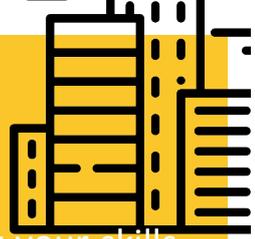


YEAR 7 SHAPE & FORM



Observing and drawing the forms of objects around you is key to developing your skills as an artist. You will build an understanding of drawing terminology such as composition and scale, whilst working creatively and imaginatively to create a refined final piece.

KEY WORDS

Shading
Tone
Perspective
Imagination
Shape
Form

Observation
Composition
Concept
Architecture
Emad Zand
Drawing

Still Life
Ellipse
Charcoal
Pencil
Watercolour
Fine Liner

Detail
Landscape
Hardscape Textures
Softscape Textures



Wider Study Opportunities?

Artist work could be explored further through watching You Tube videos relating to concept architecture and 2-point perspective.
Creative clubs in ADT at lunchtimes & Takeaway Homestudy.
Links to GCSE study

Some of your learning will include:

-  Learning to draw from observation from a still life set up.
-  Develop a knowledge about the work of other artists and designers (Emad Zand - creative architecture).
-  Build on art vocabulary and terminology that is associated with still life drawing: composition, proportion, scale, shape and form.
-  To be able to transform observations into visual forms as refined architectural shapes, developing an understanding about drawing in a variety of materials and techniques.



Assessment and Feedback:

-  **Assessment Objective 1:** Develop your own ideas made by research and cultural influences.
-  **Assessment Objective 2:** Develop ideas by experimenting with different materials and techniques
-  **Assessment Objective 3:** Demonstrate skill in drawing and recording. When annotating work ensure you use subject terminology
-  **Assessment Objective 4:** Present a personal final outcome/piece.

Why this? Why now?



An exciting project that promotes imagination in designing concept buildings and continues to develop your previously learned skills, such as drawing in detail, tone, and different perspectives.

Your opportunity to show of your knowledge of art in general, and to be individually creative!