

This unit builds upon previous work in KS2 in drawing. Children will build their practical and theoretical skills in order to create a portrait artwork using words. They will develop their drawing skills and understanding of proportion. They will learn about how other artists have made self-portraits in different times and cultures. They will also learn about contemporary artists.

Children will develop their disciplinary knowledge by learning about the different purpose of portraits in different times and cultures. They will 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 History and Literacy

Domains of knowledge

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

Drawing, shape, 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 in different times and cultures. They will consider how artists used different tools and techniques to create portraits.

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

They will ask the question – how does the purpose of portraits change in different times and cultures? 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 a sustained and independent way, expressing ideas and emotions with growing confidence.
- Use a variety of source material for their work. Use a sketchbook to develop ideas.
- Know about and describe some of the key ideas, techniques and working practices of a variety of artists. Evaluate ideas and techniques as they progress. Self, peer and teacher evaluation.

Vocabulary

Line, tone, pattern, colour, texture, proportion, design, observational drawing, primary source, colourful, detail, oval, curved, straight, slim, thick, thin, style, contrast, two dimensional, evaluate, analyse, scale, texture, shape, colour, pattern, line, dark, light, tone, design, art materials, techniques, skills, light, tone, design, scale, annotate, cartridge paper, layer, overlap, paper, scissors, texture, photocopy, trace, outline, simplified, calligraphy.

Pupils will learn	Vocabulary	Activity	Fundamental principles and teaching techniques to ensure that work is of a high standard from all pupils
<p>1. To describe and analyse different styles of portraits by artists from different times and cultures. To draw a portrait with the correct proportions. To work from observation of their partner.</p> <p>2. Revisit portraits by other artists and discuss ideas</p>	<p>Shape, line, detail, observational drawing, primary source, oval, curved, straight, slim, thick, thin, proportion, features, contemporary.</p>	<p>Describe different styles of portraits. Use key vocab. Feedback. Art and Design KS1 / KS2: How to draw a lifelike self-portrait or portrait - BBC Teach watch the first part with a focus on how the artist draws proportions. Start with timed warm up sketches. Continuous line, pen, pencil etc, model how to draw a head with the correct proportions. Review work in pairs. flexible grouping, explicit instruction, scaffolding, technology, metacognitive</p> <p>Discuss portraits from last week and new ones. Use vocab. Compare and contrast styles and</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 making time for repetition, discussion in pairs and rehearsing in pairs.• Emphasis on learning and exploring key vocabulary.• Demonstration and encouragement for high

<p>for their portrait. Shepard Fairey and Dan Duffy in particular.</p> <p>3. To develop ideas for a self-portrait using a photograph of themselves. Use a sketchbook to develop ideas.</p> <p>4. To bring their ideas together in order to create a final piece.</p> <p>5. To evaluate their work</p>	<p>shape, outline, abstract, contemporary, realistic, Photocopy, trace, outline, shape, line, simplified, calligraphy.</p> <p>trace, outline, shape</p> <p>Final design,</p> <p>Review, design, modify. Evaluate, describe.</p>	<p>techniques. Encourage discussion about personal ideas for their self-portrait using words. Use sketchbook to further develop ideas. flexible grouping, technology, Demo how to use tracing paper to create a copy of their self-portrait photograph. Look closely at the shapes and outlines of the features. Decide on a final design idea for their self-portrait. What will it say about them? explicit instruction, scaffolding, technology</p> <p>Work with pupils individually to complete their final word art portraits. Discuss what is going well and areas to improve. Review and discuss ideas with a partner. Discuss strengths and areas to improve of final piece and skills learnt. Complete self evaluation. Feedback. flexible grouping, explicit instruction, scaffolding, metacognitive</p>	<p>standards of presentation.</p> <ul style="list-style-type: none"> • Focus on following instructions.
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