

# Art

## Painting Year 6 (Tudor Portraits)

### National curriculum

- 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]
- To learn about great artists, architects and designers in history.

### Sticky Knowledge

#### Sticky Knowledge

The National Portrait Gallery holds the most extensive collection of portraits in the world.

There are many interpretations and paintings of royalty. There are portraits Henry VIII and all of his wives.

One of the earliest portraits is from 1505 and is of King Henry VII.

#### Art Skills

##### Exploring and Developing Ideas

- . Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures

##### Drawing

- . Use expression in portraits
- . Draw from different perspectives

##### Painting

- . Control and experiment with particular qualities of tone, hue, shades and mood

##### Evaluating and Deepening Work

Compare ideas, methods and approaches in their own and an artists' work

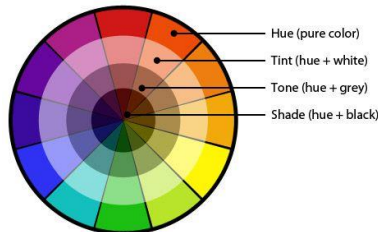
### Vocabulary

Line  
Shade  
Hue  
Mood  
Foreground  
Midground  
Background  
Feelings  
Patterns  
Purpose  
Stimulus  
Observation  
Materials

### Colour and mood



### Hue, tints, tones and shades



### National Portrait Gallery



### Learning Objectives

#### Lesson 1: Investigate

**LO:** To know about royal Tudor portraits.

**Sticky Knowledge:** The National Portrait Gallery holds the most extensive collection of portraits in the world. There are many interpretations and paintings of royalty. There are portraits Henry VIII and all of his wives. One of the earliest portraits is from 1505 and is of King Henry VII.

**Art Skills:** Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures

### Lesson outline

The National Portrait Gallery – Information. Use the laptops and search the National Portrait Gallery for some Tudor portraits.

Search for Tudor Monarchs and Henry's wives

Find the portraits that match the stickers and write some information about each one: Who is the artist? When was it drawn? Any other interesting facts about it.

What were the roles and purposes of royal artists at this time?

[Tudor and Elizabethan portraits - National Portrait Gallery \(npg.org.uk\)](http://npg.org.uk)

Do you think the paintings are true reflections? What can we tell about the royal from their portrait- position/ clothing/ colours etc

(In Tudor times artists painted diamonds using black paint)

<p><b>Lesson 2: Focus practical tasks</b></p> <p><b>LO:</b> To know how to draw facial features.</p> <p><b>Art Skills:</b> Use expression in portraits.</p>	<p>Sketch face, using perspective. What is a portrait? Tudor portraits. What do you notice about them? What are the expressions like on the faces? Why do you think they are like this?</p> <p>Step by step guide of drawing a portrait, focusing on positioning of features. Look at Tudor portrait and add their specific details.</p> <p>Recap work done in previous years on different pencil grades, tone and texture to add details</p>	
<p><b>Lesson 3: Focus practical tasks</b></p> <p><b>LO:</b> To know how to draw figures from different viewpoints.</p> <p><b>Art Skills:</b> Draw from different perspectives.</p>	<p>Composition- Look back at the Tudor portraits- how are they composed? Are they all looking in the same direction etc?</p> <p>Build on work from previous lesson but also pencil grades, tones and texture to add details</p> <p>Children to select an object and place it in the middle of the table ¼ page and try to recreate the object in pencil from different perspectives.</p>	
<p><b>Lesson 4: Planning</b></p> <p><b>LO:</b> To mix and match colours in the style of Tudor artists.</p> <p><b>Art Skills:</b> Control and experiment with particular qualities of tone, hue, shades and mood.</p>	<p>Mix colours to match Tudor portraits. Colours that were used, how to create those colours and tones.</p> <p>Using a pallet, adding water, testing different types of paint e.g. poster, , water colours</p> <p>Use different sized brushes. Practice adding detail using paint. Could use different paints to experiment with the effects?</p>	
<p><b>Lesson 5: Final Piece</b></p> <p><b>LO:</b> To paint a portrait in the style of a Tudor artist.</p> <p><b>Art Skills:</b> Practice skills taught in earlier lessons.</p>	<p>Complete final piece using skills learnt.</p> <p>Using the sketching skills they've have practiced, Resources : cartridge paper.</p> <p>Discuss and highlight expressions, proportion, colours and detail.</p> <p>Differentiation: More able encourage to use more detail</p>	
<p><b>Lesson 6: Final Piece and Evaluation</b></p> <p><b>LO:</b> To evaluate their art and compare to Tudor artists.</p> <p><b>Art Skills:</b> Compare ideas, methods and approaches in their own and an artists' work.</p>	<p>Review the colours, techniques from lesson 1:</p> <p>Which colours and techniques did you use? Did it have the desired effect? Did you do anything differently to an artist in the Tudor period?</p> <p>All children will evaluate their own piece of art and discuss on tables. This will be modelled by the class teacher. How? By talking through the teacher's portrait (professional portrait will be alongside)</p> <p>Teaching points: depth of shading grey and black , colour shading (hue, tone and depth)</p>	
Working towards	<p><b>End of unit assessment</b></p> <p>Working at Age related expectations</p>	Working at a greater depth

