

Reading in Art & Design at KS3

All students are encouraged to read to support the teaching and learning of Art and Design. Reading helps expand student vocabulary, increase their comprehension of the different areas of knowledge within Art and Design and foster interest in Art and Design.

Reading is embedded in all schemes of work across both key stages. We read text from a variety of sources including artist websites, Art institution websites, exhibition press release statements and magazine publications.

Students are supported to read using the following strategies:

- **Making predications** around the text and the ideas and thoughts it prompts.
- Text is read to students to model and support **oracy**.
- **Skimming and close reading:** Students are given time to read through text independently.
- **Scanning and determining importance:** Text is actively engaged with by students via highlighting standout, key information.
- **Questioning and summarising:** Comprehension questions based on the text to conclude.

	Term 1	Term 2	Term 3
Year 7	<p>Artist statement about artist and architect, Hundertwasser from Hundertwasser – Paintings and Friedensreich Hundertwasser, Famous Austrian Artist (1928 - 2000).</p>	<p>Artist statement about photographer, Levon Biss from About LEVON BISS and Microsculpture - The Insect Portraits of Levon Biss.</p> <p>Information on the history of printmaking from What Is Printmaking? The Metropolitan Museum of Art (metmuseum.org).</p>	<p>Artist statement about sculptor, Claes Oldenburg from Claes Oldenburg 1929 – 2022 Tate and Claes Oldenburg Sculptures, Bio, Ideas TheArtStory.</p>
Year 8	<p>Artist statement about painter, Sarah Graham from SARAH GRAHAM.</p> <p>Interview with painter, Sarah Graham from Artist Sarah Graham on Nostalgia, Colour and How to Create The Blur - (theartyteacher.com).</p>	<p>Brutalist architecture information from Brutalism (architecture.com), Brutalist Architecture: Everything You Need to Know Architectural Digest and What Is Brutalism and Why Is It Making a Comeback? (mymodernmet.com).</p>	<p>Artist statement about inflatable designers, Design in Air from About Designs in Air - Designs in Air.</p>
Year 9	<p>Statement on portraiture from Portrait Tate.</p> <p>Artist statement about graphite artist, Kelvin Okafor from What triggers my passion for portraiture – Kelvin Okafor - Daily Trust.</p> <p>Artist statement about photographer, Angelika Dass from About — Angélica Dass (angelicadass.com).</p>	<p>Day of the Dead information from Day of the Dead: What is it and how is it celebrated? - BBC Newsround.</p> <p>Artist statement about print maker, Kelvin Okafor from Mexican artist José Guadalupe Posada (posada-art-foundation.com) and José Guadalupe Posada Mexican, Printmaker, Engraver Britannica.</p>	<p>Tbc.</p>

Reading in Art & Design at KS4

All students are encouraged to read to support the teaching and learning of Art and Design. Reading helps expand students vocabulary, increase their comprehension of the different areas of knowledge within Art and Design and foster students interest in Art and Design.

Reading is embedded in all schemes of work across both key stages. We read text from a variety of sources including artist websites, Art institution websites, exhibition press release statements and magazine publications.

Our GCSE artist students in year 10 and 11 read for a variety of reasons:

- Reading artist statements, interviews, exhibition statements and about art movements to **develop ideas through their understanding of sources.**
- Reading about artistic concepts, technical skills and processes to help **guide and refine their intentions and artwork through experimentation.**
- Recording and reading **their own ideas, observations and intentions as work progresses.**

Year 10 & 11

Excerpts from the GCSE Art and Design Specification (AQA).

Excerpts from Paul Carney's book, 'Drawing to Learn Anything, No Drawing Skill required.

Statements and information from a variety of sources about artists, designers, craftspeople, art movements and artistic techniques and processes.

Reading in Art at KS3 – Examples



1) Describe. What words can you use to describe the artwork?

- ↳ bold
- ↳ colourful
- ↳ unique
- ↳ Imaginative
- ↳ vibrant
- ↳ meaningful



2) Active prior learning. Hundertwasser is a painter. What techniques can we spot in his paintings?

- ↳ He uses lots of the similar shade tint and tone in one place.



3) Understand. Active reading – ask questions, make connections;

re-read; bullet point key words; clarify tricky vocabulary – use context clues, think about word parts, explore.

Follow along with the text as I read. Read this again on your own. Highlight art specific vocabulary.

Artist, Hundertwasser

Hundertwasser was an Austrian artist, designer and architect most known for his unique and imaginative art style. His style is defined as Transautomatism, a modern style of painting inspired by surrealism (artwork that looks bizarre and not true to life). Transautomatism is an art movement that focuses on the viewer's fantasy and own interpretation of what they see, playing on the idea that different people see different things in the same artwork.

Hundertwasser's paintings often include bright colours and organic forms, and the following content: onion dome roofs, tear drops, lollipop trees, rows of houses, floating eyeballs, colourful spirals, hidden faces and lines of harmonious colours.

Hundertwasser had a passion for spirals and pattern which can be seen in his artwork. He strongly disliked straight lines, saying "today we live in a chaos of straight lines, in a jungle of straight lines," he critiqued of the man-made world. "If you do not believe this, take the trouble to count the straight lines which surround you. Then you will understand, for you will never finish counting." Hundertwasser.

Hundertwasser was born on December 15, 1928 in Vienna, Austria; he and his mother barely avoided persecution from the Nazi regime during World War II. He grew up around Bauhaus architecture. Bauhaus originated during the need to rebuild society after the ravages of World War I (1914-1918). The design of Bauhaus architecture is simple and geometric.

Vocabulary

Architect	A person who plans and designs buildings and structures.
Unique	One of a kind.
Surrealism	The word 'surrealist' (suggesting 'beyond reality'). Artwork made by a group of artists who sought to channel the unconscious mind and express the power of the imagination. This artwork tends to look bizarre and not true to life.
Organic forms	Organic forms are irregular and unpredictable. They are shapes and objects inspired by the shapes found in nature.



4) Summarise. Use the questions below to help you summarise the text.

a) What was Hundertwasser? Which words describe the type of artist Hundertwasser was?

Sentence starter: Hundertwasser is... an artist, designer and architect.

b) What is Hundertwasser's style of artwork described as?

Sentence starter: Hundertwasser's style of artwork is described as... This was inspired by... Surrealism transautomatism

c) What does Hundertwasser's artwork often include?

Sentence starter: Hundertwasser's artwork was known for including... bright colours and organic forms.

d) What content can you see in Hundertwasser artwork?

Sentence starter: Hundertwasser's artwork often contains... hidden faces, tear drops, lollipop trees, onion dome roofs.

e) What did Hundertwasser have a passion for? What did he dislike?

Sentence starter: Hundertwasser had a passion for... He disliked... Spirals and pattern Straight lines.

f) Hundertwasser grew up around Bauhaus architecture. How is his architecture different to this?

Sentence starter: Hundertwasser's artwork is different to Bauhaus architecture because... it is boring and simple.

Reading in Art at KS3 – Examples

1) Describe. Write down words we could use to describe the architecture below (and on the board).

Populated

Examples of Brutalist architecture:



Brutalist Architecture

2) Understand. Active reading. Follow along with the text as I read. Highlight art specific vocabulary.

Architecture is the design and construction of buildings. Brutalism is a style of architecture developed in the 1950s in the United Kingdom. Following World War 2, buildings needed to be rebuilt quickly and cheaply and so, Brutalist architecture was invented!

When Brutalist architecture emerged in Britain, it was initially greeted with horror. [Tate.org](https://www.tate.org).

Brutalist architecture can be recognised as having the following characteristics: massive size, rough surfaces and basic, block-like structures. <https://www.architecturaldigest.com/>

...four rows of sculptural concrete fins make up the brutalist front of Preston Bus Station in Lancashire, England. Completed in 1969 by Keith Ingham and Charles Wilson, a pair of architects working for British firm Building Design Partnership (now known as BDP), the 170-metre-long structure became the largest bus station in Europe and a poster child for the Brutalist style.

Archbishop Temple C of E School was built in 1964-66 to the designs of important post-war architectural practice, Building Design Partnership. It is a bold and complex group of buildings stepping down a hillside with each block having its own design and identity and expressive timberwork. [Architectsjournal.co.uk](https://www.architectsjournal.co.uk)

4) Summarise. Use the questions below to help you summarise the text.

a) What is architecture?

Architecture is... the design of and construction of buildings.

b) What is Brutalism?

Brutalism is... a style of architecture developed in the 1950s

c) What are the characteristics of Brutalist architecture?

The characteristics of brutalist architecture are... massive size, rough surfaces and basic block like structures

d) Which two local buildings were designed by Building Design Partnership?

Building Design Partnership designed ... which are in Preston.

Preston bus station
Archbishop temple school.

Reading in Art at KS3 – Examples

1) Describe. Highlight the vocabulary we could use to describe the architecture below (and on the board).

- Plain
- Detailed
- Block-like
- Sturdy
- Delicate
- Intricate
- Strong
- Robust

Architecture style, Brutalism

2) Understand. Active reading. Follow along with the text as I read. Highlight art specific vocabulary.

Brutalism is a style of architecture developed in the 1950s in the United Kingdom following World War II. With an emphasis on construction and raw materials, the aesthetic evolved as reconstruction efforts were underway in the post-war era. "Forms are as simple as can be and materials are stripped to be as bare and raw as possible." Brutalism can be recognised due to its characteristics of: massive size, rough surfaces and basic, block-like structures.
<https://www.architecturaldigest.com/>

Brutalism is an architectural style characterised by simple, block-like forms and raw concrete construction. The word Brutalism emerged to describe the approach to buildings associated with the architects Peter and Alison Smithson in the 1950s and 1960s. The term originates from 'beton brut' meaning raw concrete in French. When Brutalist architecture emerged in Britain, it was initially greeted with horror. Tate.org.

...four rows of sculptural concrete fins make up the brazenly brutalist facade of Preston Bus Station in Lancashire, England. Completed in 1969 by Keith Ingham and Charles Wilson, a pair of architects working for British firm Building Design Partnership (now known as BDP), the 170-metre-long structure became the largest bus station in Europe and a poster child for the Brutalist style.

Archbishop Temple School was built in 1964-66 to the designs of important post-war architectural practice, Building Design Partnership. It is a bold and complex group of buildings stepping down a hillside with each block having its own design and identity and expressive timberwork. Architectsjournal.co.uk

Vocabulary

Architecture	The design and planning of buildings and structures.
Construction	The action of building something, typically a large structure.
Aesthetic	A set of principles underlying the work of a particular artist or artistic movement.

4) Summarise. Use the questions below to help you summarise the text.

a) What is architecture?

Architecture is ... the design and planning of structures

b) What is Brutalism and what are the characteristics of this style of architecture?

Brutalism is ... a style of architecture
 It's characteristics are... big, rough, block

c) The aesthetic of Brutalism evolved due to what major historic event?

Brutalism emerged as a style of architecture because ... they needed to reconstruct quickly

d) Which two architects is Brutalism associated with?

Brutalism is associated with architects ... P. Peter and ... Alison Smithson


e) Which two local buildings were designed by architecture firm, Building Design Partnership?

Building Design Partnership designed... Preston bus station, Archbishop Temple School


Examples of Brutalist architecture:




Reading in Art at KS3 – Examples

 1) Predict. What predictions can I make by observing the images on the board? What might these images tell us about the text?

I predict that is festival or is halloween celebration.

 2) Active prior learning. What do I already know about this topic?

we are going to design Calaveras (sugar skull) with patterns.

 3) Understand. Active reading – ask questions; make connections; re-read; bullet point key words; clarify tricky vocabulary – use context clues, think about word parts, explore.

Follow along with the text as I read this. Read this again. Highlight subject specific vocabulary.

Day of the Dead: What is it and how is it celebrated?

An article by bbc.co.uk

Many people in Mexico celebrate Día de los Muertos - Day of the Dead - but what's it all about?

Day of the Dead (Día de los Muertos) is an important festival held each year in South American countries, but especially in Mexico. The festival takes place on 1 and 2 November, (though some celebrations also take place on 31 October or 6 November) and is held to celebrate the cycle of life and death. During the colourful festival big parades are held and people often paint their faces to look like skulls. However they aren't meant to be scary, rather a way to celebrate and remember friends and family who have died and passed into the afterlife.

What is the history of Day of the Dead?

Day of the Dead's origins lie with the Aztecs, an indigenous group of people who lived in the area that would become Mexico City, around 2,000 years ago. The Aztecs worshipped many gods and goddesses, including Mictēcacihuātl - a goddess of death and ruler of the Aztec underworld - Chicunamictlan. They believed that when a person died they made the journey to the depths of Chicunamictlan. Aztec people left offerings on altars, or ofrendas, that would help their dead relatives on their journey to the afterlife.

When the Spanish Conquistadors invaded in the 1500s, they brought about the end of the Aztec empire, and brought with them the religion of Christianity. So Day of the Dead comes from a combination of the ancient Aztec custom of celebrating dead ancestors, and the Christian celebrations All Hallows Eve, All Saints Day and All Soul's Day.


The figure of La Catrina is also a part of Day of the Dead's history. La Catrina was a cartoon drawing by the illustrator Jose Guadalupe Posada around 1910, and her image was later turned into a huge mural in Mexico city by the famous artist Diego Rivera (husband of Frida Kahlo). Many people dress up like La Catrina on Day of the Dead, and eat sugar skulls.

How do people celebrate Day of the Dead?

People celebrate Day of the Dead in lots of different ways. Many people set up a candlelit altar in their homes, to help guide the spirits of their ancestors back home from the land of the dead. Families will place offerings such their relative's favourite food, or items when they were alive - such as a favourite book or a musical instrument - on the alters too. People often decorate these alters with bright orange and yellow marigold flowers, which are believed to attract the souls of the dead with their scent. Families also head to graveyards on Day of the Dead for big picnics and parties, where they clean their relatives' graves, sing songs, and talk to their ancestors to make them feel loved, remembered and respected.

What are alebrijes?

There are also big colourful parades with huge sculptures and floats of fantastical creatures known as alebrijes, which are designed and made from papier-mâché, cardboard or wood. As well as honouring their ancestors during Day of the Dead, the festival is also a reminder that death is just a part of life, and that one day they too will be a skeleton - but hopefully not for a very long time!

 4) Summarise. Use the questions below to help you summarise the text.

a) Where is the Day of the Dead festival celebrated in?

Sentence starter: The Day of the Dead festival is celebrated...

The Day of the dead festival is celebrated in south American countries and Mexico, especially

b) When is the festival celebrated; when does it take place?

Sentence starter: The Day of the Dead festival is celebrated on...

The day of the dead festival is celebrated on 1 and 2 November.

c) What is the purpose of the festival?

Sentence starter: The Day of the Dead festival allows people to celebrate...

The day of the dead festival allows people to celebrate and remember friends and family.

d) List different ways people celebrate during the festival.

Sentence starter: The Day of the Dead festival is celebrated in different ways, this includes:

The day of the dead festival is celebrated in different ways, this includes: dress up like La Catrina and eat sugar skulls.