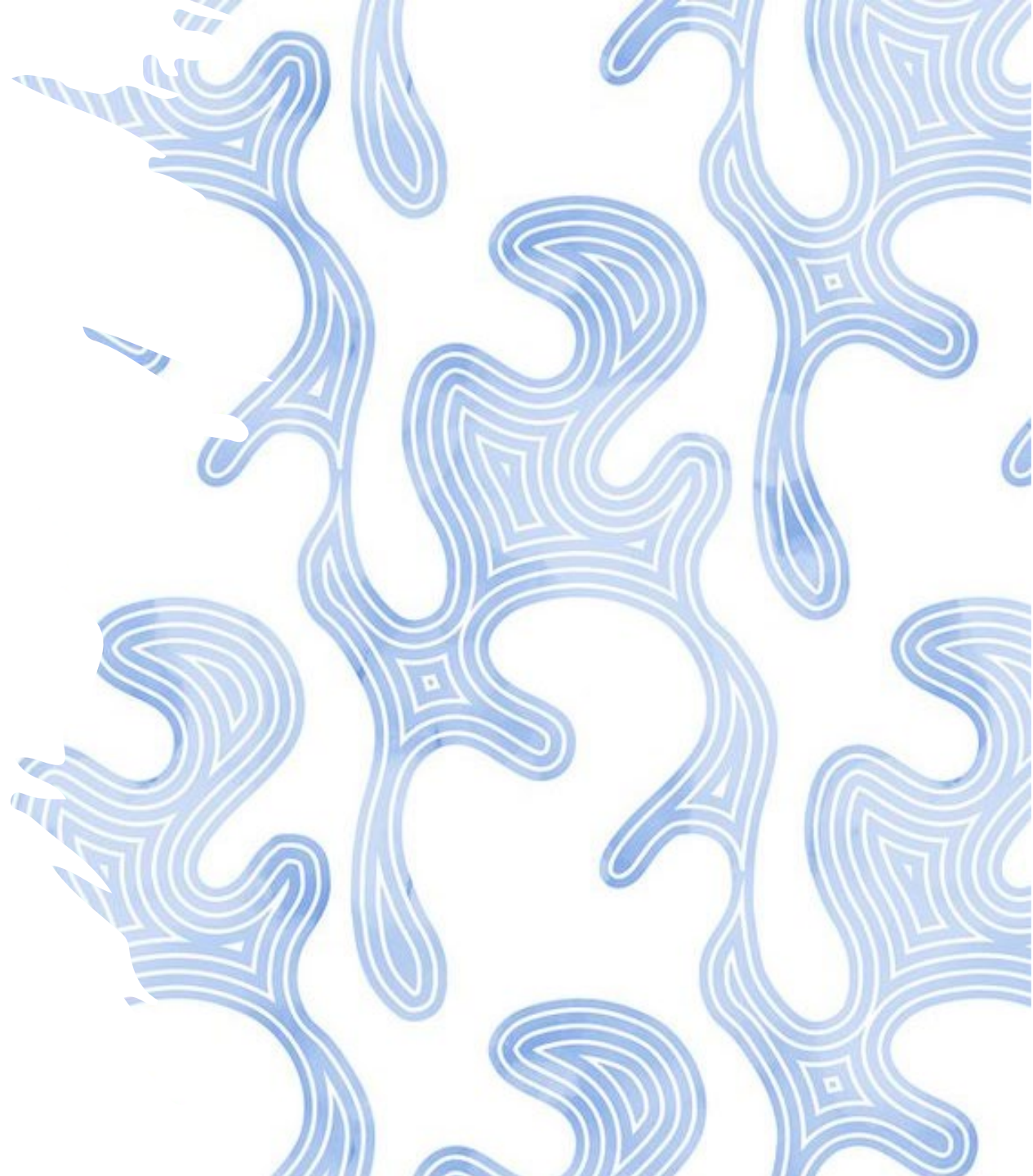




Year 7 Art

Unit 3

'Pattern'



Year 7 – Knowledge Organiser – Half Term 5, ‘Pattern’



Project Overview

In this project you will explore a variety of different patterns in art, with a focus on Mandala art. You will investigate the works of Stephanie Smith, developing skills in a variety of mediums inspired by her work. For your final outcome for this unit, you will create a mixed media Mandala formed of oil pastels, watercolours, colouring pencils, and fine liner, inspired by the mandala works of Stephanie Smith.



A pattern is a design in which lines, shapes, forms or colours are **repeated**. The part that is repeated is called a **motif**. Patterns can be **regular** or **irregular**. Patterns are all around us, in nature as well as in art and design.

Key Words:

Motif - The starting point of any pattern is the single element that will be repeated. This is called a motif. A motif can be repeated and arranged in many different ways in order to create different types of pattern.

Tessellation - Tessellation art is created through the process of covering a surface with a number of shapes that fit together almost like a jig-saw puzzle, never overlapping, and leaving no spaces between them. Also known as tiling, this process results in a mosaic pattern that can be used in a highly creative manner, despite its largely confining mathematical structure.

Radiating Pattern - A pattern that is arranged around a central point is called a radiating pattern. It seems to radiate out in all directions. Radiating patterns result in designs that feel balanced. They can be an effective way to create a focal point at the centre of the pattern. An example of a rotational pattern is a Mandala.

Notan - The word Notan is pronounced “no-tan” and is a Japanese term that signifies a harmony or balance between light and dark values.

Mandala - A mandala is a complex abstract design that is usually circular in form. In fact, ‘mandala’ is a Sanskrit word that means ‘circle’. Mandalas generally have one identifiable centre point, from which symbols, shapes, and forms stem. Mandalas can contain both geometric and organic forms. These forms are repeated around the mandala to cause a symmetry effect.

Art Formal Elements

Colour – What you see when light reflects off something.

Line – A mark which can be long, straight, curved, etc.

Tone – How light or dark a colour is.

Texture – How something looks or feels, e.g., rough or smooth.

Pattern – A symbol, design or shape that is repeated.

Shape – A 2D are which is enclosed by a line, e.g., triangle, square, circle.

Form – Something which is 3-dimensional, e.g., cuboid.

Year 7 – Half Term 5 – IKE Plus

1. Create a **title page** for the unit, '**Pattern**'. Complete this on an **A4** page.

Checklist:

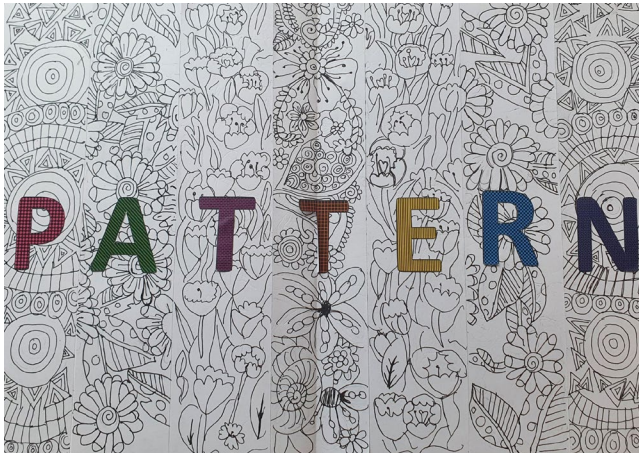
*A clear **title** introducing the topic – 'Pattern'. Use bold, interesting font.

*A minimum of three **images/ drawings** which reflect the topic, e.g., regular patterns, mandalas, patterns in nature, etc.

*Include key words relevant to the topic e.g., pattern, motif, tessellation, etc,

*An intentional page layout.

***Colour** – add colour using a **medium** of your choice, e.g., colouring pencils, paints, marker pens, etc.

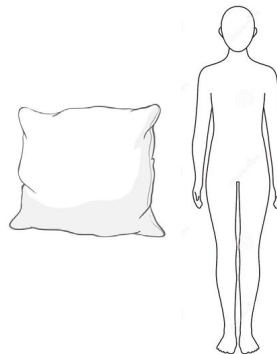


2. Spellings

- *Pattern
- *Motif
- *Repetition
- *Regular
- *Irregular
- *Geometric
- *Organic
- *Tessellation
- *Notan
- *Radiating
- *Mandala
- *Intricate
- *Detail
- *Symmetry

4. **Design** an outfit or pillowcase using a range of **patterns**.

Collect resources for this task from your class teacher.



3. Research and create a Zentangle.

Use the supporting websites to gather an understanding of what a Zentangle is in art, before having a go at creating your own **Zentangle** using a variety of different **patterns** and **marks**.

Complete your outcome in **pencil** first, before going around your **designs** with a black pen.

You Zentangle should take up an **A5** sheet of paper.

<https://www.reidinger.de/en/blog/zentangle/#:~:text=Zentangle%20is%20an%20American%20method,combination%20of%20meditation%20and%20art.>

<https://www.zenjo.uk/what-is-zentangle.html>



Pushforward:

Create a **step-by-step guide** on how to create a Zentangle. Make your steps **clear, precise** and easy to follow. Accompany each step with a supporting **image/ drawing**.

Year 7 – Knowledge Organiser – Half Term 6, ‘Pattern’

Key Artist – Stephanie Smith

Visual artist Stephanie Smith has created over 1500 mandalas during her creative career.

Primarily known for her geometric mandala designs, she works in a variety of mixed media including pen and ink, watercolour, crayon, marker, acrylic, pastel & more. She not only creates for her own self-expression, but also empowers others to do the same in her workshops.



S - Subject Matter

What does the image show? Describe what you see.

E - (Formal) Elements

TONE, COLOUR, LINE, PATTERN, TEXTURE, COMPOSITION

*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?

Wax Resist -

Coloured wax crayons (oil pastels) or white wax candles are used in this **technique** which is based on the fact that wax **repels** water.

Strokes are made with clear/coloured wax then overpainted with **watercolour**. The wax only **adheres** to the paper where there is no wax.



Assessment Objectives:

AO1: Develop.

- Investigating a range of patterns, such as, regular, irregular, tessellation, notan and mandala.
- Researching the life and work of Stephanie Smith, creating work inspired by her style.

AO2: Refine.

- Developing skills in a variety of mediums, including; watercolours, wax, colouring pencil and fine-liner.

AO3: Record.

- Assessing and annotating the work of others in addition to personal outcomes.

AO4: Present.

- Developing a final outcome inspired by the mandala works of Stephanie Smith.
- Sketchbook clearly labelled, showing annotation, visual examples and research.

Year 7 – Half Term 6 – IKE Plus

1. Complete the **William Morris** pattern using your understanding of **symmetry**.

Collect the **resources** for this task from your class teacher.

Steps to Success:

*Use a **ruler** and the **'thumb and pencil' technique** to support you in creating an accurate response. Your outcome should **mirror** William Morris's design.

*Use your pencil lightly to begin with, allowing you to erase any mistakes.

*Spend your time and **continuously observe** what you are drawing.



2. Complete an **analysis** of this artwork by **Stephanie Smith**.



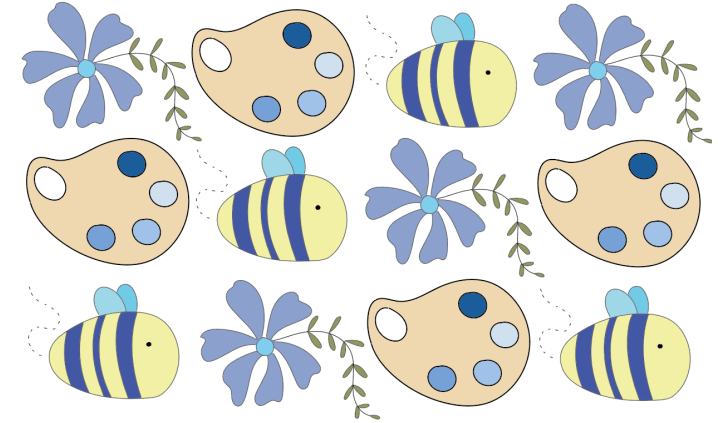
Using **full sentences** and **subject specific** vocabulary, answer the questions below to support you in analysing this artwork.

- *What can you see within this artwork?
- *What lines, shapes and marks can you see?
- *Is this artwork realistic or abstract? Explain your answer.
- *What colours can you see within the artwork?
- *Is the artist use of line, shape and colour successful? Explain your answer
- *What is the purpose of the artwork? Why did the artist produce this piece?
- *What is one thing you like about this artwork and why?

3. **Watch** the Video of Stephanie Smith discussing her creative process.

<https://www.youtube.com/watch?v=Wbs0UmtNTmk&t=8s>

4. Create a **regular pattern** formed of images which represent you. Use my example below to support you.



Steps to Success:

*Use a **minimum of 3** images and a **maximum of 6** images to build your pattern. Try and keep your drawings **simple** as you will need to **replicate** each one across your pattern.

*Draw you pattern out **lightly in pencil** first, allowing you to erase any mistakes.

***Add colour** using a **medium** of your choice, e.g., colouring pencil, watercolours, marker pens, etc. Remember, like your images, your colours need to **repeated** in a **regular** way too.

5. Complete the blank Mandalas on the next page. Include a **range** of **shapes**, **marks** and **patterns**.

Remember the properties of a Mandala!

Blank Mandalas to Complete

