

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design – Year: UKS2 - Year 5

Drawing / Sculpture- Clay Portraits

Pablo Picasso 25.10.1881 – 8.4.1973 Cubism, Surrealism, Modernism

Amedeo Modigliani 12.7.1884 – 24.1.1920 Expressionism, Modernism

Chuck Close 5.7. 1940 - 19.8. 2021 Photorealism, Contemporary art

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

Prior Learning (what pupils already know and can do)

Clay sculpture work. Using pastels and watercolours. Experience of line, texture, colour and form.

End Points (what pupils MUST know and remember)

Know that artists draw faces in different ways using different art media, styles and techniques.

Know that some drawing skills have to be learned and practiced so personal style can be developed.

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Know a human face has its features organised in a 'proportional' way.
Know Pablo Picasso and Amedeo Modigliani are famous for their modernist portrait style.
Know Picasso is famous for his abstract and cubist portrait style.
Know that Cubism is an art style developed in the early 20th century, where the work looks like it has been up cut into pieces and reassembled sometimes with a 3-dimensional appearance.
Know that Modigliani is famous for his portraits with elongated faces and necks and blank eye expressions.
Know that a portrait can be drawn on paper, or on a computer screen, or constructed to have 3 D elements from clay or cardboard.

Key Vocabulary

Key Vocabulary to teach each session; Written In bold at the beginning of each session. To be revisited in following sessions

Session 1: **Portraits, Pablo Picasso & Amedeo Modigliani, Chuck Close, graded pencils, watercolours, watercolour wash, skin tones, proportion of a human face, form**

Introduction to Pablo Picasso, Amedeo Modigliani and Chuck Close, (American artist noted for his highly inventive techniques used to paint the human face. He is best known for his large-scale Photo-realist portraits.) Compare and discuss artists styles. Do they have a favourite?

[Let's learn about Chuck Close! 😊 - YouTube](#)

[Pablo Picasso 1881–1973 | Tate](#)

[Modigliani Portraits for Kids - YouTube](#)

[Amedeo Modigliani Facts for Kids \(kiddle.co\)](#)

Children learn to draw a human face with features in proportion.

In sketchbooks complete warm-up observational drawing exercises E & F (SEE OVERVIEW) to add to repertoire of skills to use and practice in sketchbooks at the start of each session to improve observational skills and recording accuracy. Use graded pencils, pens or graphite sticks.

Draw unfamiliar objects so children cannot draw from memory.

Children draw a simple face with features, eyes, nose, mouth, ears with no teacher input.

Children learn the skill of proportion in a guided draw. This doesn't have to be a self-portrait.

Children compare the 2 drawings. What have they noticed? Use graded pencils 2B & 4B pencils to create form depth and tone, work on sugar paper. Children use watercolours or watercolour pencils to add colour. Use thin brushes. Skin tones need a watery wash. (chalks can be used here)

Session 2: **Picasso One liners. Schema, abstract, inspiration/influence**

Warm-up. Picasso One liners.

One-liners are drawings in which the artist's drawing implement touches the paper and is not lifted until the drawing is finished. Picasso worked this way in a variety of media, including pencil, pen and ink, brush, even light crayon. His subjects included harlequins, musicians, circus scenes, and animals.

Compare artists style or schema. Picasso and Modigliani. Work on brown paper draw the 2 different style portraits Which drawing media would be the better choice? Use oil pastels to add colour to the abstract Picasso portrait you can blend colour with your finger or a cotton wool bud. Use artist examples as inspiration or influence. Do not copy.

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Session 3 **sculptural effect, sponging,**

Create a face from recycled cardboard to create sculptural effects. Using Picasso's abstract faces as inspiration, the children create a portrait from recycled cardboard. See example. Layer up the box card gluing in place with glue sticks or glue guns. Construct an abstract portrait style. What shape pieces of card will work well for hair? Sponge with a small amount of acrylic paint to highlight the layers of surface texture.

Session 4: **Clay construction, cross hatching, clay, clay tools, Slip,**

Clay construction – Portrait.

Roll out a layer of clay to build the face on to. This can be cut away later. Encourage children to try to form the features. Add a piece for the forehead, and the nose so they are proud of the base layer. Sculpt the features to create a face with character. The sculpture can be abstract. Each piece of clay needs to be attached by cross hatching and water so the 2 sides that will stick together. Slip can be used also. Children use a variety of clay tools to sculpt and smooth the clay. Teacher to demonstrate.

Session 5: **Evaluate, annotate, personal schema development**

Paint or sponge the clay faces. Children evaluate what skills have been learned and how they feel about their artwork. Can they describe the character they have created out of clay? Finish any unfinished work in sketchbooks. Annotate sketchbook entries with names of artist focus, media used, and skill practiced.

Recognise development of personal schema. Strengths and points for development. Annotate & comment on this.

Annotate entries with names of artist focus, media used, and skill practiced.

Annotate sketchbooks with comments on development of personal schema, points for development, likes & dislikes.

Talk confidently using the language of art and design about their work.

Know names & art movement or genre of focus artists & why they are famous.

Future learning this content supports:

Further clay construction and sculpting techniques, drawing skills.