

<b>TITLE</b>	<b>OPEN UNIT ON HUMAN FIGURES, CLASSICAL, MANGA, DISTORTION,..</b>	<b>TIME various</b>	<b>LEVEL GCSE GCE</b>
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THIS SCHEDULE CAN BE BROKEN UP IN SEPARATE PROJECTS DEPENDING ON THE THEME/PROJECT THE STUDENT GETS ENGROSSED WITH. STARTING POINT IS OBSESSION AND DIFFERENT TECHNIQUES ARE ON OFFER DEPENDING AVAILABILITY OF MATERIALS.

WEEK	CLASSWORK (learning objectives, teaching activities, learning outcomes)
	<p><b>LO</b></p> <ul style="list-style-type: none"> <li>To develop observation skills when collecting information and communicating ideas</li> <li>To develop analytical and intuitive capabilities through the appropriate use of materials, processes and techniques</li> <li>To develop an understanding of the formal elements</li> </ul> <p><b>PROPORTIONS</b> Introduction to the theme of portraiture. Discuss and demonstrate how to construct a portrait using measuring techniques. Try to break preconceived ideas of how a face should look. Pupils will be encouraged to look at detail and use techniques to construct an accurate tonal study of themselves or another member of the group. They will be given a choice from appropriate tonal media available.</p> <p><b>LS: Visual, kinaesthetic, auditory</b> <b>AFL: Verbal feedback, presentation, group work</b></p>
	<p><b>LO</b></p> <ul style="list-style-type: none"> <li>To develop observation skills when collecting information and communicating ideas</li> <li>To develop analytical and intuitive capabilities through the appropriate use of materials, processes and techniques</li> <li>To develop an understanding of the formal elements</li> <li>To develop skills when using digital media and develop an individual response</li> </ul> <p><b>USE OF CAMERA</b> Pupils pictures will be taken using the department digital camera. Each pupil will create a brightly coloured image of themselves created in PhotoShop. They will be shown how to use colour media to recreate the images and will complete a colour image of themselves.</p>

**LS: Visual, kinaesthetic, auditory**  
**AFL: Peer assessment, verbal feedback**

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PHOTOSHOP

Following a demonstration on how to use PhotoShop pupils will produce at least two digital designs of their pictures using PhotoShop to manipulate and change the images. These will be printed out and presented in their sketch book with written information.

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IDENTITY

Pupils will collect images or items that say something about them as a person. Eg: photographs, small items of jewellery, images from magazines, places they have been or would like to go, their favourite food or colour etc. They will construct a self identity photomontage using collage techniques.

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**RESEARCH**

Pupils will research a variety of artists who have used portraits in their work: Examples could include, Archimboldo, Picasso, Bacon, Pop Artists, Frida Kahlo Etc. They can also choose an artist of their choice if they wish. They will develop an artist study that looks at the ways in which the various artists have developed their work. They are expected to try out the artists techniques by recreating some of their work and presenting this alongside information and opinions about the work. Some pupils may focus on just one artist and others may take the opportunity to compare a number of artist styles.

**LS: Visual, kinaesthetic, auditory**  
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**DESIGNING**

Pupils will then develop individual work and designs for a final piece. They will have the option to develop work as: a painting, ICT media, 3D/clay piece, print or mixed media. Discussion and demonstration will be given on each of the techniques and samples tried out before a final decision is made. The final piece should take account of their previous work. It is to reflect their identity as well as taking on some of the characteristics and techniques of the artist's work they have looked at. Pupils should design at least two ideas for their final piece to show that they have reviewed and modified their work.

**LS: Visual, kinaesthetic, auditory**  
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PERSONAL RESPONSE

Using previous knowledge and advice from the teacher pupils will make their final piece or pieces.

Pupils will complete a thorough evaluation of the project that outlines their ideas process and gives insight into how their work has been influenced by other artists.

**LS: Visual, kinaesthetic, auditory**

**AFL: Peer assessment, verbal feedback**

## KS4: KNOWLEDGE, SKILLS AND UNDERSTANDING

1

**EXPLORING AND DEVELOPING IDEAS**

**PUPILS SHOULD BE TAUGHT TO:**

- a record and analyse first-hand observations, to select from experience and imagination and to explore ideas For different purposes and audiences
- b discuss and question critically, and select from a range of visual and other information for example, exhibitions, interviews with practitioners, CDROMs to help them develop ideas for independent work
- c organise and present this information in different ways, including using a sketchbook

**2****USING RESOURCES****PUPILS SHOULD BE TAUGHT TO:**

- a investigate, combine and manipulate materials and images, taking account of purpose and audience
- b apply and extend their experience of a range of materials and processes, including drawing, refining their control of tools and techniques
- c experiment with and select methods and approaches, synthesise observations, ideas and feelings, and design and make images and artefacts

**3****RECORD IDEAS****PUPILS SHOULD BE TAUGHT TO:**

- a analyse and evaluate their own and others' work, express opinions and make reasoned judgements
- b adapt and refine their work and plan and develop this further, in the light of their own and others' evaluations

**4****PERSONAL RESPONSE****PUPILS SHOULD BE TAUGHT ABOUT:**

- a the visual and tactile qualities of materials and processes and how these can be manipulated and matched to ideas, purposes and audiences
- b codes and conventions and how these are used to represent ideas, beliefs, and values in works of art, craft and design
- c continuity and change in the purposes and audiences of artists, craftspeople and designers from Western Europe and the wider world (for example, differences in the roles and functions of art in contemporary life, historical periods in Western Europe, and in different cultures).

**What the unit covers:**

ART	*	LINE	*	TEXTURE	*	PAINTING	*	DIGITAL MEDIA	*	INDIVIDUAL WORK	*
CRAFT	*	TONE	*	SHAPE	*	COLLAGE	*	SCULPTURE	*	COLLABORATIVE WORK	*
DESIGN	*	COLOUR	*	FORM	*	PRINTMAKING		OTHER TECHNIQUES	*	2-D	*
		PATTERN	*	SPACE	*					3-D	*

**Subject area:**

THE HUMAN FIGURE	*	ENVIRONMENTS		FAUNA AND FLORA		EVENTS		FANTASTIC AND STRANGE	*	THE ABSTRACT	*
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**About the Unit:**

Pupils will investigate the theme of the human figure through the exploration of portraiture. Pupils will look at a variety of artists that have used distortion. They will explore line, tone, colour, shape and proportion before developing individual pieces based on their own identity & based on the artists they have studied.

**Expectations: At the end of this unit students will:**

**Most pupils will** have explored a variety of media, techniques and processes. They will have been made aware of both traditional and new technologies and explored relevant images, artefacts and resources relating to the human figure and a wider range of art and design. Students will have responded consistently well to these examples through practical and critical activities, demonstrating their understanding of different styles, genres and traditions. Students will have created a visual diary to record their research, observations, insights, experiments and evaluations. Students will have consistently explored the formal elements of visual language and different ways of working. They will have responded clearly to issues, themes or concepts or ideas, working to a brief. They will have demonstrated their consistent use of viewpoint, composition, focus control, depth of field, movement and narrative using appropriate

	<p>techniques, technologies and equipment. They will show an understanding of the developing, printing, manipulation and production qualities of still and moving images.</p>
<p><b>Where the unit fits in:</b></p> <p><b>GCSE or GCE unit</b> Candidates create a portfolio selected from work undertaken during the course of study including more than one project.</p>	<p><b>Most students will:</b></p> <ul style="list-style-type: none"> <li>- Create a file/sketchbook containing all AO's</li> <li>- explore how the human body has been depicted in different art styles</li> <li>- have created a final piece used knowledge and skills learnt</li> <li>- evaluated and presented their work</li> </ul> <p><b>Some students will not have made so much progress and will:</b></p> <p>have explored a smaller range of media, techniques and processes. Students will have responded reasonably consistently to examples depictions of the human body through practical and critical activities, demonstrating some understanding of different styles, genres and traditions. Students will have created a visual diary to record their research, observations, insights, experiments and evaluations. Students will have explored some of the formal elements of visual language and different ways of working. They will have responded to issues, themes or concepts or ideas and working to a brief reasonably consistently. They will demonstrate their use of techniques, technologies and equipment but inconsistently. They will show a basic understanding of the developing, printing, manipulation and production qualities of still and moving images</p> <p><b>Some students will have progressed further and will:</b></p> <p>have explored a wide variety of media, techniques and processes. Students will have responded confidently and imaginatively to examples of depictions of the human body through practical and critical activities, demonstrating detailed understanding of different styles, genres and traditions. Students will have created a highly developed visual diary to record their research, observations, insights, experiments and evaluations. Students will have explored in detail the formal elements of visual language and different ways of working. They will make an assured response to issues, themes or concepts or ideas and working to a brief. They will demonstrate their creative use of techniques, technologies and equipment. They will show a thorough understanding of the developing, printing, manipulation and production qualities of still and moving images.</p>

PRIOR LEARNING	OPPORTUNITIES FOR OUT OF SCHOOL LEARNING:	OPPORTUNITIES FOR FUTURE LEARNING
Students will build on lessons learned about the human body from KS3.	Students can take their work home when needed.	The knowledge and skills learnt in this unit are vital to forthcoming projects.

RESOURCES	TEACHING STRATEGY	DIFFERENTIATION STRATEGIES
Visual resources – images, key words – sketchbooks, pencils, Variety of materials Scissors Laptop camera	All lessons will incorporate different learning styles and will recap on previous knowledge. Most lessons will contain demonstrations by both teacher and pupils. Assessment in various forms will be included in all lessons.	Less able pupils will concentrate on basic drawing skills, research and presenting their work in a sketchbook.

<p><b>Opportunities to Develop ICT Capability</b>            Pupils will use ICT in this project for research purposes.            Use of the internet to research artists and ideas            Use of ICT software to develop distorted work on portraits            Possible use of ICT software to develop and design final piece</p>	<p><b>Opportunities to Develop Social, Life and Key Skills</b>            Pupils will continually discuss ideas as a group and pupils may be paired according to ability to aid each other.            Pupils will also develop presentation skills.            Exploring ideas, feelings and issues, making a personal response, developing self-esteem, valuing different ideas and respect of others opinions, developing an understanding of how artworks reflect social, political and cultural values.</p>
<p><b>Literacy</b>            Pupils will be expected to analyse and evaluate their own and others work using visual language.            Key words will be displayed throughout all lessons.            Speaking and listening:            Speculate and wonder about            Express views and feelings            Consolidate ideas and understanding</p>	<p><b>Numeracy</b>            Pupils will have to consider space and scale in their work, and proportions if including patterns            Use of measuring techniques when developing portraits            Understanding scale and proportion            Planning repeat print designs (if chosen)</p>



**Health and Safety**

General art room health and safety rules apply