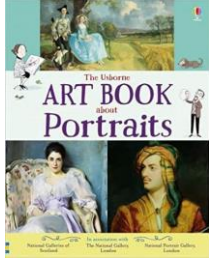


This is an example of a unit of work for Art & Design. All our units of work for Art are planned in the same format and knowledge is linked to previous and future lessons. The progression map for Art has been followed when planning all units. All our Art lessons start with a retrieval exercise. Medium term plans are reviewed and adapted as necessary.

### Art Medium Term Plan

Year Group: 2	Unit : Portraits	Term: Autumn			
<p><b>Previous Learning</b> Children have learnt about primary and secondary colours and have made colour wheels (Y1). They have learnt about warm and cold colours.</p> <p>Children have sketched some natural objects in Y1 including sunflowers, and seaside landscapes using simple shapes as the basis for their drawings.</p>	<p><b>Links to Future Learning</b> Children will continue to develop their work when drawing in KS2 developing drawing techniques to add effects e.g. hatching, cross hatching, stippling and contour hatching. In future learning children will build an awareness of representing texture through the choice of marks and lines made.</p>				
<p><b>Concepts to be developed in this unit</b> Colour Line Shape</p>	<p><b>Unit Vocabulary</b> portrait, artist, thick ,thin ,soft, broad ,narrow, fine ,line, shape, detail , comparison, tints, tone, draw.</p>				
<p><b>Knowledge and Skills to be taught in this Unit</b></p> <ul style="list-style-type: none"> <li>• Draw lines/marks from observations</li> <li>• Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</li> <li>• Understand tone through the use of different grades of pencils (HB, 2B, 4B)</li> <li>• Understand how to make tints using white and tones by adding black to make darker and lighter shades.</li> <li>• Make tints and tones</li> <li>• Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks</li> <li>• Describe the work of famous, notable artists and designer.</li> <li>• Express an opinion on the work of famous, notable artists.</li> </ul>	<p><b>Reading across the Curriculum Linked to the topic</b></p> 				
Lesson Objective	Teaching and Learning including Flashback		Outcome	Vocabulary	Resources

<p>To experiment making different lines and marks with a range of pencils.</p>	<p>◀◀ Name the primary colours? How do we make secondary colours? What artists have you studied so far?</p> <p>Explain to children that artists like to use different types of lines and marks on their drawings and lines and marks can show different things. Ask the children to name different types of lines and draw them e.g. spiral, wavy, zig zags. Show the children how they can vary the type of line- thickness, tone and direction of the line. Children experiment drawing lines with different grades of pencil in sketch book- discuss the differences.</p> <p>Explain that artists use different lines and marks in their works. Show children some of Picasso's sketches of animals ( cat, dog, penguin, pig). Comment on how he used lines and shapes to draw these animals. What shapes can you see? What types of lines? Which sketch is your favourite?</p>	<p>Children experiment making different lines with different grades of pencils. Children use Picasso's work as inspiration to draw simple drawings of animals using lines and shapes.</p>	<p>Line Shape Zig Zag Wavy Thickness Tone Pencil Grade</p>	<p>Sketch Books  Grades of pencil 2B, 4B, HB  Pictures of Picasso's sketches of simple animals.</p>
<p>To learn what 'portrait' means and investigates portraits of the Queen and express an opinion.</p>	<p>◀◀ What are the names of the primary and secondary colours? What can you remember about the different grades of pencil used in the previous lesson?</p> <p>Explain that a portrait is a painting, a drawing or a photograph of a person's face and its expression. The purpose of a portrait is to show the likeness, personality, and even the mood of the person. A portrait normally shows a person looking directly at the artist or photographer.</p> <p>Look at some famous portraits of the Queen. Andy Warhol, Queen Elizabeth (unique) (1985) Lucian Freud, HM Queen Elizabeth II 2000–2001 (2001) Dan Llywelyn Hall, Queen Elizabeth II (2013) Nicky Philipps, HM Queen Elizabeth II (2018)</p>	<p>Children annotate the portraits of the Queen in their sketch book. Explain preference.</p>	<p>Portrait Colour Artist Warm Cool Line Shape Preference</p>	<p>Copies of portraits of Queen Elizabeth to annotate.</p>

	<p>Comment on what they think about the paintings of portraits. Similarities and differences between the art. Use of colour- warm or cool. Express an opinion about the art. Create a class tally chart – Our Favourite Portrait of the Queen</p>			
<p>To learn how to draw an eye and ears.</p>	<p>◀ What is a portrait? What was your favourite portrait from last lesson? What can you remember about different grades of pencil?</p> <p>Look at images/paintings with eyes, for example, the Mona Lisa. Model drawing someone else's eyes. De-myth the idea that the eye is round. Look at the different parts of the eye e.g. eyebrow, eye lash. Observe their own eye carefully and draw it in different ways and using different media. Look at each other's ears. Model drawing 2 ears. Experiment with marks and shapes and drawing the shape of ears. Look at how artists try to draw ears. Look at some portraits such as the Mona Lisa etc. Do they like how the ears have been drawn? Which are the best ones? Try drawing someone else's ears with attention to detail. How long is an ear?</p>	<p>Children draw eyes and ears in sketch books- experiment with different grades of pencil</p>	<p>Portrait Line Broad Narrow Fine Detail</p>	<p>Mirrors Grades of pencil Sketch Book</p>
<p>To learn how to draw a mouth and nose.</p>	<p>◀ What shape is the eye? How can we add detail when drawing an eye? How can I make a faint line when drawing? How can I make a deep line?</p> <p>Draw how they think their own nose looks. Experiment with drawing noses and helping each other to improve. What shapes can you see when looking at a nose. Model drawing a simple nose. Draw how they think their mouth looks. Look at how artists have drawn mouths. Say which mouths they like best and why. Model drawing mouths. Experiment with drawing mouths. How wide are mouths?</p>	<p>Children draw nose and mouth in sketch books- experiment with different grades of pencil</p>	<p>Portrait Line Broad Narrow Fine Detail Shape</p>	<p>Mirrors Grades of pencil Sketch Book</p>

<p>To draw a portrait considering the position of features on the face.</p>	<p>◀ How can I make a faint line when drawing? How can I make a deep line? What shapes do you use when drawing eyes and noses?</p> <p>Give the children pencils and a mirror. Ask the children to look at themselves in the mirror and notice where their eyes are i.e. they are not at the top of their head but half way down. Ask the children to begin with the outline of their face. Encourage them to fill the page and draw their eyes half way down. Look in the mirror to add as many details of their eyes as possible. Can you see any curved lines or small dashes on your eyebrows?</p> <p>Guide the class as they simplify their facial features into shapes and lines as they add, nose, mouth, eyes then hair. Experiment with drawing hair. Learn that sometimes in drawing we take longer and sometimes shorter strokes/marks.</p> <p>Demonstrate how to use the side of a pencil to shade with. Remind the children that they can press harder to get a darker tone and apply less pressure for a lighter tone.</p>	<p>Children complete a portrait using pencil and shading to correct different tones (No colour).</p>	<p>Portrait Line Broad Narrow Fine Detail Shape</p>	<p>Mirrors Grades of pencil Sketch Book</p>
<p>To draw a portrait and add colour using watercolour paints considering tints (adding white) and tones (adding black).</p>	<p>◀ Name the primary colours? How do we make secondary colours? How do we hold a paintbrush?</p> <p>Explain that today will be the last lesson on portraits. Explain that they will be drawing a portrait and then adding colour through painting. Recap on how to draw a portrait- look at the portrait created in last lesson in sketch book.</p> <p>Ask children to sketch their new portrait on art paper.</p> <p>Revise the names of the primary and secondary colours. Revise how to hold a paint brush and how to complete the basic strokes. Children make tints and tones adding white and black. Using this method- demonstrate how to make the correct colour for painting skin on the portrait. Give children scrap paper to experiment making the correct skin colour etc before adding to their portrait.</p>	<p>Children draw portrait and then paint using watercolours. (Photocopy and add to sketch book if using portrait for display)</p>	<p>Portrait Line Broad Narrow Fine Detail Shape Colour Tints Tones Watercolour Mixing</p>	<p>Pencils Watercolours Art Paper.</p>

	Finish the lesson asking children to give each other feedback on their work. Ask children to suggest what they would change or add to their paintings.			
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