





Pinner Wood School



Year Group	1	Term	Autumn 1	Subject	Art	Topic	Self Portraits
						Key Question	How can I represent myself through art?
Prior Learning and other Curriculum Links	<p>Nursery</p> <ul style="list-style-type: none"> • Can hold and use drawing tools to mark make. • Enjoys making marks, signs and symbols on different surfaces. • Use appropriate tools. <p>Reception</p> <ul style="list-style-type: none"> • Can hold and use drawing tools to mark make. • Enjoys making marks, signs and symbols on different surfaces. • Work freely and spontaneously, expressively using marks, lines and curves. • Use appropriate tools 				Skills statements	<ul style="list-style-type: none"> • Can hold and use drawing tools such as pencils, crayons and fine liners with some control and dexterity to investigate marks. • Use a viewfinder to select a view or shapes and visual clues in an image, and then record what is selected. • Begin to use a variety of drawing techniques such as scribbling dark and light lines and hatching. 	
Fundamentals					Key Facts/Sticky Knowledge	<p>Portraits are a picture of one person or a small group.</p> <p>Picasso, Van Gogh, Hockney and Frida Kahlo are artists who created self-portraits.</p> <p>Charcoal and Pastels are different types of drawing medium.</p> <p>Different mediums create different effects.</p> <p>Emotions can be shown through colour and shape</p>	

Our Curriculum Journey	Journey: The children will begin by exploring what portraits are and identify which how artists used their feelings to create a self-portrait. The children will spend some time looking at a selection of portraits before creating a mind of their thought and feelings towards them. After looking at a range of portraits, the children explored their feelings and experimented by using pastels and charcoal to create the different effects of their chosen artist. Using the artist that inspires them, the children used a viewfinder to focus on the features of their face and explored drawing them. Finally the children used all they had learnt about feelings to compose their own version of colour art.		
Key Vocabulary (revisited)	Drawing, tools, mark making, lines, curves	Key Vocabulary (new)	Pencils, crayons, charcoal, viewfinder, shapes, image, dark, light lines, hatching

Learning objective	Plan	Resources
<p data-bbox="147 118 264 145">Lesson 1</p> <p data-bbox="147 181 309 252">LO: Painting portraits</p>	<p data-bbox="443 118 584 145"><u>Intro/Main:</u></p> <p data-bbox="443 172 1704 242">Model drawing a picture of yourself on a piece of card using a mirror to look at the proportion of your face carefully.</p> <p data-bbox="443 272 1509 300">Remind the children to use the pencil lightly so they can rub it out if they make a mistake.</p> <p data-bbox="443 330 1205 357">Children to draw their face using a mirror to help them in pencil.</p> <p data-bbox="443 387 1487 414">Children to come back to the carpet CT to model painting the face using correct colours</p> <p data-bbox="443 509 797 536">Would you use green for hair?</p> <p data-bbox="443 566 763 593">Do you have a purple face?</p> <p data-bbox="443 624 882 651">Matching skin colour and hair colour.</p> <p data-bbox="443 745 1697 815">Once complete children to use independent learning books to draw themselves and colour in in colouring pencils and 2 groups at a time come up to painting table with CT and TA to paint their portrait.</p> <p data-bbox="443 909 1715 979">Children to write their name with a black whiteboard pen on a strip of paper to go underneath their picture on the board outside.</p> <p data-bbox="443 1074 539 1101"><u>Plenary</u></p> <p data-bbox="443 1131 629 1158">Walking gallery</p> <p data-bbox="443 1252 882 1279">Famous artists – look at self portraits</p> <p data-bbox="443 1310 801 1337">Stick favourite picture in book</p> <p data-bbox="443 1367 824 1394">Discuss feelings towards picture</p> <p data-bbox="443 1425 725 1452">How it makes them feel</p>	<p data-bbox="1771 118 1906 188">Skin colour paints</p> <p data-bbox="1771 272 1973 300">Hair colour paint</p> <p data-bbox="1771 387 1935 414">A4 white card</p> <p data-bbox="1771 509 1951 616">Coloured strips of paper for names</p> <div data-bbox="1832 708 1895 767">  </div> <p data-bbox="1771 775 1973 829">portraits_power_poin t_presentation.ppt</p> <div data-bbox="1832 847 1895 906">  </div> <p data-bbox="1771 914 1973 968">Self_portraits_famous _artists.pptx</p>

	<p>What process did they use</p> <p>Children write/draw views around picture</p>	
<p>Lesson 2</p> <p>LO: To draw an accurate portrait of a partner.</p>	<p><u>Introduction</u></p> <p>What have we been learning about in art?</p> <p>Explain that today we are going to be drawing self portraits in pencil.</p> <p><u>Main teaching</u></p> <p>What did these artist use to create their self portraits?</p> <p>What do you like about these pictures?</p> <p>What do you dislike about these pictures?</p> <p><u>Activities</u></p> <p>Mixed ability: Children to draw self portrait using pencil</p> <p>Challenge: Add shading</p> <p><u>Plenary</u></p> <p>Explain that next week we are going to be adding pastel to half of this picture.</p> <p>Experiment - part of image - explore different media, matching the right media</p>	<p>Template</p> <p>Pencils</p>
<p>Lesson 3</p>	<p><u>Introduction</u></p> <p>Read the story funny bones to the class</p>	<p>Chalk</p>

<p>LO: To draw a skeleton using chalk.</p>	<p>https://www.youtube.com/watch?v=kkC4o1AgVKA</p> <p><u>Main teaching</u></p> <p>Explain that today we are going to be drawing a funny bones skeleton using chalk. Get the class to sit together at the same time and teacher to model each section of the skeleton using MYTY</p> <p>Head, spine, legs, arms, ribcage.</p> <p><u>Activities</u></p> <p>Mixed ability: Children to use the chalk to draw the skeleton focusing on the different body parts and working as a class.</p> <p>Support for fine motor children/SEN</p> <p><u>Plenary</u></p> <p>Walking Gallery</p> <p>Recreate - children have a portrait create by a famous artist - stick on one side of book copy using media on other side.</p>	<p>Black sugar paper</p> <p>Names to stick underneath</p>
<p>Lesson 4</p> <p>LO : To experiment with texture using Paint.</p>	<p><u>Introduction</u></p> <p>Discuss that adding different ingredients to a paint mixture helps to create different textures.</p> <p><u>Main teaching</u></p>	<p>1 tbsp self-rising flour</p> <p>food colouring</p> <p>1 tbsp salt</p> <p>little bit of water</p> <p>Card</p>

	<p>Introduce a number of ingredients to the children and explain that when we mix these together the paint is different to the normal paint we use. Begin by modelling a picture on some card and watch as the paint puffs up and begins to look 3D.</p> <p><u>Activities</u></p> <p>Children to use the new paint mixture to create a smiley face.</p> <p><u>Plenary</u></p> <p>Compose - final art piece, may be completed over two days, using their choice of media</p>	
<p>Lesson 5:</p> <p>LO: To use sand paint to create autumn leaves.</p>	<p><u>Introduction</u></p> <p>Recap last week and talk about texture. (how something feels) Explain that today we are going to use sand to create a rough texture.</p> <p>We will be using different colour paint to create autumn leaves as they are crunchy when they fall off.</p> <p>TTYP - what different colours are autumn leaves?</p> <p><u>Main teaching</u></p> <p>Model using the paints to paint the leaf on the card.</p> <p><u>Activities</u></p> <p>Children can either use the template provided or draw their own leaf on the back of the piece of card.</p> <p>Using autumnal colours to paint their leaf, the colours can merge into 2 or 3.</p>	<p>Card with leaves template</p> <p>IWB slide</p> <p>Paint and sand</p>

	<p><u>Plenary</u></p> <p>Finish portraits</p>	
<p>Art/DT</p> <p>LO: To create patterns with different painting techniques</p>	<p><u>Introduction</u></p> <p>Explain that today we are going to create a picture using patterns.</p> <p><u>Main teaching</u></p> <p>Model the following repeated patterns using a paint brush:</p> <p>Straight line</p> <p>Wiggly line</p> <p>Zig zag line</p> <p>Dots</p> <p>Circles</p> <p>Straight line up, straight line along, straight line down, straight line along, etc</p> <p><u>Activities</u></p> <p>All children to go to tables and do activities in books. Teacher to remodel each pattern one at a time.</p> <p><u>Plenary</u></p>	

	<u>Evaluation - final piece either in book or for display. If on display photo or QR code must be added to their art book.</u>	
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