

<u>Year Group: 4</u>		<u>Topic: Portraits</u>	<u>Term: Spring 2</u>	<u>Main Focus: Art</u>
<u>Rationale For Topic-</u> during this topic, the children will be producing portraits of significant people from the Victorian era. The children will be able to use their sketching skills but in a tailored, way that pushes them to work on their realism. They will be able to look at the details of the face.				
<u>Lesson Number</u>	<u>Learning Objective (s):</u>	<u>Success Criteria:</u>	<u>Brief outline / reasoning for sequence</u>	
1	LO: To research information about Picasso	- I can use the internet safely - I can find information about Picasso - I can find information about his masterpieces.	Children, first of all, in the sequence need to start developing their understanding of who Picasso is and his famous artwork. The children use the internet to find information about Picasso. Looking at key areas of interest such as where he is from and his inspirations.	
2	LO: To use sketchbooks to draw features using gradients.	- I can sketch an inanimate object - I can use different colour tones to draw the pictures - I can use a range of pencils to show the gradient.	From the previous lesson, the children need to draw different areas of the face. When drawing portraits the children need to develop their skills through drawing other facial features.	
3	LO: To start drawing whole faces inspired by Picasso that include depth and perspective.	- I can use my sketching skills - I can use a range of tones to represent different details.	Here, the children will again be drawing and sketching but they need to use different tones to build definition and detail. The children need to also think about the tones. For lips, they need to think about the highest points.	
4 & 5	LO: To create a final portrait inspired by Picasso	- I can use tones to develop detail - I can use observations to	This is where the children will present their skills that they have been practising. The children will draw a portrait of a Victorian person. It will be an assessment piece that	

		draw key features.	should portray their tones and pattern work.
6.	LO: To evaluate drawings using artistic vocabulary.	- I can use still pictures and sketch them - I can identify key details - I understand we will use these to reflect on the work I have produced.	From the previous two lessons, the children need to see how they could develop their drawings further. The children will be able to speak to their peers to also gain some advice on anything they could improve next time.