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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
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| **Vocabulary** | **Trips/ Visits/Useful Websites/ Resources** | **Key Misconceptions:** |
| **Substantive****brush****sponge****portrait****skin tone****facial features****Disciplinary****colour****mix****draw****paint****marks** | mirrors paintsbrushesExamples 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.  |