



KS4 Art Knowledge Book

Name: _____

Teacher: _____

Form: _____



Saint Benedict
A Catholic Voluntary Academy



Love, Belief, Integrity, Knowledge



OUR VALUES

**BE WHO GOD MEANT YOU TO BE AND YOU
WILL SET THE WORLD ON FIRE.**

LOVE

As we know we are loved by God, we will learn to love ourselves and care for our own body mind and soul.

We will show love to one another by being patient and kind, not by being rude, boastful or proud.

As one body in Christ, we will ensure that no member of our community is left out or left behind

BELIEF

We will encourage one another and build each other up.

We will let our light shine, making the world a better place for all.

KNOWLEDGE

We will value knowledge: intelligent hearts acquire knowledge, the ears of the wise seek knowledge.

INTEGRITY

We will always strive to make the right choice even when this is the harder path to take.

We will live and work sustainably.

**AT SAINT BENEDICT
WE DEVELOP THE
CHARACTER OF OUR
COMMUNITY THROUGH
OUR CURRICULUM AND
CULTURE.**

Respect

What is Respect?

Showing respect is an important part of life, and how you maintain relationships.

Three types of respect:

1. Respect Yourself
2. Respect Others
3. Respect the Planet

Why is respect important?

Receiving respect from others is important because it helps us to feel safe and to express ourselves. Respecting others helps maintain a peaceful world and encourages others to be better people. Showing respect to our planet allows us to maintain it for future generations.

Key words	Definitions
Respect	Due regard for the feelings, wishes and rights of others
Honour	The quality of knowing and doing what is morally right
Dignity	Sense of pride and self respect
Relationships	The way two or more people or groups connect and behave towards each other
Worthiness	The quality of being good enough

1

Rules and Sanctions

Build up a loving community

Key word	
Conduct	The way in which a person behaves.
Unacceptable	Something that is not suitable or appropriate.
Boundaries	The limits of something.
Sanction	A penalty or action taken when a rule or law has been broken.
Consistent	Acting in the same way overtime to be fair.

Behaviour

Rules and sanctions are things which guide our behaviour. We follow rules and regulations to be fair and consistent. Sanctions occur if we do not follow rules or deliberately break them.

Preparation for life

All aspects of life require us to follow rules. There are rules in school; rules in your family and home; rules to follow when crossing the road and using the bus and so on. Structure and rules allow us all to know what is acceptable and how to conduct ourselves. Rules reassure us

The law

We are all bound by the rules of the law. If we break the law, we face a raft of different sanctions. Ultimately, having rules in schools is about a lifelong understanding about what is right and what is wrong.

2

Kindness

Key word

Empathy	Understand and share feelings of others
Compassion	Concern for misfortune of others
Compliment	Praise or congratulate others
Considerate	Thoughtfulness and sensitivity to others
Generous	Being liberal with things

Treat others how you would want to be treated yourself.

What is Kindness?

The quality of being friendly, generous and considerate

What does it mean to be kind?

To have empathy/sympathy, be compassionate, looking for good in people.

Why is it important to be kind?

Makes you feel happy, feel good about yourself

Builds strong relationships

Inspires others

How can we show kindness?

Smile

Hold the door open for somebody

Say something nice (compliment)

Invite somebody sat on their own to join you

Manners

Listen to somebody

3

Emotions

Key Words

Feelings	An emotional state or reaction.
Relationships	The state of being connected with someone else.
Instinct	A fixed pattern of behaviour.
Intuitive	Using what you feel to be true even without conscious reasoning.
Reaction	Something done, felt or thought in response to a situation or event.
Identification	The act or process of identifying someone or something.

Work and play in harmony

What are emotions?

Emotions are biological states associated with the nervous system.

Thoughts, feelings, behavioural responses, and relationships all generate emotions.

An instinct or, intuitive reaction or feeling can create emotions

Identifying feelings

Making sense of what and how you feel is not always easy. To do this, we need to regularly check in with ourselves, making time to think about the feelings we are having and naming them. To do this, we need to think about our daily lives which may help us to see patterns of behaviour.

Not all feelings or emotions are bad or negative!

It is important to recognise when you feel happy; relaxed and good about yourself. Knowing what has led to these feelings can help us identify things we do not like which may cause us negative feelings.

4

Verbal Communication

Treat each other with dignity and justice

Key Words	
Clarity	Vocal clarity means you do not speak too fast or too slowly. You consider carefully the words you mean and whether your listener can understand you.
Honesty	Honesty is speaking the truth.
Respect	Respect means that you accept somebody for who they are, even when they are different from you or you do not agree with them.
Appropriate	fitting the practical or social requirements of the situation.
Tone	a quality in the voice that expresses your feelings or thoughts, often towards the person being spoken to or the subject being spoken about
Courtesy	politeness, good manners, or consideration for other people.

What is verbal communication?

Verbal communication is the use of words to share information with other people.

What does it mean to communicate effectively?

Every time you verbally interact with someone you are aiming to develop your understanding of the world; you may be wishing to obtain information, respond to a request or offer support or guidance to another. In every one of these exchanges you are representing your tutor, your family and most importantly yourself.

Why is it important to communicate effectively?

All young people need to develop good speech, language and communication skills to reach their full potential.

Speech, language and communication underpin the basic skills of literacy and numeracy and are essential for you to understand and achieve in all subjects.

How can we communicate effectively?

Make eye contact

Speak honestly

Consider your role within the school

Consider the role of the person you are speaking to

Think carefully why you need to speak to the person you are addressing

Where necessary adapt as your conversation develops

5

Manners

Key Words	
Manners	A person's words or way of behaving towards others.
Respect	A regard for the feelings, wishes, or rights of others.
Listen	To take in what you hear.
Harmony	A time of behaving in one way to produce a pleasing effect.
Vocabulary	The range of words that we know and use.
Gratitude	The quality of being thankful; readiness to show appreciation for and to return kindness.

Loving...harmony...dignity

Treat your neighbour as yourself

The way in which we behave and speak towards others, reflects in their actions and words towards us.

Show the best side of yourself

When you speak to others, always show respect; be polite and thankful. Use the words 'please, thank you, sorry and pardon' when communicating with others.

Manners are for every situation

Every interaction has space for the use of manners: speech, emails, messages. Often when we get upset or angry we don't use manners.

However it does calm a situation if you do.

6

Change

Key Words	Definition
Change	Make or become different
Organised	Make arrangements or preparations for an event or activity
Opportunity	A time set of circumstances that make it possible to do something
Coping	To deal effectively with something difficult
Embrace	Accept (a belief, theory or change) willingly and enthusiastically
Strategies	A plan of action designed to achieve a long term or overall aim

Develop potential to the full

Find the positive

Don't allow yourself to become negative about the changes in your life. Change is good, keep repeating it.

Feeling vulnerable

Facing change can be very overwhelming, leaving you feeling very emotional. Make it your mission to be proactive and respond to it positively.

Talk about it

It's good to talk about change in your life. Focus on problems, solutions and the positives that change will bring. Try to avoid focussing on the negatives and letting emotions take over.

Study Skills – Ways to learn and remember

Self quizzing (look, cover, write)



Read through the information in the knowledge book that you want to learn



Cover the information up



Write down as much as you can remember



Use the knowledge book to;

- a) Correct any mistakes
- b) Add any information that you forgot

1

Study Skills – Ways to learn and remember

Spacing



Complete a self quiz of the information you want to learn



Wait for a day or 2 (depending on the deadline)



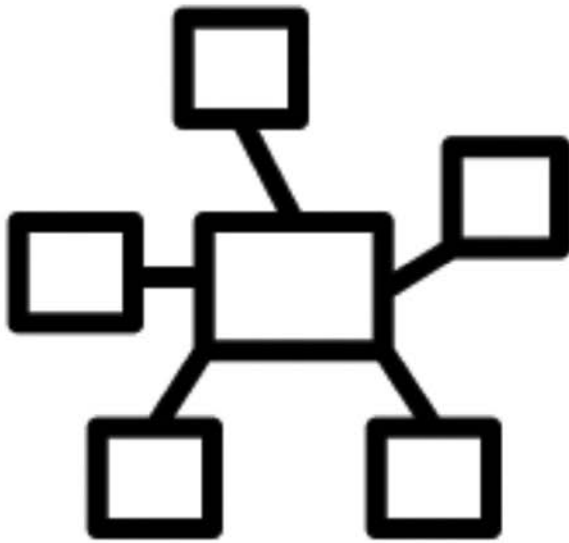
Repeat the self quiz.

The more times you can repeat this process, the more you will be able to remember without the book

2

Study Skills – Ways to learn and remember

Elaboration



Think about the topic that you are studying

Ask questions such as who, what, why, where, when how. Try to find the answers

See how these ideas connect - a mind map will be useful for this

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Study Skills – Ways to learn and remember

Concrete Examples

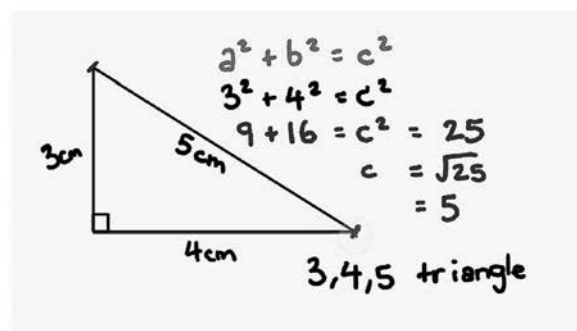


Pythagoras theorem example

If you tried to explain Pythagoras's theorem to someone verbally, it would be quite hard to understand.

By using a concrete example that shows exactly how to use Pythagoras theorem, it is much easier to remember, understand and use

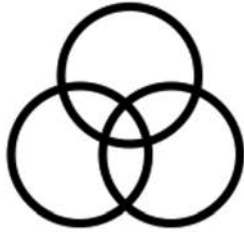
A concrete example is an clear example of an abstract idea



4

Study Skills – Ways to learn and remember

Interleaving



Research says we will actually learn more effectively if we mix our study skills up rather than using the same techniques all the time

1. Try to use different study skills rather than just one technique.

2. When revising for exams, prepare a revision timetable and try to revise more than one subject during a session

5

Study Skills – Ways to learn and remember

Dual Coding



As well as **writing** information down, **create an icon/ drawing** too for individual facts. This helps your brain to remember the information

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GCSE ART, CRAFT & DESIGN KNOWLEDGE ORGANISER

1

FORMAL ELEMENTS



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Page 3	Tone, Shape & Form
Page 4	Pattern, Line & Texture
Page 5	Colour

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THE FORMAL ELEMENTS

TONE



Tone describes the lightness or darkness of a surface.

A gradient is a series of tonal values from light to dark.



Tone can help to provide a form with value to give a sense of volume to a flat surface.

ADJECTIVES TO DESCRIBE TONE

Dark	Highlights
Light	Shadows
Mid tone	Shading
Grey	Blending
Blend	Graduated

SHAPE

A shape is an area enclosed by a line. It can be 2-dimensional and can be geometric or organic.



Geometric

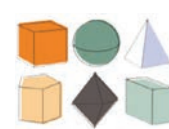
Organic

ADJECTIVES TO DESCRIBE SHAPE

Circular	Irregular
Square	Stylized
Rectangular	Organic
Triangular	Geometric
Misshaped	Contour

FORM

Forms are 3-dimensional shapes. They occupy space (like sculptures) or give the illusion that they occupy space (drawing).



WORDS TO DESCRIBE FORM

Angular	Curvaceous
Twisted	Solid
Bulbous	Malformed
Tapered	Rounded
Contours	Negative space

3

THE FORMAL ELEMENTS

PATTERN

Pattern is a design that is created by repeating a formal element. It can be natural, like the stripes of a zebra, or man made, like a design on fabric. The image repeated is called a **motif**. These can be simple shapes or more complicated arrangements.

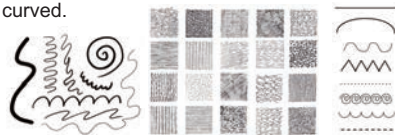


ADJECTIVES TO DESCRIBE PATTERN

Regular	Motif
Irregular	Repetition
Symmetrical	Radial
Tessellating	Tiered
Organic	Even

LINE

Line is a mark left by a moving point e.g. a pencil, or paint on a paintbrush. It can take many forms e.g. horizontal, diagonal, or curved.



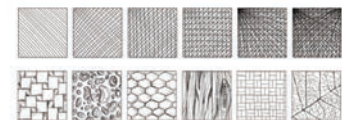
Marks can be repeated and used to create patterns in order to give tone and texture to your drawing.

ADJECTIVES TO DESCRIBE LINE

Broken	Graphical	Hesitant
Flowing	Angular	Scribbled
Moving	Geometric	Wavy
Woolly	Confident	Organic
Tight	Faint	Heavy

TEXTURE

Texture is the surface quality of an object. Texture can be real or implied. **Real texture** can be felt e.g. tree bark, whereas **implied texture** creates the look of texture on a flat surface e.g. a drawing or a painting.



WORDS TO DESCRIBE TEXTURE

Texture	Impasto	Hatching
Smooth	Fine	Rough
Tactile	Uneven	Shiny
Jagged	Frosted	Soft
Coarse	Silky	Stippled

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THE FORMAL ELEMENTS

COLOUR

To see colour, you have to have light. When light shines on an object some colours bounce off the object and others are absorbed by it. Our eyes only see the colours that are bounced off or reflected.

Primary Colours



All colours can be obtained by mixing primary colours together. Primary colours cannot be created by mixing other colours.

Secondary Colours

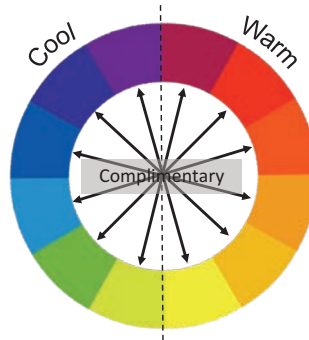


A colour mixed from two primary colours

Tertiary Colours



A colour mixed from a primary colour and a secondary colour



Harmonious Colours are 3 colours next to each other on the colour wheel

Complimentary Colours are colours opposite each other on the colour wheel

The colour wheel can be split up into **warm** and **cool** colours, and each individual colour has it's own warm and cool variant

ADJECTIVES TO DESCRIBE COLOUR

Opaque	Luminous	Pale
Translucent	Bright	Pastel
Transparent	Saturated	Soft
Contrasting	Vibrant	Muted
Harmonious	Vivid	Deep
Complementary	Brilliance	Dull
Cool	Harsh	Hue
Warm	Neutral	Tint

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DESIGN PRINCIPLES



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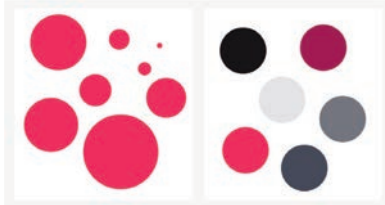
Page 7 Unity/Variety, Balance & Contrast

Page 8 Scale/Proportion, Repetition & Emphasis

THE DESIGN PRINCIPLES

UNITY & VARIETY

Unity is how well the elements of a design work together. Each element should have a clear visual relationship with each other element to help communicate a clear, concise message.

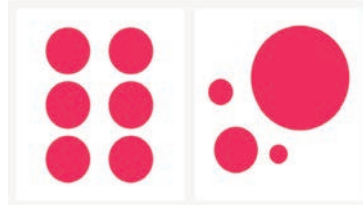


Unity = Same colour
Variety = Different sizes

Unity = Same size
Variety = Different colours

BALANCE

Balance can be symmetrical (with items of equal weight on either side of the centre line) or asymmetrical (with items of different weights laid out in relation to a line that may or may not be centred)

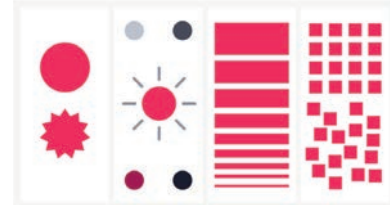


Balance = Symmetrical

Balance = Asymmetrical

CONTRAST

Contrast is the difference between various elements within a design, that makes them stand out from each other.



Contrast in shape

Contrast in colour

Contrast in scale

Contrast in layout



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THE DESIGN PRINCIPLES

SCALE/PROPORTION

Proportion is the size of the elements in relation to one another. Larger elements tend to be seen as more important while smaller ones are seen as less so.



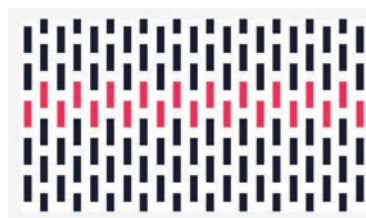
Size

Ratio

Divisions

REPETITION

Repetition reinforces an idea or perception. It can be achieved by repeating the same colours, shapes, images, objects, mark making techniques, and so forth.



Repetition changes perspective

EMPHASIS

Emphasis causes a certain part of a design to stand out compared to other elements. Conversely, it can also be used to minimise how much an element stands out.



Creating a focal point



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WRITING ABOUT ART



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ART & DESIGN – WRITING ABOUT ART – KNOWLEDGE

KNOWLEDGE

- What is the artist's name?
- Where/when were they born? (this is important to put the work in context)
- What do you know about the artist's background? (Life events/education/career)
- When was the work created?
- What is their style of work?
- What does the artwork show?
- Is the artwork part of a series?
- Is there a theme? What is the theme about? (this could be researched or your own opinion)



EXAMPLE

Dutch Impressionist painter, Vincent Van Gogh was born on March 30th, 1893, in Zundert, a predominantly Catholic province of North Brabant in the Netherlands. Van Gogh created about 2,100 artworks, most of which date from the last two years of his life. They include landscapes, still lifes, portraits and self-portraits, and are characterised by bold colours and dramatic, impulsive and expressive brushwork that contributed to the foundations of modern art. He was not commercially successful, and his suicide at 37 came after years of mental illness, depression and poverty.

The painting 'Starry Night' is one of the most recognized pieces of art in the world. Vincent van Gogh painted Starry Night in 1889 during his stay at the asylum of Saint-Paul-de-Mausole near Saint-Rémy-de-Provence. When in a state of depression Van Gogh incorporated darker colours and Starry Night is a wonderful example of this. Blue dominates the painting, blending hills into the sky. The small village lays at the base in the painting in browns, greys, and blues. Even though each building is clearly outlined in black, the yellow and white of the stars and the moon stand out against the sky, drawing the eyes to the sky.

ART & DESIGN – WRITING ABOUT ART – UNDERSTANDING

UNDERSTANDING

What is the main focus/where is your eye drawn to?
What formal elements have they used and how? Line, Colour, Shape, Form, Texture, Pattern, Tone...
How would you describe the composition?
If they have used people in their artwork, can you read any body or facial language?
How has the artist achieved the meaning, concept or message in the image?
What techniques has the artist used to create the meaning/concept or message?
What are your opinions of the work and why?
How does the piece of work make you feel?



EXAMPLE

The stars in the sky are the big attention grabber of the painting; the brightness of them, the swirling brushstrokes and the contrast between them and the blue-sky help make them stand out. It could be that Van Gogh simply wanted to breathe in the higher power into his art, as he grew up in a religious household, they could also represent hope. The village is painted with dark colours, but the brightly lit windows create a sense of comfort. The village is peaceful in comparison to the dramatic night sky and the silence of the night can almost be felt in Starry Night. Vince Van Gogh's unique, thick brush strokes are very much obvious and it's possible that his severe attacks further dramatized his brush work, this technique that adds even more depth as well as a rich texture to this work of art. The steeple dominates the village and symbolizes unity in the town. In terms of composition, the church steeple gives an impression of size and isolation. You cannot ignore the huge, curvy Cyprus tree positioned to the left in the foreground of the painting, Cyprus trees are typically associated with mourning. Personally, I believe that Van Gogh was showing that even with a dark night such as this it is still possible to see light in the windows of the houses. Furthermore, with shining stars filling the sky, there is always light to guide you. This is one of my favourite paintings by Van Gogh, I find the blues calming and the sky transfixes me.

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ART & DESIGN – WRITING ABOUT ART – BEYOND & THE BIG QUESTION

BEYOND

What viewpoint has the artist used?
Are there any back stories as to how the work was made?
Does the artwork have depth or is it shallow?
What materials do you think they have used?
Can you think of any other materials they could have used?
What skills will you develop looking at this artist?
Could you approach the work using different techniques?
How could you experiment with the artists ideas further?

THE BIG QUESTION

How will you be influenced by this artists work when planning your own artwork?



EXAMPLE

Van Gogh painted The Starry Night during his stay at the Saint-Paul-de-Mausole asylum near Saint-Rémy-de-Provence in France, several months after suffering a breakdown. This painting is based on the view from his window, it appears that his room could have been high up or that the asylum was on a hill. Van Gogh was not allowed to paint in his room, so he created sketches of the view and used these alongside his memory. There is a great deal of depth to this painting, Van Gogh has achieved this by including the foreground, middle ground and the background. There is also depth and texture within the paint that Van Gogh has used, to achieve this he loaded his brush with oil paints to build up a thick, impasto texture. This impasto texture is a key feature in many of van Gogh's works. By creating work in response to Van Gogh I will develop my understanding of mark making, and colour, I will also develop my painting and drawing skills, and I think it will also provide me with the opportunity to be more expressive within my work. When planning my own work I will consider exaggerating certain elements like colour and perspective, if I paint light within my work I could use a strong colour contrast, like yellow and orange against blue. I could also use directional brushwork to create a sense of movement and turbulence in my painting and finally, I will consider repeating similar techniques and processes within my work, so that I can achieve a strong style.

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ART & DESIGN – WRITING ABOUT ART – SENTENCE STARTERS

KNOWLEDGE

The artist... was born in...
 Their parents were...
 They studied at...
 Events that may have influenced...
 They are/were influenced by...
 The painting is called...
 It was completed in the year...
 The work portrays...
 This style of... is called...
 Looking at this piece of work...
 This painting is/isn't part of a series called...
 When first looking at the painting I thought...
 In the painting I can see the following: ...
 The subject of the painting is...
 To me the artwork looks like...

UNDERSTANDING

My eye is initially drawn to..... Because...
 In the piece the artist has created a... texture... by...
 The colours used can be described as...
 I can see the following shapes and forms...
 There is limited use of... this suggests...
 The artist uses space to create a feeling of...
 The composition of the image suggests...
 The composition style conveys...
 The objects/people/scene looks... because the artist has...
 The artist's use of... suggests...
 I think he/she has done this to convey...
 In my opinion...
 It is in my view that...
 This piece of artwork makes me feel...

BEYOND

I think the artist worked from... because...
 The artist prepared for this work by...
 I think the artist is trying to communicate...
 There are/aren't any clear messages...
 The reason I think this is because...
 They have used...
 It appears that...
 They may have also used...
 If they had used... It might have...
 I could potentially use...
 By looking at... I will develop my skills in...
 It could also influence...
 When creating my own work I will...

These sentence starters can be used to help you form your artist research and analysis. You might not always be able to find the answer to all of the questions through research, some of the question require your thoughts and opinions. Always write in full sentences and evidence your thoughts and opinions.

BIGGER PICTURE

This piece of art will influence how I...
 Moving forward I think I will...
 As a result of studying... I will...
 This piece of art has made me consider...

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ART & DESIGN – VOCABULARY

WORDS TO DESCRIBE ART

Realistic	Unrealistic
Abstract	Colourful
Abstraction	Linear
Expressive	Rounded
Impressionistic	Motion
Surreal	Messy
Still life	Organised
Portraiture	Geometric
Figurative	Structured
Non-Western	Fluid
Sculpture	Neat
Textile	Loud
Batik	Accurate
Appliqué	Disorganised
Glass	Graphic
Painting	Traditional
Mixed media	Modern
Ceramics	Contemporary

COMPOSITION

Balanced
 Unbalanced
 Skewed
 Perspective
 Plane
 Proportion
 Symmetry
 Space
 Scale
 Foreground
 Middle ground
 Background
 Decorative
 Eye-line
 Focus
 Blurred
 Form
 Birds eye view

DRAWING

Line
 Tone
 Shading
 Contour
 Two-Dimensional
 Three-Dimensional
 Observational
 Composition
 Proportion
 Perspective
 Scale
 Accuracy
 Realistic
 Outline
 Mark-making
 Sketch
 Composition
 Tracing
 Impression

PAINTING

Wash
 Watercolour
 Acrylic
 Oil
 Brush strokes
 Impasto
 Drybrush

PRINTING

Monoprint
 Etching
 Intaglio
 Lithograph
 Woodcut
 Block Printing
 Lino Print
 Linocut
 Relief Print
 Ink
 Brayer

LIGHT

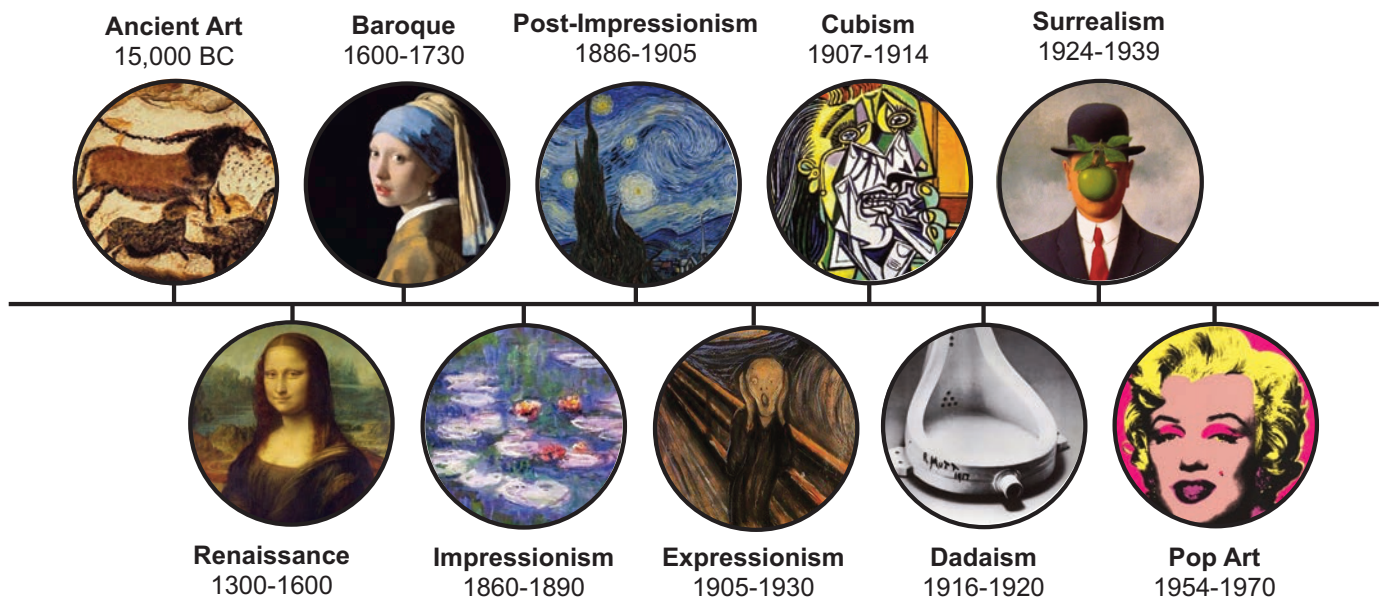
Natural
 Artificial
 Dark
 Bright
 Shadow
 Low light
 Dim

FEELING

Atmospheric
 Expressive
 Humorous
 Disturbing
 Refreshing
 Nostalgic
 Emotive
 Depressing
 Delicate
 Sinister
 Joyous

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ART HISTORY – WESTERN ART TIMELINE



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ASSESSMENT OBJECTIVES



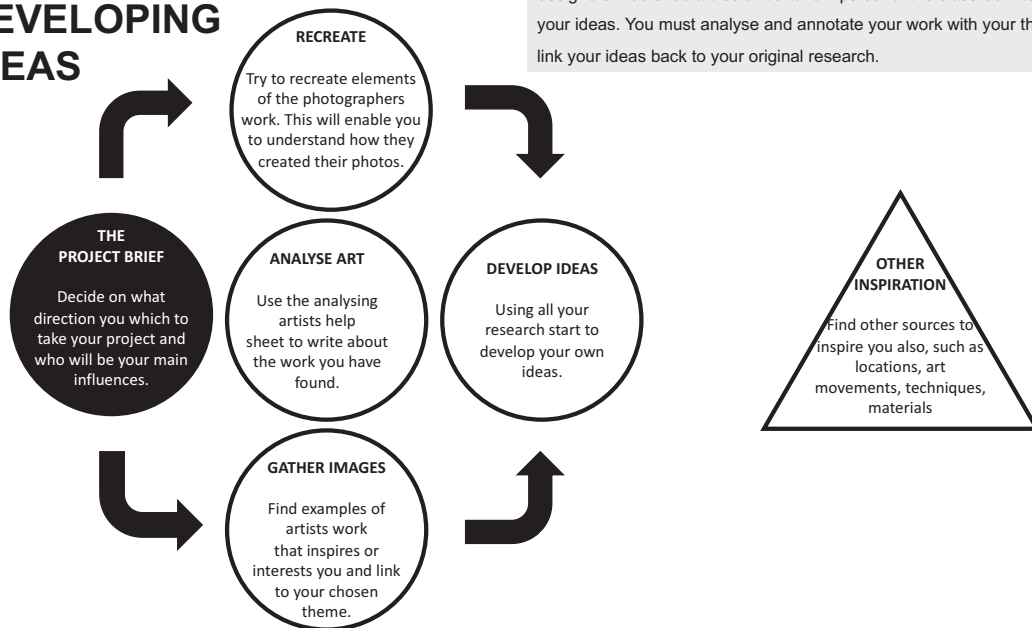
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ASSESSMENT OBJECTIVE 1 DEVELOPING IDEAS

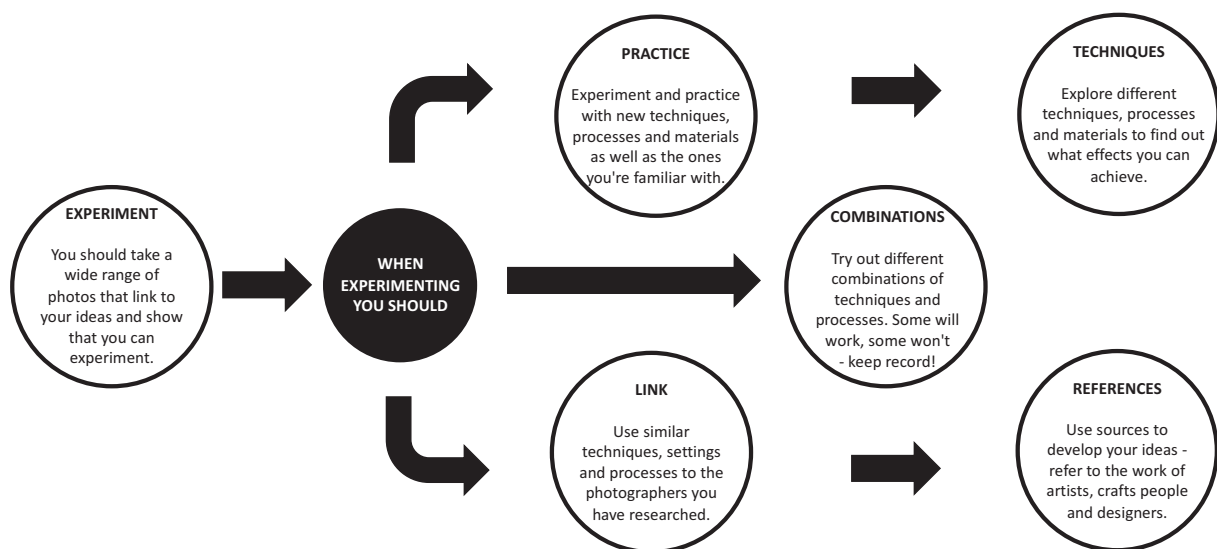
You must develop your ideas for your projects by investigating various, artists, crafts people or designers. You should also undertake trips out of the classroom to gather photos that will aid your ideas. You must analyse and annotate your work with your thoughts and opinions. Always link your ideas back to your original research.



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ASSESSMENT OBJECTIVE 3 EXPERIMENTING

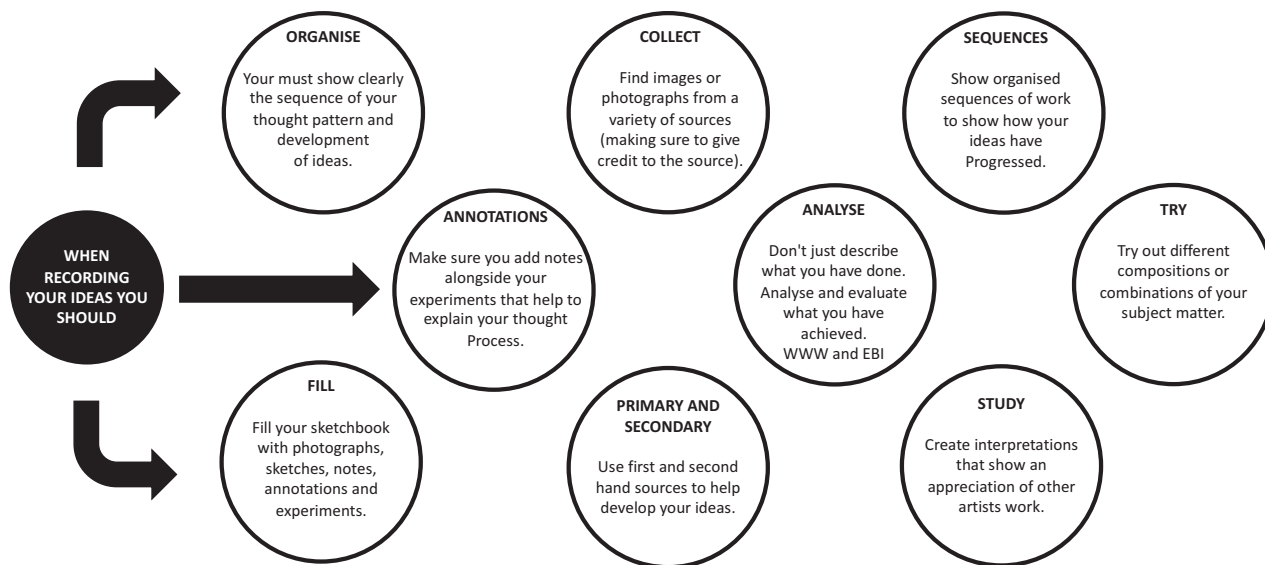
You must show that you can explore and refine your ideas through experimentation. You should select different techniques, process, methods, resources, media and materials. It should be clear how you are developing your ideas and that you are improving your work as you go.



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ASSESSMENT OBJECTIVE 3 RECORDING

You can record your ideas, observations and insights in visual, written and other forms. You should work from a range of experiences and stimulus materials. You must talk and describe your work; what you have achieved at each stage and what you will do next.



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ASSESSMENT OBJECTIVE 4 PRESENT

You must present a personal, informed and meaningful response to the brief. You should demonstrate analytical and critical understanding throughout. You must present the culmination of your journey in a finished piece or pieces



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ALL CREATURES GREAT & SMALL



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GCSE ART, CRAFT & DESIGN – ALL CREATURES GREAT AND SMALL

BRIEF OVERVIEW OF TOPIC

In this project you will explore the theme 'All creatures great and small'

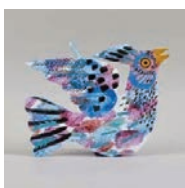
You will begin by learning observational drawing techniques using pencil, coloured pencil and pen.

You will focus on developing skills in representing texture, tone and mark making.

You will also develop skills using watercolour paint, acrylic paint, collage, sgraffito, printmaking, and sculpture.

You will explore and analyse the work of a range of artists who use insect, birds, animals, and marine life as inspiration for their artwork, and then you will compose and create your own response showing an influence of their styles and techniques. We will also explore various environmental issues and how we can convey messages through our artwork.

ARTISTS WHO EXPLORE THE THEMES BIRDS, INSECTS, ANIMALS, NATURE AND MARINE LIFE



Mark Hearld



E A Seguy



Abby Diamond



Katsushika Hokusai



Ernst Haeckel



Vincent Scarpace

PLACES TO VISIT

Derby Cathedral
Darley Park
Elvaston Castle Country Park
Kedleston Park
Attenborough Nature

Reserve

Chatsworth Park
Sea Life Centre
Wollaton Hall
Yorkshire Wildlife Park
Twycross Zoo
Bluebells Farm

WEBSITES TO VISIT

www.rspb.org.uk
www.britishwildlifecentre.co.uk
www.nationalgeographic.com
www.countryfile.com
www.wwf.org.uk
www.wildlifetrusts.org

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GCSE ART, CRAFT & DESIGN – E A SEGUY

E A SEGUY

Emile-Allain Séguy, professionally known as E.A. Séguy, was a French designer during the Art Deco and Art Nouveau movements of the 1920s. He primarily created patterns and textiles inspired by the natural world. Because of his particular fascination with insects, he has been confused with Eugene Séguy, a French entomologist active during the same time period. However, it is Emile-Allain who created the popular Papillons and Insectes books, filled with illustrations of vividly coloured butterflies and insects made using the pochoir—French for “stencil”—technique.

Seguy produced eleven albums of nature themed illustrations and patterns, drawing inspiration from papillons and other insects, flowers, foliage, crystals and animals. Seguy was one of few artists that successfully combined both Art Deco and Art Nouveau styles in his work. His brightly coloured geometric patterns were intended to be used as inspiration for such decorative items as textiles and wallpaper.

The Walter Havighurst Special Collections is home to several folios of Seguy's work, containing the original pochoir prints. One cannot truly appreciate Seguy's artistic talent nor the unique qualities of the pochoir printing process without the ability to view these materials first-hand.



KEYWORDS

Detail	Art Deco	Stencil
Illustration	Insects	Patterns
Composition	Papillons	Natural
Geometric	Anatomy	Tone
	Observations	Printing
	Pochoir	Placement

GCSE ART, CRAFT & DESIGN – MARK HEARLD

MARK HEARLD

Mark Hearld was born in York in 1974. He studied Illustration at Glasgow School of Art from 1994-97 and went on to the Royal College of Art to study for an MA in Natural History Illustration.

Mark Hearld has a fascination with animals and plants, and they lie at the heart of Mark's work. Hen runs, pigeon lofts and foxes appear within his work often.

Mark Hearld works across a number of mediums, producing limited edition lithographic and linocut prints, unique paintings, collages and hand-painted ceramics.

Mark Hearld's main inspiration is Picasso but he is also greatly admires the work of Bawden, Ravilious and Piper from the 1930's - and the Neo-Romantic artist/illustrators of the 40's and 50's, Keith Vaughn and Craxton.

Mark has completed commissions for Faber & Faber and Tate Museums. A children's book illustrated by a series of Mark's unique collages was published by Walker Books in 2012.

In Autumn 2012 Merrell Books published "Mark Hearld's Work Book" - the first book devoted to Mark's work.



KEYWORDS

Flora & Fauna	Collage	Depth
Nature	Linocut	Colourful
Mark-Making	Lithograph	Vibrant
Mixed Media	Painting	Expressive
Illustration	Ceramics	Tactile
	Layered	Distinctive

GCSE ART, CRAFT & DESIGN – ABBY DIAMOND

ABBY DIAMOND

Abby Diamond is a freelance illustrator from Pennsylvania, America. She graduated in 2012 with a BFA in Studio Art.

Abby Diamond gets inspired mostly by birds, insects and nature, she creates beautiful colourful illustrations of a wide variety of different species.

Abby Diamond uses watercolour, ink and marker pen to create her illustrations. Her technique involves using watercolour and ink which she then allows to dry before soaking the paper with a sponge and finishing with marker pens and fountain pens.

Abby Diamond achieves a layered look within her pieces where she uses watercolour painting and ink drawing. She has a beautifully fluid motion and great sense of movement in her illustrations. Abby Diamond uses watercolour paint almost as if she is letting it do what it wants, such as the splatters, faded areas, how the colours blend together, and the way she lets the colour bleed outside of the lines, all these elements make her work look effortless.

Abby Diamond creates artwork and visual materials for a wide range of industries including, children's art, editorial illustration, clothing design, and the music industry, advertising agencies, magazines, musicians, and a variety of publishers.



KEYWORDS

Effortless
Movement
Motion
Mark-Making
Paint

Illustration
Watercolour
Ink
Drawing
Drips
Splats

Layered
Line
Energetic
Organic
Expressive
Distinctive

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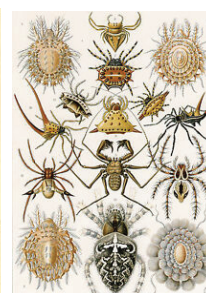
GCSE ART, CRAFT & DESIGN – ERNST HAECKEL

ERNST HAECKEL 16 February 1834 – 9 August 1919

Ernst Haeckel, in full Ernst Heinrich Philipp August Haeckel, was a German zoologist and evolutionist who was a strong proponent of Darwinism and who proposed new notions of the evolutionary descent of human beings. He declared that ontogeny (the embryology and development of the individual) briefly, and sometimes necessarily incompletely, recapitulated, or repeated, phylogeny (the developmental history of the species or race). (See biogenetic law.)

Haeckel grew up in Merseburg, where his father was a government official. He studied at Würzburg and at the University of Berlin, where his professor, the physiologist and anatomist Johannes Müller, took him on a summer expedition to observe small sea creatures off the coast of Heligoland in the North Sea.

Such experiences in marine biology strongly attracted Haeckel toward zoology, but dutifully he took a medical degree, as his family wished, at Berlin in 1857. For a time he practiced medicine; his father then agreed to his traveling to Italy, where he painted and even considered art as a career. At Messina he studied the one-celled protozoan group Radiolaria, members of which are strikingly crystalline in form; not surprisingly, Haeckel later maintained that the simplest organic life had originated spontaneously from inorganic matter by a sort of crystallization.



KEYWORDS

Detail
Illustration
Composition
Zoologist
Evolutionist

Ontogeny
Embryology
Sea Creatures
Anatomy
Observations
Marine Biology

Organic
Science
Monochrome
Natural
Tone
Placement

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GCSE ART, CRAFT & DESIGN – KATSUSHIKA HOKUSAI

KATSUSHIKA HOKUSAI 31 October 1760 - 10 May 1849

Katsushika Hokusai was a Japanese ukiyo-e painter and printmaker of the Edo period. Born in Edo (now Tokyo), Hokusai is best known as author of the woodblock print series Thirty-six Views of Mount Fuji which includes the internationally iconic print, The Great Wave off Kanagawa.

Hokusai created the Thirty-Six Views both as a response to a domestic travel boom and as part of a personal obsession with Mount Fuji. It was this series, specifically The Great Wave print and Fine Wind, Clear Morning, that secured Hokusai's fame both in Japan and overseas. As historian Richard Lane concludes, "Indeed, if there is one work that made Hokusai's name, both in Japan and abroad, it must be this monumental print-series". While Hokusai's work prior to this series is certainly important, it was not until this series that he gained broad recognition.

The largest of Hokusai's works is the 15-volume collection Hokusai Manga, a book crammed with nearly 4,000 sketches that was published in 1814. These sketches are often incorrectly considered the precedent to modern manga, as Hokusai's Manga is a collection of sketches (of animals, people, objects, etc.), different from the story-based comic-book style of modern manga.



KEYWORDS

Woodblock Prints	Manga	Line
Movement	Story-based	Energetic
Motion	Ink	Expressive
Edo	Drawing	Distinctive
Tsunami	Mount Fuji	Iconic
	Layers	ukiyo-e

GCSE ART, CRAFT & DESIGN – VINCENT SCARPACE

VINCENT SCARPACE

Widely regarded as colourful, completely original, and whimsical, the original works of Vincent Scarpace, represent, in his own words, "a personal journey through the use of basic of art elements: line, shape, and colour - resulting in an arrival, just past experimentation, at unique works of art which purposely resemble fish." Perhaps best known for his abstract fish art, he's followed his passion for the creative process, discovering that therein may lay the true reason for his next work of art, and next step in life for him – the pursuit of one's own creative potential.

Scarpace knew from an early age exactly what he wanted to do with his life. Born to loving, creative, and supportive parents and family, he was encouraged from about age 2 to pursue line, shape, and colour, and the creation of art. His mother, an artist in her own right, taught him how to enjoy drawing, painting, and sculpture very early on. Scarpace's works have evolved and grown over the years, and he's paid his dues through a dedication to the pursuit of his passion and the creative process he so believes in. Having worked as an apprentice, production artist, and studio artist since his age of reason, he's sacrificed many other worthwhile endeavours in the name of his journey. Scarpace holds a BS in Education (Art and Education), and after several years of teaching in both private and public schools, he's now a former teacher, "retired" very early, to his studio to continue his creative journey and drive toward the creation of unique works of abstract art, often within a 'fish' theme.



KEYWORDS

Vibrant	Illustration	Energetic
Movement	Expressive	Whimsical
Motion	Abstract	Experimental
Mark-Making	Colour	Distinctive
Paint	Shape	Harmonious
	Line	Complimentary



INDEPENDENCE: DIAGNOSIS – THERAPY – TEST

NAME: CLASS:

TOPIC:

DIAGNOSIS: The thing I don't understand

THERAPY: Where am I going to learn about this?

Which of the templates will I use to transform the information?

TEST: 5 questions someone can ask me about my new understanding.



INDEPENDENCE: DIAGNOSE

NAME: CLASS:

SUBJECT:

Be clear about what you know and what you don't know before you begin.

First, use a contents page or a topic list for the subject you are going to revise.

Then, fill in the following table – the topics, and how well you know them.

Next, prioritise. Which topics will you revise first? Spend time studying the topics which will make the biggest difference to your results.

Topic	Knowledge	Priority
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	

Finally, use the **diagnosis – therapy – test** worksheet to plan your independent study.



INDEPENDENCE: PRIORITISE, REDUCE, CATEGORISE, EXTEND

NAME:	CLASS:
TOPIC:	

Take a section of text and do the following:

Prioritise: write out the three most important sentences. Rank 1-3 in terms of importance. Justify your decision.
Reduce: reduce the key information to 20 words.
Categorise: sort out the information into three categories. Give each category a title which sums up the information.
Extend: write down three questions you would like to ask an expert in this subject.



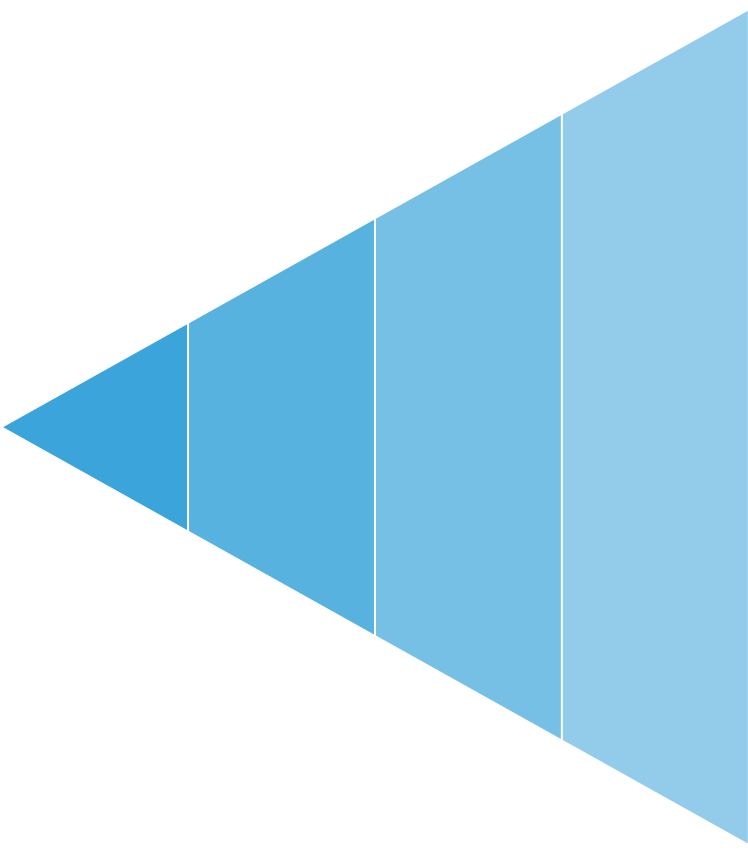
INDEPENDENCE: RANKING TRIANGLE

NAME:	CLASS:
TOPIC:	

The most important information goes at the top.

The least important information goes at the bottom.

Justify WHY. Why is it the most important? Why is it the least important?





INDEPENDENCE: QUIZZING

NAME: CLASS:

TOPIC:

Read the text and transform it into 10 questions to ask someone.

Question	Answer
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Question stems:

State...

Explain...

Suggest...

Describe...

Evaluate...

Compare...



INDEPENDENCE: BOXING UP

NAME: CLASS:

TOPIC:

Take a section of text. Read it and put your thoughts about the text into different boxes.

Needs a boost: 3 things I did not know:	
Almost there: 3 things I understand better now:	
I've got these: 3 things I already knew:	



INDEPENDENCE: OTHER IDEAS

Steps → flow chart Transform a sequence of steps into a flow chart or a diagram.

Flow chart → steps Transform a flow chart or a diagram into a sequence of steps.

Look, cover, write, check Cover a list of key words. Write them down. Check which ones you have got right. Repeat until you get them all right.

Link key words Take three words from a topic. Link them together in a sentence or a diagram. Repeat until all the key words have been linked.



INDEPENDENCE: Pictionary

NAME:

CLASS:

TOPIC:

Transform the material into 6 pictures – one per paragraph or one per key piece of information. The pictures should represent the information so that they can act as a reminder of what the text said. Underneath each picture, explain your thinking.

1.	2.	3.

4.	5.	6.

