



Art Medium Term Plan

Year A		Term:	Autumn 1	Unit:	
Big Question:	Do all self-portraits have to be realistic?				
Prior Substantive Knowledge	Create closed shapes with continuous lines and begin to use these shapes to represent objects. To use colour for purpose To explore the use of black and white paint to create lighter and darker tones.			Cross-curricular	
				Key Vocab	
				Essential vocab	
Substantive Knowledge:					Disciplinary Knowledge (Think like)
Declarative Knowledge (Know what)		Procedural Knowledge (Know how)			
To recognise the style of artists To talk about the similarities and differences between artists. To identify primary and secondary colours by name. To mix primary and secondary shades.		To say what they think and feel about the work of a chosen artist. To talk about what they might change in their work. To explore and record their own ideas, through painting and drawing in response to first hand observations. To begin to use drawing and painting techniques to explore the use of line, texture, colour, shape to create different effects. To begin to demonstrate control of given tools and materials to create a desired effect e.g. change the size of the brushes. To talk about the features they like in their own work.			To confidently use drawing techniques to confidently explore the use of line, texture, colour, shape, to create different effects. To begin to demonstrate control of tools and materials of their choice to the desired effect.
Teacher Knowledge	Teachers much have a good understanding of the different styles of art covered within the unit as well as background knowledge of the artists we will be learning about. Teachers must read through the accompanying materials which provide relevant information required to share with the children.				
Key concept	Learning objective	Key components	Main input	Activity	Adaptive strategies
Declarative To talk about the similarities and differences between artists.	To create lighter and darker shades using a pencil.	Hold your pencil slightly on it's side. Practice using soft back and forth pencil	Introduce our enquiry question for this half term. Do all self portraits have to be realistic? Wonder aloud...I wonder what that might mean? Do we know what a self portrait is? It is a piece of art of yourself. I wonder what artists use to create a self-portrait? Allow the children to share their thoughts and ideas and record as a base line.	Children to go back to their sketch books and practice this technique. Can they shade a shape, from light to dark?	Larger scale visuals used for artist input and for model. Multi sensory activities and lesson input throughout.



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<i>Procedural</i> Talk about the style of a chosen artist Talk about the materials and equipment used in the work of others Create To begin to use drawing, techniques to explore the use of line, texture, colour and shape to create different effects.		lines to create a smooth effect. Now apply a little more pressure to create darker strokes Apply less pressure to create lighter strokes. Carefully, with your pencil slightly to the side, use soft back and forth motions to shade in the shape from light to dark.	Explain that many famous artists have created their own self portraits but they have used different media and techniques. Explain what this key vocab means. This makes their art look very different. Show the children the PowerPoint of the different famous portraits. Pause on each image and encourage the children to discuss what they notice about each painting or drawing. Clarify and explain what media and techniques have been used for each piece of art. What do the children think of this? What do they notice that is similar or different in each piece? What do they like? Dislike? Finally show the children the self portrait of Raphael which is a monochrome pencil drawing. Explain that over the next two lessons we are going to create our own simple self portrait using pencils, just as the famous artist Raphael has done in this image but first, we are going to learn to use some of the techniques that this artist has used to create his portrait. Show the children how to shade with a soft grade pencil, emphasise that you are being careful to hold your pencil on its side, and move it back and forth gently in the same direction which gives a lovely smooth effect. Children to practice this technique then come back together. How did they find it? Now, look again at the self portrait by Raphael and ask if it all looks one shade of grey? No, there are light and dark areas. Demonstrate to the children how to apply different amounts of pressure to the previous techniques to achieve lighter and darker shades.		Adult to support the children with pencil position and model at the table top.
<i>Disciplinary</i> To confidently use drawing techniques to explore the use of line, texture, colour, shape, to create different effects. To begin to demonstrate control of tools and materials of their choice to the desired effect.	Use drawing techniques to create a simple self-portrait.	Look at your own face in the mirror and compare with proportions sheet on your table. Draw the shape of your face, making it narrower at your chin- Use mirror to help. Half way down your face shape, draw your eyes- use the visual aid to help.	Come back again to our enquiry question: Do all self-portraits have to be realistic? Ask the children to think back to the different famous self-portraits we looked at during last week's lesson. Were they all the same? What was different about them? Yes, the colours, the media the artist used, the lines and shapes they drew? Well last week we looked closely at the self portrait by Raphael. Can anyone remember what media he used- yes, pencil. Was his self portrait a realistic self portrait or more abstract? It was realistic. Today, we are going to draw our own self portrait using pencil, just like Raphael. Teach the children about proportions and use visuals in PowerPoint 2 to support this. What do the children notice about the shapes? Is the head shape round? No, look at each other's faces, what do we notice about the shape of our faces and facial features? Pay attention to where our features are positioned. Again- use the visuals for reference.	Using the small hand held mirrors, children look at the shapes of their own face and features and compare with visual aids- artists proportions of a face. Draw their face using pencil.	Large images of artists work to explore. Larger scale visuals to support sketching face shape- these are also printed out and used at the table top for children to refer to whilst they are working Mirrors used and adult discussion to further explore shape, size and space in terms of proportions.



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		Draw your nose below your eyes Draw your mouth, looking carefully in the mirror at where to stop and start your lines and what shapes to draw. Near the top of your face shape (but not ON top) start to draw your hair using strands- be careful not to add too much shading here if your hair is a light colour.			
<i>Procedural</i> Talk about the style of a chosen artist Talk about the materials and equipment used in the work of others <i>Declarative</i> To talk about the similarities and differences between artists.	Use drawing techniques to enhance your self portrait into colour.	Select a base colour that best represents your skin tone. Using a light pressure, apply the pastel using back and forth motions. Blend and smudge to create a soft effect. Add darker tones and smudge to blend in. Add lighter tones or pink tones to cheeks and smudge to blend.	Remind the children of last week's lesson when we used pencil to create our own realistic self portraits based on the artist- Raphael's own pencil drawing. Explain that today we have some more beautiful portraits for us to look at- show the children the large images on slide 3 and 4. What do the children notice about these self-portraits? Are they similar or different to Raphael's self portrait? What do they notice about the colour and lines? Explain that the differences they have noticed are because this artist has used chalk pastels to enhance their portrait. Ask the children to look closely at the colours used on the hair and the skin? What do they notice? Has the artist used one colour? No! Explain that when the light hits our face, it creates colours and shadows and to make our self portraits look realistic, the artist has used many different tones. Model how to use pastels, starting with a base skin tone, and then building up with darker or lighter tones to create a 3D effect on the skin. Come back together and demonstrate applying pastel to the self portrait using a light pressure and smudging to create a soft effect and to blend in lighter and darker tones.	Children use soft pastels to enhance their pencil drawings. Add the base skin tone that best matches their own and then select a darker and lighter tone to add to create a 3D effect.	Large scale visuals used Multisensory activity
<i>Declarative</i> To recognise the style of artists To talk about the similarities and differences between artists.	Create a simple representation of their own face in the style of Picasso.	Draw your forward facing facial features on different coloured paper.	Refer back to our enquiry question- Do self portraits have to be realistic? So far, we have looked at different artists and their own self-portraits- they have all used different media and different techniques, but all have created a realistic effect. Why do the children think this might be? Children's possible answers: so we know who the portrait is of. To show the world their skills.	Using the skills we have previously learned, the children are to draw their own facial features, but this time using strong lines and shapes. encourage children to create their	Large scale visuals used alongside information. Larger images of Artists work to explore and discuss.



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Procedural Talk about the style of a chosen artist		Draw your side facing facial features onto different coloured paper. Draw different shapes for cheeks/for head Cut out each drawing (with help if needed) Arrange your features onto a coloured background. Stick your drawings down.	Now look back at the famous artist Pablo Picasso, look at his self portrait and compare with some of his famous works of art. What do the children notice? The shapes, lines and colours. Are the colours blended carefully like the previous artists we looked at? No, they are flat, block colours in big bold shapes. Now show the PowerPoint 'All about cubism' and discuss together as a group. in cubism artists tried to show many different views of the same object or person at the same time- the artist would often split the portrait up into different parts which made it look like it was made up of lots of geometric shapes or cubes. Then look at one of Picasso's famous paintings of a lady. Although this is not a self portrait, it is a portrait of a young lady. Discuss what this means. Ask the children to talk together about what they notice about this style of portrait. Is it similar to their portraits that have created in the style of Racheal? No, this one is in the style of cubism and that is why we can see lots of features all in view at once and uses bright block colours etc...  Explain that today we are going to create our own self portrait, but not like we have done before, this time it will be in the style of Cubism that Picasso is famous for. Model this on the board discussing the key features we can include.	own version of Picasso's style with side views of some features as well as front views. They will then cut out their features and arrange them onto coloured card cut into unusual shapes. Encourage children to place the features onto the face in different positions to create different effects. Once they are happy with their design, they can stick down their features and add any additional details they wish including additional coloured shapes for the cheeks, just as in Picassos portraits. see below for some examples.  	Multi sensory experiences using a variety of tools and materials. Additional cutting support where needed.
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Procedural To explore and record their own ideas, through painting and drawing in response to first hand observations. To begin to use drawing and painting techniques to explore the use of line, texture, colour, shape to create different effects. To begin to demonstrate control of given tools and materials to create a desired effect e.g. change the size of the brushes.	Use a variety of materials and techniques to create a 3D self portrait in the style of Picasso.	Use a straight edge to draw lines across the edges of your card. Cut along your lines. Use a straight edge to draw diagonal lines across your face shape to create different sections. Use paint or pastels to colour in each section in a different block colour. Add patterns to each section.	Today we are going to use different materials to create our own self-portraits in the style of cubism and layer up our materials to create a larger 3D effect. Show the children the video below. http://2666254-all-about-cubism-powerpoint_ver_2.pptx (live.com) 	Today the children will use straight edges to create an irregular geometric face shape. support given to cut out where needed. The children will split the face shape up into sections and use pastels and paints to decorate each section. This will then be left to dry before building layers up during the next lesson.	Large scale visuals used Interactive video materials Multi-sensory activities with a range of materials to explore.
Disciplinary To begin to demonstrate control of tools and materials of their choice to the desired effect.	Use a variety of materials and techniques to create a 3D self portrait in the style of Picasso.	Select the offcuts of card to represent different features Or Select the card you would like to use. Draw your facial features onto the card Cut out your features Use the paint or pastels to block colour each one (if you have used coloured card you may not wish to do this). Place the features onto your face and stick down using PVA.	Remind the children that over the past few weeks we have looked at the work of many different artists and practiced our pencil skills focussing on line and shape (as well as blending). The children have now become more competent at controlling their pencils to create realistic shapes to represent different facial features. Explain that even though we are creating art in the style of cubism which is not a realistic style, it is important that we know that our art work is a self portrait and so our features must still represent each feature well. Look again at the above art work by Pablo Picasso and discuss the many different views of the face represented all on one side. Model on the board how to create different shapes for different features carefully and accurately. Show the children the next section of the above video as additional inspiration. At the end of the session, comeback together and discuss again our enquiry question for this half term. Do all self portraits have to be realistic? Now that the children have looked at a variety of artists and created their own portraits in different art styles, what do they think? Has their opinion changed over the weeks? If so Why? what changed their minds? What do	Today the children will use different shaped card, of different thicknesses, some card is already cut into different random shapes (or is offcuts from last weeks session). There are scissors and whole sheets of cardboard and coloured card sheets available for the children to use to create their own shapes if they wish. Paints and oil pastels will also be available to the children to create the facial features for their portrait in the style of Picasso.	Large scale visuals used Interactive video materials Multi-sensory activities with a range of materials to explore.



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			they think a self portrait should be? Record children's thoughts and opinions.		
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