

National Curriculum links and QCA Schemes of Work

Curriculum links:

Primary Key Stage 1 & 2

Curriculum links across the project. Lesson Plans 1–4:

Art & Design

Unit 1A: Self-portrait

Sections 1–2: Exploring and developing ideas

Sections 3–6: Investigating and making

Section 7: Evaluating and developing work

Unit 2A: Picture this!

Sections 1–3: Exploring and developing ideas

Sections 4–5: Investigating and making

Section 6: Evaluating and developing work

Literacy

En1: Speaking and listening

Links with National Literacy Strategy: Framework for teaching, year 1 and 2 vocabulary extension, where children learn new words from shared experiences and learn about stories.

PSHE

Knowledge, skills and understanding: Developing confidence, responsible behaviour and communication skills.

Citizenship

Unit 01: Taking part – developing skills of communication and participation.

National Curriculum links

Curriculum links specific to Lesson Plan 3: Pop Art self-portrait diorama (Primary follow-up activity):

ICT

Unit 2B: Creating pictures

Unit 6A: Multimedia presentation

Curriculum links specific to Lesson Plan 4: Pop Art photographic self-portraits

Art & Design

Unit 4A: Viewpoints

Section 3: Exploring and developing ideas

Section 4: Investigating and making

Secondary Key Stage 3

Curriculum links across the project. Lesson Plans 1–4:

Art & Design

Unit 7A: Self-image

Sections 1–3: Exploring and developing ideas

Sections 5–8: Investigating and making

Section 9: Evaluating and developing work

Unit 8A: Objects and viewpoints

Sections 1–3: Exploring and developing ideas

Sections 4–6: Investigating and making

Section 7: Evaluating and developing work

Unit 8C: Shared view

Section 4: Exploring and developing ideas

Section 8: Evaluating and developing work

Literacy

POP ART PORTRAITS: TEACHERS' NOTES

National Curriculum links

En1: Speaking and listening

PSHE

Knowledge, skills and understanding: Developing confidence, responsible behaviour and communication skills.

QCA Schemes of Work

Primary Key Stage 1 & 2

Schemes of Work that can extend the learning in Lesson Plans 1–4:

Art & Design

Unit 1A: Self-portrait

Section 1: Exploring and developing ideas

Talk about selected self-portraits focusing on how artists have conveyed ideas about themselves, e.g. how do the artists show themselves? As a painter? As a mother? As a friend? As a person with status? Ask the students to suggest why portraits are made, e.g. to record an important time in a person's life, to project a powerful image of the person, to portray individuals as wealthy, knowledgeable or hard-working.

Section 2: Exploring and developing ideas

Focus the students' attention on one self-portrait. Ask them to describe:

- the person or people and the objects they are holding, wearing, etc (the content, subject).
- the main shapes and colours, etc, in the image (the visual elements and the composition).
- how the image is made. Is it a photograph? A painting? A print? (materials and processes used).
- how the image makes them feel about the person portrayed. What sort of person is this? What is the person doing? What does the image tell you about the person? (the ideas and meanings).

Section 4: Investigating and making

- Give the students mirrors. Ask them to look at themselves and think about the size and shape of their faces and about the size

QCA Schemes of Work

of parts of their face or body in relation to each other.

- Ask them to draw life-size and miniature self-portraits, including themselves as a whole or just their head and shoulders.

Section 5: Investigating and making

- Display students' works to show how they look different from one another. Put the images of children they talked about earlier alongside their work and talk about similarities and differences.

Section 7: Evaluating and developing work

- As a class, review the students' drawings and paintings and the decisions they made. Talk about what they think has been most successful. What ideas about themselves and meanings did they want to convey? How have they represented themselves? What have they included in the portrait and why? How have they used the media – drawing, paint?

Schemes of Work linked to the Primary follow-up activity (included in Lesson Plan 3: Pop Art self-portrait diorama)

ICT

Unit 2B: Creating pictures

Section 6: Integrated task

- Collect portraits that have a strong emotional element. Discuss the ways that feelings such as anger, sadness, fear and joy can be represented visually and illustrate how artists use line, colour, shape and texture to create effects from the examples collected.
- Ask the students to use portraits from their sketchbooks, or photographs, as a starting point for their own portraits. Encourage students to use a range of techniques to create a self-portrait using a computer.

QCA Schemes of Work

**Schemes of work that can extend the learning in Lesson Plan 4:
Pop Art photographic self-portraits**

Art & Design

Unit 2A Picture this!

Section 1: Exploring and developing ideas

- Ask the students to pretend to be a camera. Give them viewfinders and ask them to walk around the classroom looking through these with one eye closed as though they were looking through a camera's viewfinder.
- Encourage the students to explore what happens when they move closer to something or further away and when they hold the viewfinder vertically or horizontally.
- Ask the students to frame something in their viewfinder that interests them. Ask them to make a drawing of this – about the size of a colour print – noticing whether their frame is wider (landscape) or taller (portrait).

Section 5: Investigating and making

Take a photograph of the students acting out one scene that shows a key moment from the story. Discuss what image they will record. What will they focus on? What will be in the frame? What will they leave out? What key idea will they try to communicate? Will they take a close-up or be further away? Will their image be portrait or landscape?

Secondary Key Stage 3

Schemes of work that can extend the learning in Lesson Plans 1–4:

Art & Design

Unit 7A Self-image

QCA Schemes of Work

Section 1: Exploring and developing ideas

Students should discuss and question critically a range of visual and other information to help them develop ideas for independent work.

- Read a description of a person and ask the students to visualise what the person might look like and other distinguishing features, e.g. colour and style of clothes. List words the students associate with identity. Ask them to identify the main points of what they have heard.
- Look at alternative ways of describing people and styles of writing in reports, stories, poetry. Examples of poems that provide strong visual images include Seamus Heaney's 'Bone dreams', Grace Nichols's 'The fat black woman goes shopping' and 'Tropical death' and Sylvia Plath's 'Lady Lazarus'.

Section 2: Exploring and developing ideas

Students should learn about codes and conventions and how these are used to represent ideas, beliefs and values in self-portraits.

- Look at self-portraits that show very different interpretations of self. Discuss selected images in detail, asking questions about the ways in which clothes, expression, gesture, foreground and background details are used to convey ideas about the person. Look at one artist's work in detail, structuring a discussion under headings, e.g.:
 - content – subject and ideas shown
 - form – composition and arrangement
 - how it is made – the materials, process, techniques used
 - impact – what pupils think about the work and the effect on them

Section 3: Exploring and developing ideas

- Ask the students to collect photographs and other

QCA Schemes of Work

autobiographical information to build up a 'picture' of themselves, e.g. drawings, photographs, writing, face casts. Guide them to choose visual and other information to portray aspects of their identity.

- Some students may wish to portray their physical selves; others may wish to focus on their personality, interests or the things they value. Emphasise and encourage individual approaches.

Section 5: Investigating and making

- Ask the students to make observational studies of themselves using drawing media. Encourage them to refer to the work in their sketchbooks, and to consider incorporating objects or representations of activities that symbolise their interests and key words and phrases from their notes.

Section 9: Evaluating and developing work

- Ask the students to share information and discuss ideas about others' work in pairs or groups. Ask them to discuss the advantages and disadvantages of different methods of working.
- Look at two paintings of self. Discuss how the artists have represented themselves, and how they have used visual and tactile qualities and image and text.
- It might be helpful to focus on the work of two twentieth-century artists. Peter Blake can be associated with the culture of the 1960s. Sonia Boyce is an artist who explores ideas about cultural identity through her work.

Section 10: Evaluating and developing work

- Discuss the use of photographic and digital-imaging techniques and how these provide different approaches to representing people.

QCA Schemes of Work

- Ask the students to relate what they have discussed to their own work. Ask them to select and present a small but related series of images which, in their view, sum up their own ideas about their identity.
- Ask the students to analyse how they have used visual and tactile qualities in their work. Which work has made effective use of media or of combining images, words and photomontage or digital techniques? How well do their images of self, artefacts and activities symbolise personal interests? What overall visual impact does their work have? How powerfully does their work project a sense of self to others?

Art & Design

Unit 8C: Shared view

Section 4: Exploring and developing ideas

- Introduce to the students the idea of using symbolism to represent their own ideas and beliefs about the environment. Discuss how materials convey meaning, e.g. the idea of the temporary conveyed in natural materials. Discuss how meaning can also be attached to the use of colour.

Schemes of work that can extend the learning in Lesson Plan 4: Pop Art photographic self-portraits

Art & Design

Unit 8A: Objects and viewpoints

Section 4: Investigating and making

- Ask the students to collect objects that have significance to them as a basis for their studies. Set them a number of tasks that encourage them to use different approaches, making carefully observed drawings of individual objects.