

Subject: Art, Craft and Design: Making my mark: Self Portraits	Year: 6 – Summer 1
<p>National Curriculum objectives</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials learn about great artists, architects and designers in history to create sketch books to record their observations and use them to review and revisit ideas 	
<p>To begin this unit, the children should have already learnt:</p> <p><u>(Line/Detail + Observation);</u> to practise observation while drawing to form increasingly detailed, accurate drawings (YR4-5)</p> <p><u>(Texture/Pattern);</u> Show increased control creating different marks to form patterns and different textures to create effects, for example dots, lines, shapes, hatching. (YR4)</p> <p><u>(Shading);</u> Show the effect of light on objects and people from different directions with increasing skill using tone, shade and shadow (YR5)</p> <p><u>(Perspective);</u> Use scale and proportion to begin to add perspective to drawing (YR4-5)</p> <p><u>(Recording/Self Governing/Evaluation);</u> Use initial sketches as a way of recording ideas, planning work, record work in a clear sequence in sketchbooks, reflecting on own work. (YR4-5)</p> <p><u>(Colour Mixing/Knowledge);</u> To continue experiment colour matching to real objects Experimenting with intensity of colour to create depth. (Y5)</p> <p><u>(Paint Application);</u> Paint applied in a series of layers and techniques to achieve a planned effect. (Y5)</p>	<p>The learning in this unit will prepare the children to learn these things in the future: National Curriculum Key Stage 3:</p> <ul style="list-style-type: none"> to increase their proficiency in the handling of different materials to use a range of techniques and media (painting) to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their idea about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day
<p>Key Enquiry Question How do different artists represent themselves in their work?</p>	<p>The Big Idea: To study a range of artists to inform decisions when making a self-portrait.</p>
<p>To achieve ARE, pupils will need to be secure in the following knowledge:</p>	
<p>By the end of this unit, children will know: How to independently develop a range of ideas which show curiosity, imagination and originality. How to systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches (for example sketchbooks show plans/choices how a work will be produced) Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques. Independently select and effectively use</p>	<p>Vocabulary: Line: thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, sketching, guidelines, observation, photograph, mark making, sketching. Texture: smooth, media marks, blending, rough, hatching, cross hatching, media marks, stippling, blending, rubbing, shading, pressure, movement, patterns. Perspective and Composition: perspective, scale, proportion, foreground, middle ground, background Evaluate, compare, and contrast, record, observation, review, revisit, improve, materials, Colour: mix and match, atmosphere, light effects, light, cool, dark tones, identify primary secondary,</p>

relevant processes in order to create successful and finishes work. (Choosing which artists' work will inspire their own self-portrait).

Provide a reasonable evaluation of both their own and professionals' work, which takes account of the starting points, intentions and contexts behind the work. How to describe, interpret and explain the work, ideas and working practises of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. **(NSEAD Assessment framework)**

By the end of this unit, children will be able to do:

Drawing Skills:

(Line/Detail + Observation);

Improve their mastery of observation to form increasingly detailed, accurate drawings

(Texture/Pattern);

Continue to experiment and study the texture of a surface and make own decision how to represent this, use pattern for a purpose. Creating intricate patterns.

(Shading);

Show the effect of light on objects and people from different directions with increasing skill using tone, shade and shadow.

(Perspective);

Use scale and proportion to add realistic perspective to drawing

(Recording/Self Governing/Evaluation);

Use initial sketches as a way of planning work, record work in a clear sequence in sketchbooks, reflecting on own work to make improvements.

Colour Skills:

(Colour Mixing/Knowledge);

To make own decisions when colour matching to create realism.

To use experience to inform colour decisions for example to create depth/distance or to add colour for effect or emotion.

(Paint Application);

Paint applied in a series of layers and techniques to achieve a planned effect, including attempts at realism.

tertiary colours and contrasting and complementary colours, wet, dry, watercolours, textural effects, wash, tonal contrast, flesh, medium.

Sofonisba Anguissola, Rembrandt, Augusta Savage, Andy Warhol, Jean-Michel Basquiat, David Hockney, John Makama, Surrealism, Realism, Pop Art, Modern/Contemporary Art, Renaissance Art, Miniatures.

Artists:

Sofonisba Anguissola (1532- 1635)

Rembrandt (1609-1669)

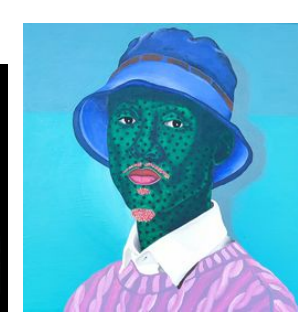
Augusta Savage (1892-1962)

Andy Warhol (1928-1987)

Jean-Michel Basquiat (1960-1988)

David Hockney (1937 -)

John Makama (1992-)



Media:

Own choice and range (incl. painting, drawing, clay, photography, digital art etc).