



Scheme of Learning	Identity - Self-portrait- Symbolism Y7
Learning outcome	<p>Final Outcome Students will create a continuous line drawing wire self-portrait inspired by the artists Friday Kahlo and Alexander Calder.</p> <p>Subject Content Knowledge and Understanding: Self-Portraiture Genre: Students will explore the concept of self-portraiture as a genre, considering how artists have represented themselves across history. Identity and Symbols: Students will analyse how identity can be symbolically represented through images and symbols, and how artists convey personal meanings. Artist Analysis: Students will analyse the work of Frida Kahlo, focusing on her symbolic use of self-portraiture to represent identity and emotions. Facial Proportions: Understanding the accurate representation of facial features and proportions. Continuous Line Drawing: Introduction to the technique of continuous line drawing and how it can be used to create dynamic portraits.</p> <p>Skill set Self-Portraiture and Portrait Drawing: Students will learn to draw their self-portrait as well as the portrait of others, using accurate proportions and facial features. Recording Skin Tone and Texture: Developing the ability to observe and depict skin tone and texture. Hair Types, Tone, and Texture: Students will learn how to accurately record different hair types, tones, and textures in their portraits. Wire Construction for Portraits: Students will use wire to create a continuous line drawing sculpture of their self-portrait.</p>
Key Question	<p>Key questions Why do we use images as symbols to represent identity? How can we use the measuring method to create an accurate self-portrait? What is tone, and how do we apply smooth texture in a drawing? What is a continuous line drawing, and how does it differ from traditional portraiture? How can we use the concept of a portrait to create a wire construction?</p>
Knowledge	<p>Key Concepts & Skills Development Observational Drawing- Portraiture Students will learn the fundamentals of observational drawing, including: Observation: Accurately observing facial features, shapes, and proportions. Line: Understanding the use of line in portraiture, including curves, edges, and angles. Proportions: Mastering the proportions of the face using measuring methods to ensure accuracy and control in their work. Mind Mapping: Students will explore their understanding of identity and symbols through mind mapping, which helps analyse concepts and refine their approach. Tone and Texture: Students will experiment with mark-making techniques to create a variety of tonal values and textures, adding depth to their self-portraits.</p>

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	<p>Artist Analysis: Observation and identification of the subject matter, genre, and formal elements in Frida Kahlo's work, using her self-portraits as an example of symbolic representation.</p> <p>Wire Construction: Students will learn the technique of using wire to create a continuous line drawing sculpture, focusing on line quality and control.</p>
Ongoing Assessment	<p>Formative Assessment</p> <p>Peer and Group Assessment: Students will engage in peer and group assessments through collaborative whiteboard sessions, providing feedback and constructive criticism.</p> <p>INT (I Need To) Self-Assessment: After receiving feedback from the teacher, students will reflect on their progress and identify areas for improvement through self-assessment.</p> <p>Key Misconceptions</p> <p>Meaning and Use of Symbols: Students may struggle to understand how symbols are used to represent identity and emotions in art.</p> <p>Facial Proportions: The accurate representation of facial proportions can be challenging, particularly in achieving balance and symmetry.</p> <p>Tone & Texture: Applying smooth texture and accurately rendering tone may be difficult for students, especially when using pencils to create realistic shading.</p> <p>Homework</p> <p>ELA Assignment (Every Term): Students will be assigned tasks linked to the learning in class, aiming to deepen their knowledge and understanding of self-portraiture and symbolism.</p> <p>Classroom Tasks to Complete at Home: Students will continue working on tasks started in class, ensuring that they complete their assignments with care.</p> <p>Flipped Classroom Learning: Students are encouraged to engage with additional resources outside of class to support their understanding of key concepts.</p>
Clear sequencing of content	<p>Rationale</p> <p>Symbolic Representation of Identity: Students will reflect on how artists use symbols to represent identity and emotions, fostering a deeper understanding of how personal identity can be explored and conveyed visually.</p> <p>Self-Portrait Creation: Students will learn how to draw a self-portrait, applying knowledge of facial proportions and adding tone to create a realistic likeness.</p> <p>Continuous Line Drawing: Students will explore the unique technique of continuous line drawing and understand how to translate lines into a 2D wire sculpture.</p> <p>Portrait Genre Understanding: Students will develop an understanding of the portrait genre, learning how artists like Frida Kahlo use self-portraiture to express identity and emotions through symbolism.</p>
Links to Careers	<p>Career</p> <p>Students will be introduced to various career paths related to art, including:</p> <ul style="list-style-type: none"> Illustrator Artist Designer

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Diversity and Inclusion	Frida Kahlo as an LGBTQ+ Artist: Students will learn about Frida Kahlo's influence as an LGBTQ+ artist, expanding their understanding of how identity can be explored through art.
Intervention support	Demonstration: Teachers will provide demonstrations of self-portrait drawing, continuous line techniques, and wire construction to guide students. Micro Teaching: Opportunities for students to teach one another in small groups, reinforcing their understanding of the techniques. Lunch Catch-Up Clubs: Extra sessions to help students catch up on missed work or improve their skills.
Challenge	In this unit the challenge arises when students carry out research and analysis of additional artists like Alberto Giacometti. In lessons, all students are initially exposed to a range of additional artists and then encouraged to carry out further research, analysing a chosen piece of work and using this analysis to inspire their final outcome.