

Year 6 Art: Drawing – Block A

- This is a one-week block.
- The outline and structure of the block is as follows:

Lesson 1	Lesson 2	Lesson 3
<p>Exploration of materials</p> <p>Make reference to previous mark making</p>	<p>Explicit teaching of techniques</p>	<p>Application of knowledge and techniques</p>

At the end of this block, pupils will ...	
Know:	Be able to:
<p>The elements of art and design</p>	<p>Work artistically using: shape, line, form, texture, colour, value and space</p>



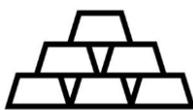
In this block, pupils will apply knowledge of techniques to draw in detail, using scale and proportion to modify their artwork. They will produce portraits.

CUSP Art Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Drawing	Painting	Printmaking	Textiles	3D	Collage
Year 2	Drawing	Painting	Printmaking	Textiles & Collage	3D	
Year 3	Drawing & Painting	Printmaking	Textiles & Collage	3D		
Year 4	Drawing	Painting	Printmaking & Textiles	3D & Collage		
Year 5	Drawing & Painting	Printmaking	Textiles & Collage	3D		
Year 6	Drawing	Painting & Collage	Printmaking & Textiles	3D		

Point of reference: Y6 Drawing – Block A

Pupils will be able to:

- use a wide range of drawing tools
- enlarge an image from a sketch



Prior Learning

- explain their choices and the effects they intend to create

CUSP Connections:

No CUSP connections

Art History:

Frida Kahlo (1907 – 1954)

Frida Kahlo was born in Mexico. As a young child, she contracted polio, a disease that meant she was in bed for many months. The illness left her with a permanent limp and one leg was weaker than the other. However, Frida was both clever and determined and at 18 she was training to be a doctor. Sadly, tragedy struck again when Frida was involved in a road accident. In fact, she almost died. She spent a long time in hospital recovering from her injuries and was in pain for the rest of her life. Frida began to paint while she was recovering as it was something she could do while lying down. Frida is known for her self-portraits and how she used strange, dreamlike scenes to symbolise her feelings. These surreal images give the viewer an insight into her emotions and thoughts at the time she was painting.

Links to Literature:

Island by Nicky Singer (illustrated by Chris Riddell)
Portrait of an Artist: Frida Kahlo by Lucy Brownridge

Materials:

Art sketchbooks, magnifying lenses, collection of faces / expressions (magazines), chinks, oil pastels, pencils (HB-6B), conte, graphite, poster paint, brushes, A3-A2 paper
Lesson 1 – fruit and vegetables sliced in half
Lesson 2 – examples of portraits by a range of artists, mirrors for self-portrait work

Working Artistically

Shape	Line	Colour	Value	Form	Texture	Space
Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.

Point of explanation: Y6 Drawing – Block A

Core Knowledge	Explanation
surreal	Surreal images are ones that appear strange. They may have a dreamlike quality about them and may combine objects and people in an unusual way.
portraiture	A portrait is a picture, painting or photograph of a person. Portraiture is the art of making portraits.
symbolism	Symbolism is when symbols are used in works of art to represent ideas.

Technical Vocabulary	Definition
scale	the size of something in comparison to something else
proportion	the relationship in size between one thing and another
figurative	paintings and drawings that show animals, people and objects as they really look

Teacher guidance video: <https://vimeo.com/559426254/65ba1caa5f>

- Explanation and demonstration of taught content
- Lesson by lesson guidance
- Exemplification of techniques and outcomes

Point of delivery: Y6 Drawing – Block A

Revisiting prior learning 	Taught content 	Point of practice 	Point of reflection 
<p>1. Know how to draw enlarged images and scale to create abstract forms</p>	<p>Focus on and include detail</p>	<p>Introduce the Knowledge Note and discuss the technical vocabulary. As artists, pupils will reference and use technical vocabulary as they reflect on their work.</p> <p>Look at the illustrations by Chris Riddell – can pupils pick out and make reference to the marks made?</p> <p>Provide pupils with a segment of a fruit or vegetable and model using a magnifying lens to focus on the detail. Focus on elements of art and design: line, texture, shape, tone, pattern and form. Select drawing materials and draw 4-5 quick sketches. Select one of the sketches and enlarge it onto A3 paper. Overwork it using paint and pastel.</p> <p>Use the question prompts below throughout the lesson and at the end to elicit pupil reflection.</p>	<p>Can include detail in a sketch</p> <p>Can enlarge a sketch to create an abstract form with detail</p>
<p>2. Know how to include detail</p>	<p>Understand proportion of facial features</p>	<p>Introduce and complete Vocabulary Task 1 which relates to work created in the previous lesson.</p> <p>Look at examples of portraits from a range of artists, focusing especially on the self-portraits of Frida Kahlo. Discuss styles and media used by the artists. Use questioning to support the use of technical and artistic vocabulary.</p> <p>Teach pupils to draw facial features in proportion and how to include details – pupils record this in their sketchbook for reference. Pupils use mirrors to observe details in their own faces and start to make sketches of these in their notebooks.</p> <p>Use questioning to support understanding and encourage pupils to self-reflect on their work.</p>	<p>Can draw features in proportion and to scale</p>

Point of delivery: Y6 Drawing – Block A

Revisiting prior learning 	Taught content 	Point of practice 	Point of reflection 
3. Know how to draw features in proportion and include details	Draw a self-portrait and include a surreal background	<p>Refer to technical vocabulary using the Knowledge Note.</p> <p>Revisit portraits by Frida Kahlo, focusing on the symbolism she has included in each piece.</p> <p>Pupils create their own self-portrait on A3 paper, focusing on drawing facial features in proportion and in detail. The portrait should take up the majority of the paper, but some room should be left for symbols to be added in the background. Pupils select a media to complete their work.</p> <p>Through questioning, assess pupils' use of technical vocabulary and encourage reflection on their own and others' work.</p> <p>Complete Vocabulary Task 2.</p>	<p>Can draw a portrait with recognisable features of the individual</p> <p>Can include elements of surrealism in the background</p>

Questions for assessment

Explain how you have used shape and form in your portrait work.

Identify where you have used texture.

What happens if you use the mark making tools in a different way?

What happens if you use different media in the same piece?

What did you like / dislike about the activity?

What did you find challenging / easy?

Describe how you have used colour.

Indicate where you have used line and intentionally changed marks.

What happens if you change the size, shape or directions of the marks you make?

What do you like / dislike about your artwork?

Why do you feel that way?

How would you change or improve your work?

Oracy and Vocabulary: Y6 Drawing – Block A

Task 1: Organise these adjectives into the correct order from smoothest to roughest.
Can you fill the gaps with adjectives of your own?

uneven ridged coarse

flat jagged lumpy

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Exploration:

What sort of marks can you use to make a surface appear to have texture?

What happens when you increase the pressure you use with the mark making tool? How does this change the quality of the lines you make?



Task 2:

Tick the words that best describe how you feel about the work of Frida Kahlo.
Use the words in some sentences to describe your response to her work.

baffled	
uneasy	
fascinated	
disinterested	
curious	
excited	



Explain what *proportion* means and how you used proportion to draw the features of a face correctly.

Are you satisfied with the portrait you have created?

Vocabulary: Y6 Drawing – Block A

OWN-it	Analyse 
Underline the <i>root</i> word.	
surreal	
Write the root word.	
facial _____	
Write the suffix that can be added to <i>portrait</i> to change it from a noun to a verb.	

KNOW-it	Definition 
Explain, in a sentence, what the word <i>proportion</i> means.	
_____ _____	
Tick the word that means the same as <i>figurative</i> .	
<input type="checkbox"/> realistic	
<input type="checkbox"/> abstract	
True or false?	
<i>Portraiture</i> is the art of drawing places.	
<input type="checkbox"/> True <input type="checkbox"/> False	

LINK-it	Connect 
Draw a line to join the word that is associated with the word <i>surreal</i> .	
<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">surreal</div>	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">imaginary</div>
	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">foolish</div>
<i>Scale</i> means ‘the size of something in relation to something else’. The word also has other meanings. Write another meaning of the word.	

List two words that contain the root word <i>figure</i> .	
1. _____	
2. _____	

USE-it	Use in context 
Use the word <i>proportion</i> in a sentence to show you understand its meaning.	
_____ _____	
Tick the correct sentence.	
<input type="checkbox"/> I play the symbols in the band.	
<input type="checkbox"/> The picture had lots of symbols.	
Use the word <i>surreal</i> correctly in a sentence.	
_____ _____	

Knowledge Note: Y6 Drawing – Block A

Year 6: Drawing



Core content:

Apply knowledge and techniques to draw in detail using scale and proportion.
Use a wide variety of drawing tools.

Technical vocabulary:

Scale – the size of something in comparison to something else.



Proportion – the relationship in size between one thing and another. If things are in proportion, they are the right size and shape compared to each other.



Figurative – figurative paintings and drawings are those that show animals, people and objects as they really look.



Surreal – surreal images are ones that appear strange. They may have a dreamlike quality about them and may combine objects and people in an unusual way.



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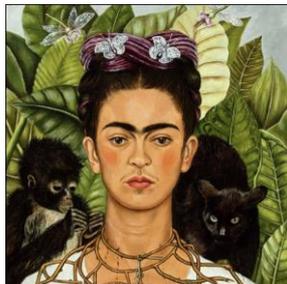


Symbolism – when symbols are used in works of art to represent ideas.



Connections:

Frida Kahlo (1907 – 1954)
Mexican painter



Year 6: Drawing



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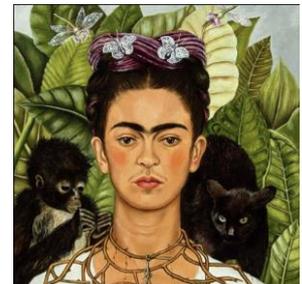


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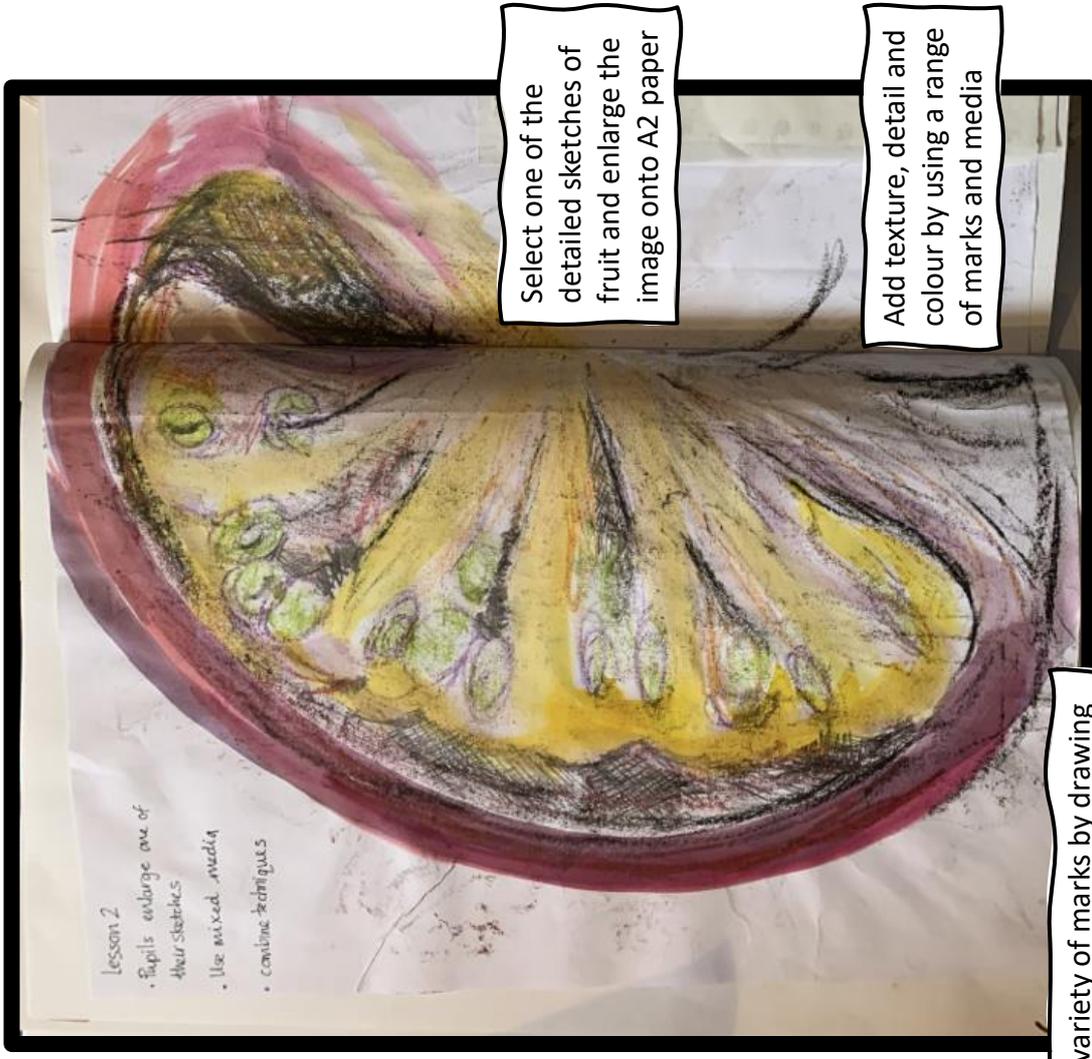
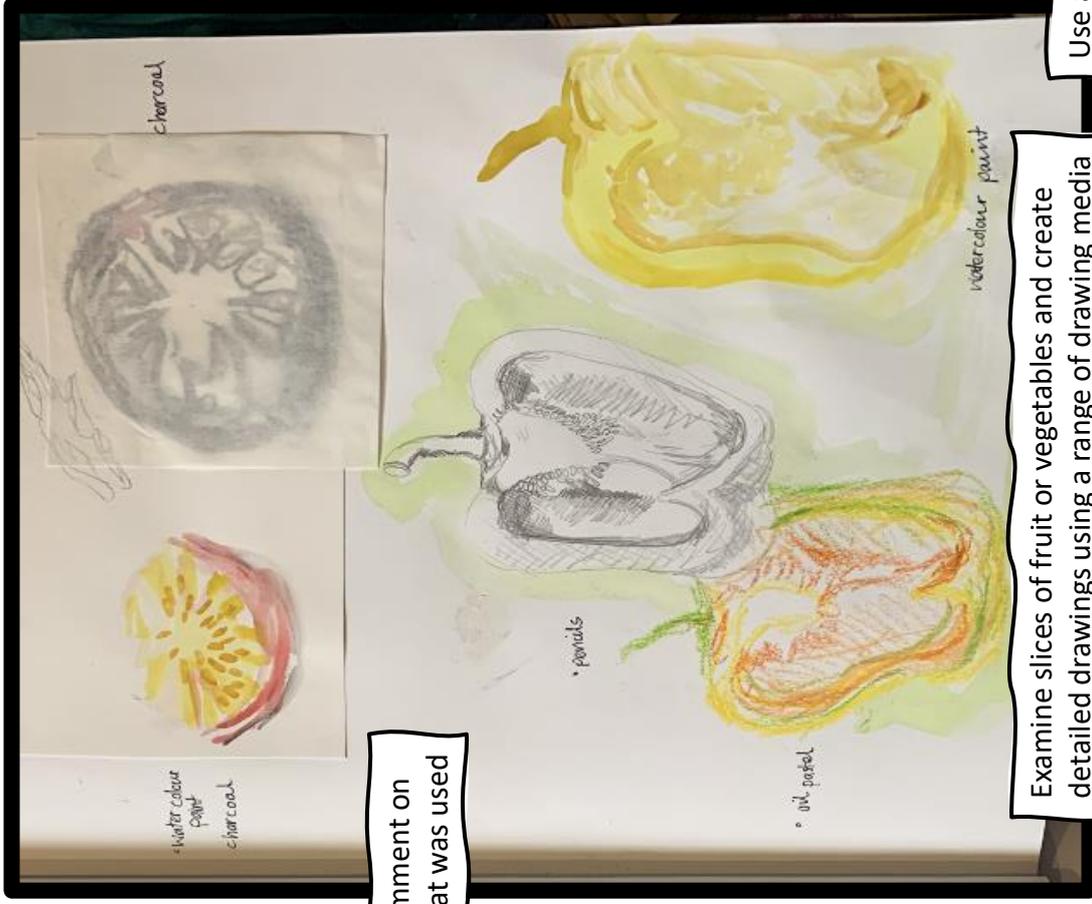


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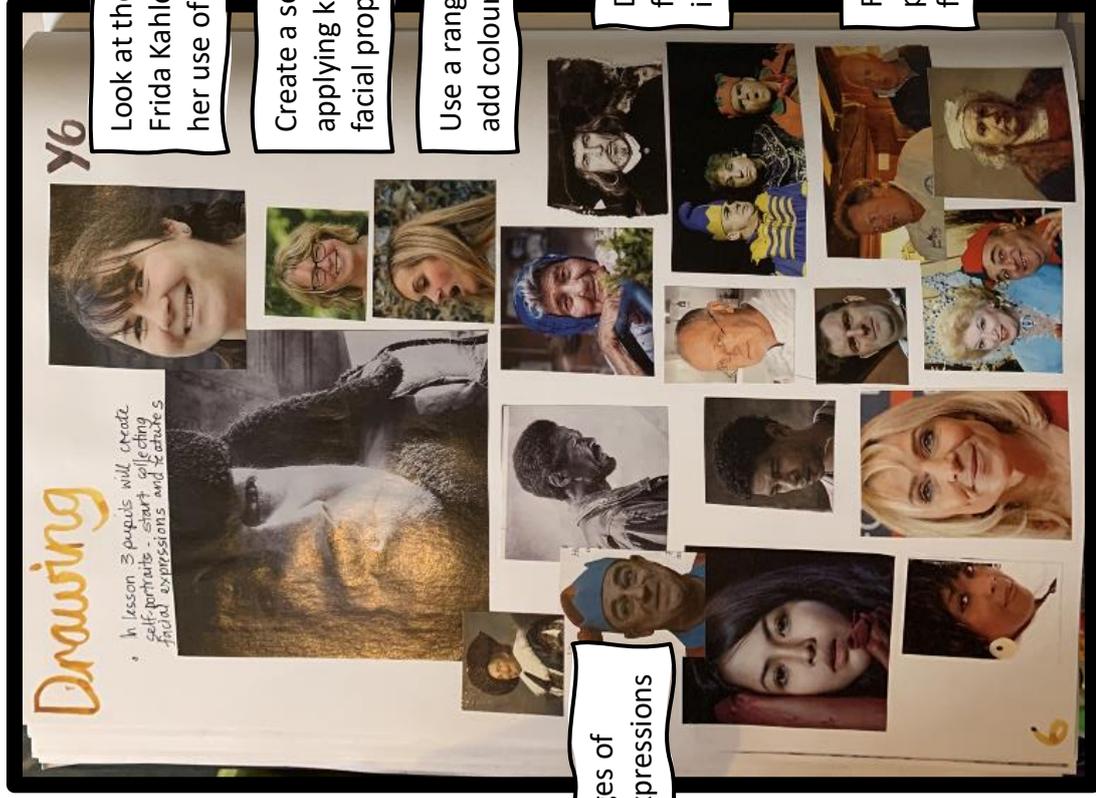
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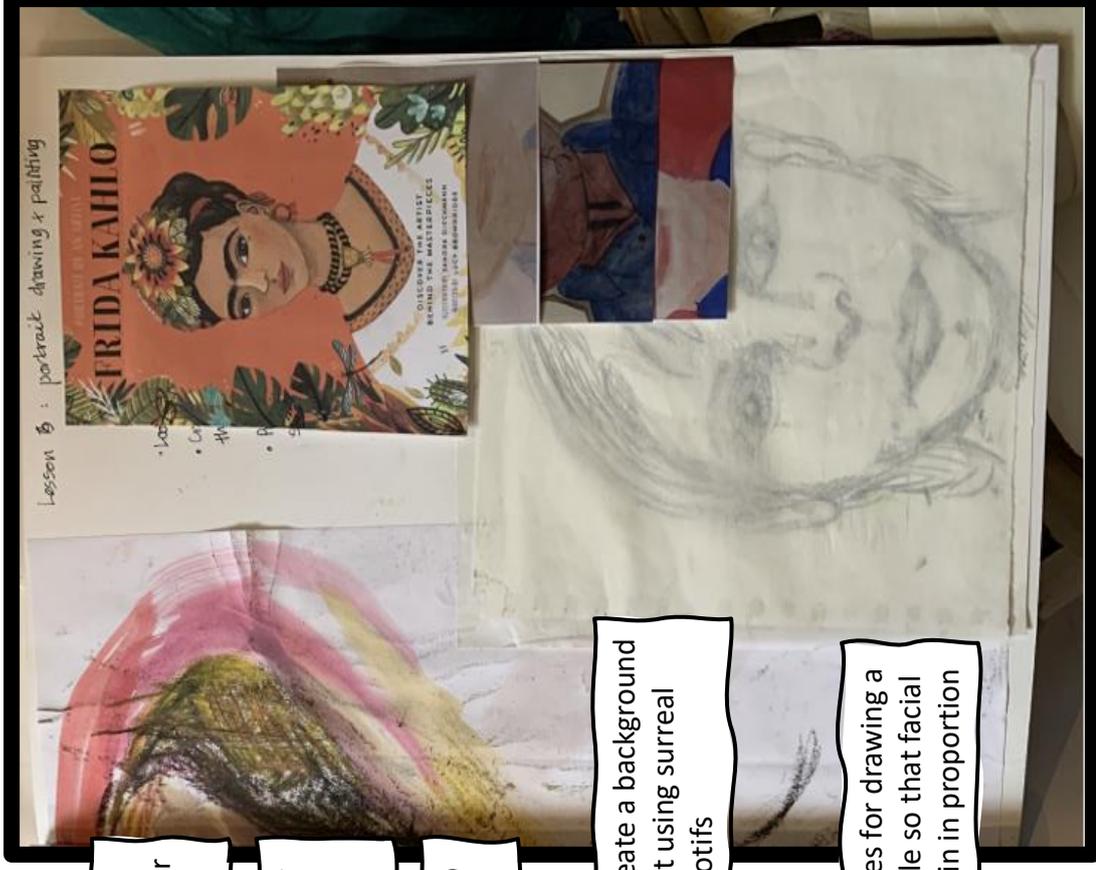
Exemplification: Y6 Drawing – Block A



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Collect images of faces and expressions



Look at the work of Frida Kahlo and consider her use of surrealism

Create a self-portrait by applying knowledge of facial proportions

Use a range of media to add colour and detail

Design and create a background for the portrait using surreal images and motifs

Follow the rules for drawing a portrait to scale so that facial features remain in proportion