

Subject: Art & Design. Summer 2 Year 5.

Unit: **Painting & mixed media: Portraits**

**NC POS:**

- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- To know about great artists, architects and designers in history.
- To create sketch books to record their observations and use them to review and revisit ideas.

**Expected Prior Learning (what pupils already know and can do)**

- Share their ideas about a painting.
- Describe the difference between a tint and a shade.
- Mix tints and shades by adding black or white paint.
- Discuss their real-life experiences of how colours can appear different.
- Use tints and shades to paint an object in 3D.
- Try different arrangements of objects for a composition, explaining their decisions.
- Produce a clear sketch that reflects the arrangement of their objects.
- Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions.
- Paint with care and control to make a still life with recognisable objects.

**End Points (what pupils MUST know and remember)**

**Intended outcome of the unit**

- Outline a portrait drawing with words, varying the size, shape and placement of words to create interest.
- Try a variety of materials and compositions for the backgrounds of their drawings.
- Communicate to their partner what kind of photo portrait they want.
- Show that they are making decisions about the position of a drawing on their background, trying multiple ideas.
- Create a successful print.
- Use some Art vocabulary to talk about and compare portraits.
- Identify key facts using a website as a reference.
- Explain their opinion of an artwork.
- Experiment with materials and techniques when adapting their photo portraits.
- Create a self-portrait that aims to represent something about them.
- Show they have considered the effect created by their choice of materials and composition in their final piece.

**Key Vocabulary:**

See individual lessons for vocabulary.

**Lesson 1: Poem portrait.**

Extending a drawn self-portrait and exploring how a background can change the finished effect.

**Learning objective:**

To explore how a drawing can be developed.

**Success criteria:**

I can draw a portrait using the continuous line method.

I can vary the size, shape and position of the words for interest.

I can explore the way a background can change the effect of a drawing.

**Vocabulary:**

- background
- collage
- continuous line drawing
- paint wash
- portrait
- self-portrait

### **Examples of Children's Work**



### **Lesson 2: Developing drawings**

Taking portrait photographs ready for use in later lessons and developing drawings into finished prints using a range of techniques, including monoprints.

#### **Learning objective:**

To combine materials for effect.

#### **Success criteria:**

- I can explain what I want my photo composition to be.
- I can decide the best position for my line drawing when copying it onto the background.

#### **Vocabulary:**

- background
- carbon paper
- composition
- mixed media
- monoprint
- printmaking
- portrait
- self-portrait
- transfer

### **Lesson 3: Self-portraits**

Extending ideas from Lessons 1 and 2, learning about the purpose of self-portraits and comparing work by a range of artists in different mediums, including mixed media.

#### **Learning objective:**

To identify the features of self-portraits.

#### **Success criteria:**

I can use art vocabulary to describe similarities and differences between portraits.  
I can justify my opinion when discussing the message behind a self-portrait.

#### **Vocabulary:**

- evaluate
- justify
- mixed media
- multi-media
- portrait
- research
- self-portrait

### **Lesson 4: Changing faces:**

Considering how a self-portrait could represent something important about an artist; experimenting with materials and techniques, and recording ideas in sketchbooks.

#### **Learning objective:**

To develop ideas towards an outcome by experimenting with materials and techniques.

**Success criteria:**

I can justify my opinion when discussing the message behind a self-portrait.

I can give a definition of mixed media.

I can try out at least three different ideas when adapting my photograph.

**Vocabulary:**

- atmosphere
- collage
- composition
- mixed media
- photomontage
- self-portrait

**Examples of Children's Work**



**Lesson 5: Mixed-media portraits:**

Concluding their investigation of portraits by evaluating ideas and giving feedback, then creating finished self-portraits in their chosen materials.

**Learning objective:**

To apply knowledge and skills to create a mixed media self-portrait

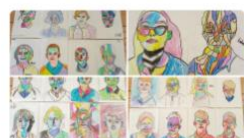
**Success criteria:**

- I can describe the intention of my self-portrait.
- I can explain why my choice of medium matches my idea.
- I can use my chosen medium to create a self-portrait that represents an aspect of my identity.

**Vocabulary:**

- art medium
- atmosphere
- collage
- composition
- mixed media
- self-portrait

**Examples of Children's Work**



**Future learning this content supports:**

Understand a narrative and use descriptive language to tell a story.

Suggest ideas for the meaning behind a picture.

Identify different features within a painting and use the formal elements to describe it.

Be creative and imaginative in finding their own meaning in a painting.

Use their own art or personal experiences to justify their ideas.

Read a picture well and see beyond the first glance, analysing and evaluating it successfully.

Reflect on personal experiences to convey through their own piece of abstract art.

Understand and choose a meaningful message to convey through imagery, creating some different composition ideas.

Collect a range of information that is presented in an interesting and pleasing way in sketchbooks.

Generate an idea for a final piece.

Produce a final piece of work, selecting appropriate tools and materials to create an intended effect.

Experiment and revisit ideas, drawing on creative experiences.

**Note this unit will be changed once we more over to 2025/6 Scheme**