

UNIT TITLE	Expressionist Portrait Woodcut	LEVEL	5	YEAR	10	FIELD	Printmaking	DURATION	27 hours
OVERVIEW OF UNIT/BRIEF: Make recycled paper. Learn portrait drawing conventions and about the German Expressionist artists then combine the two to design and make an edition of Expressive (self?) Portrait prints on recycled and cartridge paper.				CURRICULUM INTEGRATION: (Links with other learning areas) N/A but would link with an Identity Unit in English or Social Sciences.					
STRANDS		ACHIEVEMENT OBJECTIVES			LEARNING OUTCOMES				
UC Understanding the Visual Arts in context		Investigate and consider the relationship between the production of art works and their contexts and influences.			Students will: <ul style="list-style-type: none"> Investigate and consider the changing nature of portraits through history and in particular the German Expressionist portraits. 				
PK Developing practical knowledge		Apply knowledge of selected conventions from established practice, using appropriate processes and procedures.			<ul style="list-style-type: none"> Apply knowledge of portrait drawing conventions and woodcut techniques to make portrait drawings and woodcut prints, using drawing and printmaking techniques, tools, materials, processes and procedures. 				
DI Developing ideas		Generate, develop, and refine ideas in response to a variety of motivations, including the study of established practice.			<ul style="list-style-type: none"> Generate, develop and refine ideas in response to viewing German Expressionist portrait woodcuts. 				
CI Communicating and interpreting		Compare and contrast the ways in which ideas and art-making processes are used to communicate meaning in selected objects and images.			<ul style="list-style-type: none"> Compare and contrast the ideas behind and techniques of the German Expressionists and Realistic portrait painters. 				

KEY COMPETENCIES		Teaching/Learning Sequence							
✓	Thinking	Week 1-2 Learning Intention – To learn portrait drawing conventions.							
✓	Using language, symbols and texts	Teach portrait drawing conventions as students draw portraits in pairs.							
✓	Managing self	Weeks 3 Learning Intention – To learn about realistic and abstract portraits by a variety of artist models.							
✓	Relating to others	View a range of portraits painted throughout history, (on the hand out resource provided) and make annotated notes around them to make comment on the changes in style that you see through time.							
✓	Participating and contributing	Cut, paste and highlight a definition of 'Expressionism'. Then focus on the German Expressionist portraits/woodcuts. Make comment on the ideas and methods of the German Expressionist artist models- by photocopying, and gluing into you A3 sketchbook, two examples of their wood cut prints. Next make a drawing copy to analyse composition, use of line and tone and make written notes on their 'Expressionist' ideas behind their portraits. Comment on how they differ from realistic portraits. HOMEWORK – Research the German Expressionists and compare and contrast them with portrait painters with a realistic style - yourself to gain the higher grades for CI and UC.							
RESOURCES		Week 4-5 Learning Intention- To develop ideas for an Expressive portrait image through drawing.							
Pencils, paper, coloured wet and dry drawing media Artist models texts and scanned images Materials – cartridge paper, newspaper, acrylic paint, printmaking inks, wood carving tools		Produce thumbnail sketches A6 size (10 x 15cm), based on your observational drawings and using the German Expressionist artist models as an influence. Investigate a range of ideas (5 thumbnails minimum), then choose two of these to develop further. Use black and white media. Refine your best idea/composition and make an A3 black and white plan. Do this by using white paint on black paper- aim to emulate your German Expressionist artist models mark making. Remember your design will be reversed when printed.							
KEY VOCABULARY		Week 6 -9 Learning Intention-To use woodcut print tools and techniques to make an edition of prints.							
Proportion, axis, Expressionism, line, tone, form		Transfer your final design to the woodblock by drawing in pencil or by tracing a photocopy with carbon paper underneath. Carve your woodcut- everywhere you carve will be white, every area left raised will be black. Make an edition of 4 prints – one on recycled paper.							
VISUAL ART SKILLS		ACTUAL OUTCOMES - Artist model research and documentation / observational portrait drawings / thumbnail sketches / black and white preparatory drawing/ four black and white woodcut prints / (painted and re-carved woodcut- optional).							
Observational drawing Thumbnail sketches Woodcut printmaking techniques		UNIT EVALUATION							

YEAR 10 ASSESSMENT SCHEDULE TITLE:		Expressionist Portrait Woodcut		NAME	DATE
Method of Assessment	<input type="checkbox"/> Self Assessed	<input type="checkbox"/> Teacher Assessed			
EVIDENCE The student shows evidence of being able to:	N1. Beginning to develop the skill, knowledge and understanding required at this level	N2. Developing the skills, knowledge and understanding required at this level	A. Shows the skills, knowledge and understanding required at this level	M. Shows a very good level of achievement in the skills, knowledge and understanding required at this level	E. Shows an excellent level of achievement in the skills, knowledge and understanding required at this level
UC Investigate and consider the changing nature of portraits through history and in particular the German Expressionist portraits. As shown by documentation in your sketchbook.	<i>The student is beginning to develop the skills to be able to:</i> <i>-Make some links between the production of the artwork/s and their social context and influences</i>	<i>The student is developing the skills to be able to:</i> <i>-Make links between the production of the artwork/s and their social context and influences</i>	<i>The student is able to:</i> <i>-Make links between the production of artwork/s and their social context and influences</i>	<i>The student is able to:</i> <i>-Make relevant links between the production of artwork/s and their social context and influences</i>	<i>The student is able to:</i> <i>Demonstrate in-depth understanding of the relevant links between the production of artwork/s and their social context and influences</i>
PK Apply knowledge of portrait drawing conventions and woodcut techniques to make portrait drawings and woodcut prints, using drawing and printmaking techniques, tools, materials, processes and procedures. As shown by your Observational portrait drawings and edition of 4 prints	<i>The student is beginning to develop the skills to be able to:</i> <i>-Apply some knowledge of elements and principles</i> <i>-Use some conventions, processes and procedures</i> <i>-Use some techniques, tools and materials</i>	<i>The student is developing the skills to be able to:</i> <i>-Apply knowledge of elements and principles</i> <i>-Use conventions, processes and procedures</i> <i>-Use techniques, tools and materials with some control</i>	<i>The student is able to:</i> <i>-Apply knowledge of elements and principles</i> <i>-Use conventions, processes and procedures</i> <i>-Use techniques, tools and materials</i>	<i>The student is able to:</i> <i>-Apply and arrange knowledge of elements and principles</i> <i>-Understand and use conventions, processes and procedures</i> <i>-Use techniques, tools and materials with control</i>	<i>The student is able to:</i> <i>-Apply and arrange elements and principles with understanding</i> <i>-Demonstrate an in-depth understanding of conventions, processes and procedures</i> <i>-Fluently use techniques, tools and materials to produce original art work of a high standard</i>
DI Generate, develop and refine ideas in response to viewing German Expressionist portrait woodcuts. As shown by your thumbnail sketches in your sketchbook and your black and white preparatory drawing and your wood cut print.	<i>The student is beginning to develop the skills to be able to:</i> <i>-Generate some ideas</i> <i>--Develop some ideas relating to subject matter and artist model/s studied</i>	<i>The student is developing the skills to be able to:</i> <i>-Generate ideas</i> <i>--Develop ideas relating to subject matter and artist model/s studied</i>	<i>The student is able to:</i> <i>-Generate ideas</i> <i>-Develop ideas relating to subject matter and artist model/s studied</i>	<i>The student is able to:</i> <i>-Generate, develop and refine ideas</i> <i>-Show that conventions of artist model/s are understood and integrated into their own art work</i>	<i>The student is able to:</i> <i>-Purposefully generate, develop and refine visual ideas</i> <i>-Show that conventions of selected artists are integrated into their own art work to produce original outcomes</i>
CI Compare and contrast the ideas behind and techniques of the German Expressionists and Realistic portrait painters. As shown by documentation in your sketchbook.	<i>The student is beginning to develop the skills to be able to:</i> <i>-Describe and evaluate how some ideas and processes are used to communicate meaning in selected art works</i>	<i>The student is developing the skills to be able to:</i> <i>-Describe and evaluate how different ideas and processes are used to communicate meaning in selected art works</i>	<i>The student is able to:</i> <i>-Describe and evaluate how different artist model/s ideas and processes are used to communicate meaning in researched art works</i>	<i>The student is able to:</i> <i>-Accurately describe and evaluate how artist model/s ideas and processes communicate meaning in researched art works</i>	<i>The student is able to:</i> <i>-Thoroughly describe and make an in-depth evaluation of how ideas and processes communicate meaning in researched art works</i>
Comment:					