

Year 1 Art – Self Portraits

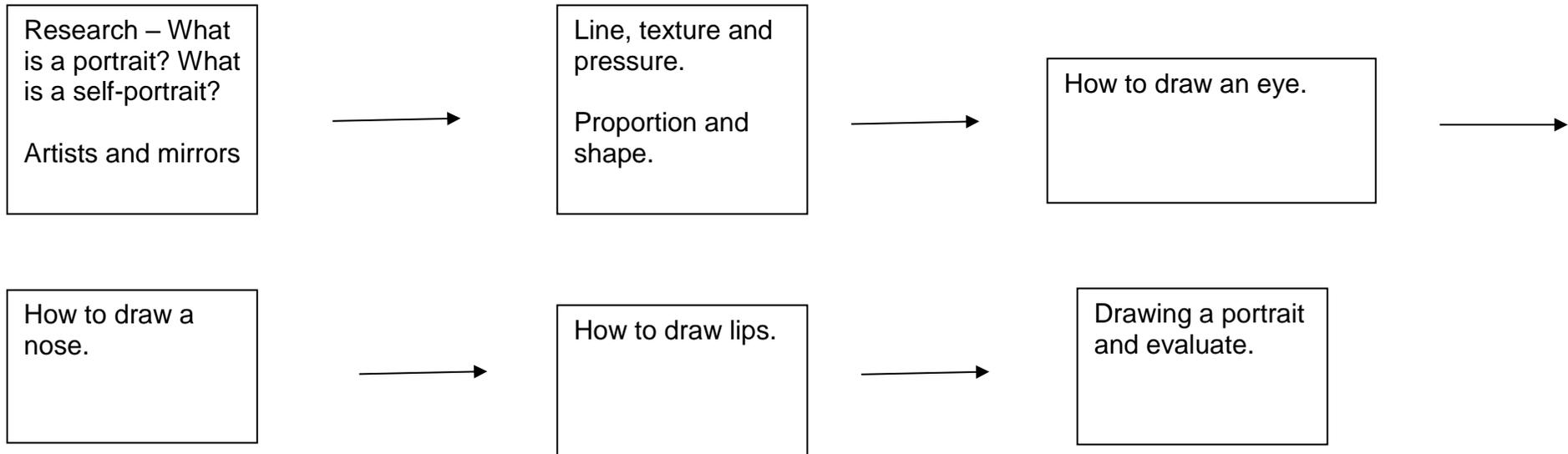
National curriculum:

- 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 works.
- Evaluate and analyse.

Vocabulary:

line, texture, pressure, shade, proportion, space, curve, straight, portrait, self-portrait, artists, form, materials, create, draw, sketch, light, dark, similarities, differences, features, pupil, iris, eye lashes, eye brows, nostrils, bridge, lips, ears, eyes, narrow, wide, techniques, tone, soft, hard.

Snapshot overview



Year 1 Art – Self Portraits

Art Medium Term Planning

Year Group: 1

Term:

Topic: Art

	Learning Objective	Input (including key questions and vocabulary)
Session 1	I can explore the work of a variety of artists.	<p>Discuss with the children what a self-portrait and portrait is looking at a range of different artist's work.</p> <p>Encourage children to look at the work from a range of artists and analyse what they can see. Do they like some more than others? Why? Are they different? How? What would you make better about one of the?</p> <p>What shapes do you notice on the portraits?</p> <p>Give children a mirror to look at their own face, what do they notice? Compare with a friend.</p> <p>Children to use these mirrors when looking at the artist's work – do you notice anything similar? What is different?</p>

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Session 2	I can develop a range of art techniques using line and shape.	<p>Discuss with children how to use a pencil with differing pressures. Encourage children to experiment with different pencil pressure, starting light and getting darker.</p> <p>Ask children what different shapes they noticed on the portraits last week, were some straight? Were some curved? Have these pictures on the tables for children to use – children to practice different shapes in their books that they can see on portraits.</p>
Session 3	I can develop a range of art techniques using line and shape.	<p>Remind children of what a portrait and self-portrait is, tell children we will be drawing our own self-portrait. Draw a face shape in front of the children, discussing the different face shapes you can have. Teach children how to draw an eye on a portrait (keep this throughout all sessions). Discuss the shape as you are modelling, different parts of an eye etc.</p> <p>Have a variety of pictures of eyes on the table and mirrors. Children to practice drawing different eyes and their own.</p> <p>Children to evaluate their best one at the end of the lessons (put a star, smiley face or circle with the one they think is the best)</p>

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Session 4	I can develop a range of art techniques using line and shape.	<p>Show children some pictures from famous artists. Remind children of what a portrait and self-portrait is, remind children we will be drawing our own self-portrait.</p> <p>Teach children how to draw a nose on a portrait (same from previous lesson) Discuss the shape as you are modelling.</p> <p>Have a variety of pictures of noses on the table and mirrors. Children to practice drawing different noses and their own.</p> <p>Children to evaluate their best one at the end of the lessons (put a star, smiley face or circle with the one they think is the best)</p>
Session 5	I can develop a range of art techniques using line and shape.	<p>Show children some pictures from famous artists. Remind children of what a portrait and self-portrait is, remind children we will be drawing our own self-portrait.</p> <p>Teach children how to draw lips on a portrait (same from previous lesson) Discuss the shape as you are modelling.</p> <p>Have a variety of pictures of lips on the table and mirrors. Children to practice drawing different noses and their own.</p> <p>Children to evaluate their best one at the end of the lessons (put a star, smiley face or circle with the one they think is the best)</p>

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Session 6	<p>I can use a range of pencil techniques to produce creative work.</p> <p>I can evaluate and analyse my creative work.</p>	<p>Model drawing a self-portrait using children's work from their books. Model picking the best examples for the portrait and redrawing these on their final piece.</p> <p>Children to draw their self-portraits.</p> <p>At the end of the lesson, have all of the children's work out on the tables – children to evaluate their own work (2 stars and a wish) and stick this at the bottom of their page. Children can then walk around the room and verbally 2 stars and a wish other peoples work.</p>
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Impact:

- All children will have experimented with line and texture.
- All children will be able to hold a pencil appropriately.
- All children will be able to draw facial features.