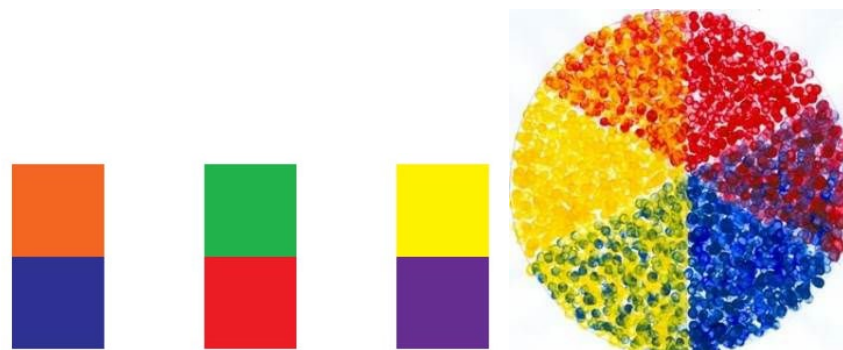
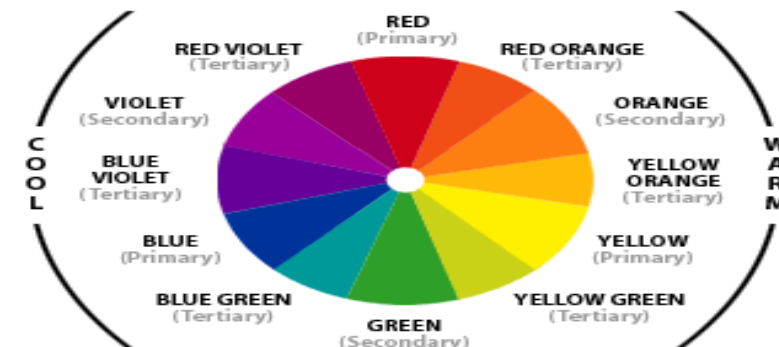


Topic: **Abstraction: Science / Particles. (2D Colour and Mixed Media).**

I need to know: How to mix and apply colour, demonstrating an appreciation of basic colour theory and its impact upon composition.

Key Words	Definitions
Primary	Red, Yellow, Blue. Primary colours cannot be made by mixing other colours together.
Secondary	Orange, Violet, Green. Secondary colours are made by mixing two primary colours.
Tertiary	Tertiary colours are between, or a mix of primary and secondary colour.
Complimentary	Complimentary colours are opposite each other on the colour wheel. Put together they provide a strong contrast. Blue and orange are the coldest and warmest colours on the colour wheel. Yellow and purple are the palest and darkest colours on the colour wheel.
Tone	Black and white are the darkest and lightest tones. Mixing the two provide a range, or gradation, of tones from dark grey to light grey.
Shades	Mixing a small amount of black to a pure colour will make a shade.
Tints	Mixing a small amount of white to a pure colour will make a tint.
Translucency	Translucent media permits light to pass through but diffuses it so that objects on the opposite side are not clearly visible. i.e. frosted glass.
Transparency	Transparent media permits light to pass through and does not diffuse the light so objects on the opposite side can still be seen clearly.
Pigment	A substance or compound that gives something a particular colour.
Ground	A ground or primer is the background surface on which you paint. It separates your painting from the supporting paper, canvas or board.
Impasto	The technique of applying paint or pigment thickly so that it stands out from a surface.
Fresco	A painting done rapidly on wet plaster, on a wall or ceiling, so that the colours penetrate the plaster and become fixed as it dries.
Resist	A resist medium prevents ink, paint from adhering to the ground. It can be used as a masking agent or to create the impression of texture.
Optical	Optical mixing, is a visual phenomenon that occurs when unmixed colours are placed side by side on a painting. Rather than see the individual colours, the viewer perceives a single colour that is a blend of the others.
Pointillism	A technique developed in the mid 1800's. Relying on optical mixing, the technique of applying small strokes or dots of colour so that from a distance they blend together.
Layering	In technique, this simply means building up multiple layers of paint one on top of the other. In art theory it can also refer to layers of meaning.
Weight	The weight of a colour refers to its dominance within the composition or painting as a whole.
Composition	In the visual arts, composition is the arrangement of visual elements in a work of art. Space and silence are all important and can be seen and heard in music, writing and photography.

Arrow Tasks: Compare and reflect upon the art work of Kupka, Balla, Boccioni, and Kandinsky. Consider how their use of colour captured abstract ideas of space, time, movement and developments in science.



'Complementary' colours.

Optical mixing and 'Pointillism'.



Black ← Tones → White

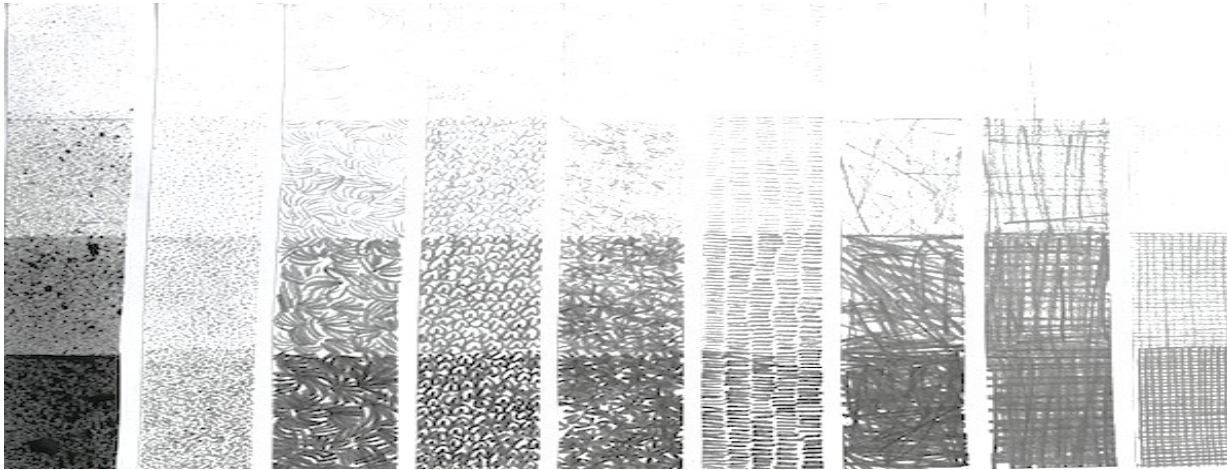


Black + White = High Contrast



Mid + Light Grey = Low Contrast

Topic: **Abstraction: Science / Particles. (2D Colour and Mixed Media).**



Tone and Mark Making



Georges Seurat 1889 'Pointillism'.



František Kupka 1871 – 1957.



Yr 7 Student Resolution.

Thinking, questioning and communicating your visual intelligence using practical skills in ART.

You will be able to organise your thoughts, understanding and expertise in **ART** this term under the following headings.

Skills: *Mixing paint, adding water, experimental mark making, scale.*

Contexts: *History, reasoning, ideas, genre, culture, responsibility, connections...*

Rules: *Values, taking risks, experimentation, compositions, adaptability.*

Audience: *Personal, commercial, ethics, morals, age, empathy, critique.*

Resolution: *Sources, scale, conceptual, representational, decisions, ending.*

Communication: *Represent, truth, collaborate, infer, evaluate, talk, show.*

Legacy: *Material, vision, honesty, heritage, culture, accuracy, pollution.*

Throughout the year we will be asking you to articulate (to say, explain and use), a number of **Personal, Learning and Thinking skills** to help you develop your knowledge and understanding. This term we will be asking you to reflect upon your **Creative Learning Skills**. i.e. How you generate ideas, explore, ask questions, extend thinking, question assumptions, experiment and adapt.

Further thinking (why does this matter?):

On a functional level, it is important to us all that we can interpret the abstract symbolism of colour and its spacial relationships.



On a more complex level, our ability to visualise and record abstract concepts is intricately linked to our ability to question and develop our thinking. Pictures and models enable us to learn more about the ideas we have in our heads.

