

KNOWLEDGE ORGANISER GUIDANCE

It is advised that you print the relevant subject knowledge organisers and have them available to you when needed at all times.

An alternative recommendation would be to download the knowledge organisers for your subjects onto your electronic devices so you can access them when needed.

With the knowledge organiser you should make revision cards to help revise and build in time during independent study to test yourself weekly on the content.

While you have independent study, you should use your Knowledge Planner to study the relevant subject's Knowledge Organiser and learn the information provided.

Haggerston School

SIXTH FORM KNOWLEDGE ORGANISER

Art

2023/2024

Aspiration Creativity Character

	Art Periods/Movements	Characteristics	Chief Artists and Major Works	Historical Events		Art Periods/Movements	Characteristics	Chief Artists and Major Works	Historical Events	
 Rembrandt	Baroque (1600-1750)	Splendor and flourish for God; art as a weapon in the religious wars	Reubens, Rembrandt, Caravaggio, Palace of Versailles	Thirty Years' War between Catholics and Protestants (1618-1648)		Fauvism and Expressionism (1900-1935)	Harsh colors and flat surfaces (Fauvism); emotion distorting form	Matisse, Kirchner, Kandinsky, Marc	Boxer Rebellion in China (1900); World War I (1914-1918)	 Kandinsky
 Canova	Neoclassical (1750-1850)	Art that recaptures Greco-Roman grace and grandeur	David, Ingres, Greuze, Canova	Enlightenment (18th century); Industrial Revolution (1760-1850)		Cubism, Futurism, Suprematism, Constructivism, De Stijl (1905-1920)	Pre and Post World War I art experiments: new forms to express modern life	Picasso, Braque, Leger, Boccioni, Severini, Malevich	Russian Revolution (1917); American women franchised (1920)	 Picasso
 Delacroix	Romanticism (1780-1850)	The triumph of imagination and individuality	Caspar Friedrich, Gericault, Delacroix, Turner, Benjamin West	American Revolution (1775-1783); French Revolution (1789-1799); Napoleon crowned emperor of France (1803)		Dada and Surrealism (1917-1950)	Ridiculous art; painting dreams and exploring the unconscious	Duchamp, Dalí, Ernst, Magritte, de Chirico, Kahlo	Disillusionment after World War I; The Great Depression (1929-1938); World War II (1939-1945) and Nazi horrors; atomic bombs dropped on Japan (1945)	 Kahlo
 Millet	Realism (1848-1900)	Celebrating working class and peasants; en plein air painting	Corot, Courbet, Daumier, Millet	European democratic revolutions of 1848		Abstract Expressionism (1940s-1950s) and Pop Art (1960s)	Post-World War II: pure abstraction and expression without form; popular art absorbs consumerism	Gorky, Pollock, de Kooning, Rothko, Warhol, Lichtenstein	Cold War (U.S. enters 1965) and Vietnam War; U.S.S.R. suppresses Hungarian revolt (1956) Czechoslovakian revolt (1968)	 Lichtenstein
 Monet	Impressionism (1865-1885)	Capturing fleeting effects of natural light	Monet, Manet, Renoir, Pissarro, Cassatt, Morisot, Degas	Franco-Prussian War (1870-1871); Unification of Germany (1871)		Postmodernism and Deconstructivism (1970-)	Art without a center and reworking and mixing past styles	Gerhard Richter, Cindy Sherman, Anselm Kiefer, Frank Gehry, Zaha Hadid	Nuclear freeze movement; Cold War fizzles; Communism collapse in Eastern Europe and U.S.S.R. (1989-1991)	 Anselm Kiefer  Zaha Hadid
 Van Gogh	Post-Impressionism (1885-1910)	A soft revolt against Impressionism	Van Gogh, Gauguin, Cézanne, Seurat	Belle Époque (late-19th-century Golden Age); Japan defeats Russia (1905)						

Self Quiz:

- List art periods/movements in chronological order
- List their characteristics
- List key artists and major works associated with each movement
- List historical events which happened during those times

Practical application of art history:

- Create a drawing of your hand in one of the styles you've learned about from this knowledge organiser.
- Create sketches of your surroundings (room, objects such as chairs, tables, books, your pencil case, etc), people in the room in a different art style.
- Create a composition on your table (books, stationary, clothing) and sketch it in the style of one of the above mentioned art movements.
- Every piece of work should be evaluated using art vocabulary. Compare your work to the artists' examples.

SPaG

Grammar: Write in Sentences

A sentence is a group of words that make sense. Sentences start with a capital letter and end with a full stop, question mark or exclamation mark. All sentences contain clauses. You should try to use a range of sentences when writing. There are three main types of sentences.

Simple sentence: A sentence containing one main clause with a **subject** and a **verb**.

He reads.

Literacy is important.

Compound sentence: Two simple sentences joined with a conjunction. Both of these simple sentences would make sense on their own. Varying conjunctions makes your writing more interesting.

He read his book because it was written by his favourite author.

Literacy is important so students had an assembly about reading.

Complex sentence: A longer sentence containing a main clause and one or more subordinate clause(s), used to add more detail. The main clause makes sense on its own. However, a subordinate clause would not make sense on its own, it needs the main clause to make sense. The subordinate clause is separated by a comma (s) and/or conjunction. The clause can go at the beginning, middle or end of the sentence.

He read his book even though it was late.

Even though it was late, he read his book.

He read his book, even though it was late, because it was written by his favourite author.

How can you develop your sentences?

1. Start sentences in different ways. For example, you can start sentences with adjectives, adverbs or verbs.

Adjective: **Funny** books are my favourite!

Adverb: **Regularly** reading helps me develop a reading habit.

Verb: **Looking** at the front cover is a good way to choose a reading book.

2. Use a range of **punctuation**.

3. **Nominalisation**

Nominalisation is the noun form of verbs; verbs become concepts rather than actions. Nominalisation is often used in academic writing. For example:

It is important to read because it helps you in lots of ways.

Becomes: Reading is beneficial in many ways.

Germany invaded Poland in 1939. This was the immediate cause of the Second World War breaking out. Becomes:

Germany's invasion of Poland in 1939 was the immediate cause of the outbreak of the Second World War.

Connectives and Conjunctions

Cause
And
Effect

Because
So
Consequently
Therefore
Thus

Addition

And
Also
In addition
Further (more)

Comparing

Whereas
However
Similarly
Yet
As with/
equally/Likewise

Sequencing

Firstly
Initially
Then
Subsequently
Finally
After

Emphasis

Importantly
Significantly
In particular
Indeed

Subordinate

Who, despite, until, if,
while, as, although,
even though, that,
which

SPaG: Spelling and Punctuation**Punctuation**

Use a range of punctuation accurately when you are writing.

- . Full stop** Marks the end of a sentence.
- , Comma** Separates the items on a list or the clauses in a sentence.
- ' Apostrophe** Shows possession (belonging) or omission (letters taken away).
- " " Quotation marks** Indicate a quotation or speech.
- ' ' Inverted commas** Indicate a title.
- ? Question mark** Used at the end of a sentence that asks a question.
- ! Exclamation mark** Used at the end of a sentence to show surprise or shock.
- : Colon** Used to introduce a list or an explanation/ elaboration/ answer to what preceded. A capital letter is only needed after a colon if you are writing a proper noun (name of person or place) or two or more sentences.
- ; Semi-colon** Joins two closely related clauses that could stand alone as sentences. Also used to separate items on a complicated list. A capital letter is not needed after a semi-colon unless you are writing a proper noun (name of person or place).
- Brackets** Used to add extra information which is not essential in the sentence.

Spelling

Use the following strategies to help you spell tricky words.

1. Break it into sounds (d-i-a-r-y)
2. Break it into syllables (re-mem-ber)
3. Break it into affixes (dis + satisfy)
4. Use a mnemonic (necessary - one collar, two sleeves)
5. Refer to word in the same family (muscle - muscular)
6. Say it as it sounds - spell speak (Wed-nes day)
7. Words within words (Parliament - I AM parliament)
8. Refer to etymology (bi + cycle = two + wheels)
9. Use analogy (bright, light, night, etc)
10. Use a key word to remember a spelling rule (horrible/drinkable for -ible & -able / advice/advise for -ice & -ise)
11. Apply spelling rules (writing, written)
12. Learn by sight (look-cover-say-write check)