

N.C. Subject content to be taught:

- To use a range of materials creatively to design and make products
- To use drawing, painting & sculpture to develop and share their ideas, experience and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work of artists, craft makers and designers (a minimum of two in each academic year), describing the differences and similarities between different practices and disciplines, and making links to their own work

<p>Prior learning</p>	<p>Reception: <i>Explore different materials freely to develop own ideas, use and refine a variety of artistic effects to express their ideas and feelings Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Draw with increasing complexity and detail such as representing a face ...use drawing to show emotion and to represent ideas like movement</i></p>							
<p>Sequential sessions across the term</p>								
<p>Lesson Plan Sequence</p>	<p>1 Share overview of the units work Sketchbook find and print out images of artists self portraits. Talk about what a self portrait is and why you might want to make one. Chn to look at them and decide what media was</p>	<p>2/3 Sketchbook Felt tip pens, water colours, drawing pencils, oil pastels, pencil crayons on separate tables. In groups, chn draw their self portrait using one of the media. Chn move to another table. On the next page draw a new self portrait using a different media. Chn to use mirror to observe their facial features to record (eye, ear, nose, mouth).</p>	<p>4 Artist study. Look at Matisse and Sher-Gil's self portraits. Discuss the different ways in which they have been drawn/painted. Chn to use paint to make long strokes, dabbing, and dotting to make a self portrait in the style of Matisse and Amrita Sher-Gil. Which do they prefer and why?</p>	<p>5 Artist study. Look at the portrait by Emily Tucci and model how to tear paper to create different shapes for the face.</p>	<p>6/7 Painting Techniques Look at Paul Klee's 'Head of man'. Chn to discuss how the self portrait was made. Using a zig zag book, chn make a self portrait on each page using just one shape. Eg. Square face, square eyes, square nose etc. Choose favourite shapes from the book and create their own</p>	<p>8 Practical Individual piece Use the final piece from Paul Klee inspired work. Enlarge it onto the full page. Use different media and brush strokes to colour in each section.</p>	<p>9 practical session Individual piece Chn use 2 paint to make their own self portrait based on Paul Klee's 'Head of man'</p>	<p>10 practical session Individual piece Chn use all knowledge learnt over the past term to create a self portrait in their favourite style.</p>

	used to make them. Put the pictures up around the room. Chn vote with their feet and choose their favourite and explain why. Repeat with their least favourite.	Repeat until all 5 have been used. Talk about which media they liked the most/least and why.			self portrait using differnet shapes. Colour in using felt tips or oil pastels (solid colour)			
Key Vocabulary	Self portrait Artist Media	Media	Dabbing Strokes	Tearing		Media Dabbing Strokes		Media Dabbing Strokes
Cross-curricular links	Physical development- Fine motor Maths- Shape Computing- graphics							