|  |
| --- |
| Macintosh HD:Users:ianread:Documents:WCM 2016-17:Miscallaneous:WCM booklets:WCM Logos 2017 PNGs:WCM logo final:watercliffe_line_White.png  Year 1 – Autumn Termly Overview: Art |

**End Point**

***How can I recreate a portrait?***

Fab Finish – A sketchbook of mark making and portraits to show parents.

*Portraits represented in different ways*

*Pencil, felt tip, crayons, paint, pastel, natural and synthetic modelling*

.KWL

K = knowledge. What do I already know of that can make a mark?

Demonstrate key skills of straight line, curved line in pencil control activity, forming the baseline assessment.

(for teacher)

W = Identify chn struggling with pencil control/specific mark making to focus on during sequence of teaching.

Collect relevant work from artists in a sketch books

2. Collect different portraits in sketch books and choose favourite. Discuss what they like about them, which they prefer and why (warm feedback).

Learn about particular artists and designers as inspiration

3. Learn facts about portrait artist Tai Shan schierenberg where he lived, the materials he used (not necessarily the same as the children will use).

Look at his use of colour.

Experiment with and use a range of tools, materials and techniques

Continuous provision with a range of artistic materials eg. Pastels, felt tips, crayons, pencils (only these 4 for this objective)

Each material will be explored in regards to how it is used to create straight/curved lines and shapes. Look at shading with lighter and darker marks.

Create 2D work

4. Over a series of lessons, use the shapes they have practised to make a portrait using pencil, crayons, felt tips and pastels. Divide sketch page into 4 and critique the different media.

5. Select one medium to replicate the whole picture. Build up the picture over a series of lessons.

Create 3D work

6. Using a mixture of natural materials eg leaves, seeds, pebbles, twigs etc. synthetic materials eg. Art straws and recycled materials eg. plastic bags, old shirts, half plastic bottle etc. to create a 3D model of a face/head.

Reflection

7. For university files (and sketch books), chn to choose their favourite image (or photo of) to write warm feedback sentences about on the reflection sheet (could be scribed).

On-going warm feedback for all output.

8. Measure of impact – repeat pencil control activity from session 1 to assess progress.

|  |  |  |  |
| --- | --- | --- | --- |
| **Knowledge** | **Skills** | **Concepts** | **Key Vocabulary** |
| * Primary colours = yellow, red and blue * 2D shapes = circles/ squares/ etc. * What an artist is. | * Collect a range of work from lessons and artists studied, in a sketchbook. * Experiment with tools such as pencils, felt-tips, crayons and pastels to make marks and explore affect. * Explore working in three dimensions by using different materials, for example: natural, man-made and recycled items. * Learn about artists, craft-makers or designers and note the similarities of their work. * Reflects on their learning using warm feedback. | * Understand what an artist is * Be able to say what you like and why * Know what effect can be achieved using different media. | * Felt pens * Pastels * Water colour paint. * Curved lines * Straight lines. * Soft * Hard * Smudge * hatching, dotting, dashing. * Warm feedback phrases. |