Year: 5 Term: Summer 1

Unit: Art Link: Link to History driver – English Civil War

Artist	Frida Kahlo (Surrealsim)
Knowledge	Through study of an artist – Painting (Self-Portraits)
Vocabulary	Frida Kahlo, painting, portrait, acrylic, realism, palette, mixing, brush, blending, contrast, highlight, primary colours
Hook? Visit?	Portrait gallery of English Civil War people
Links to any	Joan Miro (YR), Dame Laura Knight (Y1), Kandinsky (Y3), Antoni Gaudi (Y4), Filippo Brunelleschi (Y5),
prior units?	

	Making skills	Generating ideas	Knowledge	Activities	Evaluation
1  Drawing  Skill and control	- Can draw and shade basic 2D and 3D shapes and forms neatly and evenly, blending tones from light to dark smoothly.  - They control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks.  - Awareness of various mark making techniques for purpose & intention.	Sketchbooks - Pupils experiment with techniques in sketchbooks to see what works and what doesn't They label these experiments for their own learning and record keeping Sketchbooks are used to practice and try out ideas & techniques.	Content - Introduce Frida Kahlo and her art work on self-portraits. What is a self-portrait? - Look at pieces of artwork and compare her paintings with other paintings. What is different about hers? What techniques do you think she has used?	1) Introduce children to Frida Kahlo and her artwork.  2) Teach children about her paintings and why she used to paint the way she did.  2) Using sketch books, draw out different parts of the face using templates and techniques shown on videos.	Increasing understanding of purpose & intention for art  - Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils.  - Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty.
Purpose	- Draw for a range of purposes; thinking, designing, creating, realising, imagining. Learn that we all draw differently, and that realism is only one form of drawing.  - Find and know artists' drawings they like, appreciate and admire to				

2  Drawing  Skill and control	influence their own drawing style.  - Can draw and shade basic 2D and 3D shapes and forms neatly and evenly, blending tones from light to dark smoothly.  - They control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks.  - Awareness of various mark making techniques for purpose & intention.	Sketchbooks - Pupils experiment with techniques in sketchbooks to see what works and what doesn't They label these experiments for their own learning and record keeping Sketchbooks are used to practice and try out ideas & techniques.	Content - Recap on Frida Kahlo and her self-portraits.  Formal elements - Recap different techniques of shading including: hatching, cross-hatching, circulism, contouring and blending from Spring 1 to create perspective and depth for a 2D face.	1) Children to draw the face of Frida Kahlo experimenting with shading, to show where a light source is shining on them.  2) Introduce children to different terms of shading techniques and practise the techniques on a picture of a spherical object.  2) Discuss how this can create a 3D effect and perspective, even from a 2D shape being shaded.	Increasing understanding of purpose & intention for art  - Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils.  Awareness of choices & decisions  - Make careful and considerate judgments about own & others work without comparing their own work to that of others.
Painting  Skill and control  Colour	- Pupil's know and care for painting equipment.  - Develop skills to paint neatly and carefully, without leaving gaps or messy edges, yet they paint in a more creative style when the painting demands.  - They should learn how to control the amount of paint they need to use and/or use water to preserve under-drawings or finer details.  - Develops ability to control colour when painting; for blending,	Sketchbooks - Sketchbooks are used to practice and try out ideas & techniques.  Develop ideas - Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making.	- Recap on different shading techniques and how it can be transferred into painting.  - Process - Follow the video of a step by step painting of Frida Kahlo and discuss the techniques used.	a step by step painting of Frida Kahlo for children to follow.  2) Once they have followed for a bit, they can then carry on independently.  3) Reflect on progress of their painting and make changes as they go along to create shadow etc.	Increasing understanding of purpose & intention for art  - Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils.  Awareness of choices & decisions  - Make careful and considerate judgments about own & others work without comparing their own work to that of others.

	reducing hue and improving the translucency of colour.  - Knows colour relationships such as complimentary colours, harmonious colours (colours next to each other on the colour wheel).  - At this stage they should mix secondary and tertiary colours, being able to control the amounts for purpose.				
Form	- Pupils learn how to represent form with increasing sophistication, learning that darker and lighter colours can be added to create tints and shades instead of black and white.				
Drawing Skill and control	<ul> <li>Can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects.</li> <li>Can draw and shade basic 2D and 3D shapes and forms neatly and evenly, blending tones from light to dark smoothly.</li> <li>They control the amount of force and pressure when drawing to understand the difference between</li> </ul>	Sketchbooks - Sketchbooks are used to practice and try out ideas & techniques.  Develop ideas - Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making.	Formal elements - Using tone and texture with the choice of colour to create a piece of art to convey a message.  - Children are to remember the techniques of using vanishing points and straight lines (including the horizon line) to create perspective of different objects in their picture.  Mood	1) Children to choose a famous person at the time of the English Civil War (e.g. Charles I) and draw a portrait of them.  2) Think about how they can show what kind of person they are with their smile/ eyebrows/ pose etc.  3) Use drawing techniques to create 3D features.	Increasing understanding of purpose & intention for art - Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils.  Awareness of choices & decisions - Make careful and considerate judgments about own & others work without comparing their own work to that of others.

Purpose	sketching and rendering more deliberate marks.  - Awareness of various mark making techniques for purpose & intention.  - Draw for a range of purposes; thinking, designing, creating, realising, imagining.		- How do their choices of colour reflect a mood? Why have they chosen certain colours? How does it create this affect?		
5 & 6  Painting  Skill and control  Colour	- Pupil's know and care for painting equipment.  - Develop skills to paint neatly and carefully, without leaving gaps or messy edges, yet they paint in a more creative style when the painting demands.  - They should learn how to control the amount of paint they need to use and/or use water to preserve under-drawings or finer details.  - Develops ability to control colour when painting; for blending, reducing hue and improving the translucency of colour.  - Knows colour relationships such as complimentary colours, harmonious colours	Sketchbooks - Sketchbooks are used to practice and try out ideas & techniques.  Develop ideas - Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making.	Content - Recap on different shading techniques and how it can be transferred into painting.  Process - Follow the video of a step by step painting of Frida Kahlo and discuss the techniques used.	1) Using their portraits of a famous person during the English Civil War in their sketchbooks, they need to paint their portraits.  2) Reflect on progress of their painting and make changes as they go along to create shadow etc.	Increasing understanding of purpose & intention for art  - Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils.  Awareness of choices & decisions  - Make careful and considerate judgments about own & others work without comparing their own work to that of others.

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70111	- Pupils learn how to represent form with increasing sophistication, learning that darker and lighter colours can be added to create tints and shades instead of black and white.				
Evaluating and developing work	Increasing understanding of purpose & intention for art Compare ideas, methods, approaches in their own, and others' work and say what they think and feel about them.  Awareness of choices & decisions  Adapt their work according to their views and describe how they might develop it further.	Look at one point perspective drawings from Filippo Brunelleschi and evaluate how their work compares.  What methods were similar and different?	Explain how to analyse what makes a good piece of art.  What could we measure success against? Children to be constructive in feedback and teach them how they could word comments.	<ol> <li>Show artwork as an exhibition.</li> <li>What do children like about their work and others? Write comments on post it notes and stick in books.</li> <li>What would they do differently next time or which part of their perspective drawing would they like to improve on and why?</li> </ol>	-

Resources

Images of artist's work Sketch books

iPads

Acrylic paints, palettes, paint brushes, cups of water, pencils, paper, sponges