

Curriculum for Excellence - Art First Level

	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Art	<p>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. EXA 1-02a</p> <p>I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a</p> <p>I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a</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 1-05a</p> <p>I can use exploration and imagination to solve design problems related to real-life situations. EXA 1-06a</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 1-07a</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"> • Records directly from experiences across the curriculum, for example, observes and sketches a view from a window, features of the built environment, pets, self or others. • Presents images and objects created, for example, positions a simple frame over a picture or arranges an object on a simple stand and observes from different angles. • Solves at least one design problem related to real-life, showing some evidence of planning, for example, designs a simple item to be worn on the head or body. • Recognises and names most of the visual elements: line, shape, form, colour, tone, pattern, texture. • Shares thoughts and feelings by expressing personal views in response to the work of at least one artist and one designer. • Shares views and listens appropriately to views of others, suggesting what works well and what could be improved in their own and others' work, using some art and design vocabulary. <p>When creating images and objects to express ideas, thoughts and feelings:</p> <ul style="list-style-type: none"> • chooses and uses technology and a range of media; • shows understanding of basic colour theory, for example, which secondary colours are made from mixing primary colours; • shows some understanding of the qualities and limitations of selected media, for example, uses pencil instead of a large brush to make fine marks, uses chalks instead of pencil to fill larger spaces; • shows understanding of the concept of scale, for example, represents mountains as bigger than people.

Perth & Kinross Council Expressive Arts Framework - Art First Level

CREATING			
Intended Learning	Suggested Learning Activities	Suggested Success Criteria/Assessment	Suggested Resources
<p>We are learning –</p> <ul style="list-style-type: none"> to use different types of lines 	<p>Experiment with a range of different lines using various materials e.g. black pen, charcoal, chalk, black paint with various brushes, etc.</p> <p>Explore and discuss the different types of lines that can be used for different effects e.g. wavy or wet brush line for water, dotted or painted line or smudged charcoal for movement, lines scraped into paint for an exploding volcano.</p> <p>Create an image using various materials and different line effects e.g. draw something moving, create a landscape.</p> <p>Make a string or paper print.</p> <p>Use cut edges and found objects for printing lines e.g. card, cut milk carton edges, cutlery.</p>	<p>I can-</p> <ul style="list-style-type: none"> - choose different materials to create different types of lines - discuss the lines I make and the effects they create - use and combine different types of line in a drawing - create an image using lines - use and combine different types of line in a print 	<p>Pens Charcoal Paints Oil Pastels Chalk Crayon Recycled materials Newspapers Magazines Wool Textiles Straws Various types of tape PVA Glue Maven Medium Glue Scissors Clay Magnum Colour Pencils</p> <p>http://www.tate.org.uk/kids</p>

<ul style="list-style-type: none"> • to develop colour knowledge 	<p>Create a colour wheel with primary, secondary, tertiary and complimentary colours.</p> <p>Experiment with colour schemes and colour choices.</p> <p>Create an image demonstrating understanding of colour mixing e.g. giving only red, yellow and blue paint, have the pupils mix them to create a fuller range of colours to accurately reflect an object/scene.</p> <p>Use tint (adding white) and shade (adding black) to paint a monochrome picture e.g. someone looking at the light at the end of the tunnel.</p>	<ul style="list-style-type: none"> - identify the primary, secondary, tertiary and complimentary colours - create an image using colour mixing - use my knowledge of colour mixing to match what I see - use tint and shade in my work - use tint and shade to show distance near and far 	
<ul style="list-style-type: none"> • use painting techniques 	<p>Experiment with painting techniques –</p> <ul style="list-style-type: none"> ○ Flat wash – fill sections of solid colour ○ Graded wash – one colour fades away into white or another colour. ○ Wet on wet – the paper is wet, the paint is dripping wet and when combined they fill the space 	<ul style="list-style-type: none"> - demonstrate different paint techniques - achieve different effects in my work using different paint techniques - choose specific techniques for effects in my work - discuss my choices - discuss how I created different effects 	

		<ul style="list-style-type: none"> ○ Dry on dry - the paper is dry, the brush is saturated with paint, excess dripped off and then applied to paper, creating a scraping effect ○ Resist technique – use a white crayon on white paper to draw shapes or an image. Paint on top with a flat wash to reveal the image. ○ Impasto – texture painting ○ Flicking – paint on a toothbrush/paintbrush and pull with finger to create flicked paint on the paper ○ Splatting – saturate a brush with paint and shake over the paper ○ Produce a painting that includes large/small scale shapes and thick/thin lines <p>Experiment with different types of paint e.g. tempera, watercolour, colour blocks.</p> <p>Design and cut templates to use for effect e.g. masking an area and flicking paint over the rest of the surface, smudge chalk over torn edges.</p>	<ul style="list-style-type: none"> - create a stencil - create and use a template for special effects 	
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<ul style="list-style-type: none"> • to recognise and use pattern styles 	<p>Explore different pattern styles</p> <ul style="list-style-type: none"> ○ Repeating pattern ○ Rotational pattern ○ Fill pattern ○ Surface pattern <p>Use and apply different pattern styles throughout design, 3D, drawing, painting, printing, collage and technology work.</p> <p>Design and cut stencils.</p>	<ul style="list-style-type: none"> - create a repeating pattern that has more detail - recognise and discuss different pattern styles - create my own patterns using different styles - use different pattern styles to create effects in my work - design and cut a stencil 	
<ul style="list-style-type: none"> • to use collage 	<p>Explore collage materials and their possible uses e.g. create a page of different collaged effects/textures and discuss and describe their possible uses e.g. lolly sticks for a decking, fluffy cotton for clouds.</p> <p>Experiment with magazine cuttings to produce an image e.g. make a city scene, or a face.</p> <p>Produce collages using a selected colour scheme.</p> <p>Using a photo of the pupil, apply collage techniques to create their features on top of the original picture.</p> <p>Create images using 3D collage e.g. a 2D</p>	<ul style="list-style-type: none"> - cut around an image - cut a clean edge - tear rough edges - use magazine cuttings to create images - choose and work to a set colour scheme - create different texture effects 	

	<p>Use ipads or video camera to record work e.g. flip book.</p> <p>Use the paint program on computer to explore line, shape, colour and create more detailed images.</p> <p>Show how to print their work.</p>	<p>create more detailed images</p> <ul style="list-style-type: none"> - begin to follow simple computer processes e.g. printing work 	
PRESENTING			
Intended Learning	Suggested Learning Activities	Suggested Success Criteria	Suggested Resources
<p>We are learning –</p> <ul style="list-style-type: none"> • how to present work 	<p>Discuss and prepare artwork for display working to a checklist of steps e.g. name on their work, which way to hang it, creating different borders, adhesive on the back.</p> <p>Lead a discussion describing how they created their piece of art work with reference to the visual elements.</p>	<p>I can-</p> <ul style="list-style-type: none"> - follow instructions to have my work ready for display - contribute to decisions about how artwork should be displayed - share my work with a wider group - use a range of art vocabulary during discussions 	<p>Check-list poster</p>
EVALUATING AND APPRECIATING			
Intended Learning	Suggested Learning Activities	Suggested success Criteria/Assessment	Suggested Resources
<p>We are learning -</p> <ul style="list-style-type: none"> • how artwork can generate different feelings/responses 	<p>Compare two paintings and discuss likes, dislikes and reasons for their answers. E.g. Mona Lisa compared with a self-portrait by Vincent Van Gogh.</p>	<p>I can-</p> <ul style="list-style-type: none"> - discuss my likes, dislikes, and feelings about known artists work - recognise and discuss different styles of art works 	<p>Art With Mati and Dada – cartoons with a focus on a range of artists such as Kandinsky, Van Gogh etc. https://www.youtube.com/channel/UCR2NIUr0yPuqRxZN</p>

	<p>Produce a piece of art as a response to a particular artist or designer e.g. Kandinsky, Joan Eardley, Charles Rennie McIntosh or Zaha Hadid.</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>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.</p>	<ul style="list-style-type: none"> - give reasons to support my answers/opinions - recreate/apply a key features of a piece of art - use vocabulary to describe different visual elements (e.g. textures/colours/shapes/lines etc.) - answer questions others have about my artwork - listen and respond to what others think of my artwork - accept and respect the opinion of others - encourage other artists by giving positive feedback - use feedback to improve my work - look at others' artwork and ask questions about it 	<p>7ItHog</p>
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