



L/O To be able to work in the style of an artist and add pattern and detail successfully.



Success criteria:

AO1 Criteria 1
Develop ideas through investigations, demonstrating critical understanding of sources.

Grade 2: Become aware of the basic construction of ellipses and cylinders and learn how to accurately represent these through drawing.

Grade 3: Use different materials with some control to demonstrate the Visual Elements – LINE, TONE, SHAPE, FORM, SPACE, COLOUR, PATTERN and TEXTURE

Grade 4: Generally consistent observation and control in the application of media to demonstrate the Visual Elements – LINE, TONE, SHAPE, FORM, SPACE, COLOUR, PATTERN and TEXTURE

Challenge:
• Use watercolour paints

Extension: Evaluate your work by completing the WWW and EBI using GM language

KEY WORDS
tone shape
line mark
making
pattern
proportion
accuracy
Blending,
Shade, Light,
Texture,
Observation,
Design,
Imagination,
Colour
Wash,
Accurate,
Image,
Repetition

Ola Liola

Due to my obsession with tiny details and complex patterns I have developed my own unique and modern illustration style. My illustrations are hand drawn. I use water colours and ink with an occasional pencil and Radiograph lines which gives my work a finished and precise look.



KEY WORDS
tone shape
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Evaluating my work using GM language

WWW: _____

EBI: _____

Name: _____

Target Grade: 2/3

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Evaluating my work using GM language

WWW: _____

EBI: _____

Name: _____

Target Grade: 3/4

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Evaluating my work using GM language

WWW: _____

EBI: _____

Name: _____

Target Grade: 4

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KEY WORDS
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Evaluating my work using GM language

WWW: _____

EBI: _____

Name: _____

Target Grade: 2/3

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Evaluating my work using GM language

WWW: _____

EBI: _____

Name: _____

Target Grade: 3/4

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Evaluating my work using GM language

WWW: _____

EBI: _____

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Target Grade: 4

Growth Mindset language in marking

Example:

I have used a variety of different colours to show tone and contrast, this is because i understand effort is the key to success

Or

I have acted upon feedback by taking my time on my work and paying extra attention to the presentation of my work

| | | | |
|----------------|-----------|--|---|
| I Name..... | | Target | |
| Topic | Well done | Motivation Grade | |
| Autumn 1 | | To work towards a level • • Date..... | Teacher Approval <input type="checkbox"/> |
| Autumn 2 | | To work towards a level • • Date..... | |
| Spring 1 | | To work towards a level • • Date..... | |

- using watercolour/pencils/oil pastels to show blending
- using a range of highlights and shadows to create tone
- adding details
- challenged yourself to blend over any white areas
- showing good control over materials
- creating a good layout

1. WWW.... (specific comment on what student has achieved) followed by, this is because...

- ...I show resilience when faced with a problem
- ...I take on challenges
- ...I learn from mistakes
- ...I accept constructive criticism
- ...I try to find solutions
- ...I understand effort is the key to success
- ...I show persistence
- ...I admit and correct mistakes
- ...I act upon feedback
- ...I show willingness to take risks
- ...I try different strategies
- ...I demonstrate a desire to learn
- ...I show an interest in the work/subject
- ...I repeat the techniques I have learnt that work

Growth Mindset language in marking

| K53 Drama; Pupil Progress-Tracking Sheet | | My drama target grade is: | | | |
|--|----------------------|--|--|------------------|------------------|
| Name..... Group..... Teacher..... | | | | | |
| Topic | Well done for..... ✓ | Even better if..... ↑ | Student Response: How have I responded to this feedback? | Attainment Level | Motivation Grade |
| Autumn 1 | | To work towards a level • • Date..... | | | |
| | | To work towards a level • • Date..... | Teacher Approval <input type="checkbox"/> | | |
| Autumn 2 | | To work towards a level • • Date..... | | | |
| | | To work towards a level • • Date..... | Teacher Approval <input type="checkbox"/> | | |
| Spring 1 | | To work towards a level • • Date..... | | | |
| | | To work towards a level • • Date..... | | | |

1. Even better if I.....

.....add more pattern and detail to my design to achieve a higher level

.... Leave light areas when using tone to show more contrast

...use less water when blending in with a water colours– this will give me more control over my work

....when using colour add light and dark tones to my work and blend them in to each other

- develop skills in blending
- develop your control when drawing outlines of shapes
- be more confident using watercolours/pencils/oil pastels
- work quicker to complete your classwork
- put more effort into the task

Student Response- What **exactly** have you done in response to feedback?

| | | |
|--|------------|---------------------------|
| K53 Drama; Pupil Progress-Tracking Sheet | | My drama target grade is: |
| Name..... | Group..... | Teacher..... |

1. "I have shown resilience by....."
2. "I have taken on the challenge of"
3. "I plan to act on this feedback by....."
4. "I will show willingness to learn by....."

| | | | | |
|----------|-------------------------------|-----------|---|--|
| | | Date..... | | |
| | To work towards a level | | Teacher Approval <input type="checkbox"/> | |
| | • | Date..... | | |
| Spring 1 | To work towards a level | | Teacher Approval <input type="checkbox"/> | |
| | • | Date..... | | |
| | To work towards a level | | Teacher Approval <input type="checkbox"/> | |
| | • | Date..... | | |

1. What have you done well?
 2. How have you done this?
 3. Why did you do this?
- ✓ Good Response= "I have taken on the challenge of developing my blending skills by avoiding showing the brushstrokes. I did it because I needed the colours to look smooth not patchy.

❖ Poor Response = "I have done this by changing my colours" or "I will do this"