

LESSON PLAN Proportions

Class Year 7 mixed ability	Subject Portraiture	Teacher
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Overview & Learning Outcomes of Unit This is a common theme explored in the early stages of key stage three as it can lead to lessons in observational drawing and exploring the codes and conventions relating to portraits.	Cross Reference with SoW & PoS 1.3a, 1.3b, 1.3c, 2.1a, 2.1c, 2.2b, 2.2c, 4a, 4.g maths
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Lesson Context: Title/Aim(s) Students understand the relation between proportions and realism in portraits

Learning Objectives (Intentions)

Students will have created their own working definition of the word realistic
Students will have made comparisons between different portraits with reference to realism
Students will have developed their own set of rules of proportions and compared this to conventional rules
Students will have used their own set of rules to evaluate and refine their own work

Outcomes(what pupils should be able to do at the end of the lesson)
All (level 4) students will be able to compare and contrast different portraits aware of the factors affecting the realism of a portrait and that these relate to the proportions of the features.
Most (level 5) students will have successfully created their own rules of proportion for the development and will use this knowledge to evaluating and refining their own portraits.
Some (level 6) students will have consolidated their knowledge of the proportions of the face and will use this to help them in creating more realistic portraits.

Resources required:
Sketchbooks
Tracing paper and rulers
Picture resources showing cartoon face proportions v – more realistic facial proportions

PLTS
Team workers
Independent enquirers

AFL: Students know success criteria

TEACHER ACTIVITY	PUPIL ACTIVITY	TIME
Settling Exercise	On a page in your sketchbook draw a picture of a face from memory. Add as much detail as you can in five minutes.	5 minutes
Teacher Explanation/Objectives/Aims	To understand how knowledge of facial proportions can help in drawing realistic portraits. Teacher explains how certain western artists have aimed to use rules of proportion to make realistic portraits. Write up and explain key words Features, proportions and realistic	5 minutes
Modelling	Students in pairs are given two portraits A and B. They are asked to describe the two portraits and decide which one they think is more realistic. Students are now asked to write a definition of the word realistic. Students paired according to ability	15 minutes
Main Tasks	Students given lists of sentences and ask which sentences best describe the less realistic portrait. More able students could be given less sample sentences and ask to develop their own.	5 minutes
	Teacher models using tracing paper and a ruler over realistic portrait to create a grid over the realistic portrait.	10 minutes
	Using the ruler students asked to write a series of rules to help them when creating a realistic self portrait Teacher models first example 'eyes are half way between top of head and bottom of head' (Or ask more able student to model first example if appropriate).	10 minutes
Plenary	Students now compare their set of rules with those which are given to them on a worksheet. Swapping sketchbooks, they use the rules they have created to evaluate their partner's portrait from earlier in the lesson. They give pointers to improve the drawing	5 minutes
	Students then create a second five minute sketch portrait using their newly acquired knowledge	

AFL: Students attempt task

PLTS
Creative thinkers

Differentiation

Differentiation
10 minutes.

Differentiation

PLTS reflective learners

AFL: Task is assessed against success criteria

AFL: Students have opportunity to reflect on feedback and recognise targets

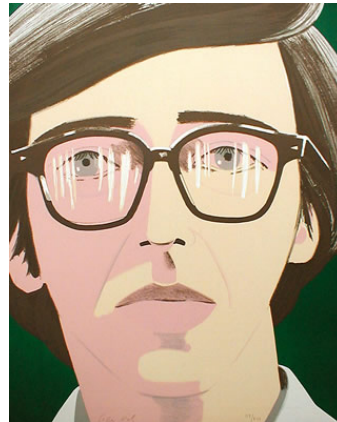
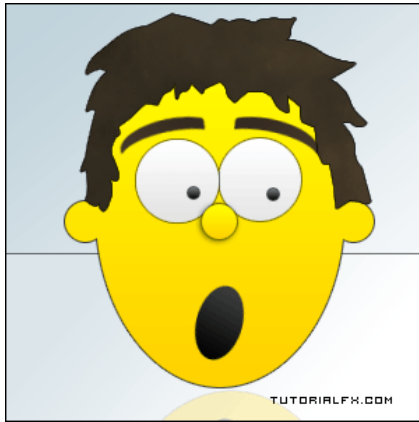
Additional Learning Opportunities (where appropriate):

Literacy	Numeracy Using numeracy to calculate rules of proportions	Work-Related Learning (14-19)
ICT	Citizenship	Cross-curricular

Homework (where appropriate): Use your knowledge of proportions to create a careful observational drawing

SAMPLE RESOURCES

AFL: Students have opportunity to reflect on feedback and recognise targets.



The eyes should be bigger	The face is not round enough
The eyes should be smaller	The eyes should be lower in the face
The eyes should be closer together	The eyes should be further apart
The nose should be bigger	The nose should be smaller
The eyes should be further apart	The face is too round