**Me in a Box**

**7/8**

**Unit Title: Year/Group:**

**Description & main learning aims**

Students will develop skills and techniques in forming and joining 3D materials and drawing and painting to produce a 3D piece of art work on a personal theme: Me in a Box.

This will involve students making a box from a net then decorating it with a collage on a personal theme using found materials. The cover of the box will then be a self portrait. The box will open to reveal the inner self of the person.

**National Curriculum coverage**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **KS3 Aims** | | **KS3 Programme of Study** | | | | | |
| **Produce creative work,** | / | **EVALUATE** | Analyse own | **/** | **IDEAS** | Use sketchbooks explore ideas |  |
| **Explore ideas** | / | Analyse others | **/** | Use other media explore ideas | **/** |
| **Record Feelings & Experiences** | / | Use evaluation to improve | **/** | Develop creativity | **/** |
| **Proficient in Skills & Techniques** | / | **MAKING** | 1st Hand Obs & sources |  | **KNOWLEDGE** | Develop a critical understanding: Art | **/** |
| **Evaluate and Analyse** |  | Sketchbooks, journals or other media |  | Craft |  |
| **Learn formal elements** |  | Use a range of techniques | **/** | Design and architecture |  |
| **Knowledge great Artists, Craft & Design and culture** | / | Increase proficiency with materials | **/** | Express reasoned judgements | **/** |

**Main learning outcomes & expectations.** At the end of this unit:

**Some pupils will not make so much progress and will need the following support:**

Assistance with construction of a 3D shape using a template.

Provided with a range of collage material such as magazines, pictures.

Help and assistance with drawing faces.

**Some pupils will have progressed further and will be given the following extension activities:**

To produce a high quality outcome combining beliefs, opinions and high quality drawings.

Develop this 3D piece into a painting or drawing.

Work in sketchbooks to develop critical and cultural understanding.

**Most pupils will:**

Produce a self portrait in a suitable medium of their choice.

Make a 3D box which will be decorated in a range of pictures, patterns and collage material of their choosing.

Have the opportunity to express and show aspects of their inner feelings, opinions, thoughts and beliefs.

Investigate the work of famous artists

**Cross Curricular Provision** *(including Literacy, numeracy, ICT etc)*

Strongly linked with Religious Education, this Unit might form the basis of a cross curricular teaching Unit, where students are able to examine their thoughts and feelings about a range of contemporary issues and/or personal beliefs.

Also linked to Mathematics, students might examine 3D shapes and Nets.

Students will be required to use ICT to find and locate visual information to help them with their study and understand the work of contemporary artists.

**Resources Assessment Methods**

Regular whole class critique

Peer to peer AFL at the end of the project.

Teacher summative assessment

Magazines, Photographs of modern contemporary issues, Religious Icons, Images or links to suitable artists work, suggested ideas: Banksy, Joseph Cornell, Icons.

**SEN support (including MAT)**

Health and safety guidelines on the use of knives and blades when cutting will be employed for students with physical difficulties.

|  |  |  |
| --- | --- | --- |
| **Learning Stages**  Outline the stages of learning for the Unit | **Learning Objectives**  For the learning stage/lesson | **Look For’s**  To ensure learning has taken place. |
| **Symbolism**  Use the PowerPoint ‘Symbolism in art’ to investigate symbolism in art and own culture. Use the findings from this to develop personal investigations into the significance of symbolism. | Understand and use symbols to convey more complex, hidden meaning when making own art. | Using and applying symbols in increasingly sophisticated contexts. |
| **Investigate the work of others.**  This learning stage might be applied at any point in the project.  Examine the work of other artists that have worked with symbols in containers: Joseph Cornell, Susan Hiller, Fluxus, Faberge, Marcel Duchamp etc either on your own, in pairs or groups.  **Check out this excellent website:**  [**http://www.josephcornellbox.com/**](http://www.josephcornellbox.com/)  [**Fluxus Museum**](http://fluxmuseum.org/fluxhibition-3/fluxhibition3.html)  [**Marcel Duchamp**](http://artsplastiqueslcf.blogspot.co.uk/2015/11/marcel-duchamp-et-le-dispositif-de.html) | What do you think some of the symbolism in these examples might mean?  Is everyone in the group’s interpretations of the symbols the same? Is this important?  What features of the work you have seen do you like most and why? Produce a series of sketches and studies on the art you have seen using written and visual notes to help you. | To understand allegory and metaphor when producing work of this nature. |
| **Activity and Discussion**  **Who are you? What makes you so different?**   * Complete the presentation ‘All about Me’ that aims to get pupils thinking about themselves introspectively then transform this into visual imagery. * Follow this up with a discussion on personal beliefs, interests, likes, dislikes, tastes, world issues, local issues, politics. * Mind map of outcomes * Sketches, drawings, visual representation of thoughts and ideas. | Produce sketchbook pages and/or mind maps that illustrate student’s ideas and thoughts on: The Self.  Identify images that would represent their ideas.  Find and collect these images then bring to school. Homework task. | Confident realisation of numerous ideas in verbal or written forms.  Abundance of quick sketches, lists and drawings that illustrate thinking. |
| **Make a Box**  Working from mathematical nets and/or templates produce a box suitable for applying a collage and/or 3D materials to the surface.  The box will need to be made from suitable card, rigid in structure and have a hinged front door/panel.  Whole class decisions need to be made on the size and shape of the box. Is it best that they are all a uniform size? Or will students have personal freedom? | Produce a suitable 3D box that has a rigid construction. | Some students will struggle with 3D shape. They might need templates and be given the exact dimensions of the box.  They might find cutting and joining difficult and will need support.  Some students should be challenged to create more complex shapes. |
| **(Optional activity) Produce a self portrait to fit on the box front.**  The portrait needs to fit the dimensions of the front door/panel on the box.  It can be produced in any suitable drawing/painting material. Experimentation should be encouraged to find the most successful medium.  Use of digital photography might be employed for copying, tracing or even as a direct application. | Produce a suitable self-portrait that would fit the dimensions of the box front.  Show evidence of experimenting in a range of different materials. | Look for sketchbook studies, trialling different materials.  Encourage experimentation and failure! |
| **Develop ideas to decorate the inner and outer of the box**  The students should have collected a range of resources that are relevant to their tastes and interests.  Magazine pictures, photographs, CD’s, comics, small toys, badges, logos, food containers, jewellery, fabrics, patterns, decorative papers, sweets, newspaper articles  Pupils should sketch, draw, paint and experiment with ways in which they can use this material most effectively. | Produce a range of sketchbook studies by copying and/or tracing the images gathered from home. | There will be a wide variation in the standard of material brought from home, so some resources will need to be provided.  Students might produce collages & photo, scan or photocopy them to make interesting surface patterns and textures. |
| **Decorate the box**  Apply their designs and collage to the inner and outer surface of the box.  Consider how to use information most effectively. For example: Inner private thoughts inside the box, less personal thoughts outside.  Also pay attention to the manner that the boxes will be displayed. | Apply the development of ideas for decoration to the surface of the box.  Consider the whole surface of the box, inner and outer. | Students should take care and utilise both their designs and their collage material to produce their box.  Look for students leaving huge gaps or areas unconsidered, or applying messy, flat areas of paint. |
| **Peer & Self assessment**  Pupils to pair up or collect in groups to evaluate and assess each others’ work. A pro-forma may be used here to direct the pupil’s questions and assessment.  How successful is the construction of the box?  How effectively drawn is the portrait?  Of what quality is the collage and decoration?  Self assessment should direct the pupils to asking themselves how successful they think they have been and what they might alter about their work. | To understand the qualities that makes a successful project.  To understand how your own work might be improved. | Students should be able to articulate about their own project and that of others in whatever method suits them: Spoken or written. |
| **Group crit/exhibition**  Display the work in a suitable manner. Ask the students to look at the whole groups work and discuss amongst themselves the successes and/or failures of the work.  Take part in a whole class discussion about their findings. | To see the whole picture and to identify qualities in each other’s work. | Students should have the opportunity to see and discuss aspects of their own and others work when placed side by side. |