



Sustainability Ambassadors



Literacy



Healthy Citizens



Cultural Explorers



Designers



Mathematics



Careers Pathfinders



Scientific Investigators



Digital Learners



Global Enquirers



Engineers

**Subject: Art & Design Unit: Transition/Representing Me
Year Group: 1 Term: Autumn**

EQ: How can I represent myself using art?

By the end of this unit, pupils should be able to create a self-portrait that draws upon the knowledge, skills and understanding developed throughout this unit.

Essential Vocabulary

*Self
Self-Portrait
Line
Texture
Pencil
Artist
Shape
Colour wheel
Primary colours
Secondary colours
Colour mixing
Symmetry*

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 pencil skills, painting skills, and colour theory.

Retrieve Essential knowledge to support learning of big unit concepts

- Colour mixing and blending in a variety of materials – including but not limited to paint.

Subsequent National Curriculum Coverage

Year 2 Autumn – Representing emotions

- Opportunity to revisit self-portraits and artists studied

Transition
Sequence of Teaching and Learning

Notes

During the 2 week transition period each year group is being assigned a Skill for Life to complete artwork around. The work will be going on display around school. Year 1's Skill for Life is: Communication.

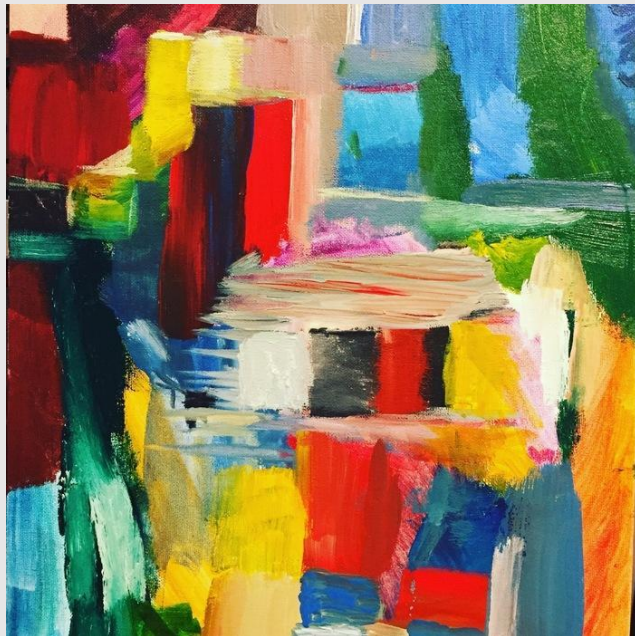
For the Year 1 display, you will be creating artwork about how children can communicate about how they are feeling. This could be linked to discussions that you will be having about starting school and any work you have done in PSHE.

Please keep any work completed in a safe place.

1	EQ: How does colour show emotion?	<p>Ask children to think of all the colour they can, how many colours are there? Children to explore colour and what emotions they bring to mind when looking at different shades and brightness.</p> <p>This may be helpful: https://yourartpath.com/colours-and-emotions-examples-of-famous-artists</p> <p>Allow opportunity to experiment with colours and their responding colour. E.G – Can you draw how your brain looks when you're feeling sad? Encourage abstract responses.</p>
2	EQ: How can we communicate in colour?	<p>Recap previous lesson – it would be nice for children to have the opportunity to evaluate the different colours they used to show emotions.</p> <p>Opportunity for drama work – show children a colour and ask them to act out the emotion it represents.</p> <p>Children create a final piece of abstract art in material of choice about how they feel about returning to school. Look at work by Jackson Pollock and Paul Klee for inspiration.</p>

Transition
Sequence of Teaching and Learning

Paintings that could be used as examples:



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1	E.Q: What is a self-portrait?	<p>Look at a range of famous portrait artists work (found in the influential persons section).</p> <p>Children to look at these works and discuss colour/line and what they like/dislike about each. Choose a few images to put into sketchbooks and annotate with thoughts and ideas. This should be a conscious thought stream.</p> <p>HA - children should discuss tone/and shade they should also try to imitate their favourite parts of certain images using a range of media and comment upon these.</p>
2	E.Q: Can I create pieces of art in the style of famous artists I have studied?	<p>Key Questions: What is a self portrait? What is your favourite/least favourite and why? What materials have been used to create this self portrait? How do you think the artist began creating the portrait? Which material did you enjoy using and why?</p> <p>Recap artists from previous lesson: Share views on each painting- Discuss where the artists are from and how this might have influenced their work-particularly Frida Kahlo. Look at the self-portraits and discuss the different materials and techniques used by the different artists. How do you think the artist began creating the portrait? e.g. drawing the face first, features to include etc.</p> <p>Independent work Children will be given a variety of materials- pastels, chalks, pencils, felt tips and water colours. Children to go to different tables with differing materials to experiment creating self portraits in the style of the 4 artists. Children will be encouraged to try drawing with varying control and applied pressure.</p>

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3

E.Q: What does my reflection say about me?

Children should have experienced reflection through OPAL - they will also need to be familiar with this concept.

Children to look at the themselves in a mirror (this should be largely discussion based) they should discuss what they see. What features make up their face? Is it just features that make up the face? What else does their reflection say about them?

LA - Discuss the features, how is the face made up.

HA - To explore other things in the reflection not just the features.

4

E.Q: How can you use Primary colours to create a range of other colours, tones and shades.

Key Questions: How do we create more colours?
What happens when we mix colours together?
How do you think we create different shades of colours?
How can you make colours lighter and darker?

RECAP from EYFS - the three primary colours. How do we get more colours? Discuss mixing colours, what happens when we mix colours together? Show the primary, secondary and tertiary colour wheels. Guess what colours will be made when mixing.

How could we use the brush? Demonstrate different techniques of using the brush. Long strokes, dabbing, dotting flicking etc.

Independent work

Children will mix the primary colours record their own colour wheel including secondary and tertiary colours. Children will use white paint to experiment with shade. Discuss with the children the different tones and shades of colour you can get.

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5	L.O: To represent myself through a self-portrait using line and tone.	<p>This learning objective may require more than one lesson.</p> <p>Children to use mirrors to explore their face.</p> <p>With support from class teacher children to use their sketchbooks to draw their own self portrait.</p> <p>LA - Given a supporting template with guides HA - Children to be given a range of pencil gradients (6B - 6H) To make their own media selections class teacher should have a discussion with these children about how they can create lighter and darker areas using a pencil.</p>
6	E.Q: How can you represent yourself using different materials?	<p>This EQ would span across more than one lesson and could be a sequence of learning.</p> <p>This is an enquiry lesson and should be largely child lead. Children should be given the chance to use a range of different materials (sculptural as well as 2D). Process can be captured by photograph.</p> <p>Can they represent themselves through colour? Through animals? Etc.</p>
7	E.Q: How can silhouettes be used to create a self-portrait?	<p>Concept - what is a silhouette?</p> <p>Children to explore how to create a silhouette (possible ideas include drawing around something, using shadow and taking rubbings)</p> <p>Children should use their sketchbooks to annotate their thoughts and ideas around this process - what worked well etc.</p> <p>Discuss how this idea can be used to create a self-portrait.</p>

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8

L.O: To create a final piece that represents yourself.

This learning objective may require more than one lesson.

This should be a child lead decision.

Create a final piece that represents who they are using a range of media that they have explored through this topic.

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. They will explore aspects of being a historian and a geographer.

Skills for Life/ Core Values:

Being safe – using equipment safely and correctly.

Problem Solving – tackling Enquiry Questions

Communication – expressing opinions on existing artwork.

Resilience – acting on feedback and improving work continually.

Influential Figures:

Van Gogh (Portrait artist)
Andy Warhol (Portrait artist)
Frida Kahlo (Portrait Artist)
Pablo Picasso (Portrait work)

Plan for deliberate Reading opportunities: