

# FORMAL ELEMENTS

COLOUR LINE SHAPE FORM  
VALUE TEXTURE PATTERN SPACE

## LINE



### LINE

Line is a mark on a surface that defines a shape or an outline. It can create a texture. Types of line include vertical, horizontal, diagonal, contour, accurate, expressive, continuous and



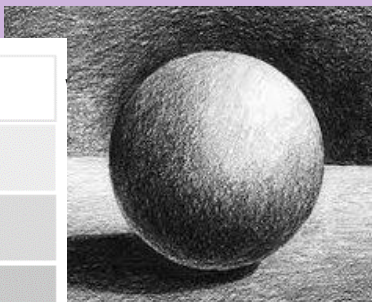
## SHAPE AND FORM

Shape and form define objects in a space. Shape is 2-dimensional, height and width, and defined by lines. Forms are 3 dimensional shapes which have volume. Forms and shape define objects in space.

### SHAPE

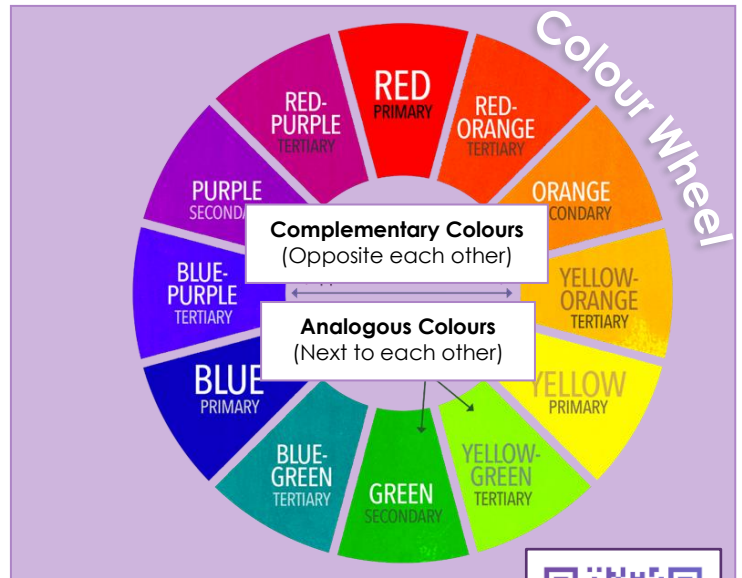


### FORM



## VALUE

Value (or tone) is the lightness or darkness of a colour and can be used to create the illusion of form, depth and distance. The greater the contrast between light and dark the more pronounced a 3D form will look. The parts of the object on which the light is strongest are called highlights and the darker areas are called shadows.



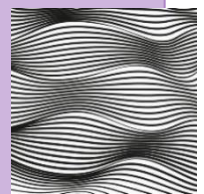
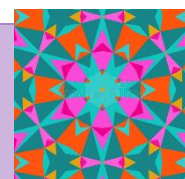
## COLOUR

Colour is organised by the Colour Wheel and is made up of 3 properties; hue, value and intensity. Hue is the name of the colour itself. Value is hue's lightness (white added) or darkness (black added). Intensity is brightness of the hue.



## TEXTURE

Texture describes the feel of a surface. This can either be how it feels or appears.



## PATTERN

Pattern is a design that is created by repeating lines, shapes, tones or colours. It has structure and should not be confused with texture.



## SPACE

Space refers to how the area within artwork is used and is also described as composition. Depth can be implied through perspective and overlapping.



## ANNOTATION

Annotations are written explanations or critical comments added to your artwork that record and communicate your thoughts and ideas. It is important that you annotate your work as it progresses; explaining, describing and evaluating.

### KEY VOCABULARY DESCRIBING THE FORMAL ELEMENTS

Shape, Form, Space	Tone	Texture and Pattern	Line	Colour
Closed Open Distorted Flat Organic Geometric Negative/Positive Perspective Scale Depth Composition 2D/3D Volume	Value Dark/Medium/Light Faded Harsh Contrasting Intense Sombre Faint Graduated Dramatic Shadow Highlight Grey	Repeated Structured Geometric/Organic Uniform Random Symmetrical Irregular Rough/Smooth Broken Fine Flat Uneven Soft	Controlled Continuous Bold Sketched Free Rough Light Flowing Thick/Thin Broken Overlapping Angular	Hue Tint Bright Pastel Primary/Secondary/Tertiary Harmonious Complementary Monochrome Neutral Subtle Vivid Cool/Warm Contrasting

What to write and how to start

#### Describe the context of the piece.

What is it? (*What is it you have drawn?*)  
What are you working from? (*Primary or secondary source, and explain*)  
What is the purpose? (*Observation, development, design idea?*)

- This piece is part of my ...
- I have been working from ...
- My subject matter has been... this is because...

#### Write about materials, techniques and processes used.

What materials have you used and how have you applied them?  
Explain techniques or processes used.  
What formal skills have you demonstrated?

- To create my artwork, I used...
- I explored using...
- I created this piece because ...
- I am pleased with this study because ...
- I could further develop my work by...

#### Explain your artist research and its context.

Which artist has influenced your work and why is their artwork relevant?  
How would you describe their artwork? (*What art movement, when produced, how it's created*)  
What influenced their artwork? How? (*Other artists, themes, events in their life, etc.*)  
What formal elements, materials and techniques have you used in your work and how do these link to the artist's style?  
How have you used the artist style in your own way?

- I have chosen to look at artwork by the artist ... They link to my theme because...
- Their artwork was created during the ... movement in ... and focuses on...
- Influences for the artist were... and this is shown in their use of... because...
- My work is inspired by ... because I

#### Write about your influences.

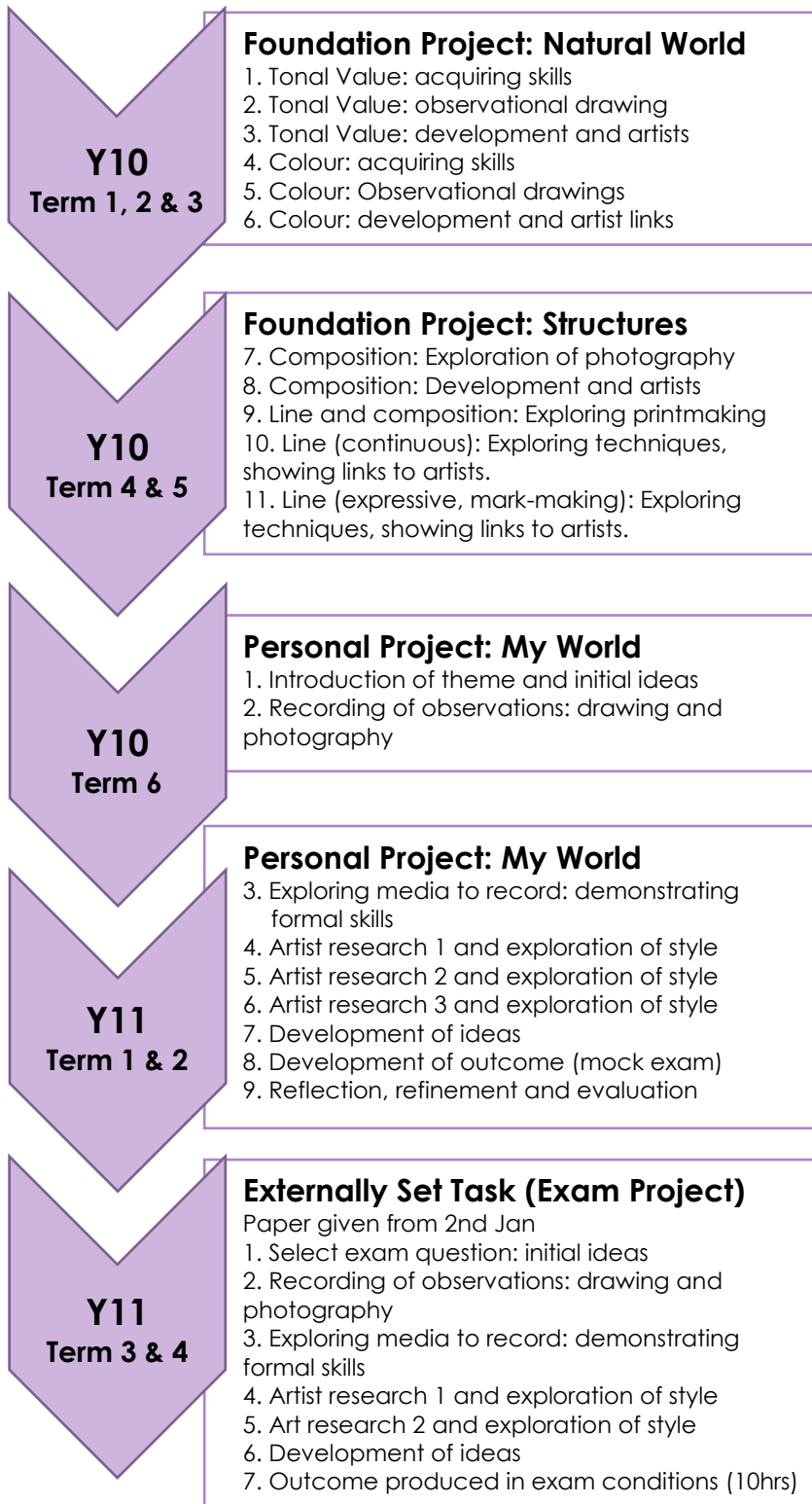
Describe how you have used the artist's work to inspire and inform your artwork.  
Describe the qualities you wanted to achieve in your artwork.

- I used the work of artist... to inspire my own work by ...

**CONNECTIVES:** for example, such as, in addition to, as well as, to show, however, because of, alternatively, except, also, similarly, on the whole, apart from, in summary

## GCSE ART LEARNING JOURNEY

Know where you are on your GCSE journey. Your portfolio (coursework) is 60% and the externally set task (exam) is 40% of the final grade.



In both your portfolio (coursework) and the externally set task (exam project) you need to evidence the following:

- A variety of drawing styles
- Skills using formal elements
- Recording using photography
- A range of experiments and sampling
- Showing clear links in your artwork to artists, art movements or cultures
- Independent collating of images and research
- Annotation which explains and evaluates
- Planning and developing of ideas for outcomes
- A well resolved final outcome/s

## RESEARCH: USEFUL WEBSITES

[www.thisiscolossal.com](http://www.thisiscolossal.com)

[www.art2day.co.uk](http://www.art2day.co.uk)

[www.tate.org.uk](http://www.tate.org.uk)

[www.nationalgallery.co.uk](http://www.nationalgallery.co.uk)

[www.bbc.co.uk/arts](http://www.bbc.co.uk/arts)

<https://artsandculture.google.com>

Use your GCSE Art Teams group; set up by your teacher, you will find resources from lessons and recorded demonstrations of techniques and practicals.



Use Pinterest to search and save inspiration for your artwork. Your teacher may share boards with you.



Follow @oha\_team\_art on Instagram! We celebrate our students' successes and also share info and reminders.



## ASSESSMENT

You will be assessed on two components for your GCSE; 60% of your GCSE mark is coursework and 40% is your exam mark.

Each component is marked against four assessment objectives, each assessment objective is marked out of 24. The objectives do not need to be completed in order; pieces of artwork can meet more than one assessment objective.

## HOW TO SUCCEED

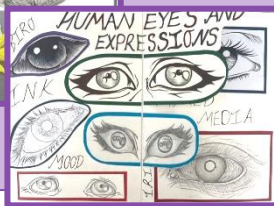
**Try your best, take risks, be creative, practice, work hard, take pride in your art, listen to your teacher, be independent, enjoy the journey.**

Art takes time - use the art rooms after school, work at home, make the most of your lessons.

### ASSESSMENT OBJECTIVE 1 (AO1)

**Develop ideas through investigation, demonstrating critical understanding of sources.**

- \* Artist research pages
- \* Your responses in the style of artists
- \* Gathering primary research (photography, gallery visits)
- \* Annotation and analysis of findings



### ASSESSMENT OBJECTIVE 2 (AO2)

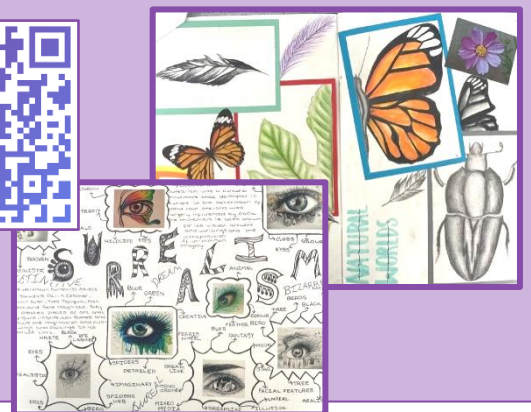
**Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.**

- \*Experimenting in response to artist research
- \*Using relevant materials and techniques
- \*Exploring new materials, techniques and combinations
- \*Practice and refine your use of materials, showing skill and control

### ASSESSMENT OBJECTIVE 3 (AO3)

**Record ideas, observations and insights relevant to intentions as work progresses.**

- \*Recording observations and ideas both visually and written as annotations
- \*Visually - recording through observational drawing, photography, sketches, designs
- \*Annotation - recording ideas through mind maps, mood boards, notes, explanations, evaluations, justifications.



### ASSESSMENT OBJECTIVE 4 (AO4)

**Present a personal and meaningful response that realises intentions and demonstrates understanding of visual languages**

- \*Your whole creative journey, presenting an individual and meaningful response from your initial thoughts to your final outcome.
- \*Plan of your final outcome
- \*Experiments for final outcome
- \*An original final outcome that is clearly inspired by your research and creative journey

