Tasks:

Make sure your website is up-to-date.

* You should have images of every part of the process since the beginning of the year. Pre-instruction work, through the skull drawings, the facial features drawings, through the Spencer colour mixing task, to the abstract portraits, to the photographic workshop.
* You should have an investigation of two portraits – one is like one looks like and have compared/contrasted them.
* You should have a formative reflection that refers to the ATLs you think you have been addressing through the work we have done.
* You should have the photographs we made last lesson with some explanation of what compositional ideas you were thinking about.

I will be looking at your website to decide which grade to give you for Criterion B: Developing Skills. I will look at all of the work you have done and how well you have **documented** it on your website. I already have one grade for your investigation (criterion D: Responding). These are the two grades that will appear on your report. Below is the rubric I will use for **Criterion B: Developing Skills**

|  |  |  |
| --- | --- | --- |
| Level |  |  |
| 1-2 | i. you demonstrate **limited** acquisition and development of the skills and techniques of the art form studied  ii You demonstrate **limited** application of skills and techniques to create, perform and/or present art | Not all the work we have done is evident on the website. The reflection does not fully cover all of the tasks/ATLs. There is little evidence of skill development throughout the first half of the unit. |
| 3-4 | i. you demonstrate **adequate** acquisition and development of the skills and techniques of the art form studied  ii You demonstrate **adequate** application of skills and techniques to create, perform and/or present art | You have documented most of the work we have done. The reflection is basic but covers the tasks/ATLs. There is some evidence of skill development throughout the first phase of the unit. |
| 5-6 | i. you demonstrate **substantial** acquisition and development of the skills and techniques of the art form studied  ii You demonstrate **substantial** application of skills and techniques to create, perform and/or present art | All of the work is documented and well presented. The reflection is thoughtful and covers the tasks/ATLs. There is evidence of good skill development throughout the first phase of the unit. |
| 7-8 | i.you demonstrate **excellent** acquisition and development of the skills and techniques of the art form studied  ii.You demonstrate **excellent** application of skills and techniques to create, perform and/or present art | Your document of our process is thorough and very well presented. Your reflection is thoughtful, insightful and shows full engagement with the process we have been through. Your work shows considerable skill development and sustained determination to produce high quality work. |

Once you are sure you are ready to have your online process portfolio be assessed you can start to plan your own response to the Unit Statement of Inquiry – ***portraiture provides opportunities for expressing a wide range of ideas and feelings about the model, be it a self-portrait or a portrait of another member of our community***.

You will need to plan, develop and resolve an artwork that is a portrait. You will need to show evidence of planning and thinking creatively, experimenting with media, making draft versions and completing a final piece. You must document this whole process and write short formative reflections about each lessons’ progress. You will need to write a summative reflection at the end of your process and there will be a separate rubric for this.

Use last years’ students’ websites to see how this might look.

Tasks:

1. Make a ‘mind-map’ to help you decide who you will make a portrait of and what you will try to communicate about them – the more thinking you do now the better your painting will be.

* If you wish you can use a ‘model’ of an existing portrait from art history.

1. You may use photographic sources, but should heed Peter Doig’s imprecation “copying a photograph is boring”
2. At home – decision time: who will the portrait be of? If you are going to use a photograph then it must be planned (lighting, props, background, composition). Will your piece combine ‘looks like’ and ‘is like’? Will you favour one of these concepts”
3. Write a ‘proposal’ – this is statement of intent, a bit like writing success criteria. You must write a clear statement of what you want your portrait to be and to communicate. This must be posted on your website. (it is an important aspect of criterion C: Thinking Creatively)
4. In class start making drafts and experimenting with composition. Produce ‘design sheets’ to document your process. (2 weeks). You have some scope for interpreting the brief and some choice in deciding on media and scale.
5. Begin final piece once you have discussed your plan with me. (3 weeks +). Making something of quality takes time…… we are going to try and have everything finished by the end of November.