



Theme: \_\_\_\_\_

Year: \_\_\_\_\_

Term: Spring 1

ART X	D&T	Geography	History	ICT	MFL	MUSIC	PE & SPORT	PSHE/SMSC	RE	SCIENCE
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Lesson	Learning Objective and Success Criteria	Learning Tasks & Activities	Resources/ICT	Links to the Arts
1	<p style="text-align: center;"><b><u>L.O. To draw a self-portrait.</u></b></p> <p style="text-align: center;"><b><u>Success Criteria:</u></b></p> <ul style="list-style-type: none"> <li>• I can draw my face as an egg shape.</li> <li>• I can add my eyes, nose, and mouth in the right place</li> <li>• I can choose the right colours for my skin, hair, and features.</li> <li>• I understand that a portrait is a picture of one person or a small group of people.</li> <li>• I can note similarities and difference between 3 famous portraits.</li> </ul>	<p><b>Input:</b> What is a Portrait? and Why Do Artists Paint Portraits? Share and discuss the information on the Lesson Presentation. Mona Lisa, Portrait of Madame Matisse (Green Stripe) and Adele Bloch-Bauer 1: Encourage children to look carefully at the three paintings. What do you think about the colours? Is it realistic? Is it detailed? Do you think it is a happy or sad painting?</p> <p>In partners, children discuss the questions relating to the three portraits they have seen.</p> <p><b>What is a Self-Portrait?</b> Explain and look at 3 different examples, noting that they all used different materials.</p> <p><b>How to Draw a Self-Portrait:</b> Model referring to each part of the face to create a drawing of yourself.</p> <p><b>Task:</b> The children complete a self-portrait on paper using pencil, and then coloured pencils/crayons. Children should be reminded to keep looking in the mirror/at the photograph to produce a quality portrait. (You may want to do this in 2 stages – whole class draw the outline and guidelines before moving onto the next stage – adding features and colour.)</p>	<p>Each child needs a mirror or printed photo of themselves. drawing pencils, and colouring pencils or crayons in a range of colours needed for skin/eyes/hair. A4 or A3 sugar paper/ cartridge paper page per child.</p>	

		<p><b>Plenary:</b> Children leave their self-portrait where it is on tables and walk around the room to look at everybody else's artwork. Take comments from 5 children about something they noticed or liked about somebody else's self-portrait.</p>		
2	<p><b><u>L.O. To use colours to portray emotions in a portrait.</u></b></p> <p><b><u>Success Criteria:</u></b></p> <ul style="list-style-type: none"> <li>• I can talk about the colours that Picasso used in his portraits.</li> <li>• I can explain that different colours can be used to show different emotions.</li> <li>• I can choose warm colours to convey happiness, and cold colours to convey sadness.</li> </ul>	<p><b>Input:</b> Introduce Picasso and watch <a href="https://www.bbc.co.uk/bitesize/clips/zdfgkqt">https://www.bbc.co.uk/bitesize/clips/zdfgkqt</a> until 1:14 to see how Picasso used colour in his portraits. <i>(Stop the video at 1:14 as the second half is relevant to content introduced in the following lesson).</i></p> <p>Share the information and ask children to think about the questions provided as they look at the following paintings. Look through the images, encouraging comments from the children about the colours and how they think the people in the portraits are feeling.</p> <p>Using Different Colours: Explain that the next paintings are also by Picasso, but the colours are different. Look through the images, encouraging comments from the children about the colours and how they think the people in the portraits are feeling.</p> <p>Together decide on the colours you need to make a happy or sad portrait and note on them down.</p> <p><b>Task:</b> Share the instructions for the activity. Children each have a photo of a person from the Happy and Sad Photo Pack. They need to draw the person, looking carefully at the photograph as they do. They decide whether their portrait is happy or sad and choose the right colours to convey the emotions. Children should use a drawing pencil to create their drawing before using colours.</p>	<p>A4/A3 piece of sugar paper/ cartridge paper per child.</p> <p>Set of warm colours (reds, oranges, yellows) and a set of cold colours (blues) for each table – to include pencils, crayons, pastels.</p> <p>Drawing pencils</p> <p>Print photos from the Happy and Sad Photo Pack - 1 per child.</p>	

		<p><b>Plenary:</b> Children look at the work of others in their group. They choose a 'good idea' from somebody else that they'd like to use in their next picture – e.g. the detail they included in the hair, or the way they mixed 2 colours together for the background.</p>		
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3	<p><b><u>L.O. To use collage materials to make an abstract portrait.</u></b></p> <p><b><u>Success Criteria:</u></b></p> <ul style="list-style-type: none"> <li>• I know the differences between a realistic portrait and an abstract portrait.</li> <li>• I can cut and stick different materials onto my portrait.</li> <li>• I can stick features onto my portrait in unusual places.</li> </ul>	<p><b>Input:</b> Watch this video: <a href="https://www.bbc.co.uk/bitesize/clips/zdfgkqt">https://www.bbc.co.uk/bitesize/clips/zdfgkqt</a> to introduce how Picasso's work changed from realistic portraits to more abstract. Read the information on Cubism. Look at three of Picasso's Cubist portraits and encourage child to look at the colours, shapes, and how Picasso has shown the people's features. Think about how the two are different.</p> <p><b>Task:</b> Explain how to make a collage Picasso portrait and model making your own using features cut from magazines and adding colour and shapes. Children Make a collage Picasso portrait using magazines and collage materials.</p> <p><b>Plenary:</b> Encourage children to reflect on the work that the art that they have studied and made themselves. Do you prefer Picasso's realistic or abstract portraits? Why? Which did you prefer making? Was one easier to make than the other?</p>	<p><b>Picasso Head</b> Tissue and coloured paper Glue Scissors A3 or A2 sugar paper/cartridge paper - 1 sheet per child</p>	
4	<p><b><u>L.O. To use watercolours to create a background.</u></b></p> <p><b><u>Success Criteria:</u></b></p> <ul style="list-style-type: none"> <li>• I can explain that Paul Klee used watercolours in his portraits.</li> </ul>	<p><b>Input:</b> Introduce Paul Klee and share the information on the Lesson Presentation. Raumarhitektur: How do you think the artist made this picture? (<i>Paint/watercolour.</i>) What do you notice about the colours in this picture? (<i>Bright/colourful.</i>)</p>	<p>2 sheets A2/A3 sugar paper/cartridge paper/watercolour paper, and one</p>	

	<ul style="list-style-type: none"> <li>• I can give two interesting facts about Paul Klee's work.</li> <li>• I can sweep watercolour paint across my page with my brush.</li> <li>• I can dab my paintbrush on the page to create a pattern. <ul style="list-style-type: none"> <li>• I can use lots of different colours.</li> </ul> </li> </ul>	<p>Lowlands: How do you think the artist made this picture? (<i>Paint/watercolour/repeating pattern.</i>)</p> <p>Portraits: Look at the two different portraits. Do you notice anything unusual about these portraits? (<i>One portrait is a cat. The person has no body.</i>)</p> <p><b>Task:</b></p> <p>Watercolour Wash: Share the instructions on the Lesson Presentation for how to paint a watercolour wash. Model the technique.</p> <p>Watercolour Pattern: Share the instructions on the Lesson Presentation for how to paint a watercolour pattern. Model the technique.</p> <p>Children use a small piece of paper to try out the watercolours. Then they create one of each of the watercolour backgrounds.</p> <p><b>Plenary:</b> Share some great backgrounds the children have created. Encourage them to give positive feedback about somebody else's work. Did you prefer sweeping or dabbing the brush?</p>	<p>smaller piece of paper per child.</p> <p>Watercolour paints</p> <p>Paintbrushes (thick and thin)</p> <p>Water pots</p>	
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5	<p><b><u>L.O. To create a line drawing.</u></b></p> <p><b><u>Success Criteria:</u></b></p> <ul style="list-style-type: none"> <li>• I can explain that Paul Klee used line drawing and watercolours.</li> <li>• I can explain that a line drawing is created using only simple lines. <ul style="list-style-type: none"> <li>• I can draw a moving person from a photograph, using only lines.</li> </ul> </li> </ul>	<p><b>Input:</b> We are going to add our line drawings of different people to our watercolour backgrounds. Encourage the children to look at the portraits and discuss them with a partner. How are these portraits different to portraits we have looked at before? <b>Line Drawings:</b> Share the information on the <b>Lesson Presentation.</b> (<i>Explain that monochrome means black and white.</i>)</p> <p><b>Henri Matisse:</b> Share the information on the <b>Lesson Presentation.</b> Encourage questions and comments.</p> <p><b>Drawing a Dancer:</b> Model drawing a line drawing of</p>	<p>Watercolour backgrounds created in Lesson 4.</p> <p>Drawing pencils</p>	

	<ul style="list-style-type: none"> <li>I can use straight or curved lines in my drawing.</li> </ul>	<p>the ballet dancer, ensuring that you regularly refer to the photograph as you draw.</p> <p><b>Task:</b> Explain the activity and go through the instructions. Children choose a moving person to draw from the Moving People Photo Pack. Practise drawing it on practise paper first. (Make sure children draw their person big enough, and that they use simple lines.) Once they have practised, children draw their line drawing over their watercolour background. (Remind them to keep referring to the photograph.) Once they have completed one portrait, they choose another photo and draw this as a line drawing over their second background.</p> <p><b>Plenary:</b> Children have whiteboards and pens. Give them 2 minutes to draw a quick line drawing of the teacher without taking their pen off. Can you do it? Does it still look like the subject? Is it easier or harder to draw without taking your pen off?</p>		
6	<p><b><u>L.O. To create a Pop Art portrait.</u></b></p> <p><b><u>Success Criteria:</u></b></p> <ul style="list-style-type: none"> <li>I can explain that Andy Warhol made portraits of famous people.</li> <li>I can explain that Andy Warhol used repeated images and bright colours.</li> <li>I can use oil pastels to add bright colours to a repeated image.</li> <li>I can use unrealistic colours in my portrait.</li> </ul>	<p><b>Input:</b> Introduce Andy Warhol, and watch the Tate video for an introduction to Pop Art. Share the information and encourage comments from children if they have seen one of his paintings before.</p> <p><b>Making Patterns:</b> Talk about the bright colours and repeated images that Warhol used.</p> <p><b>Famous Portraits:</b> Discuss the portrait. Introduce Warhol's signature technique of using repeated images of famous people in his portraits.</p> <p><b>Task:</b> Refer to the instructions and then model using oil pastels to colour your photocopy with bright, unrealistic colours e.g. green hair. Children use oil pastels to colour over each of their 4 photocopied portraits, using a different set of colours for each one. Use bright colours and remember that the portrait does not have to be realistic. When finished,</p>	Oil pastels Black card/paper	

the 4 pictures should be backed together on black card or paper.

**Plenary:** If Andy Warhol was alive today, who do you think would be a good famous person for him to make a portrait of? Why? After discussing the questions, a member of each group feedback their answers to the rest of the class.