

Question: What do you see when you look at your face in the mirror? (Portraits)		Year 1 Summer	
National Curriculum Link KS1 - to use a range of materials creatively to design and make products KS1 - to use drawing to develop and share their ideas, experiences and imagination KS1 - to use painting to develop and share their ideas, experiences and imagination KS1 - to use sculpture to develop and share their ideas, experiences and imagination KS1 - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space KS1 - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work			
International Baccalaureate Learner Profile Link Reflective How can we be reflective in our learning and think of ways to improve our own work and the work of others? Knowledgeable How can we independently acquire in depth knowledge and develop an understanding of the work we are learning? Inquirers How can we develop our thinking skills for enquiry? Open minded How can we work with others effectively and take on the ideas of others during discussions? Risk Taker How can we work independently and cooperatively to explore new ideas? Communicator How can we convey information and express our thoughts and feelings?			
Prior Skills - Reception Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.	New Skills - Year 1 Drawing Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Begin to explore the use of line, shape and colour. Draw an observational drawing of a natural object. Draw a portrait. Sketch to make quick records of something. Painting Begin to name and mix the primary colours to create secondary colours. Create moods in their paintings by using a lighter and darker shade. Decide if something is warm or cool. Choose to use thick and thin brushes as appropriate. Paint a picture of something they can see. Use watercolour to create a background. Textiles/3D/Sculpture Cut and tear paper and card for their collages.		Future Skills - Year 2 Drawing Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour. Look at drawings and comment thoughtfully. Begin to discuss the use of shadows and use of light/dark. Sketch to make quick records of something Work out ideas through drawing. Use perspective. Painting Mix paint to create all the secondary colours. Mix and match colours, predict outcomes. Mix their own brown. Make tints by adding white. Make tones by adding black. Create a print using pressing, rolling, rubbing and stamping. Create a print like a designer. Create repeating patterns, Use different shapes and colours in their patterns. Use paint to create a layered background. Textiles/3D/Sculpture Assemble a collage. Use different materials to make a useful object. Add artistic features to masks makes them look more elaborate. Use clay to produce a piece of art.

	<p>Gather and sort the materials they will need.</p> <p>Make a sculpture using natural resources.</p> <p>Use clay to produce a piece of art.</p>	
<p>Knowledge, Skills and Understanding</p> <p>Research</p> <p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Describe what they can see and like in the work of another artist.</p> <p>Ask sensible questions about a piece of art.</p> <p>Practise</p> <p>Drawing - Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Begin to explore the use of line, shape and colour. Draw a portrait. Sketch to make quick records of something</p> <p>Painting - Begin to name and mix the primary colours to create secondary colours. Create moods in their paintings by using a lighter and darker shade. Decide if something is warm or cool. Choose to use thick and thin brushes as appropriate. Use watercolour to create a background.</p> <p>3D/textiles/sculpture - Cut and tear paper and card for their collages.</p> <p>Make</p> <p>Create a Pop Art portrait. Try out a range of materials and processes and recognise that they have different qualities. Use materials purposefully to achieve particular characteristics or qualities.</p> <p>Evaluate</p> <p>Show interest in and describe what they think about the work of others. Say what they like about their own work.</p>		
<p>Challenge</p> <p>Children can independently draw (for a sustained period) a portrait of their own or someone else's face using a variety of techniques taught.</p>		
<p>Resources</p> <p>A mirror per child or a printed photograph of each child. • Colouring pencils and/or crayons in a range of colours needed for skin/eyes/hair. Set of warm colours (reds, oranges, yellows) and a set of cold colours (blues) crayons, pastels. • Magazine pictures of lots of different people. Or photos of children in the class taken from different angles. • Tissue and coloured paper • Glue • Scissors • Tissue and coloured paper Oil pastels, Black paper/card</p>	<p>Website/Apps</p> <p>Twinkl - Portraits</p> <p>Plan bee - Self portraits</p> <p>http://www.portraitartist.co.uk/ http://www.julierhodes.com/http://www.nga.gov/content/ngaweb/education/kids.html</p> <p>http://kids.tate.org.uk/ Inspire Pro, PicMix, AddLib, Tayasui Sketch (Apps)</p> <p>http://kids.britannica.com/comptons/browse/subject?id=1&subject=Art</p>	
	<p>Extended Writing Opportunities</p> <p>Children write and illustrate their own stories about kings/queens</p> <p>Children compare their features with an animal</p> <p>Write an information text about facial features and their purpose</p>	
<p>Artists</p> <p>Paul Klee</p> <p>Any Warhol</p> <p>Pablo Picasso</p> <p>Paul Cezanne</p> <p>Leonardo Davinci</p> <p>Henri Matisse</p> <p>Gustav Klimt</p> <p>Vincent Van Gough</p>	<p>Numeracy Skills</p> <p>Measure - using measure to draw an accurate portrait</p> <p>Sorting - Comparing and sorting animal and human features and characteristics</p> <p>Shapes, angles, lines</p>	
	<p>WOW Experience</p> <p>Local Art Gallery - focus on portrait of humans and animals(realistic art)</p>	
<p>Cross Curricular Links</p> <p>Anti Bullying/ P4C- discuss all different, all equal.</p> <p>History - Drawing portraits of important historical figures</p> <p>Science - Make links to the human body / animals and habitats. Difference in bodies/fitness</p> <p>Geography - Look at different faces from different countries and cultures and explore differences.</p>		

