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| Year 8 T1 – Art and Design | Art encourages students to be resourceful, critical thinkers and confident communicators who can work with respect, flair and purpose. | | | | | |
| **Enquiry Question: How have different artists investigated identity?** | | | | | | |
| **Unit title: All About me**  Why now? Students will develop their observational skills and learn about the proportions of the face, so that they are able to create an accurate self - portrait. They will then learn how to develop their artwork and make it more personal and symbolic by researching a range of artists. | | | | | | |
| **Knowledge**  Students will know about… | **Application/Skills**  Students will be able to… | Vocabulary  *(Tier 2 and 3)* | Home Learning | Assessment | Extra Resources  Extended Reading | Cultural Capital |
| Rules of proportion and how to produce an accurate portrait/ self portrait.  Develop an understanding of the formal elements in Art such as tone, texture, shape, colour, form and line.  Gain knowledge about the work of other artists and how they have explored their identity through portraiture.  Develop an understanding of symbolism in Art and how to create this in their own artwork.  How artists such as Picasso, Stezaker, Kahlo and Sherman have investigated identity within their art.  How to use a key word, such as distort or exaggerate as a stimulus for their artwork. | Analyse the work of other artists and creatively present artist information.  Use graded pencils when drawing.  Produce and use mark making techniques such as stippling, hatching and cross hatching.  Create a self-portrait with accurate proportions.  How to produce a contemporary self portrait inspired by modern day technology.  Use a grid to aid their drawing.  Make connections to the artists we have looked at  Paint using a monochromatic colour scheme  . | Mark making  Symbolism  Observation  Identity  Evoke  Interpretation  **Formal elements**  **Tone, Texture, line, shape, pattern, form and space.**  **Numeracy**  Proportion  Scale  Perception  Emotion  Expressive  Representative  Feelings  Monochromatic  Observation  Distort  Exaggerate  Professional | Frida Kahlo/ Picasso/ John Stezaker/ Cindy Sherman artist research  Observational drawings.  Collage task | Class discussions about the topic.  Group critiques to assess each other’s work.  Peer assessment.  Written analysis of relevant artists.  Assessment of their final piece in reference to the success criteria. | <https://www.npg.org.uk/>  National Portrait Gallery  <https://www.nationalgallery.org.uk/>  National Gallery  <https://www.fridakahlo.org/>  Frida Kahlo webpage  <https://drawingacademy.com/how-to-draw-a-portrait> - How to draw a portrait  <https://everyonecandraw.net/Portraits%20mix%20and%20match%20sheets.html> – How to draw a portrait  <https://www.npg.org.uk/>  <https://www.tate.org.uk/art/artists/cindy-sherman-1938>  <https://www.npg.org.uk/whatson/cindy-sherman/exhibition/>  <https://www.tate.org.uk/art/artworks/picasso-weeping-woman-t05010> | Take a visit to the National Portrait Gallery and the National Gallery in Trafalgar Square to see a range of amazing portrait artists.  Saatchi gallery/ Tate Modern for Modern Art featuring artists that explore identity in a variety of ways. |