***MIND MAP:* WAGOLL**
What a good on looks like

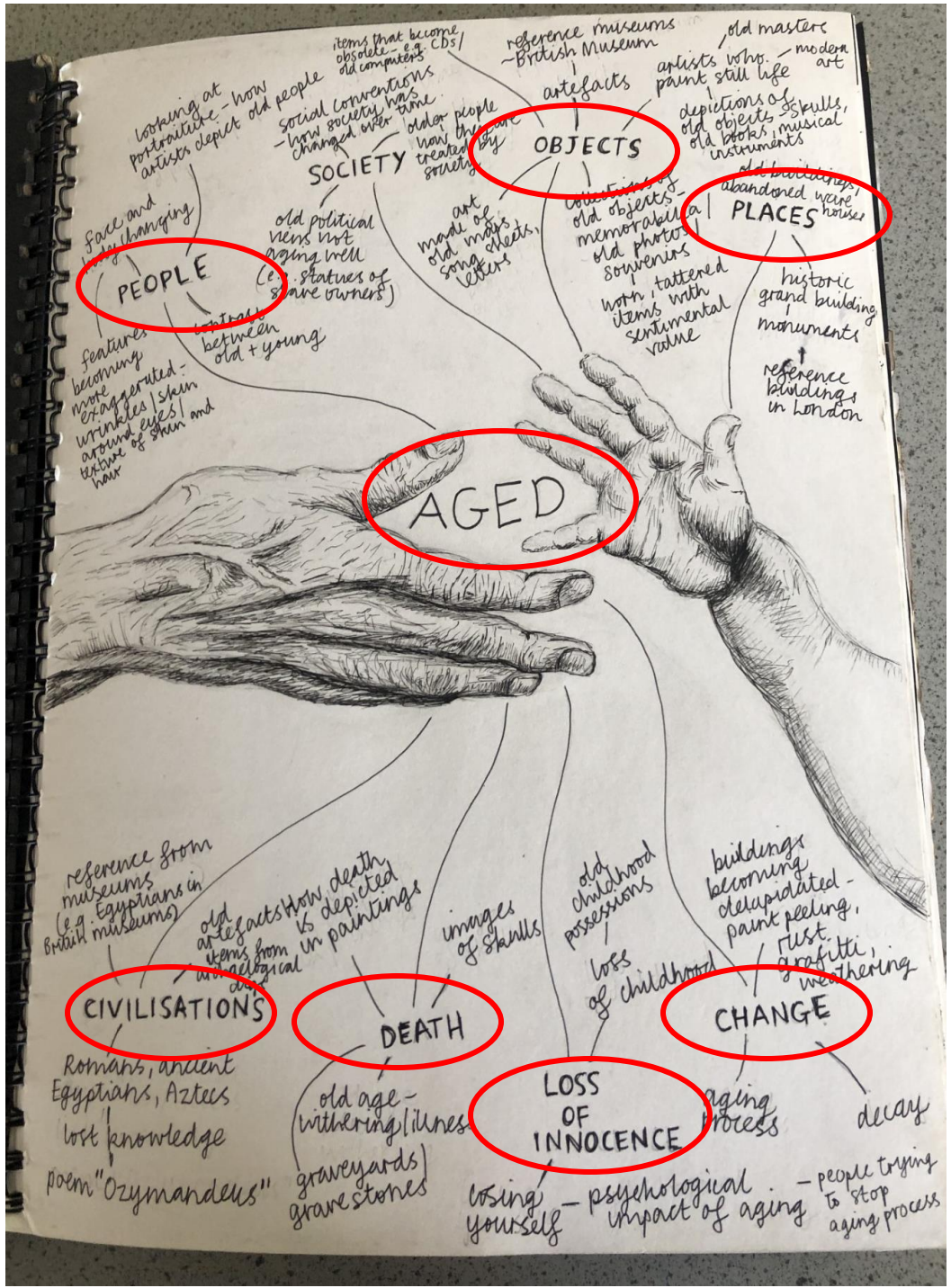
Definitions

Aged means

- **having a particular age**
- **old**

Synonyms: elderly, old, mature, older, senior, ancient, senile, past it...

Opposite: young



***MIND MAP:* WAGOLL**
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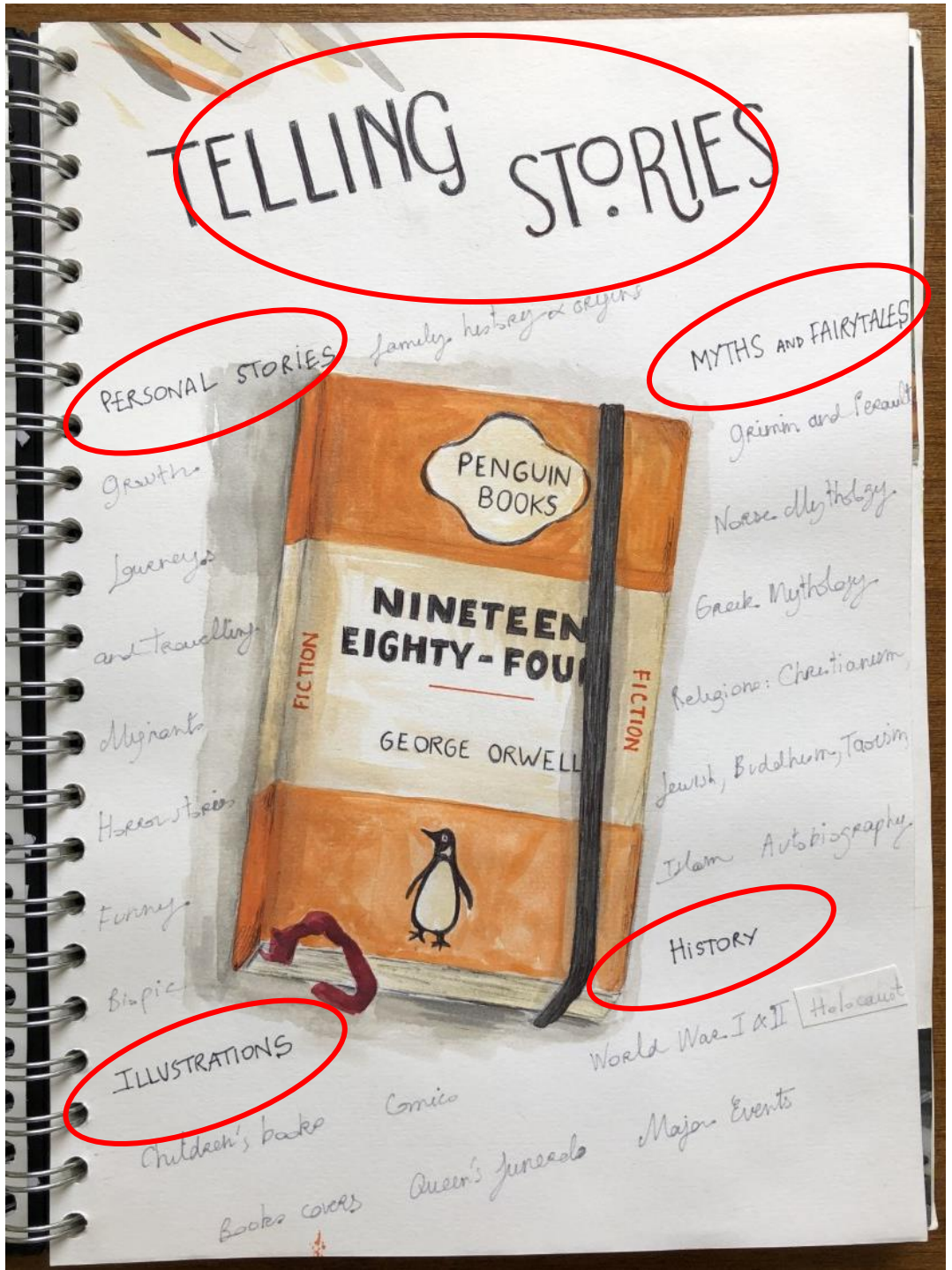
Definitions

Story means: **a description of a series of real or imaginary events w hich is intended to entertain people**

a report in a newspaper, magazine, or news programme

an explanation of why something happened, which may not be true



Definitions

To Tell: **to say something to someone, usually giving them information**

Artwork analysis

Choose an artwork by your artist and write a short analysis using the sentence starters

Step 1: Identify the artwork

This artwork is called …

It was created by …

The artwork was made in …

The materials used are …

Step 2: Describe the subject matter (what is in the image).

In this artwork, I can see …

The main subject of the artwork is …

In the background, there is …

The figures/objects appear to be …

Step 3: Talk About Colour

Explain the colours used and their effect

The artist has used mainly …

The colours are bright/dull/warm/cool because …

This colour choice makes the artwork feel …

The use of colour suggests …

Step 4: Analyse Formal Elements

Choose one or two elements only (keep it simple)

The artist has used line to …

Shape is important because …

Texture is shown through …

Tone is used to create …

Step 5: Mood and Atmosphere

Explain how the artwork makes you feel.

The mood of the artwork is …

This artwork makes me feel …

The atmosphere feels … because …

The mood is created by …

Step 6: Meaning or Message

What do you think the artwork is about?

I think the artist is trying to show …

This artwork could represent …

The message of the artwork might be …

The artist may want the viewer to think about …

Step 7: Opinion

Finish with what you think

I like this artwork because …

I dislike this artwork because …

My favourite part of the artwork is …

I find this artwork interesting because …

HOW TO ANNOTATE THE ARTIST'S WORK
BULLET POINT ANNOTATIONS STYLE

Content: What do you see? Describe the main subjects or elements.

Style and Technique:
What artistic style is used (e.g., realism, impressionism, surrealism)? How is the medium applied?

Colour:
What colours are used? Are they bright, muted, warm, cool? What emotions or symbolism might they convey?

Artist's Intent:
What might the artist have wanted to communicate? Is there a narrative or message?

Personal Interpretation:
What does this artwork mean to you personally? How does it make you feel?

Context and Background:
When and where was this made? Does the historical, cultural, or personal context affect interpretation?

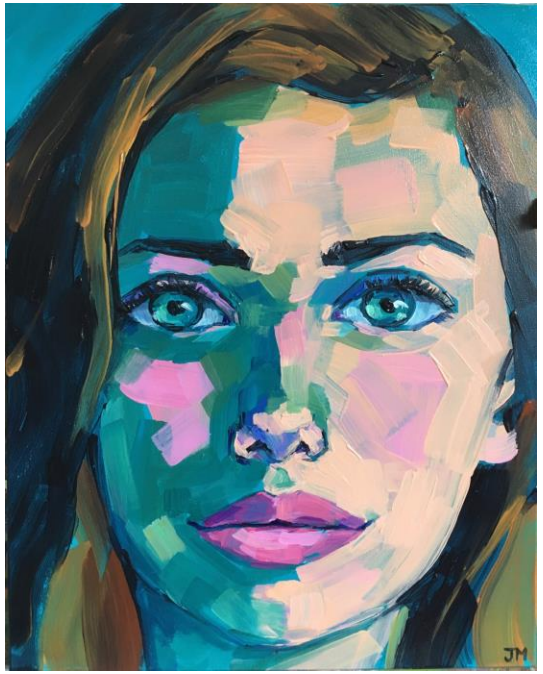
Depends on the artwork you are looking at

ANNOTATIONS (bullet points)

I think the artist used these colours to focus on the subject's emotions...

Vivid colours: emerald blue, pink & tints

Portrait of a woman



I like this painting because...

Large brushstrokes of thick acrylic paint

Close up & focus on the face

Realistic in the accuracy of the traits however stylised in the use of colour

LINE

As well as the visual lines of a drawing or painting you could talk about a melody line in music, the lines of a building, the line of argument or the line of a plot or a line of imagery running through a text

SPACE AND POSITION

flat
shallow
deep
adjacent
overlapping

juxtaposed
underlying
superimposed
foreground
background

complex
simple
positive
negative/empty
figure/ground
ambiguous
atmosphere

SURFACE

glistening
shiny
luminous
translucent
crystalline
lustrous
scintillating
sparkling
radiant
effulgent
dim
dull
matt
lack-lustre
opaque

Straight
curved
angular
parallel
diagonal
horizontal
vertical
continuous
broken
convex
concave
irregular
regular

implied
actual
sharp
defined
crisp
fuzzy
blurred
thick
thin
serpentine
curvilinear
bowed
sinuous

weaving
wavy
winding
spiraling
convoluted
twisting
tortuous
labyrinthine
twirling
undulating
meandering
circuitous

coiling
rolling
wrinkling
curling
scalloped
crooked
irregular
jagged
serrated
forked
zigzag
crinkled

TEXTURE

rough
uneven
coarse
jagged
abrasive
granular
mealy
gritty
dry
moist

smooth
downy
sleek
silky
velvety
oily
crisp
leathery
filmy
rubbery
springy

leathery
wrinkled
wrinkly
corrugated
pleated
striated
ribbed
perforated
permeated
sticky
tacky
oily
spongy
oleaginous
gelatinous

FORM
Shape: Most of the words suggest the visual shape in a painting or 3D shape in sculpture but some could also suggest a musical line or movement, the shape of a poem

geometric
organic
complex
simple
abstract
non-objective
representation
naturalistic
repetitious
non-repetitious
adjacent

overlapping
two-dimensional
planar
flat
linear
soft-edged
hard-edged
three-dimensional
convex
bulging
rotund

pointed
tapering
pyramidal
spiked
cusped
toothed
distorted
exaggerated
fragmented
compact
concentrated

cylindrical
columnar
conical
spherical
globular
bulbous
prominent
concave
hollow
blunt
sharp

UNITY
ordered
whole
integrated
harmonious
seamless
coherent
cohesive
bound together
homogeneous
congruent
uniform
dense
rich

EMPHASIS
focal point
dominant
highlight
accentuate
stress
contrast
relegation
conspicuous by its absence

PATTERN REPETITION/ RHYTHM
recurrent
recursive
echoing
regular
even
steady
measured
flowing
irregular
uneven
staccato
jerky
insistent
dynamic
unobtrusive
tranquil
lulling
monotonous
mosaic
dogged

TENSION/ OPPOISTION CONTRAST./ CONFLICT
light/dark
rough/smooth
tense/calm/contrary
counter
converse
antithesis
antithetical
antagonistic
polar
complementary
counterpoint

PROPORTION
larger/smaller
longer/shorter
relative/distorted
elongated
enhanced
exaggerated
enlarged
inflated
intensified
hyperbole (noun)
reduced
moderated
muted
understated

MOOD
happy
cheerful
delighted
joyful
elated
blissful
ecstatic
enthusiastic
hopeful
sad
melancholy
lugubrious
depressed
dispirited
distressed
despairing
desolate

grieving
grief stricken
elegiac
nostalgic
mournful
resigned
yearning
valedictory
discontented
dissatisfied
content(ed)
complacent
self-satisfied
satisfied
pleased
triumphant
victorious
tender
gentile
harsh
brusque

abrupt
anxious
tense
suspenseful
expectant
excited
agitated
relaxed
calm
lanquid
enervated
lazy
energetic
vigorous
boisterous
ebullient
angry
irate
furious
fiery
tempestuous

stormy
temperamental
sullen
sulky
morose
resentful
indignant
hurt
amused
humorous
witty
playful
musing
wistful
reflective
introspective
pensive

VALUE
light
dark
medium contrasting
shifting
harmonious
euphonious
discordant
uncertain
ambivalent
stark
bold
subtle
muted
mellow
restrained

soft
dull intense
delicate
warm
cool
luminiscent
iridescent
opalescent
resonant
sonorous

dynamic
vivid
rich
gaudy
loud
garish
livid
lurid
lush

TONE all works of art have a distinctive emotional feel to them-
or complex of several different feelings. The term ‘ tone’ can be used to for this ‘ feel’ whether its formed by colour, sound, movement or words

split complementary
temperature
tints
transparent
vibrating

COLOUR
hue
value
intensity
chromatic
achromatic
monochromatic
afterimage
analogous
intermediate
opaque
optical mixing
primary
complementary
secondary
tertiary
saturated
shades
simultaneous contrast

L/O: How can you annotate your sketchbook pages?

Annotations and evaluation should feature four main points

1 - Describe what you have made and how you have made it

- *In this piece I have…*
- *I have created…*
- *Here I have made…*
- *I have produced…*
- *My task was to …so I decided to … because…*
- *The materials I have used are…*

2- Link to work the theme and the rest of the sketchbook

- *The part of the research I was inspired by was…*
- *My work links to my theme due to…*
- *I created this work to further explore the theme of…*
- *This links to…that I created before because…*
- *This (painting, drawing, study, photography , etc.) was created in the style of…*
- *I was interested in exploring…when I created this…I tried to show this in…*

3 - Evaluate what you have made

- *If I did this work again , I think I would…*
- *If I could improve my work…*
- *This piece could be developed further by…*
- *I think using …worked not well/well because…*
- *I am really pleased with…*

4 - How will you use what you have learnt in the rest of your sketchbook

- *Through working like this I have learnt to…*
- **In making this I have realised…and I plan to use this…**
- **This work has helped me to further understand…**
- **I think I will try this technique again when…**
- **My whole project has benefited from this because…**

Artist response annotations example

1 - In this piece I have made a dress collage ,from a google image, in response to the artist Peter Clark. I have produced this piece to get me thinking about shapes, layers and cut out art. The materials I have used are recycled magazines pages, wrapping paper and used packaging.
2- I created this work to further explore the theme of clothing and making artwork using found and recycled paper.
3- I am pleased with the way I combined the different paper textures and colours.
4 – I think I will try this technique again when I develop ideas for my final piece. I could keep my collage monochromatic (one colour range)

L/O: How to create an artist page research

Artist page content

Visual evidences

1. Name of artist as title
2. Printed images of their work
3. A copy of the artist's work in the appropriate medium
4. A response (where you are using your own photography preferably not from Google)

Written evidences

1. Annotations about the artist's work
2. Annotations about your response

Artist page: WAGOLL

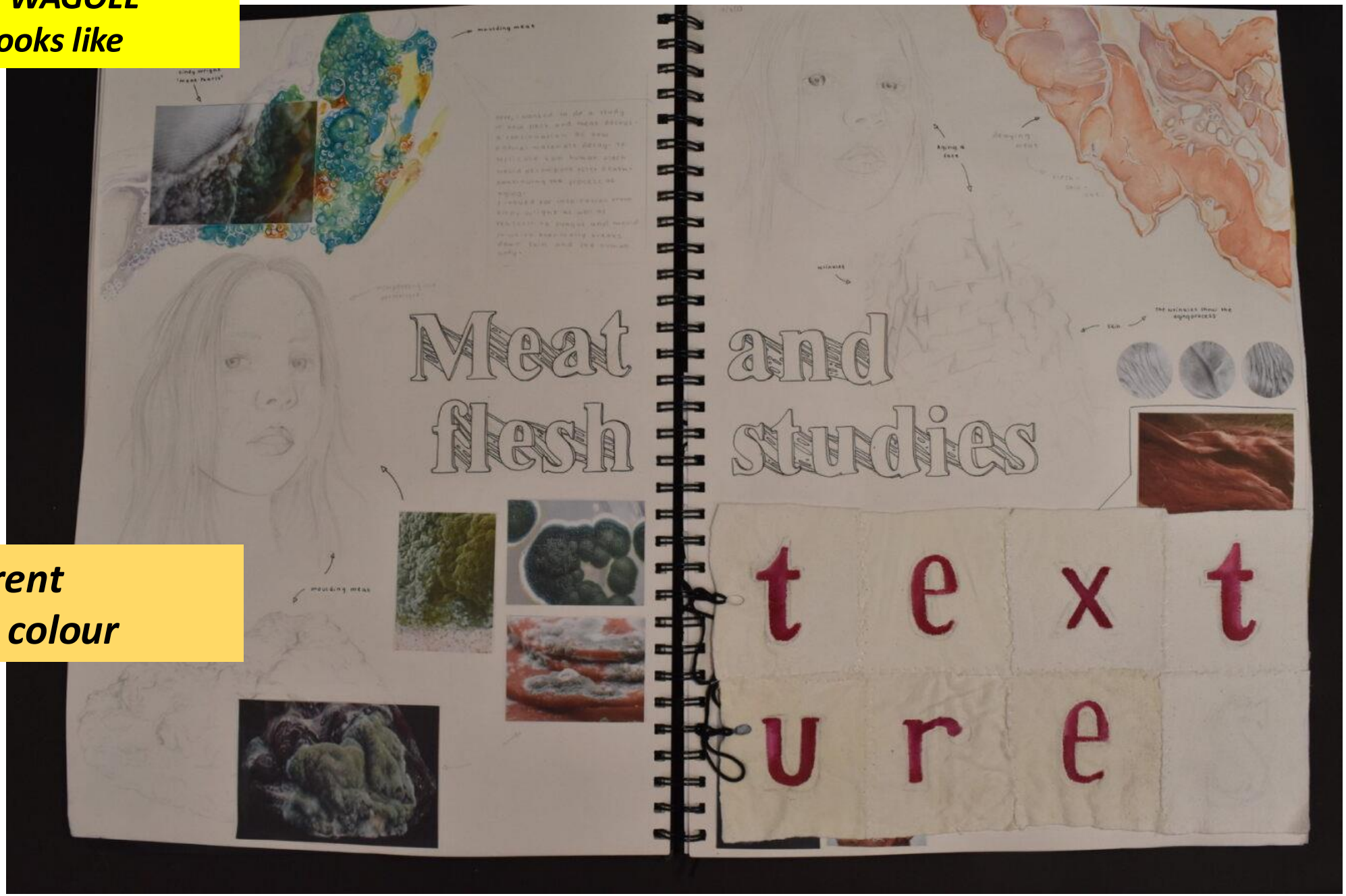
Artist name as a title in a visually interesting font

Research & annotations showing an understanding of the work & you have reflected on your response

Response & reference images

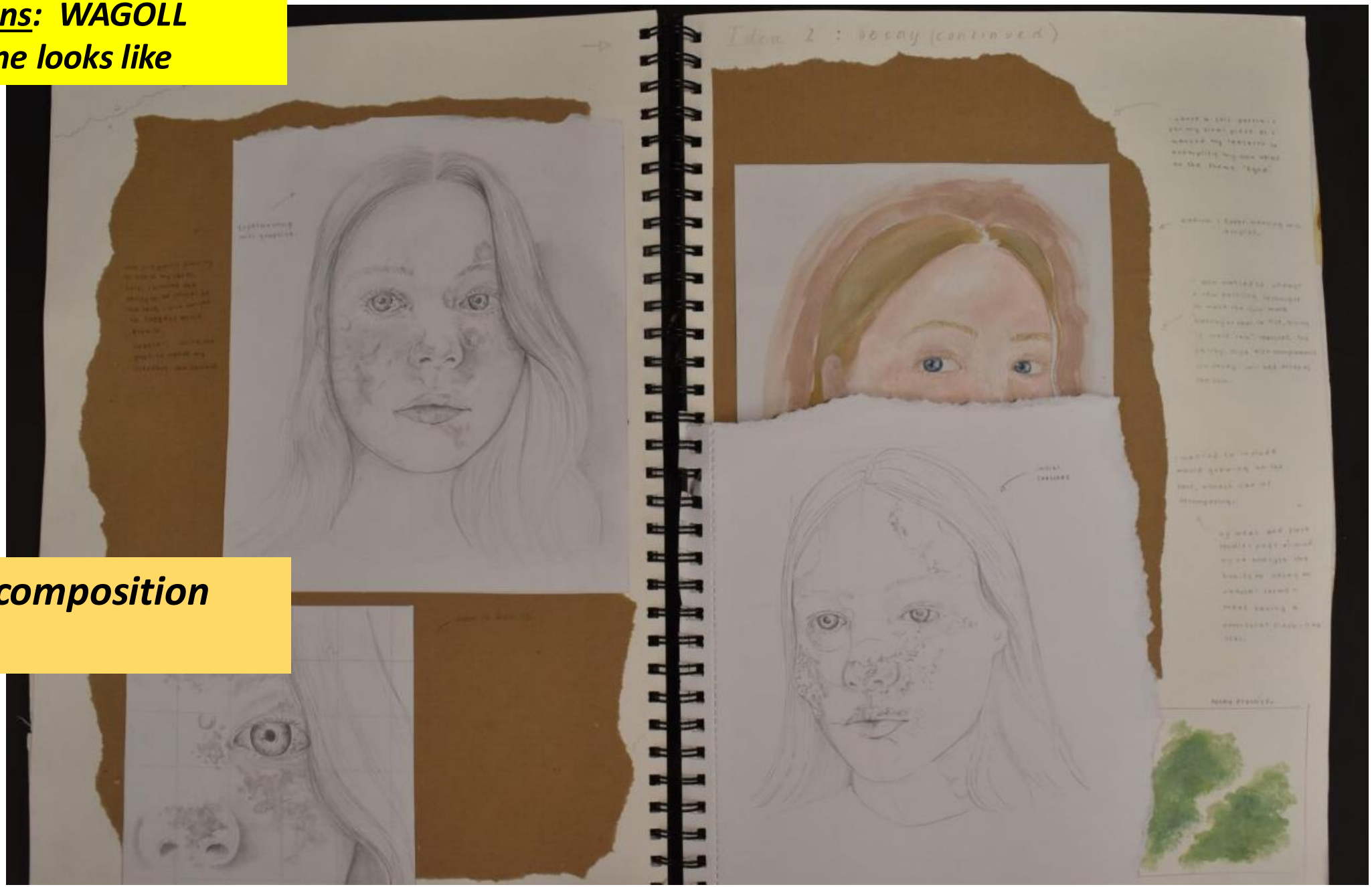
Studies of artist work in different medium

<u>Experimentations</u>: WAGOLL
What a good one looks like



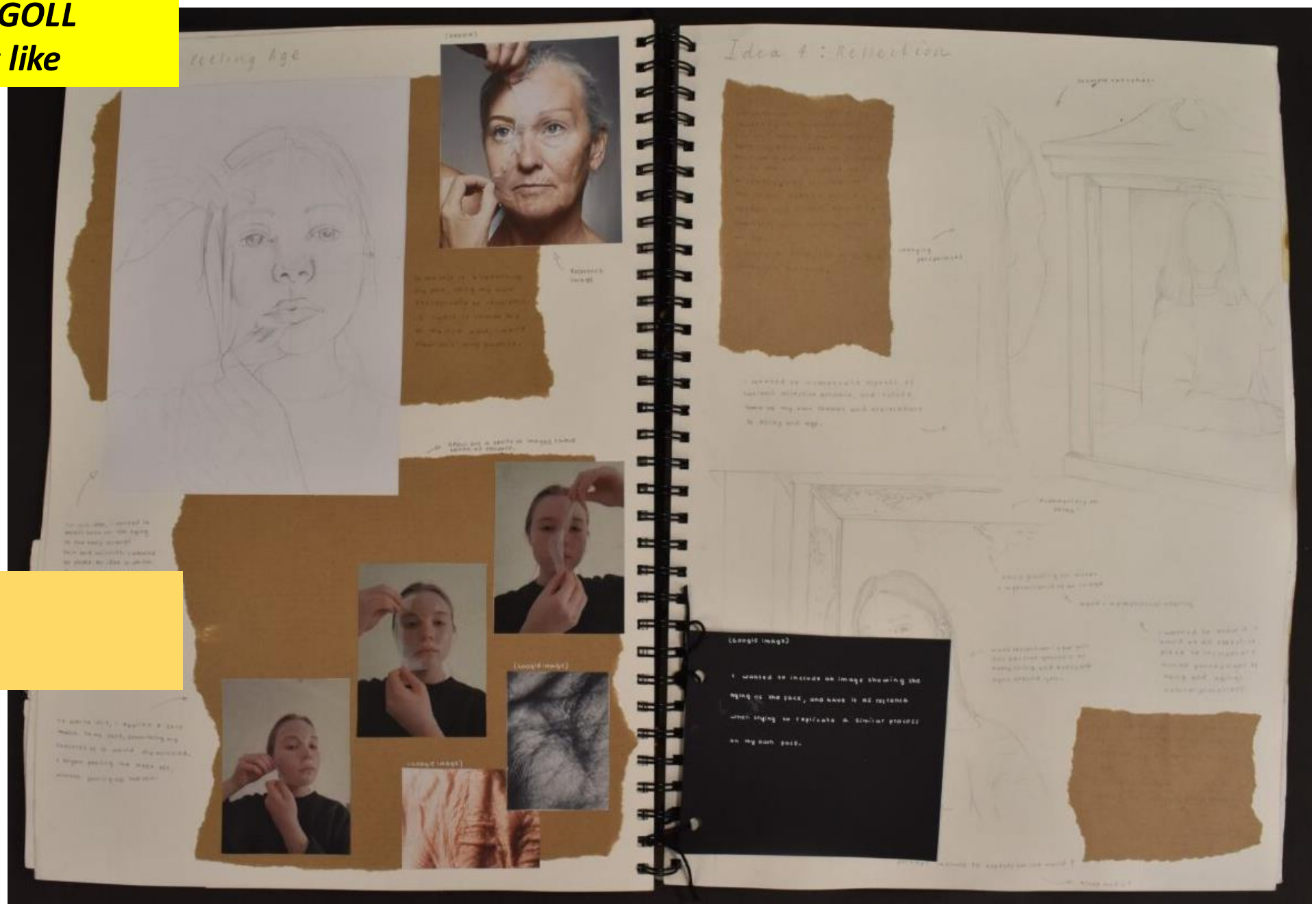
- ***Trials of different mediums and colour***

<u>Experimentations</u>: WAGOLL
What a good one looks like



- ***Close ups, composition ideas***

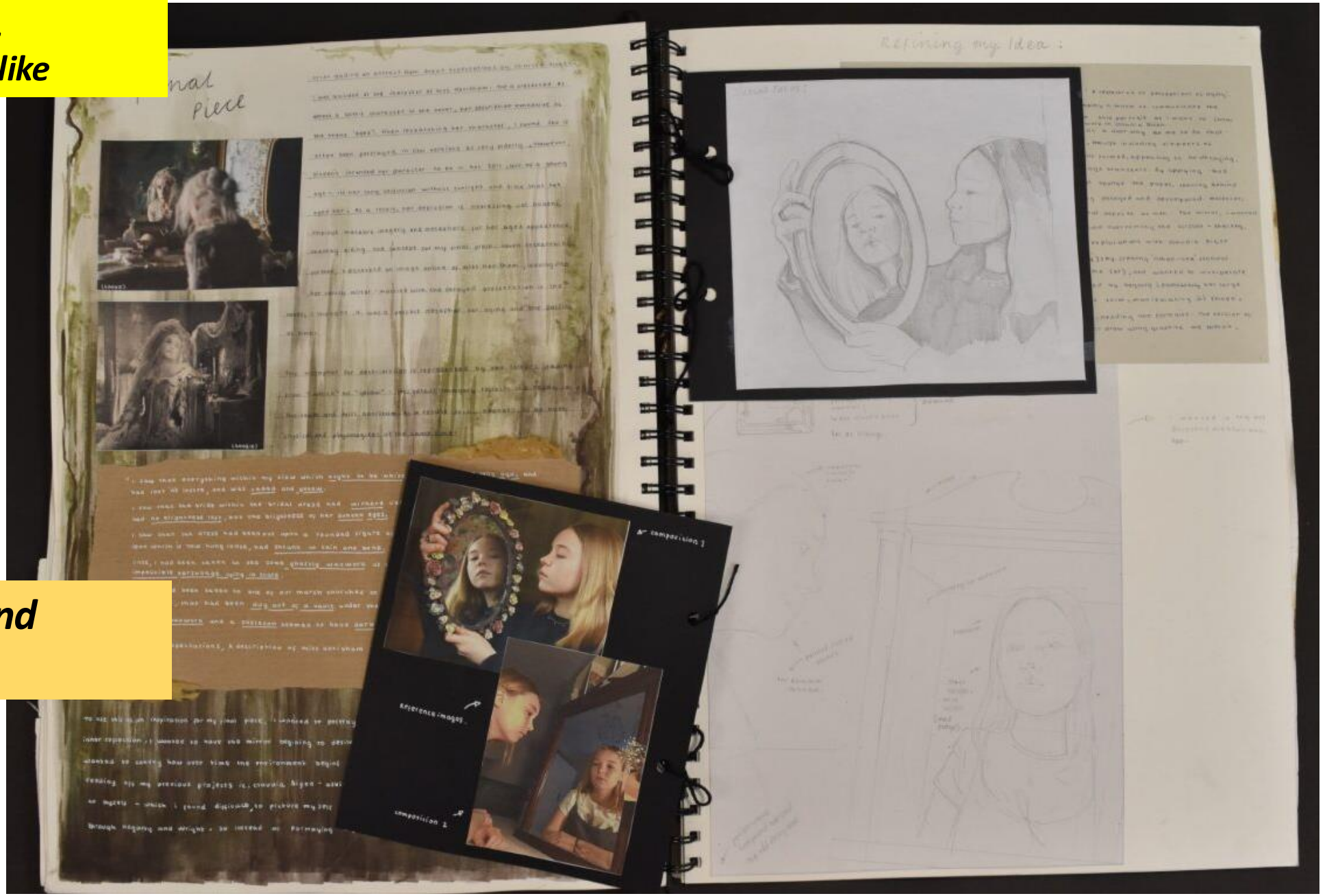
<u>Experimentations</u>: WAGOLL
What a good one looks like



- ***Test photoshoots***
- ***Composition***

<u>Development</u>: WAGOLL
What a good one looks like

- ***Final piece plan and experiments***



<u>Development</u>: WAGOLL
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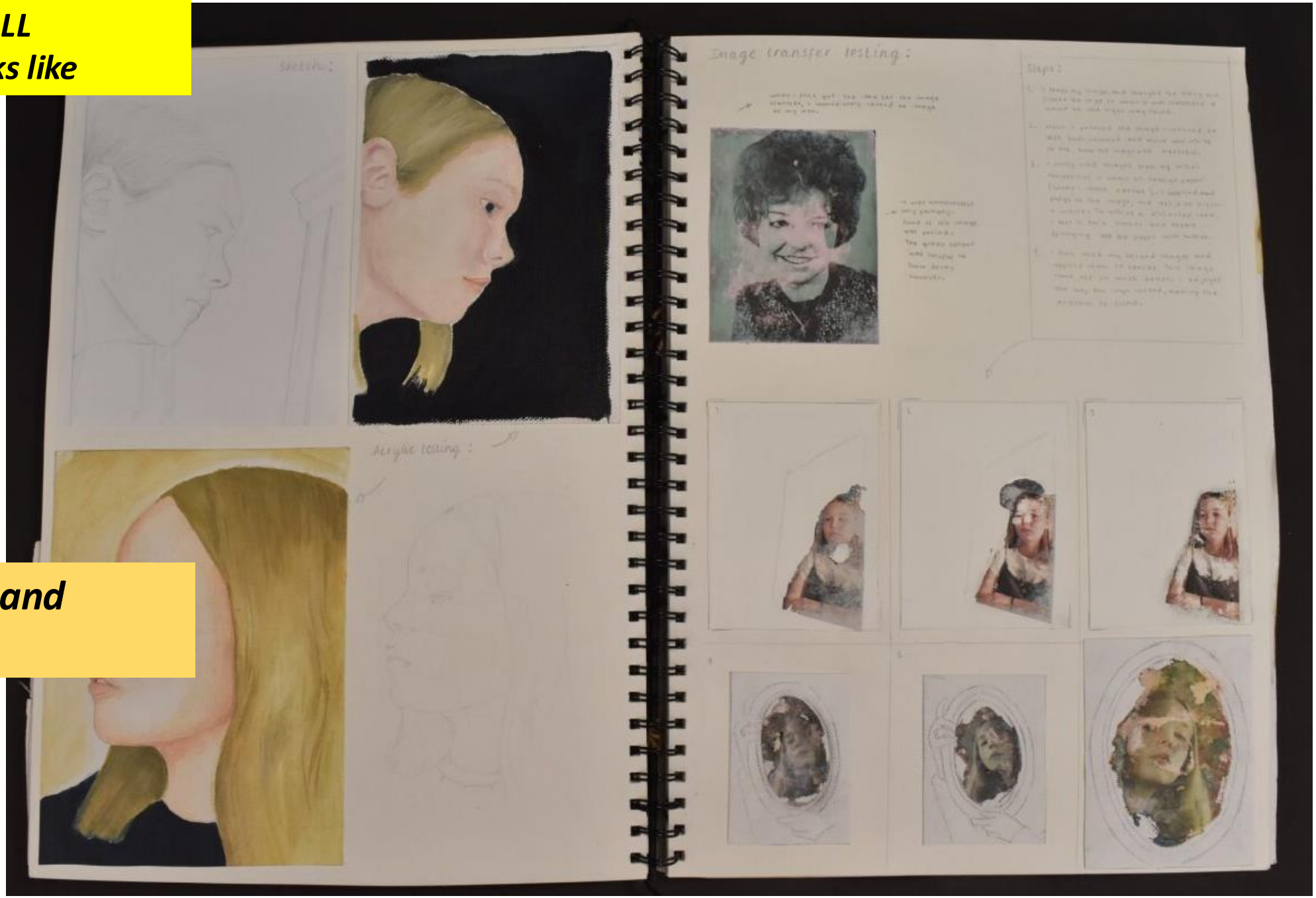

- ***Final piece plan and experiments***