

Second Level Art and Design

Learner's Comments
Teacher's Comments

Significant Aspect of Learning: Evaluating and Appreciating

- To have opportunities to analyse, explore and reflect

Experiences and Outcomes

- Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 2-05a
- I can respond to the work of artists and designers by discussing my thoughts feelings. I can give and accept constructive feedback on my own and others' work. EXA2-07a

Learning statements

- Select process and present relevant research information from a range of sources
- Demonstrate knowledge of subject matter, media and techniques used by artists and designers and give personal opinions about their work and ideas.
- Describe and evaluate their own and others' work using agreed criteria

Context for Learning (Say): Children looked at 'A Fight' by L.S Lowry. Using the drama convention Mantle of the Expert, the learner took on the role of the artist and answered questions from other pupils in the class.

Context for Learning (Say): Children looked at the work of Scottish textile design company 'Timorous Beasties and Terence Conran. Using the Harvard 'Visible Thinking' routine, 'See. Think, Wonder', they evaluated the textiles designs.

Context for Learning (Say): Children looked at the LS Lowry painting 'Going to the Match', 1953. They commented on the subject matter, techniques and media used in the painting.

Why is the middle of the painting the lightest part?

Is the painting supposed to be funny?

"Yes it is because the man on the left is pulling the man on the right's hat down so he can't see what he's doing. The lady on the right, I made her to look really worried and the man in the left corner is smirking so he is laughing at what is happening.

"I want to try to draw their attention to the middle of the painting because that's where most of the action is."



A Fight 1935, LS Lowry

Where did you get the inspiration from?

"Well I'm from Manchester and when I was growing up there were lots of fights and I wanted to make it a bit funny as well."

The learner has been able to demonstrate the ability to express his thoughts and feelings in relation to this art work. He has demonstrated understanding...

What media did you use to create the artwork?

"Well I got a tube of oil paint and I spread it. I also used a palette knife to take the paint off. I also used the end of the paintbrush because of the thick oil paint so I could make nice lines. I used 5 colours and I used white to make things stand out, I also outlined parts of my painting, to make it stand out in black."

"I see warm colours, jaggy flower at the end of the picture. I think the designer smudged it to make it look like steam. I wonder where they got this idea from?"



Used with permission of Timorous Beasties

"I can see spinning wheels, dots, thick and thin lines, and warm colours. I think the 9 circles looks like a spider's web. It looks like a leopard print, like a zebra's skin. They did not use a ruler; it is messy. I wonder why they have used lots of patterns and lines and if they used a roller to do the lines."



Terence Conran Chequer 1951
© Victoria and Albert Museum,

The learner has been able to use a range of vocabulary to describe the different visual elements used by the designer. The learner has used a 'visible thinking' approach to explore the artwork and share ideas

It looks like it is about people going to a football game. There is a sign on the building that says 'football club'. There are lots of people walking towards a stadium.

I think Lowry has used oil paint because it looks really thick. I think he has used the back of his paintbrush to make lines and he has used his thumb to smudge the colours in the sky. I think he started with a blob of white on the canvas and then built up the details.



Going to the Match, 1953 LS Lowry

The learner has been able to explain the techniques and media used in the painting. They have expressed in their own words how this influences the mood and atmosphere of the painting

I think he has used dull colours to show that is a gloomy day. I notice that the buildings in the background are lighter to show depth.

Second Level Art and Design

Learner's Comments
Teacher's Comments

Significant Aspect of Learning: Evaluating and Appreciating

- To have opportunities to analyse, explore and reflect

Experiences and Outcomes

- Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 2-05a
- I can respond to the work of artists and designers by discussing my thoughts feelings. I can give and accept constructive feedback on my own and others' work. EXA2-07a

Learning statements

- Select process and present relevant research information from a range of sources
- Demonstrate knowledge of subject matter, media and techniques used by artists and designers and give personal opinions about their work and ideas.
- Describe and evaluate their own and others' work using agreed criteria

Context for learning (Do):
Having experimented with press printing in the classroom the learner showed his parents how to make a print at a 'teach the parents day'.

Context for learning (Make and Say):
The children created black line drawings of Ancient Greek pots. Half way through the process the children peer assessed each other's work and made suggestions on how to improve.

"You need to make sure there is enough paint on the roller. Roll it over the polystyrene until there are no white bits left. You put it on the paper in the middle. You roll it over with a clear roller and then you take it

"You need to lean hard on the polystyrene to make it deep for when put the paint on."

"Well done, you repeated the pattern across the pot. Space out your pattern to keep it neat and try to add more detail in your pattern. You should work on a variety of patterns."

"I have drawn the figures in correct proportion. Next time I would use more interesting lines to add detail. I could also have used different thicknesses of line."

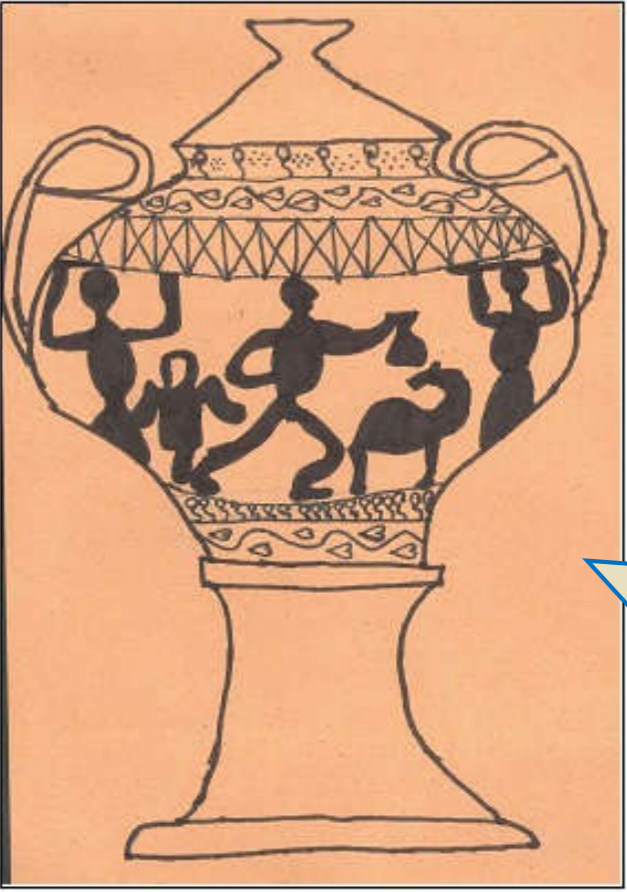
"I spaced out my designs at the bottom of my pot because the designs at the top were too squashed. I should have spaced my designs out more. I like the patterns on my pot. I used the waves I drew on my textile design picture."



Print learner made with his parent



Peer's pot drawing



Learner's pot drawing

The learner has demonstrated a clear understanding of the principles of the press printing process and in an unfamiliar context was able to teach his parent how to do it.

The learner has achieved Second Level, as he was able to provide informed comments about his own work and the work of others based on his knowledge of how line and pattern is used effectively in design. There is also evidence of the child researching information from initial sketches in his final design.