

Art Unit Plan- Year 4 -Autumn 1 (Portraits)

Year 4 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>Drawing & Line</p> <p>Colour & Painting</p>	<p>I can use a sketch book to adapt and improve original ideas</p> <p>I can discuss and review my own, and others' work, expressing thoughts and feelings, and identifying modifications to develop further</p> <p>I can reflect upon a piece of art, expressing how the artist's techniques and styles make me feel, giving reasons for my opinions</p> <p>I can show facial expressions and body language in my drawings</p> <p>I can take into account scale and proportion in my drawings</p>	<p>I know what a portrait is and reasons why artists created them</p> <p>I know that Frida Kahlo was a Mexican artist and that she was famous for portraits and self-portraits.</p> <p>I know that Frida Kahlo often painted in a surrealist style, incorporating natures and artefacts into her artwork</p> <p>I know that facial expressions and body language depict emotions</p>	<div style="display: flex;">  <div> <p>Show focus artwork on the IWB- 'Self-portrait with Thorn Necklace and Hummingbird' by Frida Kahlo. <i>What type of art is this? What is a portrait? What is a self-portrait? Why might an artist create a portrait/self-portrait?</i> Introduce Frida Kahlo using the PPT; explain that she is a Mexican artist (link to CSI) and that she is famous for portraits and self-portraits in particular. Explain that she often created 'surrealist' style paintings. Explain this using examples on the PPT. Discuss the self-portrait using key questions and sentence stems (Let's talk about art...resource). <i>What do you think to her self-portrait? How is it similar/different to other portraits you have seen? Why do you think she created this self-portrait? What do you like about it? What do you dislike about it? Does it remind you of anything? How does it make you feel?</i></p> <p>Ask the children to think about what the mood of this painting is. <i>Why do you think that? What emotion do you think she is feeling in this painting? Why? How does the background help the mood? Why has she included animals? What might that tell us about her?</i> Discuss how facial expressions and body language depict the emotion. Then discuss how the background, colours and objects included also bring meaning to the self-portrait.</p> <p>Focus in on the use of body language and facial expressions- <i>what facial expressions show that I am happy/sad/worried/nervous/frightened/excited/peaceful? What would my body language be like for these different emotions?</i> Discuss as a class, asking the children to model the different expressions and body language poses.</p> </div> </div> <p>Explain that today we will be working on creating self-portrait designs that will show an emotion, but also something about us. We will use the same techniques as Frida Kahlo to show this- facial expressions, body language, colour choices, background choices, the inclusion of objects etc.</p> <p>Model creating a sketch of self-portrait, focusing in on the different features to reinforce use of expression as well as proportion and placement. Talk through your thinking as you model. Once completed a quick first sketch, reflect on the sketch with the children: <i>What has worked well? What hasn't worked well? Have I shown an emotion? Could I make the emotion clearer? How? Have I thought about the background?</i> Model sketching again, adapting and improving the original idea, explaining thought process throughout. Model annotating to show this, as well as planning colours.</p> <p>Children to sketch ideas for their self-portraits (use a photograph to support), sketching then sketching again showing adaptations and improvements. Children to briefly annotate adaptations to show improvements and reasoning for changes.</p> <p>Plenary- Look back at sketches. <i>How have you developed your idea? What changes did you make? Why? What has worked well? What could be improved further? How have you shown emotion? Why have you chosen that background? What colours have you planned? Why?</i> Children to decide upon a final idea ready for tomorrow.</p>
Day 2	<p>Developing ideas</p> <p>Drawing & Line</p> <p>Colour & Painting</p> <p>Critical study and understanding of art</p>	<p>I can use light and dark in a painting, showing an understanding of complementary and contrasting colours</p> <p>I can discuss and review my own, and others' work, expressing thoughts and feelings, and identifying modifications to develop further</p>	<p>I know that light and dark in a painting can help create mood and perspective</p> <p>I know the colours on a colour wheel (primary and secondary)</p> <p>I know that complementary colours are opposite colours on the colour wheel</p> <p>I know that contrasting colours are two colours from different segments of the colour wheel</p> <p>I know that Frida Kahlo used bright colours that reminded her of Mexico.</p>	<p>Revisit the focus artwork, and recap Frida Kahlo's style and how she shows emotion and information about herself in her self-portrait. <i>What choices have you made in your design?</i></p> <p>Discuss the use of colour in the painting- <i>How has the artist used light and dark? What does this do? Why have they decided to do this? What colours have they used? Why have they used these colours?</i> Discuss ideas as a class, emphasising how light and dark, and colour choices can help to create mood and perspective.</p> <p>Work together as a class to identify the colours on the colour wheels (primary and secondary), asking the children to explain how they are made. Discuss complementary and contrasting colours, asking the children to think about what this might be. Explain that complementary colours are colours that are opposite on the colour wheel, and that contrasting colours are two colours from different segments on the colour wheel. Give examples with children's help. <i>Why might I choose to use contrasting/complementary colours? Will this affect the mood of my painting? What types of colours did Frida Kahlo use?</i> Explain that Frida Kahlo used colours that reminded her of Mexico. <i>What colours would represent something about you?</i> Recap mixing the secondary colours, tints and shades which children will have previous learnt in Y1-3.</p> <p>Model painting self-portrait in the style of Frida Kahlo- using bright, bold colours and in block colours. Talk about the choices of paintbrush sizes etc.</p> <p>Children to paint their self-portraits.</p> <p>Plenary- <i>Does your self-portrait look like you? What has worked well? What did you find hard? Does your self-portrait reflect the style of Frida Kahlo? How? What emotion have you shown? How does the facial expressions and body language support this? Why have you chosen that background/those colours? What do they tell the viewer about you? How could you improve it further?</i></p>

Vocabulary:

art, artwork, painting, portrait, self-portrait, surrealism, surrealist, style, mood, emotion, facial expression, body language, background, colours, expression, proportion, placement, features, adapt, improve, develop, annotate, light, dark, colour palette, primary colours, secondary colours, colour wheel, tints, shades, segments, complementary colours, contrasting colours

Resources:

PowerPoint, focus artwork printouts, sketchbooks, pencils, photographs, colour wheels, paints, paint palettes, paintbrushes, 'Let's talk about art...' resource

