

Unit 3A Portraying relationships

ABOUT THE UNIT

In this unit children investigate how paintings, prints, photographs and other images that include figures communicate ideas about relationships. They use composition skills to make a double portrait that conveys ideas about themselves and their relationship with another person in their lives.

WHERE THE UNIT FITS IN

This unit builds on Unit 1A 'Self-portrait' and Unit 2A 'Picture this!'. It could be linked with personal, social and health education when children learn about developing good relationships and respecting the differences between people.

WHAT THE UNIT COVERS

Art	Craft	Design	2D	3D	Individual work	Collaborative work
Line	Tone	Colour	Pattern	Texture	Shape	Form Space
Painting	Collage	Textiles	Digital media	Sculpture	Print making	

VOCABULARY

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

- relationships
- composing images, eg *background, composition, figures, pose, expression, character*
- mixed media
- related or contrasting colours

RESOURCES

For practical work

- sketchbooks
- large sheets of paper
- drawing materials, eg *graphite pencils (2B, 4B), thick and fine black felt-tip pens, chalks, pastels*
- painting materials, eg *liquid paint or watercolours, large, medium and small brushes*
- collage materials for mixed media work

Suggested examples of art, craft and design

- double portraits, paintings, prints, photographs, book illustrations and/or other images that show two people, eg *parent and child, brother and sister, friends, helpers*
- reproductions of works, eg *'Lord John Stuart and his brother Lord Bernard Stuart' by Anthony van Dyck; 'Mr and Mrs Clark and Percy' by David Hockney; 'The dance' by Paula Rego*

EXPECTATIONS

At the end of this unit

most children will be able to:

explore ideas and collect information about people and use this to make a double portrait that communicates their relationship; investigate visual qualities; experiment with painting techniques to communicate their ideas and experiences; comment on differences and similarities between their own and others' work; suggest improvements to their own work

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

explore ideas about portraits and make a painting of a double portrait; comment on differences in others' work; suggest ways of improving their own work

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

select information to help them develop their ideas for making a double portrait; combine and organise visual qualities; experiment with methods and approaches; choose how to communicate their ideas and experiences; compare and comment on the similarities and differences in their own and others' work; adapt and improve their own work according to its purpose

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

EXPLORING AND DEVELOPING IDEAS

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| <ul style="list-style-type: none"> to question and make thoughtful observations about the starting points for their work | <ul style="list-style-type: none"> Display reproductions, photographs and other examples of images showing two people who have a relationship, including images collected by the children. Discuss the range of images, the people included and the possible reasons why the images were made. Discuss selected images in detail, raising questions about possible relationships and the ways in which the relative sizes of figures, clothes, expressions, gestures and background details are used to convey ideas about the relationships. Structure discussion about artists' work under headings, eg: <ul style="list-style-type: none"> content, subject and ideas shown form, composition and arrangement materials, process and techniques used what children think about the image and its effect |
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| <ul style="list-style-type: none"> compare and comment on different ideas, methods and approaches to group portrait work suggest ideas about why the images were made and what they show about the people in them say what they think and feel about the images | <ul style="list-style-type: none"> Link with Unit 8 'What were the differences between rich and poor in Tudor times?' in the history schemes of work. Discuss Tudor portraits with children to highlight ideas about status, pose, relationships, attitudes and values. Introduce the idea of paintings and photographs in private and public places. Talk about who decides why we show them in the home, at school or in other places. |
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| <ul style="list-style-type: none"> to collect visual and other information to help them develop ideas | <ul style="list-style-type: none"> Talk about the arrangement of figures in the portrait to show their relationship. Ask the children to work in pairs to show figures as they might be in a portrait, eg <i>one standing, one sitting</i>. Ask the children to make bold, simplified drawings from observation to show the positions of figures. Talk about detail in portraits that helps to show how the figures are related. Ask them to develop their drawings to show background and details, eg <i>include favourite objects, colours, clothes</i>. |
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| <ul style="list-style-type: none"> record first-hand observations of figures in different poses | <ul style="list-style-type: none"> Arrange for two children to pose for the class. Organise for them to show different possibilities. Encourage the children to make quick, bold drawings to explore possible compositions. |
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INVESTIGATING AND MAKING

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| <ul style="list-style-type: none"> to apply their experience of materials and processes, including drawing, developing their control of tools and techniques | <ul style="list-style-type: none"> Guide the children to use their drawings to compose a larger picture of two figures, one of which should be themselves. Help them to enlarge their drawings and to emphasise the link between the two figures. Ask the children to draw the larger picture of two figures in outline. Ask them to experiment with painting techniques. Ask them to use colour washes and overpainting to build up thicker layers and to paint detail. Encourage them to explore how paint can be applied to represent qualities, eg <i>the smoothness of skin, the surface of a garment</i>. |
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| <ul style="list-style-type: none"> make a composition showing the relationship between the two figures explore how paint can be applied to represent the qualities of the people and objects | <ul style="list-style-type: none"> Discuss ideas about light and shadow in the painting. Demonstrate how painting in light colour washes provides opportunities for overpainting in darker tones. Show how to highlight parts of the picture and how paint can be applied to represent different surfaces. The children could make a tonal scale by taking one colour and gradually adding white to create as many tints as they can. Then add black very gradually to the basic colour to make as many tones as they can. |
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EVALUATING AND DEVELOPING WORK

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| <ul style="list-style-type: none"> to compare ideas, methods and approaches in their own and others' work | <ul style="list-style-type: none"> At various stages, ask the children to identify what they think is successful about their work, eg <i>ideas, composition or technique</i>. Ask the children to compare their work with others in the class to identify improvements they can make. |
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| <ul style="list-style-type: none"> identify what is most effective in their own and others' work and suggest improvements | <ul style="list-style-type: none"> Children could work in pairs to provide each other with constructive feedback before taking part in a class discussion. |
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| <ul style="list-style-type: none"> to compare ideas in their own and others' work and say what they think and feel about them | <ul style="list-style-type: none"> Ask the children to discuss their composition. <i>Who are the two people in their painting? How are they related to each other? What does their clothing, pose and gesture tell us about the people? How effectively is the painting telling us about the two people in the portrait?</i> |
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| <ul style="list-style-type: none"> compare and comment on their own and others' portrait work | |
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| <ul style="list-style-type: none"> to adapt their work according to their views and describe how they might develop it further | <ul style="list-style-type: none"> Children can build on their work and make collaborative group portraits in a range of media to convey ideas about their experiences as members of different types of groups, eg <i>family, school, work, sporting, and other leisure activities</i>. Help the children to plan their large-scale work by discussing what they need to think about in order to compose a number of figures in one image. Discuss the media they will use, reminding them of the need to develop an outline first, eg <i>in chalk</i>. They could develop their composition in mixed media, combining chalk pastels, paint and coloured inks, or develop a collage using different kinds of papers and fabrics. |
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| <ul style="list-style-type: none"> create a collaborative picture combining a number of figures in a group composition work in a group to agree a plan for their composition organise and combine shapes, colours, patterns and textures, using mixed media | <ul style="list-style-type: none"> The children could imagine they have been asked to record a family event or a sporting occasion. <i>What will the different figures be doing in the composition? What will they be wearing? How will they be relating to each other? What will the setting be? What will be in the background? How can the children find a way of bringing unity to the arrangement?</i> Children explore ideas and plan verbally. This links with year 3, term 1 (discussion and group interaction strand) of the framework for planning in <i>Teaching speaking and listening in key stages 1 and 2</i> (QCA/99/391). |
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PRIOR LEARNING

It is helpful if children have:

- drawn a portrait of themselves or others from observation and memory
- used drawing and painting materials and techniques to communicate ideas and experiences
- talked about the differences between their own and other people's portrait work
- thought about the reasons why we make paintings and drawings of ourselves and others

FUTURE LEARNING

In Unit 4A 'Viewpoints', children communicate ideas about figures in a dream, using photography and print making.

ADAPTING THE UNIT OF WORK

Children could:

- explore how light and dark can be used to create dramatic effects in a portrait. Links can be made with Unit 3F 'Light and shadow' in the science scheme of work
- explore the relationships of children and adults by focusing on relative sizes and proportions of the body and parts of the body, linking with Unit 4A 'Moving and growing' in the science scheme of work
- explore differences in family relationships between today and Victorian times, *eg by making a family portrait including themselves in a Victorian setting*. Links can be made with Unit 11 'What was it like for children living in Victorian Britain?' in the history scheme of work

