

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'.

Experiences and Outcomes:

I can apply my understanding of the properties of media and of techniques to specific tasks.

EXA 4-02a

I can use the visual elements and concepts with sensitivity to express qualities and relationships and convey information, thoughts and feelings. I can use my skills and creativity to generate original ideas in my expressive and design work

EXA 4-03a

Through creating a range of reference material, I can demonstrate my skills of observing and recording and apply them to work in other areas of the curriculum.

EXA 4-04a

I can analyse art and design techniques, processes and concepts, make informed judgements and express considered opinions on my own and others' work.

EXA 4-07a

Learning Intentions:

- 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.
- 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.
- I am learning to observe and record accurately working from a secondary source. I am learning to draw accurate shape and form to create realism.
- I am learning to observe and record accurately working from a primary source. I am learning to apply colour and tone to show form and texture and create realism.
- I am learning to observe and record accurately working from a secondary source. I am learning to apply colour and 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.
- I have created an accurate observation drawing and have demonstrated my understanding of tone by using it to show form.
- I have created an accurate observation drawing and have demonstrated my understanding of shape and form.
- I have created an accurate observation drawing and have demonstrated my understanding of tone by using it to show form.
- I have created an accurate observation drawing and have demonstrated my understanding of colour and tone by using it to show form.

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

Creating:

- Opportunities to demonstrate that they can be creative and express themselves in different ways.
- Will be able to express themselves, think innovatively, meet challenges positively and find imaginative solutions to problems.
- Have developed knowledge and skills related to the different arts and broader skills such as the use of technologies.
- Have opportunities to nurture and develop their expressive arts interests and skills.

Presenting:

- Show they can perform and present for different audiences and be part of an audience for others.
- Experience enjoyment and contribute to other people's enjoyment through creative and expressive performances and presentations.

Evaluating and appreciating:

- Have opportunities to analyse, explore and reflect.
- Draw on their own ideas, experiences and feelings, and through successful participation recognise the importance of the arts to the culture and identities of Scotland and other societies.
- Show evidence of developing important skills, both those specific to the expressive arts and those which are transferrable such as: develop and appreciation of aesthetic and cultural values, identities and ideas and, for some, prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.

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:

- Daily and weekly discussions with pupils to gain and overview of knowledge and understanding taking place.
- Pupils took part in group discussion and recorded their findings in mind map which they then used to create a class presentation.

Write:

- Annotation of work to reflect and evaluate.
- Formal Evaluation of each piece following its completion.
- Holistic Evaluation of unit of work following its completion.
- Mind map from group discussion.

Make:

- Practical work related to each task.
- PowerPoint's, for delivery of their peers, addressing the importance and key elements of Composition.

Do:

- Deliver presentations.
- Practical class tasks.
- Reflect and evaluate
- Regular self/peer assessment.

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

"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. Next time really take your time to make sure your tone is carefully and realistically blended."

See feedback annotations on evidence for further examples.

Pupil Voice:

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

"While doing the shape I learned to do main parts first and then add smaller, more intricate details. I found making the water and its reflection realistic quite challenging. I enjoyed seeing where the light was and knowing where to make my drawing lighter.

See pupil voice annotations on evidence for further examples.

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

Moderation
Art, Design and Creativity
Level 4
Still Life

Focus: Pupils explore the observation drawing from a primary source.

Prior Learning: Pupil are have had a lesson discussing Still Life. 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.

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 primary 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. Next time really take your time to make sure your tone is carefully and realistically blended.

Course Outline: Expressive - Pupils are introduced to Still Life exploring a range of media and techniques to develop their expressive skill set. Pupils are introduced to the work of relevant artists, influencing their practice and developing their ability to respond to a range of work.

A4 - Scaled up study of bottle top.



I can apply my understanding of the properties of media and of techniques to specific tasks.
EXA 4-02a

I can analyse art and design techniques, processes and concepts, make informed judgements and express considered opinions on my own and others' work.
EXA 4-07a

Through creating a range of reference material, I can demonstrate my skills of observing and recording and apply them to work in other areas of the curriculum.
EXA 4-04a

Pupil voice:

In this tonal study, inspired by the artist, Michael English, I focused mainly on the shape of the object. While doing the shape I learned to do main parts first and then add smaller, more intricate details. I found making the water and its reflection realistic quite challenging. I enjoyed seeing where the light was and knowing where to make my drawing lighter.

Moderation

Art, Design and Creativity

Level 4

Still Life

Focus: Pupils explore the observation drawing from a primary source.

Prior Learning: They have also completed a scaled up tonal study of a bottle top to encourage them to closely observe detail. In S1 they learned about ellipses and used this knowledge to create a realistic Still Life.

Lesson Content: Pupils receive a group demonstration on drawing ellipses and then constructing a bottle using this. Pupils engage in discussion about observation from a primary source and observing with accuracy. Based on their prior study of a bottle top, pupils worked to enhance realism in their second drawing using tone.

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 primary 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.

Course Outline: Expressive - Pupils are introduced to Still Life exploring a range of media and techniques to develop their expressive skill set. Pupils are introduced to the work of relevant artists, influencing their practice and developing their ability to respond to a range of work.

A4 – Life size study of glass bottle.



I can apply my understanding of the properties of media and of techniques to specific tasks.

EXA 4-02a

Through creating a range of reference material, I can demonstrate my skills of observing and recording and apply them to work in other areas of the curriculum.

EXA 4-04a

Teacher voice:

You have produced an observational study that shows your increased confidence with tonal pencil. Equally it shows confident lines drawn on your object. Next time it would be good to see even more refined reflections observed. Well done!

Pupil voice:

The key visual elements were tone, shape and form. I learned how to create a tonal study and draw reflections. I found it challenging to make sure the reflections looked realistic. I enjoyed being able to do tonal drawing better.

Moderation
Art, Design and Creativity
Level 4
Still Life

Course Outline: Expressive - Pupils are introduced to Still Life exploring a range of media and techniques to develop their expressive skill set. Pupils are introduced to the work of relevant artists, influencing their practice and developing their ability to respond to a range of work.

Focus: Pupils explore the observation drawing from a primary source.

Prior Learning: Pupils have explored the visual elements of tone, line, shape and form through on going Still Life lessons. They have had experience drawing from organic and manmade primary sources.

Homework : Pupils are shown a series of examples of line drawing representations of views from a window. They are asked to draw a line drawing from a window of their choice and focus on shape, form and texture.

Skills: The task allows pupils to develop the skill of observing and recording accurately using their understanding of form, shape and texture as visual elements.

Learning Intention

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

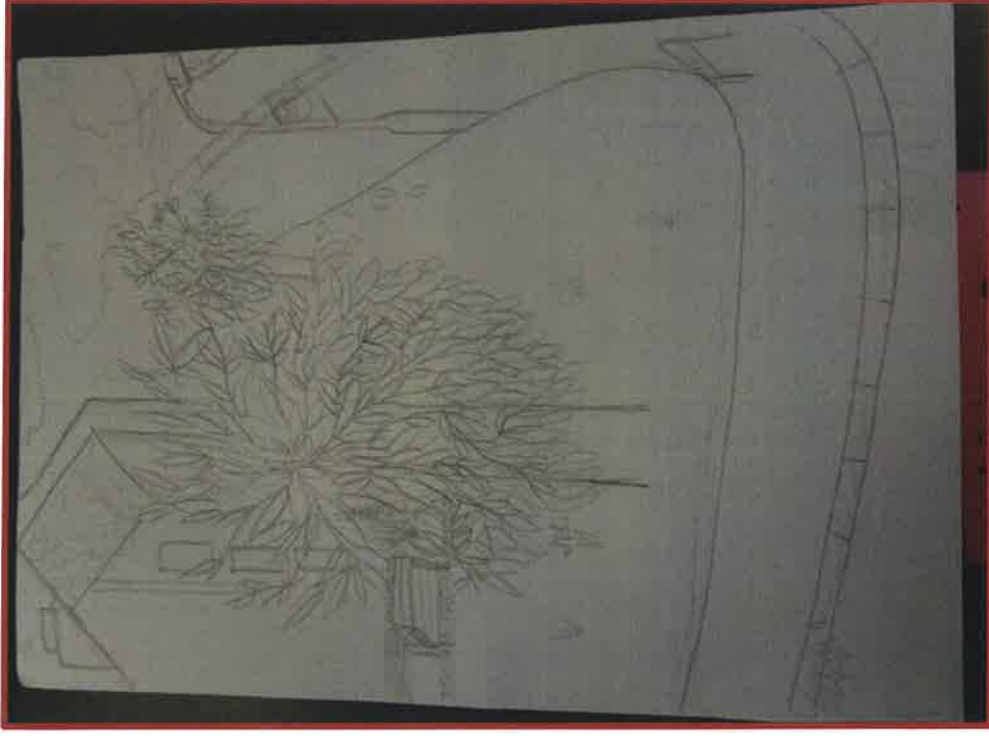
I am learning to draw accurate shape and form to create realism.

Success Criteria

I have created an accurate observation drawing and have demonstrated my understanding of shape and form.

**Homework
Task**

**A4 – View
from a
window.**



I can apply my understanding of the properties of media and of techniques to specific tasks.

EXA 4-02a

I can use the visual elements and concepts with sensitivity to express qualities and relationships and convey information, thoughts and feelings. I can use my skills and creativity to generate original ideas in my expressive and design work

EXA 4-03a

Teacher voice:

You have chosen an interesting viewpoint and there are areas of your drawing that show careful detail (the bench on the left and leaves on trees). I feel you could have put in more detail and attention to different textures.

Pupil voice:

The key visual elements were line, form and shape. I learned how to get an accurate perspective. I found it challenging getting the perspective right. I enjoyed using pencil.

Moderation
Art, Design and Creativity
Level 4
Still Life

Focus: Pupils explore the observation drawing from a primary source.

Prior Learning: Pupil have completed two tonal pencil studies focusing on tone, shape and form.

Lesson Content: Pupils are involved in class discussion to refresh Colour Theory. Pupils receive a group demonstration on how to explore colour through coloured pencil. They are reminded of gradual shading and cross hatching techniques and shown these in colour..

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

Learning Intention

I am learning to observe and record accurately working from a primary source.
I am learning to apply colour and tone to show form and texture 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.

Course Outline: Expressive - Pupils are introduced to Still Life exploring a range of media and techniques to develop their expressive skill set. Pupils are introduced to the work of relevant artists, influencing their practice and developing their ability to respond to a range of work.

A5 - Coloured pencil study.



I can apply my understanding of the properties of media and of techniques to specific tasks.
EXA 4-02a

I can use the visual elements and concepts with sensitivity to express qualities and relationships and convey information, thoughts and feelings. I can use my skills and creativity to generate original ideas in my expressive and design work
EXA 4-03a

I can analyse art and design techniques, processes and concepts, make informed judgements and express considered opinions on my own and others' work.
EXA 4-07a

Teacher voice:

Good variety of tone and well observed subtle details around the cherry in particular. Very good shape observed. In future try to use a wider variety of colours built up to create more depth. Well done!

Pupil voice:

The key visual elements were colour, shape and form. I learned how to apply colour. I didn't find it as challenging, it is a material I am more familiar with. I enjoyed getting to use one of my strengths – colour.

Moderation
Art, Design and Creativity
Level 4
Still Life

Focus: Pupils explore the observation drawing from a secondary source.

Prior Learning: Pupil have completed tonal pencil studies focusing on tone, shape and form and started to explore colour using coloured pencils.

Lesson Content: Pupils receive a group demonstration on how to explore colour through paint. They are shown how to blend colour. Pupils are involved in a discussion about identifying light sources and showing this accurately in their paintings.

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

Learning Intention

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

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

Success Criteria

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

Teacher voice:

The overall shape of your jug painting is well done, just be careful of your ellipses. You have done an excellent job of portraying subtle tone in the handle of the jug and the leaves of the tree in your pattern. Next time make sure your paint is thicker to avoid the watery lines.

Course Outline: Expressive - Pupils are introduced to Still Life exploring a range of media and techniques to develop their expressive skill set. Pupils are introduced to the work of relevant artists, influencing their practice and developing their ability to respond to a range of work.

A3 –
Clarice
Cliff style
jug.



I can apply my understanding of the properties of media and of techniques to specific tasks.

EXA 4-02a

I can use the visual elements and concepts with sensitivity to express qualities and relationships and convey information, thoughts and feelings. I can use my skills and creativity to generate original ideas in my expressive and design work

EXA 4-03a

Pupil voice:

The key visual elements were colour, shape and form. I learned how to blend colours light to dark using paint. I found it challenging conveying realistic light. I enjoyed using and creating pattern.

Moderation
Art, Design and Creativity
Level 4
Still Life
Literacy, Numeracy and Health and wellbeing E's
and O's covered through the Still Life series of
lessons.

Course Outline: Expressive - Pupils are introduced to Still Life exploring a range of media and techniques to develop their expressive skill set. Pupils are introduced to the work of relevant artists, influencing their practice and developing their ability to respond to a range of work.

I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence.
LIT 4-29a

When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions.
I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking.
LIT 4-02aa

When listening and talking with others for different purposes, I can:
communicate detailed information, ideas or opinions
explain processes, concepts or ideas with some relevant supporting detail
sum up ideas, issues, findings or conclusions.
LIT 4-09a

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 4-06a

I can apply my knowledge and understanding of measure to everyday problems and tasks and appreciate the practical importance of accuracy when making calculations.
MNU 4-11a

Through investigating real-life problems involving the surface area of simple 3D shapes, I can explore ways to make the most efficient use of materials and carry out the necessary calculations to solve related problems.
MTH 4-11b

I am aware of and able to express my feelings and am developing the ability to talk about them.
HWB4-01a

I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.
HWB4-11a

I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning.
HWB4-19a

Name _____

Task _____



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

Teacher View

Name _____

Task _____



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 Still Life element of the course?
- How can you use these skills in different subjects?

Pupil View

In this tonal study, inspired by the artist, Michael English, I focused mainly on the shape of the object. While doing the shape I learned to do main parts first and then add smaller more intricate details. I found making the water and its reflection ~~challenging~~ rather quite challenging. I enjoyed seeing where the light was and ~~knowing~~ where to make my drawing lighter.

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 and have applied this with sensitivity. Next time really take your time to make sure your tone is carefully and realistically blended.

Name _____

Task _____



Reflection Questions

- What is the key visual element/s you focused on?
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- What skills have you learned through the portraiture element of the course?
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Pupil View

Teacher View

Name _____
Task _____



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 Still Life element of the course?
- How can you use these skills in different subjects?

Pupil View

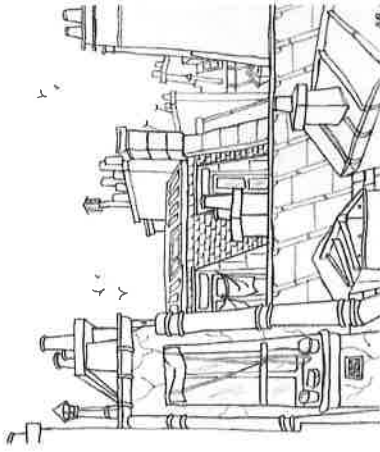
- tone, shape, form
- to create a tonal study & create reflections
- making sure the reflections looked realistic
- being able to do tonal drawings

Teacher View

You have produced an observational study that shows your increased confidence with tonal pencil. Equally it shows confident lines drawn on your object. Next time it would be good to see even more refined reflections shown. ~~that~~ Well done!

Name _____

Task _____



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

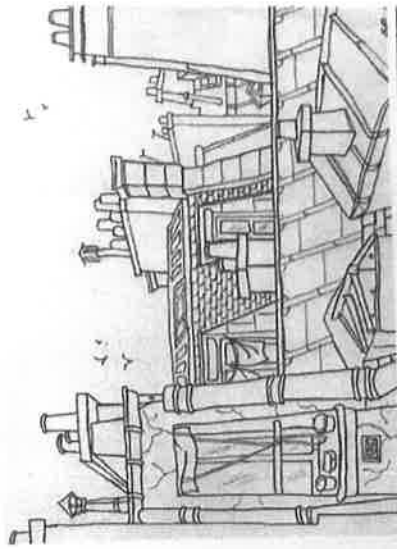
- What skills have you learned through the portraiture element of the course?
- How can you use these skills in different subjects?

Pupil View

Teacher View

Name _____

Task _____



Reflection Questions

- What is the key visual elements 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 Still Life element of the course?
- How can you use these skills in different subjects?

Pupil View

- tone, shape, form
- how to get an accurate perspective
- getting the perspective right
- yes, I enjoyed it - using touch pencil

Teacher View

You have chosen an interesting viewpoint and there are areas of your drawing that show careful detail (the bench on the left and leaves on trees). I feel you could have put in more detail and attention to different textures.

Name _____

Task _____



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

Teacher View

Name _____

Task _____



Reflection Questions

- What is the/are the key visual elements 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 Still Life element of the course?
- How can you use these skills in different subjects?

Pupil View

- colour, shape, form
- applying colour
- didn't find it as challenging, it is a material I'm familiar with
- getting to use one of my strengths - colour

Teacher View

Good variety of tone and well drawn subtle ~~shades~~ details around the cherry. Very good shape observed. In future try to use a wider variety of colours built up to create more depth. Well done!

Name _____

Task _____



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?

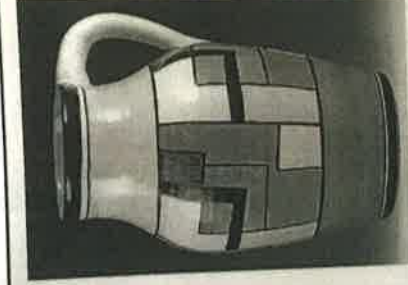
Skills

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

Pupil View

Teacher View

Name _____
Task _____



Reflection Questions

- What is the/are the key visual elements 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 Still Life element of the course?
- How can you use these skills in different subjects?

Pupil View

- colour, shape, form
- blending light to dark using paint
- conveying realistic light
- using pattern

Teacher View

The overall shape of your jug painting is well done, just be careful of your ellipses. You have done an excellent job of portraying subtle tone in the handle of the jug and the leaves of the tree in your pattern. Next time make sure your paint is thicker to avoid the masonry lines.



S2 Still Life Evaluation

What is meant by the term 'still life'?

What skills did you develop through this unit?

What do you feel was your most successful piece of work for this unit, and why?

How well do you think your drawing and painting ability has developed through studying portraiture? Why is this?

What still life artist did you study as part of this project?

How did looking at their work help you with your own drawings and paintings?

What have you most enjoyed about his unit, and why?

Was there anything that you didn't enjoy, and why?



S2 Still Life Evaluation

What is meant by the term 'still life'?

Non-moving objects.

What skills did you develop through this unit?

I developed the skills of using shading and tone in my drawings as well as in painting.

What do you feel was your most successful piece of work for this unit, and why?

My kitchen table because I included tone and made it look as realistic as possible by using the colours I saw, not just the standard ones I think to use.

How well do you think your drawing and painting ability has developed through studying portraiture? Why is this?

I think by using measurements and scale my ability has become better as well as practising and having demonstrations.

What still life artist did you study as part of this project?

We studied an artist called Michael English as part of the topic.

How did looking at their work help you with your own drawings and paintings?

Looking at their work inspired me to make my drawings as realistic as possible and as accurate to the still-life object as I could.

What have you most enjoyed about his unit, and why?

I have enjoyed this unit and how much I've learned about tone, depth, colour, shadow because I didn't know how good skills of those before.

Was there anything that you didn't enjoy, and why?

No, I really enjoy art and everything we do and learn in it.