



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



	<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><b>Formative Assessment</b></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><b>Key Misconceptions</b></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 &amp; Texture: Applying smooth texture and accurately rendering tone may be difficult for students, especially when using pencils to create realistic shading.</p> <p><b>Homework</b></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><b>Rationale</b></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><b>Career</b></p> <p>Students will be introduced to various career paths related to art, including:</p> <ul style="list-style-type: none"> <li>Illustrator</li> <li>Artist</li> <li>Designer</li> </ul>

## NHSG Key Stage 3: Unit Overview for Y7 Art Self-Portrait project



<b>Diversity and Inclusion</b>	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.
<b>Intervention support</b>	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.
<b>Challenge</b>	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.