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

| Artist | Frida Kahlo (Surrealsim) |
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| 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 <br> prior units? | Joan Miro (YR), Dame Laura Knight (Y1), Kandinsky (Y3), Antoni Gaudi (Y4), Filippo Brunelleschi (Y5), |


|  | Making skills | Generating ideas | Knowledge | Activities | Evaluation |
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| 1 <br> Drawing <br> Skill and control <br> Purpose | - Can draw and shade basic 2D and 3D shapes and forms neatly and evenly, blending tones from light to dark smoothly. <br> - They control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks. <br> - Awareness of various mark making techniques for purpose \& intention. <br> - 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. <br> - Find and know artists' drawings they like, appreciate and admire to | Sketchbooks <br> - Pupils experiment with techniques in sketchbooks to see what works and what doesn't. <br> - They label these experiments for their own learning and record keeping. <br> - Sketchbooks are used to practice and try out ideas \& techniques. | Content <br> - Introduce Frida Kahlo and her art work on selfportraits. What is a selfportrait? <br> - 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. <br> 2) Teach children about her paintings and why she used to paint the way she did. <br> 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 <br> - Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. <br> - Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty. |


|  | influence their own drawing style. |  |  |  |  |
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| 2 <br> Drawing <br> Skill and control | - Can draw and shade basic 2D and 3D shapes and forms neatly and evenly, blending tones from light to dark smoothly. <br> - They control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks. <br> - Awareness of various mark making techniques for purpose \& intention. | Sketchbooks <br> - Pupils experiment with techniques in sketchbooks to see what works and what doesn't. <br> - They label these experiments for their own learning and record keeping. <br> - Sketchbooks are used to practice and try out ideas \& techniques. | Content <br> - Recap on Frida Kahlo and her self-portraits. <br> Formal elements <br> - Recap different techniques of shading including: hatching, crosshatching, 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. <br> 2) Introduce children to different terms of shading techniques and practise the techniques on a picture of a spherical object. <br> 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 <br> - Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. <br> Awareness of choices \& decisions <br> - Make careful and considerate judgments about own \& others work without comparing their own work to that of others. |
| 3 <br> Painting <br> Skill and control <br> Colour | - Pupil's know and care for painting equipment. <br> - 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. <br> - 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. <br> - Develops ability to control colour when painting; for blending, | Sketchbooks <br> - Sketchbooks are used to practice and try out ideas \& techniques. <br> Develop ideas <br> - Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making. | Content <br> - Recap on different shading techniques and how it can be transferred into painting. <br> Process <br> - Follow the video of a step by step painting of Frida Kahlo and discuss the techniques used. | 1) Look at a video showing a step by step painting of Frida Kahlo for children to follow. <br> 2) Once they have followed for a bit, they can then carry on independently. <br> 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 <br> - Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. <br> Awareness of choices \& decisions <br> - Make careful and considerate judgments about own \& others work without comparing their own work to that of others. |


| Form | reducing hue and improving the translucency of colour. <br> - Knows colour relationships such as complimentary colours, harmonious colours (colours next to each other on the colour wheel). <br> - At this stage they should mix secondary and tertiary colours, being able to control the amounts for purpose. <br> - 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. |  |  |  |  |
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| 4 <br> Drawing <br> Skill and control | - Can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects. <br> - Can draw and shade basic 2D and 3D shapes and forms neatly and evenly, blending tones from light to dark smoothly. <br> - They control the amount of force and pressure when drawing to understand the difference between | Sketchbooks <br> - Sketchbooks are used to practice and try out ideas \& techniques. <br> Develop ideas <br> - Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making. | Formal elements <br> - Using tone and texture with the choice of colour to create a piece of art to convey a message. <br> - 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. <br> 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. <br> 2) Think about how they can show what kind of person they are with their smile/ eyebrows/ pose etc. <br> 3) Use drawing techniques to create 3D features. | Increasing understanding of purpose \& intention for art <br> - Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. <br> Awareness of choices \& decisions <br> - 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. <br> - Awareness of various mark making techniques for purpose \& intention. <br> - 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? |  |  |
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| 5 \& 6 <br> Painting <br> Skill and control <br> Colour | - Pupil's know and care for painting equipment. <br> - 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. <br> - 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. <br> - Develops ability to control colour when painting; for blending, reducing hue and improving the translucency of colour. <br> - Knows colour relationships such as complimentary colours, harmonious colours | Sketchbooks <br> - Sketchbooks are used to practice and try out ideas \& techniques. <br> Develop ideas <br> - Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making. | Content <br> - Recap on different shading techniques and how it can be transferred into painting. <br> Process <br> - 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. <br> 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 <br> - Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. <br> Awareness of choices \& decisions <br> - Make careful and considerate judgments about own \& others work without comparing their own work to that of others. |


| Form | (colours next to each other on the colour wheel). <br> - At this stage they should mix secondary and tertiary colours, being able to control the amounts for purpose. <br> - 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. |  |  |  |  |
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| $7$ <br> Evaluating and developing work | Increasing understanding of purpose \& intention for art <br> Compare ideas, methods, approaches in their own, and others' work and say what they think and feel about them. <br> Awareness of choices \& decisions <br> 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. <br> What methods were similar and different? | Explain how to analyse what makes a good piece of art. <br> What could we measure success against? Children to be constructive in feedback and teach them how they could word comments. | 1) Show artwork as an exhibition. <br> 2) What do children like about their work and others? Write comments on post it notes and stick in books. <br> 3) What would they do differently next time or which part of their perspective drawing would they like to improve on and why? |  |


| Resources | Images of artist's work <br> Sketch books <br> iPads <br> Acrylic paints, palettes, paint brushes, cups of water, pencils, paper, sponges |
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