

# YR8 SOL – 3D Faces

**Aim** – Pupils will use their knowledge of faces from the first project and now develop their work in 3D. Pupils will research masks and faces from different cultures then make a research page to get ideas. They will then design an original mask based on their theme and annotate the best idea. Pupils will then learn how to use modelling and assemblage materials to create a 3D relief face. Papier mache, card relief and clay can be used. Texture, shape and form is explored and pupils are encouraged to use their imagination and express themselves. The surface of the work may then be fired, dried, then painted or glazed. The final work is analysed and assessed in sketchbooks and the final work will be exhibited around the school.

## **Project context**

- **Artists research** – Historic and contemporary masks, gargoyles, Mexican Day of the Dead, Katakahli masks, African masks, Zombie masks and Halloween, Mexican wrestling masks etc.
- **Investigation drawings** –Pupils will research from the internet, look at the collection of real masks in school, start to make possible ideas for masks in sketchbooks then annotate. The final mask will be drawn with pattern and texture added.
- **Material experiments** –Pupils will use a variety of materials, ranging from card, newspaper, masking tape, papier mache, pva and wallpaper paste, clay, paint, glaze, collage materials(straws, beads, plastic, string, etc) varnish, ready mix and acrylic paint.
- **Planning & designing** – Pupils will gain an understanding of masks and different cultures from powerpoints and print outs as well as independent study on the pc. Pupils will draw 4 possible ideas and annotate each. They will go onto design a final image. This is all done in the sketchbook. Photographs of each stages in making are taken and then annotated. Students will work in the same way as GCSE students would documenting and analysing, problem solving and adapting along the making-journey.



## **RESOURCES**

**POWERPOINTS, WORKSHEETS, PRINTOUTS OF FACES, PHOTOGRAPHS, NEWSPAPER, MASKING TAPE, CARD, GLUE, PAINT, PAINTBRUSHES, BRUSHES, WATERPOTS. CLAY, WOODEN BOARDS, MODELLING TOOLS**

# YR8 SOL – *Drawing and Painting the face*

**Assessment** – pupils receive 1-2-1 every lesson. Research sheets are marked out of 24, plus a working grade. Individual written feedback is provided on the back of each sheet (WIN). Work is remarked when changes/developments have been made.

**Homework** –all homework should be done on blank paper or into their sketchbook. Pupil should complete 2 drawing homework's per term additional with forms/kahoot. Pupils are encouraged to explore new artists, techniques, drawings to extend their understanding and produce a diverse personal final outcome.

## SMSC/British values

**Spiritual** – explore different style of artwork from various artists, express their ideas, meaning & feelings.

**Moral** – look, discuss & evaluate artwork that show different aspects of life. Discuss & share ideas about the message the artist maybe trying to give.

**Social** – explore artwork from different movements & discuss how this can show the lifestyle of people, changes over periods of time.

**Cultural** – work links with contextual themes that encompass cultures, civilization, beliefs & religions from around the world.

**British values** -take in to account the views of others, follow class rules – safe practice, understand the consequences if rules are not followed, make own choices, talk about artwork from different cultures, faiths & cultures from around the world, review each others work respectfully, help & advise others.

**keywords** –Face, portrait, portraiture, proportion, oval, guidelines, features, expression, relief, base, protrude, assemble, model, construct, recycled materials, earthenware-stoneware-raku clay, greenware, leather hard, glaze, paint, shadow, highlight, texture, pattern, colour, surface.

## **CURRICULUM LINKS**

**Literacy** – keywords displayed on the wall. Make notes from PP, YouTube clips. Write personal comments on the outcome of experiments. Research various artists/links to own work. Evaluations.

**Numeracy** – **oval, approximations, proportions, guidelines, estimating, time lines through periods of art and cultures, mixing proportions of paint,**

**temperatures, SEN/FAI measuring.**

- Sentence starters.
- Keyword descriptors.
- 1-2-1
- Visual examples
- Digital research sheets
- Revisit, review, retrieve
- New skills in small steps
- Group work

**HEBBURN COMPREHENSIVE SCHOOL**  
**Art & Design Department**  
**Scheme of Learning Year 8**

Date	Starter	Main	Plenary	Lesson outcome	Lesson objective	Homework	Differentiation
Lesson 1	Draw your friends face. 6 mins timed task. Analyse drawing and class discussion.	Drawing the proportions of the face.	Tell me what you have learnt. Position of eyes nose and mouth.	To know what how to use guidelines to map the face in proportion.	Using guidelines to map the proportions of the face out. Using line and shapes to draw the face.	1 Draw the structure guidelines on the 6 printed out faces.	Slower pace with more one to one help. Resources to show step by step as well as <u>powerpoint</u> .
Lesson 2	Draw the other side of the face using line. Go onto add hair.	Completing the face drawing from lesson one.	Question and answer. Group crit	Completed face in line, texture and tone.	Build confidence to be able to draw the face in proportion and put your own personality into the drawing.	1 Learn spellings for a test next lesson. Art vocab.	Add more detail and tonal range to more able. Less able basic tone, texture and detail.
Lesson 3	Spelling test. Self-assessment.	Using a grid to draw a face.	Discussion and sharing tips, class chat	Print out a black and white photo of a face and map out a grid on the sketchbook.	To use a grid to map out a face from a photograph.	1 Make a drawing of your own face. Use line, tone and texture. Work in pencil. <u>2 week hw</u>	<u>Pre printed</u> out faces with traceable grid for less able. More able use the pc and pencils and rulers.
Lesson 4-8	Draw out the face using the grid.	Starting to map out the face and going onto add tone.	Explain what you have done and how you have solved problems.	Correct line drawing into sketchbook and the start of tone using a 6B pencil.	To draw the face in proportion using a grid technique. To also push tone to the max and create a realistic face.	1 Continue and complete <u>self portrait</u> from last week.	Less tone and texture for less able pupils, more tone texture and shape for more able.

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Lesson 9-11	Circle the correct features of the face.	Drawing a <u>close up</u> eye, nose and mouth.	Question and answer session whole class.	Series of eyes, mouths and noses in pencil in sketchbook.	To understand how to draw the features of the face.	1 Draw an eye with something mysterious in.	Paper step by step resources for less able with less drawing. More able, draw more sketches but different expressions and angles.
Lesson 12-14	Skin tones and where you see yourself.	Painting a full range of skin tones.	Tester on terminology and skin tone mixing quiz	To know the basic method of mixing skin tones.	Using paint to mix a variety of skin tones and understanding why they are different and how it can affect lives.	1 Watch links on racism, albinos from <a href="#">sharepoint</a> .	More skin tones for more able and less variety for less able.
Lesson 15-17 <b>INTERIM ASSESSMENT 1</b>	Explain the terminology and tell me about facts on African albinos from links watched.	Paint a face using skin tones.	Group discussion on skin tones.	Basic skin tones painted on face.	Painting a face with realistic skin tones and working with a mirror.	1 Find out 3 pieces of info on named artists.	Skin tones will be basic on less able pupils faces and more depth and texture on more able <a href="#">pupils</a> work.

LESSON 18-20	Draw the proportion lines on the face, testing prior knowledge.	Artist research on portraiture.	Testing info on artists. Sharing personal thoughts on artists discussed.	Double page of research on portrait artists.	To understand and build upon knowledge of art history and context.	1 Find an artist of your own choosing who makes portraits.	Basic facts and personal opinions on artists for less able more able pupils more detailed with personal opinions.
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# YR8 SoL – *Drawing and painting the face*

LESSON 21	Analyse the portrait	Completing the artist research double pages.  PEER ASSESSMENT on research pages How to improve How to gain better marks	AFL show the work to the class	Artist research on portraiture and the power of painting.	To understand and build upon knowledge of art history and context. Equivalent to AO1 at GCSE	1 Draw a cartoon of yourself.	Info on artist is basic with images and one sketch for less able pupils. More able pupils 2 studies, detailed annotations and a number of examples.
LESSON 22	Draw a cartoon of yourself.	Cartoon and caricature drawing.	Class discussion	Make a drawing of a famous celebrity as a cartoon.	Understanding the power of cartoons, history and skill required to create them.	1 Finish anything incomplete in your sketchbook and revise facts and new vocabulary.	Less detailed cartoon for less able, a number of cartoon sketches with more detail for more able pupils.
LESSON 23-24	Tell me about yourself. What colours and images represent you. What are your hobbies, beliefs and passions?	Start to plan portrait painting. 4 possible versions with annotations. Collect images to work from (photos, printouts)	AFL	Work in a sketchbook, present 4 possible ideas with annotations. Start to collect images and make notes.	To be able to plan an idea for a painting To know how to use composition colour, images and viewpoints to create an image To be able to explain your idea.	1 Practise drawing portraits from photographs and look at artists work to inspire your work.	For less able 1-2-1 help and demos Examples of artists work and ex pupils. Annotation prompt sheet PP with past examples. For more able 1-2-1 help, demos, ex pupil work, PP Vocab bank plus GCSE phrases.

# YR8 SoL – *Drawing and painting the face*

<p>LESSON 25-30</p>	<p>What is your final work going to look like? Made changes and additions.</p>	<p>Sketch out your final work and start to paint it. <u>Continue on</u> the painting for 5-6 lessons. Consider the composition, light source, background and textures. Complete the final painting.</p>	<p>Group crits</p>	<p>Work on A2/A1 paper or card. Use a variety of art materials and techniques. Photograph your work at the end of each lesson to document your progress. Stick these into your sketchbook at the end and annotate the journey taken.</p>	<p>To be able to paint a portrait To understand how to compose an image with a face To be able to explain the thought process and decision making along the way.</p>	<p><u>1 Complete</u> final work if you need more time. Do this in art club or at home.</p>	<p>1-2-1 help for all pupils Positive encouragement and advice for able and less able. More detail, tone and texture on more able <u>pupils</u> work.</p>
<p>LESSON 31</p>	<p><b>FINAL Assess. ment</b></p>	<p>Assessment of final work.</p>	<p><u>Afl</u> show the class the work  <b>GROUP CRIT EXHIBITION OF FINAL WORK.</b></p>	<p>Written question and answer session.</p>	<p>How well have you done, what have you learnt, have you improved, tell me about your painting?</p>	<p>None.</p>	<p>Question sheets simplified to true or false and circle the answer for less able, more able encouraged to self-assess to specific questions.</p>

### All pupils should;

Be able to tell me what relief sculpture is.

Be able to give 3-4 facts and info about gargoyles (or the chosen theme) and show independent study.

Understand how to use construction and papier mache

Build features and paint the surface.

Have a basic knowledge of at least 10 new art vocab words.

Complete a final model.

Self assess and analyse verbally, with brief annotations.

### Most pupils should;

Be able to tell me what relief sculpture is and explain what 3D is.

Be able to give 6-8 facts and info about gargoyles (or the chosen theme) use annotation and show independent study

Understand how to use construction and papier mache follow instructions, model and manipulate materials confidently.

Build features and paint the surface making sure they are constructed soundly and are imaginative. Take risks and are able to transfer a 2D idea into a 3D final work.

Have a basic knowledge of at least 20 new art vocab words and be able to confidently explain each making stage.

Complete a final model.

Self assess and analyse.

### Some pupils will be able to;

Be able to tell me what relief sculpture is and explain what 3D is. Giving examples and explaining this in their work.

Be able to give 10-12 facts and info about gargoyles (or the chosen theme) use annotation and show independent study, research and present work in a confident and bold manner, with indepth detailed annotations.

Understand how to use construction and papier mache follow instructions, model and manipulate materials confidently. Understand the limitations of the material and technique and problem solve independently.

Build features and paint the surface making sure they are constructed soundly and are imaginative. Take risks and are able to transfer a 2D idea into a 3D final work. Document and annotate each making stage analysing the work as it progresses to a high standard.

Have a basic knowledge of at least 20 new art vocab words and be able to confidently explain each making stage.

Complete a final model to a high standard and self assess and analyse the final work..

### Extension task

Make a mask of one of your friends or family member or self portrait. Decide if its realistic or exaggerated. Remember to work from photos and make drawings before you start the model. Use art club or home to do the work.