



Deliberate retrieval of expected prior knowledge (be specific)

Drawing portraits:

- Facial proportions (KS2)
- Use of shape (KS1 & KS2)
- Understanding shadows with some understanding of how to apply but may be misconceptions (KS2)
- Experience of mixing colours & the colour wheel (KS1 &2)

Artists

- Knowledge of artists such as Frida Kahlo or Julian Opie (this will vary with Primary school)

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Academic transformation (be specific)

Knowledge:

Facial Proportions:

Guide whilst learning- don't apply to all faces

Rules of facial proportion including proportion of shoulders and neck.

Learn rules, then apply.

Artists:

Kathe Kollwitz, Personal response to life, use of body language, more complex use of vocabulary. Connection to historical event (WW1&2).

Chris Ofili-in depth- Stephen Lawrence connection

Skills:

Facial features- ink, oil pastel & sketching pencil as a base. Draw a face accurately, focus on shape and tone within the face.

Pupils apply tone using pencil control and directional line. Develop skills with different materials such as sketching pencils, oil pastels, paints and printing ink.

Techniques: Mono printing, mixing skin colour & mixed media.

Pupils learn how to apply a balance and show understanding of colour and how materials can complement each other.

Personal transformation (2 or 3)

A range of art based on portraiture- Pupils learn to form their own interpretations and opinions whilst learning how the artwork connects to the artist as well as within history. Frida Kahlo.

Historical- Queen Charlotte- portrayal of a black queen

Kathe Kollwitz- pupils learn connections to concentration camps, second world war, grief and depression. Within this we discuss mental health. Connect to Armistice day with discussion on WW1, Kathe Kollwitz and commemoration to war and loss.

Commercial artist (Julian Opie) connections to world of work.

Special effects makeup artist starter task

SEND- Colour coded Kathe Kollwitz

Structured- fill in the gap evaluation

Self portrait templates for LAC

Can I Learning Questions

Use the facial proportions accurately?

Apply tonal contrast accurately?

Respond to a range of artists using a range of materials?

Literacy/oracy

Freya models- once half term

Facial proportions, anxious/anxiety, grief, depression, concentration camps, German expressionism, tone, contemporary art, mixed media, response

Use better vocabulary to describe work than 'creative' or 'unique'-too generic.

Misconceptions (5 or 6 examples)

Don't smudge pencil with finger.

Use pencil control- only use finger with chalk & Charcoal.

Eyes are halfway-(students always draw them too high).

Don't forget eyelids!

Vocab list- when ask what it means.