

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Art	Frida Kahlo	5	Spring 2	5 weeks

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities:	Resources
Lesson 1	1 hour	WALT: To learn about Frida Kahlo and analyse some of her work.	<p>Display a photograph of Frida Kahlo and ask the children if they recognise her or know who she is. Introduce Kahlo and a few of her paintings, after looking at a few of them, ask the children to describe the kind of person they think Kahlo is. Was she a confident person? Where do they think she is from? Discuss the background of Kahlo's life and experiences. Look in detail at one of Kahlo's paintings and ask the children why they think that Kahlo is so significant as an artist. Why is her work special? Allow the children to study some of her paintings in Picture Cards 1A by hanging them around the classroom like a portrait gallery. As they walk around the 'gallery' the children can discuss their likes and dislikes of each painting and the effect that they get from her different paintings. Share some of their ideas as you look in detail at a few of the paintings the children looked at. Focus on the</p>	<p>Slides Picture Cards 1A Picture Cards 1B Worksheet 1A/1B/1C Question Cards 1A Worksheet 1D (FSD activity only) Information Sheet 1A (FSD activity only)</p>

			colours that have been used and the emotions that they portray.	
			<u>Main Activities:</u>	
			Using the Information sheet the children must create a social media profile for Frida and Kahlo on Worksheet 1D including a profile picture and information about her. They can use Information Sheet 1A to help them figure out some of the facts or use her paintings on Picture Cards 1A to discover things she might have liked or disliked e.g. animals or the USA. They might like to use their imagination for posts she might have written.	
			<u>Plenary & Assessment Questions:</u>	
			Look at the piece “Self Portrait as a Tehuana” and discuss with the children the different aspects of the painting. What do they think of the clothing? Who do they think the man is on her forehead? Why do you think she painted him there? What do they think the lines are covering the painting? Can children describe who Frieda Kahlo is and give a brief summary of her work? Can children analyse aspects of a painting including mood and colour? Are children able give their opinion of a painting or artist?	
Lesson 2	1 hour	WALT: To study the self portraits of Frida Kahlo.	Show the children a selection of Kahlo’s paintings and ask them to discuss with their partner the similarities and differences in her work. What is a common subject of her artwork? Explain to the children that 55 of the 143 known paintings by Kahlo were self portrait.	Slides Mirrors/printed photographs of the children

			<p>She used herself as a subjects as she said ‘I paint self-portraits because I am so often alone, because I am the person I know best.’ What do the children think this means? Show how Kahlo would exaggerate some of her features in her paintings. They became part of her identity and was widely recognised because of them. Explore the proportions of the face with the children and show this on one of Kahlo’s portraits.</p>	<p>Worksheet 2A Reference Sheet 2A Sketching and painting resources Plain paper</p>
<p><u>Main Activities:</u></p>	<p>Print photographs of the children A4 sized (black and white is fine) and cut them in half down the middle of their face. Stick them onto a plain sheet of A4 paper. Ask the children to complete the missing side of their portrait using their understanding of the proportions of the face and the existing half as a reference. Once the sketch is complete the children could add colour using paints or pencils. OR children use the guidance on Reference Sheet 2A to sketch a self portrait on plain paper using the correct proportions. They can use a mirror or a photograph of themselves as a reference. They may like to leave it as a sketched portrait or use paints to add detail and colour. If left as a sketch, these self portraits could be used as a base for the next lesson’s main activity of expressing the children’s identity.</p>			
<p><u>Plenary & Assessment Questions:</u></p>	<p>Children reflect on their artwork, thinking about likes and dislikes they have, things that went well and</p>			

			things they could improve next time they draw a portrait. Can children describe the differences between a portrait and a self-portrait? Can children describe the general proportions of a face? Can children use their knowledge of proportions to complete a self-portrait?	
Lesson 3	1 hour	WALT: To explore how Kahlo drew on her cultural background for her artwork.	Slowly reveal one of Kahlo's still life paintings asking the children their thoughts and opinions as it is revealed. Focus on the colours used and the mood they create. Explain to the children that traditional Mexican folk art used bright colours and geometric patterns in their designs. Frida was incredibly proud of her heritage as a Mexican. Discuss the clothing that Kahlo wears in her self portraits. Many of them include traditional style Mexican dresses with traditional jewellery. She also included many exotic pets and animals in her portraits. These were ways for Kahlo to express her national identity. Discuss how Kahlo moved around North America due to her husband being commissioned to paint murals across the country. Knowing how proud she was of her heritage, how do the children think Kahlo felt about this? How would they feel in this situation? Discuss the way that we as a society can mix different aspects from different cultures in order to express ourselves and create an identity. This identity could stem from our cultural and religious backgrounds, or it could come from a community we belong to. Can the children think of ways that they express their	Slides Worksheet 3A/3B Plain Paper Sketching and painting resources

			<p>cultural/religious/community identity? Do they know where their family is from?</p> <p><u>Main Activities:</u></p> <p>Children choose an aspect of their identity to work into a self portrait of themselves e.g. using the colours of the Irish flag in their backgrounds or clothing, a genre of music or hobbies may influence their clothing. They may like to answer the questions on Worksheet 3B to help the choose and structure their ideas.</p> <p><u>Plenary & Assessment Questions:</u></p> <p>Ask children to share their work and ideas by presenting them to the class. Are children able to describe aspects of Mexican folk art? Can children identify aspects of the Mexican culture in Kahlo's artwork? Can children identify their own cultural background and use artwork to express this?</p>	
Lesson 4	1 hour	<p>WALT: To understand what surrealism is in artwork.</p>	<p>Use the site https://sites.google.com/planbee.com/frida-kahlo-information to find and study the paintings 'Roots' and 'The Wounded Deer'. What do the children think of these paintings? How are they different to the paintings by Kahlo they have looked at before? What can the children see in the paintings? Explain to the children that in the early 20th century an artistic movement called surrealism was beginning to be used in a lot of artists work. Surrealism was about exploring and experimenting with imagination. Explain and describe the two types of surrealism: dream and</p>	<p>Slides</p> <p>Worksheet 4A/4B</p> <p>Animal Cards 4A</p> <p>Sketching and painting resources</p>

			<p>automatism. The artwork doesn't have to make sense to the audience and can often be quite weird! Look again at Kahlo's work. Tell the children that her work has been described as surrealist. Can they see why? Explain that Kahlo disagreed with being labelled as a surrealist artist. She felt that her work reflected her own reality. Compare some of her pieces to other famous surrealist artwork. Look closely at 'The Wounded Deer' and discuss why Kahlo chose to put her face on a deer's body. Looking at her facial expressions, how do they think she is feeling in this painting? Look at some other animals and decide as a class the symbolism of the animal e.g. a lion is brave and strong.</p>	
			<p><u>Main Activities:</u></p>	
			<p>Children mimic Kahlo's 'The Wounded Deer' by deciding upon an animal to draw themselves as on Worksheet 4B using the Animal Cards 4A as a reference and inspiration. They must back up their choices by answering the questions at the bottom of the worksheet.</p>	
			<p><u>Plenary & Assessment Questions:</u></p>	
			<p>What do the children think? Was Kahlo a surrealist painter? Can they describe similarities and differences between her work and that of other surrealist artists? Can children describe the aspects of the surrealist movement? Can children express their opinion of the</p>	

			surrealism in paintings? Are children able to apply aspects of surrealism to their own artwork?	
Lesson 5	1 hour	<p>WALT: To explore how Kahlo painted moments in her life and expressed emotion through her work.</p>	<p>A lot of Kahlo’s paintings were autobiographical. What does this mean? Explain to the children that her paintings would communicate important events in her life, especially those in which she felt strong emotions. Show the children the painting ‘Thinking of Diego’. Ask the children what they remember about this painting and at what point they think Frida painted this in her life. What was the key event she was trying to portray? What emotion do you think she is feeling? Show the children the painting ‘Self Portrait on the Border Line Between Mexico and the United States’ and ask them similar questions to before. Can they remember anything about this painting and why Kahlo painted it? When was it in her life? What emotions are being felt here? Next study the painting ‘Frida and Diego Rivera’ as a class. How is this different from the others? Is this the same man? What is he holding? Why? Look back on some of the other self portraits Kahlo painted, in particular the backgrounds and objects around her. What do these tell you?</p>	<p>Slides</p> <p>Worksheet 5A</p> <p>Reference Sheet 5A</p> <p>Challenge Cards 5A/5B</p>
			<p><u>Main Activities:</u></p>	
			<p>Children are challenged to paint a portrait of someone who has just had a significant point in their life on Challenge Cards 5A or one of their own experiences if they wish. They can use the Reference Sheet 5A to help them with their sketching. How will the children portray the emotions being felt at this point in a</p>	

			<p>portrait? Encourage them to take inspiration from Kahlo's artwork and use subtle pieces in the portrait to express the situation.</p>	
			<p><u>Plenary & Assessment Questions:</u></p>	
			<p>Look at Kahlo's painting 'Self Portrait with Cropped Hair' and ask them what point in Kahlo's life inspired her to paint this image. Look at the clothes she is wearing and how different she looks compared to other self portraits she has created. Can children explain what an autobiographical artist does? Can children identify emotions from a painting? Can children express emotions through their own artwork?</p>	