

Unit 7A Self-image

About the unit

In this unit, pupils explore their personal identity as a starting point. They create images that reflect their ideas of themselves, working from observation, memory and imagination. They develop skills using traditional materials and processes and have the opportunity to combine traditional and digital media. They learn about the ideas, methods and approaches used by other artists who have made images of themselves and/or portrayed others.

This unit is expected to take 10–15 hours.

What the unit covers

Art	Craft	Design	2-D	3-D	Individual work	Collaborative work
Line	Tone	Colour	Pattern	Texture	Shape	Form Space
Painting	Collage	Print making	Digital media	Sculpture	Textiles	

Where the unit fits in

This unit builds on unit 5A ‘Objects and meanings’ and unit 6A ‘People in action’ in the key stage 2 scheme of work. These units develop knowledge and the skills associated with painting, collage, photography and digital imaging.

This unit could be linked with English: how meaning is conveyed in texts that include print, images and sometimes sounds. It could be linked with unit 7D ‘Variation and classification’, in the science scheme of work and with PSHE, where pupils are taught to respect the differences between people as they develop their own sense of identity. It could also be linked with unit 7 ‘Images of an eye 1500–1750’ in the history scheme of work, where pupils study a range of portraits from this period.

Expectations

At the end of this unit

most pupils will: explore ideas and collect visual and other information on the theme of identity to help them develop their work; use their knowledge and understanding of materials and processes, combining and organising visual and tactile qualities to communicate ideas and feelings about their identity; compare and comment on ideas, methods and approaches used in their own and other people’s self-portrait work, and relate these to the context in which the work was made; adapt and improve their work to realise their own intentions

some pupils will not have made so much progress and will: collect information for their work; investigate visual and tactile qualities in materials and processes and use these to communicate their ideas and feelings about themselves; comment on similarities and differences between their own and other people’s self-portraits; adapt and improve their work

some pupils will have progressed further and will: select visual and other information and use this in developing their work; manipulate materials and processes to communicate ideas and meanings about their identity, matching visual and tactile qualities to their intentions; analyse and comment on ideas, methods and approaches used in their own and others’ work, and relate these to the context; adapt and refine their work to reflect their own view of its purpose and meaning

Prior learning

It is helpful if pupils have:

- used different methods and approaches to represent themselves
- made portraits from observation, memory and imagination
- the basic skills needed to experiment with photomontage and digital-imaging techniques
- explored some of the reasons why artists portray ideas about themselves

Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly vocabulary relating to:

- portraying self, *eg identity, distinguishing features, symbolism, personal history, autobiography, moods, feelings*
- composition, *eg viewpoints, text, images, cropping, overlay, composition, photomontage, digital imaging*
- controlling media and techniques, *eg intention, modifying, improving*
- comparing self-portraits from different times, places, cultures

Speaking and listening – through the activities pupils could:

- ask questions to gain clarification and further information
- answer questions using relevant evidence or reasons
- collaborate with others to share information and ideas, and solve problems
- identify the main points of what they have heard or discovered

Resources

For practical work, resources include:

- computer with image manipulating software, printer
- conventional camera and scanner, or digital camera
- photocopier

Examples of art, craft and design:

- portrait paintings – large-scale and miniatures showing different visual qualities, *eg work by Rembrandt, Soutine, Nolde, Magritte, Khalo, Blake, Boyce, Bhimji, Keegan*
- sculpted heads showing different tactile approaches, *eg work by Rodin, Moore, Gabo, Brancusi, Epstein*
- photographs conveying ideas and feelings about identity

Future learning

The skills, knowledge and experience of two-dimensional image making are developed in unit 8A ‘Objects and viewpoints’. The theme of self and experiences is developed in unit 9A ‘Life events’.

Adapting the unit

Pupils could:

- represent themselves in a different historical, social or cultural context. They could study conventions in portraiture from different times, places or cultures, or a particular artist and represent themselves in a chosen style, using traditional or digital media, see *Exemplification of standards in art*, ‘Portraiture’, (SCAA, 1996, pages 32–3)
- represent perceptions of themselves at different times in their lives, by creating an installation that uses sound and the movement of the viewer to suggest the passing of time. They could look at Titian’s *Allegory of prudence*, Keith Piper’s *Tradewinds* (a multimedia installation, 1992), Judy Chicago’s *Birthday party* or Pablo Menfesawi’s *Imani – Black angels* (1998)

Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note**Exploring and developing ideas**

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| <ul style="list-style-type: none"> to discuss and question critically a range of visual and other information to help them develop ideas for independent work | <ul style="list-style-type: none"> Discuss with pupils the idea of representing who they are to others. <i>How would they like to be seen by others? What powerful messages would they wish to communicate?</i> Ask them how they might represent themselves, <i>eg in words, in images, a combination of both? Other ways?</i> Read a description of a person and ask the pupils to visualise what the person might look like and other distinguishing features, <i>eg colour and style of clothes</i>. List words the pupils associate with identity. Ask them to identify the main points of what they have heard. | <ul style="list-style-type: none"> ask and answer questions using appropriate terminology listen with maintained attention and show understanding of what they hear | <ul style="list-style-type: none"> Use alternative ways of describing people, <i>eg reports, stories, poetry</i>. Examples of poems that provide strong visual images include Seamus Heaney's <i>Bone dreams</i>; Grace Nichols's <i>The fat black woman goes shopping</i> and <i>Tropical death</i> and Sylvia Plath's <i>Lady Lazarus</i>. |
| <ul style="list-style-type: none"> about codes and conventions and how these are used to represent ideas, beliefs and values in self-portraits | <ul style="list-style-type: none"> 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, <i>eg</i>: <ul style="list-style-type: none"> – <i>content – subject and ideas shown</i> – <i>form – composition and arrangement</i> – <i>how it is made – the materials, process, techniques used</i> – <i>impact – what pupils think about the work and the effect on them</i> | <ul style="list-style-type: none"> compare and comment on ideas, methods and approaches used in images of self | <ul style="list-style-type: none"> Invite the pupils to identify artists they know of who have pursued the theme of identity. Use homework time to collect photographs and artefacts relating to the theme. Pupils could use 'life books' or diaries to create visually rich imagery of self and identity. |
| <ul style="list-style-type: none"> to select from a range of visual and other information to help them develop ideas for independent work | <ul style="list-style-type: none"> Ask the pupils to collect photographs and other autobiographical information to build up 'a picture' of themselves, <i>eg drawings, photographs, writing, face casts</i>. Guide them to choose visual and other information to portray aspects of their identity, <i>eg facial features, images of objects and activities that symbolise their interests and how they prefer to be, words and sounds that have meaning for them</i>. | <ul style="list-style-type: none"> select and experiment with ideas, materials and information to represent themselves | <ul style="list-style-type: none"> Some pupils 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. |
| <ul style="list-style-type: none"> to organise and present information in different ways, including using a sketchbook | <ul style="list-style-type: none"> Ask the pupils to use the visual and other information they collect to make a series of studies in their sketchbooks that could form the basis of the next stage of their work. Emphasise the need to develop a number of alternative ideas, <i>eg recording physical characteristics in different media to explore effects, combining images of themselves with labels, notes, text, objects, symbols</i>. | <ul style="list-style-type: none"> organise and present work to indicate how ideas are being developed | <ul style="list-style-type: none"> Pupils will have been keeping a sketchbook during key stage 2. Encourage them to bring this to school, review with them their approaches to exploring and 'storing' the ideas and information they have collected. |

Pupils should learn:

Pupils:

Investigating and making

<ul style="list-style-type: none"> to record and analyse first-hand observations, to select from experience and imagination and to explore ideas 	<p>Activity 1</p> <ul style="list-style-type: none"> Ask the pupils 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. 	<ul style="list-style-type: none"> select and combine line and tone and images and text to create an objective view of self 	<ul style="list-style-type: none"> The three activities described can be used to find out pupils' levels of skills and confidence in using different materials and processes. Pupils could use mirrors when making observational drawings of themselves. Emphasise that pupils should make an objective representation of themselves.
<ul style="list-style-type: none"> to investigate, combine and manipulate materials and images, taking account of purpose and audience 	<p>Activity 2</p> <ul style="list-style-type: none"> Show pupils how to extend their ideas about making images using collage and mixed-media techniques. Ask them to make photocopies of their drawings and photographs. Show them ways to cut and reorganise this material and combine it with other images and text to create an image of self, <i>eg fragment text and images, cut, crop and overlay images, work on top of collage using drawing and painting techniques.</i> 	<ul style="list-style-type: none"> manipulate materials and techniques to compose images and express ideas about their identity 	<ul style="list-style-type: none"> Small groups of pupils could take photographs of each other and process and print out scanned images or print images from a digital camera. Pupils could use digital media to build up and compose a self-image by scanning in their composition and experimenting with digital colour and image making.
<ul style="list-style-type: none"> to apply and extend their experience of a range of materials and processes, refining their control of tools and techniques 	<p>Activity 3</p> <ul style="list-style-type: none"> Ask the pupils to develop a different idea from their sketchbook using paint. Ask them to make an image of themselves that expresses their feelings. They could do this by: <ul style="list-style-type: none"> <i>either</i> <ul style="list-style-type: none"> setting their image within a background of selected colours to express feelings, <i>eg joyous, reflective, angry</i> <i>or</i> <ul style="list-style-type: none"> using different marks and textures, <i>eg bold, angular, vigorous, soft, smooth</i>, to suggest different kinds of feelings Ask the pupils to describe the feeling they have expressed and add text to their composition that emphasises this mood. Ask them to consider the style and placing of the text. 	<ul style="list-style-type: none"> apply their experience of materials and techniques, using colour and texture to create an expressive image of self 	<ul style="list-style-type: none"> Draw attention to the media that pupils are using and how it is used and applied differently in different cultures, <i>eg Islamic miniatures, rangoli designs.</i> Emphasise that pupils should make an expressive image of themselves. Encourage them to use and apply media in ways that they feel reflect their identity.
<ul style="list-style-type: none"> to adapt and refine their work and plan and develop this further, in the light of their own and others' evaluations 	<ul style="list-style-type: none"> At each stage, review the work with the pupils and analyse how effectively they are using methods and approaches to create their images of self. <i>Which work is making effective use of composition? How well have they combined and overlaid images or used words or different media? Have they symbolised personal interests? Have they created images that have visual impact? Have they powerfully projected a sense of themselves to others?</i> Identify with the pupils parts that need to be modified and ways of doing this to improve the work. 	<ul style="list-style-type: none"> check the progress of their work at each stage and identify what needs to be modified and how improvements can be made 	<ul style="list-style-type: none"> Ask the pupils to review their work at important stages of development, commenting on the content, composition, methods used and what they think are their successes and difficulties.

Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note**Evaluating and developing work**

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| <ul style="list-style-type: none"> • to analyse and evaluate others' work, express opinions and make reasoned judgements | <ul style="list-style-type: none"> • Ask the pupils 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. • Look at sculpted portrait heads from different times and cultures and comment on the use of tactile qualities. | <ul style="list-style-type: none"> • compare different ideas, methods and approaches in the work of others • identify the strengths and weaknesses of different ways of representing identity | <ul style="list-style-type: none"> • Pupils could focus on one method of working in their pair or group and take responsibility for reporting back to the whole group. • It might be helpful to focus on the work of two twentieth-century artists. Peter Blake can be associated with culture of the 1960s. Sonia Boyce represents an artist who explores ideas about cultural identity through her work. |
| <ul style="list-style-type: none"> • about continuity and change in the purposes and audiences of artists | <ul style="list-style-type: none"> • Discuss the use of photographic and digital-imaging techniques and how these provide different approaches to representing people. • Ask the pupils 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, sums up their own ideas about their identity. • Ask the pupils to analyse how they have used visual and tactile qualities in their work. Encourage pupils to ask questions to gain clarification and further information. Help pupils to answer questions giving relevant evidence or reasons. <i>How have self-portraits been composed using visual, tactile and other elements? 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?</i> | <ul style="list-style-type: none"> • contribute usefully to pair or group activity, showing understanding of their task • evaluate their work and the ways in which they have responded to the theme of identity • ask and answer questions using appropriate terminology | <ul style="list-style-type: none"> • Organise a display of work on different approaches to the theme of identity. Ask pupils to compare works and make choices using specific criteria. Talk with groups and individuals to emphasise how their judgements are informed by the experience of creating art. • Work could be photographed and stored for reference by future groups of pupils. A selection could be placed in the year group portfolio to identify the department's expectations and standards of attainment. • The project could be publicised on the school's website. |