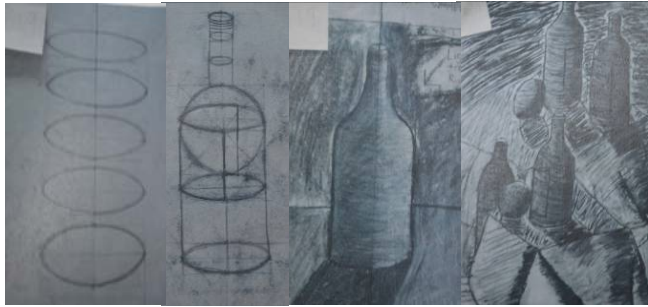


Primary 7 Assessment

Skill - Drawing



Skill 2 - Sculpture



Skill 3 - Printmaking

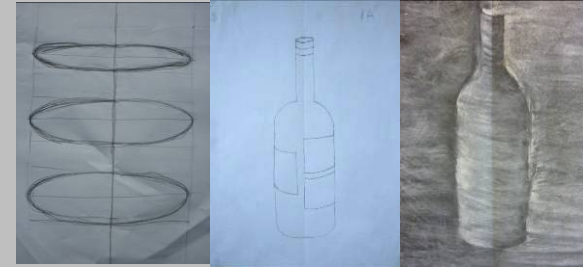


Third Level – S1 Pupil

Skill 1 - Drawing

Drawing Exercises

Skill – Drawing



Skill 1 - Drawing

A2 Continuous Line Drawing



A1 Corrective Line Drawing



A2 Corrective Line Drawing

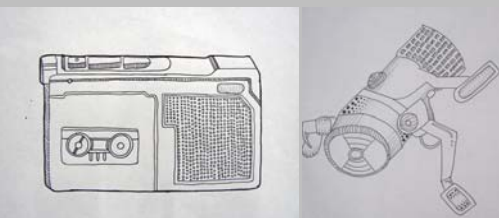


A2 Charcoal Drawing



Homework Exercises

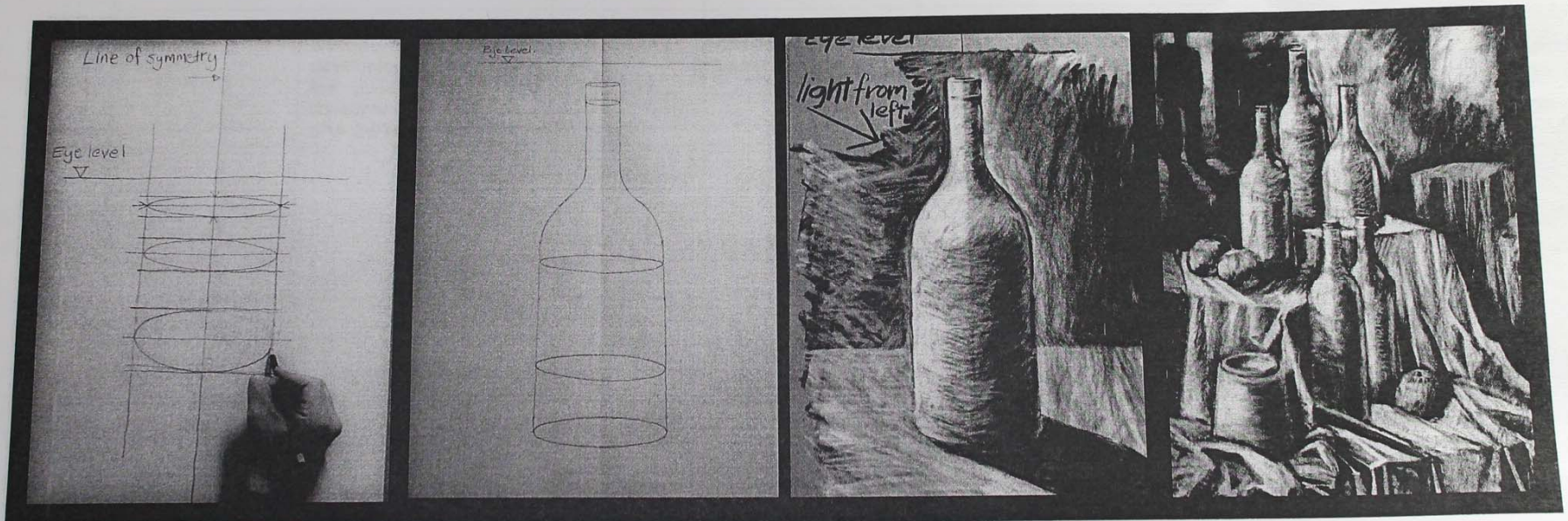
Skill – Drawing



Model 1 – Diagnostic Assessment

SIG Mrs J. CARRENDUFF
Mrs E FRASER

Williamwood Cluster Art & Design Skill of Drawing Second level - Assessment



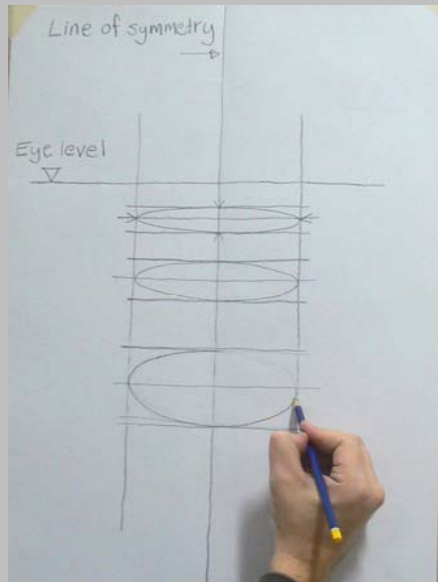
Pupil Name: Danyal Ali

Williamwood Cluster

Course Descriptor and Learning Intentions

Still Life

Skill : Drawing



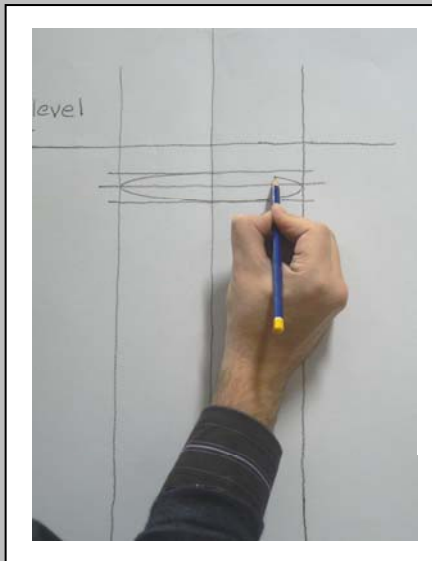
Still Life Skill: Drawing

Task 1 - Ellipse

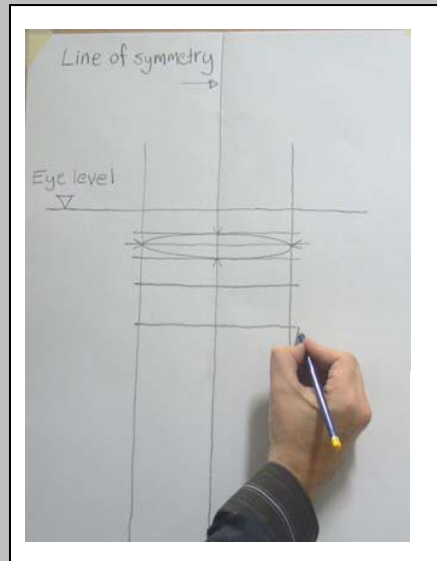
EXA 2-04a Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail.

Learning Intention: Pupils will produce a sheet of ellipses.

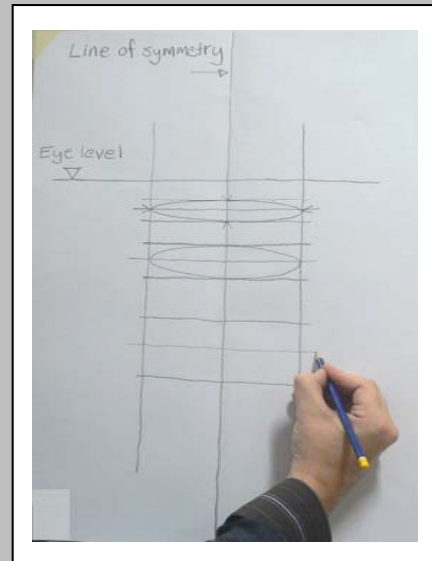
- **Observing and Recording - Perspective, Scale and Proportion:** Pupils will learn how to draw an ellipse. They will understand and learn why the perspective, scale and proportion of the ellipse changes as it falls below eye level.
- **Visual Elements - Line and Shape:** Developing observational drawing skills using the visual elements line and shape. Pupils will learn how to use line sensitively when recording the ellipse.
- **Techniques and Processes - Drawing :** Pupils will learn how to draw an ellipse using the corrective drawing technique. They will realise a circle within perspective does not have straights and/or corners.



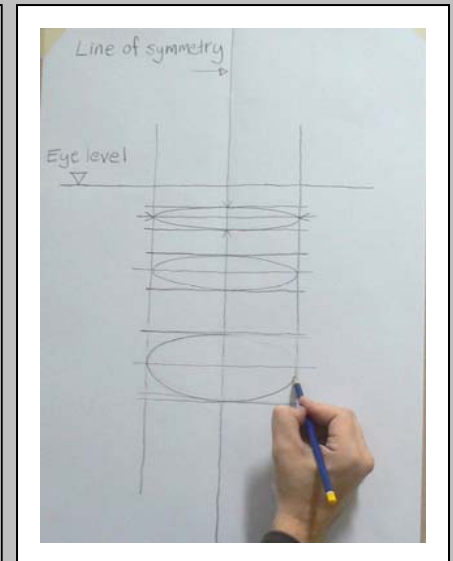
Stage 1



Stage 2



Stage 3



Stage 4

Still Life

Skill: Drawing

Task 2 – Line drawing a bottle

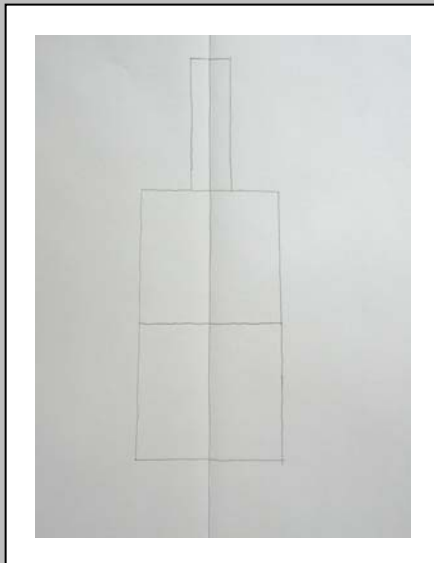
EXA 2-04a Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail.

Learning Intention: Pupils will produce a line drawing of a bottle

Observing and Recording - Perspective, Scale and Proportion: Demonstrating how an ellipse can make a two dimensional drawing of an object appear three dimensional as it falls below eye level. Developing observational drawing skills using the visual elements, line and shape

Visual Elements - Line and Shape : Developing observational drawing skills using the visual elements line and shape. Pupils will learn how to use line sensitively when recording the bottle and ellipse. Using geometric shape (rectangle/square/circle) pupils will learn how to structure their line drawing of their bottle.

Techniques and Processes - Drawing : They will realise, a circle within perspective does not have straight lines and/or corners. Using geometric shapes (rectangle/square/circle) pupils will learn how to structure their line drawing of their bottle.



Stage 1



Stage 2



Stage 3



Stage 4

Still Life Skill: Drawing

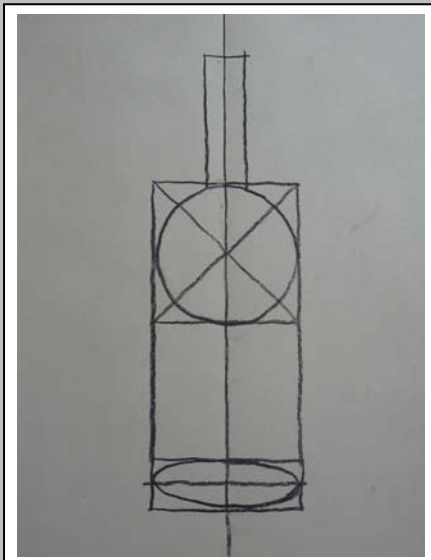
Task 3 – Tonal Drawing of a bottle

EXA 2-02a I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific

EXA 2-03a I can create and present work that shows developing skill in using the visual elements and concepts.

Learning Intention: Pupils will produce a well observed tonal drawing of a bottle

- **Observing and Recording - Perspective, Scale and Proportion:** Demonstrating how an ellipse can make a two dimensional drawing of an object appear three dimensional as it falls below eye level. Developing observational drawing skills using the visual elements, line and shape
- **Visual Elements - Line, Shape and Tone :** Developing observational drawing skills using the visual elements line and shape. Pupils will learn how to use line sensitively when recording the bottle and ellipse. Using geometric shape (rectangle/square/circle) pupils will learn how to structure their line drawing of their bottle. Observing the direction of light to record form. Understanding how tone transforms a 2D shape into a 3D form
- **Techniques and Processes - Drawing :** They will realise, a circle within perspective does not have straight lines and/or corners. Using geometric shapes (rectangle/square/circle) pupils will learn how to structure their line drawing of their bottle.
- **Use of Media:** Demonstrating how the application of media and technique can make a drawing appear three dimensional



Stage 1



Stage 2



Stage 3



Stage 4

Still Life Skill : Drawing

Task 4 – Composition of a Still Life

EXA 2-04a Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail.

Learning Intention: Pupils will arrange a group of objects and select an area of interest considering lead-in and focal point

- **Observing and Recording - Composition:** Using a view finder to select an area of interest within the composition. An understanding of lead-in and focal point has been established



Still Life Skill: Drawing Task 5 – Tonal Drawing of a Still Life

EXA 2-02a I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.

EXA 2-03a I can create and present work that shows developing skill in using the visual elements and concepts.

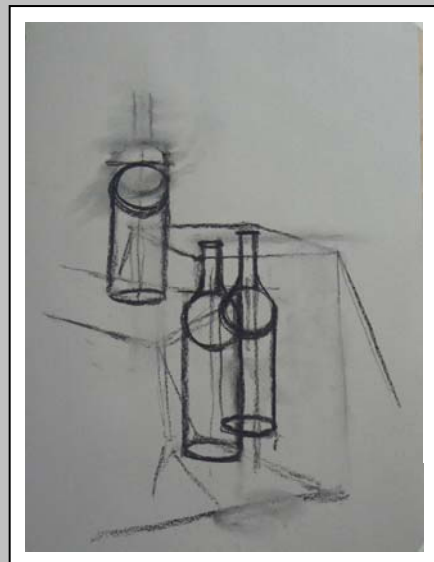
EXA 2-04a Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail.

Learning Intention: Pupils will create a tonal drawing of a composition

- **Observing and Recording - Perspective, Scale and Proportion:** Demonstrating how an ellipse can make a two dimensional drawing of an object appear three dimensional as it falls below eye level. Developing observational drawing skills using the visual elements, line and shape
- **Visual Elements - Line, Shape and Tone :** Developing observational drawing skills using the visual elements line, shape. And tone. Using geometric shape (rectangle/square/circle) pupils will learn how to structure their line drawing of their bottle. Observing the direction of light to record form. Understanding how tone transforms a 2D shape into a 3D form
- **Techniques and Processes - Drawing :** They will realise, a circle within perspective does not have straight lines and/or corners. Using geometric shapes (rectangle/square/circle) pupils will learn how to structure their line drawing of their composition.
- **Use of Media:** Demonstrating how the application of media and technique can make a drawing appear three dimensional



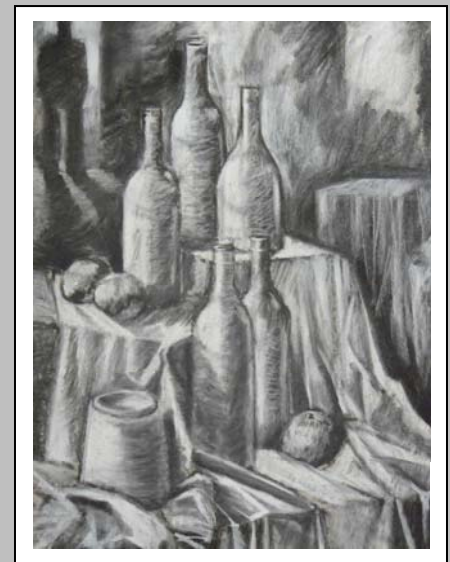
Stage 1



Stage 2



Stage 3

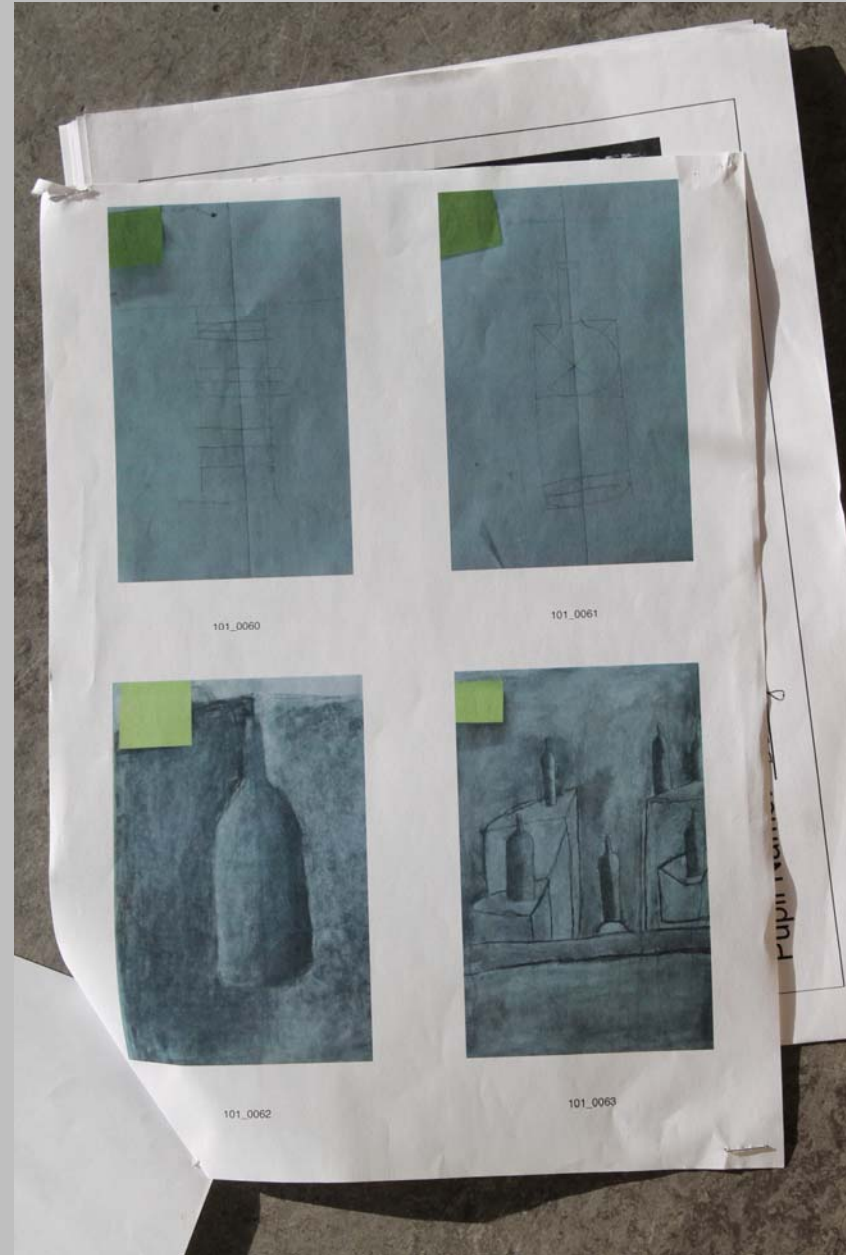
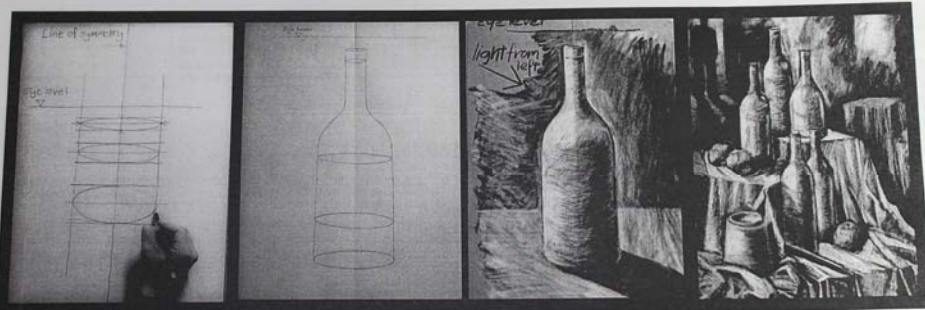


Stage 4

Model 1 – Diagnostic Assessment

Williamwood Cluster Art & Design Skill of Drawing Second level - Assessment

S1G Mrs J CARZEDUFF
Mrs E FRASER



Art & Design Assessment Criteria – Second Level			SKILL: Drawing Composition		Dates Achieved			
The Skill of Drawing	Outcomes	Assessable Elements	Criteria	P5	P6	P7		
	<p>– the power of drawing is the universal tool of communication</p>	<p>I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. EXA 2-02a</p>						<p>Use of Media & Materials</p>
	<p>Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. EXA 2-04a</p>	<p>Technique & Processes</p>	<p>The artist uses drawing techniques to communicate their observations, opinions, thoughts and feelings in Art & Design and across the wider curriculum</p>	<p>The artist has attempted to apply the drawing techniques learned to record the form of the composition.</p> <p>The artist has applied the drawing techniques learned to record the form of the composition with some success.</p> <p>The artist has communicated their understanding of the drawing technique through observing and recording the form of the composition accurately.</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 0-07a / EXA 1-07a / EXA 2-07a / EXA 3-07a</p>	<p>The Appreciation of Artists and Designer's work</p>	<p>The artist can respond to the work of others using appropriate vocabulary when justifying their opinions.</p>	<p>An attempt to use vocabulary linked to the visual elements is used to describe the composition.</p> <p>Vocabulary linked to the visual elements is used to discuss and offer an opinion on the composition.</p> <p>Vocabulary linked to the visual elements is used confidently to discuss and justify an opinion on the composition.</p>				✓
			<p>Progressing/Progressing well /Achieving</p>					

Model 1 – Diagnostic Assessment

Second Level – P7 Pupil

Primary 7 Assessment

Skill 1 - Drawing

EXA 2-03a I can use and combine the visual elements and concepts to convey ideas, thoughts and feelings in expressive and design work.

EXA 2-04a Through observing and recording, I can create material that shows accuracy of representation.



1

- You have confidently used the visual element, line, to document the ellipse
- A sense of perspective has been achieved and the progressive depth of the ellipse has been observed

Achieved



2

- You have confidently used the visual element, line, to document the bottle
- A sense of perspective has been achieved and the progressive depth of the ellipse within the bottle has been observed

Achieved



3

- You have used the tonal range very well to document your understanding of the form of the bottle
- You have creatively and confidently used the media and technique within the tonal drawing

Achieved



4

- You have used narrow tonal range to document the collection of tonal forms
- You have used the media and technique within the composition
- You have observed and recorded the composition including some detail

Met some expectations

Assessment Model 2 – Formative Assessment



Model 2 – Formative Assessment

EXA 0-07a / EXA 1-07a / EXA 2-07a / EXA 3-07a 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.

Tutorial Sessions

Methodology : This holistic approach allows the teacher to discuss the progress and strengths demonstrated by the learner in a body of work known as a folio. Assessing the learner's folio of work takes place in the classroom environment as group and individual tutorial sessions.

Timing: This will take place before or after an assessment event, allowing the learners to act on advice before the event and reflect on the next steps after the event

Aim: By adopting this assessment approach learner's are able to confidently diagnose their learning needs and learning needs of their peers. Using this methodology learners clearly understand the task and have clarity regarding the success criteria.

Outcome: Learners use appropriate vocabulary. Build their confidence when orally discussing their folios

Model 2 - Group and Individual Learner Tutorial Sessions



Individual Learner and Teacher Tutorial Sessions

Tonal Drawing



Tonal Composition



Pupil Commentary

In art, we have been learning and drawing ellipses and shading. We have used these skills to draw still life bottle drawings, with charcoal and chalk.

In art we have been learning and focusing on the topics of ellipses, shading and tone. We have used these skills to produce still life drawings of bottles.

WE HAVE BEEN LOOKING AT SHADING, ELLIPSES AND DIFFERENT THINGS LIKE THAT. WE HAVE USED WHAT WE HAVE LEARNED IN CLASS TO DRAW A STILL LIFE DRAWING.

Initially I was looking at a single bottle & learned to add tone & draw. I then moved onto a large still life & applied my learned technique to it. I looked at the varying tones & depth.

Teacher Commentar

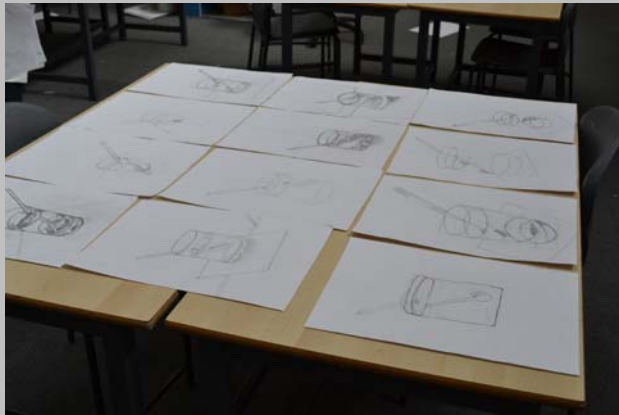
Julia has really improved her drawing ability. The ellipses are rounded and drawn with confidence. The application of charcoal is smooth and the tonal range is spread from light to dark. Well done. Next steps - lean lighter.

Iona has shown a steady and marked improvement in her drawing ability and understanding of tone. At the ellipses stage Iona has shown an understanding of form and curvature. Iona has applied steady layers of charcoal and chalk. Well done.

David has really improved his bottle shape, using curved lines at the base and noticing the eye-level edge at the top. David has demonstrated a clear understanding of depth within the still life and has used a full tonal range from light to dark.

Wegor has really improved over the course of the drawing unit. He has shown a clear understanding of elliptical form and has exceeded this very well in his tonal bottle. In his full still life he has created depth and a full tonal range well done. Next steps: scale up.

Model 3 – Summative Assessment



Model 3 - Summative Assessment

Skill Drawing – Examination

Third Level : 50 / 50

EXA 3-02a *I can use and combine the visual elements and concepts to convey ideas, thoughts and feelings in expressive and design work.*

EXA 3-04a *Through observing and recording, I can create material that shows accuracy of representation.*

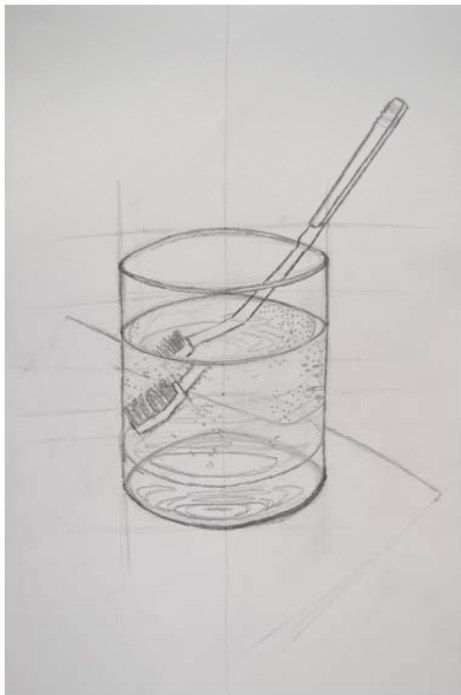
Drawing of Glass with Toothbrush: Success Criteria

- **Ellipses-** Understanding of perspective.
- **Observation-** Recording accurately, scale, proportion and detail.
- **Line-** Using a variety of line to express sensitivity and definition in the drawing.

Beginning to meet expectations.

Met some expectations.

Met expectations.



Success Criteria Commentary : There is a clear understanding of perspective. The ellipses have been observed to create depth very accurately. A wide variety of delicate and sensitive line has been used to combine the visual elements.

Model 3 – Summative Assessment



Assessment Model 1: Internal Assessment Process

- All members of staff assess the work of every pupil, anonymously. With agreed assessment criteria, this shared experience presents the opportunity for professional dialogue and verification of art and design work
- This builds confidence in our professional judgment during the assessment process
- These strategies will naturally embed quality assurance within the assessment process for staff
- With the support of visual benchmarks staff are able to make informed judgements, guaranteeing the application of standards and ensuring accuracy in their assessment

Model 4 - Formative and Summative Assessment



Model 4 - The Assessment Event

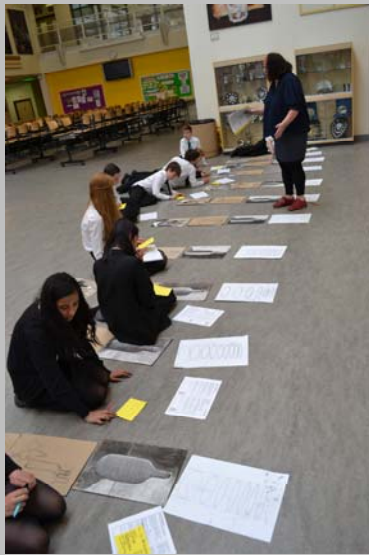
The Assessment Event

The Art and Design department have created three formal Assessment Events which take place during S1, S2 and S3. By assessing in large groups, a range of assessment approaches are carried out. This style of assessment encourages staff and Learners to embrace and enjoy the assessment process.

This process allows standardisation and quality assurance to take place during the assessment process. This ensures that assessment is fit for purpose, and does not distract from learning and teaching, as advised in BTC5.



Model 4 - The Assessment Event



Model 4 - The Assessment Event



Task

Using a set of study cards, benchmarks and assessment criteria each learner

- places their folio of work, in order on the floor
- carries out peer and self evaluation

Identifies and records using strengths, weaknesses and next steps



Model 4 – The Assessment Event Feedback



As a folio of work the learner has demonstrated a basic understanding of the visual elements, line, shape, tone and form. Applying some knowledge of the techniques taught. There is a lack of detail and continuity within the body of work.



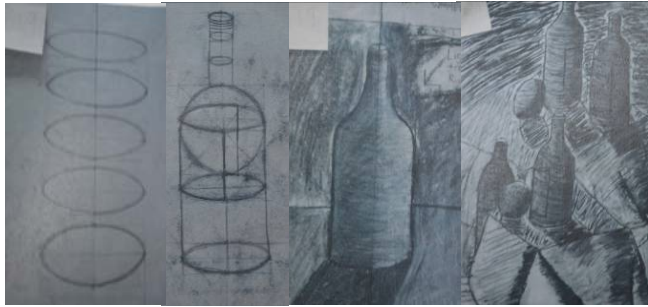
As a folio of work the learner has demonstrated a good understanding of the visual elements, line, shape, tone and form. Applying their knowledge of the techniques taught. The Learner has recorded detail and continuity runs throughout the body of work.



As a folio of work the learner has demonstrated an excellent understanding of the visual elements, line, shape, tone and form. Applying an in-depth knowledge of the techniques taught. The Learner has recorded detail sensitively and continuity runs throughout the body of work.

Primary 7 Assessment

Skill - Drawing



Skill 2 - Sculpture

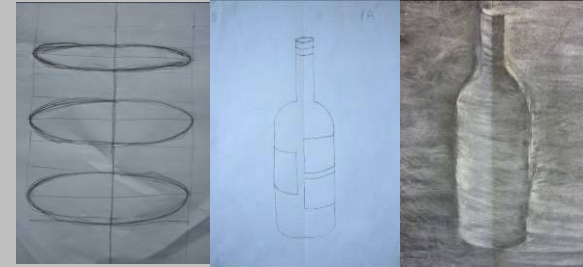


Third Level – S1 Pupil

Skill 1 - Drawing

Drawing Exercises

Skill – Drawing

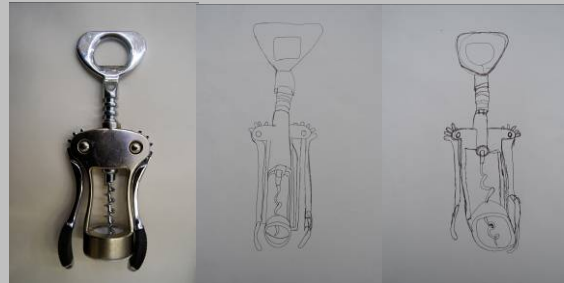


Skill 3 - Printmaking



Skill 1 - Drawing

A2 Continuous Line Drawing



A2 Charcoal Drawing



A2 Corrective Line Drawing



A1 Corrective Line Drawing



Homework Exercises

Skill – Drawing

