



Subject: Art – Portraits

Year Group: 5/6

Term: Autumn 1

	What? <i>Learning Challenge Skill Taught</i>	How? <i>Teaching Activities and Differentiation</i>
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Session 1

Can you draw an initial self-portrait of yourself?

Can you add texture using a pencil?

Input

Use the PP to review what is meant by texture – how can we recreate the look of a surface by simply using pencil details?

T to model the use of small, detailed patterns to create the appearance of texture – use examples from the worksheet.

Talk briefly about the need for a sharp pencil and light pressure, as we are still developing our sketching skills.

Task 1

Chn to draw their first self-portrait using the skills that they have acquired in previous years – this will be used as their ‘cold’ piece of art from which progress can be made.

Task 2

Chn to recreate and copy the texture patterns using fine pencil detail.

Extension: Chn to recreate the textures of surfaces from within the classroom by thinking of their own detailed patterns.

<p>Session 2</p>	<p>Can you use lines to add tones with a pencil?</p>	<p>Input Recap previous work on texture and address any concerns from marking.</p> <p>Introduce the concepts of shade and tones – what is a tone? How can they be varied? How might you create shade on a sketch of a 3D object? Explore chn’s current ideas.</p> <p>T to model a range of techniques used to add shade: hatching, contour hatching, crosshatching, random hatching, stippling and ink wash – look at each technique in turn with examples on the IWB.</p> <p>Model task on the IWB with expectations for presentation.</p> <p>Task Complete the shading circles worksheet by recreating the techniques shown.</p> <p><i>Extension: draw 4 x water bottle and look at where shade falls. Try to use 4 different techniques to show different tones on your sketch.</i></p>
<p>Session 3</p>	<p>Can you add shade to your drawing using different techniques?</p>	<p>Input Recap previous lesson on tone and shade – talk about where some techniques might be more useful than others.</p> <p>Display a photo of a folded scarf on the IWB – spend time with the class helping them to identify the areas of shade and discuss the range of tones that they can see.</p> <p>T to model first drawing the shape of the scarf using light outlines, before adding different tones using a range of techniques from the previous lesson.</p> <p>Task Chn to have a go at sketching the photograph in their books and adding shade. Chn could also label the different techniques they have used to show different tones.</p>

<p>Session 4</p>	<p>Can you explore the position of different facial features?</p>	<p>Input Discuss the positioning of facial features by looking at your partner? Do any of the features line up? Where are most people's eyes found? Address misconceptions.</p> <p>Watch the online tutorial video that explains how to use lines across the face to place the features accurately: https://www.youtube.com/watch?v=uXIO6ocidiY</p> <p>T to model this on a photograph of a class member for chn to recreate themselves.</p> <p>Task 1 On your own photo, draw in the mid-lines needed for correct positioning.</p> <p>Task 2 Cut and stick the facial feature cards into the blank face using what you have learnt about positioning this lesson. It may help to sketch positioning lines onto this blank template before starting.</p>
<p>Session 5</p>	<p>Can you accurately recreate the shape of facial features?</p>	<p>Input Watch the range of videos to explore how to create each facial feature accurately, focussing on size and shape:</p> <p>Eye - https://www.youtube.com/watch?v=fQo7P9VkFaA</p> <p>Mouth - https://www.youtube.com/watch?v=IXv9KzLEZtE</p> <p>Nose - https://www.youtube.com/watch?v=7ueWr2EseM0</p> <p>Once completed, chn to have time to review these techniques and ask questions if they need to.</p> <p>Task For each feature, copy the image accurately, trying to recreate the size and shape using the tips from the videos.</p>

Session 6	<p>Can you complete the missing half of a portrait?</p>	<p>Input This should be a short session, as the chn are simply reviewing the strategies and techniques that they have already used/developed this half term.</p> <p>T to model drawing in the missing half of a face from a photo – in doing this, T should model correct shapes of features and begin to identify areas of shade in which to add a range of tones.</p> <p>Task Chn to complete the missing half of their portrait using the techniques covered so far.</p>
Session 7	<p>Can you draw your final self-portrait?</p>	<p>Final Task</p> <p>Chn to draw their final self-portrait as their ‘hot’ piece of art to be used as assessment piece for the unit.</p> <p>Compare with the original work to see progress made.</p>