

Pioneer Federation
Medium term plan
Cycle 2, Term 6
Art



Subject: Art			
Key Concept/ Theme: Do you need a castle to conquer? (portraits)			
Prior Learning links: observing, recording ideas in sketchbooks, evaluating, exploring how to create tone using different tools and techniques, discussing likes and dislikes related to artwork			
Core vocabulary: portraits, tone, evaluate, line, proportions,			
Aspirational Vocabulary: cubism, geometric, representation, compare, abstract, impressionism			
School specific areas to cover (Add in any local areas of study, trips and people)			
CP	EH	SMV	PM
<p>Resources needed for unit: <i>sketchbooks, pencils,</i></p> <p><i>Lesson 1: a range of media for mark making, a range of images of portraits by Matisse, Klee and Picasso (email parents to ask for a portrait photo of a family or friend ready for lesson 3)</i></p> <p><i>Lesson 2: a range of pencils (include a range of graphite hardness if you have them), coloured pencils</i></p> <p><i>Lesson 3: children's photos of family/friends, a range of pencils, print outs about how to draw face proportions</i></p> <p><i>Lesson 4: images of portraits by Matisse, Klee and Picasso</i></p> <p>SEN support: scribing on post it notes, vary size of chalks/pencils/illustrations, provide easel, choice to stand rather than be seated, teacher modelling, provide examples for inspiration, visuals for key vocab (core and aspirational vocabulary)</p> <p>Future learning links: KS1 Cycle 1 Term 3 and 6 (painting and drawing), LKS2 Cycle 1 Term 4 (painting)</p>			
1.	<p>Deeper learning question: Do all artists work in the same style?</p> <p>Prior learning reconnection (year group, cycle & term): year 1/2 Cycle 2 term 1/2</p> <p><i>LO:</i> Let's learn about portraiture and portrait artists.</p> <p>Vocabulary: portraits, portraiture, geometric, abstract, line, cubism</p> <p>Activity: Prior to starting the lesson, ask children to draw a portrait of a king or a queen in their sketchbooks. (provide the images of king/queen linked to their topic learning)</p> <p>Explain the end goal: to learn what a portrait is, to learn about artists who create portraits, to learn about how to draw portraits and have a go at creating a portrait of a special person to them i.e. a friend/family member. They will need to bring in a picture of the person they intend on drawing by lesson 3 so you might want to send a message out early on in the term. Failing that, you can use a photo of a famous person.</p> <p><i>What is a portrait?</i> (A portrait is a representation of a particular person. A self-portrait is a portrait of the artist by the artist) Portraiture is a very old art form going back at least to ancient Egypt. Before the invention of photography, a painted, sculpted, or drawn portrait was the only way to record the appearance of someone. But portraits</p>		

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have always been more than just a record. They have been used to show the personality of the sitter (i.e. power, importance, virtue, beauty, wealth, taste, learning or other qualities of the sitter. Portraits have almost always been flattering.

Introduce the following artists and examples of their portraits:

Henri Matisse (<https://www.youtube.com/watch?v=FFhXhn39-h4>) **key features: impressionism (bright colours, quick brush strokes)**

Paul Klee (<https://www.youtube.com/watch?v=L7uYFuMWLY>) **Key features: thick/thin lines, geometric shapes**

Picasso (they've seen this video before but good to recap: <https://www.tate.org.uk/kids/explore/who-is/who-pablo-picasso>) **Key features: geometric shapes, cubism** (this could be done in a carousel format where each table has examples of different portraits by each artist). Children should be left to look at the artwork first and talk about what they can see, what they like and how the portrait makes them feel.

Gather back together and introduce each one of the artist and an example of their work. Discuss the features of each of their styles.

Model in the teacher sketchbook how to choose an example portrait from each of the artists and label it with: key features that they can see, and what they like/dislike. They then have a go at copying an example of one of the portraits using a media of their choice. This could be done in any format the child chooses i.e they could simply copy the art, or cut the art in half and complete it. It's all about getting the child to explore the media and immerse themselves in the art and the artist.

At the end of the lesson, encourage children to look at each others' work quietly (modelling an art gallery environment) and talk about what has gone well/could be better and **why** linked to the LO. (You might give every child a person's work to focus and to comment on to ensure that the same child isn't being picked on each time). Encourage positive comments. Reinforce that there is no right and wrong and that we are all learning and practising different techniques to help us to achieve the end goal.

2. **Deeper learning question:** Why is tone important for artists?

Reconnection: Recap the features of the key artists from the last lesson. What features did you observe? What did you like/dislike?

LO: Let's learn to create tone by applying pressure.

Vocabulary: tone, line, evaluate

Activity:

Can you remember what tone is? (how light or dark a colour is) Discuss together and recap from previous terms when we explored tone using charcoal. Why is tone important? (Using tone in your drawing and painting allows you to create depth or space. If you apply a colour in one shade only, it can look like a flat surface. Once you begin to add darker shades and highlights to your colours, we can begin to 'read' the flat picture plane as having depth or form.)

You can observe the tone used in these paintings: <https://www.tate.org.uk/art/art-terms/t/tone> Today children will learn about the variety of dark and light tones that can be created using pencil. Practice applying a range of pressure to the pencil and then to a coloured pencil to create the variety of tone. How many different tones can you create? (Introduce pressure on paper, angle of material on paper, rubbers and fingers to vary tones.) What about the quality of line that you are using

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	<p>At this stage model using your sketchbooks and discuss their purpose for artists/designers so children know what the expectation is. Every sketchbook should be different and individual to the child and used as a journal to record ideas. Remind children that all sketchbooks should and will look different.</p> <p>To extend this practice further, offer them an example portrait from one of the 3 key artists and encourage them to draw it and apply the skill of tone. You could also extend this to using colouring pencils to create tone. It would be good practice to choose only one colour and create a range of tone with one colour only.</p> <p>As they work in sketchbooks, encourage children to reflect/evaluate and answer questions by labelling/writing comments (if scribing do so on a post it note as not to interfere with pupil's work). E.g. Why is tone used? Does every material and technique create the same tone? What are the different ways of creating tone? How have you used tone? What has worked well?</p>
3	<p>Deeper learning question: Do you always have to use the correct proportions?</p> <p>Reconnection: Re cap the use of tone. Why is it important?</p> <p>LO: <i>Let's learn about proportions.</i></p> <p>Vocabulary: proportions, portrait, tone</p> <p>Activity:</p> <p>What are proportions? The number of measured parts that make a face. It tells us about the distance between each of the features of the face i.e. eyes, nose, lips</p> <p>Start by watching this video and establish a focus on the 3 key features of the face (eyes, nose and lips). https://content.twinkl.co.uk/resource/13/46/t-ad-575-ks2-art-portraiture-video-lesson-1_ver_1.mp4? token =exp=1715352396~acl=%2Fresource%2F13%2F46%2Ft-ad-575-ks2-art-portraiture-video-lesson-1_ver_1.mp4%2A~hmac=0d23a54f0377a37dc40db69bcc9442ddad1021566dff9ec2c050c646357d6001</p> <p>Why are proportions important for artists? Have our key 3 artists all used proportions? Explain that some of the work is abstract meaning that they aren't exact representations of the sitter but today we are going to practice applying proportions to draw the person in our photograph. Extend some by asking them to apply tone to their portraits. Teacher to model task for the children in sketchbook.</p> <p>At the end of the lesson, encourage children to look at each others' work quietly (modelling an art gallery environment) and talk about what has gone well/could be better and why linked to the LO. (You might give every child a person's work to focus and to comment on to ensure that the same child isn't being picked on each time). Encourage positive comments. Reinforce that there is no right and wrong and that we are all learning and practising different techniques to help us to achieve the end goal.</p>
4	<p>Deeper learning question: Is using lots of colour better than having a range of tone?</p> <p>Reconnection: Reflect on the meaning of proportions. Do you always have to use the correct proportions? How easy/hard was it to get the proportions correct?</p> <p>LO: <i>Let's learn to evaluate our portraits.</i></p> <p>Vocabulary: evaluate, compare</p> <p>Activity:</p>

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	<p>In this lesson you might start with a gallery walk and on post its children peer assess positively about each other's work based on today's SC. Then in their own way (teacher should also model to give an idea how to do this) children should write notes to say what they like/dislike about their work. You might take a copy of their work to stick on a new page so that they can freely draw/write notes around the copy.</p> <p>For SPICY level, provide examples of portraits by the 3 artists for children to glue in and use them to compare the techniques that they have used against the artists work. i.e my work is similar to x because.....I have tried to use _____ in the same way as x.</p>
5	<p>End of unit assessment: Instead of a quiz, teachers should compare the final portrait with the first portrait in the sketchbooks.</p>
<p><u>End points:</u></p> <p>To learn what a portrait is</p> <p>To learn about artists who create portraits</p> <p>To learn about how to draw portraits and have a go at creating a portrait of a special person to them i.e. a friend/family member.</p>	