

Unit Plan Template Year 8 Unit 1

Name of unit: Portraiture: Who am I now and what do I want to become? Pupils investigate the question through portraits of themselves and others	
Expected Outcomes • Learners will explore how portraiture can express identity, personality, and emotion. • Learners will reflect on their own identity and aspirations through self-portraiture. • Learners will develop drawing skills, focusing on facial features and proportion. • Learners will analyse how different artists portray people and identity. • Learners will experiment with media and techniques to create expressive portraits. • Learners will produce a final portrait that combines realism and imagination.	
Developmental Focus Opportunities • Self-awareness: Reflecting on personal identity and future aspirations. • Empathy: Observing and portraying others with sensitivity and care. • Technical skill: Improving accuracy in drawing facial features and using tone. • Creative thinking: Combining realism with imaginative elements. • Resilience: Adapting work and solving problems during the creative process. • Independence: Making artistic choices and managing time effectively.	
Key Learning Points	Powerful Knowledge
• Portraits can communicate identity, personality, and emotion. • Proportion guidelines help artists draw realistic faces. • Tone and shading create depth and form in drawings. • Artists use different styles and media to express identity. • Portraits can blend realistic and imaginative elements to tell a story.	• Understanding how visual elements (expression, colour, composition) convey meaning. • Applying proportion and observation skills to draw accurate facial features. • Analysing how artists explore personal and cultural identity through portraiture. • Using media intentionally to express mood, personality, or transformation. • Reflecting on one's own identity and expressing it through visual art.
Subject-Specific Vocabulary	Reading Opportunities
• Portrait • Proportion • Tone • Shading • Expression • Identity • Realism • Imagination • Media • Observation	• Artist profiles (e.g., Frida Kahlo, Kehinde Wiley, Amy Sherald). • Articles or short texts on identity in art. • Visual analysis of portraits from different cultures and time periods. • Reflective writing prompts about self-image and aspirations.

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Possible Misconceptions	Cross-Curricular Links
• Portraits must be exact likenesses to be successful. • Only professional artists can draw realistic faces. • Identity is fixed and cannot be explored or imagined in art. • Imaginative elements make a portrait less meaningful. • Tone and shading are only for advanced artists.	• English: Reflective writing about identity and aspirations. • PSHE: Exploring self-image, goals, and emotional expression. • History: Studying historical portraits and their cultural context. • Science: Understanding facial anatomy and structure. • Drama: Exploring character and expression through performance and visual art.