

# Art & Design Year 6 - Medium Term Planning – PAINTING and MIXED MEDIA - ADVENT

## 'GROWING ARTISTS – Portraits

### National Curriculum Objective

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- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, paint, digital images]
- know about great artists, architects and designers in history.

	<b>Lesson 1</b> <i>Poem Portrait</i>	<b>Lesson 2</b> <i>Background</i>	<b>Lesson 3</b> <i>Developing Drawings</i>	<b>Lesson 4</b> <i>Self Portraits</i>	<b>Lesson 5</b> <i>Changing Faces</i>	<b>Lesson 6</b> <i>Mixed Media Portraits</i>
<b>Learning intention</b>	<b>To explore how a drawing can be developed.</b>  <i>Lesson 1 and 2 are adapted from Lesson 1 Portraits KAPOW.</i>	<b>To explore backgrounds for drawings.</b>	<b>To combine materials for effect.</b>  <i>Lesson 2 - Portraits KAPOW.</i>	<b>To identify the features of self-portraits.</b>  <i>Lesson 3.</i>	<b>To develop ideas towards an outcome by experimenting with materials and techniques.</b>	<b>To apply knowledge and skills to create a mixed media self-portrait.</b>
<b>Recall and Retrieval</b>	Before starting the unit, check they can recall: <ul style="list-style-type: none"> <li>• How to use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</li> <li>• How to demonstrate skill and control when drawing and painting to depict forms.</li> <li>• How to apply observational skills, showing a greater awareness of composition.</li> </ul>	Revisit Disciplinary knowledge:  <i>Know that art can be analysed and interpreted in lots of ways and can be different for everyone.</i>	Recap and Recall questions within Lesson 2. Colour wash.	Re-call. Y2 unit on portraits and visit to Belvoir Castle. NB: This will only be the case after 2025.  Keyword presentation in Lesson 3 – questions on portraits.	Recall – Write down everything you can remember about <i>Chila Kumari Singh Burman</i>	Ask the ch to work with a partner and take turns to present a fact about changing their self-portraits from the last lesson.  Answers could include: <i>How to create an atmosphere.</i> <i>Trying different compositions.</i> <i>How to use more or less of the photo.</i> <i>What the effect of colour has on their self-portrait?</i> <i>How they can communicate something about themselves in their self-portrait.</i>
<b>Key Knowledge</b>  <i>Sequence of knowledge throughout the lesson</i>	<ul style="list-style-type: none"> <li>• Know that artists can combine materials; for example, <b>print</b>. (<b>Knowledge of Artists</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. (<b>Colour</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. (<b>Colour</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Know that artists use self-portraits to represent important things about themselves. (<b>Knowledge of Artists</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Know that artists use self-portraits to represent important things about themselves. (<b>Knowledge of Artists</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Know that artists can combine materials; for example, digital imagery, with paint or print. (<b>Knowledge of Artists</b>)</li> </ul>

			<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Know that artists can combine materials; for example, digital imagery, with paint or print. <b>(Knowledge of Artists)</b></li> <li>Know that artists are influenced by what is going on around them; for example, culture, politics and technology. <b>(Knowledge of Artists)</b></li> </ul>	<ul style="list-style-type: none"> <li>Know that a 'monochromatic' artwork uses tints and shades of just one colour. <b>(Colour +Extra)</b></li> <li>Know that tone can help show the foreground and background in an artwork. <b>(Tone)</b></li> <li>Know that artists create pattern to add expressive detail and texture to art works. for example: <i>Chila Kumari Singh Burman</i> using small everyday objects to add detail to sculptures. <b>(Pattern)</b></li> </ul>	
<b>Key Skills</b>	<ul style="list-style-type: none"> <li>Confidently using sketchbooks for purposes including drawing, recording observations and research, testing materials and working towards an outcome more independently. <b>(Using Sketchbooks)</b></li> </ul>	<b>Key skills</b> <ul style="list-style-type: none"> <li>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</li> </ul> <b>Making Skills</b> <ul style="list-style-type: none"> <li><i>Know how to choose colours to represent an idea or atmosphere.</i></li> </ul>	<ul style="list-style-type: none"> <li>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. <b>(Generating Ideas)</b></li> </ul> <b>Making Skills</b> <ul style="list-style-type: none"> <li><i>Know how to develop a drawing into a painting.</i></li> </ul>	<ul style="list-style-type: none"> <li>Give reasoned evaluations of their own and others' work which takes account of context and intention. <b>(Evaluate/Analyse)</b></li> </ul>	<b>Key skills</b> <ul style="list-style-type: none"> <li>Combine a wider range of media, e.g. photography and digital art effects.</li> </ul> <b>Making Skills</b> <ul style="list-style-type: none"> <li><i>Know how mixed media and different techniques can be used to create different effects in their self-portraits.</i></li> <li><i>Know how to adapt an image to create a new one.</i></li> </ul>	<b>Key skills</b> <ul style="list-style-type: none"> <li>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</li> <li>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</li> <li></li> </ul>

					<ul style="list-style-type: none"> <li>Know how to combine materials to create an effect.</li> <li>Know how to choose colours to represent an idea or atmosphere.</li> </ul>	<b>Making Skills</b> <ul style="list-style-type: none"> <li>Know how to choose colours to represent an idea or atmosphere.</li> <li>Know how to combine materials to create an effect.</li> </ul>
<b>Disciplinary Knowledge</b>  <i>Evaluate/Analyse</i>	<ul style="list-style-type: none"> <li>Know that art can be analysed and interpreted in lots of ways and can be different for everyone.</li> </ul>		<ul style="list-style-type: none"> <li>Know that everyone has a unique way of experiencing art.</li> </ul>	<ul style="list-style-type: none"> <li>Know that sometimes people make art to express their views and opinions, which can be political or topical.</li> </ul>		
<b>Main teaching activity:</b>  <i>Summary</i>	<b>Success Criteria</b> <ul style="list-style-type: none"> <li>I can draw a portrait using the continuous line method.</li> <li>I can vary the size, shape and position of the words for interest.</li> </ul> <p>Go over Disciplinary K <i>Know that art can be analysed and interpreted in lots of ways and can be different for everyone.</i></p> <p>Follow Kapow planning – Lesson 1.</p> <p>Attention Grabber – Draw a pencil self-portrait in sketchbooks, using a mirror or a photograph of themselves.</p>	<b>Success Criteria</b> <ul style="list-style-type: none"> <li>I can create and design a background for my drawing.</li> <li>I can explore the way a background can change the effect of a drawing.</li> </ul> <p>To create a background Design a background for a drawing. Using water colour wash, monochrome effect or collage.</p> <p><b>Use the Pupil video in Lesson 1:</b> Creating a background or model yourself the process of creating a contrasting background for their drawn self-portrait.</p>	<b>Success Criteria</b> <ul style="list-style-type: none"> <li>I can explain what I want my photo composition to be.</li> <li>I can decide the best position for my line drawing when copying it onto the background.</li> </ul> <p>Copy line drawings onto created chosen Background.</p> <p>Have the children's self-portraits ready on tracing paper and their prepared backgrounds from Lesson 1.</p> <p><b>Take digital images of the children for</b></p>	<b>Success Criteria</b> <ul style="list-style-type: none"> <li>I can use art vocabulary to describe similarities and differences between portraits.</li> <li>I can justify my opinion when discussing the message behind a self-portrait.</li> </ul> <p>Display self-portraits of the different artists in presentation and ask key questions.</p> <p>Next, display the self-portrait 'Auto-portrait' by Chila Kumari Singh Burman to learn about mixed media artist.</p> <p>Answer questions about the artist in sketchbooks.</p>	<b>Success Criteria</b> <ul style="list-style-type: none"> <li>I can justify my opinion when discussing the message behind a self-portrait.</li> <li>I can give a definition of mixed media.</li> <li>I can try out at least three different ideas when adapting my photograph.</li> </ul> <p>Last lesson - What did they think was the aim or the message behind Chila Kumari Singh Burman's self-portrait?</p> <p>Could their knowledge of her life and work help them decide?</p> <p>Use pupil video: Changing faces, or model yourself, the</p>	<b>Success Criteria</b> <ul style="list-style-type: none"> <li>I can describe the intention of my self-portrait.</li> <li>I can explain why my choice of medium matches my idea.</li> <li>I can use my chosen medium to create a self-portrait that represents an aspect of my identity.</li> </ul> <p>Apply skills and knowledge to make a truly individual self-portrait.</p> <p>Portrait evaluation using grid and looking at partner's work.</p> <p>Ch may choose to use a wide variety of materials to</p>

	<p>Creating a written portrait outline.</p> <p><b>Questions</b></p> <ul style="list-style-type: none"> <li>How could you use colour to create a particular mood for your printed self-portrait?</li> <li>How could the background make certain areas of your face stand out in a print?</li> <li>How will the texture of the collage materials you choose affect your finished piece?</li> </ul>	<p><b>Wrap Up Questions:</b> <i>Which background do you like most?</i></p> <p><i>How do you think it will improve your drawing when you work with it next lesson?</i></p>	<b>this lesson and future lessons.</b>	<p>If time – for challenge - children could also research another artist famous for their self-portraits: Vincent van Gogh. They could then briefly compare how these artists approach self-portraits in their sketchbooks. Use the link <a href="#">Who is Vincent van Gogh? Tate Kids</a> displayed on slide 5.</p>	<p>range of things they could try, using their photocopied portrait as a starting point.</p> <p>Hand out each child's photocopies of the photos from lesson 2.</p> <p>Use photos and a range of mixed media to create own mixed media self-portrait.</p>	<p>make their pieces, so ensure that suitable resources are available.</p> <p>Some children will want to use the original photocopy of themselves and some will not.</p> <p>Offer a variety of paper and card surfaces for the final portraits, guiding the children's choices where necessary.</p>
<b>Scaffolding</b>	<p><b>Pupils needing extra support</b></p> <p>May be unable to make a continuous line drawing so allow them to take their pencil away from the page when needed; should be encouraged to look carefully at the mirror/photo</p> <p>They could trace over a photograph of themselves instead;</p>	<p>If required, limit the choice of materials for the background; could produce one background, either painted or collaged, depending on ability and preference.</p>	<p>May need a bit of practice to get a suitable head-and-shoulders photograph; could consider giving these children longer to try things out, pair them with a confident partner or use a supporting adult to help.</p>	<p>Could use the Activity: Artist research text for reduced reading to enable them to gather facts about the artist without having to scan lots of text on screen.</p>	<p>May benefit from having fewer materials to choose from or by being guided towards materials they will feel confident using; may find it easier to work with an A3 photocopy of their photo.</p>	<p>May benefit from some time spent as a small group discussing their final idea with an adult before starting work (this would help them to be clear about their plan and what they hope to achieve).</p>
<b>Challenge</b>	<p>Pupils working at greater depth should be encouraged to develop more creative ways of rendering the letters in their text to create the portrait outline;</p>	<p>Should be independent in planning their backgrounds and work with purpose to create a chosen effect.</p>	<p>May be able to work in the role of expert once their own photograph is taken advising and supporting others to take successful photos.</p>	<p>Could compare Chila Kumari Singh Burman's self-portrait 'Auto-portrait' to work by another artist famous for their self-portraits; should allow them to choose how they present their comparisons in sketchbooks and offer the opportunity for them to feedback during the Wrapping up.</p>	<p>Should be encouraged to consider the message they would like their portrait to convey about themselves and make choices about materials and composition that link to this; could support less confident pupils to make choices about their portraits.</p>	<p>Should justify their material choices in relation to their aim for their self-portrait; may encourage them to apply something new they have learned during the unit, for example, skills in making monoprints or being discerning in their choice of material shapes, sizes and</p>

						position when making collages.
<b>Key vocabulary:</b>	background collage continuous line drawing paint wash portrait self-portrait texture	background collage continuous line drawing paint wash portrait self-portrait texture	background carbon paper composition mixed media monoprint printmaking portrait self-portrait transfer	evaluate justify mixed media multi-media portrait research self-portrait	atmosphere collage composition mixed media photomontage self-portrait	medium, atmosphere, background, collage, evaluate, justify, mixed media, monoprint, multimedia, paint wash, portrait, self-portrait, printmaking, represent, research, texture  art medium atmosphere collage composition mixed media self-portrait
<b>End of Unit Outcomes:</b>	<ul style="list-style-type: none"> <li>• Outline a portrait drawing with words, varying the size, shape and placement of words to create interest.</li> <li>• Try a variety of materials and compositions for the backgrounds of their drawings.</li> <li>• Communicate to their partner what kind of photo portrait they want.</li> <li>• Show that they are making decisions about the position of a drawing on their background, trying multiple ideas.</li> <li>• Create a successful print.</li> <li>• Use some Art vocabulary to talk about and compare portraits.</li> <li>• Identify key facts using a website as a reference.</li> <li>• Explain their opinion of an artwork.</li> <li>• Experiment with materials and techniques when adapting their photo portraits.</li> <li>• Create a self-portrait that aims to represent something about them.</li> <li>• Show they have considered the effect created by their choice of materials and composition in their final piece.</li> </ul>					
<b>Resources</b>	<p>See videos and teacher resources – KAPOW - Portraits</p> <p>Link: <a href="#">Who is Chila Kumari Singh Burman? Tate Kids</a></p> <p>Link: <a href="#">Who is Vincent van Gogh? Tate Kids</a></p>					

