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| Year Group: 5 | Term: Autumn | Topic: Painting - self portraits |
| NC Links | | |
| <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | | |
| Other Curriculum Links | | |
| <p>ICT/Computing PSHE</p> | | |
| Links to Caedmon Curriculum Drivers | | |
| <p>Aspirations and Careers -embracing challenges that help us to grow -understanding that resourcefulness can help us to be the best version of ourselves -understanding how our learning links to the wider world</p> <p>Healthy minds and bodies -knowing that good mental health allows us to develop the resilience we need to help us with challenges we may face (linked to using art as a stress relief/mindfulness etc)</p> | | |
| Links to Rights Respecting | | |
| <p>Article 28 - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.</p> | | |
| Links to North East Ambition | | |
| <p>Link a lesson to the career of a graphic designer/digital artist, photographer, image editor. What do these jobs entail? How does drawing link to these jobs? What specific drawing skills do you need for these jobs? Gatsby Benchmark 4 - Linking curriculum learning to careers</p> | | |

Gatsby Benchmark 5 - Encounters with employers and employees
Gatsby Benchmark 6 - Experiences of workplaces
Gatsby Benchmark 7 - Encounters with further and higher education

Topic Overview

Children will learn about the range of artists, artisans and designers and use their work and ideas as the inspiration for artwork. They will build on their existing skills in relation to drawing with a focus on mixed media that they developed in Year 3 and 1. During this topic, children will draw a self-portrait in variety of ways. They will use it to express themselves and explore how a background can change the finished effect.

Possible Visits/Visitors

Visits to local art galleries; Baltic, Shipley. Communications with self portrait artists (Eleanor Somerset/Little Art Studio)

Links to artists

- Eleanor Somerset (Access Art/Little Art Studio could be contacted to discuss career as an artist)
- Local artists who could be contacted: Lucinda Kelly
- Chila Kumari Singh Burman
- Njikeda Akunyili Crosby

Resources to be used

- Paints
- iPads
- Fine liner pens
- Pastels
- Coloured pencils
- Scissors

Essential Subject Skills to be covered

- Draw portrait using a continuous line method.
- Vary size and position for interest

- To purposefully use photo compositions and positions
- To justify opinion and thought processes when discussing a self-portrait
- To choose media purposefully

Overall Learning Outcomes

During this topic, children will learn to develop and extend ideas from a starting point of self-portraits. They will look at the work of other artists and discuss how artists use self-portraits to express themselves. They will use mixed media to explore and create self-portraits.

Learning Intentions (for use in self-assessment at end of topic)

- To explore how a drawing can be developed
- To identify the features of self-portraits
- To develop ideas by experimenting with materials and techniques
- To apply knowledge and skills to create a mixed-media self portrait

Sequence of lessons

Ideas for Lesson format:

1. Starter activities
2. Look at work of artists
3. Practice skills/techniques/develop and reflect on work (linked to artists work)
4. Apply skills (link this to the work of artist)
5. Evaluate and analyse

Ideas for Lesson 1-3 Explore an artist's work

1. Starter activity ideas for lessons:

Draw a continuous line drawing of yourself

2. Look at the work of artists

Explore the life and work of Chila Kumari Singh Burman. Explore their self portrait. Children can explore the following questions and research information about the artist

Ideas for exploring the artwork:

- What do you think of this self-portrait?
- Do you think this artwork has a message? What could it be?
- What is the effect of using more than one kind of material to make it?
- How important is it that a self-portrait looks exactly like the artist?
- Do all self-portraits have the same aim or are they created for different reasons?
- What does 'mixed media' art work mean? Choose one of Chila Kumari Singh Burman's art works and describe the materials she has used.
- What kinds of materials does Chila Kumari Singh Burman use to add detail in her collages?
- Chila Kumari Singh Burman likes customising objects to make them unique. What do you think her art work 'communicates about her'?
- What food is associated with Chila Kumari Singh Burman's work? Can you explain why?
- Why do you think she has been described as a 'pop artist'?
- How does her work make you feel?

3. Practice skills/techniques/develop and reflect on work (linked to artists work)

Reflect on the work of the artist. Children to draw a more detailed self-portrait then choose some words/poem etc that reflects them.

Placing tracing paper over their portrait, the children copy their writing onto the tracing paper, writing the words on top of the lines from their self-portrait underneath. The words will then become an outline of their face.

When finished, they can go over their portraits using a fine-nibbed black pen, so the outline is clear.

4. Apply skills (link this to the work of artist)

Model how to use create a background, reflecting on the work of Chila Kimari Singh Burman and the colours she uses. Develop an interesting background then encourage children to do the same. Children can explore different mediums for this; watercolour, collages, chalk pastels etc. Aim to complete 2-3 backgrounds.

Ask the following questions as children work:

- How could you use colour to create a particular mood for your printed self-portrait?
- How could the background make certain areas of your face stand out in a print?
- How will the texture of the collage materials you choose affect your finished piece?

5. Evaluate and analyse

Children to comment on the different backgrounds that they have made - write notes about the mood of the backgrounds and why they chose particular colours.

Ideas for Lesson 4- 5 Developing drawings

1. Starter activity ideas for lessons:

Draw a continuous line drawing of yourself

2. Look at the work of artists

Recap on the work of Chila Kumari Singh Burman - discuss her self-portrait and the colours she used.

3. Practice skills/techniques/develop and reflect on work (linked to artists work)

Using the backgrounds from last session, children are to create monoprints. They can do this the following ways:

- The children copy their line drawing onto their backgrounds by drawing.
- They use carbon copy paper to make a simple monoprint. Using carbon paper is a great option for children who will find copying their drawings difficult.

- They turn their drawing into a monoprint using acetate sheets, ink and rollers.

4. Apply skills (link this to the work of artist)

Model how to do the aforementioned monoprinting skills and transfer the text to the backgrounds.

5. Evaluate and analyse

Reflect on the work from today; encourage children to discuss with class and write their reflections in sketchbook taking into consideration how their portraits now reflect them and their character.

Ideas for Lesson 6

1. Starter activity ideas for lessons:

Draw a dot line drawing of yourself

2. Look at the work of artists

Recap on the work of Chila Kumari Singh Burman - discuss her self-portrait and the colours she used. Talk about their portraits from last lesson and how they show their individuality.

Compare the work of Burman to the work of Njideka Akunyili Crosby (The Beautiful Ones)

- What is the mood or atmosphere of the portrait?
- What do you notice about the position of the person in the photo and what effect does this have?
- Are there other important features of the composition?
- What do you think this artist wants to communicate about the person in the image?

3. Practice skills/techniques/develop and reflect on work (linked to artists work)

Children will need to have a photocopied version of their original self-portrait or a photo.

Model how rearrange own portrait for effect and composition. Discuss and model the following:

- Creating an atmosphere.
- Trying different compositions.
- Using more or less of the photo.
- The effect of colour.
- Communicating something about themselves

Model how to cut the image and rearrange it.

- Use just a piece/pieces of the photo and draw the rest of their self-portrait.
- Draw / paint / stick on top of the photo.
- Draw / paint / stick around the photo.

4. Apply skills (link this to the work of artist)

Children can then apply the skills they learned about using colours for effects as well as monoprinting to complete their self portrait.

5. Evaluate and analyse

Children can share their self portraits, discussing what their inspiration was (artist) and why they chose the resources/composition.

Suggested Strategies for Recording Learning

- Research artists and record key facts
- Class discussions/jottings around the purpose of self-portraits and what they can represent about an artist
- Compare the work of artists and what their self-portraits represent
- Drawings and annotations in sketch book
- Explore different media

