



<p>Overview</p>	<p>This unit introduces the students to a variety of media and aims to enthuse and encourage all students with high quality outcomes focusing on portraiture. Students will discuss and debate how identity can be presented in contemporary artwork to convey different messages related to societal ideologies. In the unit, students will create portrait drawings on a variety of surfaces developed through the work of artistic practitioners</p> <p>By the end of this unit, students will develop:</p> <ul style="list-style-type: none"> • Different creative methods to respond to a variety of artists exploring the theme of Identity. • Dexterity through the their control of materials • An ability to capture their own images in the style of other practitioners to create personal responses • Application of mixed media surfaces
<p>Assessment</p>	<p>Each half term, students will be assessed on their technical skill, ability to explore materials and critical analysis of the work of artists.</p> <p>By the end of the unit students will understand:</p> <p>Technical skill:</p> <p>Students will gain an ability to record a portrait accurately, with correct proportions, in a range of materials and techniques (biro, pencil and mixed media)</p> <p>Exploring materials:</p> <ul style="list-style-type: none"> • Effectively apply a range of creative and technical skills, experimentation and innovation to develop and refine work. • Demonstrate an understanding of visual language, technique, media and contexts <p>Critical analysis:</p>

	<ul style="list-style-type: none"> • Demonstrate elements of critical investigation and understanding of sources to develop ideas convincingly through class discussion and the creation of artist research pages Alexandre Farto (Vhils) and Delita Martin and making connections to other portrait artists such as Chuck Close and Delita Martin. • Demonstrate an understanding of visual language, technique, media and contexts
Key words	<p>By the end of the unit students should know the following key words:</p> <p>Mid tones, shadow, highlight, background, midground, foreground, texture, pencil pressure, layers, flowing, delicate, simple, bold, thick, thin, expressive, chaotic, subtle, contrasting, muted and dramatic, surface, mixed media, rough, fine, smooth, coarse, uneven, positive and negative space, composition, scale, perspective, layers, realistic, hyperrealism, photorealism, cast shadow, form, construction, reflection, weight, line, contour, space, proportion, accuracy, identity, self, portrait, features, street art, found materials, reclaiming, advocating, generations, human spirit, transition, memory, traditions, conceptual, age, controversial, political, cultural, emotional, spiritual, ethnicity, economic background, sexuality, gender, familial, religion, relationships, class, geography, discrimination, prejudice, physical appearance, health, disability, language</p>
SMSC	<ul style="list-style-type: none"> • During this unit students should be introduced to the terms environmental, economic, ethical and social when considering advantages and disadvantages of different processes. • Students will need to consider the implications of being a contemporary artist and how to communicate with your audience. • Students will discuss and debate identity in contemporary society and will compare and contrast different practitioners who explore these themes in their work. • Throughout this unit of work explored, students will develop their knowledge and understanding of artist's ideas and concepts identifying how meanings are conveyed. Students will be exposed to a wide variety of cultures, beliefs and religions, exploring a range of different aspects of culture, including an understanding of historical development and context of art. • Students will be encouraged to present and display their work to a range of audiences. • Students' will develop their ability to enquire and communicate their ideas, meanings and feelings. Students will investigate visual, tactile and other sensory qualities of their own and others work. Students; will be encouraged to develop independent thinking, which will enable students to develop their ideas and intentions and express these in an appropriate manner. • Throughout the course, students are encouraged to look at work that will often pose a moral question. The student's outcomes are supported with a rationale or a meaning that will often convey a message.
Key dates	<p>Chuck Close 1940 - 2021 Alexandre Farto (Vhils) 1987 - Present Mark Powell 1980 – Present Delita Martin 1972 - Present</p>

Topics	Key content	Skill assessed	Glossary link
Unit 1 – Identity (Street Art)	Mindmap & Moodboard - Identity	Exploring Materials	Pages 38 - 42
	Facial Features	Technical Skill & Exploring Materials	
	Tonal Self Portrait inspired by Chuck Close	Technical Skill & Exploring Materials	
	Alexandre Farto Artist Analysis	Critical Analysis & Exploring Materials	
	Alexandre Farto - Mixed media Transcription	Technical Skill & Exploring Materials	
Unit 2 – Identity (Culture)	Presenting Photographs	Technical Skill & Exploring Materials	Pages 38 - 42
	Developments inspired by Alexandre Farto and Mark Powell	Technical Skill & Exploring Materials	
	Developments inspired by Alexandre Farto and Mark Powell	Technical Skill & Exploring Materials	
	Delita Martin Artist Analysis	Critical Analysis & Exploring Materials	
	Personal developments inspired by Delita Martin	Technical Skill & Exploring Materials	
	Personal developments inspired by Delita Martin	Technical Skill & Exploring Materials	