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| Art & Design Investigating&Realising | THEME : Introduction to Portraits and Self-portraits | Class : Year 8 Date : 00/00/00 Dur : 1 hr 5 |
| KEY EXPERIENCES Investigating and responding to a stimulus Using the visual elements Using materials, tools and processes to realise ideas and intentions Appreciating the work of artists, designers, and craftworkers Evaluating work | LEARNING OBJECTIVES <ul style="list-style-type: none"> • To explore and express aspects of their own identity • To explore cultural, religious and ethnic influences on their own identity and the identity of others • To consider ways of visually representing aspects of identity • To discuss portraits and self-portraits by a range of artists | |
| | TEACHING SEQUENCE 00-10 Themed game – All change – to identify similarities & differences within the class. Chairs in circle – anyone who..... (ie, likes football, has a cat, etc) change seats across the room | |
| KEY SKILLS Literacy | Introduce project – to make painted portraits which express our identity 10-25 Look at Portraits powerpoint. Guess about people in portraits - discuss visual clues to their identity, personality – how these have been represented. | |
| VOCABULARY Identity | 25-40 Spider diagram – link to final slide of ppt. Identify factors defining our identity - ideas of how you might represent these in a painting. Ask each person to share one factor and one idea for visual. 40-60 Choose postcard of a portrait, analyse using worksheet. Begin to make a copy– outline drawing – to be painted. Give homework | |
| CONTEXTUAL Range of portraits and self-portraits | HOMEWORK To draw a self-portrait | |
| RESOURCES Portraits powerpoint and data projector, or colour photocopied overheads Postcards | MATERIALS, TOOLS, PROCESSES Drawing | HEALTH & SAFETY Layout of room needs to be considered, in order to play ‘All Change’ – game may need to be modified if room is unsuitable |
| CCT’S Education for Mutual Understanding Cultural Heritage | ASSESSMENT FOCUS | PREPARATION Layout of room |