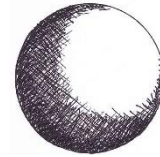




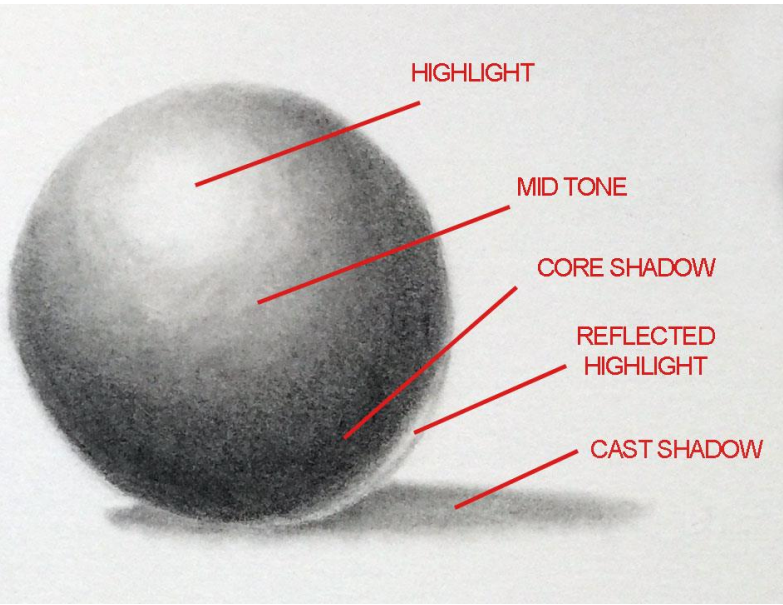
Art & Design Knowledge Organiser:

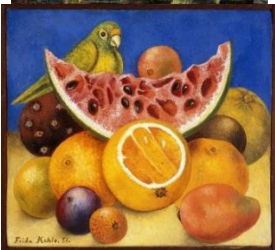
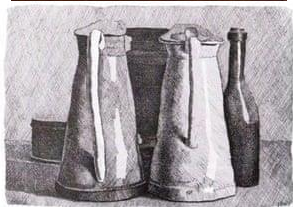
Still Life and Form



Overview

The children learn a range of technical terms relating to drawing, sketching and painting still life. They learn to use these various techniques in graphite as well as colour. They learn to evaluate their own work and analyse the work of artists in this field. These skills are built upon and developed throughout the school.

Big questions/ideas	Key vocabulary	
What is still life? How can we create a drawing of an object so that it appears to be 3D? How do we apply these skills to our work? Why is still life less popular with contemporary artists? What has changed in the art world? How can we improve our work? 	Still life	A picture of something that does not move
	form	Form means the 3D shapes in art. In a drawing or painting, an artist can create the illusion that an object is 3D rather than flat.
	tone	How dark or light something is. Tones are created by the way light falls on a 3D object.
	shade/shadow	The parts of an object which are darker.
	highlight	The parts of an object where the light is strongest or lightest.
	mid-tone	Tones between the highlights and shadows.
	cast-shadow	Where an object makes a shadow on something else; eg a table beneath it.
	cross hatching	A technique of creating tone by drawing lines that cross over each other. 
	tints/shades	A tint is the mixture of colour with white, which increases lightness, and a shade is the mixture of a colour with black, which reduces lightness.

Main skills	Art	Artist/title
Enquiry: research using a variety of sources...asking questions. How has society impacted on still life art? Interpretations e.g. source analysis: examining compositions of various artists' work and identifying change and continuity through the years. Development of skills using various media, techniques (shading, smudging, blending) and evaluation of work.	    	Cezanne 'Jar and Fruit' 1884 Pierre-August Renoir 'Bouquet' around 1900 Georges Braque 'Le Moulin à café' 1942 Frieda Kahlo 'Still Life With Parrot' 1951 Giorgio Morandi 'Still Life with Five Objects' 1956
Curriculum links and further research 		
❖ Christian values: respect, trust ❖ History- Understanding how times have had an impact on styles of still life, society influenced subject matter and use of medium by artists. ❖ PSCE - reflecting on the choices/selection by the artists of their subjects (eg Renoir-his wife's flower arrangements) ❖ ICT - http://www.lwsd.org/school/rosaparks/SiteCollectionDocuments/PTSA/Art%20Smart/3rd-Grade-Cezanne.pdf		