

Home-School Learning Collaboration – Art & Design

Topics in this cycle: Portraits	Taught: Spring 2	Year Group: 9
Key knowledge/concepts to be learnt ('Tell me about....')		Websites/blogs/YouTube links and further reading to deepen and consolidate learning
<ul style="list-style-type: none"> To develop and understanding and cultural appreciation for portraits in art. Students will develop an understanding of what the proportions of the face are. What the terms realism, surrealism, cubism and abstract are and use this knowledge and understanding to develop a piece of art work linked to portraits and new knowledge to illustrate their understanding. To develop and understanding of what the facial muscles are and the structure of the muscles on the face. Students will develop an understanding of how important the muscles of the face are to help facial expressions. Pupils will be looking at the facial structure and working up through the layers of the face. This is the next stage after looking at the skull and conducting the day of the dead research and the art piece inspired by steampunk To explore and develop artists research that will develop contextual and practical skills. Students will learn what features help to identify a range of portraits as well as the approach of some artist and their interpretation of a portrait. They will have the opportunity to explore a range of facial expressions that other artists have looked into. Pupils will also create portraits that express a range of different expressions and styles. To develop drawing skills that will refine pupils work and progress within stages of development. Students will be taught how to create an accurate portrait drawing of the human face. Using correct proportions and using a range of different media. They will know how to draw the skull and portraits with control from an image and first-hand observation, sketch, plan, consider, space, uses and correct shapes. Pupils will accurately draw a portrait showing the face at a surface level. This means pupils will need to be using observational skills to so accuracy and the ability to draw freehand. Scaffolds will be used for pupils based on misconceptions. <p>Pupils will be using a wide range of media to enhance their skill and understanding of a range of approaches some of the materials are listed below.</p> <p>Pencil Pencil crayons</p>		<p>www.pinterest.co.uk</p> <p>Free Design Tool: Presentations, Video, Social Media Canva</p> <p>GCSE Art and Design - BBC Bitesize</p> <p>Art and Design - BBC Bitesize</p> <p>Tate Modern Tate</p> <p>From the 'Mona Lisa' to 'The Wedding Feast at Cana' (louvre.fr)</p> <p>Leonardo da Vinci: Facts, Paintings & Inventions - HISTORY</p> <p>Top 10 things to know about the Day of the Dead (nationalgeographic.com)</p> <p>Day of the Dead (nationalgeographic.com)</p> <p>What Is Steampunk? Your Journey Starts Here! (steampunkavenue.com)</p>

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Watercolour Oil pastels Mono printing Stencils Acrylic Paint		
Key Vocabulary and Definitions to Be Learnt		What Will The Assessment Look Like?
Proportion	Describes how the sizes of different parts of a piece of art or design relate to each other.	Assessments: 1 hour <ul style="list-style-type: none"> • Short answer questions • Comprehension task • Extended writing • Drawing task <p>Outcome pupils will create.</p> <ol style="list-style-type: none"> 1- Baseline drawing of skull. 2- Day of the dead 3- Steam punk 4- Muscle drawing 5- Oil pastel muscle experimentation 6- Mono printing 7- Drawing of a face using facial expression
Size	It's height then width and then depth	
Scale	Scale refers to the overall physical size of an artwork or objects in the artwork.	
Measurement	One of the most important parts of learning to draw well is learning how artists measure. You have probably seen an artist hold his or her pencil at arm's length to measure the height and width of an object. This is just one of the ways which we measure to achieve the proportion of the objects that we draw.	
Composition	The term composition means "putting together". It can be thought of as the organization of the elements of art according to the principles of art	
Line	Lines often define the edges of a form. Lines can be horizontal, vertical, or diagonal, straight or curved, thick or thin.	Family Learning Opportunities <p>Watching programmes on art or visiting art galleries.</p> <p>Making and creating together to gain knowledge and to practise materials that may not be used in the classroom.</p> <p>https://rbsa.org.uk/</p> <p>https://macbirmingham.co.uk/</p>
Three dimensional	Three-dimensional art is defined as art with all the dimensions of height, width, and depth	
Tone	Tone refers to the relative lightness or darkness of a colour.	
Form and Shape	Shape and form define objects in space. Shapes have two dimensions—height and width—and are usually defined by lines. Forms exist in three dimensions, with height, width, and depth	

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Texture	Texture is the perceived surface quality of a work of art. It may be perceived physically, through the sense of touch, or visually, or both.	https://thenewartgallerywalsall.org.uk/ https://www.theherbert.org/
Mood	The emotions that are elicited in the viewer of a piece of artwork, intentionally or unintentionally.	
Muscles	a band or bundle of fibrous tissue in a human or animal body that has the ability to contract, producing movement in or maintaining the position of parts of the bod	
Skin	the thin layer of tissue forming the natural outer covering of the body of a person or animal	