

AUTUMN 1

<p>Mixed Media Sheet – Hidden Identity</p> <p>Students will be introduced to presentation techniques (transferable to sketchbooks) They will explore experimental techniques for presentation sheets e.g Brusho, marbling and printing.</p> <p>Students will compile all ‘Hidden Identity’ work from Year 9 to compile into a mixed media presentation board. This will act as an introduction to the students and set the standards for presentation for the rest of the course.</p>	<p>All About Me</p> <p>Students will explore their identity, thinking about their history, culture, appearance, personality and experiences.</p> <p>They will create a mind map, Image collection, mood board and series of photos to tell the world who and what they are.</p>	<p>Prior Learning</p> <p>Students will use ‘Hidden Identity’ work from year 9 to introduce themselves and practice advanced presentation techniques.</p> <p>Students will go on to develop these presentation skills in their ‘All About Me’ Work.</p> <p>Drawing activities supported by understanding of composition, line, tonal shading and colour shading delivered in Year 7, 8 and 9.</p>
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AUTUMN 2

<p>Self Portraits</p> <p>Students will begin the unit by completing a formative test portrait to demonstrate prior learning in drawing, they will revise tonal shading techniques and then go on to produce an A2 pencil self-portrait.</p> <p>Students investigate a range of techniques for recording self-portraits including Selfie and Distorted Photography and Scannography.</p>	<p>Prior Learning</p> <p>Students will use ‘Hidden Identity’ work from Year 9 to introduce themselves and practice advanced presentation techniques.</p> <p>Students will go on to develop these presentation skills in their ‘All About Me’ Work.</p> <p>Drawing activities supported by understanding of composition, line, tonal shading and colour shading delivered in Year 7, 8 and 9.</p>
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SPRING 1

<p>Artist Representations of Identity</p> <p>Students will be taught how to analyse and critically respond to the work of a variety of artists who work with the theme of Portraiture.</p> <p>Students will go on to produce detailed analysis, image collections and emulations for the work of Mark Powell, Michelle Caplan and Carne Griffiths.</p>	<p>Prior Learning</p> <p>Colour mixing activities supported by understanding of colour theory delivered in Year 7 and revisited in Year 8.</p>
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SPRING 2

<p>Mixed Media Sheet</p> <p>Students will develop presentation techniques introduced at the start of the year. They will compile all Identity work from previous activities into a mixed media presentation board.</p> <p>Students will include photographic images, artist emulations, scannography, acrylic self-portrait and any other drawings.</p>	<p>Introduction to Acrylic Painting</p> <p>Students will be introduced to basics of colour mixing with particular focus on skin tones.</p> <p>They will create a self-portrait which will be presented on their previous ‘Identity Mixed media’ sheet.</p>	<p>Prior Learning</p> <p>Colour mixing activities supported by understanding of colour theory delivered in Year 7 and revisited in Year 8.</p>
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SUMMER 1&2

<p>Identity canvas</p> <p>Students will combine all observations, artistic references, techniques and personal imagery to design a composition to reflect their identity.</p> <p>They will go on to produce a mixed media board/canvas, including a painted self-portrait.</p>	<p>Prior Learning</p> <p>Colour mixing activities supported by understanding of colour theory delivered in Year 7 and revisited in Year 8. Work on presentation and composition will help inform collage stage of identity canvas.</p>
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CAREERS LINKS

Artist, illustrator, curator, art therapist, graphic designer, teacher, lecturer, exhibitions officer, writer, journalist, community arts worker, special effects technician, animator.

CHARACTER LINKS

Respectful and honest feedback given in peer assessment (moral virtues).

Perseverance (performance virtue), students will learn to work on an involved piece of work over a number of weeks. They will learn to respond to feedback and keep working until quality progresses.

Independence (intellectual virtue), students beginning to develop a personal response to given stimulus and inspiration.

KEY ASSESSMENT DATES

All work completed through Year 10 counts as coursework. Students are graded on four assessment objectives: analysis of artists, reviewing and refining ideas, observations and personal responses. Tasks will be set and assessed throughout the year for all of the objectives.