Year 6			
Lesson Summary - Moody Portrait			
Overall learning objective - By the end of this project students will have learned to express a mood through colour, shape and mark.			
Colour Key	**Spiritual** **Moral** **Social** **Cultural** **Literacy** **Numeracy** ICT		
Lesson No.	Learning Objective	Activity	Success Criteria
1	To classify a variety of art works commenting on similarities and differences. To explain how artists use images to communicate their ideas/feelings.	In table groups students are asked to classify a selection of art works (landscapes – Van Gogh, portraits - Munch, Rothko, Picasso blue, still life, photography) approx 20 images – no guidance – see what they come up with. Review results and ideas half way through get students to re-classify according to use of colour and what they think the artists are trying to communicate. Teacher shows powerpoint presentation and leads whole class discussion about the art. Do you like/hate it? Why? What is it? How does it make you feel? Etc… Pupils return to groups and annotate series of images from powerpoint highlighting moods/emotions/feelings that are being communicated and how.	Pupils have an understanding of how mood can be communicated through art work.
2 - 3	To alter the mood of The Scream through use of colour.	Starter – Write colours on the board ask pupils to make them more interesting by adding words. E.g Green = Apple green, lime green, ever green not just light, dark and bright. Teacher introduces The Scream and leads whole class discussion to place the painting in context of feelings and emotions of the painter and his life. Photocopy from book can help with this – in filing cabinet. Following discussion pupils copy The Scream colours onto the left hand side of the pro-forma and change it to The Smile on the right hand side.	Two copies of The Scream in sketchbook show a clear difference in use of colour to alter mood.
3 - 4	Recognise how colour can be used to communicate ideas.

Construct a visual spider diagram to illustrate colour. | Starter - What is your favourite colour and why? Discuss in table groups. Intro - How is colour used in everyday life? Show and discuss various signs, symbols and objects and how the colour is significant.
 • Emergency exits
 • Fire alarms
 • Traffic signs
 • Year group colouring
 • Yellow pages
 Demo activity by exploring red on board and produce colour spider diagram of images. Using a red pen on the board ask the class if my colour was a food, what food would it be? (strawberry, apple, McDonalds, chilli, plain hula hoops!!!) Then draw a simple image of one example they feedback. If pupils seem unclear choose another category. Pupils then complete their own visual spider diagram according to the colour on their table (you will need to place a tin of pencil crayons on each table and avoid | Visual spider diagram in sketchbooks completed using a specific colour to draw images that help to communicate the different categories. |

			the same colour as that used on the board). Categories to 'do' - food, season, weather, town/city, facial expression, animal, line, time of day, type of music, plant, shape, shop, occasion. 30 secs – 1 min for each drawing. Pupils discuss their ideas and justify their reasons within their own table/colour. Mix tables up and repeat discussion with pupils from other tables/colours.	
5		To translate the use of colour to communicate ideas/feelings into the use of shapes, marks and images.	Starter - Teacher calls out a word describing an emotion and pupils draw marks that they think relate to the word e.g. Angry = sharp spikes. Angry, Happy, Sad, Excited, Scared, etc… Pupils draw 9 boxes in their sketchbook – 5cm x 5cm. Teacher demo under visualiser. Pupils select mood. Teacher has 1 min to communicate that mood in any box on their page – get someone to time you (they loveit!!) Each table has a mixture of pencil crayons in the centre. Teacher calls the 8 different moods one at a time and pupils have 2 mins to fill any 1 box with that mood. Be strict on your timings and pupils MUST NOT label their moods – NO WRITING or PICTURES. Just colour mark and shape. As you go through each mood write it up on the board. Moods are – happy, sad, excited, angry, scared, confused, bored, calm. Pupils then fill final box with a different mood of their choice. Plenary – swap books within table and write label beside each box according to which mood you think is being communicated. Middle box will need writing at bottom of page.	Peers have been able to 'read' mood correctly – peer labels match the drawn moods.
6		To interpret sounds and represent them through mark making.	*GET CD FROM MUSIC DEPARTMENT THAT FEATURES A VARIETY OF DIFFERENT SOUNDS* Starter – Across double page spread, standing up, using graphite sticks pupils make marks according to the sounds they hear on the CD. Pupils could try closing eyes to focus even more on the sound. Pupils look at each others work and identify 'moody' marks by seeing if any marks are particularly angry, happy etc… Teacher shows powerpoint presentation featuring Kandinsky's work and draws particular attention to the use of geometric shapes and how shapes overlap one another. Through presentation teacher explains the difference between abstract and figurative work. Pupils return to work and begin to draw a variety of different geometric shapes over the marks they have made.	Double page spread filled with marks and shapes to create an abstract piece of work

The final outcome from this project has not been the same in any given year. We've made small and large mood cubes, figurative portraits with abstract colour, moody backgrounds with expressive figures based on Mattisse, communicating one mood, mixing them altogether, chalk, paint, watercolour, charcoal, pencil. I've tried loads of things with it so be daring by all means and go your own way or refer to some of the different examples on file to see which direction you want to go in!!! Maybe even a large whole group collaborative piece??