

ART & DESIGN DEPARTMENT

St Mungo's Academy

CURRICULUM for EXCELLENCE



SCOTTISH ARCHIVE PROJECT

PORTRAITURE

SINGLE FIGURE

COMPOSITION

Unit outline

The general aim of this Unit is to develop learners' ability to produce expressive ideas and development work in response to given stimuli. Learners will investigate the things that influenced and inspired artists' work, and develop an understanding of how they have used art materials, techniques and/or technology in their work.

On completion of this Unit, learners will be able to develop their personal ideas and artwork in 2D and/or 3D formats using a range of art materials, techniques and/or technology.

Learners who complete this Unit will be able to:

- 1 Describe the things that have influenced and inspired artists and their work
- 2 Produce creative ideas for expressive art work

This Unit is a mandatory Unit of the National 4 Art and Design Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes department notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work.

Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

The *Added Value Unit Specification* for the National 4 Art and Design Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Art and National 4 Art and Design Course.

Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

National 3 Art and Design Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit.

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Unit Support Notes*

Outcome 1

The learner will:

1 Describe the things that have influenced and inspired artists and their work by:

- 1.1 Describing how artists have used art materials, techniques and/or technology in their work
- 1.2 Identifying the things that have inspired and influenced artists and their work
- 1.3 Expressing facts and personal opinions about the artists' work.

Outcome 2

The learner will:

2 Produce creative ideas for expressive art work by:

- 2.1 Selecting suitable subject matter for an expressive art activity
- 2.2 Using a variety of art materials, techniques and/or technology creatively to represent the subject matter
- 2.3 Producing observational drawings and studies showing understanding of the subject matter and the visual elements
- 2.4 Developing compositions and ideas for expressive art in 2D and/or 3D formats
- 2.5 Using simple evaluation skills in the creative process when developing their expressive art work

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used. Evidence will be a combination of practical, written, oral and/or recorded evidence. Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole by combining assessment holistically in one single activity. If the latter approach is used, it must be clear how the evidence covers each Outcome. In this Unit, learners will be required to provide evidence of:

Describing the things that have inspired and influenced artists and their work using descriptive art vocabulary

Describing how artists have used art materials, techniques and/or technology in their work

Producing a series of observational drawings and studies in response to stimuli

Using a variety of art materials, techniques and/or technology creatively for expressive effect in their work

Exemplification of assessment is provided in the *National Assessment Resource*.

Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

3 Health and wellbeing

- 3.1 Personal learning

5 Thinking skills

- 5.1 Remembering
- 5.2 Understanding
- 5.3 Applying
- 5.4 Analysing
- 5.5 Creating
- 5.6 Evaluating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor.

SINGLE FIGURE COMPOSITION

SCOTTISH ARCHIVE

LEARNING OUTCOMES

Pupils will be able to Investigate and record the figure in positions relating to different human activities and particular surroundings.

Understand figure proportions and its expressive use.

Understand the characteristics of selected materials and mediums.

Investigate and record aspects of tone, texture, expression related to a figure in an environment.

Produce a final piece of work in a figure composition painting or in mix media.

LEARNING ACTIVITIES

Introduction to lesson. Visiting the Mitchell Library. Viewing the materials from the Mitchell Library. Discussion on the selected images and on the chosen theme / chosen title. Pupils will be given a list of titles to select from.

Figure drawing exercises using worksheets on proportion, figure, scale, and figure modules.

Using the collection of magazines pupils will investigate form expression and character.

Pupils will collect images that relate to their chosen title.

Development of the idea, through drawing and painting techniques. Exercises in use of tone, use of colour pupils will,

1. Development of Observational Drawing / Painting studies / Development of Handling skills
2. Selection of the chosen theme, pupils will through juxtaposition / selection of a suitable background for the production of an expressive outcome produce preliminary ideas for a figure composition.
3. Produce studies showing the development of composition, these displaying a variety of techniques and mixed media, prior to a final outcome.
4. Produce a final A2 size
5. Final outcome that displays
 - (a) Expression of Ideas and Feelings
 - (b) Use of Visual Elements
 - (c) Handling of Media
6. Through Critique, Peer assessment, personal statement pupils will evaluate their unit of work

SUCCESS CRITERIA

Pupils have Demonstrated Ability to use the Visual Elements

Pupils have expressed their Ideas and Feelings

Pupils have Responded to Stimuli and produced artwork

Pupils have Shown Evidence of Observation

Pupils have demonstrated control of medium

Pupils have produced art work that communicates their intentions

ASSESSMENT

The primary purpose of C f E Expressive Activity is to be able to express visually ideas and feelings at a personal level, to use visual elements and to handle a range of media. Referring to the Departments statement guide will determine levels on Developing, Consolidating and Secure. Assessment will be based on two A2 size pieces of work that display Investigation & Development and a Final Outcome. Pupils will evaluate their work in the form of a written response and indicate various ways they could alter / change their final idea.

SUBJECT OUTCOMES

Discussion on the work of selected still life artist their place in history The World they lived in. Compare/contrast and discuss the work of the artists. Identify artist's styles, and relate their work to that of the artists. Compare their work with other pupils and discuss .Evaluate their work and the unit of work. To see Connections in this subject to other subjects.

Assessment will be in the form of Questionnaires, notes, and collated visual and written materials. A personal written response on two still life artists, comparing and contrasting their styles and work and relating it to their own.

LITERACY OUTCOMES

Understanding the ways in which Artists have interpreted the figure as a medium for expression

Identify artist's use of the visual elements of colour, pattern, texture tone and form.

Have some knowledge of portrait/figure painting history

Recognise, being able to compare and to discuss the work of selected artists

Pupils have evaluated their expressive unit

Pupils have developed their thinking skills 5.1 Remembering

5.2 Understanding

5.3 Applying

5.4 Analysing Picasso Cezanne Peploe

5.5 Creating

5.6 Evaluating Picasso Cezanne Peploe work



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