



Sustainability Ambassadors



Literacy



Healthy Citizens



Cultural Explorers



Designers



Mathematics



Careers Pathfinders



Scientific Investigators



Digital Learners



Global Enquirers



Engineers

**Subject: Art and Design    Year Group: 4    Term: Spring 1**

**Medium Term Plan:  
Self-Portrait Unit: Charcoal**

**Essential Vocabulary**

*Charcoal  
Blending  
Shadow  
Light  
Highlight  
Portrait  
Self-portrait*

**Big Concepts**

*Comparison  
Replication  
Sequencing  
Composition  
Experimentation  
Collaboration*

### Flag any content that might not have been covered during school closure

Be mindful that pupils have missed a considerable amount of their arts education. They may need time to revisit basic skills as part of this sequence of learning – tweak the time spent on each lesson within reason to account for this.

Spend time as needed recapping what self-portraits are, as well as knowledge of shadow, light, shading, sketching techniques.

### Retrieve Essential knowledge to support learning of big unit concepts

Researching skills and how to critically evaluate new artists.

Use of charcoal in previous years – Year 2 (pitman painters) and Year 3 (stone age drawings)

Drawing of the self – see progression document for more detail.

### Subsequent National Curriculum Coverage

**Year 3 Summer – Year 6 Summer:** To create sketch books to record their observations and use them to review and revisit ideas. (This NC objective should be continually covered throughout the whole academic year)

#### **Year 5 Spring:**

- To use colour to portray a character
- Evaluates the work of artists

#### **Year 6 Spring:**

- Frida Khalo self portraits

## Self-Portrait Sequence of Learning

**Notes: In Art and Design lessons, children should be encouraged to lead the artistic process. Sequence of learning should be used as a guide, but teaching staff will need to evaluate how long to spend on each part of the process. Pupils will have missed a significant amount of learning last year, and time may need to be dedicated to recapping prior knowledge.**

1	L.O: To draw from observations.	<p>Show some examples of self-portraits (Van Gogh, Frida Khalo, Picasso). Recap what a self-portrait is.</p> <p>Children look for similarities and differences. What do they like about each painting? What do they think it shows about the artist's personality? E.G. Frida Khalo looks strong, Picasso might be confused.</p> <p>Children experiment with drawing themselves using mirrors. What does their sketch say about them?</p>
2	L.O: To use shading to create light and shadow.	<p><b>This LO would span across more than one lesson and could be a sequence of learning.</b></p> <p>Recap shadow and light – what do these terms mean?</p> <p>Use mirrors, discuss lighter part of the face and darker part of the face. Can they point to any areas that are lighter and darker? (Normally, nose and forehead will be lightest, area under eyes and mouth darkest).</p> <p>Recap sketching techniques, including stippling, hatching, cross-hatching, etc.</p> <p>Stick photo of half face in their sketchbook, can they complete the face using sketching techniques. Focus on specific areas of shadow and light.</p>

## Sequence of Teaching and Learning

### Notes

3	L.O: To experiment with a new material	<p><i>Introduce children to charcoal – they will have used this in previous years.</i></p> <p><i>Children experiment in sketchbooks with charcoal – can they use it to create very dark areas of shadow? What about lighter areas?</i></p> <p><i>Experiment with methods of blending – beware of messy hands!</i></p> <p><i>Evaluate material – what do they like about charcoal, what do they dislike?</i></p>
4	EQ: How can we show emotion using shadow and light?	<p><b>This LO would span across more than one lesson and could be a sequence of learning.</b></p> <p>Take photos of children pulling a deliberately emotive face. If you can encourage children to ‘scrunch’ their face in a way to create ‘wrinkles’, that will work particularly well to create ‘shadow areas’. Encourage children to think about how their face will create areas of shadow and light – it might be worth practicing faces in mirror first.</p> <p>Children work with charcoal to create self-portrait from picture taken.</p>
5	L.O: To evaluate our work.	<p>Art Gallery style lesson – children show their work and talk through their artistic process. Have they used any specific techniques in their art? What are they particularly proud of? How would they improve their work in future?</p> <p>This evaluation should be documented in sketchbooks, next to final portrait piece.</p>

# Skills for Life

Resilience

Communication

Being Safe

Team-working

Problem Solving

Self-motivation

## Real World Links including pupil experiences:

Pupils will learn the skills required to be an artist.

## Skills for Life/ Core Values:



**Being safe** – using equipment safely and correctly.  
**Problem Solving** – tackling Enquiry Questions  
**Communication** – expressing opinions on existing artwork.

## Influential Figures:

**Various artists, including (but not limited to):**

Picasso  
Van Gogh  
Frida Khalo

## Plan for deliberate Reading opportunities:

Research opportunities for various artists studied.

Links to PSHE topic.