

Lesson Title: Art- Perspex Portraits-Breaking down barriers.



Lesson Objectives:

Art objectives: To develop painting skills using a limited pallet of colours and focusing on how to create form using light and dark tones.

To develop observational skills- to look carefully before painting.

Exemplar work: Perspex portraits – Kakuma refugees, 2011

Picasso: *The young ladies of Avignon*- 1907, *Self Portrait*-1907,

Matisse: *The Green Stripe*-1905

Lesson Outcome: Perspex portrait of their partner that demonstrates a clear understanding of the objectives set.

Classroom set up: Students to sit in rows opposite each other so that each individual is facing a partner. The Perspex frames are positioned in between the pairs high enough so that each pupil can view their partner through the transparent perspex. Paints and brushes are placed in between students-one pallet between two people.

Time:	<u>Activity:</u>
5 mins	1, Brief students on the lesson plan and objectives- remind students of background to the activity and how this it is based on Artwork produced by young refugees at Kakuma camp and the 'breaking down barriers' aspect.
2 mins	2. Show photos of exemplar work- Kakuma examples.
3 mins	3. Lead onto showing examples of Picasso's & Matisse's portraits- focus on the African influences, the use of limited colour and expressive bold style. Explain how students can emulate this style.
10 mins	4. Demonstrate activity- students gather and watch.
5 mins	5. Students sit back down and observe their partner for a few minutes
20-25mins	6. Students begin painting their partner <i>slowly</i> gradually applying 1 colour at a time- starting with palest colours first and finishing with darkest colours last: Remind students the more the paint the less they will be able to see their partner and have to rely on memory. Teacher to group assess throughout the activity – hold up good examples throughout and pace the task appropriately.
10-15mins (total)	<u>Plenary:</u> 1. Peer assessment and evaluation 2. Return to the objectives of the lesson and lead a group evaluation- show examples of completed work that has fulfilled the set art objectives. 3. Refer now to the 'breaking down barriers' concept- ask pupils in what way consciously or subconsciously could this task be used to do this, and in what contexts could it be relevant (<i>hint: My Start students in Kakuma are segregated in the camp according to nationality and tribe. Many of those in the workshops did not know each other (came from different communities in the camp)-therefore how did this break down barriers? Relate to students own feedback on their own experience of doing the task.</i>
Evaluation and Assessment criteria: Teacher to add their own.	
Materials needed: 1. Individual perspex frames- ½ the number needed of your class size i.e.: for 30 pupils = 15 frames * plus 1 for demonstration and a few spares 2. Acrylic paint- primary colours recommended and black/brown 3. Medium sized brushes 4. Water pots and pallets 5. Images of exemplary work- projected or as printed hand-outs. 6. Means to hold frames in place-wedge between tables-fixing with blue-tak or masking tape.	



