

SCHEME OF WORK	Theme	ME, MYSELF, AND I	Year	8
	Style/period/culture	The self portrait in western European art.	Duration	12wks

IMPACT – Level 4 target objectives: Most pupils

Critical understanding DEVELOP CONTEXT	Creative making EXPERIMENT REFINE	Reflective recording RECORD REVIEW	Personal presentation PERSONAL CONNECT	RRS
I can take creative risks as I explore my ideas. I use appropriate information and resources to develop my work. I can explain how and why my own and other artists artwork is made.	I explore a wide range of appropriate materials and techniques showing adequate control. I can evaluate my own work and other people's work. My observations help refine my own ideas.	I can make notes and record thoughts and observations from primary and secondary sources with relevance to my own.	My outcomes resemble my ideas and demonstrate some control.	Students will learn how portraits can show how people are feeling, their experiences, their jobs, their social position etc and can be a "window" into history and how portraits often the vehicle of the artist in describing deeper meaning. (Article 13, 29)

INTENT – Description of aims and learning targets

Raise student's awareness of the portrait in art as a source of imagery in western art, giving insights into changing social conventions. Pupils to learn that portraits can describe the relationship between the sitter and the artist, sympathetic, formal etc... the use of symbols to represent aspects of the sitter's personality and life. Students to learn how the use of proportion, tone, line, texture & form they may accurately describe their own faces. The effect of light on the face/proportions within the facial structure. Pupils to learn how the face can change as a result of differing emotions, and how features may be distorted and change through ageing. They will understand the differing reasons why portraits were painted, and the techniques used to convey that meaning. Pupils will have organised and well-presented work in their sketchbooks on this theme, including artist studies and self assessment with evidence of development toward a final piece.

IMPLEMENTATION

Students will record and analyse first-hand observations, select from experience and imagination, and explore ideas for different purposes and audiences. Discuss and question critically and select from a range of visual and other information. They will evaluate their own and others work, express opinions and make reasoned judgements. Adapt and refine their work and plan and develop it in the light of their own and others work. Students will extend their experience of a range of materials and processes, including drawing, refining their control of tools and techniques, and experiment with and select methods and approaches. Students will analyse the visual and tactile qualities of materials and processes and how these can be manipulated to match ideas, purposes and audiences.

KEYWORDS/CONCEPTS **ILLUSTRATIVE EXAMPLES: Artists works**

Portrait, composition, Facial expression, proportion, line, tone, texture, form, realism, light source, observation, three dimensional, features, chiaroscuro, distortion, caricature	Carravaggio 'The supper at Emmaus' Rembrandt 'self portrait in fancy dress' et al (age comparison) Gainsborough 'Mr. & Mrs. Hallett' (wealth) Millais 'the princess in the tower' (emotional expression) Gheeraerts 'queen Elizabeth 1st' (symbols of wealth/position) Munch 'the scream' (distortion/emotion) Hans Holbien 'The Ambassadors'
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Thinking skills	Identify problems create ideas plan and try options apply methods to solutions
literacy	Speaking & listening reading use writing frames
Assessment for learning	Individuals set targets meet targets review work identify strengths & weaknesses
ICT	Search and select info. Combine images/text Manipulate imagery
Motivation, engagement	Choice Active learning engaging subject matter nurturing intrinsic motivation
Numeracy	Calculating (scaling up etc) handling data

SCHEME OF WORK	Theme	JUXTAPOSITION	Year	8
	Style/period/culture	Surrealist art and contemporary advertising.	Duration	12 wks

IMPACT – Level 4 target objectives: Most pupils

Critical understanding DEVELOP CONTEXT	Creative making EXPERIMENT REFINE	Reflective recording RECORD REVIEW	Personal presentation PERSONAL CONNECT	RRS
I can take creative risks as I explore my ideas. I use appropriate information and resources to develop my work. I can explain how and why my own and other artists artwork is made.	I explore a wide range of appropriate materials and techniques showing adequate control. I can evaluate my own work and other people's work. My observations help refine my own ideas.	I can make notes and record thoughts and observations from primary and secondary sources with relevance to my own.	My outcomes resemble my ideas and demonstrate some control.	Students will see the connections between surrealist ideas and contemporary advertising and how they communicate to a global audience. They will articulate their own dreams and nightmares through discussion and in their sketchbooks (Article 13,29)

INTENT – Description of aims and learning targets

Pupils should learn the background and motivations of the surrealist art movement through studying artists work; understand the concepts and conventions of bizarre juxtaposition and change of scale in order to create a surreal effect; understand and use the art specific language in expressing their views in sketchbooks and in discussion; compare examples found in advertising to the work of the surrealists, making connections with their own work (cuttings of bizarre juxtapositions found in contemporary advertising); learn how to express their own dreams and nightmares in written and visual forms; understand the concepts of composition and perspective. Pupils will have well presented and organised work in their sketchbooks that shows the progression of their ideas, reviewing of their own work, and development of a final piece idea. Pupils will have a final piece of work (teacher to decide which medium eg Painting, ICT etc) that is influenced by surrealist artistic conventions and draws on their own experiences of dreams and nightmares.

IMPLEMENTATION

Students will record and analyse first-hand observations, select from experience and imagination, and explore ideas for different purposes and audiences. Discuss and question critically and select from a range of visual and other information. They will evaluate their own and others work, express opinions and make reasoned judgements. Adapt and refine their work and plan and develop it in the light of their own and others work. Students will extend their experience of a range of materials and processes, including drawing, refining their control of tools and techniques, and experiment with and select methods and approaches. Students will analyse the visual and tactile qualities of materials and processes and how these can be manipulated to match ideas, purposes and audiences.

KEYWORDS/CONCEPTS **ILLUSTRATIVE EXAMPLES: Artists works**

Surreal, surrealism, juxtaposition, bizarre, laws of chance, dreamlike, imagination, illusion, distort, change of scale, foreground, middle ground, background, composition, photo montage, proportion, sub-conscious	Magritte 'personal values' 'The Explanation' 1954 Chagall 'I am the Village' 1911 John Heartfield 'Adolf the superman swallows gold and spouts junk' 1932 Contemporary Advertising. Dali 'The persistence of Memory'
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