

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Art	Self Portrait	1	Summer 2	6 weeks

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities:	Resources
Lesson 1	1 hour	WALT: To investigate famous self-portraits.	Ask the children what they notice about all the paintings shown on the slides. What is similar/different about them? Tell the children that these are all portraits. This means that they all have a person as the subject of the artwork. Portraits can be paintings, sculptures, drawings or photographs. What do the children think a self-portrait is? Why might someone create one? Explain to the children what a self-portrait is using the slides. Discuss how the person in them might want to portray something about themselves in the portrait. They could use colours, shapes or objects to do this. Take a look at some famous self-portraits on the slides. Discuss how they have been created, what the artist is trying to convey in the portrait or what the children can assume about the person through looking at their portrait. With each portrait, ask the children what they like or dislike about the artwork and why	Slides Portrait Cards 1A Worksheet 1B

			(this may need to be modelled by yourself or another adult).	
			<u>Main Activities:</u>	
			Children choose two of the self-portraits on Portrait Cards 1A and stick them to Worksheet 1B. Children write around the portraits describing them, including how they think it was created. They then choose which they prefer and why, writing this at the bottom of the sheet.	
			<u>Plenary & Assessment Questions:</u>	
			Ask the children which was their favourite portrait or self-portrait that they have seen today. Why? Do they remember what the artist's name was? Can children say what they like or dislike about a portrait or self-portrait? Are children able to describe a portrait or self-portrait using simple adjectives? Can children describe the difference between a portrait and a self-portrait?	
Lesson 2	1 hour	WALT: To use collage to create a self-portrait.	Ask the class what a self-portrait is and discuss why someone might create one. Now ask the class how many different ways they think a self-portrait could be created. How could they be created? Which mediums do they remember from last lesson? Children 'Think, pair, share' their ideas. Have the children ever created artwork from paper before? Do they know what this medium is? Show the children some examples of collages, including some of portraits and self-portraits such as 'Looking Inwards' by Edward Oforu. Look	Slides A4 photographs of each child Magazines and newspapers* Collage Sheets 2A Glue

			<p>closely at how the different features, colours and shadows have been created. Do any colours look out of place to the children? Why? Use the slides as well as demonstrating in person how the children can cut and manipulate the paper into the shapes they would like.</p> <p><u>Main Activities:</u></p> <p>Give each child an A4 photograph of themselves to work on (in colour if possible). This activity may take more than one session to complete. *Reminder: Check that the material in the magazines and newspapers is suitable for the children before setting the children to work. If you don't have access to magazines you could use Collage Sheets 2A in a pinch. Children stick the collage directly onto the photograph and should focus on creating blocks of colour and adding in shapes for their features.</p> <p><u>Plenary & Assessment Questions:</u></p> <p>Why might an artist choose to use collage to create their self-portrait? Can children describe what a collage is? Can children create a simple collage self-portrait using shapes for their features? Are children able to create shadows using different shades of coloured paper?</p>	
Lesson 3	1 hour	<p>WALT: To investigate the different kinds of sketching pencils.</p>	<p>Ask the children to show you how you should hold your pencil when sketching. How is it different from how it is held when you're writing? Open activity: Lay a variety of pencils on the children's tables. Ask them to check their sketching grip and practise making dark</p>	<p>Slides</p> <p>Sketching pencils (2H, HB, 4B)</p> <p>Features Cards 3A</p>

			<p>lines, light lines and shading small areas of their sketchbook or on a scrap piece of paper. Ask them to swap pencils with someone on their table and repeat the activity. What do they notice? Ask the children if they've ever noticed the little numbers and letters on their pencils. Do they know what these mean? Explain that some pencils have softer lead and some have harder. The softer lead will create darker, rough lines for shading, and the harder lead will create light lines for sketching. If you have time, watch https://www.youtube.com/watch?v=CloiQ7V_C1g. Use the slides to explain how the children will be practising their sketching techniques. Describe what sketching is and when we might use it.</p>	<p>Teacher Notes 3A Word Stickers 3A Word Mat 3A</p>
			<p><u>Main Activities:</u></p>	
			<p>Give children a 2H, HB and a 4B pencil. Using Features Cards 3A, children have a go at sketching different features using their pencils in their sketchbook. Encourage them to swap pencils every now and then, pausing to add some of the Word Stickers 3A around their work to describe the sketching they have just done.</p>	
			<p><u>Plenary & Assessment Questions:</u></p>	
			<p>Ask children what they notice as they worked today. Which was their favourite pencil to use and why? Which pencil could make the darkest marks? Which pencil could make the thinnest marks? Are children aware that there are different types of pencils? Can</p>	

			children practise making different kinds of marks with different pencils? Can children make comments on the kinds of marks they can make with different pencils?	
Lesson 4	1 hour	WALT: To investigate different paints	<p>Ask the children to discuss the different kinds of paint they have used or can name. Did they know that there are lots of different kinds of paint that can be used to add colour and texture to a painting? Use the slides to take a look at some different kinds of paint and the kinds of artwork they can be used for, including how some can even help to add 3-D texture to a piece of artwork. Explain that we need to make decisions about the paints we use based on what we want to achieve. Paints that have strong pigments like acrylic or oil paints are better for strong, bright colours, but would be difficult to use if we wanted to create a light wash over our paper. Watercolours might be best for this. Which paint might be best to use when painting a model we have made? Use the slides to show the children some of the different techniques they will be using today as they investigate different kinds of paint.</p>	<p>Slides</p> <p>Worksheet 4A/4B/4C</p> <p>Picture Card 4A</p> <p>Watercolour & poster paint</p> <p>Paintbrushes (ideally two per pupil)</p>
			<p><u>Main Activities:</u></p>	
			<p>Children can be supported in their activity with Technique Sheet 4A.</p> <p>Children paint the two pictures on Worksheet 4B, one in watercolour paint, the other in poster paint. Children then finish the sentences at the bottom of the sheet to comment on the two different kinds of paint.</p>	
			<p><u>Plenary & Assessment Questions:</u></p>	

			Ask the children what kind of effects watercolours will be best for. Repeat with poster paints. Can children name some different kinds of paint? Are children able to describe differences they notice in different paints? Can children choose which paint is more suitable for a desired purpose?	
Lesson 5	1 hour	WALT: To create our own self-portrait.	Have children look in a mirror. Ask them to look closely at their features. What shapes can they see? Where are their features on their head? Look at a person's features together. What shape is the head? What shape are their eyes? Where are their eyes on their face? Remind each other why someone might want to create a self-portrait. What sort of things would the children want to convey in their self-portrait. How could they do this? Discuss how some might use colours, objects or poses in their self-portrait to show things about themselves. Children 'think, pair, share' their ideas about how they would like to create their self-portrait.	Slides Mirrors Plain paper Templates 5A Sketching pencils Watercolour/poster paint
			<u>Main Activities:</u>	
			Children create a self-portrait, sketching first before adding colour with paint. It may help children to have their sketchbooks to refer to as they make choices for their work. This activity may take more than one session to complete. Children complete their self-portrait. Remind them of the light, short strokes they need to use whilst sketching. Allow them to choose the pencil and paint they would like to complete their portrait with.	

			<p><u>Plenary & Assessment Questions:</u></p> <p>Ask the children to evaluate their work on their own or with a partner. What went well? What didn't go well? Would they do anything differently next time? Can children identify shapes in a face? Are children able to place facial features fairly accurately? Can children make choices about how they will create their artwork?</p>	
Lesson 6	1 hour	<p>WALT: To create a self-portrait from clay.</p>	<p>Explain that portraits do not always have to be pictures. Can you think of any other ways a portrait could be made of someone? Explain that artists often use sculpture to create portraits. They create the shape of someone's face, head or body out of a material. Use the following slides to show children examples of sculptures made from wood, stone and metal. Tell children that today they will be creating a portrait using clay. Have you used clay, or a material like it, before? What did you make? How did you make it? Use the slides to go through some simple clay-work skills such as rolling a sausage of clay, rolling a ball of clay, pinching, pressing and using tools such as a rolling pin.</p>	<p>Slides</p> <p>Clay</p> <p>Clay tools</p> <p>Mirrors</p> <p>Clay Techniques Sheet 6A</p> <p>Optional: Paper clips</p>
			<p><u>Main Activities:</u></p> <p>Provide children with some clay. Support children in creating their clay portrait, helping to make sure that each different part they add will be wet enough to stick together and by asking questions about how they could create effects, e.g. how could you mark</p>	

			<p>eyelashes onto your clay portrait? Children to paint their clay portraits once the clay is fully dry. Children can be supported with Clay Techniques Sheet 6A as they work. If you want to hang the clay portraits up, insert a paper clip into the top of the head while the clay is still wet. Once the clay has dried, you can use the paper clip as a hook.</p>	
			<p><u>Plenary & Assessment Questions:</u></p>	
			<p>Ask children to lay out all the work they have done on self-portraits on their tables. Tell children that they will be making a class art gallery so that other people can come and enjoy their artwork. Ask children to make labels for each of their pieces of work. Higherability children could write descriptions for what they did and how they did it. Invite other classes, teachers or parents to enter the 'art gallery' to look at what has been done.</p> <p>Are children able to manipulate clay in simple ways to create desired shapes? Can children use tools to help them manipulate clay in different ways? Can children make appropriate choices of colour to finish their sculpture?</p>	