



Pinner Wood School



Year Group	6	Term:	Spring 2	Subject	Art	Topic	Portraits
						Key Question	How can I portray myself using drawing media?
Prior Learning and other Curriculum Links	<p>Year 4</p> <ul style="list-style-type: none"> - Explore relationships between line and tone, pattern and shape, line and texture <p>Year 5</p> <ul style="list-style-type: none"> - Draw accurately from observation conveying tonal qualities well, showing good understanding of light and dark tones on form. 					Statements (Skills)	<p>Build confidence in the use of drawing media to achieve expressive and imaginative visual response</p> <p>Explore/experiment with drawing media/design and shape</p> <p>Explore/experiment with using colour/colour mixing</p> <p>Expand skills in communicating personal ideas</p> <p>Respond to other artists' work</p> <p>Explore meanings and content</p>
Fundamentals	To begin to develop an awareness of composition, scale and proportion in their work					Key Facts/Sticky Knowledge	<p>Shepard Fairey, Yinka Shonibare and Banksy are all famous artists whose focus is portraits.</p> <p>Yinke Shonibare is a British-Nigerian contemporary artist known for his sculptural work.</p> <p>Portrait painting is where the intent is to represent a specific human subject.</p>

Our Curriculum Journey	Journey: To start this unit, the children will focus on and look at, in detail, three artist styles (Shepard Fairey, Yinka shonibare and Banksy) and they will annotate images of their work in their sketchbooks that details their backgrounds and styles to help them gain an understanding of how portraits can be used to convey messages. Following on from this, the children will learn about colour (paint) as a media that can be used to express their mood, which they will be given time to experiment with in their sketbooks, looking at different potential colour combinations. Furthermore, the children will be given the opportunity to explore different shapes and symbols that reflect their personal ideas, such as a musical note if they are especially passionate about music. Afterwards, the children will have the opportunity to use a piece of text as a source of inspiration, and how to extrapolate key words from it, which they will write in a variety of different styles in their books. The children will use all the skills they have practised to create a portrait that communicates their personal ideas using a range of art media. Finally, the pupils will have the opportunity to evaluate their final piece and how well they were able to respond to other arists' work.		
Key Vocabulary (revisited)	Tones, pencils, chalk, charcoal, observe, imagine, colour	Key Vocabulary (new)	Composition, scale, proportion, techniques, tone, brushstroke, direction,

Lesson Number: 1 Location: Class	Key Question: How do different artists use portraits to convey messages?	Lesson Outcome:	
	Introduction: Share the overarching Key Question. Discuss with the children what different types of portaits there are: Children to stick in their front cover into the sketchbooks.		Resources IWB Slides Sketchbooks Front cover Resource sheet of illustrations
	Main Teaching including differentiation: Share with them the different illustrations on the slide (slide 4). Discuss what type of illustration they might be. Show the children the 3 popular ones we will be focusing on. Can they reveal the names of the artists/style? Quentin Blake, Dr Suess and Eiichero Oda/Manga. As a class,		

	<p>talk about why they don't use realism/look real life and use surrealism.</p> <p>Give the history of the artists/style to the children. Children to make notes if they want.</p> <p><u>Main Activity</u></p> <p>Children to stick in sheet of different illustration and annotate around it what they may know about the artist and their style.</p> <p><u>Plenary:</u></p> <p>Which is your favourite artist of the 3 and why?</p>	
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<p>Lesson Number: 2</p> <p>Location: Class</p>	<p>Key Question:</p> <p>How can I mix colours to show mood in a background?</p>	<p>Lesson Outcome: I can use chosen media to create different tones and effects.</p>
	<p>Introduction:</p> <p>Share with children the pictures of the illustrations. Can they remember who the artists are and what makes them recognizable? Which style of illustrations are they? Which was their favourite and why?</p>	<p>Resources</p> <p>IWB Slides</p> <p>Sketchbooks</p> <p>Drawing pencils</p> <p>Step by step videos</p>
	<p>Main Teaching including differentiation:</p> <p>The children will be shown some drawing techniques/ mark makings. In their sketchbooks, the children will have a go over a page spread of consolidating their learning of these different techniques.</p> <p>Explain to the children that there are many ways to convey emotion and expression in illustrations through facial features. Children to have a go at drawing facial features. Make a point of explaining how eyebrows are a key feature for this.</p> <p><u>Main Activity</u></p> <p>Children to follow the step by step videos for the 3 styles and children to draw and watch.</p> <p>Challenge: can the children add colour</p>	

	<p><u>Plenary:</u></p> <p>Which emotion did they find the most difficult to portray and why? Why style did they enjoy now that they have had a go at drawing?</p>	
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<p>Lesson Number: 3</p> <p>Location: Class</p>	<p>Key Question:</p> <p>How can I use shapes and symbols to explore personal ideas</p>	<p>Lesson Outcome: I can design a piece of work using ideas from previous lessons - explaining why I have chosen those ideas.</p>	
	<p>Introduction:</p> <p>Recap from previous lesson. Which style have they enjoyed drawing the most? Which emotion did they find the most difficult to portray? What do you need to remember when drawing facial features? - eyebrows!</p> <p>Children to first have a go at replicating the character movement.</p>		<p>Resources</p>
	<p>Main Teaching including differentiation:</p> <p>Children to follow the videos to complete exploratory drawings of different poses and character movements.</p> <p><u>Main Activity</u></p> <p>Give the children 3 choices of images of the different artist's style. Children to choose one of the images to recreate in their book to convey movement and expression.</p> <p>Children can add colour if they have time.</p> <p><u>Plenary:</u></p>		

	Feedback to a partner critically evaluating each other's work	
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Lesson Number: 4 Location: Class	Key Question: How can I achieve an expressive and imaginative visual response to a text?	Lesson Outcome: I can design a piece of work using ideas from previous lessons - explaining why I have chosen those ideas.
	Introduction:	Resources
	Main Teaching including differentiation: <u>Main Activity</u> <u>Plenary:</u>	

Lesson Number: 5 Location: Class	Key Question: How can I use a portrait to communicate personal ideas?	Lesson Outcome: I can design a piece of work using ideas from previous lessons - explaining why I have chosen those ideas.
	Introduction: Share with the children some examples of propaganda posters. Link back to WW2 History topic. Discuss and spend time talking about the posters and the purpose of the propaganda.	Resources
	Main Teaching including differentiation: Discuss what emotion and movement you would need to get your message across/portrayed. Remind children of the mark making techniques and shadings that they will need to use.	

	<p><u>Main Activity</u> Reflecting on our WW2 topic, think about a campaign the children could create a propaganda poster about. They must focus on expression, movement and an illustration style of your choice. Use colour to add to it if they feel it is appropriate.</p> <p><u>Plenary:</u> Walking gallery of final pieces. Discuss as a class which one was their favourite and why? Have they been able to portray a message through their illustration.</p>	
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<p>Lesson Number: 6 Location: Class</p>	<p>Key Question: How did I respond to other artists' work?</p>	<p>Lesson Outcome: I can design a piece of work using ideas from previous lessons - explaining why I have chosen those ideas.</p>
	<p>Introduction: Share with children their work - final pieces. If needed do another walking gallery.</p>	
	<p>Main Teaching including differentiation: Children to complete their evaluation of their final piece. This can be as guided as you feel necessary.</p> <p><u>Main Activity</u> What is one thing you have remembered in this art project? What is your favourite thing about your art project?</p>	

My project would be even better if...

Plenary:

Discuss the final statement of the evaluation. My final piece would be even better if... What types of things are the children coming up with? Why?

Resources

IWB Slides

Sketchbooks

Final pieces

Evaluation sheet