

Autumn Term Year 6 <b>Exploring Identity</b>	Topic: Collage, Drawing, Sketchbooks	Cultural Capital: Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists.
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**National Curriculum Objectives (KS2):**

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] to know about great artists, architects and designers in history.

**Enquiry Question: How can we learn more about ourselves through making art? How do we bring our own experience to the art we make?**

**Previous Learning:**

Years 3, 4 & 5:

- Explored idea that we can understand more about the artists own experience through the art they make. Explored how we can layer media and imagery to create meaning.

Lesson Theme	Retrieval	Learning Target:	Activity	Success Criteria	Vocabulary	Key Concepts
Lesson 1: Introducing artists who explore their identity within their art.	In what ways do artists express their identity?	To understand that artists can explore and express their identity through their artwork.	Pupils will explore the work of the artists Njideka Akunyili Crosby, Yinka Shonibare and Thandiwe Muriu, who all work with notions about identity.  They will record their thoughts and observations in	I have seen how artists explore their identity by creating layered and constructed images. I can share my response to their work with my classmates.  I can use my sketchbook to record, generate ideas, test, reflect and record.	Identity, Layer, Constructed,	That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to.

			sketchbooks through visual note taking.			That people are the sum of lots of different experiences, and that through art we can explore our identity.
Lesson 2: Exploring portraits	How can I explore portraiture in a light-hearted and flexible way?	To explore intuitive observational drawing.  To experience communal drawing and foster a drawing community of peers.	Pupils will create a series of portraits drawings of their peers using a variety of drawing materials.  They will work intuitively at varying lengths of time to record and draw.	I can use observational skills to draw from life using a variety of materials.	Portraiture	
Lesson 3,4&5: Making Layered Portraits	What aspects of my identity can I express through a self-portrait?	To listen to how other artists construct their work, before working physically in drawing and collage or digitally on a tablet to make my own layered and constructed portrait.  To understand how materials can be layered and the effect this creates.  To use sketchbooks effectively to refine ideas.	Pupils will create a physical (using drawing materials, paper, collage), or digital exploration of how to make a layered portrait which captures aspects of their personality and identity.  They will use sketchbooks throughout to help explore and focus, test and reflect.	I can work digitally or physically to create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning.  I can use my curiosity to think about how I might adapt techniques and processes to suit me.	Layering  Digital Art, Physical,	That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities.  That as viewers we can then “read” imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.

Lesson 6: Reflect, share and discuss	How can I reflect on my self-portrait?	To display the work made through the half term and reflect on the outcomes.	Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.	<p>I can share my work with my classmates, articulate how I feel about the journey and outcome. I can listen to feedback from my classmates and respond.</p> <p>I can appreciate the work of my classmates and I can reflect upon the differences and similarities of their work (and experience) to mine. I can share my response to their work.</p> <p>I can take photographs of my artwork, thinking about lighting, focus and composition.</p>	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	That when we reflect on our own work and the work of others, we can think about what we are good at and what we might do differently next time.
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### Learning Outside of the Classroom?

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### Cross Curricular Opportunity:

- **History:** Explore the identity of a figure from your chosen history topic.
- **PSHE:** Collaboration, Peer Discussion, Different Religions, Ethnic Identity.

### Impact/Assessment

- Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome.
- Identify any personal challenges preventing meeting "I Can" statements
- Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher.
- Identify areas of particular strength which might benefit from being developed.
- No grades to be applied, no learning objectives in the sketchbooks, no teacher marking in sketchbooks.