



**ART Scheme of Learning**

**Year 10 – Portraits**

**Intent – Rationale**

**Building on skills learnt in KS3 we begin the Year 10 course by focusing on specific techniques and stretching Ss ability to explore and experiment with materials and control and handle new materials with confidence and flair through short tasks working from observation, which cover drawing skills, paint and mixed media. Ss are encourage to take risks and explore new ays of making work. The main intent is to equip all students with the tools to develop their own work, through understanding the A0.**

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p>Practical focus is on paint media handling (A02/3) - Ss will focus on brushwork, application of paint - making connections practically to a range of artists paint techniques to give them media vocabulary &amp; expand their range in painting. This will build on KS3 work, in particular the painting project in Yr 9 and the embedded critical study in all projects in KS3.</p>	<ul style="list-style-type: none"> <li>• Practical - Skills learnt in this module will feed into the work in the natural forms work and will serve as a building block in the practical freedom and confidence and the critical and contextual understanding.</li> <li>• Critical - Initial artist studies in this project lead to the more complex understanding paintings analysis and response to artwork.</li> </ul>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> <li>• Photography skills in making self portraits &amp; photoshoots</li> </ul>	<ul style="list-style-type: none"> <li>• British values : BV 3,4</li> <li>• SMSC: SP1-4, C1,2,4</li> </ul>
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<p>Critical focus A01: Key aspect of the first project is to</p> <ul style="list-style-type: none"> <li>• cement reading &amp; research from articles and from books</li> <li>• websites to gain knowledge into artist practice &amp; their own</li> <li>• words about their work. Initial reading/responses made</li> <li>• Freud / Neilly &amp; Caravaggio analysis and tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Grdding up exercise and working from images and rescaling/ reducing images into drawings</li> </ul>



## Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p><b><u>Know</u></b>                      Learn Media skills/confidence in painting, Explore different approaches by different artists to Portraits. Learning to make strong connections with artists and their work                      Respond critically to artists work.                      Begin to confront self-belief &amp; resilience in making Art</p> <p><b><u>Apply</u></b>                      Practical skills - Create their own work from the figure &amp; portrait subject, using acrylic techniques &amp; drawing skills learnt. Create comparison work using annotation techniques alongside practical studies.</p> <p><b><u>Extend</u></b>                      Larger scale paintings and mixed media works is encouraged. Painting experience in this module will be drawn upon in their Component 1 projects.</p>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> <li>• <a href="https://www.aqa.org.uk/resources/art-and-design/gcse/art-and-design/teach/subject-specific-vocabulary">https://www.aqa.org.uk/resources/art-and-design/gcse/art-and-design/teach/subject-specific-vocabulary</a></li> <li>• </li> <li>• Chiaroscuro / Drawing media exploration /</li> <li>• Paint application – Palette knife / Layering/impasto/ wash/ expressive/abstraction</li> </ul>	<ul style="list-style-type: none"> <li>• The portfolio of work that is produced during the Portrait work will be presented onto A1 card at the end of the project – this will form the main assessment, but interim continual assessment points are made through the project in line with school assessment policy.</li> </ul>

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## Intent – Concepts

Lesson title ( approx. 14 lessons)	Learning challenge	Higher level challenge	Suggested activities and resources
<b>A03 Recording;</b> Step by Step portrait drawing sessions A3/A2 – using demonstrations and one to one support.	Using line, measured portrait drawing techniques, students to produce linear portrait. Ss to produce charcoal drawing, gestural drawing with a range of media.	Ss can explore further drawing approaches and combine the different medias together.	Portrait drawing using a mirror and a pencil & biro Proportion, Measurement, tone, shading,
<b>A03 &amp; A01:</b> Ss work from Nielly portrait example and create a palette knife interpretation of the portrait. Ss are using a new media and are exploring mark making with different tools.	Palette knife A3 study from Florence Neilly's portrait work using exaggerated colour and palette knife marks	Ss can pursue their own portrait painting using Neilly's approach.	Visit to <a href="https://www.francoise-nielly.com//index.php/galerie/index/93">https://www.francoise-nielly.com//index.php/galerie/index/93</a> Ss are to make a written response to one of the portraits and describe how she uses colour & Palette knife Ppt on portraits and Nielly example
<b>A03 &amp; A01:</b> Ss work from Caravaggio portrait example and create a palette knife interpretation of the portrait. Ss are using a new media and are exploring mark making with different tools.	Caravaggio tonal painted study using grey, black and white – various grey hues to be mixed	Ss can investigate further Caravaggio's life and his connection to Chiaroscuro, using the pinterest board and <a href="https://www.widewalls.ch/magazine/chiaroscuro">https://www.widewalls.ch/magazine/chiaroscuro</a>	Go to this link and make written response to the video about Caravaggio : <a href="https://www.youtube.com/watch?v=1KcdgFxmnb4">https://www.youtube.com/watch?v=1KcdgFxmnb4</a> Observational drawing using Chiaroscuro technique – using phone light or directed light source. Ss use tonal painting techniques
<b>A03 &amp; A01:</b> Ss work from Van Gogh portrait example and create a palette knife interpretation of the portrait. Ss are using a new media and are exploring mark making with different tools.	Expressive mark making portrait using chisel brushes	Visit <a href="https://www.vangoghmuseum.nl/en">https://www.vangoghmuseum.nl/en</a> And investigate Van Gogh's portraits further.	Use Van Gogh pack to look at self-portraits and why a biography about an artist may help us understand the portrait further. Ss use expressive dots. Dabs, brushes to explore directional mark making in painting.
<b>A03 &amp; A01:</b> Ss work from Matisse portrait example and create a palette knife interpretation of the portrait. Ss are using a new media and are exploring mark making with different tools.	Matisse work exploring bigger broader brushwork and fauvist colour application	<a href="https://artsandculture.google.com/theme/matisse-and-his-creative-process/ngKygDxc9tAHKQ?hl=en">https://artsandculture.google.com/theme/matisse-and-his-creative-process/ngKygDxc9tAHKQ?hl=en</a>	Explore ways that Artists develop an art movement or a manifesto of revolution. Expressive large paint brush work using acrylics.
A01 ; Annotation of the different stylistic qualities of the work, analysis of Artists paint approach and written comparison techniques	Comparing different artists choices / stylistic qualities and application of technique when dealing with the portrait as an intro to studying artists at GCSE	Include illustrations and painted studies to explain your observations and annotations.	Research and annotation skills using keywords and knowledge and understanding of artists approach to painting. Ss must be able to compare and identify different approaches to painting.
<b>A04:</b> Ss are to complete and return to the portraits that are unfinished. Layout their drawings and the studies they have made with the written analysis onto an A1 sheet of black card.	Presentation of portrait project work.		Presnetation and conclusion stae of project using A1 card sheets.