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**Suggested Learning Intentions**

**for**

**Art and Design**

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**How to use this document**

This document was created for non-specialist practitioners working within the broad general education.

It provides suggested learning intentions for art and design for each level within Curriculum for Excellence.

The learning intentions reflect the experiences and outcomes and progression framework\* for art and design.

In many cases the wording of the learning intentions is similar. It is important that each practitioner uses his / her professional judgement to select or amend the most suitable learning intention(s) to suit the needs of the learners.

Where there are italics the practitioner should insert his / her own examples which are relevant to the particular lesson(s).

The list is not exhaustive and is intended to provide a bank of helpful prompts to dip in and out of when planning art and design lessons.

Learning intentions should always be clearly understood by learners and should therefore be in child friendly language. They will form the basis of questioning, teacher feedback and self and peer assessment.

It is also good practice to consider skills from other curricular areas, thinking skills and personal attributes when devising learning intentions.

\* <http://www.educationscotland.gov.uk/Images/ExpressiveArtsGridAug14_tcm4-837912.pdf>

**Success Criteria – Guidance**

Success criteria are generally context related and therefore do not feature heavily in this material. The practitioner should know what the success criteria will be in a basic form first, before discussing them with learners.

In order to have maximum impact success criteria must be generated by the learners themselves.

It is also good practice to consider skills from other curricular areas, thinking skills and personal attributes when devising success criteria.

Learners should be encouraged to refer to success criteria throughout the lesson and should also use these when making judgements for self and peer assessment.

**Things to keep in mind:**

* Get learners to analyse contrasting pieces of art work and ask which is best and why. Getting them to analyse why one is better or more effective than the other enables pupils to define quality for themselves. This will help the learners to identify *‘what a good one looks like’.*
* At early or first level, the practitioner could compare a poor example of a drawing /painting to a better example. Ask the learners how they could improve the poorer work. This will help them to generate success criteria and talk about the criteria as they create their own artwork.
* It’s important that in creative subjects, such as art and design, learners are not confined to thinking that there is only one way to meet success criteria. For example there is more than one way of evoking a mood in a painting. Learners should be able to discuss different approaches to meeting success criteria e.g. some learners evoking moods of sadness / happiness could choose different colours or tones; learners may choose to create texture through stippling with a paint brush whilst others may choose to use sponges.

**Examples of success criteria could include:**

***PRESENTING***

* I can be successful if I can pick my best work to be displayed;
* I can listen to what others say about my work;
* I can be successful if I can say how / where I want my work to be displayed;
* My drawing / painting has some textured marks;
* I can talk about my work and how I feel about it to... *(Insert examples such as Primary 7; visitors to the school, my secondary school teacher, creative residency exhibition);*
* I can take time to look at other peoples’ work and say how it makes me feel;
* I can talk about what I saw at the … *(insert example such as P7 art exhibition;*

*art sharing site\*);* ***Bit.ly/nlcartsharing\*\****

* We can spend time considering and selecting our best work for display;
* We can be successful when we listen to each other’s ideas;
* We can be successful when we explain our ideas to our group;
* We can be successful when we pick the best idea from our group;
* I can be successful if I can pick my best work to be displayed;
* I can take responsibility for displaying my work taking into account any constraints; *(Such as small space, budget, time etc.)*
* I can take responsibility for displaying my completed work to show it at its best;
* I can talk about my displayed work and how I feel about it to... *(Insert examples such as: to visitors to the school; at creative residency exhibition).*

\*\*You will find the art sharing site by copying and pasting ***Bit.ly/nlcartsharing*** into the *address bar or by clicking on this link* [*https://blogs.glowscotland.org.uk/nl/artsharing/*](https://blogs.glowscotland.org.uk/nl/artsharing/)

***CREATING***

* Use pencil lightly;
* Fill the whole space;
* Use flowing lines;
* Use only red (any colour);
* Make sure brush is not too wet;
* Complete one petal at a time;
* Work quickly and blend while colours are still wet;
* Make ‘textured’ marks;
* Use only a small amount of….
* Include features / techniques of…. *(A chosen artist)*
* Use *tints / shades* which show the light source to record dark and light areas;
* Use different *shapes / colours* to create a picture of … *spring;*
* Include detail in my drawing of a face;
* *Explore / combine* and layer materials to create… an *imaginary creature;*
* Use scoring to create a *template / transfer* for printing;
* Use the transfer to build up a repeating pattern.

***EVALUATING***

* I can listen carefully and act upon my *friend’s/ teacher’s* feedback;
* I can use words like*…. (Insert art and design related language - texture / brightness / pattern* when I describe *my / other’s* work;
* I can say two things I could do to improve my work;
* I can say two things my friend could do to improve his / her work;
* My design will … *stand up / hold a weight / float;*
* I can look at my partner when they give me feedback;
* I can take my turn at giving feedback;
* I can check my design using the agreed success criteria.
* I can use the agreed success criteria to make a judgement about *my / other’s* work.

***EXA 0-01a***

***I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people’s presentations/performances.***

We are learning about taking part in a *presentation / exhibition.*

We are learning how to make suggestions about the way we display our work.

I am learning to talk about how presenting my work for an audience makes me feel.

We are learning how to be part of an audience.

We are learning to talk about a visual arts experience / exhibition and how it makes us feel.

I am learning to talk about how being part of an audience makes me feel.

***EXA 1-01a***

***I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people’s presentations/performances.***

We are learning to make decisions about the way we display our work.

We are learning how to show our appreciation as part of an audience.

We are learning to talk about our artwork in front of an unfamiliar audience.

We are learning to describe how being part of an audience for a presentation makes us feel.

I am learning to describe how presenting my work for an audience makes me feel.

***EXA 2-01a***

***I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people’s presentations/performances.***

We are learning to work together to present our artwork.

 We are learning to share our thoughts and opinions about presentations / exhibitions.

We are learning to express our feelings about how presenting our work makes us feel.

We are learning to appreciate and engage with live art experiences.

We are learning to express our feelings about how being part of an audience makes us feel.

***EXA 3-01a***

***I have used the skills I have developed in the expressive arts to contribute to a public presentation/performance.***

We are learning to explain the specific choices made in planning, producing, and displaying our art work.

***EXA 3-01b***

***I have experienced the energy and excitement of being part of an audience for other people’s presentations/performances.***

We are learning to discuss aspects of visual arts presentations we have experienced and say how they make us feel.

***EXA 4-01a***

**I *have experienced the energy and excitement of presenting/performing for different audiences.***

We are learning to appreciate the energy and excitement that comes from live art experiences.

We are learning to appreciate the energy and excitement that comes from presenting live art experiences.

We are learning to present our work to a variety of unfamiliar audiences

***EXA 0-02a***

***I have the freedom to discover and choose ways to create images and objects using a variety of materials.***

**Expressive Arts**

We are learning to how to use… (*Insert example(s) of materials such as glitter, acorns),* to create objects.

We are learning to how to use … *(Insert example(s) of materials such as paint, clay, dried pasta, wool),* to create images.

We are learning to print using a variety of different materials.

We are learning to express our ideas in a picture by making choices about colour and the media we use.

We are learning to use our imagination / memory to represent *images / objects*.

We are learning to be aware of the different size and shape of things.

We are learning to how to use ………. *(Insert example(s) of technology such as printmaking, photography, apps),*  to create images and objects

***EXA 1-02a***

***I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks.***

We are learning to use ….. *(Insert example(s) of media such as chalks, paints, pastels, pencils, different kinds of paper) to* create effects*, (e.g. rough texture through sand and glue; stippled effect using a stencil.)*

We are learning ways of *using / manipulating* material to create effect.

We are learning to use different drawing and painting tools for specific tasks *(e.g. use oil pastels to make short sweeping brushstrokes to depict the furry texture of a teddy bear).*

We are learning to use*… (Insert examples of technologies such as photography, moving image, printing techniques),* to create images and objects.

***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.***

We are able to choose the best media for specific tasks. *(For example, gather everyday items that can be used for mark making such as twigs, string and card.)*

We are learning to combine media to create imaginative artwork.

We are learning to use …. *(Insert types of media such as clay)*

We are learning to make marks using (*select from ….tools such as pencil; charcoal; pastels; different widths of pens; brushes; card; straws and other found objects etc.)*

We are learning to make 3D models.

We are learning to use …. *(Insert art specific technologies such as sgraffito\*), printing, moving image)*

\*<http://painting.about.com/lr/sgraffito/1923/2/>

***EXA 3-02a***

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

We are learning to experiment with a range of media to create images *(and / or objects)*

We are learning to experiment with a range of technologies to create images *(and / or objects).*

We are able to identify the properties of a range of media and apply them to create images *(and / or objects).*

We are learning to use our understanding of technologies to create images *(and / or objects).*

We are learning to use direct observation to create *images / objects* that demonstrate increasing accuracy.

***EXA 4-02a***

***I have continued to experiment with a range of media and technologies, handling them with control and assurance to create images and objects. I can apply my understanding of the properties of media and of techniques to specific tasks.***

We are learning to experiment with a range of media to create images *(and / or objects)* with confidence.

We are learning to experiment with a range of technologies to create images *(and / or objects)* with confidence.

We are learning to identify the properties of a range of media and apply them to create images *(and / or objects)* with confidence.

We are learning to use our understanding of technologies to create images *(and / or objects)* with confidence.

We are learning to use direct observation to create accurate images *(and / or objects)* with sensitivity.

***EXA 1-03a***

***I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture.***

We are learning to create images and / or objects using *…… (Insert visual element(s) - line, shape, form, colour tone, pattern, and texture)* expressively.

We are learning to use print making techniques and to include some detail and create a pattern in our prints.

We are learning to use a variety of media to create *pictures / models of….*

We are learning to use one / some of the visual elements in *our pictures /models.*

We are learning about symmetry.

We are learning how to make objects in our pictures look near and far away.

We are learning to explore different materials *(such as fabric / card)* to create an imaginative image.

*(By the end of the lesson)* we will know that the primary colours are red, green and blue.

We are learning to create secondary colours by mixing the primary colours.

We are learning to create tints and tones.

***EXA 2-03a***

***I can create and present work that shows developing skill in using the visual elements and concepts***

We are learning to use*….. (Insert visual element - line, shape, colour, tone),* to create, (*pattern, texture, perspective).*

We are looking at the work of some famous artists to develop an understanding of composition.

We are exploring moving shapes and images around in a frame to develop an understanding of composition.

We are learning to select and apply a range of media and techniques to convey the qualities of a subject *(such as the prickliness of a hedgehog or the reflections in a metal teapot.).*

We are learning to follow a process using a 2D plan to create a 3D model.

We are learning to make 3D models using construction techniques.

We are learning to represent 3D form through adding tone to observational drawings.

We are learning to use ….. *(Insert concepts - perspective; balance; composition; rhythm; scale; symmetry; proportion, to create … for example a street scene – perspective.).*

We are learning to use line to create the illusion of depth. (Perspective)

We are learning to use the design process to create a 3D model *(e.g. inspired by the work of a famous artist such as Andy Scott (Kelpies))*

We will are learning to mix colour to create tones and tints in our paintings.

***EXA 3-03a***

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

We are learning to convey our ideas, thoughts and or feelings in our expressive work.

We are learning to convey our ideas, thoughts and or feelings in our design work.

We are learning to combine the visual elements and concepts in our expressive work *(e.g. to create a painting of a storm over my street)*.

We are learning to combine the visual elements and concepts in our design work *(e.g. to create a poster that is designed to produce an emotional response from the viewer / target audience. Or to create a design for seating that would be appropriate for a transport centre, such as a train or bus station.)*

***EXA 4-03a***

***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.***

We are learning to convey information, ideas, thoughts and or feelings in our expressive work.

We are learning to convey information, ideas, thoughts and or feelings in our design work.

We are learning to use the visual elements and concepts to show *… (Insert* ***delicacy*** *in for example a flower,* ***subtlety*** *in for example a misty landscape,* ***sensitivity****, in for example a sad expression)*

We are learning to create original ideas in my expressive work using the skills I have learned.

We are learning to create original ideas in my design work using the skills I have learned.

*NB: Expressing qualities, with regard to sensitive use of visual elements means things like using a pencil to show something really delicate (a flower or anything fragile) by drawing fine and delicate* ***lines****. It could also be drawing something that has a mixture of hard and hairy surfaces by drawing harder or lighter to capture the* ***textures****. It could be mixing paint to achieve the really subtle, quiet* ***colour*** *and* ***tones*** *of a misty landscape. It could be using delicate materials to build a sculpture,* ***formed*** *on the theme of ‘broken’, ‘sadness’ or ‘vulnerable’.*

*Relationships is to do with how visual elements, such line and colour, are used together to create subtle effects – the misty landscape I mentioned, for example.*

***EXA 0-04a / EXA 1-04a***

***I can create a range of visual information through observing and recording from my experiences across the curriculum.***

We are learning to look closely at different objects in detail and record this by drawing.

We are learning to research, plan and construct a 3D model.

We are learning to research information about art and design from different sources. *(Internet, magazines, books, visits to galleries)*

We are learning to create an image of objects we have looked at.

We are learning to use direct observation to create accurate *images / objects* with some degree of accuracy.

We are learning to observe and record *(e.g. draw / make / photograph)* an object from the environment.

We are learning to make models (*such as a house, a person, a lighthouse, a van)* from a collection of found objects *(possibly including recyclable objects).*

***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.***

We are learning to *use imagination / memory* to begin to represent images / objects.

We are learning to use direct observation to create *images / objects* with some degree of accuracy.

We are learning to observe and record the shapes and details of objects and represent these using different materials.

# We are learning to use colour effectively, making use of tonal effects.

We are learning to include pattern and texture in our work.

We are learning to use line to record observed information.

We are learning to make informed choices about which media and processes to use.

We are learning to use and apply different visual elements and media for specific effects.

We are learning to research information about art and design from different sources. *(Internet, magazines, books, visits to galleries)*.

We are learning to select relevant research information and talk about it using art and design language.

***EXA 3-04a***

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

We are learning to use line accurately to record observed information

We are learning to use and apply different visual elements and media for specific effects

We are able to observe and record the shapes and details of objects and represent these accurately using different media.

# We are learning to mix colour effectively, to create tonal effects.

We are learning to include the visual elements *(such as pattern / texture)* effectively in our work.

We are able to use the visual elements *(insert line/shape, pattern etc.)* line to record observed information.

We are able to make informed choices about which media and processes to use to show accuracy of representation.

We are learning to select information about art and design which we have researched from a range of sources.

We are learning to process *(use)* a variety of relevant research information.

We are learning to present the variety of information which we have researched.

***EXA 4-04a***

***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.***

We are learning how to synthesise a range of reference material to develop our work.

We are able to organise reference material and use it to develop our work.

We are able to apply our skills of observing and recording in work across other areas of the curriculum *(e.g. design a poster of a school event, make a prop for the drama department, keep a sketch book for use across areas of the curriculum, etc.)*

***EXA 0-05a / EXA 1-05a / EXA 2-05a***

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

Using a range of stimuli … *(teacher inserts an appropriate / relevant stimulus)…* we are learning to express different *feelings / moods* in our pictures.

We are learning to express ideas, thoughts and feelings through… *(Pictures / 3D form / collage, etc.)*

We are learning to use the visual elements to express a mood.

We are learning to use the visual elements to express an experience.

We are learning to use a range of media to show our *ideas / thoughts / feelings.*

***EXA 4-05a***

***Having chosen personal themes and developed my own ideas from a range of stimuli, I can express and communicate my ideas, thoughts and feelings through 2D and 3D work.***

We are able to select our own stimuli and develop our own ideas in 2D and 3D work.

We are able to convey our ideas / thoughts / feelings in a confident way showing skill in the use of the visual elements and concepts.

We are able to convey our ideas / thoughts / feelings in a confident way showing skill in selecting and using media.

***EXA 0-06a***

***Working on my own and with others, I use my curiosity and imagination to solve design problems.***

I am learning to work with a partner (or work on my own) to discuss and investigate the best solutions to a design problem (e.g. the lighthouse keeper can’t get his lunch. How can we get it to him).

We are learning to work with a partner to solve a design brief (e.g. make a hat to fit teddy that won’t blow off in the wind)

We are able to talk about how we tried to solve a design problem.

***EXA 1-06a***

***I can use exploration and imagination to solve design problems related to real-life situations.***

We are learning to follow a design brief to solve a design problem *(e.g. design a poster to advertise a school event, a T shirt logo to promote Fair trade, an eco-logo for a bag-for- life; design a puppet related to a story or IDL topic).*

We are learning to explore possible solutions to a design problem.

We are learning to explain which solution to a design problem is best.

***EXA 2-06a***

***I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem.***

We are learning to investigate and discuss our ideas for possible design solutions.

We are learning to explain what difficulties we experienced when trying to solve a design problem.

We are able to record or explain in a clear, step by step manner how we tackled the task.

***EXA 3-06a***

***While working through a design process in response to a design brief, I can develop and communicate imaginative design solutions.***

We are learning to devise a process to solve a design brief.

We are able to communicate solutions to a design brief.

Through my design solution, I am learning to demonstrate my understanding of creative and design processes by producing a design solution.

***EXA 4-06a***

***By working through a design process in response to a design brief, I can develop and communicate imaginative and original design solutions.***

We are able to work systematically to devise a process to solve a design brief.

We are able to give a personal response to a design brief using 2D and 3D media.

We are able to communicate original solutions to a design brief.

***EXA 0-07a***

***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.***

We are learning to say what we like about our own work.

We are learning to say how we could make our work better.

We are learning to say what we like about our friends’ work.

I am learning to listen to my friends / partners as they tell me how to make my work better.

I am learning how to tell my friends / partners ways how to make their work better.

We are learning to say what we like about …’s *(name the artist)* work.

 We are learning to share our thoughts and feeling about …’s *(name the artist)* work.

We are learning to say what we like about …’s *(name the designer*) work.

 We are learning to share our thoughts and feeling about …’s *(name the artist)* work.

We are learning to share our thoughts and feeling about …’s work *(name the designer).*

***EXA 1-07a***

***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.***

We are learning to describe our own work.

We are learning to reflect on our own work.

We are learning to identify the strengths in our own work.

We are learning to identify the strengths in others’ work (*peers/ artists / designers).*

We are learning to explain which solution to a design problem is best.

We are learning to describe what we like about …’s *(name the artist / designer*) work using art and design terms *(such as colour, brightness, shapes, patterns, jaggy, thick, thin etc.)*

We are learning to recognise some similarities and differences in different *artists’ / designers’* work.

We are able to describe how we could improve our work.

I am learning how to describe to my *friends / partners* how they could improve their work.

I am learning to listen to and accept my *friends’ / partners’* comments about how to make my work better.

We are learning to describe how …’s work *(name the artist / designer*) makes us feel.

We are learning to describe our thoughts and feeling about …’s *(name the artist)* work*. (Sad, frightened, emotional, etc.)*

We are learning to share our thoughts and feeling about …’s work *(name the designer).*

***EXA 2-07a***

***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.***

We are learning to use success criteria to evaluate our own work.

We are learning to use success criteria to describe what the strengths are in our own / friends’ work.

I am learning how to use success criteria to describe to my friends / partners how they could improve their work.

We are learning to use specific art and design - related language when commenting on our own and others’ work*.*

I am learning to accept and act on my friends’ / partners’ comments about how to make my work better.

We are learning to say what we like about …’s (Name the artist) work using art and design terms *(such as colour, brightness, shapes, patterns, jaggy, thick, thin etc.)*

We are learning to describe how …’s work (name the artist) makes us feel.

We are learning to describe how …’s work (name the designer) makes us feel.

We are learning to explain our preference for specific art works.

We are learning to describe our thoughts and feeling about …’s *(name the artist / designer) work*.

***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.***

We will be able to use art and design terms when describing / evaluating about our own or others’ work.

We are learning to consider and / or accept constructive comments, based on agreed criteria, from our peers and teachers to improve our work.

We are learning to describe how constructive comments improved our work.

We are learning to give constructive comments to help our peers improve their work by referring to the success criteria.

We are learning to use appropriate language to describe how artists use the elements and concepts to communicate information and create a particular mood.

We are learning to describe our thoughts and feelings when reflecting on our own and others’ work*.*

We are learning to comment on artists’ use of *techniques / processes / concepts.*

***EXA 4-07a***

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

We are learning to analyse artists’ use of *techniques / processes / concepts.*

We are learning to use our prior knowledge *of techniques, processes and concepts* to make informed judgements about our own and others’ work.

We are learning to evaluate our own work and the work of others by using constructive comments based on agreed success criteria.

We are learning to use personal evaluation, alongside constructive comments from our peers and teachers, to improve our work.

As practitioners use and develop this document their ideas, thoughts and opinions would be welcomed.

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