

Subject: Art & Design. Autumn Year 5
Unit: Drawing: Portraits and Dreams

NC POS

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

- The national curriculum for art and design aims to ensure that all pupils: produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

- Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas
- 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]
- about great artists, architects and designers in history

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

1. Observational Drawing

- **To use:** basic skills to draw from real life, including shapes, outlines, and proportions.
- **To know:** how to observe carefully and replicate what they see.

2. Portrait Skills

- **To use:** basic facial features, symmetry, and simple expressions in drawings.
- **To know:** how half-and-half or mirrored drawing can help with accuracy.

3. Colour and Tone

- **To use:** pencils, paints, or pastels to apply colour and create simple shading.
- **To know:** how light and shade affect the appearance of three-dimensional form.

4. Artistic Techniques

- **To use:** outlining, shading, blending, and adding texture or detail in drawings.
- **To know:** how composition and layout can organize elements on a page effectively.

5. Art Appreciation

- **To use:** discussion and annotation skills to describe what they see in artworks.
- **To know:** that artists use style, technique, and symbolism to communicate ideas and emotions.

6. Creative Expression

- **To use:** personal ideas, imagination, and symbols to make drawings meaningful.
- **To know:** that artworks can convey identity, emotions, and stories.

End Goals (what pupils MUST know and remember)

Intended outcome of the unit

- Pupils can observe and replicate realistic facial proportions.
- Pupils can apply shading to create a lifelike effect.

- Pupils can accurately complete the missing half of a portrait, demonstrating attention to detail and symmetry.
- Pupils can identify key features of Kahlo's portrait style (use of symbolism, expression, colour).
- Pupils can explain how Kahlo expresses identity and emotion in her work.
- Pupils can create a small study inspired by Kahlo's style, demonstrating understanding of her techniques.
- Pupils can plan their own portrait composition, incorporating facial features, background, and symbolic elements.
- Pupils can annotate their plans with colour choices, shading ideas, and symbolic meaning.
- Pupils can justify design decisions with reference to Kahlo's style.
- Pupils can create a personal portrait incorporating symbols to represent themselves and their feelings.
- Pupils can apply shading and outlining techniques to add depth, realism, and emphasis.
- Pupils can combine facial features, symbols, and background elements into a cohesive, expressive artwork.
- Pupils can identify features of Dali's dream-like and surreal style.
- Pupils can explain how colour, composition, and imaginative elements are used to create mood and meaning.
- Pupils can create a small study inspired by Dali, experimenting with surreal imagery, colour, and imaginative composition.

Key Vocabulary:

See individual lessons for vocabulary.

Session 1: Realism Portraits – Half and Half

Exploring realistic portrait drawing by completing half of a face.

Learning objective:

To develop realistic portrait drawing skills by completing the missing half of a face.

Success criteria:

- I can observe facial features carefully and identify realistic proportions.
- I can use shading to show tone and create a lifelike appearance.
- I can accurately complete the missing half of a portrait so it matches the original side.

Activity Overview:

- Introduce the concept of *realism* and how artists aim to represent faces accurately.
- Look at examples of realistic portraits and discuss features: proportion, tone, symmetry, detail.
- Provide pupils with a half-portrait photograph (one side printed).
- Demonstrate how to:
 - use guidelines to place eyes, nose, mouth and chin
 - match tone and shading to the photograph
 - observe angles, curves, and proportions
- Pupils complete the missing half of the portrait using pencil, focusing on smooth shading and accurate detail.
- Class reflection: What techniques helped to achieve realism?

Vocabulary:

realism, proportion, symmetry, tone, shading, features, detail, likeness

Session 2: Artist Study – Frida Kahlo

Exploring the life, style and symbolism of Frida Kahlo's portrait work.

Learning objective:

To study the artwork of Frida Kahlo and identify the features that make her portraits unique.

Success criteria:

- I can identify key characteristics of Frida Kahlo's portrait style.
- I can explain how she used colour, symbolism and expression in her work.
- I can create a small study inspired by Kahlo's style.

Activity Overview:

- Introduce Frida Kahlo: brief background, themes, and artistic influences.
- Explore examples of her self-portraits and discuss:
 - bold colours
 - expressive facial features
 - symbolic objects and animals
 - emotional storytelling
- Pupils annotate printed images, noting style features and the meaning behind objects included.
- Short drawing task: pupils create a Kahlo-inspired mini portrait study, focusing on:
 - strong outline
 - expressive eyes
 - symbolic items (e.g., flowers, animals, plants)
- Group discussion: How does Kahlo show her identity through her art?

Vocabulary:

symbolism, expression, self-portrait, identity, bold, composition, emotion

Session 3: Planning a Portrait – In the Style of Frida Kahlo

Preparing to create a portrait inspired by Frida Kahlo's techniques and symbolism.

Learning objective:

To plan and design a portrait using the style, symbolism, and expressive features of Frida Kahlo.

Success criteria:

- I can select elements from Kahlo's style to include in my portrait.
- I can plan the composition, including facial features and symbolic objects.
- I can annotate my plan with ideas for colour, tone, and symbolism.

Activity Overview:

- Recap Session 2: review key features of Kahlo's portraits.
- Discuss planning steps for a portrait:
 - placement of face and facial features
 - expression and emotion
 - inclusion of symbolic objects (flowers, animals, cultural references)
 - colour choices and background details
- Pupils create a sketched plan for their portrait:
 - draw facial outlines lightly
 - position symbolic elements
 - annotate areas with intended colours, shading, and details
- Peer feedback: pupils share plans and discuss how they reflect Kahlo's style and symbolism.

Vocabulary:

colour palette, annotation

Session 4: Drawing My Portrait – Frida Kahlo Style

Creating a personal portrait using symbols to represent identity and feelings, incorporating shading and outlining techniques.

Learning objective:

To create a portrait inspired by Frida Kahlo, using symbols, shading, and outlining to express personal identity and emotions.

Success criteria:

- I can include symbols that represent my personality, interests, or feelings.
- I can use outlining and shading techniques to add depth and definition to my portrait.
- I can combine facial features, symbols, and background elements to create a cohesive artwork.

Activity Overview:

- Recap planning from Session 3: review sketches, symbols, and colour ideas.
- Demonstrate techniques for:
 - outlining facial features and symbols with pencil or fine liner
 - adding tone and depth through shading

- using cross-hatching, blending, and varying pressure to create realistic effects
- Pupils draw their personal Frida Kahlo-inspired portrait, incorporating:
 - expressive facial features
 - symbolic elements that reflect their identity or emotions
 - background details to enhance meaning
- Peer discussion or gallery walk: pupils share portraits and explain the symbolism used.

Vocabulary:

portrait, symbolism, shading, outline, expression, depth, texture, emotion, cross-hatching, blending

Session 5: Artist Study – Dali and His Dreamscapes

Exploring the imaginative and surreal work of Dali, focusing on his dream-inspired imagery.

Learning objective:

To study the work of Dali and understand how he uses imagination, colour, and symbolism to create dream-like artworks.

Success criteria:

- I can identify key features of Dali's dream-inspired artworks.
- I can explain how Dali uses colour, composition, and surreal imagery to convey ideas.
- I can create a small study inspired by his style and themes.

Activity Overview:

- Introduce Dali and discuss his artistic focus on dreams, imagination, and surreal worlds.
- Show examples of Dali's work and discuss:
 - unusual or fantastical imagery
 - vibrant and expressive colour choices
 - symbolic objects or figures
 - imaginative compositions that bend reality
- Pupils annotate images to identify techniques, symbols, and unusual elements.
- Short practical activity: pupils create a small study inspired by Dali, experimenting with:
 - imaginative combinations of objects
 - dream-like colours
 - surreal composition and scale

Vocabulary:

surreal, dreamscape, imagination, symbolism, composition, colour, fantasy, expressive

Future learning this content supports:

1. Portraiture and Figurative Art

- Developing observational skills, understanding proportion, symmetry, and realism prepares pupils for more advanced portraiture and figure drawing in **Years 6+**.
- Applying shading and tone techniques supports later work in **light, shadow, and three-dimensional form**.

2. Symbolism and Personal Expression

- Using symbolic elements to express identity or emotion introduces pupils to **conceptual art** and encourages thoughtful, intentional meaning in artworks.
- Supports **creative self-expression** in mixed media, painting, and digital art in future units.

3. Artist Studies and Critical Appreciation

- Studying Frida Kahlo and Dali builds skills in **art analysis**, vocabulary, and connecting style to meaning.
- Prepares pupils to explore **historical and contemporary artists** more deeply in **KS3**, understanding context, influences, and themes.

4. Composition, Planning, and Design

- Planning artwork before producing it encourages **problem-solving and iterative design** skills.
- Supports **future project-based art**, such as murals, large-scale portraits, or imaginative compositions.

5. Colour, Style, and Imagination

- Experimenting with bold colour, expressive composition, and surreal imagery lays the foundation for **abstract, imaginative, and mixed-media art** in later years.
- Builds confidence in combining realism with creativity for **innovative visual storytelling**.

6. Technical Skills

- Outlining, shading, blending, and proportion accuracy develop fine motor control and observational skills, which are critical for **drawing and painting** in future units.