**S2 Art & Design Learner Journey**

|  | **Learning Intention** | **Success Criteria –**  **learners will be able to;** | **Planned Homework activities** | **Ways to Support Learning at Home** | **Assessment** |
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| **Converse Shoe Drawing** | Learn to draw accurately and in detail showing tone.  Passport of Skills   * Taking Responsibility * Working with Others * Communicating * Planning | * Measure, using grid lines and a pencil to accurately scale a drawing from a photograph of a converse shoe. * Use a variety of light and dark tones to make the converse look 3D. * Blend the tone smoothly in layers of pencil. * Identify strengths and areas for improvement in the drawing. | * Crushed can tonal drawing. * This activity uses the skills learned in the converse shoe drawing. Learners then transfer these to another object. | * Draw from photographs and scale to the exact size. * Draw in different art materials. * Look at other artists work and their techniques of using pencil to create tone; i.e   Leonardo da Vinci  Michelangelo  Paul Cadden  Cath Riley | * 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. * Within each project, Learners are given structures and strategies to self-assess their work, identifying strengths and next steps. * Learners participate in peer-assessment activities including class galleries and providing ‘two stars and a wish’ feedback. |
| **Painted Still Life** | Learn to draw and paint real life objects showing form.  Passport of Skills   * Taking Responsibility * Working with Others * Communicating * Planning | * 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. | * Torn sweetie wrapper line drawing. * This activity uses the skills learned in still life painting. Learners then transfer these to another object drawing from real life objects. | * Draw from real objects. * Draw and paint using different art materials. * Investigate other artists work and find out about the techniques they used to draw and paint; i.e   [Wayne Thiebaud](http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=7&cad=rja&uact=8&sqi=2&ved=0ahUKEwjzxK3ll5TSAhXlC8AKHSO9CF0QFggrMAY&url=http%3A%2F%2Fwww.creativityfuse.com%2F2010%2F12%2Fwayne-thiebaud-cake-paintings%2F&usg=AFQjCNF67wdI-Ge26grQs7h-G02pkEgI9Q)  Ralf Goings  Sarah Graham  Janet Fish |
| **Print Making** | Learn to accurately record line and texture in our drawings when working from a photograph.  Learn to print effectively using the printing equipment and techniques to produce a successful polytile print.  Passport of Skills   * Taking Responsibility * Working with Others * Planning | * Create an investigation drawing with a focus on line and texture that will be suitable to use in a polystyrene print. * Engrave a polystyrene tile using your investigation drawing. * Create a final print using techniques shown to create a final print with even coverage of ink. | * Cross hatch tonal exercise of simple shapes adding dark to light tone to create 3D form. * Set of keys crosshatch drawing. * These activities use the same observational drawing skill used in the tonal drawing completed in class. | * Draw from photographs or real objects. * Experiment with line and texture in your drawing. * Browse the Glasgow print studio website to look at the work of other local printmakers. * Investigate other artists and designers’ work and find out about the techniques they used;   Henri Matisse  Roy Lichtenstein  Elizabeth Catlett  Mark Herald |
| **Textile Design** | Learn to design an outfit working to a design brief using hand-made textile samples.  Passport of Skills   * Taking Responsibility * Working with Others * Communicating * Planning | * Use ‘under the microscope’ images to inspire samples using a range of materials and techniques. * Produce a series of development fashion sketches from these samples in the context of a full outfit. * Design a final outfit from your fashion sketches using the samples as fabric swatches. * Scan or photograph samples to create an alternative outcome utilising digital resources. | * Research the job of either a textile designer or fashion designer and create a job profile considering day-to-day activities, salary and qualifications required to do that job. * This activity contextualises the class-based project and links to the wider world of work. | * Go to Style.com to research other fashion and textile designers considering their inspiration, techniques and materials used;   Iris van Herpen  Alexander McQueen  Anni Albers  Mary White  Kate Louden Shand  Virgil Abloh |
| **Compositional Still Life** | Learn to draw accurately from real life objects within considered compositions.  Passport of Skills   * Taking Responsibility * Working with Others | * Draw objects in a range of materials to show texture, form and tone. * Consider objects within a frame, understanding different compositional techniques. | * Select 3 objects from your kitchen and photograph them on your phone in 3 different compositions, considering a variety of viewpoints and angles. | * Practice drawing from real life objects found at home. * Visit Kelvingrove gallery or other local art museums to see successful still life artworks in real life. |
| **Built Environment** | Learn to create a mixed media skyline in response to a brief.  Passport of Skills   * Taking Responsibility * Working with Others * Communicating * Planning | * Create a concertina sketchbook exploring a wide range of techniques and materials using the stimulus of architecture. * Use line, colour and texture to create stylised drawings of architectural structures. * Refine skills in illustrative drawing techniques. * Work with a community project to produce a piece of artwork that meets their specifications. | * Go for a walk around your street, pick a building and create a 5 minute sketch. Time yourself so that you don’t take longer than 5 minutes. This drawing will focus on shape and line in an illustrative style rather than a photo-realistic style. | * Investigate artists and designers who produce illustrative and/or mixed media works and find out about the techniques they used;   Ann Cowan  Cate Inglis  David Fleck  Alasdair Gray | * This particular project is part of a community arts competition so in addition to assessment strategies mentioned above, Learners engage with peer-assessment activities to select two entries from each class to be taken to local charity to award overall final winner of community competition. |