



Enquiry Question

How can you create a realistic portrait?

Focus:

Observational accuracy

CULTURAL
Be Brilliant
DIVERSITY
Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives.

Sequence of lessons

Outcome - from overview

Skills used (NC)

| | | | |
|---|---|--|--|
| 1 | <p><i>As artists, we are learning to understand that portraits can be drawn from different angles.</i></p> <p>Children look at different portraits and draw out similarities, pros and cons</p> | <p>Children look at different portraits and draw out similarities, pros and cons. Discuss the profile and full / 3-quarter face. What makes a good portrait? Answer: Correct proportion initially. Look at the different portraits again with the scale drawn.</p> | <p>Evaluate and analyse creative works using the language of art, craft and design</p> |
| 2 | <p><i>As artists, we are learning to use proportion and sketching techniques. to</i></p> <p>Plan and outline an initial sketch of a portrait.</p> | <p>Using a photo of them or a mirror, children look at basic proportion and use to plan their self-portrait in their sketchbook.</p> | <p>Create sketch books to record their observations and use them to review and revisit ideas</p> |
| 3 | <p><i>As artists, we are learning to use observational and proportional skills to add details to a portrait.</i></p> <p>Children use observation to add features—eyes, nose, mouth to front portrait.</p> | <p>Children use observation to add features—eyes, nose, mouth to front portrait.</p> | <p>Improve their mastery of art and design techniques, including drawing, painting</p> |
| 4 | <p><i>As artists, we are learning to add personal details/symbolic objects to represent the subject.</i></p> <p>Children add drawings of objects that represent them</p> | <p>Children observe other artists' portraits to see how they use backgrounds/specific objects to portray their personality, then add their own</p> | <p>Improve their mastery of art and design techniques, including drawing, painting</p> |
| 5 | <p><i>As artists, we are learning to plan, apply skills and personalise a profile self portrait.</i></p> <p>Children look at their progress and draw a final self profile portrait.</p> | <p>Children look at their progress and draw a final self profile portrait.</p> | <p>Improve their mastery of art and design techniques, including drawing, painting</p> |
| 6 | <p><i>As artists, we are learning to plan, apply proportional skills and personalise a profile self portrait</i></p> <p>Evaluate progress.</p> | <p>Reflect on art work produced</p> | <p>Evaluate and analyse creative works using the language of art, craft and design</p> |

POSSIBILITIES
Believe
Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.

ADVENTURE
Be brave
Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.

Composite: Children to produce an online art gallery.





Enquiry question


How can you create a 3D piece of work from a block?

Focus:

Sculpture - carving

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| Sequence of lessons | | Outcome - from overview | Skills used (NC) |
|---------------------|---|---|---|
| 1 | <i>As artists, we are learning to explore different sculptural artists and how they approach their work</i> | Observe work from a variety of sculpture artists, both historic and current and discuss how sculpture can be created. | Learn about the work of great artists in history Create sketch books to record their observations and use them to review and revisit ideas |
| 2 | <i>As artists, we are learning the importance of multiple views, positive and negative space</i> Drawing what may be on the other and identifying the positive / negative – discuss the merits | Children will be looking at sculpture and drawing conclusions on why 3D art is important and why form is about the sculpture and how the negative space can draw you in to the positive spaces | Create sketchbooks ideas to record their observations and begin to record inspiration for their sculpture |
| 3 | <i>As artists, we are learning to sketch ideas and develop sketchbook work</i> Using inspiration from sculptures and photos of the natural world and/or photos taken, design a sculpture | Children will be making a 3D maquette of part of the body seen in the images.: arm, hand, leg, foot. Children sketch ideas and plan in their sketch books and take photos. Children evaluate the process afterwards. Which method do they prefer and why? | Create sketchbooks ideas to record their observations and develop ideas |
| 4 | <i>As artists, we are learning to understand carving techniques</i> Children practice carving out clay to produce a 3D maquette | Children will be making a 3D maquette to explore ideas for their final piece | Improve their mastery of art and design techniques, including sculpture. |
| 6 | <i>As artists, we are creating a three-dimensional object</i> Evaluate final piece and discuss what they have learned. | Children make the object designed adapting along the way. They discuss their artwork, compare it to artists studied, which techniques they preferred and how they would improve next time | Create and evaluate creative works when making and use the language of art, craft and design |

Composite
 A final carved piece with a associated drawing and note about the inspiration for it presented in a mini gallery tour on FB





Enquiry Question


How to create a drawing with perspective?

Focus:

Technical drawing - Le Corbusier / Norman Foster

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|---------------------|---|--|---|
| 1 | <i>As artists, we are learning about the design process of architects</i> Observe work from a variety of textile artists. | Explore buildings around us and how building differ and how are they are the same. | Create sketch books to record their observations – similarities and differences |
| 2 | <i>As artists, we are learning to research the work of two influential architects</i> Compare the work of architects and creating own ideas – likes / dislikes | Compare the work of architects Le Corbusier (a Brutalist architect) and Norman Foster (modern day work in London), have a style of design that defines their portfolio | Learn about the work of great artists in history and record observations |
| 3 | <i>As artists, we are learning to explore perspective</i> | Draw a cube using one-point perspective | Improve their mastery of art and design techniques with accuracy |
| 4 | <i>As artists, we are designing a building in the style of an influential architect to a brief</i> | Children use techniques taught to draw a technical drawing of a building, for a specific purpose (school) influenced by the buildings they have seen and their understanding of architecture | Improve their mastery of art and design techniques with accuracy |
| 5 | <i>As artists, we are drawing a one-point perspective technical drawing</i> | Draw an accurate perspective drawing with captions and correct size (human) | Improve their mastery of art and design techniques with accuracy |
| 6 | <i>As artists, we are explaining the design process</i> Evaluate final drawing and prepare their composite on their influences and design | Discuss their artwork, compare it to artists studied, which techniques they preferred and consider how the building would be used | Evaluate and analyse creative works using the language of art, craft and design |

Composite – Children design a building using one or two-point perspective