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| **S1 Art and Design Broad General Education Plan – Breadth, Depth, Challenge and Skills** | | | | | |
| August-October | October - December | January - April | | April - June | |
| **Learning and Teaching Focus: (Es and Os)**  **Learners will demonstrate an understanding of how to use line & texture to show surface qualities.**  EXA 3-02A: Experiment with materials & technologies  EXA 3-03A: Combine visual elements  EXA 3-04A: Show accuracy of representation  EXA 3-07A: Respond to the work of an artist  Learners will draw natural forms using a range of media and materials  Learners will combine the visual elements and use different materials to show textures and details  Learners will ab able to recognise the visual elements and comment on the work of artists. | **Learning and Teaching Focus (Es and Os)**  Learners will demonstrate an understanding of the design process and create a pattern and use it appropriately, eg. to create a repeat to be used as wallpaper  [EXA 3-04a](http://www.educationscotland.gov.uk/myexperiencesandoutcomes/experiencesandoutcomes/exa304a.asp): Show accuracy of representation  [EXA 3-06a](http://www.educationscotland.gov.uk/myexperiencesandoutcomes/experiencesandoutcomes/exa306a.asp): Follows a step-by-step process to develop and communicate ideas in response to a design brief.  EXA 3-07A: Respond to the work of a designer  Learners will draw natural forms using a range of media and materials  Learners will simplify, stylise and develop a motif. Learners will create different repeats and present a successful outcome which is relevant to the brief.  Learners will use Photoshop/Serif to apply their design to an interior  Learners will ab able to recognise the visual elements and comment on the work of a designer. | **Learning and Teaching Focus (Es and Os)**  **Jan-Feb (7week project: 14 periods)**  **Learners will demonstrate an understanding of how to use tone to create form.**  EXA 3-03A: Combine visual elements  EXA 3-04A: Show accuracy of representation  EXA 3-07A: Respond to the work of an artist  Learners will learn how to apply dark, mid & light tones to show 3 dimensions.  Learners will construct ellipses and show proportion and scale.  Learners will combine the visual elements and use different materials to construct a still life composition  Learners will be able to recognise the visual elements and comment on the work of artists. | **Learning and Teaching Focus (Es and Os)**  **Feb-Mar (5 week project: 10 periods)**  **Learners will demonstrate an understanding of colour theory, how to use colour to create impact in relation to a design brief, eg. to create a logo**  EXA 3-03A: Combine visual elements to convey ideas  [EXA 3-06a](http://www.educationscotland.gov.uk/myexperiencesandoutcomes/experiencesandoutcomes/exa306a.asp): Follows a step-by-step process to develop and communicate ideas in response to a design brief.  EXA 3-07A: Respond to the work of a designer  Learners will demonstrate an understanding of colour theory, including how to mix & apply primary, secondary, tertiary & complimentary colours  Learners will follow a brief to create and present a successful logo.  Learners will ab able to recognise the components of a design brief and comment on the work of a design/designer. | **Learning and Teaching Focus (Es and Os)**  **April**  **Learners will demonstrate an understanding of how to respond visually to the work of Artists from specific ‘Isms’. (Picasso/Cubist Still life, Mondrian/Abstract Tree & Surrealist Photography**  EXA 3-02A: Experiment with materials & technologies  EXA 3-03A: Combine visual elements  EXA 3-04A: Show accuracy of representation  EXA 3-07A: Respond to the work of an artist  Learners will draw different objects using a range of media and materials  Learners will combine the visual elements and use different materials to show the style of the chosen artist  Learners will ab able to recognise the visual elements and comment on the work of artists.  Learners will learn how to create work based on the styles of Picasso and Mondrain. | **Learning and Teaching Focus (Es and Os)**  **May - June (6 week project: 10/12 periods)**  **Learners will demonstrate an understanding of the design process and create a site specific piece of sculpture**  EXA 3-03A: Combine visual elements  [EXA 3-06a](http://www.educationscotland.gov.uk/myexperiencesandoutcomes/experiencesandoutcomes/exa306a.asp): Follows a step-by-step process to develop and communicate ideas in response to a design brief.  EXA 3-07A: Respond to the work of an artist to create a 3D artwork  Learners will simplify, stylise and develop a 3D structure. Learners will combine ideas including text, simplified images and shapes associated with their local area.  These will be developed into a piece of 3D form which is relevant to the brief.  Learners will ab able to recognise the visual elements and comment on the work of an artist. |
| **Assessment Approach and evidence gathered:**  Evidence of achievement and engagement will be stored in folders kept within the teaching room. Records of attainment will be kept be the teacher.  Verbal feedback will be given on an on-going basis throughout each lesson and written comments will be given on specific assessable pieces of work.  Self and Peer assessment will be conducted throughout each project  Assessment levels will vary from project to project and be relevant to the skills evident in the work. The assessment levels will be based firmly on the criteria for each level identified within the departmental benchmarks.  Assessment comments will be based on stages of skill development, eg.   1. ..has shown skill and control…. demonstrating potential 2. ..has used line and texture to show relevant qualities 3. ..use of line and texture has shown some successes | **Assessment Approach and evidence gathered:**  Assessment comments will be based on stages of skill development, eg.   1. .. Has successfully followed a brief showing a good level of understanding of process and has created an effective repeating pattern 2. .. Has followed brief showing understanding of process and has created a successful repeating pattern 3. .. Has followed brief in a basic manner and created a pattern which is partially successful | **Assessment Approach and Evidence**  Assessment comments will be based on stages of skill development, eg.   1. ..has shown skill and control constructing a tonal composition 2. An attempt has been made to record and compare tone and form 3. Tone has been used to suggest basic form | **Assessment Approach and evidence gathered:**  Assessment comments will be based on stages of skill development, eg.   1. .. Has successfully followed a brief showing a good level of understanding of process and skill in the use of materials to create an effective logo 2. .. Has followed brief showing understanding of process and has created a successful logo 3. .. Has followed brief in a basic manner and created a logo which is partially successful | **Assessment Approach and evidence gathered:**  Assessment comments will be based on stages of skill development, eg.   1. ..has shown skill, control & understanding in the use of materials 2. ..has used the visual elements to show some relevant qualities 3. ..use of visual elements has shown some successes | **Assessment Approach and evidence gathered:**  Assessment comments will be based on stages of skill development, eg.   1. .. Has successfully followed a brief showing a good level of understanding of process and has created an effective 3D outcome 2. .. Has followed brief showing understanding of process and has created a successful sculpture 3. .. Has followed brief in a basic manner and created a 3D outcome which is partially successful but limited in its ambition |
| **Key Skills: Literacy/Numeracy/ HB/Digital Literacy**  Literacy: learners will start to develop the use of relevant artistic vocabulary through discussing and writing about their work and that of other artists.  Numeracy: learners will learn about estimation, measuring and proportion. | **Key Skills: Literacy/Numeracy/ HWB/Digital Literacy**  Literacy: learners will start to develop the use of relevant design based vocabulary through discussing and writing about their work and that of other designers.  Numeracy: learners will learn about measuring, symmetry and rotations. | **Key Skills: Literacy/Numeracy/ HWB/Digital Literacy**  Literacy: learners will start to develop the use of relevant artistic vocabulary through discussing and writing about their work and that of other artists.  Numeracy: learners will learn about comparing, estimation, measuring and proportion. | **Key Skills: Literacy/Numeracy/ HWB/Digital Literacy**  Literacy: learners will start to develop the use of relevant design based vocabulary through discussing and writing about their and other designs.  Numeracy: learners will learn about simplification, measuring, symmetry and rotations. | **Key Skills: Literacy/Numeracy/ HWB/Digital Literacy**  Literacy: learners will start to develop the use of relevant artistic vocabulary through discussing and writing about their work and that of other artists.  Numeracy: learners will learn about comparing, estimation, measuring and proportion. | **Key Skills: Literacy/Numeracy/ HWB/Digital Literacy**  Literacy: learners will start to develop the use of relevant vocabulary through discussing and writing about their work and that of other artists/designers.  Numeracy: learners will learn about estimation, measuring and proportion. |
| **Home Learning**  **Practical:** Draw over a faded photocopy of wood grain or another object with linear details.  **Research:** Using your phone, take 4-6 photographs of different textures, e.g., detail of a rough wall.  **Critical:** evaluate a drawing by Vincent Van Gogh. | **Home Learning**  **Practical:** create a repeating pattern using a motif of their choosing.  **Research:** Using a search engine, collect 2 or 3 different wallpaper designs for a living room and for a bedroom or kitchen  **Critical:** evaluate a design by William Morris or Lucienne Day. | **Home Learning**  **Practical:** Construct a series of tonal scales  **Practical:** Draw an object showing tonal contrasts to create form  **Critical:** evaluate the work of Wayne Thiebaud | **Home Learning**  **Practical:** create a logo using your initials.  **Research:** Using a search engine, collect 2 or 3 different logos/motif advertising similar products/companies  **Critical:** evaluate a logo design. | **Home Learning**  **Practical:** Arrange a still life including an unusual object  **Practical:** Create an image in the style of Rene Magritte  **Critical:** evaluate the work of Picasso | **Home Learning**  **Practical:** create a sign using the word Greenock considering positive and negative space.  **Research:** Using a search engine, to collect 3 pieces of civic sculpture  **Critical:** evaluate a piece of sculpture relevant to the brief. |