<u>Curriculum for Excellence - Art First Level</u>

	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Art	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 I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a 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 I can use exploration and imagination to solve design problems related to real-life situations. EXA 1-06a 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 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	 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. When creating images and objects to express ideas, thoughts and feelings: 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
	Experiment with a range of different lines using various materials e.g. black pen, charcoal, chalk, black paint with various brushes, etc. 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. Create an image using various materials and different line effects e.g. draw something moving, create a landscape. Make a string or paper print. Use cut edges and found objects for printing lines e.g. card, cut milk carton edges, cutlery.	I can- - 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	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 http://www.tate.org.uk/kid s

a ha davidan salavii	Create a colour wheel with primary,	identify the primary secondary
to develop colour	1	- identify the primary, secondary,
knowledge	secondary, tertiary and complimentary	tertiary and complimentary colours
	colours.	
		- create an image using colour
	Experiment with colour schemes and	mixing
	colour choices.	
		- use my knowledge of colour mixing
	Create an image demonstrating	to match what I see
	understanding of colour mixing e.g.	to mater what i see
		use tint and shade in my work
	giving only red, yellow and blue paint,	- use tint and shade in my work
	have the pupils mix them to create a	
	fuller range of colours to accurately	- use tint and shade to show
	reflect an object/scene.	distance near and far
	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.	
	at the end of the turner	
	Francisco and retails and other trade of	damanaturata different unint
use painting	Experiment with painting techniques –	- demonstrate different paint
techniques		techniques
	 Flat wash – fill sections of solid 	
	colour	- achieve different effects in my
		work using different paint
	 Graded wash – one colour fades 	techniques
	away into white or another	
	colour.	- choose specific techniques for
	Coloui.	effects in my work
	a Met an wet the name is wet	enects in my work
	Wet on wet – the paper is wet,	
	the paint is dripping wet and	- discuss my choices
	when combined they fill the	
	space	- discuss how I created different
		effects

paint over the rest of the surface, smudge chalk over torn edges.

develop drawing techniques	Directed drawing e.g. step by step instructions from teacher to build up an image. Observational drawing e.g. use building blocks to create a small architectural model to draw, use a mirror to draw a self-portrait, or draw from a photograph previously taken by the children. Explore scale and proportion in a drawing. Draw a city scene with large buildings, to which you then add small people in the style of Lowry. Draw the same city but with a large shoe above it – the city then becomes tiny! Imaginative drawing e.g. draw an alien, a spaceship, machines, transport, robots.	 listen and follow instructions to draw an image draw what I see giving more attention to outline shape/proportion/detail draw a picture that demonstrates scale and proportion use my imagination to draw my own ideas and thoughts explain/discuss my choices
use shapes in an image	Combine shapes to draw images e.g. a fantasy castle/spaceships/buildings featuring trapezoids, triangles, rectangles and irregular shapes etc. Draw combined shapes to create 3D effects e.g. using squares and parallelograms to create a 3D cube. Explore how to add light/dark tones and shading to drawings to enhance 3D effects e.g. use a lamp to light simple objects to clearly show pupils where light and dark shadows are created.	 identify and use regular and irregular shapes accurately draw shapes combine shapes to make an drawing demonstrate where to add tone and shading to my drawings to create 3D images

to create 3D models	Explore different ways of attaching parts together while making 3D models from junk materials e.g. adding tabs to join and support, paper mache, pipe cleaners, tape, brass paper fasteners. Use modelling clay/paper mache/modroc/soap to create a 3D structure e.g. animals, people, vehicles. Experiment with different ways to attach clay – slip, score and seal. Make a pinch or coil pot with all round surface decoration.	 use different ways to connect model parts choose the best way to attach my model together roll modelling clay/dough into long lengths use my hands to roll modelling clay/dough into a ball pinch a ball of modelling clay to make details plan and construct my 3D model
use textures in artwork	Add surface texture to drawings, paintings, printing/rubbing and 3D models. Use crayon rubbing to add texture to an image e.g. tree bark Scratch into clay to create slates on a roof Use textured materials e.g. bubble wrap, corrugated paper, cotton wool, textiles. Painting techniques as suggested above	 produce surface texture in my work describe and select different textures for different purposes/effects use tools to create texture

to recognise and use pattern styles	 Repeating pattern Rotational pattern Fill pattern Surface pattern Use and apply different pattern styles throughout design, 3D, drawing, painting, printing, collage and technology work. Design and cut stencils. 	 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
• to use collage	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. Experiment with magazine cuttings to produce an image e.g. make a city scene, or a face. Produce collages using a selected colour scheme. Using a photo of the pupil, apply collage techniques to create their features on top of the original picture. Create images using 3D collage e.g. a 2D	 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

	harbour scene with 3D elements projecting out.		
	projecting out.		
to work to a design brief	Respond to a simple design brief to create an item e.g. a machine for Willy Wonka's factory or a logo using historical symbols such as hieroglyphics and Pictish symbols. Plan, discuss and describe the design features and functions of the created item. Develop a 3D mock prototype of the design using junk modelling etc. Create a simple A7 sized, 10 page flipbook to show movement e.g. a rocket ship blasting off, volcano erupting. Create an A3 storyboard.	 follow and meet a design brief make a plan for a model/sculpture/object/textiles choose materials to make a model/sculpture/object/textiles discuss my choices question and recognise what works well/could be improved make changes to my idea to solve problems use 3D techniques to develop a mock prototype 	
		 tell a story through a moving picture 	
o use technology in art	Use an ipad or camera to take photos of objects, scenes, people, or to record	- find and use the camera on an ipad to take a clear picture	
	their work.		
	Use camera effects to manipulate art e.g.	 use an ipad or video recorder to record my own and others' work 	
	changing photos into black and white or	recording own and others work	
	negatives.	- use different colours, lines and	
		shapes in the paint program to	

	Use ipads or video camera to record work e.g. flip book. Use the paint program on computer to explore line, shape, colour and create more detailed images. Show how to print their work.	create more detailed images - begin to follow simple computer processes e.g. printing work	
PRESENTING Intended Learning	Suggested Learning Activities	Suggested Success Criteria	Suggested Resources
We are learning –	CASSOCIA ECATIONS ACCORDES	I can-	ouggested nesources
how to present work	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. Lead a discussion describing how they created their piece of art work with reference to the visual elements.	 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 	Check-list poster
EVALUATING AND APPR	RECIATING		
Intended Learning	Suggested Learning Activities	Suggested success Criteria/Assessment	Suggested Resources
how artwork can generate different feelings/responses	Compare two paintings and discuss likes, dislikes and reasons for their answers. E.g. Mona Lisa compared with a selfportrait by Vincent Van Gogh.	 I can- discuss my likes, dislikes, and feelings about known artists work recognise and discuss different styles of art works 	Art With Mati and Dada – cartoons with a focus on a range of artists such as Kandinsky, Van Gogh etc. https://www.youtube.com/c hannel/UCR2NIUr0yPuqRxZN

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Produce a piece of art as a response to a	 give reasons to support my 	
particular artist or designer e.g.	answers/opinions	
Kandinsky, Joan Eardley, Charles Rennie		
McIntosh or Zaha Hadid.	 recreate/apply a key features of a piece of art 	
Explore and discuss a display of different		
textured objects through touch and feel.	 use vocabulary to describe different visual elements (e.g. 	
Encourage the use of art vocabulary during discussions.	textures/colours/shapes/lines etc.)	
	 answer questions others have 	
Discuss and offer opinions on their own and others' work.	about my artwork	
	 listen and respond to what others 	
Discuss how the art makes them feel and any likes and dislikes, giving reasons to	think of my artwork	
support.	 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 	