**S1 Art & Design Learner Journey**

**S1**

|  | **Learning Intention** | **Success Criteria – learners will be able to;** | **Planned Homework activities** | **Ways to Support Learning at Home** | **Assessment** |
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| **Still Life** | Learn to draw and paint real life objects.  Passport of Skills   * Working with Others | * Draw symmetrically using a smooth light line. * Mix colours to create tone. * Use tone to make objects look 3D. * Use the paint to create the textures of the objects. * Identify strengths and areas for improvement in the artwork. | 1. Tonal shading of shapes. 2. Tonal drawing of a mug.   Both activities use the skills learned in the Still Life project. Learners then transfer these to another drawing material and object. | * Draw from real objects. * Draw and paint using a different art material. * Investigate other artists work and find out about the techniques they used to draw and paint; ie   Paul Cezanne  Vincent Van Gogh  Scottish Colourists | Learner progress is monitored every day in class. Through ongoing dialogue, Learners and Teachers identify strengths and areas for improvement and advice is given.  Throughout the year staff reflect on the level of Learner achievement. This is based on the progress made with class work. This is communicated to Parents/Carers through Tracking Reports, Full Reports and Parent/Carer Evenings. |
| **Bag Design** | Learn to produce an investigation drawing and use this to create design ideas and a final design.  Passport of Skills   * Communication * Managing, Planning, Organising | * Draw a butterfly using oil pastels focusing on symmetry, colour and texture. * Use the oil pastels to recreate the variety of colours and textures in the butterfly. * Create 4 small design ideas for a bag, focusing on the stylisation of shape, pattern, colour and font ideas. * Identify strengths and areas for improvement in each idea. * Experiment with coloured pencils to create a colour scheme for one of the design ideas. Focus on blending colours from one to another and tonal changes. * Create a final bag design using shape, pattern and blended colours. * Identify strengths and areas for improvement throughout the project. | 1. Complete a line drawing of a kitchen utensil. 2. Create a pattern using the drawing of a kitchen utensil.  * Both activities use the skills learned in the bag design project. Learners then transfer these to create another drawing and a pattern using shape. | * Draw from photographs. * Draw in a different art material. * Look at other artists work and their techniques of using oil pastels and coloured pencils; 10 Oil Pastel Techniques – You Tube * Draw an everyday object and then take an area from it and create shapes and repeat patterns. | Learner progress is monitored every day in class. Through ongoing dialogue, Learners and teachers identify strengths and areas for improvement and advice is given.  Throughout the year staff reflect on the level of Learner achievement. This is based on the progress made with class work. This is communicated to Parents/Carers through Tracking Reports, Full Reports and Parent/Carer Evenings. |
| **Printmaking** | Learn to print images.  Passport of Skills   * Taking responsibility * Working with Others * Communication * Managing, Planning, Organising | * Create 4 small ideas for a built environment print focusing on line, shape and pattern. Identify strengths and areas for improvement in each idea. * Select elements from the above ideas and create a final built environment image that focuses on line strength, shape and pattern. * Use a craft knife to cut the above idea into a stencil for printing. * Create a final print that captures bold line strength, shape and pattern. * Identify strengths and areas for improvement in the final print. | 1. Complete a pen line drawing of a building. 2. Create a line drawing of an interior.  * Both activities use the skills learned in the printing project. Learners then transfer these to create another drawing of a building and an interior. | * Draw buildings, built structures and interiors from the real object or a photograph. * Use areas of your drawings of buildings and structures to create new structure ideas. * Experiment with your ideas using line, shape and pattern. * Look at architecture. * Look at the work of other printmakers on Pinterest. * Browse the Glasgow Print Studio website to look at the work of local printmakers. www.gps.co.uk | Learner progress is monitored every day in class. Through ongoing dialogue, Learners and teachers identify strengths and areas for improvement and advice is given.  Throughout the year staff reflect on the level of Learner achievement. This is based on the progress made with class work. This is communicated to Parents/Carers through Tracking Reports, Full Reports and Parent/Carer Evenings. |
| **Clay** | Learn to make a 3D clay model.  Passport of Skills   * Taking responsibility * Managing, Planning, Organising | * Create 6 small design ideas for a Scottish ‘Green Man’ mask using the proportions of the face, facial features and vegetation found in Scotland. * Identify strengths and areas for improvement in each idea. * Select the most successful elements to create your final design. * Use the clay to build up a 3D structure of a mask. * Use the clay to model and mould facial features and vegetation, using clay techniques to create 3D form, pattern and texture. * Identify strengths and areas for improvement in the final model. | * <http://www.stravaiging.com/history/pictish/stones/>   Visit this website and explore the interactive Pictish stone map of Scotland. | * Investigate sites where the Green Man masonry carvings can be found. * Research the work of ceramists to find out which techniques they use to create texture and pattern;   Kate Malone  Keith Brymer Jones  Fenella Elms  Paola Paronetto | * Learner progress is monitored every day in class. Through ongoing dialogue, Learners and Teachers identify strengths and areas for improvement and advice is given. * Throughout the year staff reflect on the level of Learner achievement. This is based on the progress made with class work. This is communicated to Parents/Carers through Tracking Reports, Full Reports and Parent/Carer Evenings. |
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