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| <p>Students will learn about... basic colour theory, colour circle, tints and shades as a colour. How to mix and blend paints. To develop and explore the work of a related group of artists.</p> | | |
| Grade 1-3 | Grade 4-6 | Grade 7-9 |
| <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Produce a colour circle painted in correct order with help. • Produce a painting but will show poor motor skills with paint going over line. • Mix colours but are not able to blend paint together to create illusion of 3D. • To be able to identify complementary colours with help. • To be able to recognise primary, secondary colours and tertiary colours with help. • To understand how to set up and work with paints - mixing and applying paint. • To be able to criticise artists and peer groups. | <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • To be able to recognise primary, secondary colours and tertiary colours. • To be able to identify complementary colours and the effects they have on each other. • To be able to mix tints and shades of a colour. • To understand how to set up and work with paints - mixing and applying paint in a controlled manner. • Understand the use of colour and painting style of a group of selected artists. • To be able to criticise artists and peer group's work using art language. • Produce a colour circles correctly, painting evenly with some level of skill. | <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Produce a colour circle correct with very neat, flat painting showing a high level of control. • Be able to mix and blend colours with a high level of skill demonstrated. • Can use art language in an advanced way to criticise works of art. • To be able to identify complementary colours and use them. • To be able to mix a wide range of tints and shades of a colour. • To be able to recognise and use correctly primary, secondary colours and tertiary colours. • Understand the use of colour and painting style of a group of selected artists whilst being able to name them. |
| <p>Assessment Baseline assessment based upon primary school grades etc. Teacher professional judgement based upon classwork and exams.</p> | | |

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| <p>Students will learn about... basic drawing skills following the theme of still life objects. Leading to studies of a series of completed drawings using line and tonal shading.</p> | | |
| Grade 1-3 | Grade 4-6 | Grade 7-9 |
| <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Draw but have difficulty with drawing accurate shape in line. • Recognise tone visually but their technique with pencil does not explain or show an understanding of different tones. • Produce drawings that looks flat. • Produce drawings that lacks understanding of basic art language. • • Understand the qualities and skills involved in line drawing but do not apply it. • To understand the technical skills involved in chalk drawing but do not apply it. • Develop very basic analysis of drawing and assessment of good and weaker drawing. Peer assessment. • Show some understanding of history of drawing and how artists from past and present use these skills. | <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Be able to understand the qualities and skills involved in line drawing. To draw shape accurately. • To understand tonal shading to create 3D drawings, techniques of gradating tone with pencil. • To understand the technical skills involved in chalk drawing. • Develop analysis of drawing and assessment of good and weaker drawing. Peer assessment. • Show understanding of history of drawing and how artists from past and present use these skills. • Produce an accurate line drawing. • Recognises different tones and blends together with some success. • Uses some art language and is attempting to criticise works of art. • Produce drawings where you can see some form. | <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Can use art language in an advanced way to criticise works of art. • Produce sensitive, accurate line drawing showing variation of line. • Can show a high level of skill when rendering 3D form with tone, excellent pencil technique blending mid/light/dark tone. • Be able to understand and use the qualities and skills involved in line drawing. To draw shape accurately. • To understand and use tonal shading to create 3D drawings, techniques of gradating tone with pencil. • To understand and use the technical skills involved in chalk drawing. • Develop detailed analysis of drawing and assessment of good and weaker drawing. Peer assessment. • Show a high level of understanding of history of drawing and how artists from past and present use these skills. |
| <p>Assessment Baseline assessment based upon primary school grades etc. Teacher professional judgement based upon classwork and exams.</p> | | |

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| <p>Students will learn about... Gargoyles and portrait drawing (head only) going on to working in three dimensions.</p> | | |
| Grade 1-3 | Grade 4-6 | Grade 7-9 |
| <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Draw a head but have difficulty with drawing features in the correct place. • They have applied a limited amount of detail to their studies. • Draw a gargoyle picture that is difficult to define. • Construct with a 3D model that shows basic motor skills due to them having difficulty when modelling and manipulating 3D shapes. • Design basic shape with little decoration. Design development lacks imagination leading to a very basic design. | <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Draw a head with features in the correct place. • Modelled/manipulated shapes in 3D. • Construct a model with some decoration. • Be able to understand how to create a colour for skin. • Be able to draw and make, fine detail like the features and other decoration. • To understand and be able to discuss gargoyles and their purpose in history. • Understand properties of clay, papier-mâché etc. How to prepare it, fire it, all technical and health & safety aspects. • To understand and be able to discuss gargoyles and their purpose in history. | <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Draw a self-portrait that shows similar features to the student. • Produce a high level of skill, imaginative design. • Show high level of skill demonstrated when adding detail to studies. • Produce work that is exceptionally neat and accurate. • Produce a high imaginative, skilfully constructed model with complex decoration. Successfully linked to gargoyle theme. |
| <p>Assessment Baseline assessment based upon primary school grades etc. Teacher professional judgement based upon classwork and exams.</p> | | |