

Marking & Feedback.

Record the activity and marking codes for your drawing work in the table below.

Activity:	Achievement Code	Improvement Code
		
		
		
		
		

Make sure you are looking at the marking codes you are getting for each piece of work, focus on your areas for improvement. You should not receive the same improvement code more than twice during the school year.

Drawing achievement codes

F	The shape and proportion is well planned and observed.
A	Good use of space on the page.
B	You have used a good variety of lines.
P	You have looked carefully at what you are doing.
R1	You have used a good variety of tones.
O	Your tone is neat and even.
G	You have shown a good range of textures.
R2	You have put a lot of time and effort into this.
E	You have shown good 3D form.
S1	Beautifully presented work.
S2	Plenty of detail included
!	Try this again- you can do better

Drawing improvement codes

Z	Plan the drawing using lighter lines for accurate shape and proportion.
Y	Work bigger and include more detail.
X	Vary the pressure you use to create different lines.
W	Look more carefully.
V	Use a greater range of tones, both very dark and very light.
U	Apply tone more neatly and evenly.
T	Show more texture.
Q	Spend longer and persevere.
K	Make shapes look more 3D- ask your teacher HOW?
J	Take more pride in the presentation of your work.
C	Keep your pencil sharp for a more defined finish.
L	Keep adding further detail (think tone and texture)
H	Don't press on too hard, avoid heavy outline.
N	Try using directional shading.

Key terms

- **Line**
- **Mark making**
- **Shape**
- **Tone**
- **Texture and pattern**
- **Pencil pressure**
- **Cross hatch / linear shading**
- **Composition**
- **Space / negative space**
- **3D form**
- **1 and 2 point perspective**
- **Depth, foreground, background**
- **Imagination**
- **Observation**



Material world– PAINT

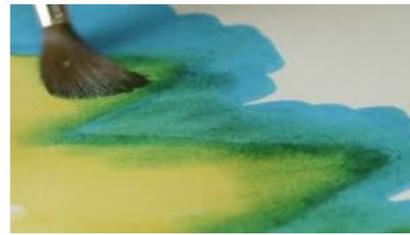
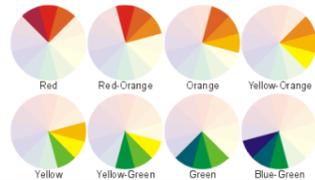
Four strands of learning
1. IDEAS
2. MAKING
3. KNOWLEDGE
4. EVALUATING

Core knowledge / vocabulary

Complementary colour- When placed next to each other, they create the strongest contrast for those two colours.

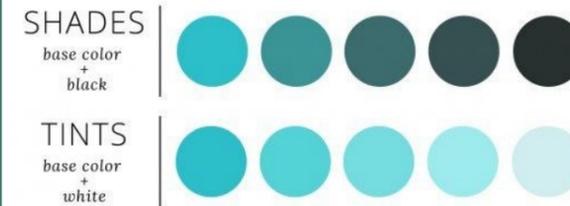


Harmonious colour– Colours that are next to each other on the colour wheel. They usually match well and create serene and comfortable designs



Blending- Smoothing edges of shapes or colours one into the other in order to create a seamless gradation from one to the next.

Tint- In colour theory, a tint is a mixture of a colour with white, which reduces darkness.



Drop Everything and Draw (D.E.A.D) and homework

These are regularly set and assessed over the year to help develop observational drawing skills and to emphasise the importance of continually drawing to improve.

DRAWING HOMEWORKS

- A cuddly toy.
- A unwrapped choc bar.
- Three objects set up.



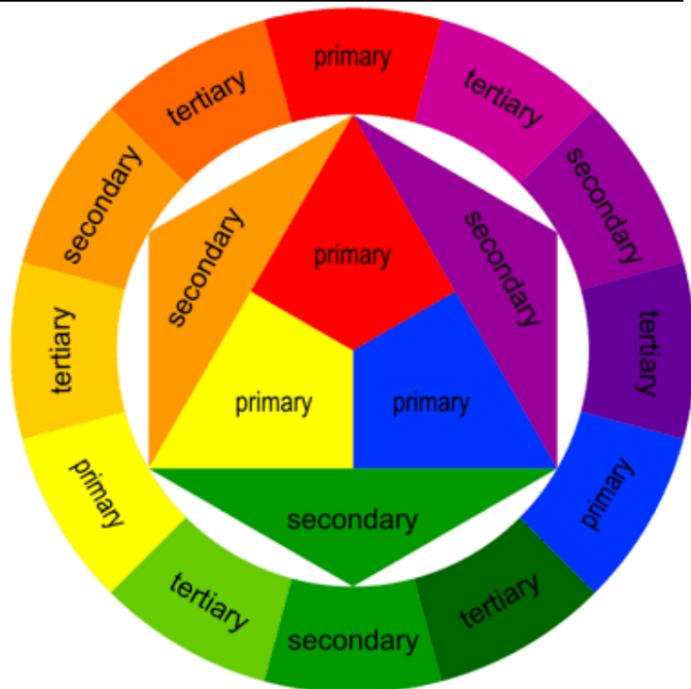
Pattern- a repeated decorative design.



Saturation- the intensity of colour in an image.



COLOUR WHEEL



Responding to art
Knowledge and understanding of artists work and work from other cultures.
Describe the work
Do you like the work? Why? Why not?
How does the work link to your own work? And theme?
Making connections to other artists work
Recognising successes
Recognising areas to improve
Evaluating and reflecting on your individual development.

Key words

Definitions

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Key knowledge / terms

- **Complementary / harmonious**
- **Shades / Tints**
- **Blending / fading**
- **Wash**
- **Thick / thin consistency**
- **Flow**
- **Saturation**
- **Texture**
- **Pattern / marks**
- **Effects**
- **Colour Mixing**
- **Depth, foreground, background**
- **Colour and meaning**
- **Observation**

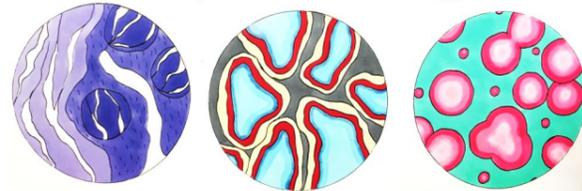


Art Craft rotation

Four strands of learning
1. IDEAS
2. MAKING
3. KNOWLEDGE
4. EVALUATING

UNDER THE MICROSCOPE

Ceramics



Slab building- Process by which clay is flattened with a rolling pin, cut into slabs and then joined together.

Coiling- Process by which long rolls of clay are stacked and glued with slip to

Score and slip- Meaning to join two pieces of clay together by marking the clay and adding



Glazing- process of adding a sort of powdered glass onto the surface of your pot. This will become shiny when fired in the kiln.

Kiln- where the pots are fired to a very high temperature to make them hard.



Responding to art	
Describe (What?)	What is in the images? What is the work made from? What can you say about the look- (texture, colour, pattern?) What do you notice in the work?
Explain (how?)	How was the work made? How do you produce particular effects? How does the work connect to your theme?
Reflect (Why?)	Why have these methods been used? Respond personally to the artwork. Why is it inspirational? What do you like? What would you do differently and why?

Textiles



Embellishment- the process of adding colour, pattern, texture or design to fabric through other materials such as thread, ribbon, sequins, yarns, buttons etc.

Batik- technique of wax-resist dyeing applied to whole cloth, or cloth made using this technique.

Applique- sewing technique that involves stitching a small piece of fabric onto a larger one to make a pattern or design

Moodboard- arrangement of images, materials, pieces of text, etc. to show your ideas/themes.

Pattern- repeated decorative design.

Aesthetics- used when explaining or thinking about the appearance of an object or piece of art.

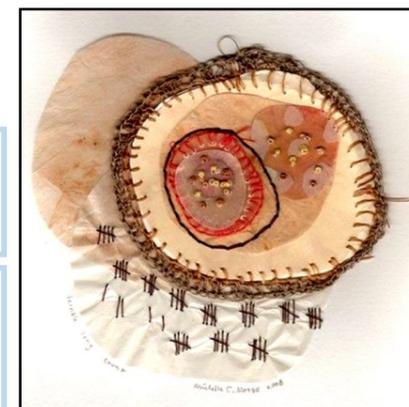


Hand embroidery- decorating fabric or other materials using a needle to apply thread or yarn.

Couching- Thread is laid across the surface of fabric and fastened in place with small stitches of different thread over the top.

AO1	Evaluate	AO2	Refine
	Investigate		Experiment
	Develop		Improve
AO3	Present ideas	AO4	Personal
	Annotate		Conclusion
	Record		Connection

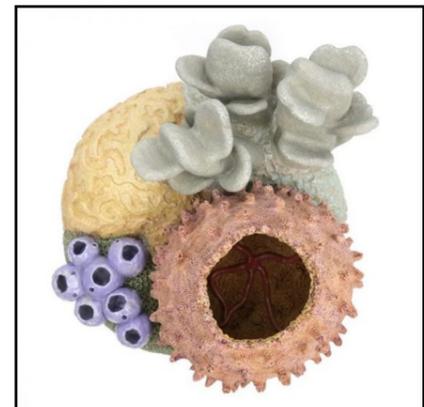
Artists explored in this project



Michelle Moode



Joan Lurie



Courtney Mattison