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| **Unit Overview** | Children will investigate portraits and find out what a portrait is. Children will look at features of faces and where the features go. Children will explore colour mixing skin tones. Creating and evaluating a self-portrait. | |
| **EYFS Development Matters/ ELG** | - Explore, use and refine a variety of artistic effects to express their ideas and feelings.  - Return to and build on their previous learning, refining ideas and developing their ability to represent them.  -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  -Share their creations, explaining the process they have used. | |
| **Unit Title:** | **Substantive Knowledge** | **Disciplinary Knowledge** |
| **Key Questions**  **What is a portrait?**  **What are your facial features?** | * Children to know that a portrait is photograph, painting, sculpture or artistic representation of a person. * Children know that a self-portrait is of the artist who created the piece. * Children to know how to mix colours to create different skin tones. To know to add white to make things lighter and add more of a colour to make it darker. * Children to draw features of face, true to life. | * Demonstrate control over marks being made * Experiment with a range of tools and brushes of different widths * Evaluate and look at own work and others and discuss likes. * Reflect on own work |
| **Vocabulary** | **Trips/ Visits/Useful Websites/ Resources** | **Key Misconceptions:** |
| **Substantive**  **brush**  **sponge**  **portrait**  **skin tone**  **facial features**  **Disciplinary**  **colour**  **mix**  **draw**  **paint**  **marks** | mirrors  paints  brushes  Examples of different portraits of people at different ages. | Adding black paint makes colours darker.  Facial features can go anywhere on a face.  When drawn people are heads and arms and legs. |