

Topic: Painting and mixed media - Portraits

National Curriculum Objectives which are covered in this unit:

Art and design

Pupils should be taught:

- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- To know about great artists, architects and designers in history.

Lesson sequence - include the key concept, L.O. and brief description of lesson

<p><b>WALT: explore how a drawing can be developed.</b></p> <p>Extending a drawn self-portrait and exploring how a background can change the finished effect.</p> <p>Success criteria</p> <ul style="list-style-type: none"> <li>• I can draw a portrait using the continuous line method.</li> <li>• I can vary the size, shape and position of the words for interest.</li> <li>• I can explore the way a background can change the effect of a drawing.</li> </ul> <p><b>Pupils with secure understanding indicated by:</b> being able to vary the size, shape and placement of words to create interest during the drawing task. Trying out a variety of materials and compositions for their drawing backgrounds.</p> <p><b>Pupils working at greater depth indicated by:</b> being able to create a drawing that skillfully manipulates text and image; being able to play with materials for effect when creating background surfaces for the final drawing.</p>	<p><b>WALT: combine materials for effect.</b></p> <p>Taking portrait photographs ready for use in later lessons and developing drawings into finished prints using a range of techniques, including monoprints.</p> <p>Success criteria</p> <ul style="list-style-type: none"> <li>• I can explain what I want my photo composition to be.</li> <li>• I can decide the best position for my line drawing when copying it onto the background.</li> </ul> <p><b>Pupils with secure understanding indicated by:</b> being able to communicate to their partner what kind of photo portrait they want; showing that they are making decisions about the position of their drawing on their background and trying out more than one idea; creating a successful print.</p> <p><b>Pupils working at greater depth indicated by:</b> being able to communicate to their partner what kind of photo portrait they want and supporting their partner to achieve their goal; being able to describe the decisions they make about the position of their drawing on their background, solving problems if the effect is not what they wanted; creating a finished self-portrait that combines several media successfully.</p>	<p><b>WALT: identify the features of self-portraits.</b></p> <p>Extending ideas from Lessons 1 and 2, learning about the purpose of self-portraits and comparing work by a range of artists in different mediums, including mixed-media.</p> <p>Success criteria</p> <ul style="list-style-type: none"> <li>• I can use art vocabulary to describe similarities and differences between portraits.</li> <li>• I can justify my opinion when discussing the message behind a self-portrait.</li> </ul> <p><b>Pupils with secure understanding indicated by:</b> being able to use some art vocabulary to talk about and compare portraits; being able to identify key facts using a website as a reference.</p> <p><b>Pupils working at greater depth indicated by:</b> using art vocabulary to talk about and compare portraits confidently; being able to identify key facts using a website as a reference and using these facts to justify their ideas about the artist's work; comparing the features of two self-portraits by different artists during the independent research task.</p>	<p><b>WALT: develop ideas towards an outcome by experimenting with materials and techniques.</b></p> <p>Considering how a self-portrait could represent something important about an artist; experimenting with materials and techniques, and recording ideas in sketchbooks.</p> <p>Success criteria</p> <ul style="list-style-type: none"> <li>• I can justify my opinion when discussing the message behind a self-portrait.</li> <li>• I can give a definition of mixed media.</li> <li>• I can try out at least three different ideas when adapting my photograph.</li> </ul> <p><b>Pupils with secure understanding indicated by:</b> using some art vocabulary to talk about a portrait and be able to explain their opinion of an artwork; trying something new when experimenting with adapting their photo portrait.</p> <p><b>Pupils working at greater depth indicated by:</b> using appropriate art vocabulary to describe and compare portraits; justifying their opinion of choices the artist has made; trying out several different ways of using the photo portrait and confidently adopting ideas as they work.</p>	<p><b>WALT: apply knowledge and skills to create a mixed media self-portrait.</b></p> <p>Concluding their investigation of portraits by evaluating ideas and giving feedback, then creating finished self-portraits in their chosen materials.</p> <p>Success criteria</p> <ul style="list-style-type: none"> <li>• I can describe the intention of my self-portrait.</li> <li>• I can explain why my choice of medium matches my idea.</li> <li>• I can use my chosen medium to create a self-portrait that represents an aspect of my identity.</li> </ul> <p><b>Pupils with secure understanding indicated by:</b> showing that they can apply skills and understanding developed throughout the unit, including creating a self-portrait that aims to represent something about them; showing they have considered the effect created by their choice of materials and by making clear choices about the composition of their final piece.</p> <p><b>Pupils working at greater depth indicated by:</b> creating a self-portrait with a strong composition that clearly represents something about them; combining a range of materials confidently, thinking about the effect on the viewer; being able to talk about the choices</p>
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<b><u>Prior learning</u></b> <i>List year groups and topics with connected learning</i>	Year 1 Colour splash Year 2 Life in colour Year 3 Pre-historic painting Year 4 Light and dark			
<b><u>Future learning</u></b> <i>List year groups and topics with connected learning</i>	Year 6 Artis study			
<b><u>Key vocabulary to be explicitly taught</u></b>	art medium atmosphere background carbon paper collage composition continuous line drawing evaluate justify mixed media monoprint multi media paint wash portrait printmaking represent research self-portrait texture transfer			
<b><u>Cross-curricular links</u></b>	<p>English Handwriting and presentation Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>○ Choose the writing implement that is best suited for a task.</li> </ul> </li> </ul> <p><b>Computing</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>			
<b><u>Enrichment</u></b> <i>Give visit/visitor/first hand experience and focus</i>				
<b><u>Useful websites/resources</u></b>	<a href="#">Painting and Mixed-Media Art Year 5 Knowledge Organiser</a> <a href="#">Vocabulary display: Portraits</a>			