Subject: Art	**Year group: 1** **Autumn 1**	
Key Concepts: **There are techniques we can use to make our drawings more realistic.**	**BIG Question:** *Where are the features on my face?*	

National Curriculum Objectives

- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Evaluate and analyse creative works using the language of art, craft and design:

Evaluate and analyse works of art
Collect information and explore the work of a range of artists as inspiration for their own projects
Express thoughts and feelings about famous works of art

To begin this, the children should have already learnt:	**The learning in this unit will prepare the children to learn these things in the future:**
EYFS prior learning/Prior learning: • To begin to include detail in drawing e.g. eyes, nose, eyebrows etc, petals, stalk, leaves etc • To create patterns through drawing, printing, and ICT.	**Year 2:** • Can draw objects from different viewpoints and discuss how changing the viewpoint affects their work. • Know how key features of face are portrayed realistically and use shading to enhance drawing. • Observe perspective and begin to use in landscape drawing. • Apply guided drawing skills in own drawing.

WHAT PUPILS NEED TO KNOW OR DO TO BE SECURE

Show understanding of a concept using key vocabulary correctly

By the end of this unit, the children will know:

- How key features of face are portrayed realistically e.g. eyes half way down oval/round face, hairline etc.
- How to include increased amount of detail in drawings e.g. freckles, eyelashes.
- That by increasing control using correct pencil grip we can create different tones.

By the end of this unit, most children will:	**Vocabulary explicitly taught (and definitions):**
• be able to correctly place the key features on the face • be able to create different portraits using a range of techniques, including drawing, painting, and collage. • Say what they think and feel about their own and others' work • Suggest ways of improving their own work	Self- portrait – a portrait that an artist produces of themselves Detail – small parts of something Tone – the lightness or darkness of a colour Evaluation

Artists & Illustrators

Mini Grey
Van Gogh
Frida Kahlo
Giuseppe Arcimboldo
Pablo Picasso

Assessment: (How will we know they've 'got' it? This could be a cold/hot task)

Cold task – Drawing a self portrait
Hot task – Drawing a self portrait

Common Misconceptions

Some children may think:

- They can draw a realistic face from memory- forgetting features, wrong shape & size of features.
- Features placed in the wrong place.

Home Learning

Practise drawing a portrait of one of your friends or family.
Use magazines to create a collage of one of your heroes. It could be a superhero, a sports star, a pop star or an inventor.

Parent event – Portraits using fruit and vegetables

Suggested sequence of Learning					
Cold Task Evaluating the work of others, likes and dislikes. Comparing and contrasting Recording thoughts in sketch books	Experimenting with different drawing tools to create different effects	Drawing the different features of the face – looking at eyes, noses and mouths in detail Where are they positioned on the face?	Using tone to make self-portrait more realistic Lesson: Exploring shadows and tone | Teacher Hub | Oak National Academy (thenational.academy)	Completing half portraits in sketch books Giuseppe Arcimboldo – collages with vegetables – parents in to create	Drawing own self portrait Evaluating own and others work