

THE WINTERTON FEDERATION MEDIUM TERM PLAN ART Spring Term YEAR 1- Portraits

Portraits – Famous Queens	Learning Objective	Activity	Success Criteria
Session 1	<p>I can draw a self-portrait. I can explain what a portrait is.</p>	<p>Discuss what a portrait is and discuss the work of famous artists e.g. the Mona Lisa. Discuss the similarities and differences between the different portraits. Explain what a self-portrait is and look at the examples, discussing what materials have been used for each one. Children to look at each other and say which features they can see e.g. eye colour, hair colour. In sketch books, chn are to draw a self-portrait using pencils and a mirror, emphasise that it is important to draw what they see and not what they think they see. On the ppt there is a step-by-step tutorial on how to draw a self-portrait. Chn to walk-talk in partners around the room discussing what they notice and like about each one.</p>	<p>I can use pencil and crayon. I can draw lines of different shapes and thickness using two different grades of pencil.</p>
Session 2	<p>I can use colour in portraits.</p>	<p>Pablo Picasso: Introduce Picasso and watch the BBC video https://www.bbc.co.uk/bitesize/clips/zdfgkqt until 1:14 to see how Picasso used colour in his portraits. Look through the images, encouraging comments from the children about the colours and how they think the people in the portraits are feeling. Chn to stick photos of Picasso’s art in their sketchbooks and annotate the different emotions portrayed e.g. sad – cold colours, happy – warm colours etc Chn can then show a variety of cold and warm colours in their sketchbooks.</p>	<p>I can use pencil and crayon. I can create moods in art. I can describe what I can see and like in the work of an artist.</p>

		Chn then to choose a famous queen and draw them in their books using either cold/warm colours depending on the emotion they're trying to portray.	
Session 3	I can make a collage portrait.	<p>Show this video to show how Picasso's paintings changed from realistic to more abstract https://www.bbc.co.uk/bitesize/clips/zdfgkqt</p> <p>Chn to stick in their sketchbooks some of Picasso's more abstract work and annotate the different shapes that they can see.</p> <p>Chn to compare 2 of picassos art works in their sketchbooks, 1 realistic and 1 abstract and discuss what is the same and what is different.</p> <p>Chn are to make a collage portrait in the style of picasso, this could be using magazines and cutting out different features of faces or using photographs of the chn etc</p>	<p>I can describe what I see and like in the work of another artist.</p> <p>I can cut and tear paper and card for my collage.</p> <p>I can gather and sort the materials that I would need for a collage.</p>
Session 4	I can use water-colours.	<p>Paul Klee: Introduce the artist and share the information on the Lesson Presentation.</p> <p>Chn are to stick 2 pictures of Klee's work in their sketchbooks and annotate e.g. Raumarchitektur: How do you think the artist made this picture? (Paint/watercolour.) What do you notice about the colours in this picture? (Bright/colourful.)</p> <p>Lowlands: How do you think the artist made this picture? (Paint/watercolour/repeating pattern.)</p> <p>Portraits: Look at the two different portraits. Do you notice anything unusual about these portraits? (One portrait is a cat. The person has no body.)</p> <p>Chn to experiment with watercolours and use their paintbrush in different ways in their sketchbooks</p> <p>Chn to do a watercolour wash on a piece of A5 card.</p>	<p>I can describe what I see and like in the work of another artist.</p> <p>I can ask sensible questions about a piece of art.</p> <p>I can choose to use thick or thin brushes as appropriate.</p>

Session 5	I can do line drawings.	<p>Look at the portraits on the PPT, chn to stick one in their sketchbooks and annotate e.g. simple, no shading, just using lines, limited colour etc</p> <p>Chn to choose a moving person from the photo pack to draw as a line drawing on their watercolour background from last week. Chn to practice their line drawings in their sketchbooks first, explain that they should try not to take their pen off of the paper.</p> <p>Once finished the chn can stick their watercolour wash with a line drawing into their sketchbooks and write what they like/don't like about it and why.</p>	<p>I can describe what I see and like in the work of another artist.</p> <p>I can ask sensible questions about a piece of art.</p>
Session 6	I can create a pop-art portrait.	<p>Work through ppt discussing the work of Andy Warhol, chn to annotate one of these in their sketchbooks e.g. bright colours, repetitive images.</p> <p>Chn to reproduce their portraits using IT e.g. digital photos of them using colour in the background on paint, word etc... (Paint is probably the easiest way, if you use Paint 3D to create the image)</p> <p>Chn can then stick these in their books and annotate what they found easy/hard and why.</p>	<p>I can use a simple painting program to create a picture.</p> <p>I can use tools such as fill and brushes in a painting package.</p> <p>I can go back and change my picture.</p>
Cross-Curricular Links	<p>History – Famous Queens</p> <p>Computing – Use of IT to create Pop Art images</p>		