


Art Planning Y1- Human Form

Short term planning for: Art	Title: The Human Form		
Term:	Year Group: 1	Teacher:	
Overview			
<p>This learning will be linked to our science topic. In this unit the children will explore the human form, focusing on faces. They will develop sketching skills and techniques for drawing portraits, working with pencil and collage materials.</p> <p>Artist study: Pablo Picasso (M) and Paul Klee (M)</p>			
Expectations by the end of the unit:			
<p>Children will: show a developing use of the language of art (know what a portrait is). They will use a sketchbook to develop skills to <i>draw 2D shapes and different types of lines and curves as well as explore tone using different grades of pencil, experiment with smudging, dotting and shading</i>. They will use these skills to create a self-portrait. The class will then move on to studying the artists Pablo Picasso and Paul Klee. They will know that they are modern artists that were born in 1881 and be able to describe some distinguishing features of their art: modern art. They will respond to his work. In sketchbooks, they will make small copies of the artist's work to study techniques. They will use this work to create a self portrait in the style of Picasso or Klee using collage materials; tearing, cutting or arranging plain, printed or textured paper. The class will use a sketchbook to practice drawing their talk partner in different poses (using quick, light lines (sketching) or deliberate lines when needed. They will be reassured that it is normal to feel anxious about the outcomes of their artwork and that all artists evaluate their work. They will offer critical advice, confidence and praise to others. While working, they will describe work, talking about line, shape and light and dark. They will be able to talk about their ideas and what they intend, what went well and how improvements could be made. Where this is achieved, children can: take a teaching role in talk partner support.</p>			
Cross-curricular links: science, animals including humans			
Specific skills to be taught throughout the unit from art curriculum intent:	Y1 Drawing Skills:	Y1 Collage skills:	
	<ul style="list-style-type: none"> • Draw 2D shapes • Explore light and dark • Explore tone using different grades of pencil, pastel and chalk • Use line and tone to represent things observed • Experiment with smudging, dotting and shading, using different media • Shade neatly without gaps • Draw texture and patterns • Use line, tone and shade to represent things seen, remembered or imagined 	<ul style="list-style-type: none"> • Experiment with paper collage (plain colours, printed paper and textures from magazines) • Use tearing, cutting, arranging, folding • Decorate images with simple appliqué techniques (eg sequins, lace) • Select the joining material/tool: stapler, tape, glue appropriate to the task. 	
Intent & Enquiry question	Implementation		Impact
<p>Art Lesson 1: KNOWLEDGE & UNDERSTANDING</p> <p>To develop an understanding of the language of art.</p> <p>I know:</p> <ul style="list-style-type: none"> • What a portrait is. • What are a self-portrait is • A famous self-portrait <p>I have used my sketchbook to experiment with drawing techniques.</p> <ul style="list-style-type: none"> ➢ Draw 2D shapes. ➢ Experiment with smudging, dotting, shading. 	<p>Self-Portraits: skills</p> <p>Using a mirror ask the children to look at their own face and ask:</p> <p>Do we all look the same?</p> <p>What special features can I see?</p> <p>Where can I see shade and light?</p> <p>Explain that the class are going to do self-portraits for display but, first, we need to practice the skills.</p> <p>PowerPoint The Human Form (Slide 3)</p>		<p>Children will show a developing use of the language of art (know what a portrait is). They will use a sketchbook to practice/try out ideas & techniques. They will have experience with drawing 2D shapes, smudging, dotting and shading.</p> <p>. They will begin to develop understanding</p>
			Display opportunities / resources
			<p>Mirrors</p> <p>PowerPoint The Human Form</p> <p>Sketchbooks</p> <p>Drawing pencils</p> <p>Rubbers</p> <p>WWH and shading boxes</p> 

- Explore tone with different grades of pencil.

Enquiry question: What is a portrait and what is a self-portrait?

Give out sketchbooks and shading boxes (with younger children you may wish to stick these in prior to the lesson).

NOTES:

If you do not have enough of the pencils named on the sheet, you may wish to change the sheet to a similar pencil type that you have more of in stock.

If this is the introduction to sketchbooks (year 1 Aut term), explain what a sketchbook is used for (to gather ideas/ carry out research, try out ideas). Explain that these books are so special because they will go with them through school, so work and presentation (handwriting) must be their very best.

We are going to use our sketchbooks to practice:

- Draw 2D shapes
- Draw lines and curves
- Experiment with smudging, dotting, shading
- Explore tone with different grades of pencil

DIFFERENT PENCILS DO DIFFERENT JOBS...

PowerPoint The Human Form (Slide 4)

<https://youtu.be/97iPAmER7a4> Stop at 5min 10 sec at the point of colouring

Guided Practice

Guide the class, one pencil at a time, one box at a time.

In the shading boxes, talk about pencil pressure (and what the word means) and smudging with a finger to blend shading.

Get the children to rub out rough edges.

Pencil	Light lines (sketch)	Heavy, firm lines	Pale shading	Dark shading
5B				
HB				
5H				

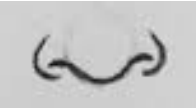

Independent Practice

In sketchbooks, teach basic facial mapping - build up in stages together (video or teacher demonstrates first step/ pause and give time for the class to copy etc).

1. Loosely draw an oval shape. Discuss face shapes.

of the properties of different pencils.

<https://youtu.be/97iPAmER7a4> Stop at 5min 10 sec

	<ol style="list-style-type: none"> 2. Draw a diagonal line half way down the oval. 3. Eyes are drawn on this line (with the width of an imaginary eye inbetween). 4. Show how eyes and top of ears are level (so that you can put your glasses on! j) etc 5. Nose can be done simply with a 'smile' shape, 2 dots for the nostrils and brackets.  <ol style="list-style-type: none"> 6. Mouth: 3 steps/ lines  <p>Reflection Self-evaluation against: line, tone, shade, colour, shape, smudge, dot, grade</p>		
<p>Art Lesson 2: MAKING</p> <p>Vocabulary: Talk showing a developing use of the language of art</p> <ul style="list-style-type: none"> • Know that it is normal to feel anxious about the outcomes. • Know that all artists evaluate their work • Offer critical advice, confidence and praise to others • Questions (orally): <ul style="list-style-type: none"> ➤ Describe your work / this piece of work. ➤ Tell me about... (colour, line, shapes, textures and patterns)? ➤ What are you thinking/ ideas do you have/ intend to do? 	<p>Week 2 Self-portraits (for display) Explain that this week, they are going to create their own self-portrait...but just half of one!</p> <p>PowerPoint The Human Form (Slide 5) Reactivate: Remind children of last week's skills lessons (slide 6)</p> <p>What can you remember? Remind children to pick the best pencils for the tasks/ stages of drawing. Give out photographs of children (cut in half and stuck on cartridge paper) and WWH2. NB: Careful not to get glue in drawing area of sheet Children to use the 'discarded' half to help draw and shade their portraits. complete the other half of a photograph.</p>	<p>Children will show a developing use of the language of art and will be reassured that it is normal to feel anxious about the outcomes and that all artists evaluate their work. They will offer critical advice, confidence and praise to others. While working, they will describe work, talking about line, shape and tone. They will be able to talk about their ideas and what they intend, what went well and how improvements could be made.</p> <p>Work will show evidence of drawing skills – blended shading, rough edges erased, use of appropriate drawing materials best for a</p>	<p>PowerPoint The Human Form</p> <p>Sketchbooks</p> <p>Selection of drawing pencils</p> <p>Rubbers</p> <p>WWH 2</p> <p>Photographs of children (cut in half and stuck on cartridge paper) NB: Careful not to get glue in drawing area of sheet</p>

- What went well?
- How could you improve it?

Drawing Skills:

- Blend shading
- Rub out rough edges
- Choose drawing materials best for a task
- Draw quick, light lines (sketching)
- Make deliberate lines – using more pressure

Enquiry question: How can I use pencil skills to draw and complete a self-portrait?



Reassure children that it is normal to feel anxious about the outcomes and that all artists evaluate their work. Ask them to support their Talk Partners –to offer advice, or praise.

Guided Practice

Model using the discarded half of the photograph to help sketch out lines, map out parts of the face and look carefully for light and shade, texture etc. Remind them of pencil pressure and to refer back to see how the different pencils can be used e.g. blending, smudging etc.. Ensure all children have one soft pencil and one HB to use to complete the portrait.

Independent Practice

Children use pencil techniques to recreate the other half of the photograph to complete the portrait.

As children work:

Questions (orally):

- Describe your work / this piece of work.
- Tell me about... (tone, line, shapes, textures and patterns)?
- What are you thinking/ ideas do you have/ intend to do?
- What went well?
- How could you improve it?

Reflection

Use questions to get children to orally evaluate their work.

Key Vocab: Light, shade, blend, smudge, hard and soft, lines, pressure

task, deliberate and quick, light lines.

<p>Art Lesson 3: MAKING</p> <p>Vocabulary: Talk showing a developing use of the language of art</p> <ul style="list-style-type: none"> • Know that it is normal to feel anxious about the outcomes. • Know that all artists evaluate their work • Offer critical advice, confidence and praise to others <p>Drawing skills:</p> <ul style="list-style-type: none"> • Blend shading • Rub out rough edges • Choose drawing materials best for a task • Draw quick, light lines (sketching) • Make deliberate lines – using more pressure <p>Enquiry question: How can we use collage to create a self-portrait?</p>	<p>Explain that today they will be creating their composition, applying all the skills from the previous lessons.</p> <p>Reactivate</p> <p>Show some of the portraits from their sketch books that demonstrate skills learnt over the previous weeks: smudging, soft and hard lines, dark and light shading, hard and soft pencils etc. Go on to explain that we will make our own collaged portraits today that will be inspired by two famous artists Pablo Picasso and Paul Klee (PowerPoint slides XXX)</p> <p>Both artists' portraits are characterised by creating an abstract (doesn't look exactly real) image of a face.</p> <p>Explain that we will use collage – different materials to create a portrait in the style of Picasso or Klee – using photographs of ourselves and pencil skills learnt.</p> <p>Process – How was the artwork made?</p> <p>When was it made?</p> <p>What can you see or describe?</p> <p>How does it make you feel?</p> <p>Is this traditional, modern, or contemporary art?</p> <p>Guided Practice</p> <p>Demonstrate first outting the parts of the face together from the cut up photo then removing 3 parts that you will then complete using pencil and the drawing skills learn.</p> <p>Demonstrate how to use the 'edit' features by selecting different piece of the face before deciding on the final once to use for their composition.</p> <p>Independent Practice (Slide X)</p> <p>Children to pre-cut photos of themselves and complete with drawing skills (on A4 white card), to create their own composition and techniques to produce original work.</p> <p>Work to be photocopied for sketch books.</p> <p>Reflection: Are features similar to picture? How do they differ?</p> <p>DISPLAY FINISHED ARTWORK</p>	<p>Children will: create a self-portrait composition based on the Picasso and Klee.</p> <p>Where this is achieved, children can show skilled control of hard and soft pencils, drawing techniques and use of collage effects.</p>	<p>Hard (HB)and soft (4B & 6B) pencils</p> <p>A4 Photos of children cut into 6 parts</p> <p>Human Form PP</p>
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	Collage, abstract		
<p>Art Lesson 4: EVALUATING</p> <ul style="list-style-type: none"> Understand that the making process is very difficult -do not be too self-critical or compare work to others at own expense. Fairly appraise own work and others work and understand how to improve it, accepting criticism of other pupils. Most artists struggle with this and that it is a vital part of the art process. 	<p>Evaluation Reactivate: Make a classroom art gallery of the children’s work. Ask children what skills have been used in each piece.</p> <p>Guided Practice (PowerPoint final slide)</p> <ul style="list-style-type: none"> Understand that the making process is very difficult -do not be too self- critical or compare work to others at own expense. Fairly appraise own work and others work and understand how to improve it, accepting criticism of other pupils. Most artists struggle with this and that it is a vital part of the art process. <p>Share/ celebrate good examples – use for display/ topic folders.</p> <p>Independent Practice/ reflection – art evaluation sheet</p> <p>Evaluate appraise, process, self-critical, compare</p>	<p>Most children will: not be too self-critical or compare work to others at own expense. They will fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils. They will recognise that most artists struggle with this and that it is a vital part of the art process.</p> <p>Where this is achieved, children can take on a teaching role in talk partner work.</p>	<p>Art evaluation sheet</p>