

PRESENT

FINAL IDEAS

DEVELOPED AS PLANNED

CLEARLY RESPONDS TO ARTISTS EXPLORED

CONNECTION

CONCLUSION