

<b>Art &amp; Design Investigating&amp;Realising</b>	<b>THEME</b> : Introduction to Portraits and Self-portraits	<b>Class</b> : Year 8 <b>Date</b> : 00/00/00 <b>Dur</b> : 1 hr 5
<b>KEY EXPERIENCES</b>  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	<b>LEARNING OBJECTIVES</b> <ul style="list-style-type: none"> <li>• To explore and express aspects of their own identity</li> <li>• To explore cultural, religious and ethnic influences on their own identity and the identity of others</li> <li>• To consider ways of visually representing aspects of identity</li> <li>• To discuss portraits and self-portraits by a range of artists</li> </ul>	
	<b>TEACHING SEQUENCE</b>  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	
<b>KEY SKILLS</b>  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.	
<b>VOCABULARY</b>  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	
<b>CONTEXTUAL</b>  Range of portraits and self-portraits	<b>HOMEWORK</b> To draw a self-portrait	
<b>RESOURCES</b>  Portraits powerpoint and data projector, or colour photocopied overheads Postcards	<b>MATERIALS, TOOLS, PROCESSES</b>  Drawing	<b>HEALTH &amp; SAFETY</b>  Layout of room needs to be considered, in order to play ‘All Change’ – game may need to be modified if room is unsuitable
<b>CCT’S</b>  Education for Mutual Understanding Cultural Heritage	<b>ASSESSMENT FOCUS</b>	<b>PREPARATION</b>  Layout of room