

Pathway: Exploring Identity

Pathway for Years 5 & 6

Disciplines:

Collage, Drawing, Sketchbooks

Key Concepts:

- That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to.
- That people are the sum of lots of different experiences, and that through art we can explore our identity.
- That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities.
- That as viewers we can then “read” imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.

In this pathway children are introduced to artists who explore their identity within their art.

Pupils explore how artists use various aspects of

their identity, creating imagery which explores many different aspects within one image by using layers and juxtaposition. Children listen to how the artists construct their work, before working physically in drawing and collage or digitally on a tablet to make their own layered and constructed portrait.

Pupils also use sketchbook throughout to help them generate ideas, experiment with materials and techniques, and record and reflect.

Medium:

Drawing Materials, Tablet (if digital), Paper

Artists: Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett

This pathway will take approximately half a term, based upon a weekly art lesson.

If you use this resource in your setting, please tag us on social media: #InspiredBy @accessart (facebook, twitter) @accessart.org.uk (instagram) and share the url. Thank you!





Teaching Notes

Find the MTP for this pathway [here](#).

Curriculum Links

History: Explore the identity of a figure from your chosen history topic.

PSHE: Collaboration, Peer Discussion, Different Religions, Ethnic Identity.

I Can...

- I have seen how artists explore their identity by creating layered and constructed images. I can share my response to their work with my classmates.
- I can use my curiosity to think about how I might adapt techniques and processes to suit me.
- I can use my sketchbook to record, generate ideas, test, reflect and record.
- I can work digitally or physically to create

a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning.

- I can share my work with my classmates, articulate how I feel about the journey and outcome. I can listen to feedback from my classmates and respond.
 - I can appreciate the work of my classmates and I can reflect upon the differences and similarities of their work (and experience) to mine. I can share my response to their work.
 - I can take photographs of my artwork, thinking about lighting, focus and composition.
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Time

This pathway takes 6 weeks, with an hour per week. Shorten or lengthen the suggested pathway according to time and experience. Follow the stages in green for a shorter pathway or less complex journey.

Materials

Soft B pencils, handwriting pens, sharpies, oil/chalk pastels, acrylic or ready mixed paints,

inks, brushes, A4 cartridge paper, collage papers, digital devices (tablets) if working digitally.

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A PDF of this pathway can be found [here](#).

.Aims of the Pathway

The aim of this pathway is to enable children to explore how artists embrace aspects of their experience of life – using their background, culture, race, gender, and interests to inform and shape their artwork.

▪ Week 1: Introduce

Discover Artists & Approaches

Explore the free to access Talking Points below and introduce pupils to artists who work with notions about identity.

Explore as few or as many of the artists below as you would like:

- [Talking Points: Njideka Akunyili Crosby](#)
- [Talking Points: Yinka Shonibare](#)

- [Talking Points: Thandiwe Muriu](#)

Have sketchbooks open and make time during the exploration to use the “[Making Visual Notes](#)” resource. For example pupils might make references, collect ideas, jot down methods of working, draw equivalents etc.

- Week 2: Sketchbook work

Portrait Club



Bring portraiture into the classroom in a light-hearted flexible way with the “[Portrait Club](#)” resource. Encourage open and intuitive observational drawing.

- Weeks 3, 4 & 5: Explore & Create

Making Layered Portraits



Use the “[Let Me Inspire You: Mike Barrett](#)” resource to enable a physical (using drawing materials, paper, collage), or digital exploration of how to make a layered portrait which captures aspects of your personality and identity.

The resource consists of 4 parts: a video from Mike introducing himself and then 3 stepped stages to the project.

Use sketchbooks throughout to help explore and focus, test and reflect.



Share, Reflect, Discuss



Time to see the work which has been made, talk about intention and outcome.

If you have class cameras or tablets, invite the children to document the work, thinking about lighting, focus and composition.

[Use the resource here to help you run a class "crit" to finish the project.](#)

See the Pathway Used in Schools...

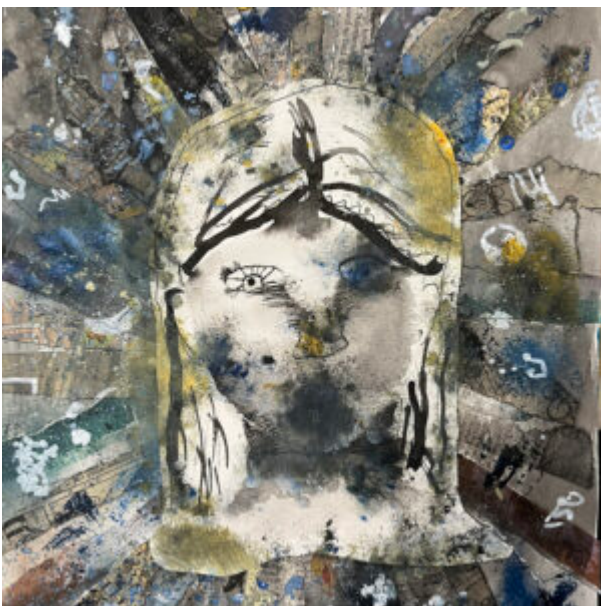














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Exploring Portraits



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escaping wars and waves by Olivier Kugler



[Explore Illustrator Olivier Kugler Book exploring stories of Syrian Refugees](#)

Repetitive Life Drawing Exercise



Create continuous line drawings of classmates inspired by Matisse