

Pioneer Federation
Medium term plan
Year 5/6 Cycle 2, Term 5
Art



Subject: Art - PORTRAITS	
Key Concept/ Theme: Who benefits from Conservation?	
Prior Learning links: Year 3/4 Cycle 2 – T2 Tudors- Portraits, Year 1/2 Cycle 2 T1- Kings and Queens- Portraits	
Vocabulary: <i>Core vocabulary :traditional, modern, self-portrait, imaginary, background, composition,; Aspirational vocabulary: abstract, mixed media,, transfer</i>	
Resources needed for unit: <i>Session 1: Continuous line Portrait and backgrounds to express a mood paper, pencils, charcoal, rubbers, tracing paper, masking tape, watercolours, range of paper/colours, glue, Front covers</i> <i>Session 2: Developing drawings Poem Portrait on to backgrounds- tracing paper, pencils, lists of adjectives, fine nibbed black pens, carbon copy paper, ipads for photo sessions.</i> <i>Session 3: Self Portraits, laptops</i> <i>Session 4: Changing faces- copies of photos taken from session 2</i> <i>Session 5: Mixed media portraits and Quiz sheets/ self assessment/peer assessment</i>	
SEN support: change size of brushes, larger space to work, standing not sitting, scribing, range of scissors, glues Future learning links: Cycle 1 Term 2 Pencil sketches and Landscapes (for Year 5)	
1.	<p>Deeper learning question: What is a portrait? Prior learning reconnection Year 3/4 Cycle 2 – T2 Tudors- Portraits</p> <p>LO: To explore how a drawing can be developed. Vocabulary: traditional, modern, abstract, imaginary Activity: Continuous line portrait Prior to teaching COMPLETE FRONT COVER SHEET- What do the children know about portraits already? Explain the end goal of this unit: to study a range of portraits and create their own using a range of techniques Watch the https://www.youtube.com/watch?v=pRphIV1kgIY Let's have a go at drawing continuous line drawing portrait.</p> <p style="padding-left: 20px;">Artist Curtis Holder has three portrait drawing challenges for you. They may seem tricky at first, but they are also a lot of fun. The drawings might surprise you! The challenges will help you come up with some interesting lines, marks and shapes. One page per portrait. Watch this link. https://www.youtube.com/watch?v=ILNAdcgU_PU&t=1s</p> <p><i>*Teacher modelling of techniques and sketchbook layouts in every lesson is essential to reinforce the purpose and use of sketchbooks.</i></p>

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	<p>Recap the purpose and importance of sketchbooks from last term. Every sketchbook should be different and individual to the child and used as a journal to record ideas as a means to the end goal.</p> <p>IF THERE IS TIME...</p> <p>LO To develop backgrounds to develop mood of the Poem Portrait</p> <p>Immerse children in a range of self portraits</p> <p>The pupils will explore how to develop a self-portrait using a continuous line.</p> <p>They will vary the size, shape and position of the image.</p> <p>They will develop a background to develop an effect</p> <p>Watch the clip to help explain the task. The words around the pupils face can be telling a story. The artist writing things like... John was born in Birmingham and he has three brothers etc. This is an easier option OR the pupils might need time to collect words or write information about themselves. The children may need to have a piece of text in front of them; this could be a poem or extract from a text they are reading or something they have already written, for example, a list of words that they think describe them.</p> <p>Watch the next clip based on the background- collage, washes.</p> <p>The children could use paint thinned with water to make a background of colour washes. They could tear and stick a variety of papers to make a collaged background. Collaged surfaces should remain quite flat, otherwise working on top will be tricky.</p> <p>Organise the classroom so that equipment for painting or collage is accessible to all children.</p> <p>In lesson 2 the pupils will draw/trace/ use carbon sheets to transfer/ copy on their portrait poem.</p> <p>Ask the pupils to share their work. Think pair share- which background do you like the most? How do you think it will improve your drawing next lesson?</p>
2.	<p>Deeper learning question: What did we think of the continuous line portrait? Which image was more effective and why?</p> <p>Prior learning reconnection: Recap and recall- What makes a good background. Why?</p> <p>LO: To combine materials for effect</p> <p>Share the vocabulary and meaning on the next slide. carbon paper, mixed media, printmaking, self –portrait, background, composition, mono print, transfer.</p>

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	<p>Share the 3 options of copying/transferring their self-portrait on to the background- carbon paper, tracing paper, mono print with acetate and rollers and ink, watch the clip to show the techniques.</p> <p>Using last week's outline of themselves, you might need to photocopy it or use tracing paper.</p> <p>During this activity the pupils will need to work in pairs to take their photo portrait in preparation for lesson 4. The slides will show 3 images of the same child. Look at the angle and composition have on the portrait.</p> <p>Placing tracing paper over their portrait, the children copy their text onto the tracing paper, writing the words on top of the lines from their self-portrait underneath. The words will then become an outline of their face.</p> <p>Encourage children to get as creative as they can and use some of the words or letters in key places. For example, they could strategically place a word with the letter 'o' in it on the bottom lid of the eye, with a large 'o' forming the pupil. Encourage them to experiment, varying the size and style of their writing.</p> <p>When finished, they can go over their portraits using a fine-nibbed black pen so the outline is clear.</p> <p>After tidying up- ask the pupils to place the portraits together in interesting group compositions.</p> <p>Which look good together? Which should be kept apart- too similar. Could you put the images in an interesting shapes- not always a rectangle? You photograph these compositions. Gather feedback- could be jotted down in their sketchbooks esp if new techniques have been explored. How do portraits look in galleries?</p>
3	<p>Deeper learning question: How can colours effect how you feel about the self-portrait?</p> <p>Prior learning reconnection When grouping/displaying portraits how can they be effectively positioned?</p> <p>LO: To identify the features of self-portraits.</p> <p>Vocabulary: evaluate, justify, mixed media, multi-media Display slide 1 of the Presentation: Key word. The key word is 'portraits'.</p> <p>Ask the children to work through the questions. Once they have written down their answers on a whiteboard, they can share them with a partner to check their accuracy to be written in their sketchbooks Take feedback from the children.</p> <p>A possible definition might be that a portrait is a painting, drawing or photograph that shows the head and shoulders of a person.</p> <p>What other words are connected to the keyword? Answers could include backgrounds, paint wash, media, different artists, etc. Display slide 1 Presentation: Self-portraits, which shows three self-portraits by artists the children may recognise. Begin by asking the children: What do you see?</p> <p>Establish the connection between the images – they are all portraits and in fact, they are all self-portraits. Ask the question:</p> <ul style="list-style-type: none">● What is the difference between portraits and self-portraits? (Self-portraits are made by the artists of themselves.)

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	<p>Display slide 2 that shows the questions and read these aloud. Now click through slides 3-5, showing self-portraits one at a time.</p> <p>Display the questions on slide 6 and ask the children to discuss the questions in pairs about the three self-portraits and take feedback. Seat the children in pairs and organise the class so they each have access to a device with internet access.</p> <p>Activity: To research an artist Display the self-portrait 'Auto-portrait' by Chila Kumari Singh Burman on slide 1 of the Presentation: Chila Kumari Singh Burman.</p> <p>They will use the link: Who is Chila Kumari Singh Burman? Tate Kids to learn about the mixed-media artist Chila Kumari Singh Burman which is displayed on slide 2. Hand out Activity: Artist research questions to each child. These could be displayed on slides 3 and 4 and modelled to the children if needed. The children answer the questions in their sketchbooks by writing and drawing. The Activity: Artist research text for reduced reading could be provided for some children if they need this as this contains only the key information they need to answer the questions. (They will still require access to the images on the webpage.)</p> <p>For a greater challenge, children could also research another artist famous for their self-portraits: Vincent van Gogh. They could then briefly compare how these artists approach self-portraits in their sketchbooks. Use the link Who is Vincent van Gogh? Tate Kids displayed on slide 5.</p> <p>Display the self-portrait 'Auto-portrait' by Chila Kumari Singh Burman on slide 6 of the Presentation: Chila Kumari Singh Burman.</p> <p>Use the following questions to lead a discussion about the self-portrait:</p> <ul style="list-style-type: none">- What do you think of this self-portrait?- Do you think this artwork has a message? What could it be?- What is the effect of using more than one kind of material to make it?- How important is that a self- portrait looks exactly like the artist?- Do all self- portraits have the same aim or are they created for different reasons?- <p>Encourage the children to justify their ideas and opinions. If any children have compared two artists during the research task and time allows, invite them to share their research briefly.</p> <p>.</p>
4	<p>Deeper learning question: How can we show movement in our drawings?</p> <p>Prior learning reconnection Display the <i>Presentation slide: Cops and robbers</i> and ask the children to write down as much as they can remember about Chila Kumari Singh Burman. They then need to move around the classroom looking at others' ideas, 'rob' these and write any ideas they missed on their whiteboards. Have the children's sketchbooks on the tables so they can refer to their research from lesson 3.</p> <p>LO: To develop ideas towards an outcome by experimenting with materials and techniques- Changing faces</p> <p>Vocabulary: mixed media, self –portrait, background, composition.</p> <p>Display slide 1 of the <i>Presentation: Changing faces</i>, which shows Chila Kumari Singh Burman's 'Auto-portrait'.</p>

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Ask the children to think back to the last lesson. What did they think was the aim or the message behind Chila Kumari Singh Burman's self-portrait? Could their knowledge of her life and work help them decide?

Now display slide 2 and ask the children what similarities and differences they notice between the photographs.

Share their ideas; they might talk about colour, composition and framing of the portrait, the expression on the faces or the clothing worn. Explain that self-portraits can communicate very different messages, depending on the choices we, as artists, make when we plan them.

Display slide 3, which shows the portrait 'The Beautiful Ones' by Njideka Akunyili Crosby on the link: '[The Beautiful Ones' by Njideka Akunyili Crosby on Google Arts and Culture.](#)

Explain that she also uses many materials to create one image; 'The Beautiful Ones' combines paint, pastel and photo transfers. Ask the children to think about the portraits and Njideka Akunyili Crosby's portrait and discuss the questions on slide 4 of the *Presentation: Changing faces*.

- What is the mood or atmosphere of the portrait?
- What do you notice about the position of the person in the photo and what effect does this have?
- Are there other important features of the composition?
- What do you think this artist wants to communicate about the person in the image?

Activity: Organise the classroom so that the art materials needed are accessible to every group. Have the children's sketchbooks ready on the tables.

Hand out each child's photocopies of the photos from lesson 2 ; ideally, they will have several photocopies to try lots of ideas.

Use *Pupil video: Changing faces*, or model yourself, the range of things they could try, using their photocopied portrait as a starting point. They could:

- Cut the photo and rearrange it.
- Use just a piece/pieces of the photo and draw the rest of their self-portrait.
- Draw/paint/stick on top of the photo.
- Draw/paint/stick around the photo.

They then experiment with a range of materials and techniques to plan ideas for a mixed media self-portrait.

Remind them that they should experiment with:

- Creating an atmosphere.
- Trying different compositions.
- Using more or less of the photo.
- The effect of colour.
- Communicating something about themselves.

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	<p>These prompts could be displayed to enable them to consider them while working. Children requiring support with ideas may find it helpful to have a copy of <i>Activity: Ideas for adapting photographs</i> visible.</p> <p>Play a guessing game to finish. Collect the children's sketchbooks and then choose a selection to share, each time without telling the class who the book belongs to. Invite the children to guess whose self-portrait they are looking at! Ask the children to consider the key questions, encouraging the use of Art and design vocabulary where possible:</p> <p>Questions:</p> <ul style="list-style-type: none">-Is there enough of the face visible to identify the portrait?-What do you think about the composition?-Does the combination of materials work well together?-What does the image communicate about that person?
5	<p>Prior learning reconnection. Play a guessing game to finish. Collect the children's sketchbooks and then choose a selection to share, each time without telling the class who the book belongs to. Invite the children to guess whose self-portrait they are looking at! Ask the children to consider the key questions, encouraging the use of Art and design vocabulary where possible:</p> <p>Questions:</p> <ul style="list-style-type: none">-Is there enough of the face visible to identify the portrait?-What do you think about the composition?-Does the combination of materials work well together?-What does the image communication about that person? <p>LO: To apply knowledge and skills to create a mixed media self -portrait.</p> <p>Vocabulary: medium, atmosphere, collage, composition, mixed media, self-portrait</p> <p>Activity: The children will work on a self-portrait, using whatever materials they have chosen and their photo portrait and sketchbook work from lesson 4 as their starting point.</p> <p>Show the <i>Pupil video: Self-portraits</i> or model the process of planning and beginning a self-portrait. The video shows a range of options to support children who may still need ideas.</p> <p>The children may choose to use a wide variety of materials to make their pieces, so ensure that suitable resources are available. Some children will want to use the original photocopy of themselves and some will not. Offer a variety of paper and card surfaces for the final portraits, guiding the children's choices where necessary.</p> <p>As you move around the class while they work, ask the questions to keep them focussed on the intention of their portrait:</p> <ul style="list-style-type: none">- Why have you chosen these materials?- What is your self- portrait going to communicate about you?- <p>The children may not complete their self-portraits within the lesson and require additional time; however, it is still a valuable exercise to show their work so far and encourage discussion around the questions:</p> <p>Optional – provide each child with the <i>Quiz – pupil answer sheet</i> and display the <i>Unit quiz</i> Read each question aloud and allow the children time to answer. Reveal the answers and ask them to self/peer mark their answer sheets.</p> <p>When finished they should peer assess their work.</p>

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End points: The pupils will have produced a self- portrait using a range of media.