

Key Stage 1 Art, craft and design Portraits in the style of Paul Klee Year 1 4 weeks

This unit builds upon previous work in Reception in drawing. Children will build their practical and theoretical skills learning about portraits, shape, line and colour (warm and cool), in order to create a self-portrait in the style of Paul Klee.

Children will develop their disciplinary knowledge and have regular opportunities to critically analyse and evaluate their own work, the work of their peers and artists, in order to expand their art vocabulary and build confidence when speaking about their artwork.

Links with Literacy

Domains of knowledge

Practical knowledge (developing technical proficiency, learning the methods and techniques that's artists, craft-makers and designers use)

Drawing, mark making, colour mixing, shape, colour, line, texture, pattern

Theoretical knowledge (tools, materials and history of art, craft and design – cultural and contextual)

They will develop their knowledge and understanding of portraits. They will consider how Klee uses tools and techniques looking in particular at his use of shape and colour.

Disciplinary knowledge (how art is judged, valued and evaluated)

How can colour change the mood of an artwork? Review and evaluate their own and others work.

5 a day approach - flexible grouping, explicit instruction, scaffolding, technology, metacognitive

At the end of this unit of work pupils will know how to;

- Draw for different purposes and recognise that ideas and emotions can be expressed through colour.
- Use and experiment with a variety of drawing tools and materials with increasing control.
- Begin to explore the use of line, shape, colour, texture and pattern.
- Can recognise and describe some simple characteristics of different kinds of drawings.
- Can name the drawing tools, techniques and the formal elements (colours, shapes, tones etc.) that they use



- Work on different scales.
- Mix primary colours into secondary colours - warm and cool colours.

Vocabulary

Portraits, self-portrait, artist, designer, texture, shape, colour, pattern, line, dark, light, design, art materials, primary colours, imaginary, expression, geometric, square, rectangle, circle, semi-circle, oval, tone, describe, opinion, ideas, design, 2B pencil, cartridge paper, tracing paper, sugar paper, two dimensional, three dimensional.

Pupils will learn	Vocabulary	Activity One hour sessions	Fundamental principles and teaching techniques to ensure that work is of a high standard from all pupils
<p>ONE To recognise and describe some simple characteristics of Klees work. To use a visual language. To research an artists work in their sketchbook Develop drawing skills using line only.</p>	<p>Artist, designer, portrait, proportion, line, shape, tone, colour, pattern, texture, mood, calm, sketch, line, shape, pattern, texture, 2D, colour, tone, blending, smudging, colour, primary colours, secondary colours warm and cool colours, doodle</p>	<p>Look at artwork by Klee 'Man with a Big mouth' on smart board. This is called a portrait. What is a portrait? What is a self portrait? Follow line with finger, what can they see? What is the story? Would you want to meet this person? How could you describe their hair? Model how to describe what we see. Pairs – describe what they see. Have vocab on table (shapes, line, colour etc) 5 mins. Feedback. Select pairs to feedback to class (5 mins) Stick picture into sketchbook and write date. Read three facts about Klee. Demo how to use line only to take a line for a walk and sketch a portrait – curly lines for hair? Oval shapes for eyes? Children complete this in sketchbook in style of Klee. Look at partners work – and evaluate</p>	<ul style="list-style-type: none"> • Clear expectations for listening – repeating and learning the information. • Behaviour from all pupils is exemplary and comments are made on sitting, listening, sharing, tidiness and care. • Bite sized chunks of knowledge

<p>TWO To use a visual language. To further develop work in their sketchbook Draw for different purposes and recognise that ideas and emotions can be expressed through drawing. Experiment with col pencils with increasing control. Explore the use of line, shape, colour, texture and pattern</p> <p>THREE Use drawing tools with increasing control. Explore the use of line and shape.</p> <p>FOUR Mix secondary colours, shades, warm and cool colours using paint.</p>	<p>Artist, designer, portrait, proportion, line, shape, tone, colour, pattern, texture, mood, calm, sketch, line, shape, pattern, texture, 2D, colour, tone, blending, smudging, colour, primary colours, secondary colours warm and cool colours, doodle</p> <p>Portrait, proportion, line, shape, grid</p> <p>Primary colours, secondary colours,</p>	<p>flexible grouping, explicit instruction, scaffolding, technology, metacognitive</p> <p>Recap on knowledge gained last week. Can they remember what a portrait is? Klee? Facts? Key words? Look at 'Senecio' (head of a man going senile) using the vocab from last week describe at the artwork and feedback – shapes, colours, mood, expression. Demo how to complete sketchbook research – stick in artwork then complete boxes – what shapes they can see. What colours they can see. Demo bark and light tones. Can they make a mini 'Scenecio' using similar shapes? What expression will their face show? Will they use warm or cool colours?</p> <p>flexible grouping, explicit instruction, scaffolding, technology, metacognitive</p> <p>Demo how to draw a portrait. Inro proportion. Provide a grid and demo how to add basic features step by step. Discuss strengths and areas to improve</p> <p>explicit instruction, scaffolding, technology, metacognitive</p>	<p>making time for repetition, discussion in pairs and rehearsing in pairs.</p> <ul style="list-style-type: none"> • Emphasis on learning and exploring key vocabulary. • Demonstration and encouragement for high standards of presentation. • Focus on following instructions.
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<p>Can experiment with different effects in paint. Work on different scales</p> <p>FIVE AND SIX</p> <p>The names of painting tools, techniques and elements, for example colours and shapes that they use.</p> <p>To use the language of art connected to painting in their discussion.</p> <p>Talk about their work, understanding that it has been drawn and painted.</p>	<p>colour mixing, warm and cool colours, technique, brush, waterpot, blending</p> <p>Primary colours, secondary colours, colour mixing, warm and cool colours, technique, brush, waterpot, blending</p> <p>Evaluate, describe</p>	<p>Demo how to mix red into yellow to create warm tones of light orange to dark orange. Demo how to mix blue into white to create tones of cool blues. Demo how to hold the brush and dip into paint, wipe brush and keep water clean. Intro primary and secondary colour theory.</p> <p>Recap on painting skills from last week. What can they remember?</p> <p>Demo how to paint their portrait in the style of Klee. Each section must show a lighter or darker tone. Demo how to add black pen detail and line over drawing in style of Klee.</p> <p>Encourage them to consider the mood of their portrait – warm or cool colours? A background colour?</p> <p>Discuss strengths and areas to improve of final piece and skills learnt. Complete self-evaluation. Feedback.</p> <p>flexible grouping, explicit instruction, metacognitive</p>	 
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