

Mendell Primary School

Aspire Challenge Achieve

Medium Term Plan Art & Design



Year Group: 2	Term: Summer#1 2022	Teacher: Sarah Bride	Subject lead: Dionne Sanati	Overview: Drawing (formal elements), Paint (colour mixing), Oil Pastels (formal elements/ colour mixing) Artist study: Julian Opie (contour drawing), Pablo Picasso (Cubism)		
Links to other learning: Maths – scaling and shape	Prior Learning:	Future Learning:	Risk Assessment:		Teacher CPD:	
<u>Learning Intention</u>	<u>Lesson Outline</u> (Key Questions in colour)			<u>Resources</u>	<u>Vocabulary</u>	<u>Lowest 20% Adaptations</u>
<p>1 I can create a portrait in the style of Julian Opie by drawing long lines to outline the face, head, neck and hair</p> <p>2 I can detail facial features using only dots and small lines</p> <p>I can identify and use paints in the primary colours</p> <p>I can identify and mix secondary colours</p>	<p>Can you draw the outline of a banana in the air? Can you draw the edge of a tennis racket in the air? You have just done something called contour drawing with contour lines. Word of the week to be written in sketchbooks: contour drawing/ contour lines A contour drawing is a line drawing. Contour Lines define every edge of an object with no shading.</p> <p>In the next two lessons, we explore the work of an artist called Julian Opie who uses contour drawing in his portraits of people. You will learn how to use contour lines, other lines and dots to create a self portrait in the style of Julian Opie. Then we will explore colour mixing with paint and we will add some colour to our self portraits.</p> <p>Task 1: Artist study: Show children various portraits by Julian Opie and explain that his style of artwork is classed as Pop Art, which is an art movement that emerged in the United Kingdom and the United States during the mid- to late-1950s.</p> <p>Give children a sheet with some examples of his artwork and ask them to tick which multiple choice statements they think best explain what Pop Art is. Pop Art has/is... simple lines bold colours lots of different shades of colours lots of detail looks very real an old style of painting</p> <p>Give children time to discuss and annotate underneath examples of his work using question prompts below to analyse his style. What type of lines does Julian Opie use to create his portraits? The use of thick black lines that go around the outline of the face, shoulders, neck and hair - these are called contour lines. How has he drawn the nostrils? That dots and lines are used to mark the nostrils. How has he drawn the mouth? The mouth is marked in just a black line. How has he drawn the eyes and eyebrows? The eyes are dots and lines and the eyebrows are outlined. How has he used colour for the face and the background? The way one colour blocks is used to complete the face, one colour block for the hair and one colour block for the background keeps his paintings simple.</p>			 <p>Teacher to make multiple choice tick sheet of Pop Art statements</p> <p>Portrait of James Dyson by Julian Opie on ppt.</p> <p>For each child in the class, a photo of their face, which needs to be taken before the lesson and should be printed in black and white and put into a clear, plastic A4 wallet</p> <p>Broad tip black marker pens</p> <p>Spare clear, plastic A4 wallets, enough for each of the children to have several attempts to draw their portrait successfully</p> <p>Coloured paper</p>	<p>Pop Art portrait self-portrait contour drawing contour lines block colour</p> <p>primary colours secondary colours mixing define</p>	<p>Some pupils will struggle to trace the outlines of their own face accurately. Encourage them to keep trying and not to give up if their first few attempts fail. All artists fail and this is how we learn.</p>

Task 2: Show children: Portrait of James Dyson by Julian Opie. Ask the children to discuss what they like or dislike about the portrait. Explain that the children are going to have a go at doing their own Opie-style portraits.

Give pupils some practice at drawing faces in the Opie style.

-Hand out a copy of the Portrait of James Dyson by Julian Opie to each pupil. The pupils should place the portrait in a clear plastic wallet.

-Ask them to trace the lines Opie would have drawn first by just using their finger first without a pen..



-Provide pupils with a black marker each and ask them to trace the black outlines of the face detail only.

-When complete, ask the children to take the photocopy out of the plastic wallet. This will leave the pen outline tracing of the Opie portrait on the plastic wallet.

-Give chn various colours of paper to experiment with the background.

Task 3:

-Hand out to each pupil, their own black and white portrait photograph, which will be inside a clean plastic wallet.

- Ask the children to practise tracing the contours of their face picture with their fingers to find similar lines to the ones Julian Opie uses.

-When the children feel they are ready, ask them to use their black broad-tipped marker pens to trace the outlines of their portrait in the same style as Julian Opie. Remind pupils not to include details and only to draw the absolute minimum as follows:

Lines for the outline of the face, shoulders, neck and hair.

Dots for nostrils.

Straight lines for the mouth.

Dots with half circles over the top for eyes.

Straight lines for eyebrows.

It may take several attempts to get this right, so keep replacing the plastic wallet as necessary.

-When the children have completed their portrait satisfactorily, you could get them to put coloured paper inside the plastic wallet to get a true Opie effect. The more advanced artists in your class may want to try cutting out the shapes of the face and hair etc using different coloured paper.

-Stick final pieces into sketchbooks and annotate with reflect questions below.

If you want to extend the lesson, the children could make more Opie style portraits, perhaps of their family or of famous people.

Reflect - annotate their thoughts around their final piece in their sketchbooks.

[How do you feel about your Opie style portrait?](#)

[How realistic does your work look?](#)

Lesson overview: Paint (colour mixing) & drawing (formal elements)

Show chn 'colour and the wheel' Twinkl poster with the writing covered.

[What are the 3 primary colours on the wheel?](#)

[What are 3 secondary colours that can be made by mixing the primary colours?](#)

[What colours do we need to mix to make those colours?](#)

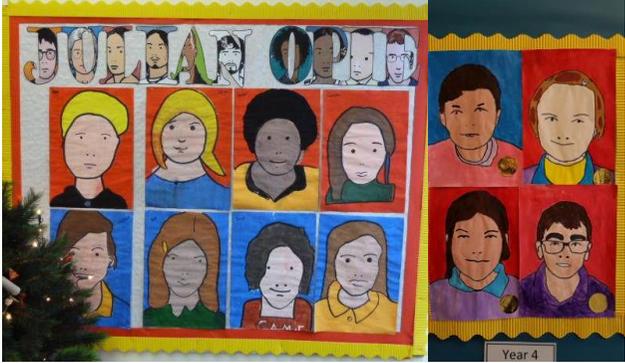
Show colour mixing Twinkl ppt to reinforce. Key questioning...

[What are the primary colours again?](#)

[What colours are needed to make..?](#)

[How could we make a colour lighter?](#)

Task 1 - Warm up - explore colour and paint mixing using colour wheel (20mins)

	<p>Teacher to repeat questions above and model colour mixing using paint to create a colour chart using both materials in their books. Twinkl colour wheel can be stuck in and used as a template. Can you label the primary and secondary colours on your colour wheel?</p> <p>Task 2: Explain that chn will now develop their self portraits from the previous lesson. Teacher to scale up to A3 and photocopy contour drawing self portraits from previous lesson. Chn should then use colour mixing painting techniques to add colour to their self portraits. Encourage them to keep their colour palette to a minimum of 4 colours to keep the style similar to Julian Opie.</p> <p>When their paint has dried they can go back and define their self portraits using a black marker/ felt tip.</p> <p>Example outcome Year 3-4</p>  <p>Reflect - annotate their thoughts around their final piece in their sketchbooks. How do you feel about your finished Opie style portrait? How did you create the different colours in your portrait? Which parts did you choose to define and why?</p>			
<p>3 - 4</p> <p>I can use paint/ pastel, line and colour to create an artwork of an expressive face with two sides (each showing a different emotion) in the style of Picasso</p> <p>I can use a colour to match the emotion shown on each side of the face</p>	<p>Title and images for sketchbooks: Pablo Picasso & Cubism</p>  <p>Introduction: Watch videos explaining who Picasso was, his style and why he made his portraits in a particular way. -Picasso's Trousers by Nicholas Allan Art Stories with Kids– picture story book about Picasso's abstract art https://www.youtube.com/watch?v=KOu-y8UqgzE -Pablo Picasso: Cubist Art Lesson – video about emotions and Picasso's abstract portraits https://www.youtube.com/watch?v=RINf5XZDcOs</p> <p>Definition: Cubism is a style of painting that was developed in the early 1900s. Cubist paintings show objects from many angles at once. Two main artists, Pablo Picasso and Georges Braque, developed Cubism. They believed that painters should not just present realistic views of subjects.</p>	<p>Small images of Weeping Woman to stick and annotate in sketchbooks</p> <p>Roll a Picasso sheet and dice</p> <p>Pencils Black markers/ fine liners/ felt tips</p> <p>Oil pastels</p> <p>https://primaryschoolart.com/2021/05/17/colour-and-emotion-picasso-portraits-year-1-2-art-lesson/</p>	<p>Pablo Picasso Cubism</p> <p>Abstract</p> <p>Colour emotion expression</p> <p>facial features</p> <p>oil pastels blending stippling layering</p>	

Task 1: Artist Study

View portrait of Dora Maar painting by Picasso - number 1. Discuss the colours used and the different views of the face. Next, view Weeping Woman 1937 - number 2. Note the colours and emotion on the faces (Explain Picasso drew and painted a series of “Weeping Woman” in response to the Spanish Civil war and the loss and devastation- these portraits portraying a mother who has lost her child in the bombing, using colour and expression to convey feelings of anguish, horror, deep sorrow and mourning.)

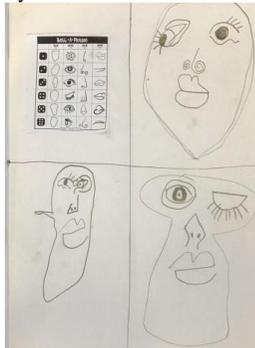
In their sketchbooks chn stick images and compare these two portraits of “Weeping Woman” by noting down about the similarities and differences.



Pablo Picasso - Weeping Woman (1937)

Task 2: Warm Up

Teacher to model how we can draw a Picasso face by playing “Roll a Picasso” game to choose different features. Chn to split their page in their sketchbooks into four sections and play the game to practise drawing some Picasso style faces.



Warm up: Talk about colours that could represent emotions. For example, yellow=happy, sad=blue, red=angry, green=calm, purple=confused.

Teacher to model how to use some of the different oil pastel techniques of blending, layering and stippling to create emotion colour palettes that are annotated.

e.g. I used blending to create an angry colour palette with reds and oranges.

Blending, angry, red, orange

Give chn time to explore using oil pastels to represent emotions to create colour palettes in their sketchbooks.



Oil Pastel Techniques

Name _____ Class _____ Date _____

- In the boxes below take 2 primary color and blend them in the middle box to create a secondary color.
- In the first box below, add white to a color to make a tint. In the second box below, add a lighter value color to a color to make a lighter tint.
- In the first box below, add black to a color to make a shade. In the second box below, add a darker value color to a color to make a darker shade.
- Create a value scale by using only a paper towel or your finger to blend out the value. Start with applying a color pressing hard at the beginning of the box & gradually lightening up on your pressure as you move toward the center of the box.
- Create a value scale with one color, adding black & white to it so it has a smooth transition of values. Use only a paper towel or your finger to blend out the values.
- Blending: choose 2 colors to blend together. Apply 1 color in a value scale fashion—pressing hard at the beginning of the box & gradually lightening up on your pressure as you move toward the center of the box. Do the same with the other color but from the opposite side. Use your finger or a paper towel to lightly rub the color giving it a soft feeling. (2 times)
- Stippling: Start with a light color and fill an area. Next, with a darker color, layer a group of dots on top of the first layer.
- Solvents: Value scale, blend using Mineral Spirits or Baby Oil on a blending stick or cotton swab.
- Sgraffito: Italian word, means to scratch off. First apply a bold color to the paper and then go over it with another color until it is completely covered. Next, use a razor blade to scratch off the top color, revealing the color underneath.

Task 3: Drawing

Discuss and note on WB a list of different types of emotions.

What different emotions can we think of?

Can you show your partner that emotion through your facial expressions?

Teacher to model choosing two emotions they would like to show on either side of the face, choosing some features from their Roll-a-Picasso drawings to suit the feeling. Show chn how to draw in grey-lead pencil, firstly drawing a face shape or using a template to trace. After making a mark in the middle of the face, choose a nose to draw down from that point, then adding the line continuing up to the top of the head and below the nose to split the face in two. Then add eyes, mouth hair etc. Trace over in black marker.



Chn to then complete their own two emotions drawing in pencil and black marker in the style of Picasso.

Task 4: Adding colour using oil pastels

Teacher to model adding colour onto their sketch and the use of the different techniques modelled during the warm up.

Chn then add colour to their faces in colours to match the emotion shown on each half.



PASTEL PICASSO FACES DSS

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