

# Allanson Street Primary School – Medium Term Plan



Year group: **6 (Summer 2)** Subject: **Art and Design** Unit: **Drawing – Adonna Khare**

## National Curriculum Objectives

### I will learn:

- To create sketch books to record my observations and use them to review and revisit ideas.
- To improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
- About great artists, architects and designers in history.

## Concepts

**Culture, Legacy, Economy, Equality, Climate, Justice, Invasion, Identity, Power, Revolution, Freedom, Civilisation, Sustainability, Democracy, Relationships**

## Common Misconceptions

### Some children may think:


- \*Drawings have to be perfect in order to be successful pieces of art. \*That they are not very good at drawing (they focus too much on end points and final pieces rather than the steps and skills developed on the journey).
- \*There is only one way to shade in an area. \*They may look at a drawing as a whole piece rather than focusing in on small sections and areas – making it more manageable and approachable.

## Prior Learning

<b>Nur</b>	
<b>Rec</b>	<ul style="list-style-type: none"> <li>*I know how to draw using my finger in sand.</li> <li>*I know how to hold a pencil and make a mark.</li> <li>*I know how to draw an enclosed shape with a pencil.</li> <li>*I know how to make a representation of a subject using a pencil.</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>*I know how to make a variety of marks with a pencil.</li> <li>*I know how to hold my pencil in different ways to make different marks.</li> <li>*I know how to produce an observational drawing.</li> <li>*I know how to show how people feel in a drawing.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>*I know how to make a variety of marks with different grades of pencil.</li> <li>*I know how to produce an accurate observational drawing from a photograph.</li> <li>*I know how to add close up detail to my drawing.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>*I know how to draw a selection of objects from direct observation. *I know how to make a variety of marks with pencil and pastels to create texture.</li> <li>*I know how to produce an accurate observational drawing from a photograph.</li> <li>*I know how to use a viewfinder to focus on a specific part of an image or artefact before drawing it. *I know how consider proportion in my drawing.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>*I know how to make a variety of marks with pencil, charcoal and chalk.</li> <li>*I know how to select appropriate marks to use in a picture.</li> <li>*I know how to produce an accurate drawing from direct observation of a subject.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>*I know how to consider scale and proportion in my drawings. *I know how to create an effective composition.</li> <li>*I know how to understand perspective and express it in my drawing. *I know how to select the most appropriate and effective drawing tool.</li> <li>*I know how to use line, tone, shape and colour to represent figures and forms in movement. *I know how to successfully use shading to create mood and feeling.</li> </ul>

## Future Learning

<b>KS3</b>	<ul style="list-style-type: none"> <li>*To use a range of techniques and media, including painting.</li> <li>*To increase proficiency in handling different materials.</li> <li>*To use a range of techniques to record observations in sketchbooks, journals and other media as a basis for exploring ideas.</li> </ul>
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Learning Objectives	Learning Sequence	Sticky knowledge / core skills & vocab.	End points & Assessment
<p><b>Lesson 1</b> <b>Artist Appreciation</b></p> <p>I know information about the artist Adonna Khare and can appraise her work.</p> <p>All pictures sourced as examples from:  <a href="https://www.instagram.com/adonnakhare/?hl=en">https://www.instagram.com/adonnakhare/?hl=en</a>  <a href="http://adonnak.com/">http://adonnak.com/</a></p>	<p><b>Prior Learning:</b> When we look at a new artist, what kind of information is useful for us to find out? What did we find out about other artists that we have looked at this year (Romero Britto)?</p> <p><b>New Learning:</b> Information about Adonna Khare, her work, background, inspiration etc. Share on PP Show the children an initial piece of art (not to copy), look at it and discuss what they like, what impresses them, content comments (humorous element), techniques and skills used. Image 1 – Pool Party. Image 2 – Chimp Castles</p> <p>Display relevant vocabulary to encourage use within discussion and when using written annotations.</p>  <p>Task: All children to explore the artist, her background and work through the PP saved in TS to add information to their artist page. All children to appraise and annotate Chimp Castles using chosen vocabulary.</p>	<p><b>Vocabulary:</b> Composition Medium Shade Texture Juxtaposition Appearance Character Personality Narrative</p> <ul style="list-style-type: none"> <li>• Adonna Khare is a 43 year old American artist who lives in California.</li> <li>• Adonna is known for her fanciful, large-scale carbon pencil drawings featuring creatures juxtaposed with ordinary events.</li> <li>• In 2012, she won the world's largest art competition, competing against 1500 other artists from around the world.</li> </ul>	<p>Children can recall some facts about Adonna Khare, her life and her style of art.</p> <p>Children can use their appraisal skills to comment on the work of an artist.</p> <p>Children can join in with discussions and use art vocabulary where possible.</p> <p>Children can explore and discuss the imagery and common themes in Adonna Khare's work.</p>



**Reflection:**

Evaluation discussion – What do the children like about Khare’s work? Is there anything they don’t like?  
 What do the children want to discover throughout this topic? What do I want to know? What can I explore?

**Lesson 2  
 Practise a skill**

I know how to recognise and practise a selection of techniques used within Adonna Khare’s art.

**Prior Learning:**

What do we know about Adonna Khare?  
 What can you tell me about the art she creates?  
 Which medium does she use?  
 What does she focus on?  
 What drawing techniques did you notice last week in her pictures?

**New Learning:**

The children will be given a new picture.

**Vocabulary:**

Texture  
 Shade  
 Tone  
 Weight  
 Pressure  
 Line  
 Shape  
 Viewpoint

- Mark making is a way to add different textures to drawings and is particularly useful when drawing animals.
- Lots of fine, textured strokes create the depth and detail needed to draw realistic animals.

Children can look critically at work made by others, finding elements within the artwork which can be used to inspire their own artwork.

Children can start to look closely and deeply to trust their instinct.

Children can split the bigger picture into smaller, bitesize elements.

Children can copy shading and drawing techniques that they



- Using a view finder can help to observe pieces of art more carefully.

observe within an image to recreate parts.



Show the children how to make their own view finders. Explain that this will help them to isolate and focus on different marks and techniques within a picture. Discuss the different drawing techniques that can be seen in the image, encourage the children to find and focus on different parts. Encourage them to use technical vocabulary.

Remind the children to look at the image in small chunks rather than as a whole image for today's lesson.

Children will use pencil to try to copy the marks and techniques used in different sections of the drawing using their view finder to focus in.

Children to draw squares in their books the same size as their view finder to help them to focus on small sections.

Remind children of the importance of a soft pencil grip and flexible arm.

Show the children how to use a rubber to create an absence of pencil which helps to create 3D form using light and tone.

Explain that speed and pressure are very important when trying to recreate these sections.

**Reflection:**

Give the children a list of sketching techniques and texture styles, ask them to work in pairs to find an example of each style in the drawings from the artist or in their own drawings from today.

**Lesson 3**  
**Develop a skill**

**Prior Learning:**

What did using a view finder help us to do?  
 What drawing techniques did we spot and copy from Adonna's work?  
 What do we need to remember when sketching or drawing?

**Vocabulary:**

Hatching  
 Crosshatch  
 Contour hatching

Children can use a variety of pencils to experiment and can choose appropriate tools



I know how to practise and further develop different shading techniques to show 3D effects (light and shade) and texture.

How does Adonna approach the start of a new piece of art?

**New Learning:**

Children to look at the above drawing of the snail and pear. This is a combination that Adonna likes to use and she has multiple pieces which focus on the snail and pear. Allow children to observe and comment. Ask what techniques can be seen. How do these techniques help to show texture? Are there any parts where an eraser has been used to show an absence of mark? What does this help to show in the drawing?



Give the children a selection of sketching pencils and ask them about the difference. Allow them to experiment with making some marks in a small section of their sketchbook.

The children are going to try and recreate the above image – drawing from the drawing- so that they can copy techniques and areas of shading and texture.

Allow the children to decide on their own materials and swap and change between them. Remind the children about observational drawing.

- We should be constantly looking at whatever we are drawing, our eyes should dance between the subject and our page.


Random hatching/scumbling  
Stippling  
Graduated shading  
Highlight  
Tone  
Blending

- Adonna Khare's drawings are not pre-planned, rather they evolve through her experiences with people and the absurdities of life.
- Shading can affect the mood and feeling of a piece of art.
- Shading and use of light can be used to create a drawing that looks more 3D and therefore more realistic.

for different parts of a drawing or piece.

Children can copy shading and texture techniques when drawing from observation.

Children can use marks and lines to represent texture in their drawings.

	<ul style="list-style-type: none"> <li>• Keep the edges and outlines light. Real objects do not have dark lines running around every edge. Edges should instead be defined by a change in tone and/or colour.</li> <li>• Choose mark-making carefully to show texture and surface.</li> </ul> <p><b>Reflection:</b> As a table, come up with 3 top tips that will be useful to remember when drawing in future lessons.</p>		
<p><b>Lesson 4</b> <b>Apply a skill</b></p> <p>I know how to apply the learned skills when drawing from a photograph.</p>	<p><b>Prior Learning:</b> Show the children Austin’s Butterfly and discuss the content/message and how it will be so useful to our mindset in art.</p> <p><b>New Learning:</b> Explain to the children that we are now going to move away from drawing from drawings and move onto the next step which is drawing from a photograph. Why might this be more challenging than using a drawing? (no techniques to copy/having to create own shading and texture) Explain that the children might want to think about using an object and an animal for their final drawing that contrast in some way and try to involve some element of story or humour in the composition. Have a variety of printed photographs of different objects/foods and of different animals for the children to choose from and experiment with. Children are to choose the subjects of their final piece and to draw the items, or parts of them in isolation. Encourage experimentation and allow children to change their minds about the content of their sketches. Encourage the children to choose the pencils that they think will be most effective. Encourage children to experiment and think about form and texture as well as shading.</p> <p>Inspiration for final piece:</p> 	<p><b>Vocabulary:</b> Narrative Relationship Juxtaposition Composition Observe</p> <ul style="list-style-type: none"> <li>• The space around and in between objects is <b>negative space</b>, it is important to consider this when composing a drawing.</li> <li>• Juxtaposition is where two things are placed together for contrasting effect.</li> </ul>	<p>Children can consider light, tone and negative space in their drawings.</p> <p>Children can use shading and texture techniques when drawing from a photograph.</p> <p>Children can draw an accurate representation of an animal.</p> <p>Children can make carefully considered choices when drawing fur or scales (texture).</p>



**Reflection:**

Children to be given time to observe and appreciate each other's drawings. Encourage children to comment on things that they notice and like in the work of others. Model commenting on some children's work, using art vocabulary and technical terms.

**Lesson 5  
Final Piece**

I know how to create a drawing in the style of Adonna Khare using the different techniques we have focused on in this unit.

**Prior Learning:**

**Kahoot Quiz** – Questions about artist, drawing techniques and top tips we have covered so far in preparation for things to remember for final piece today.

**New Learning:**

**Vocabulary:**

- Proportion
- Composition
- Observation
- Shade
- Form
- Texture

Children can explore a theme or subject imaginatively.

Children can consider narratives in their drawings.



	<p>Give children time to walk through the last 4 lessons in their sketchbooks, talk about the journey and the steps we've taken so far, discuss anything we found out along the way and any tips we found to be really useful. Children will be given some high-quality cartridge paper for their final pieces. Ask the children to think carefully about their placement and envision what the drawing will look like on the page.</p> <p>Remind the children of the way to hold a pencil when sketching, of using soft and gentle strokes when planning and sketching, remind the children of the different shading and texture techniques. Encourage children to relax and to remember that this is fun, it is no different from how we have drawn every other week, no pressure!</p> <p>When children are drawing, walk around the room constantly giving positive comments on skills being used and shown, offering constructive feedback and helping where necessary.</p> <p><b>Reflection:</b> Allow the children to sit back and really appreciate what they have accomplished today and in this unit so far. Ask the children to share some of their positive thoughts and things they have done well or what they like.</p>	<p>Pressure Weight Position</p> <ul style="list-style-type: none"> <li>Different mediums (pencils) will achieve different effects, weights and textures.</li> </ul>	<p>Children can consider light, tone and negative space in their drawing.</p> <p>Children can explain why they have chosen specific techniques to create their art.</p> <p>Children can make carefully considered choices when drawing fur or scales (texture).</p> <p>Children can consider the composition of a final drawing.</p>															
<p><b>Lesson 6</b> <b>Evaluate and Appraise</b></p> <p>I know how to evaluate and critique my own artwork.</p>	<p><b>Prior Learning:</b> Name some artists that you have studied so far in your school journey. What kind of art did they produce? Can you remember anything about them?</p> <p><b>New Learning:</b></p> <p>Children to have a photograph of their work to stick in sketch book. Can annotate or create an evaluation page using lots of the prompts on tables.</p> <p>Model evaluating my own piece for the children, ask for feedback from the class. Model using the sentence starters provided for the children.</p> <table border="1" data-bbox="555 1294 1370 1481"> <thead> <tr> <th colspan="3">Describe &amp; Explain</th> </tr> <tr> <th>What?</th> <th>How?</th> <th>Why?</th> </tr> </thead> <tbody> <tr> <td>What have you done?</td> <td>How did you do it?</td> <td>Why did you do it?</td> </tr> <tr> <td>What have you learnt?</td> <td>How well did this work?</td> <td>Why is it effective?</td> </tr> <tr> <td>What would you do differently?</td> <td>How could you improve it?</td> <td>Why would this improve it?</td> </tr> </tbody> </table>	Describe & Explain			What?	How?	Why?	What have you done?	How did you do it?	Why did you do it?	What have you learnt?	How well did this work?	Why is it effective?	What would you do differently?	How could you improve it?	Why would this improve it?	<p><b>Vocabulary:</b> Appraise Evaluate Critique Development Inform Relationship Inspiration Techniques Impression</p> <ul style="list-style-type: none"> <li><i>Creativity is allowing oneself to make mistakes. Art is knowing which ones to keep.</i></li> </ul>	<p>Children can explain why they have chosen specific techniques to create their art.</p> <p>Children can use feedback to make amendments and improvements to their art.</p> <p>Children can explain the style of their work and how it has been influenced by a famous artist.</p>
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The materials I have used are...  
I have used these materials because...  
I was inspired by...  
The areas I want to develop are...  
I have used these colours because...  
I have enjoyed creating this piece because...

**Reflection:**

Children to hold their drawing while looking at some of the examples of Adonna's work that we have used/studied. Would you say that your work is clearly inspired by the artist? What similarities are there between your work and hers? What are the differences? How did you develop the inspiration into your own style and put your own spin on it? How did you make it personal to you?