

| | | |
|---|-------------------------------------|----------------|
| Key Stage 3: Knowledge Organiser | Topic: Fantastical Creatures | Year: 9 |
|---|-------------------------------------|----------------|

| | | |
|-------------------------|-------------------------------------|--|
| LEARNING JOURNEY | Inspiration & Influences | You will learn the importance of research for design, referencing mythological creatures, the imaginative artwork of sculptor Pedro Linares and illustrations by Chris Buzelli, Marco Mazzoni and Corine Perier. |
| | Explore & Create | You will develop three alternative designs for an imaginative hybrid, a fantastical creature combining body parts and decorative detail extracted from your drawings and research based on a wide variety of animal species. You will aim to demonstrate creative design skills. |
| | Observational Studies | You will produce carefully observed detailed drawings, based upon a varied selection of animal body parts. Studies can be made from mammals, birds, fish, insects and reptiles. You are required to demonstrate drawing skills using at least three techniques, which may include pen, pencil, pencil crayon, collage and paint. |
| | Final Design | You will select your most successful design idea for your final illustration, using any choice or combination of drawing media. If time permits, you can include an appropriate background for your hybrid. Marks will be awarded for the design, drawing skills and technical competence. |



| Key Words Glossary | | Independent Learning Tasks |
|------------------------------|--|---|
| Mythical Creature | An imaginary creature usually having various human and animal parts. | <p>Artistic Referencing: You will collect examples of your favourite examples discussed in lessons and analyse the key features</p> <p>Observational Drawing: You will complete studies in lessons and continue to provide more evidence of your ability for homework.</p> <p>Research to underpin the design ideas: You will find images from the internet of different animal species and if possible take your own photographs.</p> <p>Design Development: You will continue to develop design ideas at home, collaging and drawing detail from different animals to create your own hybrids.</p> <p>Reflection: You will comment on your ideas, making connections with your references, to explain your thinking. You will also evaluate planning and technical skills, using your choice of media.</p> |
| Hybrid | The offspring of animals of different species | |
| Fantastical | Appearing as if conceived by an unrestrained imagination | |
| Bizarre | Very strange or unusual | |
| Eccentric | Strange or unusual, sometimes in a humorous way. | |
| Extraordinary | Beyond what is usual, ordinary, regular, or established | |
| Creative | To be inventive, making new ideas connecting with researched information. | |
| Observational drawing | A drawing direct from life, examining measurement, proportion, detail and tone | |
| Integration | The design process of combining varied images | |
| Tonal Values | Light and dark values used in a drawing for visual impact, contrast and definition. | |
| Contrast | The arrangement of opposite elements: light and dark colours, complex and simple patterns. | |
| Analysis | To study or examine something in fine detail | |
| Palette | A limited range of colours | |
| Composition | The ways in which various elements are arranged to form a well- balanced design. | |
| Innovative | Creative thinking for producing new ideas | |
| Extract | To remove an area from a larger whole | |
| Surreal | Not seeming real, unbelievable like a dream | |
| Whimsical | Odd, funny, fanciful and unusual | |

