



**East Renfrewshire Council: Education Department
Practitioner Moderation Template**

Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es' and Os'.

<p>Experiences and Outcomes:</p> <p>E's and O's covered throughout the whole portraiture block over a series of lessons and tasks:</p> <p>Through observing and recording, I can create material that shows accuracy of presentation. EXA 3-04a</p> <p>I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work EXA 3-07a</p> <p>I have experimented with a range of media and technologies to create images and objects, using my understanding of their properties. EXA 3-02a</p> <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 3-05a</p> <p>I can use and combine the visual elements and concepts to convey ideas, thoughts and feelings in expressive and design work. EXA 3-03a</p> <p>I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence. LIT3-29a</p> <p>When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. LIT 3-02a</p> <p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none">• communicate information, ideas or opinions• explain processes, concepts or ideas• identify issues raised, summarise findings or draw conclusions. <p>LIT 3-09a</p> <p>I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. LIT 3-06a</p>

Learning Intentions:

1) **Learning Intention**

I am learning to explore a range of drawing techniques in order to develop my co-ordination and observational skills.

I am learning to express my thoughts and feelings in relation to others work.

2) **Learning Intention**

I am learning to observe and record accurately working from a primary source.

I am learning to apply tone to show form and create realism

3) **Learning Intention**

I am learning how to use a digital aid to inspire my work

I am learning about the Cubist movement and Picasso and how this can inspire my own work

I am learning to create a collage using card I paint

4) **Learning Intention**

I am learning to apply my knowledge of portraiture to a self portrait

I am learning to draw to a large scale

I am learning to apply acrylic paint to a monochromatic study

I am learning to express my thoughts and feelings in relation to others work.

Success Criteria:

1) **Success Criteria**

I have a range of portraiture studies that demonstrate my understanding of blind and continuous line drawing.

These drawings show a self-portrait.

2) **Success Criteria**

I have created an accurate observation drawing and have demonstrated my understanding of tone by using it to show form

3) **Success Criteria**

I have created digital cubist portraits

I have analysed the work of Picasso and have applied his working methods to my own work

I have created an imaginative Picasso inspired face which explores the primary and secondary colours

4) **Success Criteria**

I have created an accurate self-portrait that demonstrates my understanding of tone, application of paint and pattern

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

Task 1

Focus: Pupils explore the drawing techniques of blind and continuous line drawing.

Prior Learning: Pupils have had a lesson looking at discussing and learning about the proportions of the face.

Lesson Content: Pupils engage in discussion about the expressionist and the work of Egon Schiele. Pupils receive a group demonstration on how to complete both drawing techniques.

Pupils are given a variation of timed drawings to complete working from a primary source, using mirrors.

Skills: The task allows pupils to develop the skill of being able to observe and record accurately as well as enabling them to gain confidence in hand-to eye co-ordination.

After each timed exercise, pupils carousel in order to look at their peers work to allow them to self-evaluate

- **Challenge and enjoyment**
- **Relevance**

Task 2

Focus: Pupils explore the observation drawing from a secondary source

Prior Learning: Pupil are have had a lesson looking at discussing and learning about the proportions. Pupils have explored the visual element of line through continuous line and blind drawing exercises.

Lesson Content: Pupils receive a group demonstration on how to explore tone as a visual element. They are shown gradual shading and cross hatching techniques. Pupils engage in discussion about observation from a secondary source and observing with accuracy. Pupils discuss the link between drawing a skull – leading to more realist portraits.

Skills: The task allows pupils to develop the skill of observing and recording accurately using their understanding of tone as a visual element.

- **Challenge and enjoyment**
- **Progressions**
- **Relevance**

Task 3

Focus: Pupils explore collage techniques taking inspiration from the work of Picasso. Digital literacy is introduced, using Mr picassohead.com

Prior Learning: Pupils have had a lesson looking at discussing and learning about the proportions of the face. They have covered line through continuous and blind drawing techniques. Pupils have looked at applying tone through observation drawing.

Lesson Content: Pupils engage in discussion about the cubist movement, looking at the work of Picasso. Pupils work in the ICT suite to learn how to use Mr Picasso head.cm, focusing on shape, line and colour.

Pupils work from their digital design to combine elements in order to create a 2D cardboard relief study.

Skills: The task allows pupils to develop the skill of being able to apply digital literacy skills through a practical task. They learn to analyse the work of an artist. Pupil learn how to create an imaginative collage and problem solve to connect all linear elements together.

- **Challenge and enjoyment**
- **Breadth**
- **Depth**
- **Progression**
- **Personalisation and choice**

Task 4

Focus: Pupils learn about the Fauvists and the visual elements of line, tone, colour, texture and pattern in relation to portraiture. They look at the work of Henri Matisse.

Prior Learning: Pupil have had a lesson looking at discussing and learning about the proportions of the face. They have covered line through continuous and blind drawing techniques. Pupils have looked at applying tone through observation drawing. Pupils have looked at the work of Picasso and have learned about the primary and secondary colours and look at mood in relation to colour.

Lesson Content: Pupils engage in discussion about the Fauvists and the work of Henri Matisse. Pupils begin by creating a pattered background based on the visual element of shape and colour. Pupils then apply previous learning by complete an accurate self-portrait line drawing Pupils work from a black and white secondary source image of themselves, A6 in size. Pupils are given a demonstration at each stage. On completing

their line drawing, following a demonstration on paint application and mixing, pupil begin to apply acrylic paint to their portrait focusing on tone and texture to show realism.

Skills: The task allows pupils to develop the skill of being able to observe and record accurately as well as enabling them to gain confidence through applying all previous learning into a final realistic portrait. Pupils are challenge by working with a new media of acrylic and they also are working monochromatically.

- **Challenge and enjoyment**
- **Personalisation and choice**
- **Breath**
- **Depth**
- **Coherence**
- **Progression**

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

Say

Pupils took part in various discussions throughout the series of lessons. Pupils discussed the work of various artists linking to the class task. They also discuss the proportions of the face and how to apply this, this was regularly referred to throughout lessons. Following carrousel exercises, pupils also discussed their own and others work.

Make

Pupils carried out various make tasks throughout the learning experiences. Pupils made a series of portraiture outcomes in relation to different art movements and topics. Through each make exercise, pupil's explored a range of progressive skills.

Write

Pupils were asked to write evaluate comments in order to self asses their work. Pupils had to think about each task and the skills that they had learned by completing each task.

Do

Pupils had critical starter exercises in order to learn about artists and art movements. Through these exercises, pupils were encouraged to analyse various works and to express their thoughts and feelings. Looking at the art movements and artists' works allowed them to apply their knowledge into their own practical tasks.

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

1) You have produced a series of lovely drawings with great quality of line. You are starting to show you can understand the proportions and features of the face through hand to eye co-ordination. You have observed well. Well done!

2) You have worked well to create a successful observation study showing your ability to observe accurately. You have demonstrated application of a full tonal range and have applied this with sensitivity.

3) You have produced excellent digital portraits showing successful use of abstracts, shape and colour. It would be nice to see greater use of the primary and secondary colours in your study, linking back to your digital drawings.

You have worked well to create your collage study. The cutting of the card was a challenge for you, however you worked well to problem solve to overcome this.

4) You have produced a strong piece which demonstrates your confidence in working with acrylic paint. You have started to understand the proportions of the face well. You have observed tone well. Going forward, try to work on the realistic shape of the eyes. Well done!

Pupil Voice:

What have you learned? How did you learn? What skills have you developed?

1) The key visual elements were line. I learned to not take my hand off the paper.

I found not taking my hand off challenging.

I had fun drawing myself.

I used creativity.

2) The key visual elements were tone

I learned how to make a tonal range

I found the shading challenging

I enjoyed shading

I used hand-eye coordination. I can use this in PE.

3) The key visual elements are: colour, line and shape.

I learned to create a collage of colour. I found the creation of the layout challenging

I enjoyed the painting

I used coordination for this piece. I can use these skill sin 3D Design and creativity.

Practitioner Moderation Template

Learner Evidence

4) Pattern and tone are the key visual elements.
I learned how to make a good pattern.
I found tone challenging.
I enjoyed creating the pattern.
I used creativity and I can use this in daily life

Did the learner successfully attain the outcomes? **YES/NO**

Focus: Pupils explore the drawing techniques of blind and continuous line drawing.

Prior Learning

Pupil have had a lesson looking at discussing and learning about the proportions of the face.

Lesson Content: Pupils engage in discussion about the expressionist and the work of Egon Schiele. Pupils receive a group demonstration on how to complete both drawing techniques.

Pupils are given a variation of timed drawings to complete working from a primary source, using mirrors.

Skills: The task allows pupils to develop the skill of being able to observe and record accurately as well as enabling them to gain confidence in hand-to-eye co-ordination. After each timed exercise, pupils carousel in order to look at their peers work to allow them to self evaluate.

Learning Intention

I am learning to explore a range of drawing techniques in order to develop my co-ordination and observational skills.

I am learning to express my thoughts and feelings in relation to others work.

Success Criteria

I have a range of portraiture studies that demonstrate my understanding of blind and continuous line drawing. These drawings show a self portrait.

Teacher voice:

You have produced a series of lovely drawings with great quality of line. You are starting to show you can understand the proportions and features of the face through hand to eye co-ordination. You have observed well. Well done!



Blind and continuous line drawings 1-2 minutes

Final exercise: Continuous Line 5 minutes



Through observing and recording, I can create material that shows accuracy of representation.

EXA 3-04a

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work

EXA 3-07a

Pupil voice

The key visual elements were line. I learned to not take my hand of the paper. I found not taking my hand off challenging. I had fun drawing myself. I used creativity.

Practitioner Moderation Template

Learner Evidence

Focus: Pupils explore the observation drawing from a secondary source

Prior Learning: Pupils have had a lesson looking at discussing and learning about the proportions. Pupils have explored the visual element of line through continuous line and blind drawing exercises.

Lesson Content: Pupils receive a group demonstration on how to explore tone as a visual element. They are shown gradual shading and cross hatching techniques. Pupils engage in discussion about observation from a secondary source and observing with accuracy. Pupils discuss the link between drawing a skull – leading to more realist portraits.

Skills: The task allows pupils to develop the skill of observing and recording accurately using their understanding of tone as a visual element.

Learning Intention

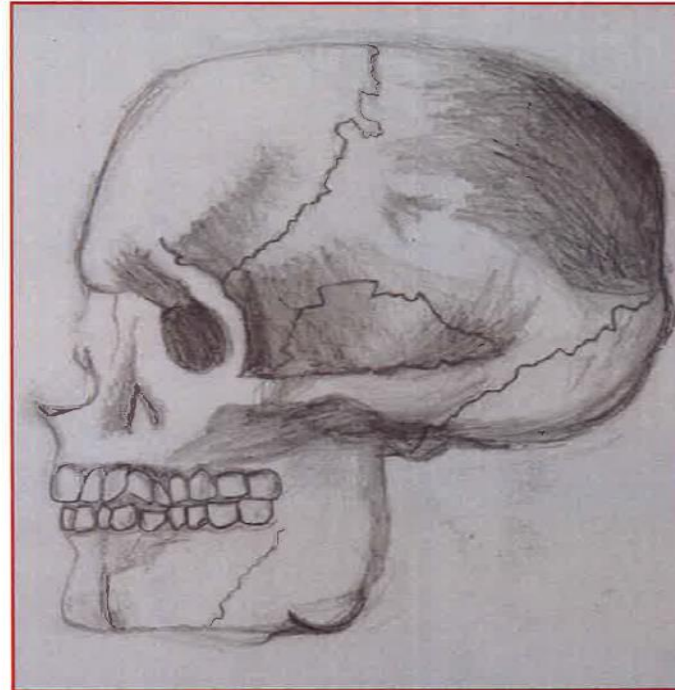
I am learning to observe and record accurately working from a secondary source.
I am learning to apply tone to show form and create realism

Success Criteria

I have created an accurate observation drawing and have demonstrated my understanding of tone by using it to show form.

Teacher voice:

You have worked well to create a successful observation study showing your ability to observe accurately. You have demonstrated application of a full tonal range and have applied this with sensitivity.



Through observing and recording, I can create material that shows accuracy of representation.

EXA 3-04a

Pupil voice:

The key visual elements were tone
I learned how to make a tonal range
I found the shading challenging
I enjoyed shading
I used hand-eye coordination. I can use this in PE.

Practitioner Moderation Template

Learner Evidence

Focus: Pupils explore collage techniques taking inspiration from the work of Picasso. Digital literacy is introduced, using Mr picassohead.com

Prior Learning

Pupils have had a lesson looking at discussing and learning about the proportions of the face. They have covered line through continuous and blind drawing techniques. Pupils have looked at applying tone through observation drawing.

Lesson Content: Pupils engage in discussion about the cubist movement, looking at the work of Picasso. Pupils work in the ICT suite to learn how to use Mrpicasso head.cm, focusing on shape, line and colour.

Pupils work from their digital design to combine elements in order to create a 2D cardboard relief study.

Skills: The task allows pupils to develop the skill of being able to apply digital literacy skills through a practical task. They learn to analyse the work of an artist. Pupils learn how to create an imaginative collage and problem solve to connect all linear elements together.

Learning Intention

I am learning how to use a digital aid to inspire my work
I am learning about the Cubist movement and Picasso and how this can inspire my own work
I am learning to create a collage using card I paint

Success Criteria

I have created digital cubist portraits
I have analysed the work of Picasso and have applied his working methods to my own work
I have created an imaginative Picasso inspired face which explores the primary and secondary colours

Teacher voice:

You have produced excellent digital portraits showing successful use of abstracts, shape and colour. It would be nice to see greater use of the primary and secondary colours in your study, linking back to your digital drawings.
You have worked well to create your collage study. The cutting of the card was a challenge for you, however you worked well to problem solve to overcome this.



I have experimented with a range of media and technologies to create images and objects, using my understanding of their properties.

EXA 3-02a

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.

EXA 3-05a

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work

EXA 3-07a



Pupil voice:

The key visual elements are: colour, line and shape.
I learned to create a collage of colour. I found the creation of the layout challenging.
I enjoyed the painting.
I used coordination for this piece. I can use these skills in 3D Design and creativity.

Practitioner Moderation Template

Learner Evidence

Focus: Pupils learn about the Fauvists and the visual elements of line, tone, colour, texture and pattern in relation to portraiture. They look at the work of Henri Matisse.

Prior Learning

Pupils have had a lesson looking at discussing and learning about the proportions of the face. They have covered line through continuous and blind drawing techniques. Pupils have looked at applying tone through observation drawing. Pupils have looked at the work of Picasso and have learned about the primary and secondary colours and look at mood in relation to colour.

Lesson Content: Pupils engage in discussion about the Fauvists and the work of Henri Matisse. Pupils begin by creating a patterned background based on the visual element of shape and colour. Pupils then apply previous learning by complete an accurate self portrait line drawing. Pupils work from a black and white secondary source image of themselves, A6 in size. Pupils are given a demonstration at each stage. On completing their line drawing, following a demonstration on paint application and mixing, pupils begin to apply acrylic paint to their portrait focusing on tone and texture to show realism.

Skills: The task allows pupils to develop the skill of being able to observe and record accurately as well as enabling them to gain confidence through applying all previous learning into a final realistic portrait. Pupils are challenged by working with a new media of acrylic and they also are working monochromatically.

Learning Intention

I am learning to apply my knowledge of portraiture to a self portrait
I am learning to draw to a large scale
I am learning to apply acrylic paint to a monochromatic study
I am learning to express my thoughts and feelings in relation to others work.

Success Criteria

I have created an accurate self - portrait that demonstrates my understanding of tone, application of paint and pattern



Through observing and recording, I can create material that shows accuracy of representation.

EXA 3-04a

I can use and combine the visual elements and concepts to convey ideas, thoughts and feelings in expressive and design work.

EXA 3-05a

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work

EXA 3-07a

Teacher voice:

You have produced a strong piece which demonstrates your confidence in working with acrylic paint. You have started to understand the proportions of the face well. You have observed tone well. Going forward, try to work on the realistic shape of the eyes. Well done!

Pupil voice:

Pattern and tone are the key visual elements.
I learned how to make a good pattern.
I found tone challenging.
I enjoyed creating the pattern.
I used creativity and I can use this in daily life

SI Learning Log

Experiences and Outcomes

Tick/ Colour in the Experiences and Outcomes that you cover each week...

	1	2	3	4	5	6	7	8	9	10
I have experimented with a range of media, using different artistic techniques.			✓				✓	✓	✓	✓
I can use and combine the visual elements to convey ideas, thoughts and feelings in expressive and design work.		✓	✓	✓						
Through observing and recording, I can create material that shows accuracy of representation.				✓	✓	✓				
While working through a design process in response to a design brief, I can develop and communicate imaginative design solutions.								✓	✓	✓
I can respond to the work of artists and designers by discussing my thoughts and feelings.				✓	✓	✓				
I can find, select, sort, summarise, link and use information from different sources.						✓	✓	✓	✓	
I am aware of and able to express my feelings and am developing the ability to talk about them.	✓	✓	✓	✓	✓					
I can show how quantities that are related can be increased or decreased proportionally and apply this to solve problems in everyday contexts.		✓		✓		✓		✓		✓

Artists and Designers

Note down the artists and designers you have studied...

Artists I have studied	Designers I have studied	Art/Design Movements I have studied
Matisse Picasso Bacon Schiele Warhol	Alessie	Fauvist Expressionism Cubism Contemporary

Name Pranav Pai

Task tone



Reflection Questions

- What is the key visual element/s you focused on?
- What did you learn about the visual element/s?
- What did you find challenging?
- What did you enjoy through doing this technique?

Skills

- What skills have you learned through the portraiture element of the course?
- How can you use these skills in different subjects?

Pupil View

- the key visual elements were tone
- I learned how to make a tonal range
- I found the shades challenging
- I enjoyed shading.

Teacher View

You have worked well to create a successful observation study showing your ability to observe accurately. You have demonstrated application of a full tonal range & have applied this with sensitivity.

Name Pranav Puri

Task Picasso



Reflection Questions

- What is the key visual element/s you focused on?
- What did you learn about the visual element/s?
- What did you find challenging?
- What did you enjoy through doing this technique?

Skills

- What skills have you learned through the portraiture element of the course?
- How can you use these skills in different subjects?

Pupil View

- The key visual elements are: colour, line, shape.
- I learned to create a collage of colour
- I found the creation of the layout challenging
- I enjoyed painting.

Teacher View

You have produced excellent digital portraits showing successful use of abstract, shape and colour. It would be nice to see greater use of the primary & secondary colours in your study, looking back to your digital drawings. You have worked well to create your collage study. The cutting of the card was a challenge for you. However you worked...

Name Arnav Rai

Task Matisse



Reflection Questions

- What is the key visual element/s you focused on?
- What did you learn about the visual element/s?
- What did you find challenging?
- What did you enjoy through doing this technique?

Skills

- What skills have you learned through the portraiture element of the course?
- How can you use these skills in different subjects?

Pupil View

- Pattern and tone are the key visual elements
- I learned to make a good pattern.
- I found the tone challenging.
- I enjoyed creating the pattern

Teacher View

You have produced a strong piece which demonstrates your confidence in working with acrylic paint. You have started to understand the proportions of the face well. You have observed tone well also. Go forward, try to work on the realistic shape of the eyes. Well done!

