Y5 – Chromatic – How realistic do portraits need to be? Lesson 2

Lesson	2 of 5

Learning objective

I can explore how artists create portraits and use watercolour to mix and apply skin tones.

National Curriculum links

NC KS2:
Children will:

- create sketchbooks to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing and painting, with a range of materials such as watercolour and collage
- develop their techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- produce creative work, exploring their ideas and recording their experiences through portraiture and self-expression
- evaluate and analyse creative works using the language of art, craft and design, including the seven elements of art

Key lesson question	What is a portrait?

Resources

- lesson presentation (PPT)
- lesson plan
- stop and jot
- watercolour paint pans, water and paintbrushes
- black biros
- focus assessment sheet

Teaching input

- **Art core and supporting skills** – Review the 'core skills' and 'supporting skills' the children will use in this lesson, highlighted on the slide.
- **How realistic do portraits need to be?** – The slide shows the lesson questions the children will answer in this unit. The current lesson's question is highlighted on the slide.
- **Key vocabulary for this lesson** – Go through the key vocabulary for this lesson and their definitions. Have any of the children heard these words before? Did they already know their meanings?
- **Developing technique** – Introduce Dayla. Choose a child to be Dayla, and have them read what she says about the core skill 'developing technique'. The skills will be used multiple times throughout the unit, and the children need to know what they mean. Each lesson will focus on different art skills.
- **Let's discuss** – The children are to study the portraits on the slide with their learning partners, in groups or as a class and decide which is their favourite and least favourite. Take feedback from the class.
- **Stop and jot** – The children are to study the portraits on their stop and jot 1 worksheets in more detail, cut them all out, and place the portraits in order from most realistic to least realistic. They are to stick them into their art workbooks in this order, labelling them accordingly.
- **Watercolour paints** – Read through the information on the slide. This may be a revision; if not, instructions are included on the slide in case pupils have not used them before. They will explore using them in this lesson to make skin tones. Go through the keywords and their definitions in the 'New word alert!' boxes.
- **Let's recap** – The children are to discuss the questions on the slide with their learning partners, in groups or as a class. There are sentence starters on the slide to help them. Take feedback from the class before the answers are revealed on the following slide. Go through the keywords and their definitions in the 'New word alert!' boxes.
- **Activity 1** – The children are to start with the colour red and make their first brushstroke marks on a page in their art workbooks. Then they should experiment with adding the other two primary colours, black, and extra water, making another brushstroke for each combination.
- **Let's watch** – The children are to watch the video via the link on the slide.
- **Activity 2** – The children are to create a selection of oval shapes in a range of skin tones on a page in their art workbooks, and add simple eyes, noses, and mouths with a pen. On the following slide, they should add some hair and line details.
- **Alexej von Jawlensky** – Read through the information on the slide.
- **Let's discuss** – The children are to discuss the questions on the slide with their learning partners, in groups or as a class. There are sentence starters on the slide to help them. Take feedback from the class before the answers are revealed on the following slide. Go through the keyword and its definition in the 'New word alert!' box.
- **Activity 3** – The children are to create their own portraits inspired by Alexej von Jawlensky's work. They are to sketch four rough rectangles on a page in their art workbook to draw four portraits on one page. They are to use a pen or pencil to create the shapes and lines that represent a face, then use watercolours to add colour.
- **Challenge** – The children are to discuss the questions on the slide with their learning partners, in groups or as a class. There are sentence starters on the slide to help them. Take feedback from the class before the answers are revealed on the following slide.
- **Next time** – Explain to the children that they will explore miniature portraits.

Main activity

Pupils will experiment with watercolour paints by mixing skin tones and painting four portraits in the style of Alexej von Jawlensky.

Challenge

'When Alexej von Jawlensky used unusual colours such as blue or green for a face instead of realistic skin tones, how does that change the feeling or mood of the portrait? Does a portrait lose its 'truth' if the colours are wrong?'

Cumulative quiz questions

4. Here are three different self-portraits. Choose two to compare and contrast.

5. What primary colours might you use to create tones of skin colour with watercolour paint?

6. Should portraits be realistic?

Self-assessment

- I can describe different portrait styles.
- I can experiment with mixing skin tones with water colours.
- I can paint expressive faces using watercolour techniques inspired by Alexej von Jawlensky.

Key vocabulary

portrait – a picture of a person

colour – a way we describe things we see using our eyes, like saying something is red, green or yellow
line – a long, thin mark
shape – what happens when a line makes an enclosed space