

Previous learning

- Portraits in year R

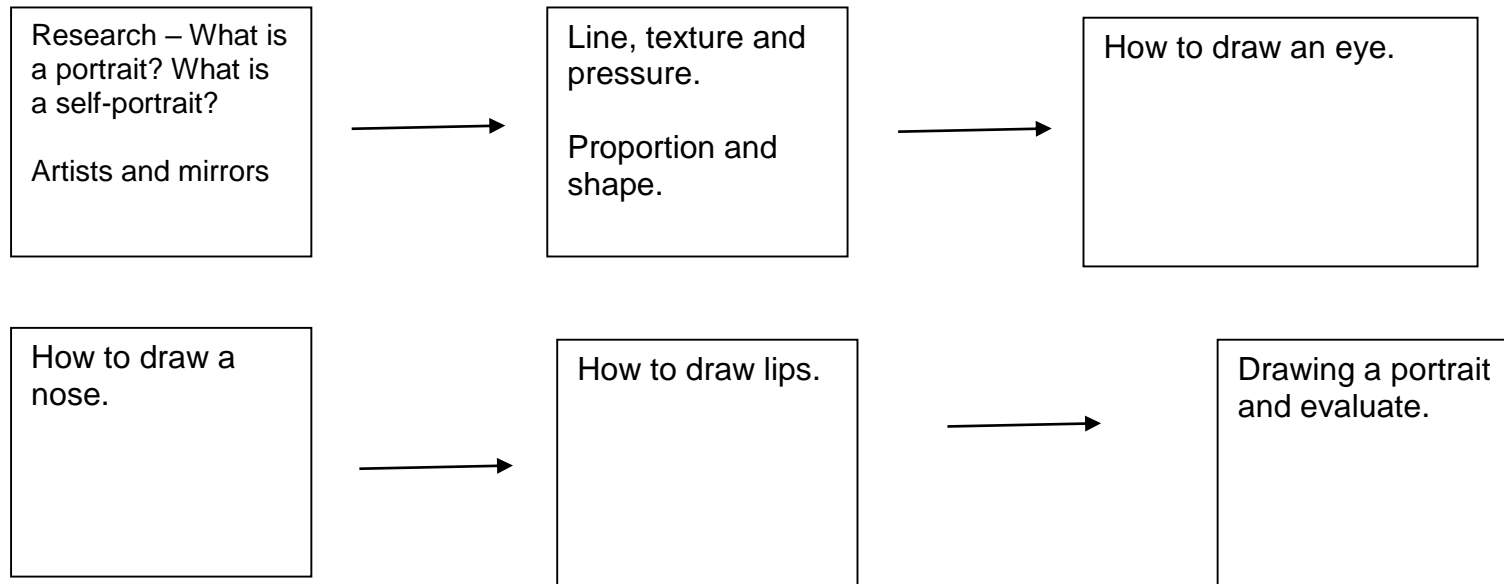
National curriculum:

- Use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About the work of a range of artists, craft makers and designers describing the differences and similarities between different practices and disciplines and making links to their own works.

Vocabulary:

line, texture, pressure, shade, proportion, space, curve, straight, portrait, self-portrait, artists, form, materials, create, draw, sketch, light, dark, similarities, differences, features, pupil, iris, eye lashes, eye brows, nostrils, bridge, lips, ears, eyes, narrow, wide, techniques, tone, soft, hard.

Snapshot overview



Art Medium Term Planning

Year Group: 1

Term:

Topic: Art

	Learning Objective	Input (including key questions and vocabulary)	Differentiation	Key Learning
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<p style="text-align: center;">Session 1</p>	<p>I can explore techniques artists have used to draw portraits</p>	<p>Discuss with the children what a self-portrait and portrait is looking at a range of different artist's work (Frieda Kahlo, Rembrandt, Alfred Conteh, Vincent Van Gogh)</p> <p>Encourage children to look at the work of portraits from the above artists and analyse what they can see.</p> <p>Discuss the features of the face – what are the eyes like? What shapes have been used? How has detail been added? Discuss the different facial features and the shapes and line, techniques that have been used to create that part of the face. Compare it to the other artists e.g. how has this artist drawn the eyes here, how has this artist drawn the eyes – what is the same and what is different? What shapes do you notice on the portraits? Compare 2 different artists and repeat for different body part e.g. noses.</p> <p>Send chn to tables in small groups with pack of portraits from the artists – look at the pictures and discuss the style, shapes and techniques used. Discuss the similarities and differences between the artists – focussing in on the specific facial features.</p> <p>Chn to discuss: Shape, Line, Shading, Tone</p> <p>Come back to carpet and discuss what they found out about the portraits Shape, Line, Shading, Tone</p> <p>Use these subtitles to facilitate discussion on what the chn found out about the portraits. Create a bank of words on sugar paper with language to describe the artistic features and style used for the facial features. (e.g. shape of nose – broad, thinner, narrow. Line – thick, thin, straight, curved) display these on working wall to be referred to throughout the learning.</p>	<p>Mixed ability groups – adults to lap and facilitate conversations through questioning</p>	<p>Children to be able to say what a portrait and self-portrait is.</p> <p>Discuss the shape, line, tone and shading of different artists.</p> <p>Compare different artists.</p>
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<p style="text-align: center;">Session 2</p>	<p>I can develop a range of art techniques using line and shape.</p>	<p>Refer back to yesterday's lesson – what artists did we look at and what is a portrait? What features did we look at and what did we learn – refer back to working wall and</p> <p>key words</p> <ul style="list-style-type: none"> - Shape - Line - Shading - Tone <p>Teacher to model with chn with sketch books in front of them.</p> <p>Teacher to model looking at the different shapes they saw yesterday – teacher to model choosing the shape and drawing it talking through what they are doing and how they are doing it (e.g. pressure, speed of drawing, movement of arm, where they are looking, size of line, even). Then chn to have a go themselves. Whilst chn are having a go adults to lap and feedback – using a pencil to model in the child's sketch book if needed.</p> <p>Repeat for straight lines and curved lines – referring to speed of pencil movement, thick and thin lines - discussing</p>	<p>Mixed ability groups – adults to lap and facilitate conversations through questioning</p>	<p>Children to be able to draw curved lines.</p> <p>Children to be able to draw straight lines.</p> <p>Children to be able to discuss and use different pencil pressures to make light and dark lines.</p>
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		<p>pressure, dark and light shading – pencil pressure. Each time T models first then chn have a go.</p> <p>Tone – T to model getting a dark tone and a light tone with colouring pencils, Chn to then have a go in sketch books</p> <p><u>Plenary</u>: discussion with partner – look in mirror and discuss what line/shade/tone/shape would I need for my own face e.g. what shapes would I need for my own eyes?</p>		
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Session 3/Session 4</p>	<p>I can develop a range of art techniques using line and shape.</p>	<p>Look in mirrors at own face and discuss features – shape, line, tone and shade of own face. Revisit the language from the working wall and the meanings of this.</p> <p>Remind children of what a portrait and self-portrait is, tell children we will be drawing our own self-portrait.</p> <p>Teach children how to draw an eye. Discuss the shape as you are modelling, different parts of an eye etc. Refer back to the first lesson and language from working wall about how the lines were drawn and the shapes used. Refer to the detail – outer eye and inner eye and the shape and lines used for this. T to model drawing an eye giving a running commentary about the drawing techniques used (e.g. I am using a thick line for the outside of the eye, a lighter line for the detail in the middle of the eye).</p> <p>Have a variety of portraits from the artists on the table for chn to refer to about what eye shapes are used. Chn to use mirrors to look at own eyes and have a go at drawing own eyes. Practise this 3 times. Encouraging use of line, shading, tone and shape – chn taking time to ensure detail is accurate.</p>	<p>Mixed ability groups – adults to lap and facilitate conversations through questioning</p>	<p>Children to be able to draw curved lines.</p> <p>Children to be able to draw eye shapes</p> <p>Children to be able to discuss and use different pencil pressures to make light and dark lines.</p>
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		<p>Repeat this for nose, eyes, mouth.</p> <p>Plenary:</p> <p>Chn to look at what facial features they have drawn and chosen as their best one.</p> <p>Look at example portrait and discuss where the artist has drawn the features of the face e.g. Where are they eyes? Are they at the top of the head? What is above and below them? What about the nose? Where does it start? Discuss starting between eyes and then going down for the nose. Then onto the lips etc.</p> <p>Discuss the positions of the features of a face and the size in proportion to eachother. Discuss/introduce the secondary facial features .e.g eyebrows, eyelashes, cheeks, ears, hair, chin – how could we draw these? Refer back to the portraits and look at how these artists have drawn them.</p>		
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Session 5/6</p>	<p>I can develop a range of art techniques to create a self-portrait</p> <p>I can evaluate my self-portrait, identifying what I have done well</p>	<p>Refer back to yesterday and discuss what we started to do for our self portrait</p> <p>Refer back to the primary facial features of eye/nose/mouth chosen</p> <p>T to model drawing these on their portrait. Then send children off to have a go at drawing these on their self-portrait – continuing to look at mirror, thinking about techniques learnt and proportion/layout and using their plan from the previous sessions. Use previous sessions drawings to support</p> <p>T to model the drawing of shape of their face – refer back to the portraits from session 1 – what shape have they used for this face – oval, round, long etc. T to model looking in the mirror and verbalising what they can see for their own shape face and then drawing the outline of their own face. Give running commentary on the line style you have chosen and the shape you are using.</p>	<p>Mixed ability groups – adults to lap and facilitate conversations through questioning</p> <p>Challenge: Editing portrait – Adults to draw out deeper understanding about</p>	<p>Children to be able to discuss primary and secondary facial features and where these are on the face.</p> <p>Children to draw a self-portrait using a range of art techniques that have been taught.</p> <p>Children to evaluate their self-portrait identifying something they have done well.</p>
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		<p>T to model and discuss adding secondary facial features (eyelashes, eyebrows, cheeks, chin, hair) discussing position in relation to other facial features, referring to line/shade/tone/shape</p> <p>Chn to go and do this to their own portrait. Once chn have completed this ensure detail is added.</p> <p>Come back to carpet and T to model looking at their own piece of art work and editing and improving it – what features have worked well? What line/tone/shade/shape could be improved? Model improving and editing portrait. Send chn off to have a go at doing the same with their own learning.</p> <p>T to model choosing 2 things they have done well with their art work and then chn to do the same with their artwork.</p> <p>At the end of the lesson, have all of the children's work out on the tables – children to evaluate their own work (2 stars) and stick this at the bottom of their page. Children</p>	<p>art techniques – shape/tone/line/shade</p>	
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		can then walk around the room and verbally 2 stars and a wish other people's work.		
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Impact:

To be able to use line and shape to represent facial features

To be able to use shade and to represent facial features

To be able to explore pencil pressure to add further detail

To be able to edit a piece of art work and identify what I have done well.