



Year Six

Learning Journey Plan

Term - Autumn 1

Curriculum Area - Art - portraits

	What will my pupils need to have learnt before?	What do I want my pupils to learn. Know that.. Know how.. NC	How will my pupils access that learning, what will we be doing? What will be the order of learning?	What are the authentic outcomes to be produced?	Vocabulary
	<p>Know that different types of pencils can show texture in drawing and sketches. (Year 5)</p> <p>Know about primary and secondary, warm and cold, complementary and contrasting colours. (Year 5)</p> <p>Know how to modify and adapt print. (Year 5)</p>	<p>To understand the importance of composition, scale and proportion in their work</p> <p>Use techniques, colours, tones and effects in an appropriate way to represent things seen. E.g. brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds</p> <p>Produce increasingly accurate drawings with concept of perspective.</p> <p>Carry out preliminary studies and test media and mix appropriate colours.</p> <p>Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.</p>	<ol style="list-style-type: none"> 1. Introduce children to a variety of sketching techniques with a particular focus on hatching and cross hatching to improve the texture and depth of their art work. Children to practice using these skills in their sketch books. 2. Children to explore and study different types of portraits. Children to be given a selection of portraits discuss about who the people are in the picture, what is the composition of the portrait, how does this reflect their personality, what is in the background, why has the artist used these colours, what does the body language show us, when was the portrait created? Children to use the skills learnt in previous lesson to reproduce a sketch of one of these portraits. 3. Children to create a portrait in the style of Pablo Picasso using Cubism. Children role a dice to give them a face shape once they have drawn this role the dice again to give them an eye shape, then a nose shape, ear shape etc. until they have formed a portrait in the style of Picasso. 4. Children to be provided with mirrors—model how to draw a face and position features accurately within the face. Children to use the mirror to sketch a self portrait of themselves. Input the features first and then add shading using hatching and crosshatching to create texture and tone. 5. Children to be given pictures of a key leader from WW2. children to use the techniques learnt during this unit to draw a portrait of their chosen leader. Children to consider what emotions they may wish to evoke with their portrait and how they may do this. 6. Children to recap painting techniques—including brushstrokes explain the importance of brushstrokes to create texture within a picture. Children to practice using different brushstrokes, mixing of colours different brush tips to create texture and tone. 7. Recap of learning from this unit—mini-quiz. Children to use watercolours to produce a painted version of their portrait of a key WW2 leader. Use the skills they have learnt to ensure they create texture and evoke emotions by considering the posture and body language of their character including facial features. 	<p>Children to create a portrait of a key leader from WW2.</p>	<p>Texture</p> <p>Tone</p> <p>Techniques</p> <p>Modifying</p> <p>Simplifying</p> <p>Sketchbook</p> <p>Composition</p> <p>Scale</p> <p>Proportion</p> <p>Materials</p> <p>Combining</p> <p>Watercolours</p> <p>Cubism</p> <p>Pablo Picasso</p>