

Topic: Year 9 Pandemic Portraits Autumn Term 1 and 2, 2020

The Formal Elements are the parts used to make a piece of artwork. These were learnt in y7 and first consolidated thematically in y8. This year 9 project embeds them using the assessment objectives of GCSE & A'level for the first time, to introduce that way of working to give a foundation for future exam success. The Art elements are line, shape, form, tone, texture, pattern, colour. They are often used together, and how they are organised in a piece of Art determines what the finished piece will look like. In this project pupils will make a Portrait outcome working with an Artist in Residence [Emily Wilkinson, via grant funding and Meadow Arts] This project is assessed and taught centred on GCSE AND A Level criteria; AO1 [ARTIST & RESEARCH] AO2 [MATERIALS AND TECHNIQUES] AO3 [OBSERVATIONS] AO4 [PERSONAL RESPONSE].

1 term project.

This project enables pupils to extend their existing skills as they follow a structured and guided course. They will be able to experiment and explore techniques, materials and ideas within contemporary Art and Design Portraiture.

Students are working towards creating a portrait that combines text, drawn and painted media to ecocatively capture how they feel, mid a global pandemic.

Students will be developing their thematic response skills started in y8 into more professional working methods, with the aim of achieving a more refined personal response outcome.

Students will gain skills in analysing, researching, recording, developing, making and evaluating their artwork.

Students will explore the fundamentals of composition, proportion and art expressive mark making techniques.

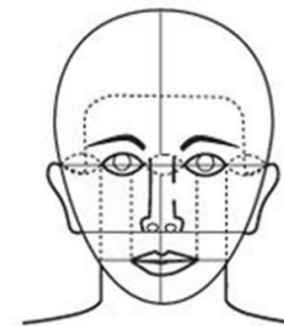
Duration: Autumn Term 1 and 2 APPROX 12 WEEKS



Composite:

A portfolio of work in sketchbooks and A4 and A3 art sheets exploring a wide range of materials and processes.

Final Outcome = self portrait depicting self and own experience of the pandemic, using correct proportion



Key vocabulary:	Core knowledge Components	Powerful knowledge/Skills components crucial to commit to long term memory	Links to previous and future topics
Line Tone Colour Pattern Painting Digital media Composition Text	Learners will be graded as follows: (Grade 7-9) Exceeding expected progress: Some will develop high quality responses INDEPENDENTLY exploring materials and methods. (Grade 5-6) Above expected progress: Most should be able to explore materials whilst developing key skills for their art making (Grade 4) Expected progress: All will develop a series of studies and experiments using different materials, with appropriate reference to the artists cited. Can learners do all of the following, and at a level appropriate to their targets? Intro to project.	Learning how to research an art period, and an individual artist, using an art reference book and / or websites for research How to extend their explorations and writing about an art work using the CFMP format as required at GCSE and A Level [CONTENT FORM MOOD PROCESS]- building on the foundation they made for this in their y8 projects SKILLS and TECHNIQUES: Mindmapping/Moodboards Planning using a range of different ideas Based on artist research	<ul style="list-style-type: none"> • Basic Skills Y7 Colour Line Tone Colour Shape Pattern • Y8 3 thematic projects – use learning on artist research as foundation to build from – extends quality and depth of artist research in this projects art analysis. • Skills CW project in y10 – analytical drawing, proportion

<p>Font</p> <p>Line weight</p> <p>Expression</p> <p>Personal</p> <p>Experience</p> <p>Capture</p> <p>Pandemic</p> <p>Emotion</p> <p>Isolation</p>	<ul style="list-style-type: none"> ✓ Develop a range of starting point mind maps for the theme “Pandemic Portraits” ✓ Imagery detailing the different types of portraits explored – both collected, researched from artists and made by the learner themselves ✓ Mark making and portraiture experiments in the style of researched artists from: Micheal Volpicelli, Mark Powell, Terry Bradley, Frida Kahlo, Shepard Fairey, Reza Abedini ✓ Presentation in sketchbook / display sheets, to GCSE criteria ✓ How to draw a portrait in proportion to develop basic portrayal skills. ✓ Draw from artist images accurately, as transcription and expressively interpreting and applying their styles, themselves ✓ Learn and use graphite transfer to record own portrait photograph ✓ LAC = Learn and use expressive language and font style and size to record own pandemic experiences, to date. ✓ Employ LAC outcome within own portrait response ideas – create a range of initial ideas from which to select and use as personal response. ✓ Create a creative portrait response to show culmination of learning, responding to the theme and employing the style of at least one artist studied, in combination with your own ideas. <p>TIMELINE Artists/BAME:</p> <p>Emily Wilkinson, Other artists that students research and bring in. Micheal Volpicelli, Mark Powell, Terry Bradley, Frida Kahlo, Shepard Fairey, Reza Abedini</p>	<p>Different styles of self portrait planning, in the style of various different artists</p> <p>Practical use of materials to do: Graphite transfer, line drawing, water colour wash, line work in diverse ways, mixed media collage.</p> <p>Recreate and experiment with given artists techniques</p> <p>Mounting up and annotation for presentation</p> <p>Evaluation of finished outcomes</p>	<p>and drawing skills introduced here, and extensive art analysis research and writing – that will be returned to in future GCSE projects, for consolidation.</p> <ul style="list-style-type: none"> • GCSE Exam work – any topics related to depicting the self/others through portraiture, artist analysis, design for outcomes [AO4], and the application of artist/designer research in a personal outcome.
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