**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 VinciMichelangeloPaul CaddenCath 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.
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| **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 GoingsSarah 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 MatisseRoy Lichtenstein Elizabeth CatlettMark 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 HerpenAlexander McQueenAnni AlbersMary WhiteKate Louden ShandVirgil 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.
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| **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 CowanCate InglisDavid 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.
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