



Kindness

Positivity

Respect

**ART MEDIUM TERM PLANNING**

<b>Year Group:</b> Y1	<b>TERM:</b> Spring	<b>Theme:</b> Funny Faces
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Key stage 1 Pupils should be taught: ♣ to use a range of materials creatively to design and make products ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ♣ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

<p><b>Context:</b> In this unit children will learn how famous artists have handled pencil in portraiture. They will learn what drawing is and how they can reflect their own feelings/responses to themselves visually, in pencil.</p> <p><b>They will learn how to make marks to represent textures using pencil.</b></p> <p><b>Children will use their imagination when putting together a collage of a portrait with links to cubism.</b></p>	<p><b>Concepts:</b>  <b>Who was Pablo Picasso and why was he famous for drawing?</b></p> <p>To start to understand the work of famous artists, describing similarities and differences between different practises and disciplines, and making links to their own work.</p> <p><i>Talking about art – Portraits, Picasso, Feelings, Self Skills and processes – Drawing and Collage</i></p>	<p><b>Vocabulary:</b></p> <p>Picasso, drawing, history, cubism, portrait, linear, scumbling, feathering, side stroke, technique, influenced by/inspired by.</p>
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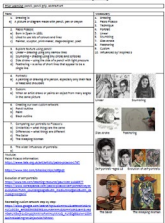

<p><b>Prior Knowledge</b></p> <ul style="list-style-type: none"> <li>• Children have looked at and created their own patterns</li> <li>• Prior knowledge of primary colours/colour mixing</li> <li>• They have previously talked about/assessed their own work</li> <li>• Pencil grip.</li> </ul>	<p><b>Future Knowledge</b></p> <p>Children will go on to study Cezanne in KS2 focusing on still life but revisiting cubism. Each year children create a self-portrait in their sketch book. Sketchbooks are passed on each year and progression can be seen.</p>
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**End points /by the end of this unit pupils will...**


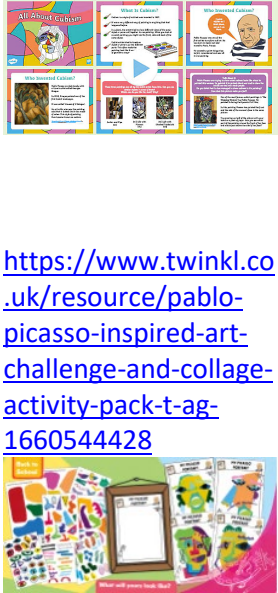
**Enduring understanding**

- Explain what drawing is
- Understand who Pablo Picasso was and be able to discuss his work.
- Develop a range of drawing techniques such as linear, side stroke, feathering and scumbling
- Understand what a portrait is

- Understand more about cubism
- To begin to develop a wide range of art techniques of colour, pattern and line
- Create their own portraits based on Picasso using a range of drawing techniques
- Use their sketchbooks to collect, record and evaluate ideas.

Learning Objective	Teaching Input/ Activities	Key Questions	Resources				
<p>1</p> <ul style="list-style-type: none"> <li>• Stick “Fact file” into sketchbooks</li> </ul>  <ul style="list-style-type: none"> <li>• Check pencil grip.</li> <li>• Look at drawings of faces by lots of different artists.</li> <li>• Practice pencil techniques in sketchbooks.</li> </ul>	<p><b>Exploring ways to make different textures using pencils</b></p> <ul style="list-style-type: none"> <li>• Children create different types of lines</li> <li>• Children practice using a variety of drawing techniques such as <b>linear, side stroke, scumbling and feathering</b> in their sketchbooks.</li> </ul> <table border="1" data-bbox="757 743 1196 951"> <tr> <td>Scumbling</td> <td>Linear (lines)</td> </tr> <tr> <td>Side Stroke</td> <td>Feathering</td> </tr> </table>	Scumbling	Linear (lines)	Side Stroke	Feathering	<p><b>What is drawing?</b></p> <ul style="list-style-type: none"> <li>• Can children explain what drawing is?</li> </ul>	<p><a href="https://www.thedrawingsource.com/self-portrait-drawings.html">https://www.thedrawingsource.com/self-portrait-drawings.html</a></p> <p>practice sheet drawing</p>
Scumbling	Linear (lines)						
Side Stroke	Feathering						
<p>2</p> <ul style="list-style-type: none"> <li>• Learn about Pablo Picasso.</li> </ul>	<p><b>Use;</b> Twinkl Pablo Picasso KS1 power point</p> <p>Have 3 different examples of different portraits by Picasso printed on A3 then stuck onto a larger A2 piece of paper so that observations and discussions can be recorded by children, teacher and TA around the edge,</p>	<p><b>Who was Pablo Picasso?</b></p> <ul style="list-style-type: none"> <li>• Who was Picasso and why was he important?</li> <li>• Why was he famous?</li> <li>• What can we find out about his life?</li> <li>• What inspired him to become an artist?</li> <li>• What is his most significant piece of art?</li> </ul>	<p><a href="https://www.twinkl.co.uk/resource/t-ad-200-ks1-all-about-picasso-powerpoint">https://www.twinkl.co.uk/resource/t-ad-200-ks1-all-about-picasso-powerpoint</a></p> 				

	<p>For example; </p> <p>Take a photo of the finished annotated pieces and children can choose their favourite to put into their sketchbook.</p> <p>Teachers and TA's let children talk about these images, pointing out the different angles that Picasso looked from but then recorded his ideas on the flat artboard.</p> <p>Use these 3 examples;</p> <p> Weeping Woman</p> <p> Woman in a hat and fur collar</p> <p> Portrait of Dora Marr</p>	<ul style="list-style-type: none"> <li>• How does his art reflect and shape our history?</li> </ul> <p><b>Picasso's portraits</b></p> <ul style="list-style-type: none"> <li>• Do they understand what a portrait is?</li> <li>• Why did Picasso draw portraits?</li> <li>• Explore Picasso self-portrait.</li> <li>• What do they notice about the colours, texture and lines?</li> <li>• Can they identify the content (what it is), form (light/dark), process (how it is made) and mood (feelings created)?</li> <li>• Explore how his self-portraits changed over time – why?</li> </ul> <p>What do they notice about his artwork?</p>	
<p>3</p> <ul style="list-style-type: none"> <li>• Learn about what cubism is using the twinkl power point</li> </ul>	<p>Children use cutting, tearing and gluing skills to create a fun Cubist portrait.</p>	<p><b>Cubism</b></p> <ul style="list-style-type: none"> <li>• What is cubism ?</li> <li>• Can they explore an example of</li> </ul>	<p><a href="https://www.twinkl.co.uk/resource/all-about-cubism-">https://www.twinkl.co.uk/resource/all-about-cubism-</a></p>

<ul style="list-style-type: none"> <li>Make a fun collage using the pre-printed twinkl sheets but also have available faces from magazines.</li> </ul>	<p>Show children how to layer different images over others to create texture and depth.</p>  <p>E.g.</p>	<p>Picasso's artwork (The Weeping Woman and The Sailor) and identify the content (what it is), form (light/dark), process (how it is made) and mood (feelings created)?</p> <ul style="list-style-type: none"> <li>What is the picture of?</li> <li>What do you notice about the shapes used in his art?</li> <li>Why has he used those specific colours? What do you notice about the colours in cubism?</li> </ul>	<p><a href="https://www.twinkl.co.uk/resource/pablo-picasso-inspired-art-challenge-and-collage-activity-pack-t-ag-1660544428">powerpoint-t-tp-2666254</a></p>  <p><a href="https://www.twinkl.co.uk/resource/pablo-picasso-inspired-art-challenge-and-collage-activity-pack-t-ag-1660544428">https://www.twinkl.co.uk/resource/pablo-picasso-inspired-art-challenge-and-collage-activity-pack-t-ag-1660544428</a></p>
<p>4</p> <ul style="list-style-type: none"> <li>Draw a pencil portrait using techniques and skills taught</li> </ul>	<p><b>Portraits applying the techniques of drawing</b></p> <ul style="list-style-type: none"> <li>Children create their own portraits using the techniques of linear, side stroke, feathering and scumbling?</li> <li>Children compare the differing textures?</li> </ul>	<p>Can you see at least 3 different types of pencil marks on your portrait?</p>	<p>Pencils mirrors</p>
<p>5</p> <ul style="list-style-type: none"> <li>Create a portrait</li> </ul>	<p><b>Creating their own cubism portrait</b></p> <ul style="list-style-type: none"> <li>Children create their own cubism portrait using the techniques taught and their knowledge of cubism.</li> <li>Children use oil-pastels and/or paint to put colour on their portraits effectively.</li> </ul>	<p>Can children evaluate their artwork and compare similarities and differences to Picasso's – The Weeping Woman or The Sailor?</p>	<p>pencils oil pastels paint</p>