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| **Learning Objectives**  | **Before the lesson**  |
|  * To explore mark making using pencils.
* To create a simple observational drawing.
 | Have ready * Art pencils (HB or 2B).
* Paper.
* Mirrors.
* Black and white photographs of each child (see Activity set-up and Teacher notes for full details).

Activity set-up Take a portrait (face only) photograph of each child in the group and print them out in black and white. Cut each photograph in half (down the centre of the face) and stick one half onto a blank piece of paper. You can discard the other half or add them to an enhanced provision activity. |
| **Activity**  |
|  1. Remind the pupils that in the last lesson they made observational drawings of flowers. Recall what an observational drawing is (drawing what they can see) and then tell them that today they will be doing observational drawings of their own faces. Explain that these are called self-portraits.2. Hand out mirrors and give pupils a few minutes to look at their own faces. Ask them to think about what they can see and the features of their faces. How does it look when they make different expressions?3. Pair the children and ask them to tell their partner about what they can see when they look at their own faces in the mirror. For example, “I can see two eyes and I have freckles on my nose.”4. Give each child a pencil and a piece of paper. Ask them to draw a picture of their own face and encourage them to keep looking in the mirror, drawing what they can see. When they have finished, ask them to look at their drawing, asking, for example: “Did you remember two eyes?” “Have you drawn your eyebrows?” 5. Now give each child the halved photograph of their face that you have prepared. This time, children must use this as a guide and fill in the other half of their faces. You can continue encouraging them to use a mirror to check as they draw. They may notice that both sides of their face are not the same!6. You may wish to create a display or floor book using each pupil’s two self-portraits, along with the whole photograph of their face. This is a great talking point for the children and fits in especially well with an ‘All about me’ topic. |
| **Teacher notes**  |
|  If you wish, this lesson can be split into two smaller parts. Try the mirror drawing activity in the first lesson and the symmetrical drawing activity in the second lesson.  |
| **Key vocabulary**  |
| * pencils
* drawing
* observe
* observational drawing
* mark making
* self-portrait
* face
* eyes
* ears
* nose
* hair
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| **Prompts for learning**  |
|  * What do you notice about your face?
* How does your face look when you are happy/sad/surprised?
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| **Observations**  | **Next steps**  |
|  * Are the children able to use their pencils to make small controlled movements?
* Are the pupils able to use their pencils to draw with a purpose?
* Can they represent what they can see through their drawing?
* Can they talk about their work?
 |  To use different drawing techniques to create coloured observational drawings of our faces.Note any specific next steps for individual pupils. |