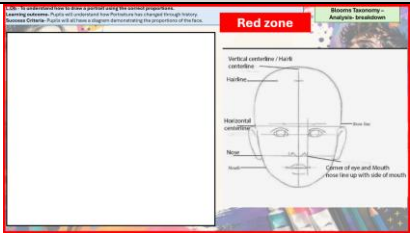
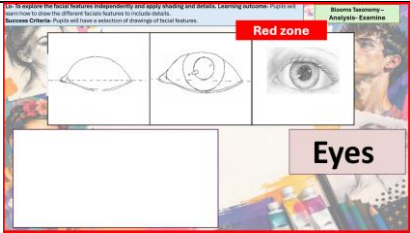
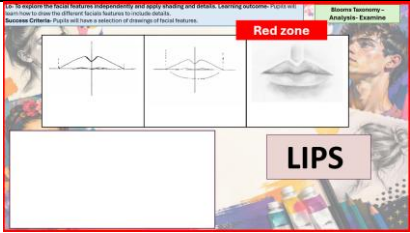
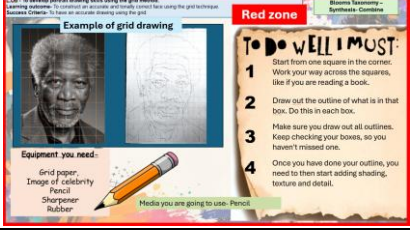
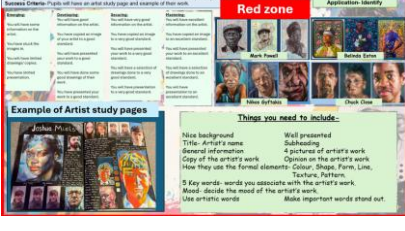


| Learning Intention                                                                           | Vocab                                            | Concept                                                                         | Retrieval                                                   | Success Criteria                                                          | Hinge Questions for this lesson                              | Red Zone                                                                              |
|----------------------------------------------------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>Week 1</b><br>To understand how to draw a portrait using the correct proportions.         | Portraiture, Proportions, Facial features, Eras. | Pupils will understand how Portraiture has changed through history.             | Pupils will retrieve knowledge from lessons in Yr8          | Pupils will all have a diagram demonstrating the proportions of the face. | Why is getting proportions of the face correct so important? |    |
| <b>Week 2</b><br>To explore the facial features independently and apply shading and details. | Facial features, Tones, Shading, Finer details.  | Pupils will learn how to draw the different facial features to include details. | Pupils will retrieve knowledge from last lesson.            | Pupils will have a selection of drawings of facial features.              | What is the hardest facial feature to draw?                  |    |
| <b>Week 3</b><br>To explore the facial features independently and apply shading and details. | Facial features, Tones, Shading, Finer details.  | Pupils will learn how to draw the different facial features to include details. | Pupils will retrieve knowledge from last lesson.            | Pupils will have a selection of drawings of facial features.              | How do you add shading?                                      |   |
| <b>Week 4</b><br>To develop portrait drawing skills using the grid method.                   | Grid drawing, Shading, Drawing.                  | To construct an accurate and tonally correct face using the grid technique.     | Pupils will retrieve knowledge from their previous lessons. | To have an accurate drawing using the grid                                | How do you apply texture to your work?                       |  |

| Learning Intention                                                                   | Vocab                                                      | Concept                                                                                | Retrieval                                                                  | Success Criteria                                                                                 | Hinge Questions for this lesson          | Red Zone                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------|------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Week 5</b><br>To develop portrait drawing skills using the grid method.           | Grid drawing, Shading, Drawing,                            | To construct an accurate and tonally correct face using the grid technique.            | Pupils will retrieve knowledge from their previous lessons.                | To have an accurate drawing using the grid                                                       | How do you apply finer detail?           |  <p><b>Red zone</b></p> <p><b>Example of grid drawing</b></p> <p><b>Equipment you need:</b><br/>Grid paper<br/>Image of celebrity<br/>Pencil<br/>Sharpener<br/>Rubber</p> <p><b>Media you are going to use:</b> Pencil</p> <p><b>To Do WELL I MUST:</b></p> <ol style="list-style-type: none"> <li>1 Start from one square in the corner. Work your way across the squares, like if you are reading a book.</li> <li>2 Draw out the outline of what is in that box. Do this in each box.</li> <li>3 Make sure you draw out all outlines. Keep checking your boxes, so you haven't missed one.</li> <li>4 Once you have done your outline, you need to then start adding shading, texture and detail.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Week 6</b><br>To demonstrate a knowledge of applying paint to create colours.     | Acrylic Paint, Distortion, Undertones, Layering            | Pupils will have learnt to use Acrylic paint to make skin tones.                       | Pupils will retrieve painting knowledge from their previous year.          | Pupils will have a selection of experiments that explore the use of colour to create skin tones. | How do you create different skins tones? |  <p><b>Red zone</b></p> <p><b>RULES</b></p> <ul style="list-style-type: none"> <li>No more than a 10p size portion of each colour.</li> <li>Put the paints in the circle palettes.</li> <li>Use the flat paint palette to mix the colours.</li> <li>Wash your brushes between mixing.</li> <li>Get fresh water frequently as dirty water taints the colour.</li> <li>You need to only apply paint to the page.</li> <li>No messing with the paint.</li> <li>No disrespectful usage.</li> </ul> <p><b>Media you are going to use:</b> acrylic paint</p> <p><b>To Do WELL I MUST:</b></p> <ol style="list-style-type: none"> <li>1 Pour out the 5 colours- White, Burnt Umber, Yellow, Red and Blue, into the circular palettes.</li> <li>2 Mix the colours on the flat palette. Remember to clean your brushes between each mixing.</li> <li>3 Apply the colours you make to your page in your book.</li> <li>4 Refresh your water frequently to prevent it from tainting the colour of your paint.</li> <li>5 Try to create different tones and shadings, that you might find on a face.</li> </ol> |
| <b>Week 7</b><br>Pupils will learn about the work of a contemporary Portrait artist. | Artist study page, opinion, Contemporary, Formal elements. | To explore the work of a contemporary British portrait artist and be inspired by them. | Pupils will retrieve knowledge of artist studies from their previous year. | Pupils will have an artist study page and example of their work.                                 | Why is your opinion so important?        |  <p><b>Red zone</b></p> <p><b>Example of Artist study pages</b></p> <p><b>Things you need to include:</b></p> <ul style="list-style-type: none"> <li>Nice background</li> <li>Title: Artist's name</li> <li>General information</li> <li>Copy of the artist's work</li> <li>How they use the formal elements: Colour, Shape, Form, Line, Texture, Pattern.</li> <li>5 Key words: words you associate with the artist's work.</li> <li>Mood: decide the mood of the artist's work.</li> <li>Use artistic words</li> <li>Well presented</li> <li>Subheading</li> <li>4 pictures of artist's work</li> <li>Copy of the artist's work</li> <li>Make important words stand out</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                |