# Curriculum for Excellence - Art Second Level

| | Experiences and Outcomes for planning learning, teaching and assessment | Benchmarks to support practitioners' professional judgement |
|---|---|---|
| **Art** | 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. EXA 2-02a<br><br>I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a<br><br>Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. EXA 2-04a<br><br>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 2-05a<br><br>I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. EXA 2-06a<br><br>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 2-07a<br><br>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 from experiences across the curriculum, showing recognition of detail, for example, observes and captures the detail seen in a natural form, such as a feather or a plant or an interesting personal item, such as a bicycle.<br>• Creates a simple plan that explains how they will investigate and develop ideas in response to a design brief.<br>• Follows a step-by-step process to develop and communicate ideas in response to a design brief.<br>• Recognises and describes the visual elements in their own and others' work.<br>• Selects, presents and discusses relevant information, from a range of sources, about the work of chosen artists and designers, for example, in relation to how and why they have used colour or shape in their work.<br>• Explains, with supporting reasons, what works well and what could be improved in their own or others' work, using appropriate art and design vocabulary.<br><br>When creating images and objects to express ideas, thoughts and feelings:<br>• uses a range of drawing implements to produce specific effects, for example, uses different grades of pencil to create tone or uses pen and ink to create bold line;<br>• shows understanding of the properties of different types of paint such as watercolour, acrylic, poster paint;<br>• shows understanding of the properties of a range of modelling media, through practical exploration;<br>• applies a printmaking process, for example, makes prints from polystyrene;<br>• shows understanding of the differences between media and how media can be combined to create effects, for example, combines wax crayon with water-based paint in a picture;<br>shows understanding of the concept of depth, for example, shows a foreground, a middle ground and a background in a picture. |

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

| CREATING | | | |
|---|---|---|---|
| **Intended Learning** | **Suggested Learning Activities** | **Suggested Success Criteria/Assessment** | **Suggested Resources** |
| **We are learning –**<br><br>• **to produce an observational drawing from a photo** | Draw from a clear, close-up photograph e.g. a cat, an eye, the head/shoulders of a person, a building or landscape making use of techniques such as grid system, plotting/measuring points. | **I can -**<br><br>- plot and measure focal points<br>- use a grid to transfer an image<br>- roughly sketch the main shapes<br>- add detail to my sketch<br>- add tone to my sketch<br>- add colour to my sketch | When using Google Images, choose the google tool settings > Large> Photographs to ensure resources are high quality –<br><br>Pens<br>Charcoal<br>Paints – including acryllic<br>Oil Pastels<br>Chalk<br>Crayon<br>Recycled materials |
| • **to produce an observational drawing of a 3D object or life drawing** | Draw real 3D objects (the actual item, not a photograph) e.g. shells, keys, machines, sweets, toys, fruits, trees, bikes, shoes, blocks, specifically looking at angles, intersecting lines, shapes and shadows.<br><br>Explore the use of tone e.g. light and dark side of an object to create 3D effect, using a lighter tone for items in the distance to give a sense of depth. | - observe and sketch the basic shapes<br>- sketch the angles<br>- sketch where shape outlines intersect<br>- begin to show the effect of light in my art work (light direction, shadows)<br>- use tone to make a shape look solid.<br>- show how tone can be used to create distance in my artwork | Newspapers<br>Magazines<br>Wool<br>Textiles<br>Straws<br>Various types of tape<br>PVA Glue<br>Maven Medium Glue<br>Scissors<br>Clay<br>Paper Mache<br>Utility Knives |

| | | | |
|---|---|---|---|
| | | - explore the use of tone to create a 3D effect<br>- apply shade and tone using a variety of lines creating depth and dimension to the original drawing. | Clay Tools<br>Rolling Pins<br>Cutting Boards and tools |
| | Draw another human being (a partner or model) using gesture drawing (similar to stick figure), rules of proportion, foreshortening. | - demonstrate movements using gesture drawing<br>- check proportions are accurate<br>- use foreshortening to make things look close up/further away<br>- add clothes to the figure<br>- add details to the figure<br>- add tone and shadows to the figure | http://www.beginnersschool.com/<br><br>The V&A Museum Website – https://www.vam.ac.uk/<br><br>http://www.tate.org.uk/kids |
| • **to use scale** | Draw an object using 1:1 scale.<br><br>Use this drawing to explore the use of scale e.g. scale up or down the drawing, using a different ratio.  Scale up for close up (e.g. 2:1), scale down for smaller (e.g. 1:50.)<br><br>Combine two opposite scales to create an image e.g. draw a large scale robot invading the city.<br><br>Explore changing scales using photography, ipads, technology, drawing, sketching, and collage. | - draw an object at its actual size<br><br>- draw a detail of an object at an increased size<br><br>- draw an object smaller than its normal size<br><br>- manipulate scale for creative effect | |

| | | | |
|---|---|---|---|
| • t**o use perspective** | Explore the use of horizon lines, vanishing points and guidelines to create perspective.<br><br>    o   Create a drawing of a landscape showing a river or path winding into the distance and narrowing to demonstrate 1-point perspective.<br><br>    o   Create a drawing of a building using 2-point perspective e.g. 2-point perspective cuboids to which you add windows.<br><br>    o   Practise drawing cuboids below, crossing-over and above the horizon line. | -   use a horizon line in a perspective drawing<br><br>-   use vanishing points in a drawing<br><br>-   use guidelines in a drawing | |
| • **to use depth in a picture** | Create a landscape drawing showing a sense of depth e.g. detailed larger objects in the front of the picture (foreground), medium objects in the middle of the picture (middle ground), and smaller objects at the back of the picture (background.)<br><br>Create a 3D model of city or park with larger objects in the foreground and smaller objects in the background using card, paper, lego etc.<br>Draw a picture showing depth by making | -   demonstrate foreground, middle ground and background in my work<br><br>-   show where, and how to create the illusion of depth | |

| | | | |
|---|---|---|---|
| | | objects at the bottom of the page larger, and objects at the top of the page smaller e.g. penguins on an iceberg. | |
| • **to use proportion** | Draw a human face accurately, using rules of proportion as a guideline e.g. divide the face into horizontal thirds or use the halfway rule.<br><br>Draw an animal or human body accurately using the rules of proportion as a guideline e.g. divide into horizontal thirds - the head/neck/shoulders<br>        torso and arms<br>        hips/legs/feet<br><br>Experiment with changing the rules of proportion to create different character features or animals. | - divide an oval into thirds<br>- draw a vertical centre line<br>- show the forehead and eyebrows in the top section<br>- show the eyes and nose in the middle section<br>- mouth and chin in lower section<br>- divide an oval using the halfway rule to draw an accurate face<br><br>- can change the halfway rule or rule of thirds to alter features | |
| • **to use different art materials for effect** | Use different grades of pencils to create light and dark, experimenting with pressure.<br><br>Use coloured pencil to create different colour effects e.g. experiment with layering colour and cross hatching to create different colour effects e.g. skin colour.<br><br>Create an artwork using charcoal and/or | - use multiple layers of colour to create new colour<br><br>- choose specific materials to create effects in a piece of art<br><br>- choose different media to create a piece of work<br><br>- discuss the difference between the different materials/media and the | |

| | | chalk to create different effects e.g. using the sharp end of the material, the side of the material, blending 2 x colours, smudging. | effects they create |
|---|---|---|---|
| | | | - use art vocabulary when discussing work |
| | | Create an artwork using wax crayon and oil pastels, comparing quality of mark-making. | |
| | | Create an artwork using drawing ink, watercolour paint, block paint, liquid paint or acrylic paint. | |
| | | Create an image using various textiles and fabrics e.g. a rainforest with multiple layers of textured features. | |
| | | Create an artwork using technology<br>  o  use the Smart Notebook to create an artwork using the Smart Board tools<br>  o  project onto the smartboard a photo of a still life object to draw/trace<br>  o  using software apps on Ipad to create an image | |
| | • **to use different techniques for effect** | Create an artwork that demonstrates an art technique e.g. watercolour wash, wet-on-wet, dry-brushing/stippling, flicking, splattering, masking, impasto, collage, mixed media, wax relief etc. | - use a variety of paint techniques<br><br>- choose specific materials to create prints<br><br>- carve a surface for a print |

| | | | |
|---|---|---|---|
| | Create a basic print by printing/stamping a cut shape in foam or rubber onto paper.  This can also be done with organic materials such as leaves, bark etc.<br><br>Create a mono-print by carving an image into a lino, polystyrene or foam surface that shows different line, shape and colour. Consider the effects of engraving and embossing e.g. inking the lines or the surface.<br><br>Create a bi or tri colour print by adding more detail and colours to your print surfaces when reprinting.<br><br>Combine different materials together<br>   o   add water based paint to a wax crayon image<br>   o   add photography to a drawing<br>   o   combine art materials in a drawing/painting/collage<br>   o   use organic materials to make an image<br>   o   draw onto the surface of a print when dry<br><br>Create an artwork in 3D using sculptural and modelling pliable materials<br>e.g. art straws, mod-roc, paper-mache, clay, balsa wood, recycled plastic e.g. bridges, Eiffel Tower, race cars, model garden. | - choose to engrave or emboss<br><br>- use multiple layers of colour to create new colour<br><br>- discuss the difference between the different materials/media and the effects they create<br><br>- choose different media to create a piece of work<br><br>- use art vocabulary when discussing work<br><br>- use a range of materials to construct a 3D artwork<br><br>- create and follow a storyboard<br><br>- design characters for my story – 2D/3D/digital images<br><br>- use apps to animate my work<br><br>- add scenery and backdrops to my animations | |

| | | | |
|---|---|---|---|
| | | Create a storyboard either by drawing, taking photos or using collage. | |
| | | Create a simple animation following this storyboard. Suggested apps – I Stop motion, Shadow Puppet, I Movie, Puppet Pals, Chatterkid, Monkeyjam. | |
| | | Use an app such as Stikbot Studio to create short animations. | |
| | | Use Green Screen to add backgrounds and scenery to animations. | |
| | | Explore different ways to create an animation e.g. green screen, 3D figures such as Claymation, 2D drawings or digital images e.g. paint programme. | |
| | • **to work to a design brief** | Design a logo based on a set theme-<br><br> o design a logo for a 'mock' new local business e.g. a new cinema or sport centre<br><br> o design a logo/poster for a 'live' design brief in a local/national competition for schools  e.g. Fringe Festival, Fair Trade Logo<br><br>Experiment with colour scheme, font size, shape, line quality and overall size | - follow and meet a design brief<br><br>- present different ideas to create a logo<br><br>- create a clear logo<br><br>- select the best design<br><br>- make a plan for a model/sculpture/object/textiles<br><br>- choose materials to make a |

| | | model/sculpture/object/textiles | |
| | Design a functional object based on a theme. These can be shown in a drawing or made in a mini prototype or to actual scale e.g. a skateboard, a football/sports strip, a pair of trainers using pattern. | - discuss my choices<br><br>- question and recognise what works well/could be improved<br><br>- make changes to my idea to solve problems | |
| | Design a 3D functional object based on a set theme e.g. a paper mache bowl, a necklace/bracelet/cuff, a mask, a head piece, space helmet, a pencil pot, a bird feeder, a robot. | - work from a design brief to design and make something in 3D<br><br>- use 3D techniques to develop a mock prototype | |

## PRESENTING

| Intended Learning | Suggested Learning Activities | Suggested Success Criteria | Suggested Resources |
|---|---|---|---|
| **We are learning –**<br><br>• **how to present work** | Prepare completed artwork for display using a backing to create a border or frame, including a name label and if appropriate – a title, materials used etc.<br><br>Present a design made individually, in pairs or in a group to explain the choices made and answer questions from peers or others e.g. HT/DHT, local designers, or members of the community.<br><br>Discuss their own and others' artwork using art vocabulary e.g. discussing visual elements. | **I can**<br>– make decisions about how artwork should be displayed<br><br>– share my work with a wider group<br><br>– explain my design choices and the design process.<br><br>– use art vocabulary when discussing my own and others' work<br><br>– give and receive constructive feedback on my own or other's art or design work. | |

## EVALUATING AND APPRECIATING

| Intended Learning | Suggested Learning Activities | Suggested success Criteria/Assessment | Suggested Resources |
|---|---|---|---|
| **We are learning -**<br><br>• **to expand our range of art vocabulary**<br>• **how artwork can generate different feelings/responses**<br><br>• **explore the techniques and style of different artists** | Create a worksheet, display or presentation to show how the use of the visual elements in an artwork can convey either a story OR a mood/atmosphere.<br><br>Discuss a variety of artworks and their use of the visual elements e.g. curvy lines, thick brushstrokes, dark colours.<br><br>Discuss how the art makes them feel and any likes and dislikes, giving reasons to support their answers.<br><br>Discuss and offer opinions on their own and others' work.<br><br>Create an artwork in the style of an artist studied – either something from the imagination or observational from a photo e.g. a landscape, an animal, a person. E.g. Paul Nash for WWII. | **I can-**<br><br>• identify and talk about the visual elements in an artwork:<br>• Colour<br>• Shape/Form<br>• Texture<br>• Tone<br>• Line<br>• Space/Scale<br><br>- explain how these choices can create mood/atmosphere or help us understand a story/narrative<br><br>- answer questions others have about my artwork<br><br>- listen and respond to what others think of my artwork<br><br>- accept and respect the opinion of others<br><br>- encourage other artists by giving positive feedback | |
| • **to analyse design choices** | Discuss and evaluate the choices made in a piece of popular design and compare and contrast examples:<br>e.g. compare | - use feedback to improve my work<br><br>- use an artist's techniques in my work | |

| | | | |
|---|---|---|---|
| | o 2 x school bags,<br>o a football home and away strip,<br>o 2 x pair of trainers,<br>o 2 x famous logos | - include artists features in my work | |
| | Discuss and evaluate the choices in designs I can see:<br>o pencil cases in class<br>o the school logos or house banners<br>o a school trophy | - identify and talk about the choices a designer makes:<br><br>• Colour<br>• Shape/Form<br>• Patterns<br>• Material | |