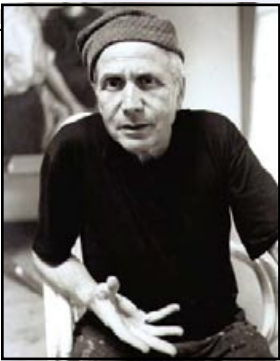


Description Word Bank

Personal Response

When you are writing a **Personal Response** to an Artwork you must write in four stages.

1. The first stage is DESCRIPTION.
What can you see?
How was it made?
What materials and techniques have been used?
2. The second stage is ANALYSIS.
What compositional aspects can you comment on?
How has the work been planned and designed?
What Elements of Design can you see and how have they been used?
Which Elements are dominant?
3. The third stage is INTERPRETATION.
What do you think it means?
What message do you think the artist is trying to convey?
4. The fourth stage is JUDGEMENT
Do you think the picture is successful?
Do you like the picture?



Description

Personal Response DESCRIPTION.

When you are writing a **Personal Response** to an Artwork you must write in four stages.

I. The first stage is **DESCRIPTION**.

What can you see?

How was it made?

What materials and techniques have been used?

Art Media

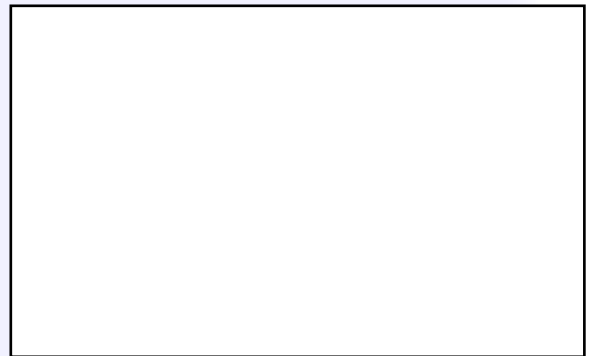
Materials, Techniques and tools or equipment.

Talking and Writing about the media used in the visual arts requires you to name, describe and make reference to the materials, techniques and tools or equipment being used.

Materials

The most frequently used words to describe traditional art materials are

watercolour	clay
oil paint	ink
acrylic paint	dyes
chalk	tempera
pastel	cloth
glass	gouache
metal	stone
wood	



As contemporary visual arts expression has become increasingly diverse, so too has the range and variety of materials used.

laser light
computer
electronic
scientific and engineering technology

Techniques

Associated with the materials are the techniques of the visual arts. Techniques are the ways and means by which the artist manipulates and uses these materials.

The most frequently used words to describe art techniques are

Vocabulary

Personal Response ANALYSIS The Elements of Design

When you are writing a **Personal Response** to an Artwork you must write in four stages.

2. The second stage is ANALYSIS.

What compositional aspects can you comment on?

How has the work been planned and designed?

What Elements and Principles of Design can you see and how have they been used?

Which Elements are dominant?

Line

straight	curved	organic	bold	thick	thin	geometric
jagged	delicate	fragile	energetic	lazy	rhythmic	
harmonious	contrasting	calm	savage	animated	scratchy	hairy
wooly	silky	zigzag	convoluted	undulating	drooping	vibrating
stretching	exploding	flowing	everchanging	tense	curvilinear	
serrated	straggly	sharp	ragged	broken	sensitive	
spontaneous	continuous	bending	floating	swinging	long	static
gestural	caligraphic	contour	outline	boundary	connected	linear
slender	freeform	spiral	vertical	horizontal	diagonal	circular

Size

large	small	gigantic	monumental	narrow	wide
microscopic	tall	fat	variable	comparative	diverse
dimensions	standard	estimate	dominated	proportion	magnitude

Texture

rough	smooth	simulated	surface	sensual	tactile
natural	synthetic	granular	pitied	grainy	spotted
spiky	sharp	uneven	velvety	silky	woven
appearance	touch	lacy	interwoven	folded	collaged
linear	soft	hard	reflective	mottled	woody
furry	raised	overlaid	nubby	honeycombed	stilted
scratched	sponged	glossy	mat	slippery	

Shape

organic	geometric	enclosed	open	irregular	uneven	positive
negative	large	small	medium	curved	voluptuous	
three-dimensional	fuzzy	distinct	outlined	pointy	angular	
repeated	rotated	form	contour	boundary	border	boxlike
cubic	undulating	amorphous	spherical	hemispherical	concave	
convex	cylindrical	tubelike	wormlike	complicated	realistic	
abstract	symbolic	distorted	manipulated	exaggerated	elongated	
melting	sensual	rotund	wedge	moulded	highlighted	
draped	suptural	conelike	dominant	solid	hollow	virtual
outline	volcanic	rounded	stretched	compressed		



Vocabulary

Colour

warm	cool	bright	pale	intense	cheerful	luminous
saturated	fiery	muted	soft	fluorescent	glowing	flickering
transparent	icy	brilliant	vibrant	watery	contrasting	clashing
harmonious	cheerful	sad	symbolic	atmospheric	tinted	primary
secondary	tertiary	discordant	opposite	neutral		
powerful	hue	earthy	burning	calm	graduated	variety
realistic	rich	pure	blended	dominant	low key	translucent
opaque	strong	weak	attractive	absorbent	variegated	staining
expressive	glittering	mysterious	gloomy	complementary		tint
shade	palette	saturated	hot	deep	crystal	sparkling
bright	cloudy	light				

Colours: their meanings and associations

These characteristics can be used to add more meaning and depth to art works:

Colour General Appearance Symbolic Feelings (Emotions)

Red • hot, exciting, brilliant, fire, desire, intense, intense, dry, rage, ferocity, blood, violent

Orange • bright, happy, glowing, warm, energetic, sunny, warning, luminous, metallic, active

Yellow • sunny, sunlight, cheerful, radiant, warm, vital, high-spirited, incandescent, happiness, positive, healthy

Green • cool, peace, clear, deep, water, regrowth, positive, fresh, open-hearted, nature, fertility

Blue • cool, peace, transparent, cold, sky, space, peaceful, sad, wet water, melancholy, quiet

Purple • spiritual, mystical, deep, soft, royalty, regal, self-sacrifice, rich wealth, trust, female, fantasy



Vocabulary

Personal Response

ANALYSIS The Principles of Design

Repetition

regular twice	irregular continuously	rhythmic tiled	scattered movement	flowing	travelling
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Rhythm

harmonious pulse motion vibrate	disruptive tempo turmoil undulate	irregular proportion animation f repeat	repetitive interval low rate	statico action mechanistic	cycle gesture chaos
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Balance

symmetrical harmonious similarity tension	a-symmetrical uniformity equivalent dominance	lopsided equal peaceful peaceful	unbalanced unequal golden weighted	balanced even mean disturbing	proportion equilibrium evenly equalise
--	--	---	---	--	---

Unity

oneness report dominance	afinity harmony	synergy distinctiveness	individuality congruence	agreement relationship	teamwork flowing
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Dominance

strength disproportionate concentration predominance	power outweighs amplitude preponderance	overbearing overshadows density	emphasis controls disharmony influence	focal point strong pull
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Visual Literacy and Art



Vocabulary

Harmony

similar	close	like	related	regular	conformity
compatible	correspond	unison	consistent	match	exact
imitate	resemblance	sameness	peace	tai-chi	flow

Contrast

complementary	opposite	diverse	variety	difference
dissimilar	divergent	disagreement	discord	incompatible
distinction	uneven	mismatch	unmatched	vary
inequality	unlike	disparate	confusing	antithesis

Light

dark	light	hazy	smoky	translucent	incandescent
dazzling	searing	dappled	mottled	projected	flickering
flashing	direct	indirect	subdued	invisible	soft
deflected	reflecting				

Two-Dimensional Artworks and Pictorial Depth

Two-Dimensional Artworks are essentially flat and rely on visual illusion for the viewer to gain a sense of depth and dimension or volume. Rather than use words that describe solid form, you will need to use words that describe the illusion of form or that suggest form when it isn't really there.

You can use such words as:

- light, dark and graded tones
- light, shade and shadow
- overlap
- one and two point perspective
- foreground, middleground and background
- advancing and receding colours
- lineal qualities
- textural effects
- size relationships



Vocabulary

RESPONSE TO A PAINTING

Aspects to consider

- the artist
- the social context
- the artwork

the artist

intention

- to decorate
- to make a beautiful object
- to convey a strong impression
- to make a social comment

skill

- highly developed technique
- rough or spontaneous technique

personal background

- particular experiences
- social position
- member of a wider art movement or alone
- individual art practices

the social context

social / historical forces

- war and peace
- social movements
- social mores
- political climate
- position of the artist in society

art historical

- contemporary art movements
- influenced by previous art
- influencing future art

the art market

- institutions.
- galleries
- patronage

the artwork

category of artwork

two dimensional

- painting
- drawing
- graphic design
- textile design
- illustration
- printmaking
- photography
- collage
- mixed media
- film
- video



Vocabulary

painting

three dimensional

- sculpture
- ceramics
- architecture
- jewellery
- installation
- performance

subject

- landscape
- interior
- portrait
- still life
- abstract
- an idea
- a story
- an event
- social comment
- advertisement
- propaganda

media

- paint
- acrylic paint
- gouache
- mixed media
- oil paint
- watercolour
- collage

colour

- harmonious
- contrasting
- cool colours
- warm colours
- earth colours
- local colour
- rich colour
- weak colour

tone

- light
- dark
- medium tones
- harmonious
- contrasting

texture

- rough brushstrokes
- thick paint
- smooth surface
- fluid texture
- patterned
- natural



Vocabulary

- | | | | |
|--------------------|--|--------------|--|
| composition | <ul style="list-style-type: none">• symmetrical or centred• asymmetrical• foreground• background• middleground• dominant element• intricate detail• large simple shapes• positive and negative shapes• field pattern• interlocking shapes• repeated pattern | | |
| scale | <ul style="list-style-type: none">• size of the work• small elements• large elements• close up• faraway | | |
| space | <ul style="list-style-type: none">• deep• shallow• flat | | |
| technique | <ul style="list-style-type: none">• linear• calligraphic• gestural• loosely drawn• spontaneous• controlled• painterly• impasto• use of transparency• using a brush soft or hard• using a palette knife• using other things eg sticks, fingers, shin | | |
| rhythm | <ul style="list-style-type: none">• repeated lines, shapes or patterns | | |
| movement | <ul style="list-style-type: none">• fluid• swirling• still• zigzag• spiral or circular• vertical• horizontal• diagonal | style | <ul style="list-style-type: none">• realistic• naturalistic• surreal• stylized• abstract• nonfigurative |



Vocabulary

Visual Literacy and Art description/personal response

feeling

- mysterious
- suggestive
- evocative
- haunting
- disturbing
- disoriented
- confused
- peaceful
- lyrical
- gentle
- delicate
- sensuous
- harsh
- lively
- bold
- overpowering

ideas / social issues

- the beauty of Nature
- growth and life
- ideal life
- the environment
- people and the environment
- people and nature
- nature and the machine
- city and country
- work
- orderliness
- revolution
- human suffering
- war
- poverty
- alienation
- the powerlessness of the individual
- confusion
- anarchy
- perfection
- religious theme eg Buddha, the crucifixion
- Madonna and Child

human relations

- love, friendship
- nurturing
- family life
- cooperation
- hatred
- loneliness



Word Bank - Description

Visual Literacy and Art description/personal response

1. INTRODUCTION

who / what

2. CHARACTERISTICS - Details, features, properties

Noun	Adjectives
size	large, medium, small, huge, minuscule.
shape	circular, stream-lined, organic, geometric, fat, skinny.
colour	red, dark, bright, shiny,
aesthetics	beautiful, gorgeous, revolting, disgusting,
texture	soft, brittle, prickly, smooth
function	useful, practical, common
material	wooden, metallic, plastic
Adverbs	
movement	gently, gracefully rapidly.

Thinking and feeling words

I think; I believe; I really miss; lonely; sadly; felt sad; soothed; want to ...

Descriptions use similes (figurative language)

He looks like an orangutan.
 Her hair is like golden hay.
 Her eyes are blue like the water.
 He is as tall as a tree.

Descriptions use the present tense

However there is a friend still in my head.
 He is my best friend.

Descriptions use the past tense

In studies, we helped each other.

Detailed Noun Groups

beautiful, black, short hair; kind friend

Powerful words -- HOT Language (adverb + 2 adjectives)

powerless It was a nice day. people The food was nice. fluffy kitten It smelt really bad.	powerful It was an extremely glorious day. The food was exceptionally delicious. It smelt absolutely disgusting and vile.	powerless Nice people The kitten	powerful Superbly caring, loving The exceedingly soft,
--	--	--	--



Assessment Task

Outcome : Level 2. Can give a spoken DESCRIPTION
Task Weighting : 15% of Term marks
Mode : Spoken
Due Date : -----

Context :

Students have been engaged in a study of descriptions. They have explored the language of descriptions, the conventions of spoken tasks and public speaking techniques.

Task Description

- In this task you will give a 2 minute spoken description of your favourite artwork.
- Your spoken description should include a title, an introduction and atleast three more paragraphs.
- Your spoken description should be in the simple present tense.

Additional Information

- Write your description notes onto palm cards that you will use in your presentation.
- Support material / Visual aids will help with your description and are encouraged.
- Remember to think about Purpose, Audience and Structure when composing your description.

Criteria for Assessment Learning

You will be assessed on how well you

- understand the structure of a description - ie. title, introduction, paragraphs
- use appropriate sentence structure and grammar
- modify your text for the audience
- make reference to appropriate visual aids
- speak clearly
- make eye contact with the audience
- engage the audience



Assessment Task

Guidelines for Assessing Spoken Description Level 2

The Following guidelines for marking show one approach to assigning a value to a student's work.

Visual Literacy and Art	GRADE	PRESENTATION	CONTACT
	Highly Achieved 19 - 20	<ul style="list-style-type: none"> • Minimum reference to notes • Good use of support material / visual aids • Clear pronunciation • Makes eye contact with the audience 	<ul style="list-style-type: none"> • A clear introduction • Each new item is comprehensively described • Present tense is maintained • Uses topic specific vocabulary • Uses compound and complex sentences • Uses pronouns to track the subject • Text appropriate for audience
	Achieved 15 - 18	<ul style="list-style-type: none"> • Some reference to notes • Use of support material and visual aids where appropriate • Pronunciation does not interfere with comprehension • Speaks clearly • Makes some eye contact with audience 	<ul style="list-style-type: none"> • Begins with an introduction • Each new item is described in some detail • Maintains present tense • Generally uses subject specific vocabulary • Attempts to use complex and compound sentences • Uses pronouns to track • Attempts to modify text for the audience
	Partially Achieved 10 - 14	<ul style="list-style-type: none"> • Frequent rference to notes • Some use of support material / visual aids • Pronunciation occasionally interferes with comprehension • Occasional mumbling • Attempts to make eye contact with audience 	<ul style="list-style-type: none"> • Attempts an introduction • New items are introduced with minimal description • Majority is in present tense • Some use of topic specific vocabulary • Uses simple sentence structure • Some modification of text for the audience
	Working Towards 5 - 9	<ul style="list-style-type: none"> • Reads from notes • Support material / visual aids present but not referred to • Pronunciation makes comprehension difficult at times • No variety in pitch or tone • Little eye contact 	<ul style="list-style-type: none"> • A very basic introduction • New items are introduced without further description • Present tense is not maintained • Little subject specific vocabulary is used • Sentence structure is incorrect • No modification of text for audience
	Experiencing Difficulty 0 - 4	<ul style="list-style-type: none"> • Is unprepared • No support material / visual aids • Pronunciation makes comprehension impossible • Monotone in pitch and tone • No eye contact with the audience 	<ul style="list-style-type: none"> • No introduction • Each item has no description • Tense is incorrect and not maintained • Basic vocabulary is used • No sentence structure • No acknowledgment of audience

Assessment Task

Visual Literacy and Art
description/personal response

Outcome : Level 2. Can write a DESCRIPTION
Task Weighting : 15% of Term marks
Mode : Written
Due Date : -----

Context :

Students have been engaged in a study of descriptions. They have explored the language of descriptions, the conventions of spoken tasks and public speaking techniques.

Task Description

- In this task you will be asked to compose a description of your favourite artwork.
- Your written description should include a title, an introduction and at least three more paragraphs. introducing different aspects of the chosen artwork.
- Your description should be at least one A4 page in length and include an introduction and at least three additional paragraphs.

Additional Information

- You will have 40 minutes to complete the task in class.
- Dictionaries will be permitted.
- You will not be allowed to take notes or previous writing into class.
- Review the structure of a Description; introduction, followed by a series of paragraphs giving more detail about the subject.

Criteria for Assessment Learning

You will be assessed on how well you

- demonstrate your understanding of the purpose of a description
- demonstrate your understanding of the structure of a description
- use appropriate sentence structure
- use appropriate tense
- use appropriate vocabulary
- use correct punctuation



Assessment Task

Guidelines for Assessing Written Description Level 2: Can write a description

R **S**
e **o**
g **m**
u **e**
l **t
a **i**
r **m**
l **e
y **s** **N**
e
v
e
r****

MARKING CRITERIA

Level 2: Can write a description

Visual Literacy and Art

1. The text DESCRIBES			
2. The text stays on theme			
3. An INTRODUCTION is present			
4. The introduction is a separate paragraph			
5. The introduction establishes the context			
6. There are at least four paragraphs			
7. Each paragraph is a separate idea led by a topic sentence.			
8. Each topic sentence is followed by a description that clarifies or adds further detail.			
9. Uses compound sentences where appropriate			
10. Uses complex sentences where appropriate			
11. Maintains present tense			
12. Uses noun groups			
13. Uses adverbial phrases			
14. Uses a variety of conjunctions			
15. Uses pronouns to 'track' the subject			
16. Uses articles where appropriate			
17. Uses appropriate prepositions of time and place			
18. Uses topic specific vocabulary			
19. Correct simple punctuation ie. Capital letters, commas, full stops			
20. Uses complex punctuation ie. Commas, to denote embedded clause, apostrophe to denote possession			