

## Curriculum for Excellence - Art Early Level

	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
<b>Art</b>	<p>I have the freedom to discover and choose ways to create images and objects using a variety of materials. EXA 0-02a</p> <p>I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 0-04a</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 0-05a</p> <p>Working on my own and with others, I use my curiosity and imagination to solve design problems. EXA 0-06a</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</p> <p>I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances. EXA 0-01a / EXA 1-01a / EXA 2-01a</p>	<ul style="list-style-type: none"> <li>• Records from experiences across the curriculum, for example, through observing and remembering, makes a model or drawing based on an aspect of the natural environment such as natural items from the sea shore, the countryside, a forest.</li> <li>• Solves simple design problems, working on their own and with others, using a degree of trial and error, for example, designs a simple container for an agreed purpose.</li> <li>• Recognises colour, line, shape and at least one more of the visual elements: form, tone, pattern, texture.</li> <li>• Shares thoughts and feelings in response to the work of at least one artist and one designer, giving reasons for likes and dislikes.</li> <li>• Shares views and listens appropriately to the views of others on their own or others' work.</li> </ul> <p>When creating images and objects to express ideas, thoughts and feelings:</p> <ul style="list-style-type: none"> <li>• uses a variety of available materials and technology;</li> <li>• shows understanding that line can have different qualities, for example, thick, thin, broken, wavy.</li> </ul>

## Perth & Kinross Council Expressive Arts Framework - Art Early Level

<b>CREATING</b>			
<b>Intended Learning</b>	<b>Suggested Learning Activities</b>	<b>Suggested Success Criteria/Assessment</b>	<b>Suggested Resources</b>
<p><b>We are learning –</b></p> <ul style="list-style-type: none"> <li><b>to create different types of lines</b></li> </ul> <ul style="list-style-type: none"> <li><b>to recognise and use different colours</b></li> </ul>	<p>Experiment with a range of different lines using black pen.</p> <p>Explore and discuss the different types of lines that can be used to create different effects e.g. Wavy, curvy, solid, dotted, thick, thin.</p> <p>Create an image using black pens that uses different types of lines e.g. broad, thin, long, short, broken, straight, curvy, zig zag.</p> <p>Experiment with colour mixing e.g. mix/blend pencil colour, paints, chalk, oil pastels.</p> <p>Explore and discuss the primary colours and how to make secondary colours.</p> <p>Create an image using primary and</p>	<p><b>I can-</b></p> <ul style="list-style-type: none"> <li>- use various types of line in a drawing</li> <li>- discuss the lines I draw and the effects created</li> <li>- draw pictures using different lines</li> <li>- name the primary and secondary colours.</li> <li>- identify primary and secondary colours</li> <li>- mix primary colours to create secondary colours</li> </ul>	<p><b>Pens</b>  <b>Charcoal</b>  <b>Paints</b>  <b>Oil Pastels</b>  <b>Chalk</b>  <b>Crayon</b>  <b>Recycled materials</b>  <b>Newspapers</b>  <b>Magazines</b>  <b>Wool</b>  <b>Textiles</b>  <b>Straws</b>  <b>Various types of tape</b>  <b>PVA Glue</b>  <b>Maven Medium Glue</b>  <b>Scissors</b>  <b>Clay</b>  <b>Magnum Colour Pencils</b>  <b>Chunky/Easygrip brushes</b></p> <p><a href="https://mrprintables.com/printable-color-wheel.html">https://mrprintables.com/printable-color-wheel.html</a></p>

<ul style="list-style-type: none"> <li>• <b>to create, identify and use different shapes in an image</b></li> </ul>	<p>secondary colours e.g. rainy day picture with rainbows in the sky.</p> <p>Create a six-part colour wheel.</p> <p>Experiment with ways to make colours darker and lighter e.g. adding white/black to colours – tint and shade.</p> <p>Explore and discuss examples of the uses of colours in art (lava vs. Icebergs, day and night, emotions with colours).</p> <p>Create an image with warm and cool colours e.g. a sun and moon picture.</p> <p>Create a piece of artwork that has the entire surface coloured in- no background colour showing through.</p> <p>Experiment with connecting lines.</p> <p>Demonstrate how to connect lines to create different shapes and name the shape.</p> <p>Create a drawing using basic shapes e.g. houses and buildings.</p>	<ul style="list-style-type: none"> <li>- create a picture using a range of colours</li> <li>- use tint and shade</li> <li>- describe colour e.g. light, dark, hot, cold, happy and sad</li> <li>- connect lines to draw shapes.</li> <li>- identify shape names</li> <li>- draw a picture using different shapes</li> <li>- combine shapes to create an image</li> </ul>	<p><a href="http://www.tate.org.uk/kids">http://www.tate.org.uk/kids</a></p> <p><a href="https://www.youtube.com/watch?v=FsSg84pZ3_w">https://www.youtube.com/watch?v=FsSg84pZ3_w</a></p>
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<ul style="list-style-type: none"> <li>• <b>to create basic 3D forms</b></li> </ul>	<p>Experiment with different materials to create 3D forms e.g. modelling clay, dough, wooden blocks.</p> <p>Experiment with rolling, pinching and coiling modelling clay to create different effects e.g. pinching to create a frog's eyes and feet.</p> <p>Explore how to use basic 3D shapes to create an object e.g. combining wooden bricks to make a house with a roof on top.</p>	<ul style="list-style-type: none"> <li>- use different materials to create 3D models</li> <li>- roll modelling clay/dough to make a coiled snake</li> <li>- use my hands to roll modelling clay/dough into a ball</li> <li>- pinch a ball of modelling clay to make details</li> <li>- stack and balance wooden blocks to make a structure</li> </ul>	<p><a href="https://www.youtube.com/watch?v=Oka-sK7rqvg">https://www.youtube.com/watch?v=Oka-sK7rqvg</a></p>
<ul style="list-style-type: none"> <li>• <b>to use and describe surface textures on 3D models</b></li> </ul>	<p>Explore ways of creating different textures on modelling materials such as modelling clay or dough.</p> <p>Use a variety of textures for different purposes e.g. slates on a roof, feathers on a bird.</p> <p>Create a model with surface textures.</p>	<ul style="list-style-type: none"> <li>- use hands, tools, objects to create different textures</li> <li>- describe textures of everyday objects/animals</li> <li>- choose different textures to achieve effects</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>to use textures in images</b></li> </ul>	<p>Experiment with creating textures e.g. crayon rubbings from objects in the room.</p> <p>Discuss different textures and how to</p>	<ul style="list-style-type: none"> <li>- select objects that create interesting textures</li> <li>- make a textured image from my chosen object</li> </ul>	



<ul style="list-style-type: none"> <li>• <b>to solve simple design problems</b></li> </ul>	<p>Create a 3D piece of art using different collage techniques e.g. using concertina strips, curls which 'stick out of the paper' etc.</p> <p>Plan and design a drawing of a toy e.g. a sledge in winter, a toy car.</p> <p>Make a 3D creation of their ideas using junk modelling, collage etc.</p>	<ul style="list-style-type: none"> <li>- tear an edge</li> <li>- select appropriate materials</li> <li>- attach materials to create 3D details</li> <li>- make a drawing that represents my idea</li> <li>- make a 3D version of my drawing</li> <li>- question and recognise what works well/not so well</li> <li>- make changes to my idea to fix problems</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>to use technology in art</b></li> </ul>	<p>Use an ipad or camera to take photos of objects, scenes, people, or to record their work.</p> <p>Use the paint program on computer to experiment with line, shape and colour.</p> <p>Use the paint program to create images.</p> <p>Show how to print work.</p>	<ul style="list-style-type: none"> <li>- find and use the camera on an ipad</li> <li>- take a photo using an ipad or camera</li> <li>- change between different colours, lines and shapes using the paint program</li> <li>- create an image using the paint program</li> </ul>	

<b>PRESENTING</b>			
<b>Intended Learning</b>	<b>Suggested Learning Activities</b>	<b>Suggested Success Criteria</b>	<b>Suggested Resources</b>
<p><b>We are learning –</b></p> <ul style="list-style-type: none"> <li><b>how to present work</b></li> </ul>	<p>Discuss and prepare artwork for display working to a checklist of steps e.g. name on their work, which way to hang it, adhesive on the back.</p> <p>Lead a discussion describing how they created their piece of art work.</p>	<p><b>I can-</b></p> <ul style="list-style-type: none"> <li>follow instructions to have my work ready for display</li> <li>contribute to decisions about how artwork should be displayed</li> <li>share my work with a wider group</li> <li>use a range of basic art vocabulary during discussions</li> </ul>	<p>Check-list poster</p>
<b>EVALUATING AND APPRECIATING</b>			
<b>Intended Learning</b>	<b>Suggested Learning Activities</b>	<b>Suggested success Criteria/Assessment</b>	<b>Suggested Resources</b>
<p><b>We are learning -</b></p> <ul style="list-style-type: none"> <li><b>how artwork can generate different feelings/responses</b></li> </ul>	<p>Compare two pieces of artwork and discuss likes, dislikes and reasons for their answers e.g. Picasso portrait compared with a self-portrait by Monet.</p> <p>Produce a piece of art as a response to a particular artist or designer e.g. Ed Emberley cartoon style or Eric Carle.</p> <p>Explore and discuss a display of different textured objects through touch and feel</p> <p>Encourage the use of art vocabulary during discussions.</p>	<p><b>I can-</b></p> <ul style="list-style-type: none"> <li>discuss my likes and dislikes about known artists work</li> <li>begin to give reasons for my opinions</li> <li>use vocabulary to describe different textures/colours/shapes/lines etc</li> <li>answer questions others have about my artwork</li> <li>listen and respond to what others think of my artwork</li> </ul>	<p>Ed Emberley's "Drawing Book of Animals"</p> <p>Eric Carle's "The Very Hungry Caterpillar"</p> <p>Box of different textured items-</p> <ul style="list-style-type: none"> <li>Slime</li> <li>Feathers</li> <li>Rocks</li> <li>Shells</li> <li>Rice/Pasta</li> <li>Metal</li> <li>Plastic</li> <li>Aluminium foil</li> </ul>

	<p>Discuss and offer opinions on their own and others' work</p> <p>Discuss how the art makes them feel and any likes and dislikes, giving reasons to support where possible.</p>	<ul style="list-style-type: none"><li>- accept and respect the opinion of others</li><li>- encourage other artists by giving positive feedback</li><li>- look at others' artwork and ask questions about it</li><li>- say how the art makes me feel</li></ul>	<ul style="list-style-type: none"><li>○ Rubber</li></ul>
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