



Lesson 1: Artist Study
Lesson 2: Artist Analysis

EXPRESSIVE LANDSCAPES

PROJECT: Drawing and Expressive Mark Making

ARTIST: Vincent Van Gogh (1853 – 1890)

YEAR 7 ART - PROJECT 3: EXPRESSIVE LANDSCAPES

These are the skills and knowledge you will need to know and use in this project

Expressive Mark Making Techniques:

EXPRESSIVE MARK MAKING

Artist's use 'mark making' to help them:

- express themselves emotionally and psychologically – how they feel.
- express the 'sense of something' - like a spikey texture
- communicate ideas – like something moving very fast.

Project Key Vocabulary:

Materials The material and tools used by an Artist to create a piece of Art - *e.g. pencil, pen, watercolour paint*

Technique The way an Artist uses tools.

Process The stages you go through to create an artwork.

Mark Making When you make a 'mark' or 'marks' on a surface. You use different marks to show, communicate different things, by changing the direction, pressure, shape, length or quantity of line/marks.

Express – communicate something in words or by gestures and behaviour.

Expressive – To express ideas, thoughts or feelings.

Communicate: To share or exchange information or ideas

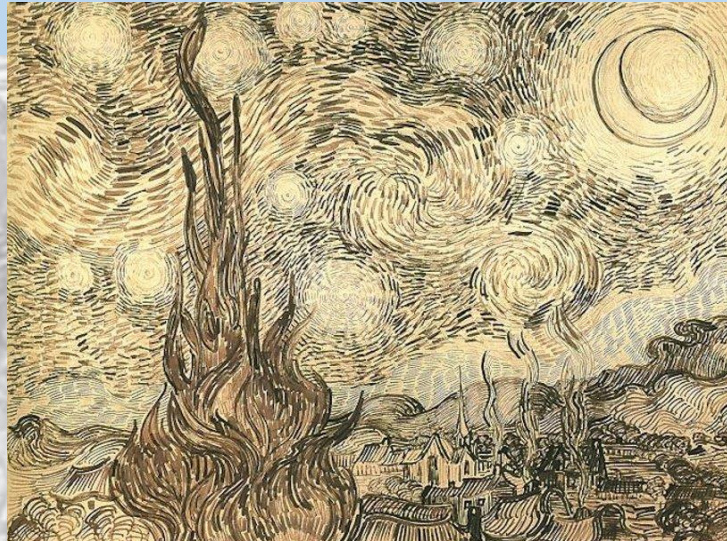
Visual Language – communicating through things which we can see.

Artist: *Vincent Van Gogh (1853 – 1890)*
'Starry Night' 1889

Project Overview:

In this **Drawing** project you will **explore** and **develop** your **drawing skills** through:

- **Studying** and **analysing** the work of *Vincent Van Gogh* - how he used **expressive mark making** in his Landscape drawings
- Understanding how *Van Gogh* used the **Visual Elements** to express a sense of texture, shape, pattern and movement in his Landscape drawings
- Using a variety of **expressive mark making** techniques to create your own drawn landscape which represents and expresses a sense of texture, shape, pattern and movement.
- Exploring and practising using the following drawing materials: **pencil, pen, charcoal, black chalk.**



VISUAL ELEMENTS – *these are the things we use to create artwork. They are the building blocks for composition. You may use all of them or just some of them when you make an artwork.*

LINE – A one dimensional linear mark.

SHAPE – a flat 2-dimensional enclosed area with just length and width. Shape can be geometric or organic.

COLOUR – What reflected light looks like. Colour has 3 properties to it:

Hue – colour. **Value** – shades and tints. **Intensity** – brightness.

TONE - (Value) Light and dark. **Value contrast** is the difference between different lights and shades.

TEXTURE – How something feels to the touch. Surface quality.

PATTERN – Repetition of anything or other visual elements. A method used to organise space in a regular manner.

3-D Form – Objects which have length, width and height. They can be seen from many sides. Forms take up space and volume.

SPACE AND DEPTH – Space creates the illusion of depth. Space can be 2-d or 3-d, negative and/or positive. Space surrounds us. Depth moves back away from us in all directions.



EXPRESSIVE LANDSCAPES

This project is a drawing project.

You will explore:

- how the artist Vincent Van Gogh created and used 'mark making' and the visual elements to express a sense of texture, shape, pattern and movement in his drawn images of landscapes.
- The wide variety of mark making you can make and use to create your own drawn landscape images which express a sense of texture, shape, pattern and movement.

You will create:

Pencil drawn images of landscapes and Van Gogh's work. which explore and express a sense of:

- texture,
- shape,
- pattern,
- movement

Through the use and creation of a variety of different mark making.



TASK 1: ARTIST RESEARCH AND ANALYSIS VINCENT VAN GOGH'S LANDSCAPE DRAWINGS

What do you need to know and understand by the end of the lesson?

- Why we study other artist work.
- How Van Gogh created and used mark making in his drawings.
- The effects he created with his mark making.
- The visual elements Van Gogh used or created in his landscape drawings – line, shape, texture and tone.
- What 'Landscape' art is.



What do you need to be able to do in your practical, artistic, and creative skills by the end of the lesson?

- Use sketching and mark making drawing skills to draw from and copy a Van Gogh landscape drawing.
- Explore and experiment with Van Gogh's mark making by trying out his drawing techniques.
- Create the same effects he created in his drawings.

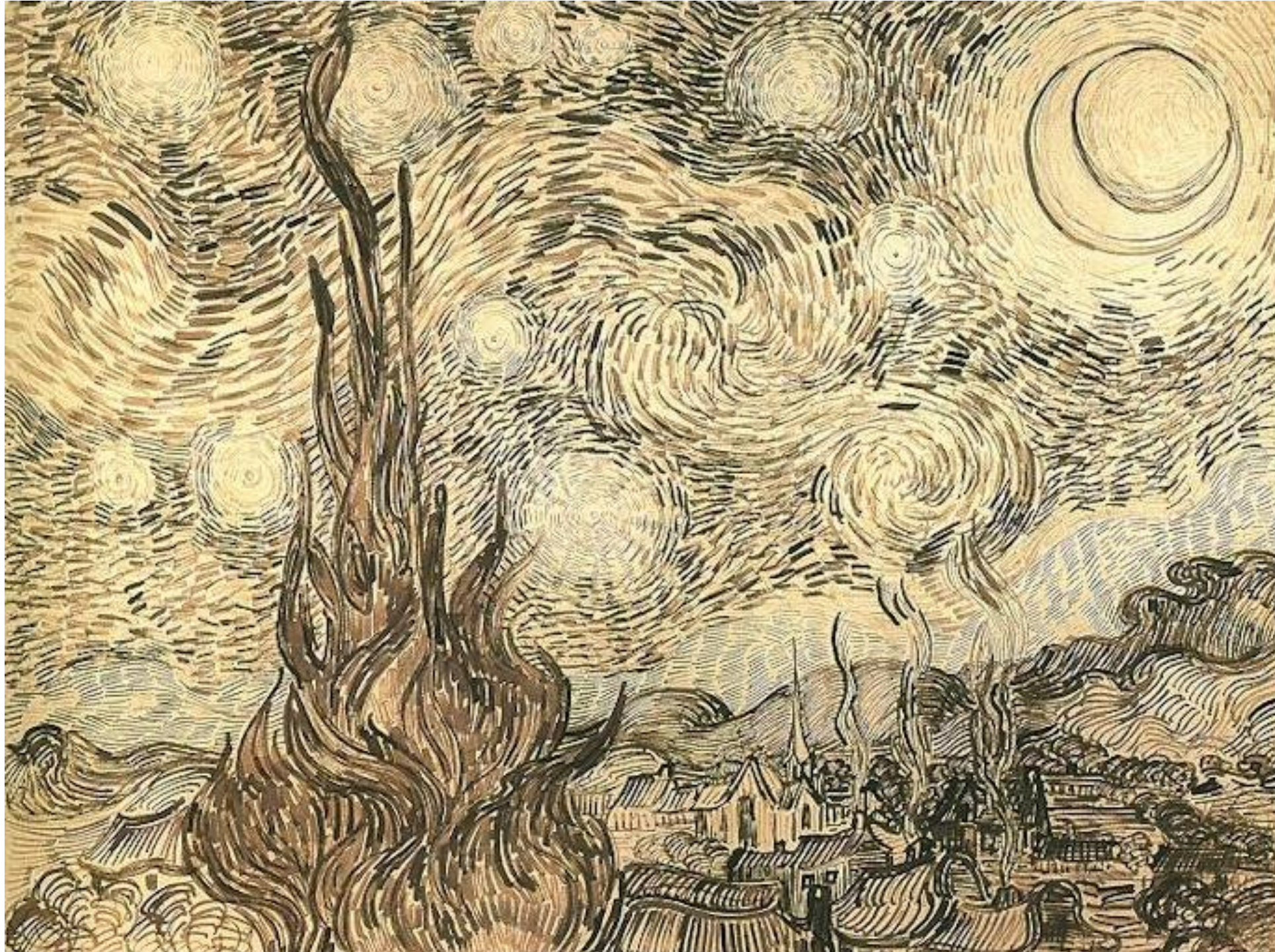


STARTER:

1. Identify the marks used to create this drawing.
2. What effect has the artist created with these marks?

Think about:

- **Movement**
- **Mood and Atmosphere** – how it makes you feel.
- **The weather** – what weather has he 'depicted' or 'expressed' in his work?
- **VISUAL ELEMENTS** -Texture, shape, 3-d form and space and depth.



STARTER 2:

Explain how Van Gogh has used mark making to create and strengthen:

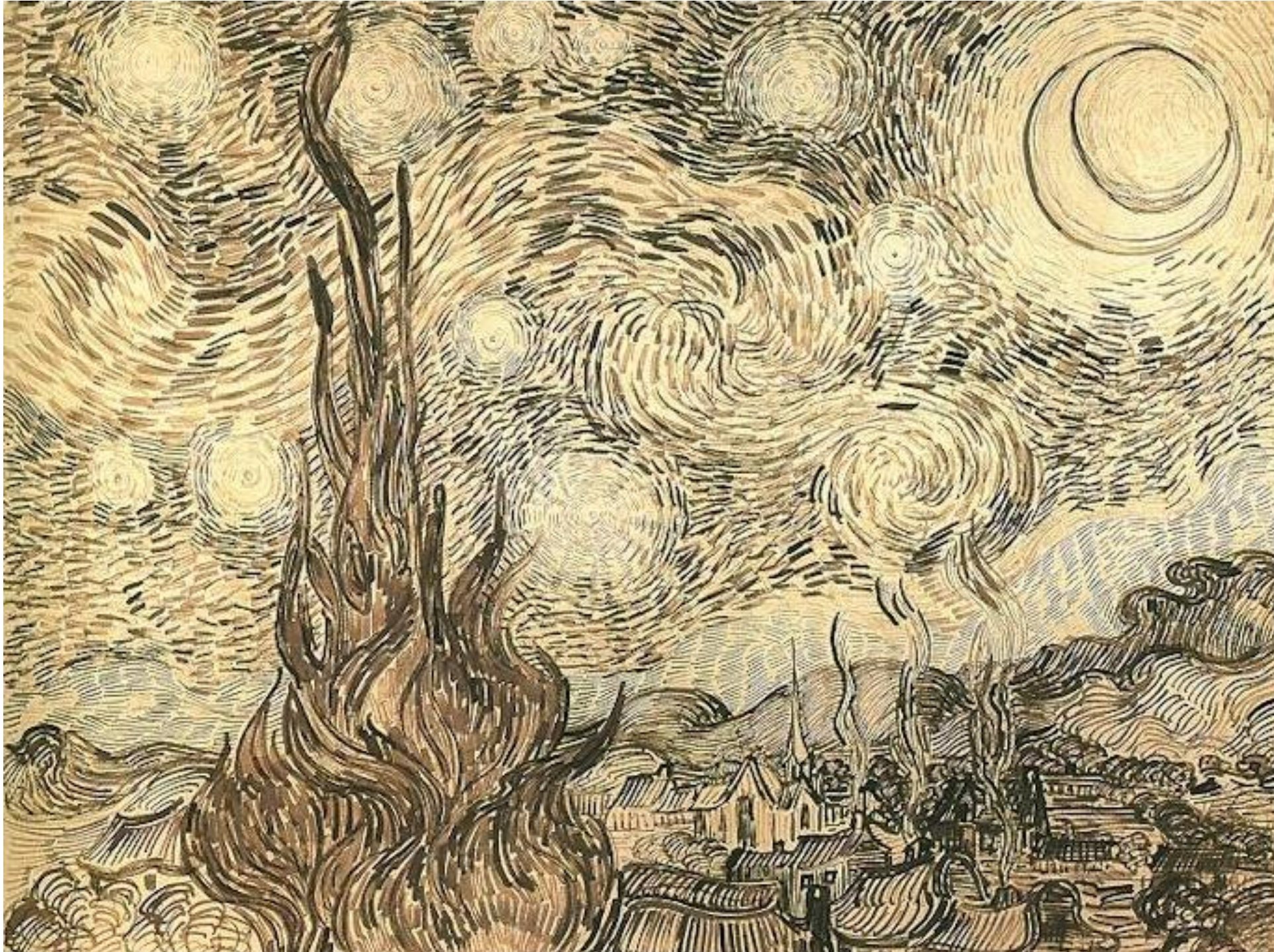
- Shape – what kind of shapes?
- Movement – what kind of movement?
- Texture – what kind of texture?

STARTER 3:

The artist has led your eye through the picture. Which direction has he led your eye in?

STARTER 4:

How has he created space and depth?



STARTER 2:

Explain how Van Gogh has used mark making to create and strengthen:

- Shape – what kind of shapes?
- Movement – what kind of movement?
- Texture – what kind of texture?

STARTER 3:

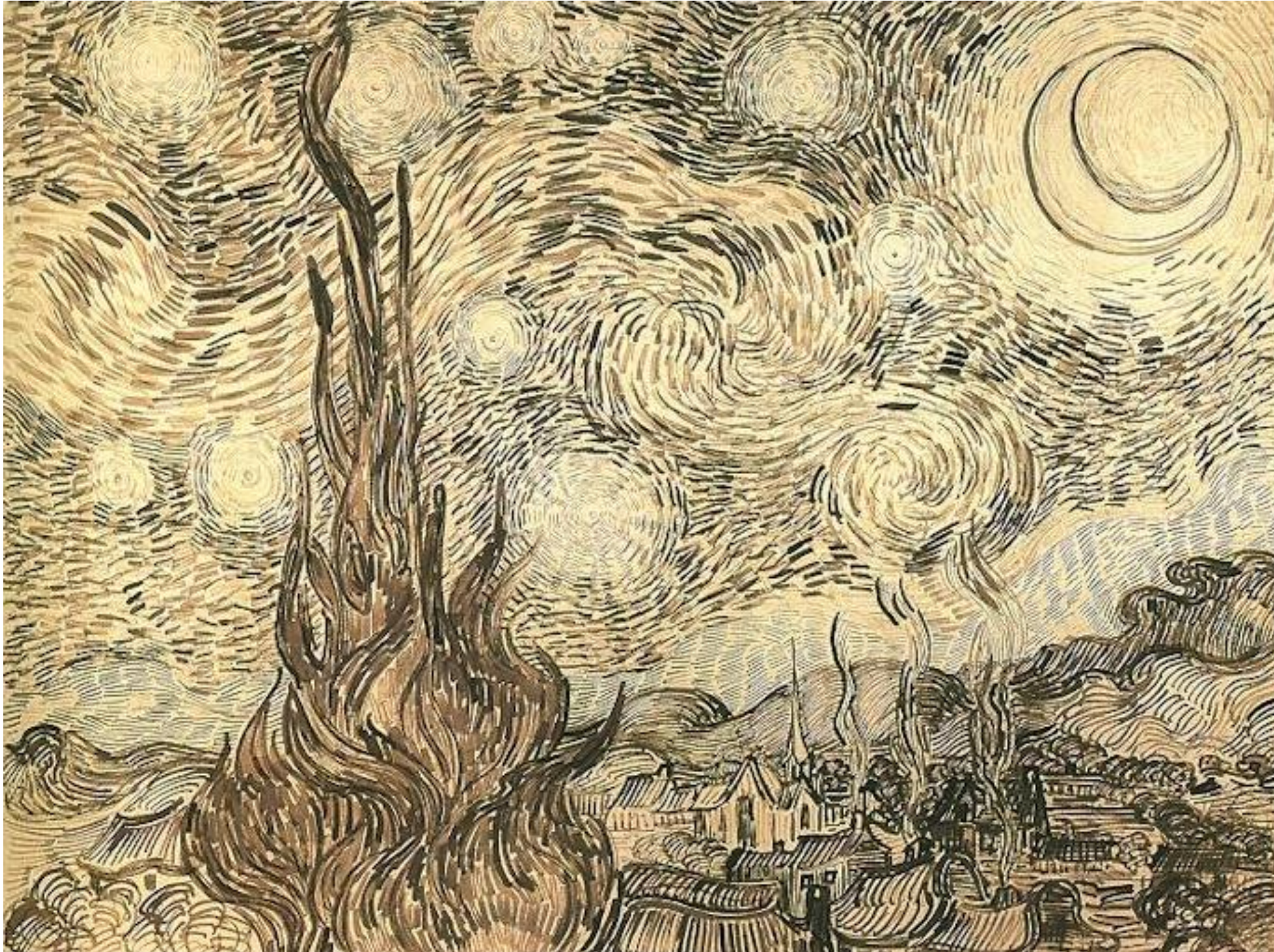
The artist has led your eye through the picture.

Which direction has he led your eye in?

- From left to right – the wind in the sky.
- From top to bottom - Cyprus tree.

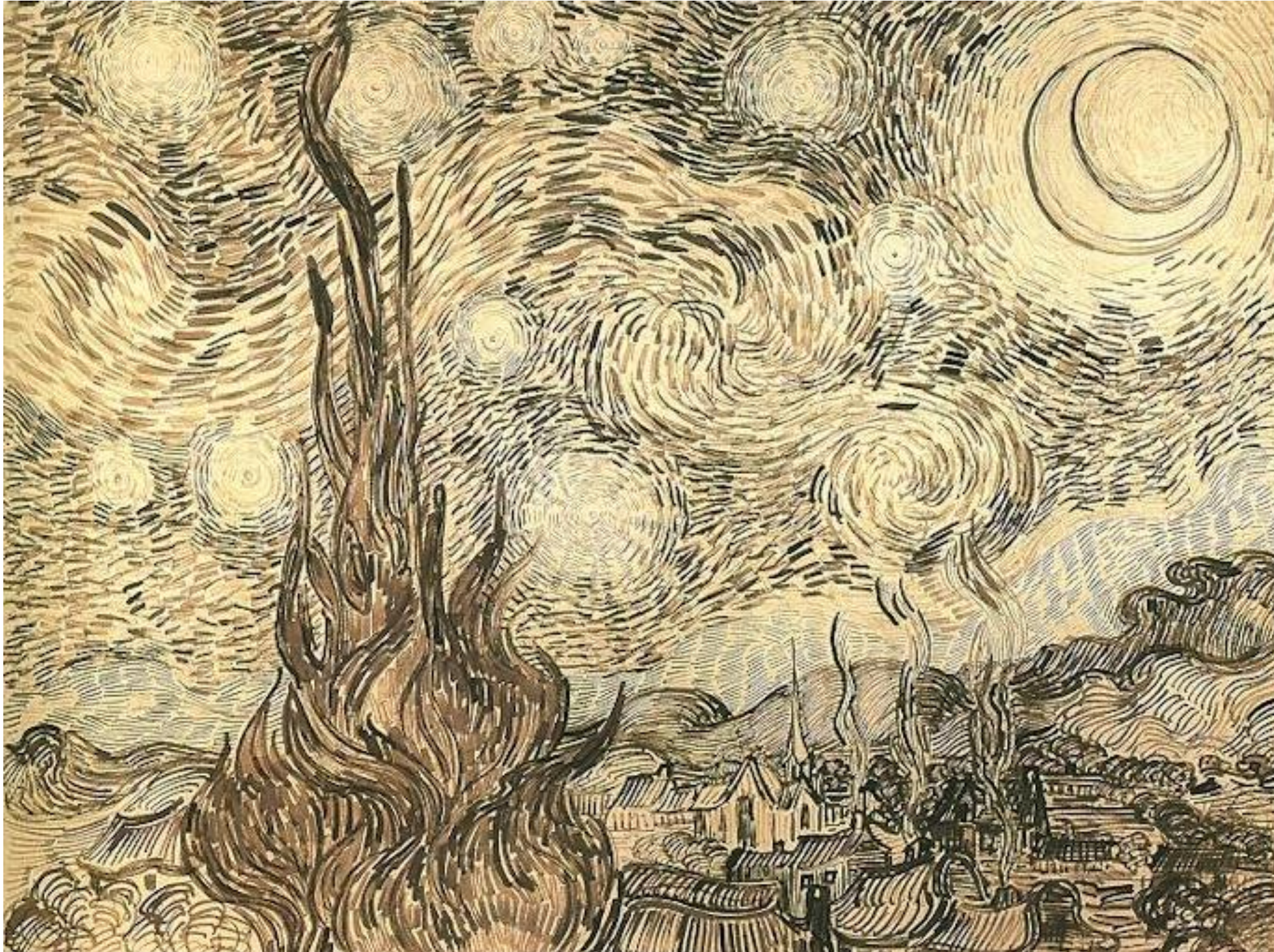
STARTER 4:

How has he created space and depth?



STARTER 4:

How has he created space and depth?

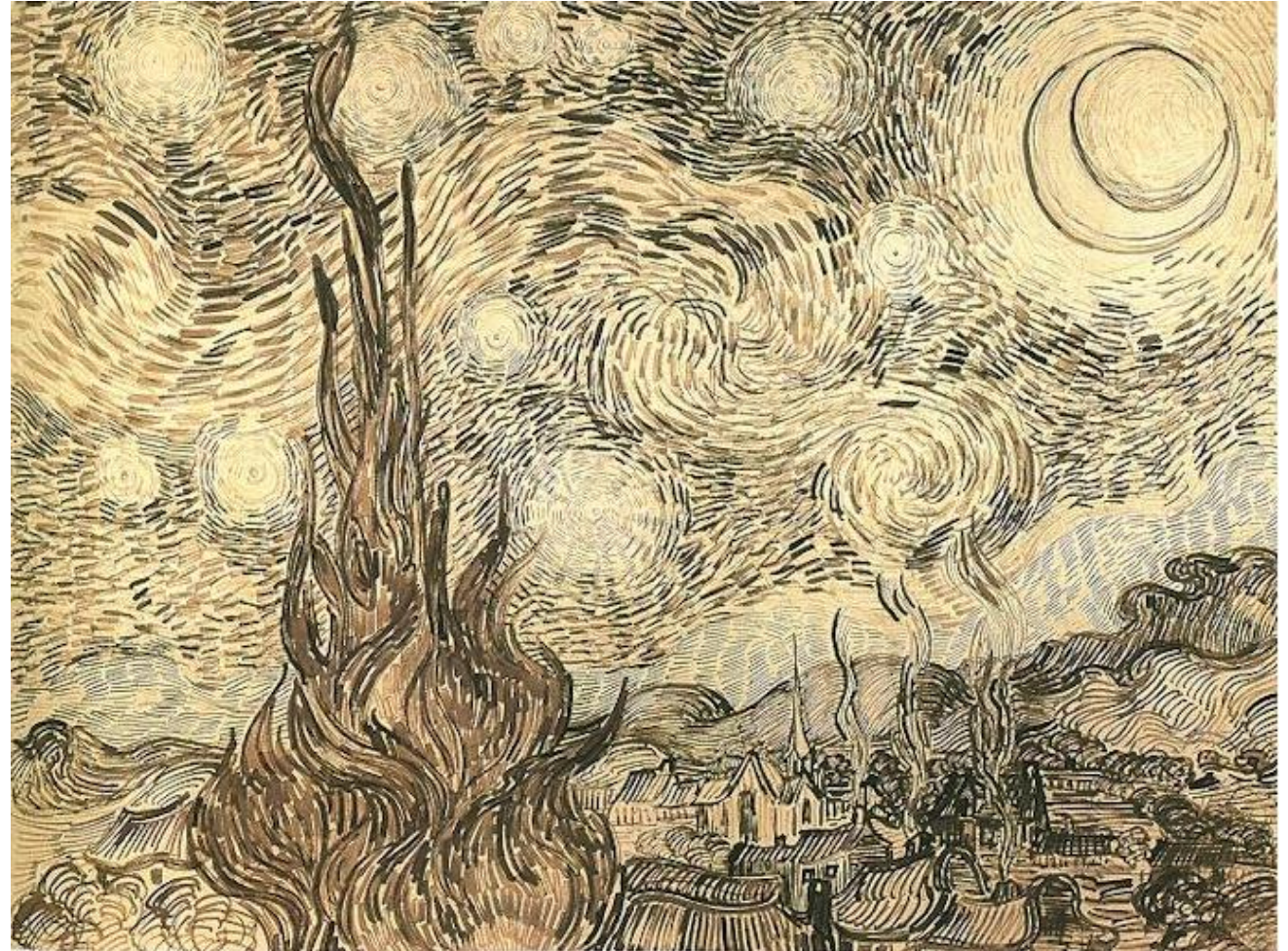


Starter 2: Explain how Van Gogh has used mark making to create and strengthen:

Add this information to your Van Gogh Artist Study page

Van Gogh used mark making to create and strengthen:

- Shape – rounded, curved shapes.
- Movement – rolling, flowing movement.
- Texture – curly, linear texture.



STARTER 2:

Explain how Van Gogh has used mark making to create and strengthen:

- Shape – rounded, curved shapes.
- Movement – rolling, flowing movement.
- Texture – curly, linear texture.

STARTER 3:

The artist has led your eye through the picture.

Which direction has he led your eye in?

- From left to right – the wind in the sky, the hills along the bottom in the background.
- From top to bottom - Cyprus tree.

STARTER 4:

He creates space and depth by:

- Overlapping shapes and forms, using a foreground, middle ground and background.
- The town is very small compared to the tree in the foreground.

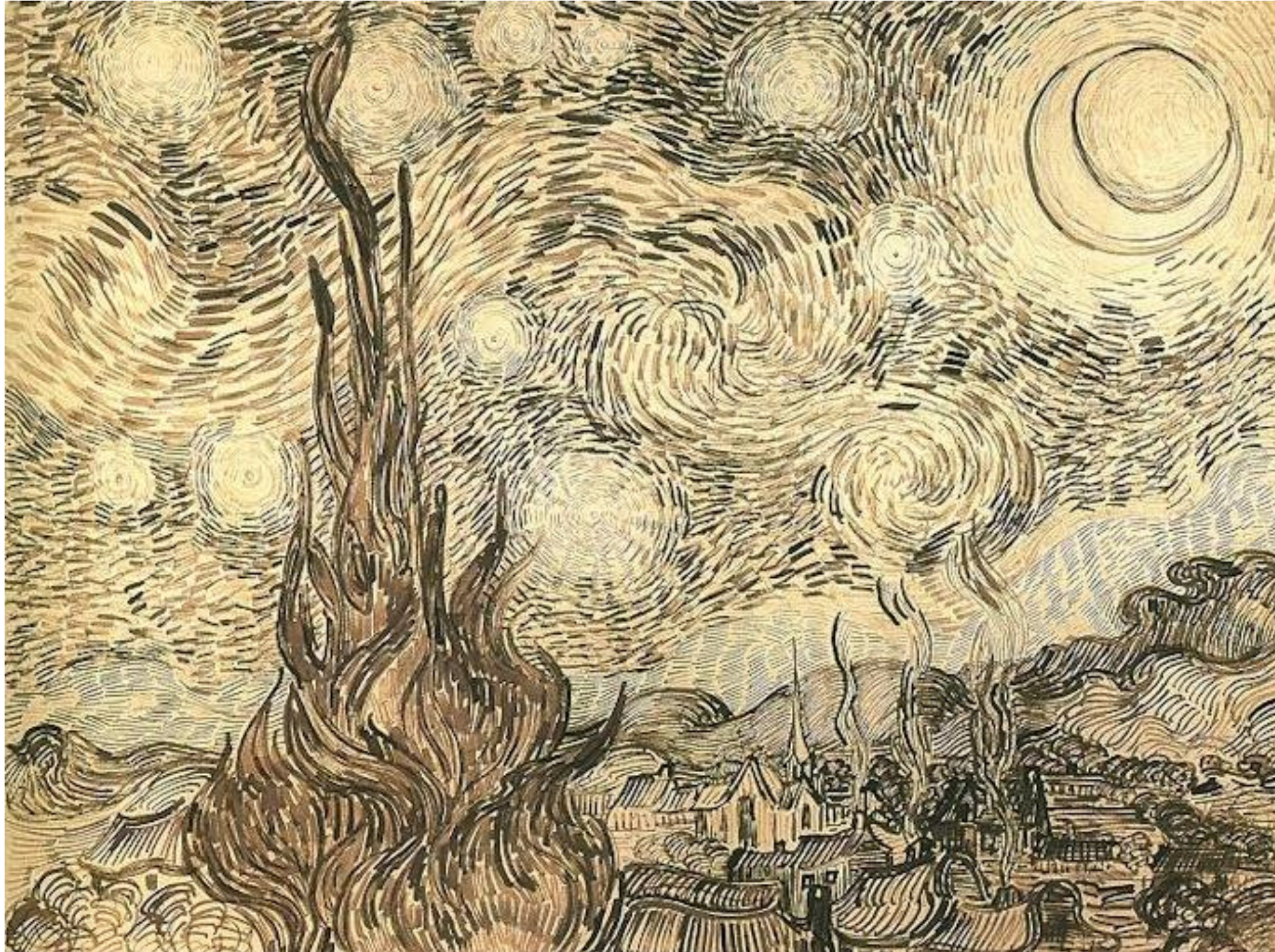




Fig 1

STARTER 4: What is Landscape Art?

Which of these artworks would you describe as being 'Landscape Art'? Explain your answer.

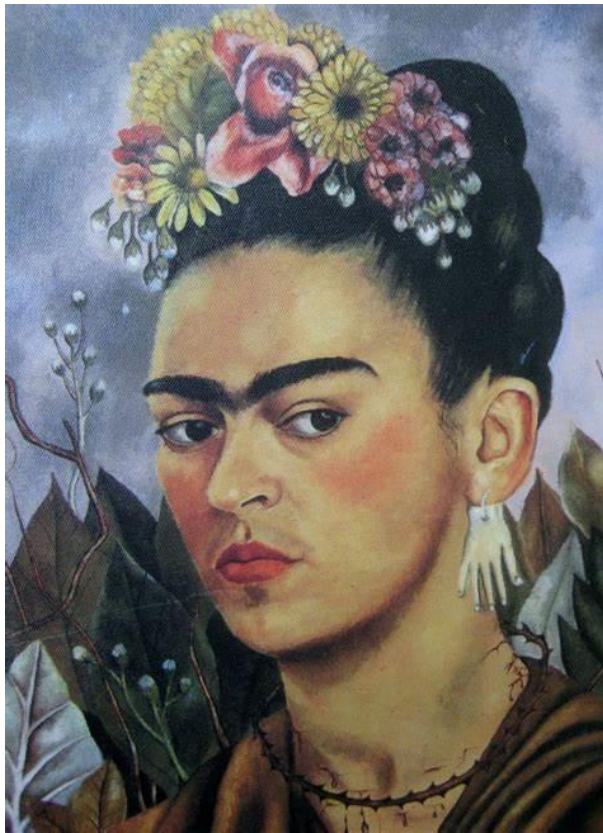


Fig 2



Fig 3



Fig 1

Each of these paintings belongs to a '**Genre**'. This means they are about a particular subject matter and belong to a particular category.

- Landscape
- Cityscape
- Interiors
- Portraiture
- Still Life

These are just some of the categories we call "Genre".

Fig 3

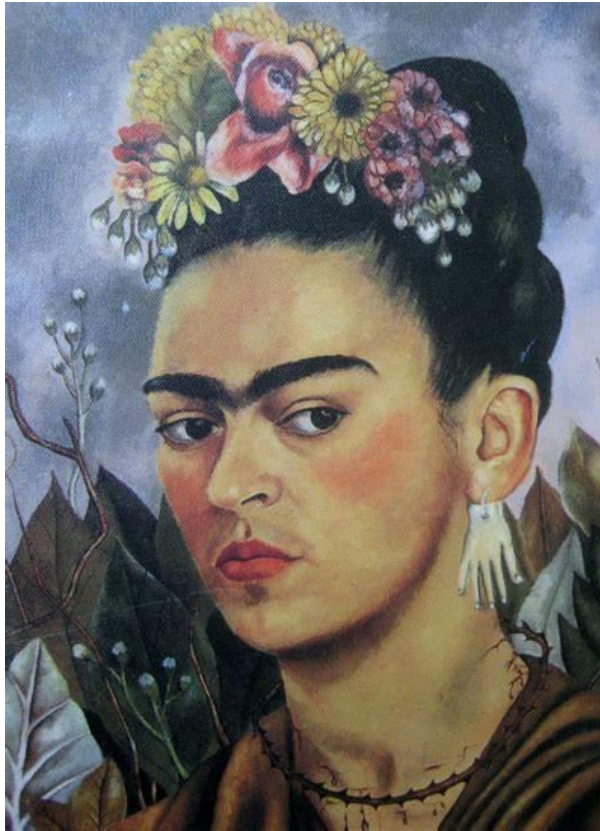


Fig 2



STARTER: What is Landscape Art?

Fig.3. is the Landscape art. It is a painting of mountains, a loch and beach, the countryside or wilderness.

Fig.1. is a painting of an Interior painting, with Still Life on the table and a woman behind the table. It is a domestic scene in a house.

Fig.2. is a Portrait painting. It is a self portrait by the artist Frida Kahlo.

EXPRESSIVE MARK MAKING

- What is this?
- Why might artists make and use 'mark making' in their artwork?

Artists use 'mark making' to help them to:

- express themselves emotionally and psychologically – how they feel.
- express the 'sense of' something' - like a spikey texture
- communicate ideas – like something moving very fast.

We use mark making as a 'Visual Language'. Rather than using words to express or describe something we use marks, which we build up to create something visual which people can see and try to understand.

We think of these as images or pictures. So we create images and pictures with our mark making.

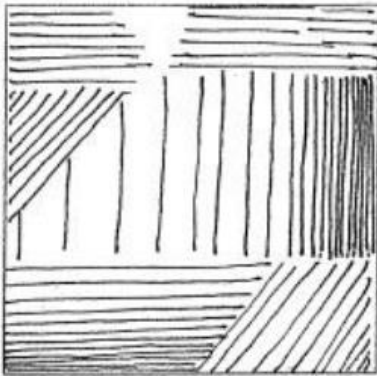
WORDS:

Express – communicate (a thought or feeling) in words or by gestures and behaviour.

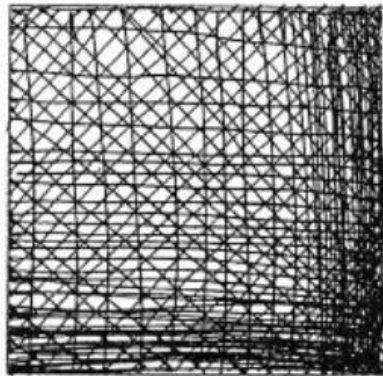
Communicate – share or exchange information, news, or ideas.

Visual – relating to seeing or sight.

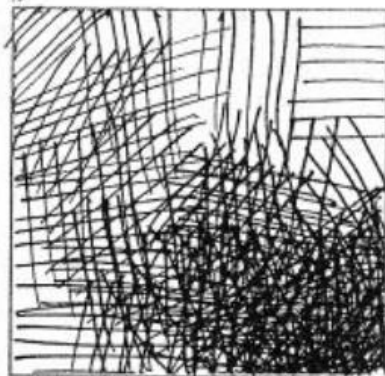
Language - a system of communication used by a particular country or community.



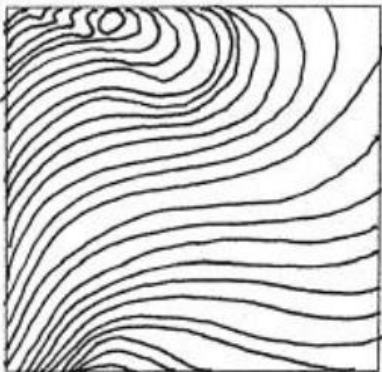
Hatching



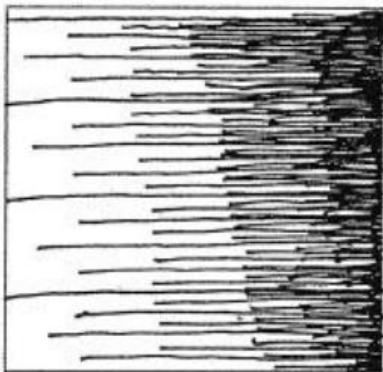
Cross Hatching



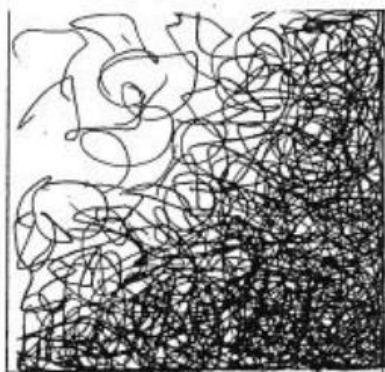
"Patch Hatching"



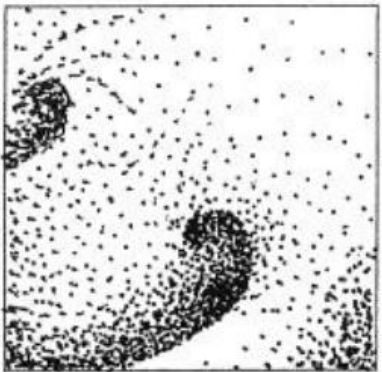
Contour Hatching



"Ruler" Hatching



Scumbling



Stippling

Shading



Smudging





VAN GOGH'S EXPRESSIVE LANDSCAPE ART

Van Gogh loved to draw the countryside and produced a lot of Landscape drawings and paintings. He had a very particular style and technique in his artwork which makes it easy to identify.

He used a lot of linear marks (marks made from lines) to create texture and energy in his work.

He exaggerated the shape of lines, shapes and 3-d form, and texture.

He captured how he felt about the landscape, or his experience of the landscape, as well as what he saw in the landscape.

He might exaggerate the shape of a line to emphasise (strengthen) the sense of movement or texture that he could see or was experiencing in the landscape.

A result of this technique is the 'look' of his work, the 'style' of the artwork.

The Style of his drawings/ His drawings looks very: linear

- Full of mark making,
- textured,
- Full of movement and energy.



: Title: ARTIST RESEARCH AND ANALYSIS
VINCENT VAN GOGH'S LANDSCAPE DRAWINGS

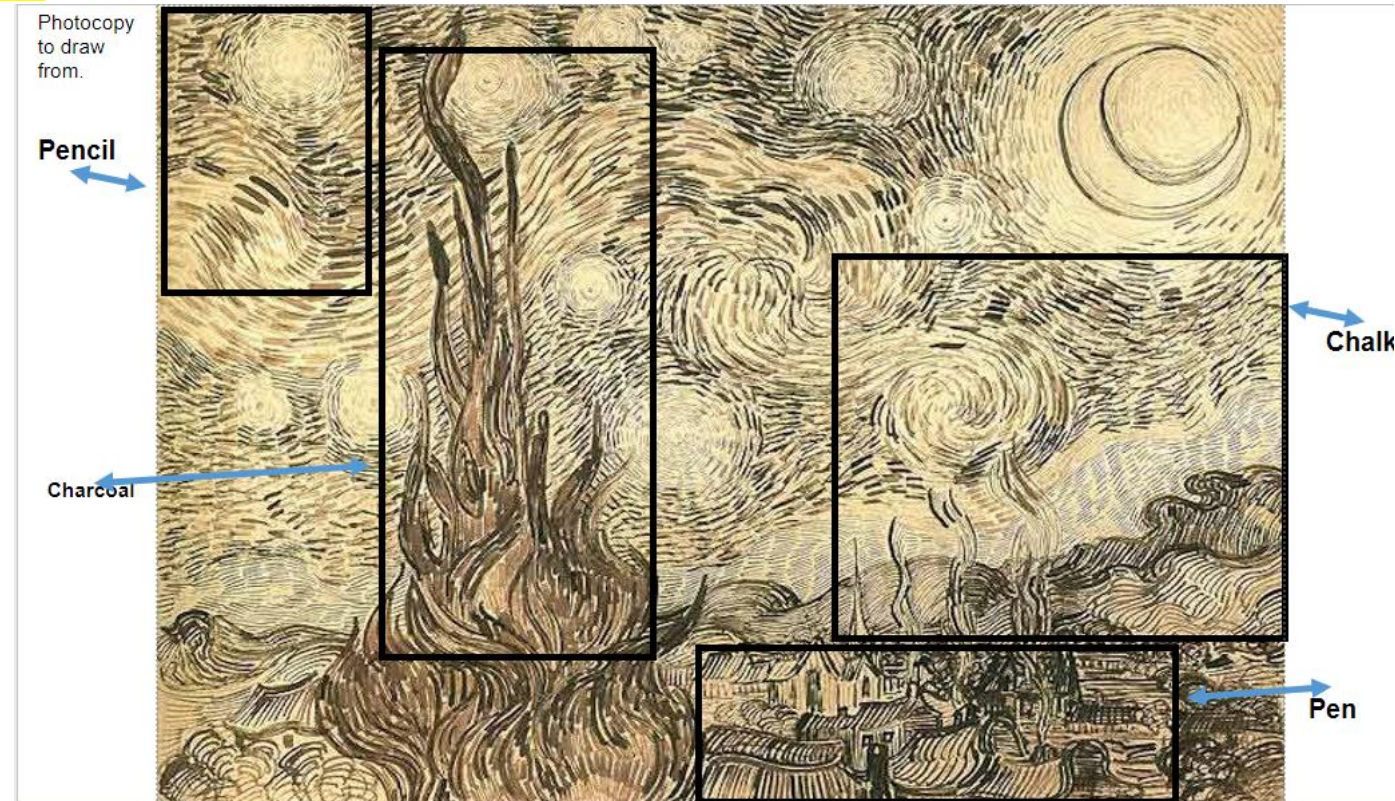
The best way to understand an artist's work is to study it. That way we can speed up our own learning, it 'fast tracks' us in our own progress.

One way to do this is to research and explore by working directly from it, copying the artwork using the artists working methods / techniques.

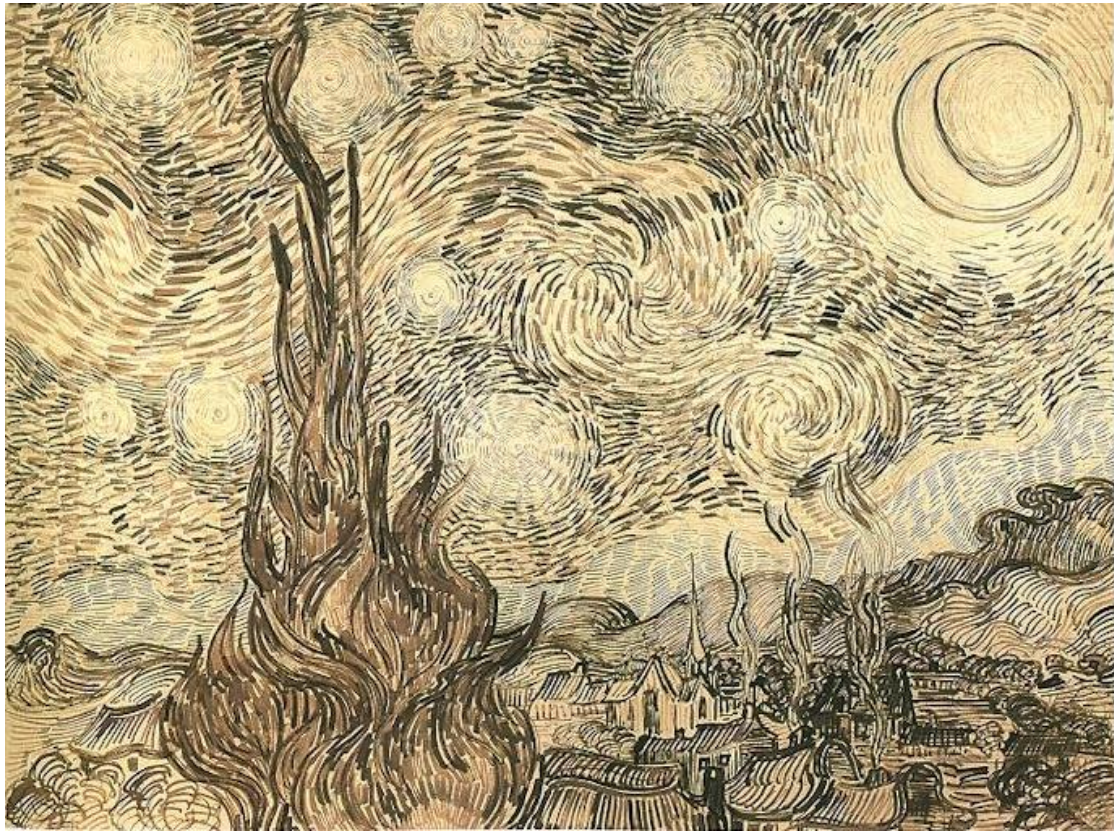
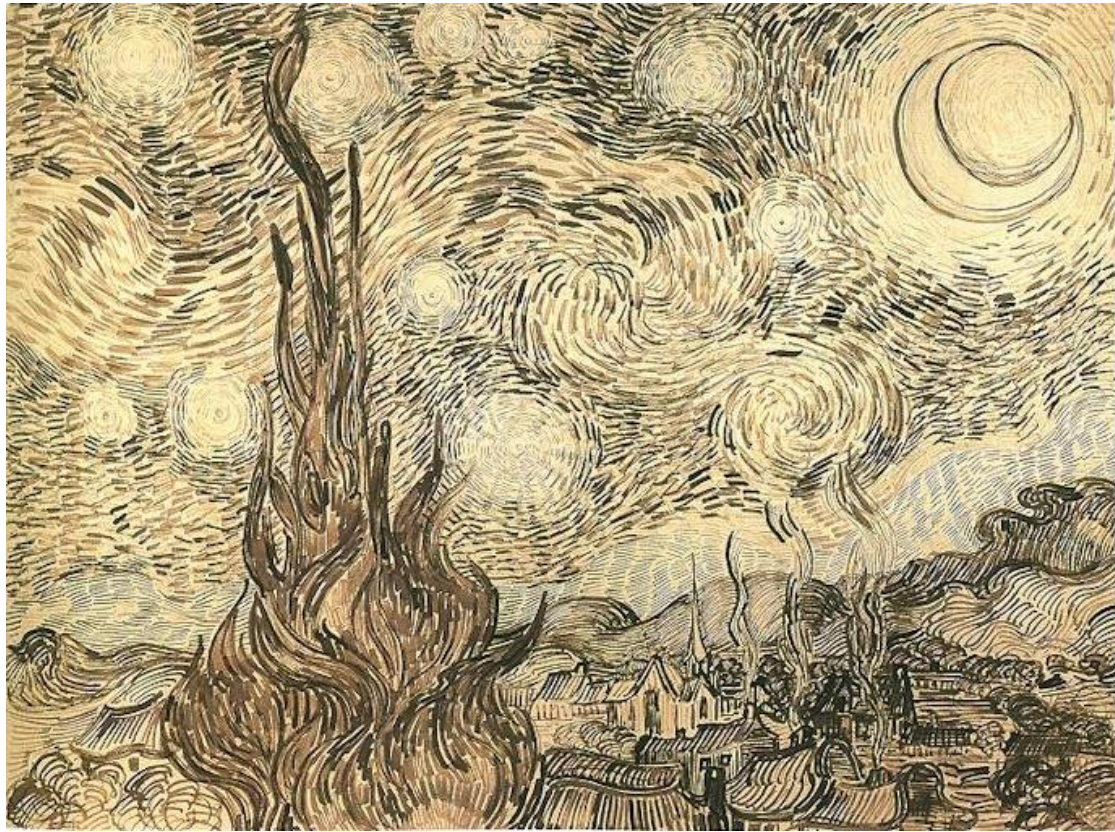
1. Open your sketchbook to a double page spread.
2. Cut out and stick the small image over the middle of the double page spread.
3. Watch your teacher's demonstration to guide you in your artist studies.
4. Study the image you can see in each box.
5. Concentrate on Van Gogh's use of line, shape, texture, pattern and mark making.

HOMEWORK: Complete the pencil and pen work for homework.

Complete the chalk and charcoal in class.



One image for each student's sketchbook.



Photocopy
to draw
from.

Pencil



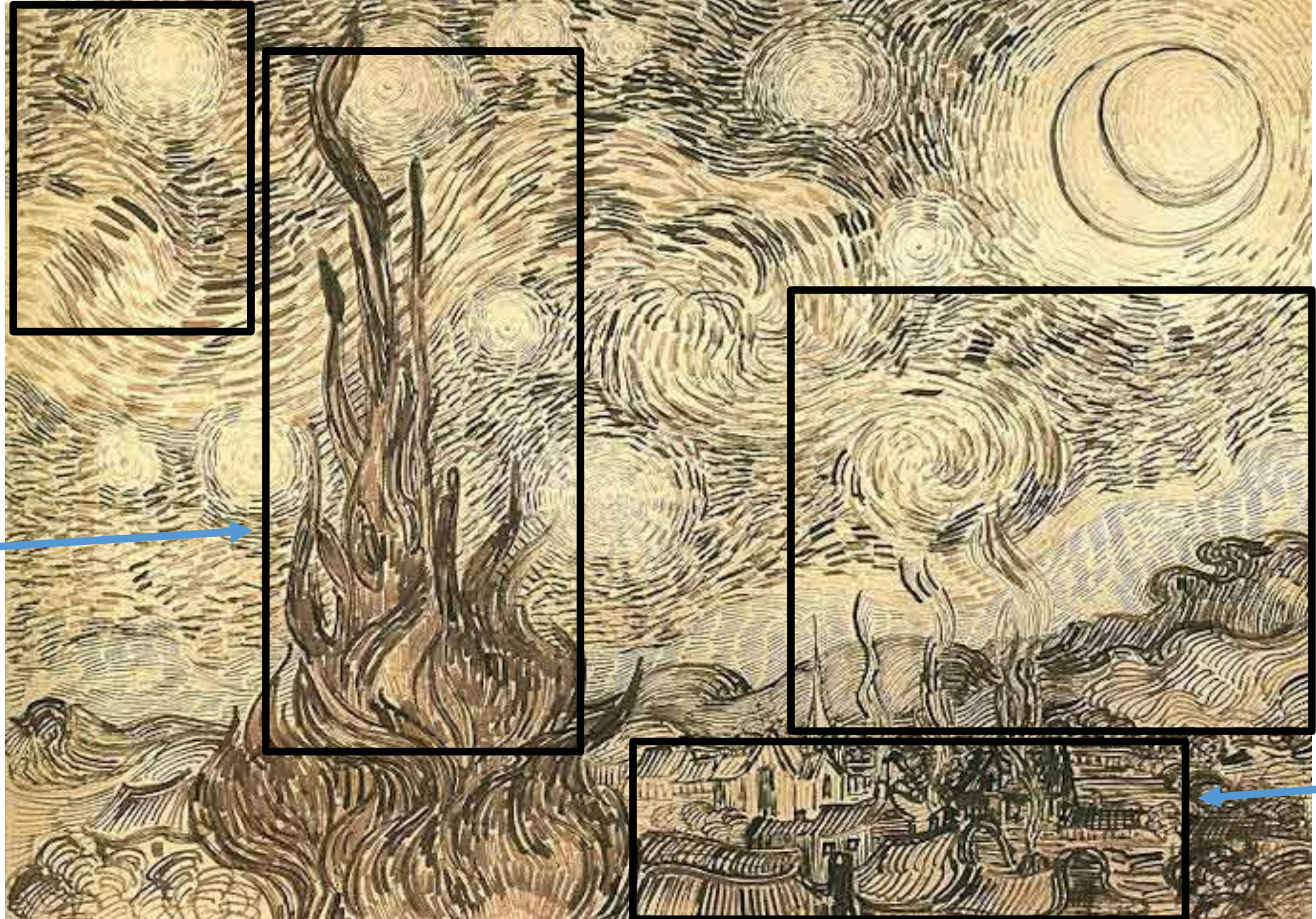
Charcoal



Chalk



Pen





TASK 2: ARTIST RESEARCH AND ANALYSIS VINCENT VAN GOGH'S LANDSCAPE WRITTEN ANALYSIS

What do you need to know and understand by the end of the lesson?

- Why we study other artist work.
- How Van Gogh created and used mark making in his drawings.
- The effects he created with his mark making.
- The visual elements Van Gogh used or created in his landscape drawings – line, shape, texture and tone.
- What 'Landscape' art is.



What do you need to be able to do in your practical, artistic, and creative skills by the end of the lesson?

- Use sketching and mark making drawing skills to draw from and copy a Van Gogh landscape drawing.
- Explore and experiment with Van Gogh's mark making by trying out his drawing techniques.
- Create the same effects he created in his drawings.



ANNOTATION OF ARTIST STUDIES

Studying the art works you have been drawing from and think of and write down (on the same page as the artwork you drew from, which you are writing about):

- 5 words which you feel describe the artwork
- 5 words which describe the mood/atmosphere in the artwork.
- What materials you think the artist has used to create the artwork.
- Identify 3 – 5 different types of mark making the artist has used. If you cannot think of any of the official names of marks then create your own.
- Which Visual Elements has the artist used or created? Pick from the following visual elements:
- Line, shape, tone, 3-d form, pattern, texture, colour, space and depth.

Complete this task for each of the art works you have studied.

COMMUNICATING AND EXPRESSING IDEAS, FEELINGS AND A SENSE OF THINGS: VISUAL ELEMENTS

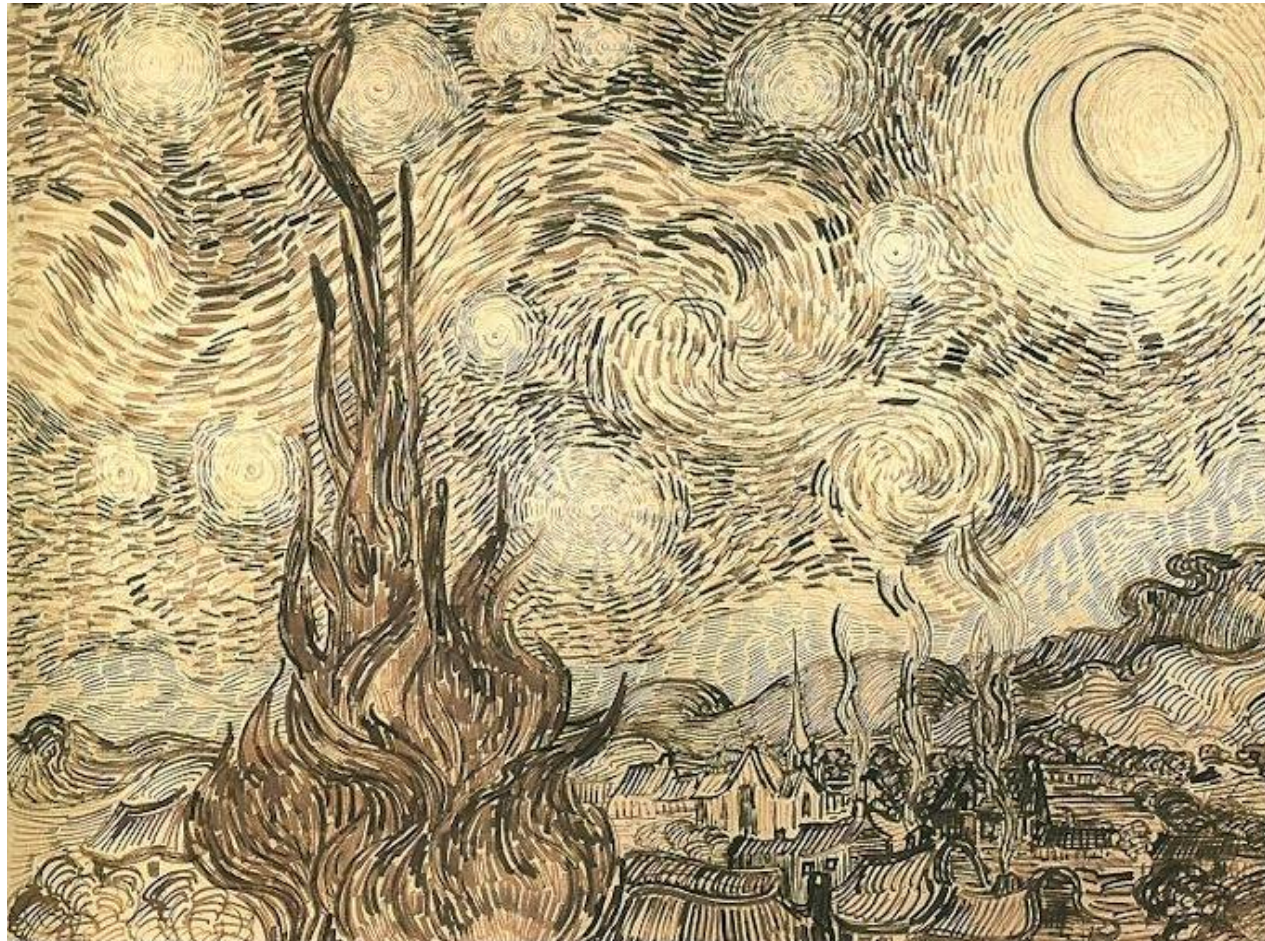
The artist uses mark making and the visual elements to communicate and express ideas, feelings and a sense of things.

Line:

- is used to lead the eye through the composition.
- To define the shape of some things.
- As a textural mark.

Shape: *The shapes of trees and roofs are created using line and textural marks.*

Texture: a sense of texture, how things feel to the touch, is created through a variety of different marks.



Tone: Light and dark creates:

- a feeling of the time of day or night.
- 3-d effects.
- Space and depth.
- atmosphere and drama.

Space and Depth:

This is created by:

Overlapping marks and shapes.

Lines and shapes which move diagonally across and up the picture.

Things getting smaller or thinner as they move through the picture.

ARTIST: VINCENT VAN GOGH



LESSON 1: EXPRESSIVE MARK MAKING

What do you know and understand now, at the end of the lesson?

- How did Van Gogh create and used mark making in his drawings.
- What effects did he create with his mark making.
- Which visual elements did Van Gogh use or create in his landscape drawings?
- What is 'Landscape' art?

WRITE:

- WWW and EBI?

Have you been be able to complete the practical task, and practised your artistic, and creative skills this lesson?

- Did you use sketching and mark making drawing skills to draw from and copy a Van Gogh landscape drawing?
- Did you explore and experiment with Van Gogh's mark making by trying out his drawing techniques?
- Did you create the same effects he created in his drawings?
- **Write a WWW & EBI.**





LESSON 1: EXPRESSIVE MARK MAKING

What do you know and understand now, at the end of the lesson?

What can you do in your practical, artistic, and creative skills by the end of this lesson?

WWW:

_____ worked well because _____.

EBI:

_____ did not work so well because _____.

To improve on this I need to _____.

What do you know and understand by the end of this lesson?

WWW:

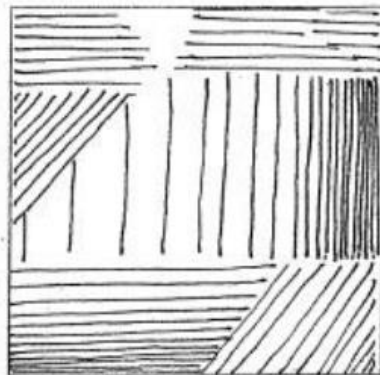
I now know that _____.

EBI:

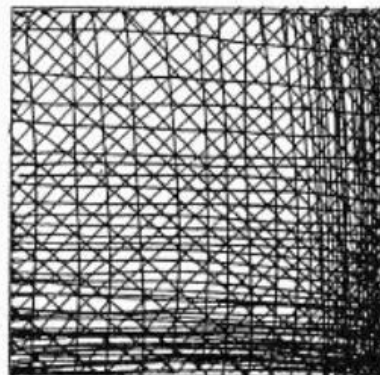
I am not sure of my knowledge and understanding of _____ because _____.



Examples of mark making.



Hatching



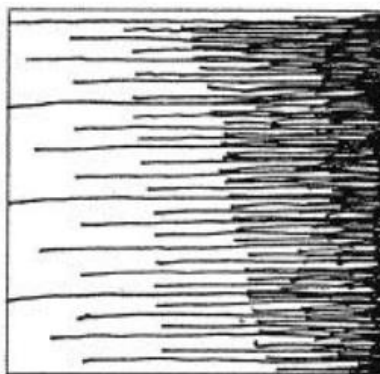
Cross Hatching



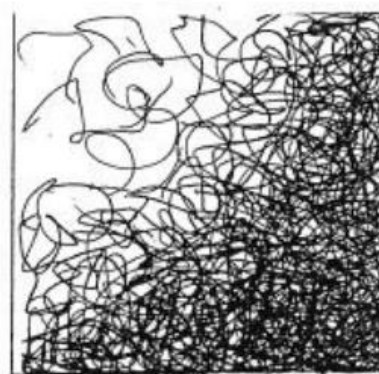
"Patch Hatching"



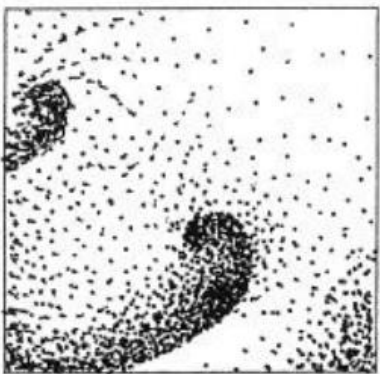
Contour Hatching



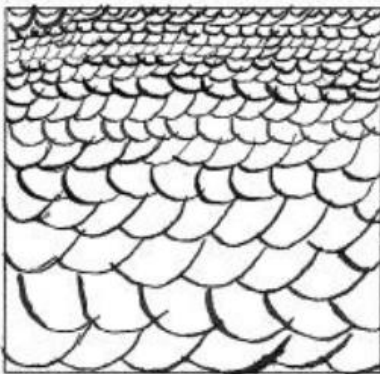
"Ruler" Hatching



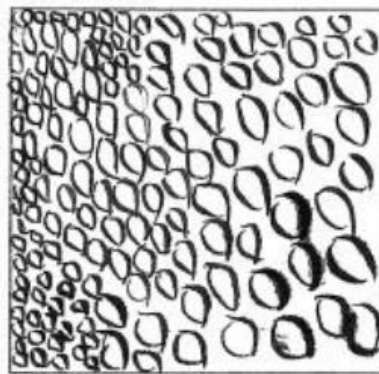
Scumbling



Stippling

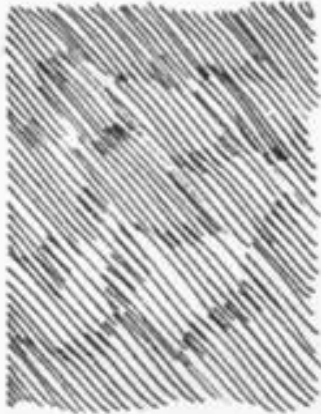


Other

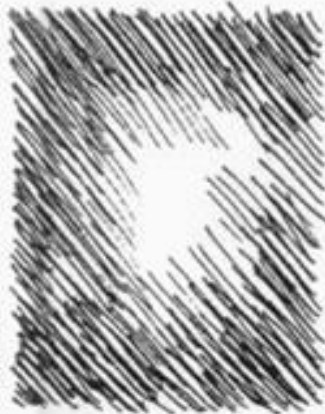


Other

Examples of mark making.



Diagonal



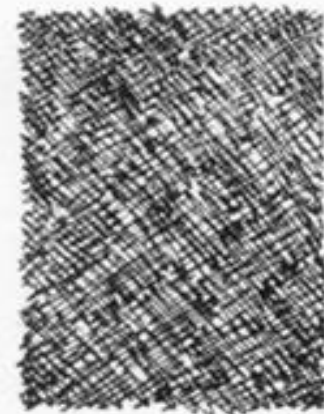
Diagonal



Cross-hatching



Cross-hatching



Cross-hatching



Broad arcs



Directional



Sharp

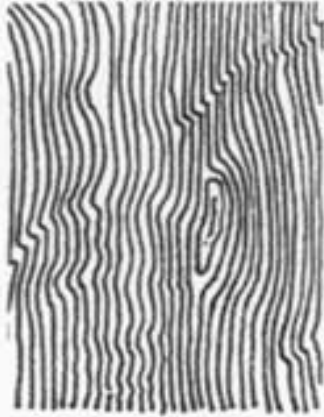


Interlocking



Ripples

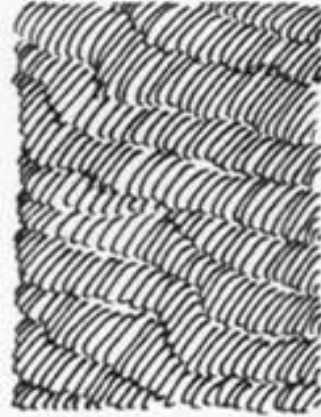
Examples of mark making.



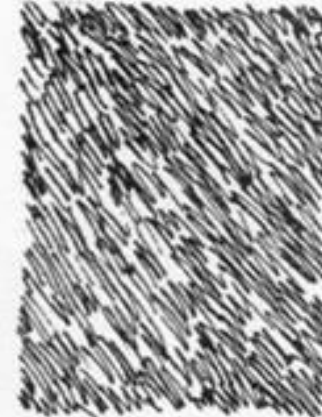
Continuous



Broken



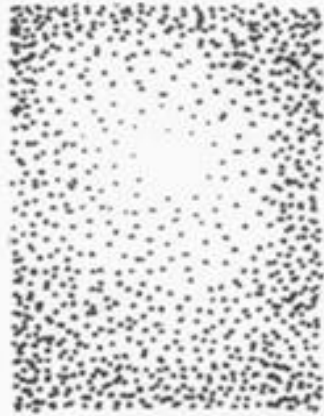
Loops



Ragged



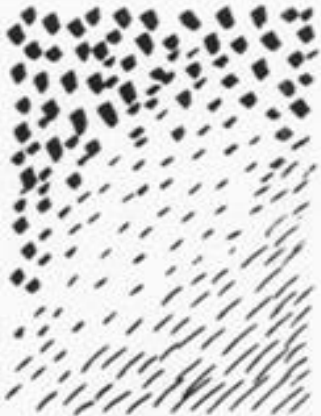
Scribbled



Dots



Dashes



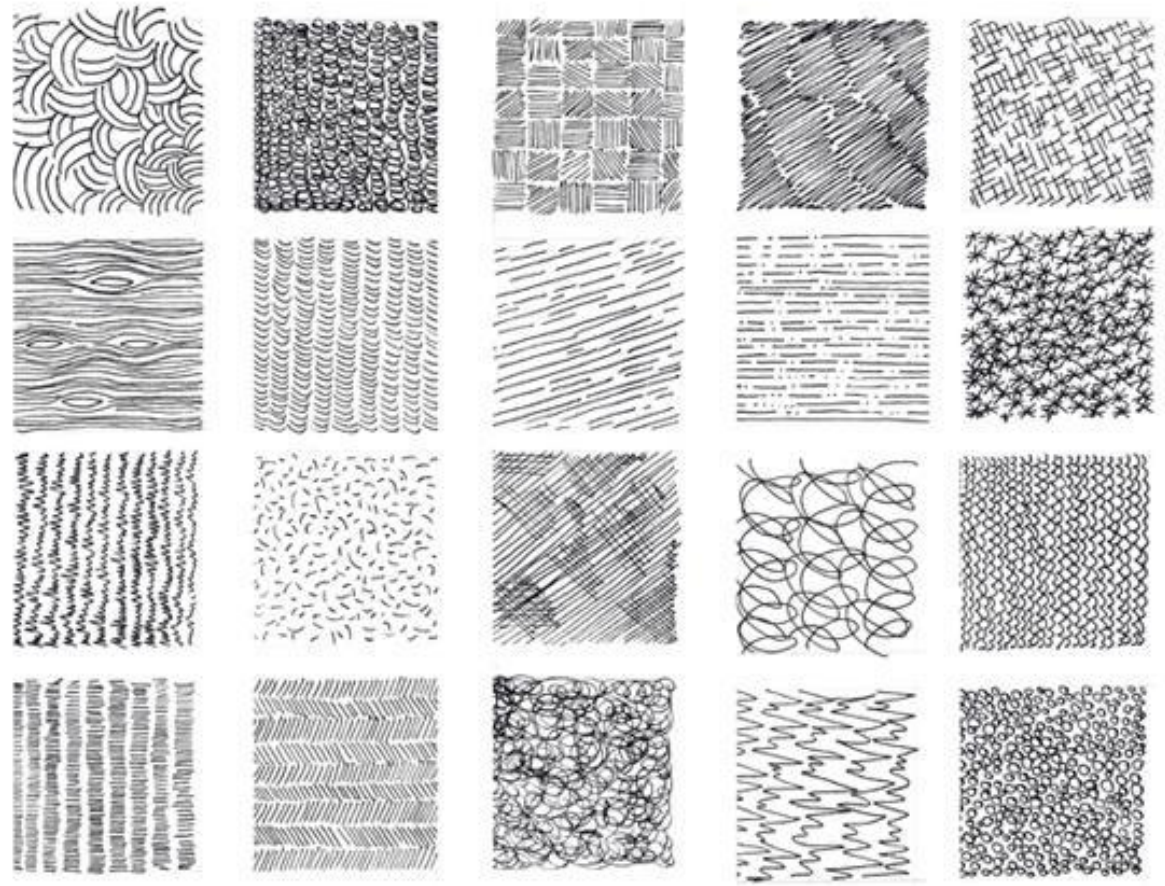
Rhythmic



Rhythmic



Lines/dots



MARK MAKING IDEAS

Part 1: Mark making and tone / Project 6: Using Texture / Exercise 1: Experimenting with texture

EXAMPLE OF STUDENTS WORK

Mark Making using pencil and pen.
Work is explained, analysed and evaluated.



Bubblewrap - B pencil; reflected light



Bubblewrap - pen; bumpy



Leaf - B pencil; glossy, smooth



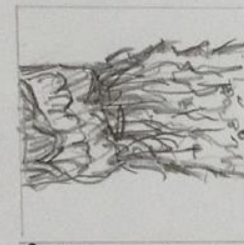
Underside of leaf - pen; textured



Bulb from garden - B pencil; flaky



Bulb from garden - pen; fibrous



? from garden - B pencil; spiky



? from garden - pen



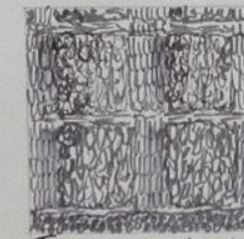
Well-used putty rubber - B pencil; malleable



Putty rubber - pen; fingerprints left on soft surface



Textured tea towel - 6B pencil; multi-directional weave



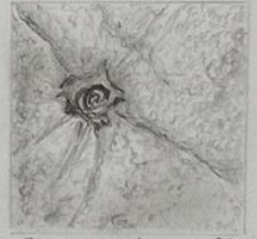
Textured tea towel - pen; small, precise stitching



Wooden table surface - 6B pencil; varying shades



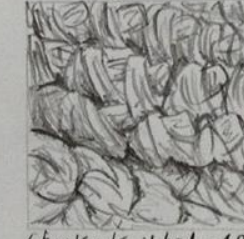
Wooden table surface - pen; dark flecks in grain



Orange skin - 6B pencil; dimpled



orange peel; pen



Chunky knit hat - 4B pencil



Chunky knit hat - pen



Pencil sharpenings - 2H pencil

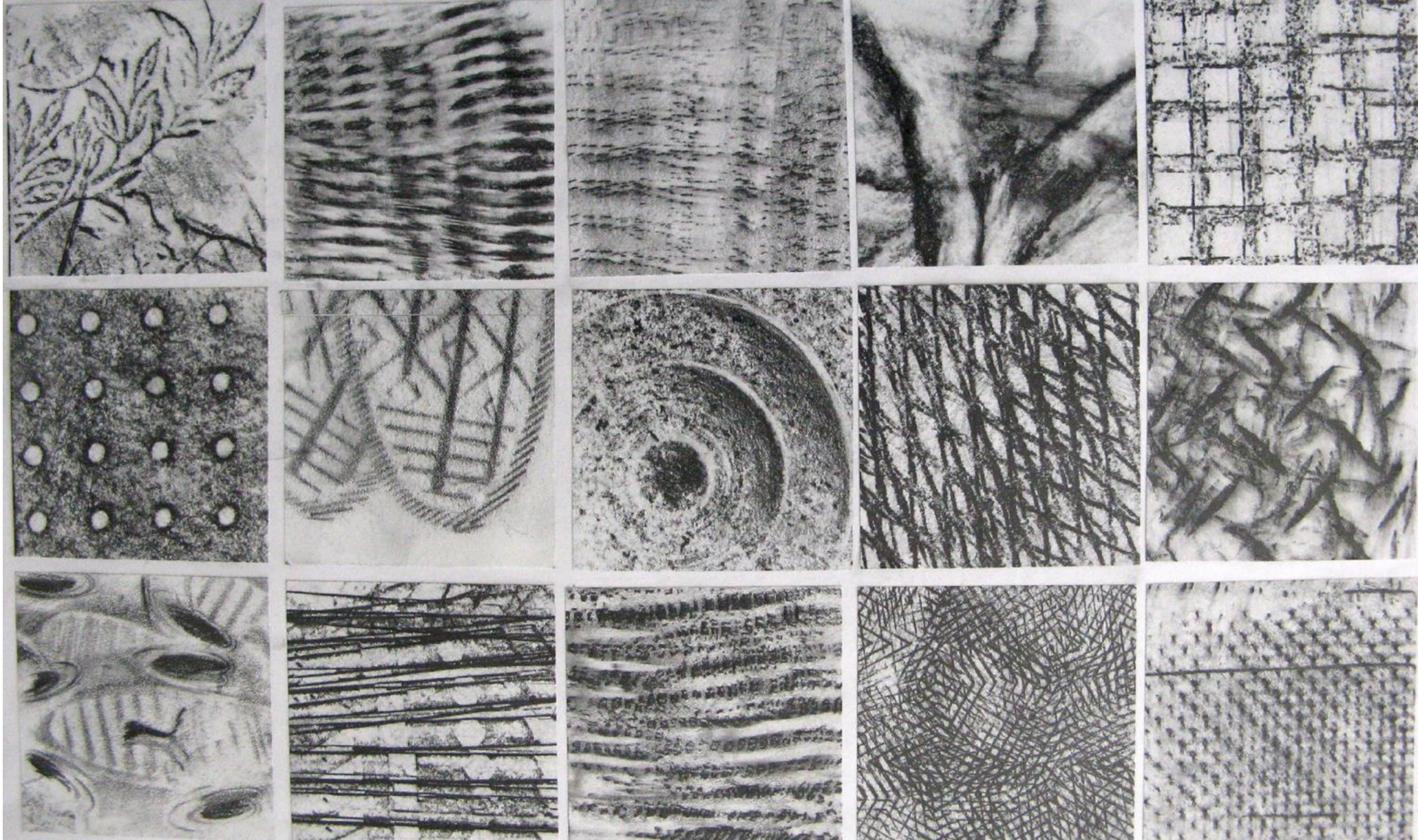


Pencil sharpenings - pen

Pencil worked better than pen in some instances, for example, I was only satisfied with using pencil for the bubblewrap, as I could achieve a more realistic range of light and tone to create the '3D' effect. Pen definitely helped to depict the fibrous, flaky qualities of the bulb I found in my garden, as well as the small, textured stitches of the tea towel. The pencil was most certainly better at showing the glossy leaf, lightly dimpled orange peel and the wood grain table top; the pen, in these instances, seemed a little too heavy.

EXAMPLE OF STUDENTS WORK

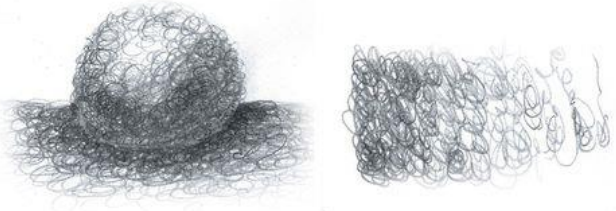
Mark Making using a charcoal or chalk. Work needs to be explained, analysed and evaluated.



Stippling



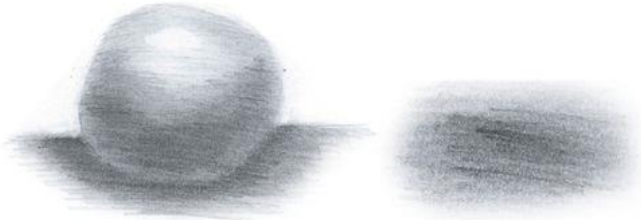
Scumbling



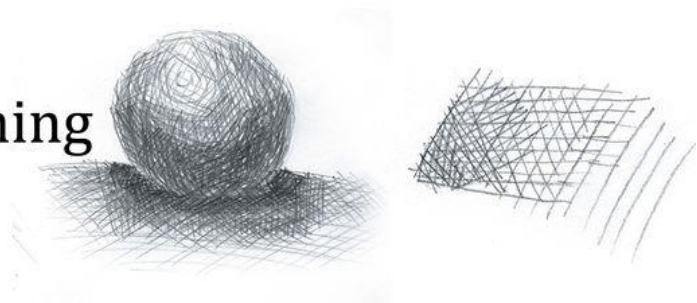
Shading



Smudging



Crosshatching



Shading - Techniques

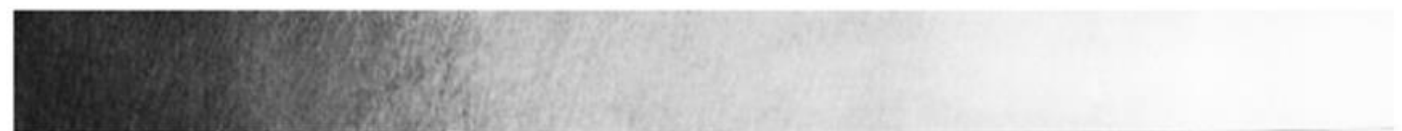
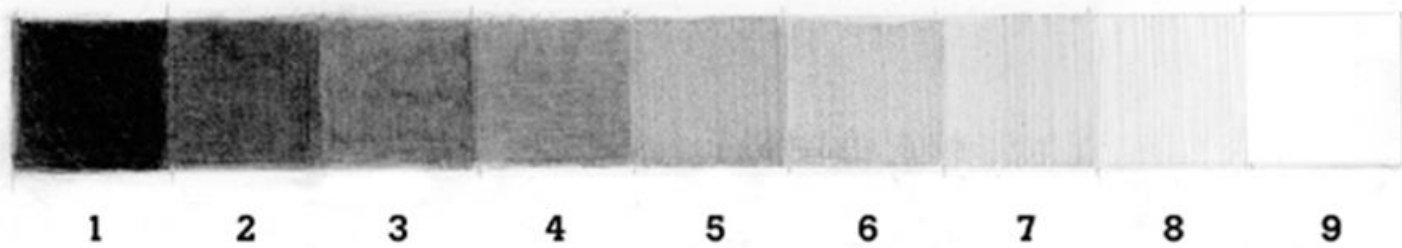


Scribbling has many different names and techniques such as *Scumbling, Circling & Squircling*. Basically, this technique involves shading using random strokes or circular strokes.



Blending, also known as *Smooth Shading* is where you use your finger or some smudge tool such as a piece of cloth or cotton swab and smear the shading for a more uniform shade. If controlled correctly this can give a smooth polished look.

Blending



Hatching



Cross Hatching



Stipple

