

## Art Unit Plan- Year 3 -Autumn 1 (Portraits)

Year 3 Aut 1	Concept	Subject Skill (Learning Objective)	Subject Knowledge	Pedagogical Content (how you will teach)
Day 1	<p>Developing ideas</p> <p>Critical study and understanding of art</p> <p><b>Drawing &amp; Line</b></p> <p><b>Colour &amp; Painting</b></p>	<p>I can explore a range of artists work, expressing my opinions whilst referring to their techniques and effect</p> <p>I can show facial expressions in drawings</p> <p>I can draw the outline of a figure</p> <p>I can begin to demonstrate an awareness of space when drawing</p> <p>I can reflect upon and discuss my own and others' work, expressing thoughts and feelings, and begin to identify ways they can be developed further</p>	<p>I can record media explorations and experimentations, as well as try out ideas and plan colours</p> <p>I know what a portrait is and reasons why artists might create them</p> <p>I know that Picasso was a famous artist who worked in the style of cubism</p> <p>I know that facial expressions depict emotion</p> <p>I know that I need to think about the space I use when creating my portrait</p>	<p>Using the PPT, show children a range of <b>portraits</b> on IWB- <i>what type of art is this? How do you know? What does a portrait show? Why might artists create portraits?</i> Discuss as a class. <i>What is a self-portrait? What portraits do you know? Where have you seen them?</i></p> <p>Show focus artwork 'The Weeping Woman' by Pablo Picasso. Discuss using the question prompts and sentence stems on the 'Let's talk about art...' resource. <i>What do you notice about this portrait? How is this similar/different to the ones you have seen before? How do you feel about this portrait? What do you like about it? What do you dislike about it? What makes this portrait unique?</i></p> <p>Introduce Pablo Picasso using the PPT. Explain that he is an incredibly well known Spanish artist and share key facts about him. (Link to CSI through Europe) Use the PPT to show examples of his work. <i>What do you notice about his style of painting? What do we mean by style?</i> Discuss and highlight the key conventions of <b>cubism</b> (<i>bold colours, block colours, bold, black lines, different proportion, strange placement, strong shapes, show emotion</i>). As you discuss each one, write them up on a big piece of paper to display in the classroom; the children can then refer back to this like their success criteria/design brief. Point out these conventions in his other work on PPT.</p> <p>Discuss how Pablo Picasso has shown emotion in the painting- including through both <b>facial expressions</b> and use of <b>colour</b>. Explain that today we will be creating portraits, which show an emotion. <i>What facial expression would show that someone is happy/sad/worried/nervous/excited/frightened? Which colours would show this emotion?</i> Pick an emotion as a class to move forward with for class model.</p> <p>Model drawing a portrait of a child in the class; explain your thinking as you draw each part of the face. Talk about how in cubist style, we want to use strange placement and odd proportions and emphasise how you are doing this through the choices you make when drawing each of the features. Discuss with the children how you are showing the chosen emotion through the facial expression used. Once completed, discuss with children which colours you might use and why, thinking about the emotion you are trying to show. Model labelling the sketch to plan the colours you would use. Now repeat briefly with a different emotion, modelling how to use your sketchbook to plan ideas, including colours you would use.</p> <p>Children are to then draw two portraits of someone in the class, showing two different emotions through facial expressions. Children to label each design with the colours they would use and should be able to explain why.</p> <p>Plenary- ask the children to discuss with their partner both of their portraits. Ask them to refer back to the conventions of cubism when doing this. <i>What do you like about your work/your partner's work? What has worked well? What was difficult? How have they/you included the cubist style? How could it be improved further?</i></p>
Day 2	<p>Developing ideas</p> <p><b>Drawing &amp; Line</b></p> <p><b>Colour &amp; Painting</b></p> <p>Critical study and understanding of art</p>	<p>I can revisit and review ideas to inform my work</p> <p>I can experiment with different effects and textures e.g. colour blocking</p> <p>I can explore complimentary colours</p> <p>I can reflect upon and discuss my own and others' work, expressing thoughts and feelings, and begin to identify ways they can be developed further</p> <p>I can reflect upon my own work inspired by a famous artist, and the art skills I have used</p>	<p>I know the conventions of a cubist portrait (<i>bold colours, block colours, bold, black lines, different proportion, strange placement, strong shapes, show emotion</i>)</p> <p>I know how to mix secondary colours from primary colours</p> <p>I know the colours on the colour wheel (primary and secondary)</p> <p>I know that complementary colours are colours opposite each other on the colour wheel</p>	<p>Recap previous lesson reinforcing Pablo Picasso's style and how this is achieved. Ask the children to revisit their designs from yesterday. <i>What went well? What did we think could be improved? Ask the children to pick one of their designs (one emotion) to move forward with. TYP What did you like about this particular design? How are you going to improve this design today to create your final piece?</i> Feedback and ask children to write their step for improvement on a post it note to keep beside them as a reminder throughout the lesson of how they will develop their work further. Briefly model to support, then children to sketch out their portrait ready to paint.</p> <p>Work together with the class to all mix a <b>colour palette</b> including <b>primary &amp; secondary colours</b>. Talk about why we are using bold, bright colours as opposed to perhaps light tints or darker shades (due to creating <b>cubist style</b> portraits). Show the <b>colour wheel</b> using PPT on the IWB, linking back to the colours you have just mixed. Explain that <b>complementary colours</b> are colours that work well together, and are usually found opposite each other on the <b>colour wheel</b>. <i>Can you use the colour wheel to identify two complementary colours? Which complementary colours might you use? Will those colours work with your chosen emotion?</i> Children to list on their post it notes the colours they plan to use today, taking into account the <b>emotion</b> they want to portray, as well as <b>complementary colours</b>.</p> <p>Model painting block colours in the style of Picasso. Also, demonstrate the use of bold, black lines. Talk about the choices of <b>paintbrushes</b>-why you have selected a particular type, for a particular purpose.</p> <p>Children to paint their portraits using appropriate size paint brushes, and by mixing their own colours. Children to ensure they use the conventions of cubist portrait- <i>bold colours, block colours, bold, black lines, different proportion, strange placement, strong shapes, show emotion</i>.</p> <p>Plenary- <i>Have you used the conventions of a cubist portrait? Which have you used? What colours did you choose and why? How do you feel about your painting? What went well? What could be improved next time?</i></p>

### Vocabulary:

portraits, self-portraits, art, artist, painting, cubist, cubism, style, bold, colours, block colours, proportion, placement, shapes, emotion, facial expressions, colour, colour palette, primary colours, secondary colours, colour wheel, tints, shades, complementary colours, paintbrushes

Resources:

PowerPoint, Pablo Picasso's Weeping Woman focus piece printout, sketchbooks, pencils, paints (red, blue, yellow, white, black), paint palettes, colour wheels, Let's talk about art...' resource

