

Unit 1A Self-portrait

ABOUT THE UNIT

In this unit children make a self-portrait to communicate ideas about themselves. They talk about images of children in drawings, paintings and photographs and artists' self-portraits in order to develop ideas about how they will portray themselves. They investigate a range of drawing materials and techniques and learn how to mix and use colour in a painting.

WHERE THE UNIT FITS IN

This unit builds on Unit 1A 'Ourselves' and links with Unit 2C 'Variation' in the science scheme of work. It also links with personal, social and health education (PSHE) when children learn about respecting the differences and similarities between people.

WHAT THE UNIT COVERS

Art	Craft	Design	2D	3D	Individual work	Collaborative work
Line	Form	Colour	Patterns	Textures	Shape	Form
Painting	Collage	Quilting	Digital media	Sculpture	Print making	

VOCABULARY

In this unit children will have an opportunity to use words and phrases related to:

- lines, eg thin, bold, feint, wavy, broken
- colours, eg bright, dull, light, dark
- colour mixing, eg thick, thin, waxy, blending bright and dull and light and dark colours
- shapes, eg long, oval, curvy
- textures, eg smooth, crinkly, rough
- composition in a drawing or painting, eg arranging, visual qualities

RESOURCES

For practical work

- drawing materials, eg soft graphite pencils (2B and 4B), willow, charcoal, soft pastels, oil pastels, wax crayons
- painting materials, eg block, powder or liquid paint, large, medium and small bristle paint brushes
- dressing-up clothes
- mirrors

Suggested examples of art, craft and design

- images of children in a range of media, including photographs, family albums, advertisements, magazines
- portraits by different artists, eg 'John Fildrich the magnanimous at the age of six' by Lucas Cranach the Elder; 'Two little girls' by Isaac Oliver; 'The little dancer' by Edgar Degas; 'Self-portrait in a straw hat' by Vigée-Lebrun; 'The painter and his pug' by William Hogarth

EXPECTATIONS

At the end of this unit

most children will be able to:

explore ideas about self-portraits; investigate and use drawing and painting materials and techniques to communicate their ideas about themselves in a self-portrait; say what they think and feel about their own and others' work; suggest ways of improving their own work

some children will not have made so much progress. They will be able to:

use drawing and painting techniques to communicate ideas about themselves in a self-portrait; talk about what they think or feel about their own work

some children will have progressed further. They will be able to:

collect visual and other information to help them develop their work; investigate visual and tactile qualities of media; make a self-portrait showing their ideas about themselves; comment on similarities and differences in their own and others' work; adapt and improve their own work

Unit 1a Self Portrait

**Barry Carpenter, Rob Ashdown, Keith
Bovair**

Unit 1a Self Portrait:

Army JROTC Leadership Education & Training, 2002 **Army JROTC Leadership Education & Training: Foundations for success**, 2002 **Brain compatible learning for the block** R. Bruce Williams, 2000 *Understanding and Teaching the ICT National Curriculum* Franc Potter, 2005-10-28 There is still great uncertainty in the teaching profession regarding the effective delivery of ICT This introductory book provides both trainee and practising teachers with a clear understanding of the ICT National Curriculum and how to teach it Combining extensive practical advice with a critical discussion of the key theoretical issues the book Focus on Art in Society and Environment Dellene Strong, 2004 This comprehensive teacher resource book provides you with complete units of work linking visual arts with humanities topics It was the Winner Primary Teacher Reference APA Awards for Excellence in Educational Publishing 2005 It contains 8 units focusing on topics drawn from the SOSE HSIE curriculum Each unit has 5 integrated planned and sequential Art lessons It includes 40 step by step lesson plans outcomes and indicators full colour art work The Focus on Art in Society an *Future Information Engineering and Manufacturing Science* Dawei Zheng, 2015-02-25 The 2014 International Conference on Future Information Engineering and Manufacturing Science FIEMS 2014 was held June 26 27 in Beijing China The objective of FIEMS 2014 was to provide a platform for researchers engineers academics as well as industry professionals from all over the world to present their research results and development activities Teaching Primary Art and Design Paul Key, Jayne Stillman, 2009-09-07 This book introduces trainees and newly qualified primary teachers to the teaching of art and design in primary schools It helps students gain an appreciation of what constitutes good practice in primary art and design and how they can go about achieving it To meet the different needs of students the book identifies varying levels of experience creativity and confidence and offers suggestions for applying these levels to the classroom The book covers key areas of the art and design curriculum for Early Years Foundation Stage Key Stage 1 and Key Stage 2 considering both their discrete and developmental characteristics *People in Action* Susan Ogier, 2009 Designed for elementary students this series inspires creativity based on observations and sensory perceptions Famous works of art and art history introduce thoughtful projects Covering techniques for textiles landscapes depicting movement and using found objects in art these books are sure to inspire young artists Schemes of Work , *Meeting the Standards in Primary ICT* Steve E. Higgins, Nick Packard, 2004 This book provides ICT subject knowledge the pedagogical knowledge needed to teach ICT in the primary school support activities for use in schools and self study and information on professional development for primary teachers **Enabling Access** Barry Carpenter, Rob Ashdown, Keith Bovair, 2017-10-05 This Routledge Classic Edition brings together widely experienced editors and contributors to show how access to a whole school curriculum can be provided for learners with moderate to profound and multiple learning difficulties Along with a new appraisal of the contents from the editors the contributors raise debates illustrate effective teaching ideas and discuss strategies for providing a high quality education for

these pupils and a celebration of their achievements The book also discusses the active involvement of family members and the learners themselves in these processes and considers issues surrounding empowerment of learners professional development of the workforce and curriculum principles such as differentiation personalisation and engagement Winner of the prestigious nasen TES Academic Book Award in 1996 Enabling Access is an essential read for students and lecturers in higher education and for teachers support staff and other professionals in all educational settings in the UK and abroad catering for these learners

Learning ICT in the Arts Andrew Hamill,2013-05-24 Providing practical guidance on enhancing learning through ICT in the arts this book is made up of a series of projects that supplement augment and extend the QCA ICT scheme and provide much needed links with Units in other subjects schemes of work It includes examples and advice on enhancing learning through ICT in art music drama and design technology fact cards that support each project and clearly outline its benefits in relation to teaching and learning examples of how activities work in real classrooms links to research inspection evidence and background reading to support each project adaptable planning examples and practical ideas provided on accompanying downloadable resources This book is invaluable reading for all trainee and practising primary teachers

Let's Talk Student's Book 1 with Self-Study Audio CD Leo Jones,2007-09-10 A three level speaking and listening course that takes students from a high beginning to a high intermediate level

[The Early Years Reflective Practice Handbook](#) Avril Brock,2014-07-17 What do early childhood practitioners need to know about reflection and reflective practice Ongoing reforms in early childhood care and education social policy affect all aspects of young children s and their families lives Decisions are being undertaken at a rapid pace and there is a need for those working in the field of Early Years to consolidate and reflect on their knowledge and practice building on what they already know This timely new book aims to support reflective practice for those working with young children in everyday work and in the wider political context whatever their professional role and whatever level of qualification they hold It takes a fresh look at a breadth of issues relating to early childhood care and education reflecting on policy knowledge and practice Incorporating practical reflection activities case studies exemplar scenarios and questions in each chapter the book considers policy developments and how these have affected young children and their families issues around socio culturalism language ethnicity disposition gender inclusion and socio economics when working with families learning through play and the notions of quality observation and assessment and continuity contemporary issues that practitioners and students on placement may encounter in their everyday work deepening reflective thinking and practice through ongoing and continuing professional development With practical guidance to help the reader reflect on their own practice this text offers invaluable support to early years practitioners looking to develop their career and achieving higher qualification at both undergraduate and at Master s level The book is a must for students on early years courses including early childhood studies initial teacher training and early years teacher status

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Ourselves Anne Pratt, Neil Griffiths, Sylvia Wright, 2001 Specifically designed to address the Foundation Curriculum Goals from the QCA

Teaching Children English as an Additional Language Caroline Scott, 2008-08-28 Here is a typical classroom scenario out of the thirty children two thirds speak a different language at home and only speak English at school Even though many pupils English skills are almost non existent teachers are expected to provide the national curriculum for every child in the class Teaching Children English as an Additional Language solves this problem with a ten week teaching programme of units and lesson activities for children aged seven eleven Key Stage 2 new to English It will help these children learn some very basic English sentences questions and vocabulary to get them through regular day to day routines more easily By offering a flexible step by step approach this book helps EAL teachers to identify learners individual needs teach grammar and vocabulary support teaching through speaking and listening assess pupils to inform future planning The programme also contains emergency lessons to support learners in the first three days cross curricular links ways of using a home school learning book and an opportunity for the child to make a booklet about themselves It fosters the child s home language incorporates different learning styles as well as including a wealth of carefully tailored themed resources The programme is complete with activities resources and assessment materials and helpful tips on how to develop a successful EAL department

The Art and Design Teacher's Handbook Susie Hodge, 2010-07-01 This comprehensive handbook provides art teachers with practical advice on planning effective lessons developing imaginative ideas for teaching art across the age ranges developing students creative technical and critical skills preparing students for coursework and exams This book is a must for all secondary art and design teachers whether still in training newly qualified or experienced

The Design and Engineering of Curiosity Emily Lakdawalla, 2018-03-27 This book describes the most complex machine ever sent to another planet Curiosity It is a one ton robot with two brains seventeen cameras six wheels nuclear power and a laser beam on its head No one human understands how all of its systems and instruments work This essential reference to the Curiosity mission explains the engineering behind every system on the rover from its rocket powered jetpack to its radioisotope thermoelectric generator to its fiendishly complex sample handling system Its lavishly illustrated text explains how all the instruments work its cameras spectrometers sample cooking oven and weather station and describes the instruments abilities and limitations It tells you how the systems have functioned on Mars and how scientists and engineers have worked around problems developed on a faraway planet holey wheels and broken focus lasers And it explains the grueling mission operations schedule that keeps the rover working day in and day out

Meeting the Needs of Your Most Able Pupils in Art Kim Earle, 2013-05-13 Meeting the Needs of Your Most Able Students in Art provides specific guidance on Recognising high ability and multiple intelligences Planning differentiation and extension enrichment in Art Teacher questioning skills Support for more able pupils with learning difficulties Homework Recording and assessment Beyond the classroom visits residential competitions summer schools masterclasses links with other institutions The book

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