Subject: Art, Craft and Design: Making my mark: Self Portraits	Year: 6 – Summer 1
National Curriculum objectives	
to improve their mastery of art and design techniques, including drawing, pair	nting 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 	nd revisit ideas
To begin this unit, the children should have already learnt:	The learning in this unit will prepare the children to learn these things in the future:
(Line/Detail + Observation);	National Curriculum Key Stage 3:
to practise observation while drawing to form increasingly detailed, accurate drawings	
(YR4-5)	to increase their proficiency in the handling of different materials
(Texture/Pattern);	 to use a range of techniques and media (painting)
Show increased control creating different marks to form patterns and different	 to use a range of techniques and media (painting) to use a range of techniques to record their observations in sketchbooks, journals and
textures to create effects, for example dots, lines, shapes, hatching. (YR4)	other media as a basis for exploring their idea
(Shading);	 about the history of art, craft, design and architecture, including periods, styles and major
Show the effect of light on objects and people from different directions with	movements from ancient times up to the present day
increasing skill using tone, shade and shadow (YR5)	
(Perspective);	
Use scale and proportion to begin to add perspective to drawing (YR4-5) (Recording/Self Governing/Evaluation);	
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)	
(Colour Mixing/Knowledge);	
To continue experiment colour matching to real objects	
Experimenting with intensity of colour to create depth. (Y5)	
(Paint Application);	
Paint applied in a series of layers and techniques to achieve a planned effect. (Y5)	
Key Enquiry Question	The Big Idea:
How do different artists represent themselves in their work?	To study a range of artists to inform decisions when making a self-portrait.
To achieve ARE, pupils will need to be secure in the following knowledge:	
By the end of this unit, children will know:	Vocabulary:
How to independently develop a range of ideas which show curiosity, imagination and	Line: thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, sketching, guidelines,
originality. How to systematically investigate, research and test ideas and plans using	observation, photograph, mark making, sketching.
sketchbooks and other appropriate approaches (for example sketchbooks show	Texture: smooth, media marks, blending, rough, hatching, cross hatching, media marks, stippling,
plans/choices how a work will be produced)	blending, rubbing, shading, pressure, movement, patterns.
Independently take action to refine their technical and craft skills in order to improve	Perspective and Composition: perspective, scale, proportion, foreground, middle ground,
their mastery of materials and techniques. Independently select and effetely use	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,

relevant processes in order to create successful and finishes work. (<u>Choosing wink</u> restis' work wink impire heir own and professional's work, wink takes account of the starting point, intentions and contexts behind the work. How to describe, interpret and explain the work, ideas and working practises of soms significant artists, craftspeeple, designers and architects taking account of the takes account of the starting point, cluttral and social contexts in which they worked. BY the ord of this unit, children will be able to do: Drawing Stills: Indirect the fuscant, cluttral and social contexts in which they worked. Indirect of the Starting Point , untural and social contexts in which they worked. Indirect of the Starting Point , cluttral and social contexts in which they worked. Indirect of the Starting Point , untural and social contexts in which they worked. Indirect of the Starting Point . Indirect of the Starting . Indirect of the Sta		
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