


UNIT OVERVIEW


Year 10 Term 4,5,6

Unit Title: Portraiture and Figures		Guideline Time:
Assessments:	In Component 1 (portfolio) students develop responses to initial starting points, project briefs or specified tasks and realise intentions informed by research, the development and refinement of ideas and meaningful engagement with selected sources. Responses will include evidence of drawing for different purposes and needs written annotation. 96 marks 60% of the overall grade.	<p>VIPS (Very Important Points):</p> <p>When studying GCSE art a number of secondary factors come into play at GCSE which you must be prepared for, e.g. producing pieces of art with a message or meaning, understanding the history of art and the different genres and mediums, as well as being able to analyse works by others in great detail.</p> <p>You must be inclined to analyse what you see and to experiment with various styles and medium. However, this might add to the appeal when it comes to someone who isn't necessarily 'naturally gifted' as an artist.</p> <p>The definition of art is that it is "the expression or application of human creative skill and imagination, typically in a visual form such as painting or sculpture, producing works to be appreciated primarily for their beauty or emotional power."</p> <p>The key words here are 'visual' and 'emotional', which seem to sum up what the examiners are looking for when awarding the top grades in this subject. If you can evoke a range of feelings with the sight of one single artistic creation, then you are on your way to fulfilling the requirements set out by the curriculum.</p> <p>Your GCSE art portfolio should, however, be a good representation of your academic journey in this subject. For instance, you should ensure that it responds in some way to a theme, subject, task or brief set out by your course and that it provides evidence of how you have engaged with this subject matter and how you came to your final piece. Your intentions, therefore, should be made completely visible so the examiner can recognise them.</p>
Links to prior learning:	<p>In KS3 students will have already explored themes and art work linked to expectations for the 4 assessment objectives. KS3 projects have developed the use of personal sketch book. Student will have already worked through elements of the GCSE assessment objectives.</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	
Character/Wider development:	Students will make connections between knowledge, understanding and skills when engaging with sources such as the work of artists, craftspeople and designers and when applying working methods and processes appropriate to one or more of: a starting point, stimulus or issue-based concern a design brief or problem requiring a solution a task which specifies an outcome such as an image, artefact or product.	

OVERVIEW OF TEACHING SEQUENCE

Sequence	Learning Focus or Key Question	Learning Outcomes	Key Words	Depth of Learning	Misconceptions	Activities
Mark – making techniques Black media, exploration of faces Zentangle faces Figures from a unusual angle Foreshortening 4 famous portraits Peter Howson Portraiture artist research Animal portraiture Personal research Photography	Is the subject matter you have developed relevant to the brief? Does the work produced have an aesthetic quality? How does the research (including artists) develop your ideas? Have you taken photographs and created first hand drawings? Have you tested materials to refine your skills? Is there evidence of enough	<ul style="list-style-type: none"> Actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds. Develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products. Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills. 	To fully understand and successfully achieve on your GCSE Art course you will need to be familiar with these specialist words and be able to explain their meaning: 2D Formal Elements: Key words that can be applied and used to describe art and design such as drawing, painting, print-making, collage, photography and graphics (Line/Tone/Texture/Shape/Pattern). 3D Formal Elements: Key words that can be applied and used to describe art and design such as sculpture, furniture, architecture and millinery (Structure/Form/Volume/Balance/Surface) Colour: Chromatic values in terms of scientific, mechanical and expressive qualities(primary/secondary/tertiary /complementary/ simultaneous/contrast/ hot & cold/earth) Composition: Ways of arranging, organising and laying out elements in a piece of art and design to suggest different visual ideas and meanings. Analyse: Examine methodically and in detail, typically in order to interpret. Annotate: Note added to drawing, image or text for explanation or comment. Apply: Put skills/knowledge / understanding into action in a particular context.	Students must develop and apply the knowledge, understanding and skills within the context of fine art practice. Students may work in any medium or combination of media. Students must develop and apply relevant subject-specific skills in order to use visual language to communicate personal ideas, meanings and responses.	Writing in GCSE is necessary through: Annotations are written explanations or critical comments added to art or design work that record and communicate your thoughts. There are several reasons annotation may be used, for example to: analyse the work of an inspirational artist or designer record a technique record ideas explain the thinking behind an idea analyse the success of a technique, idea or composition explain how a particular artist or designer's style or technique has influenced your work. Annotations can be used for your own reference, e.g. to	

<p>Artist related focus</p> <p>Personal interpretation</p> <p>Final piece</p> <p>Andy Warhol : Marilyn Monroe</p>	<p>research and preparation?</p> <p>Have you reviewed your work as it developed?</p> <p>Have you referenced your ideas through annotation?</p> <p>Who were your chosen artists, art movements and artworks?</p> <p>What are your opinions of these artworks and how did they influence you?</p> <p>In what ways did social influences and cultural influences impact on the artworks?</p> <p>How did you use aspects of this knowledge in your own work?</p> <p>What subject matter, materials</p>	<ul style="list-style-type: none"> •Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence. •Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent. •Develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures. •Develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries. •Develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work 	<p>Appropriate: Selection and use of materials, equipment and processes in ways that reflect a creative aim, brief or theme.</p> <p>Coherent: Logically or aesthetically consistent and holding together as a harmonious or credible whole.</p> <p>Confident: Demonstrate secure application of skills or processes.</p> <p>Creative: Using techniques, equipment and processes to express ideas or feelings in new and engaging ways.</p> <p>Compare: Identify the main factors relating to two or more items/situations, and explain the similarities and differences, and in some cases say which is best and why.</p> <p>Competent: Having the necessary skill or knowledge to do something suitably or sufficiently, in amount or extent.</p> <p>Comprehensive: Full, covering a range of factors, related to goals, briefs or objectives.</p> <p>Consistent: Able to reliably repeat an action that progresses towards achieving an aim.</p> <p>Define: State or describe exactly the nature, scope or meaning of something.</p> <p>Demonstrate: Carry out practically.</p> <p>Describe: Give a clear description that includes all the relevant features – think of it as 'painting a picture with words'.</p> <p>Develop: Bring out potential.</p> <p>Discuss: Consider different aspects of a topic and how they interrelate and the extent to which they are important.</p> <p>Effective: Show control over techniques, equipment and processes to efficiently</p>	<p>Students study how sources inspire the development of ideas, relevant to fine art including:</p> <p>how sources relate to individual, social, historical, environmental, cultural, ethical and/or issues-based contexts.</p> <p>How ideas, themes, forms, feelings and concerns can inspire responses that are primarily aesthetic, intellectual or conceptual.</p> <p>The ways in which meanings, ideas and intentions relevant to fine art can be communicated including the use of:</p>	<p>make a note of how you achieved a technique, or to record an idea you might like to try later.</p> <p>They can also be used to communicate information to the examiner that will help explain your thoughts and decision-making processes.</p> <p>Using annotations can demonstrate evidence of planning, decision-making and problem-solving ability, which will all contribute towards your assessment.</p>	
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<p>and techniques did you select?</p> <p>How did you develop and improve your compositional ideas?</p> <p>What were the challenges and how did you respond to them?</p> <p>How did your skills develop during the project?</p> <p>How have you used formal elements such as line, tone, colour and shape?</p> <p>What materials did you use, and why?</p> <p>What meaning and messages did you want to convey and were you successful?</p>	<p>demonstrate safe working practices in art, craft and design.</p> <ul style="list-style-type: none"> •Use of media and materials, as appropriate to students' personal intentions, for example: charcoal, pastels, pen and ink, crayons and pencil watercolour, gouache, acrylic, oil paint, clay, wood, different papers and surfaces on which to work. 	<p>meet the details and broad aims of a requirement.</p> <p>Evaluate: Bring together all information and review it to form a conclusion, drawing on evidence including strengths, weaknesses, alternative actions, relevant data or information.</p> <p>Explore: Try out the qualities of materials, techniques or processes through practical investigation, with some record of results.</p> <p>Imaginative: Develop ideas and concepts in new, engaging and inventive ways.</p> <p>Independent: To complete some work on your own, by yourself, separate from other people.</p> <p>Investigate: Test the qualities of materials, techniques or processes through practical exploration, keeping outline records of results.</p> <p>Justify: Give reasons or evidence to support an opinion.</p> <p>Refine: Improve initial work taking into account feedback and aims.</p> <p>Review: Assess formally with the intention of instituting change if necessary.</p> <p>Select: Choose the best or most suitable option.</p> <p>Contextual: Connections made to the work of other artists from different and similar times, places and cultures.</p> <p>Skilful: Control and manipulate materials, techniques and processes with a high level of understanding, ability and control.</p>	<p>figurative representation, abstraction, stylisation, simplification, expression, exaggeration, imaginative interpretation and visual / tactile elements, such as: colour line form tone texture shape composition rhythm scale structure surface.</p> <p>Within fine art, students must demonstrate the ability to: use fine art techniques and processes, appropriate to students' personal intentions.</p>		
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