

	DRAWING AND SKETCHING	SURFACE AND COLOUR	WORKING IN THREE DIMENSIONS
ACCESS ART PATHWAY	<p>Typography and Maps  <a href="https://www.accessart.org.uk/typography-and-maps/">https://www.accessart.org.uk/typography-and-maps/</a></p>	<p>Making Monotypes  <a href="https://www.accessart.org.uk/making-monotypes/">https://www.accessart.org.uk/making-monotypes/</a></p>	<p>Set Design  <a href="https://www.accessart.org.uk/set-design/">https://www.accessart.org.uk/set-design/</a></p>
ART APPRECIATION	<ul style="list-style-type: none"> <li>• Look at the work of designers, artists, animators, architects.</li> <li>• Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</li> <li>• Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</li> <li>• Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</li> <li>• Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might. I was inspired by..."). Talk about intention.</li> <li>• Work collaboratively to present outcomes to others where appropriate. Present as a team.</li> <li>• Share responses to classmates' work, appreciating similarities and differences. Listen to feedback about your own work and respond.</li> <li>• Document work using still image (photography) or by making a drawing of the work. If using photography, consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective.</li> <li>• Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?</li> </ul>		
FOCUS ARTISTS	Laura Carlin, Shaun Tan, Paula Scher	Kevork Mourad	Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson
NATIONAL CURRICULUM OBJECTIVES	<ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• To learn about great artists, architects and designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• To learn about great artists, architects and designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• To learn about great artists, architects and designers in history.</li> </ul>
SUBSTANTIVE KNOWLEDGE  IMPLICIT KNOWLEDGE AND SKILLS	<ul style="list-style-type: none"> <li>• Understand that designers create fonts and work with Typography.</li> <li>• Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography.</li> <li>• Make visual notes to capture, consolidate and reflect upon the artists studied.</li> <li>• Explore mark making.</li> <li>• Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters.</li> <li>• Draw over maps/existing marks to explore how you can make mark making more visually powerful.</li> <li>• Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that mono types are single monoprints. Understand that artists sometimes use printmaking to create a larger artwork, eg. an installation or an artists book</li> <li>• Brainstorm ideas generated when reading poetry or prose.</li> <li>• Make visual notes to capture, consolidate and reflect upon the artists studied.</li> <li>• Combine mono type with painting and collage to make an "artists book" inspired by poetry or prose. Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks.</li> <li>• See column 3 "printmaking" to explore how print is combined with paint and collage to create a cohesive artwork</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that set designers can design/make sets for theatres or for animations.</li> <li>• Understand that designers often create scaled models to test and share ideas with others.</li> <li>• Use Design through Making, inspired by a brief, to create a scale model "set" for a theatre production or an animation.</li> <li>• Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention.</li> </ul>
LEARNING OUTCOMES	<ul style="list-style-type: none"> <li>• I have explored the work of artists who tell stories through imagery.</li> <li>• I can respond to the work of illustrators and/or graphic novelists, "reading" the visual images and sharing my thoughts.</li> <li>• I can work in a sketchbook to record my ideas and thoughts generated by looking at other artists' work</li> <li>• I can use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose.</li> <li>• I can use line, shape, and colour using a variety of materials to test my ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• I have understood what a Monotype is and can see how artists use monotypes in their work. I have been able to share my response to their work</li> <li>• I can study drawings made by other artists and identify particular marks they have used in their drawings. I can use my sketchbook to create a collection of marks for me to use later.</li> <li>• I can listen to a piece of poetry and think about how the piece evokes colours, lines, shapes and words in my head, and I can use these to create imagery which captures the mood of the piece of poetry.</li> </ul>	<ul style="list-style-type: none"> <li>• I have explored how other artists use their skills to build sets for theatre or animation, inspired by literature, film, poetry or music. I can articulate and share my response to their work</li> <li>• I can respond to a suggested stimulus (poetry, prose, music or short film) and design and build a model set which conveys my interpretation of the mood/narrative of the original stimulus.</li> <li>• I can use my sketchbook to brainstorm ideas, jot down thoughts, test materials, record and reflect.</li> <li>• I can share my process and outcome with my classmates, articulating</li> </ul>

	<ul style="list-style-type: none"> <li>• I can think about how I might use composition, sequencing, mark making and some text in my drawings.</li> <li>• I can create a finished piece which contains sequenced images to describe a narrative.</li> <li>• I can share my work with others and talk about my journey and outcome. I can listen to their feedback and take it on board.</li> <li>• I can appreciate the work of my classmates and think about similarities and differences between our work. I can share my feedback on their work.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use my sketchbook to explore my ideas.</li> <li>• I can use my mark making skills to create exciting monotypes, combining the process with painting and collage.</li> <li>• I can share my thinking and outcomes with my classmates. I can listen to their views and respond.</li> <li>• I can share my response to the artwork made by my classmates.</li> <li>• I can photograph my work, thinking about lighting, focus and composition.</li> </ul>	<p>my ideas and methods. I can listen to their feedback and take it on board.</p> <ul style="list-style-type: none"> <li>• I can appreciate the artwork made by my classmates and share my response to their work</li> <li>• I can take photographs or film of my artwork thinking about presentation, lighting, focus and composition.</li> </ul>
PREVIOUS LEARNING	<ul style="list-style-type: none"> <li>• Introduced idea that we can interpret other people's prose and make work in response. Introduced basic mark making and media exploration.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduced idea that we can make a creative response to artwork, including artwork in other genres, e.g. literature. Introduced mono print and developed drawing skills. Explored colour mixing</li> </ul>	<ul style="list-style-type: none"> <li>• Introduced idea that we can make work inspired by, and to support, other artforms. Introduced a playful approach to design (Design through Making). Developed dexterity and making skills, including the use of tools.</li> </ul>
FUTURE LEARNING	<ul style="list-style-type: none"> <li>• Continue to develop interpretation skills and use more sophisticated ideas and technical skills to make own creative response.</li> <li>• Continue to explore how different art forms such as drama, music, literature can inspire artwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop skills in making a creative response to another stimulus. Develop mark making and colour skills and experience of working in mixed media work. Develop articulation skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop use of models as a way to explore imaginative thinking. Increase scale of making. Develop interpretation skills. Develop understanding of interplay between disciplines and artforms.</li> </ul>
VOCABULARY	Illustration, Inspiration, Interpretation, Original Source, Respond, Response, Graphic Novel, Illustrator, Poetry, Prose, Stage, Arrange, Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Watersoluble, Composition, Sequencing, Visual Literacy, Narrative Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences	Monotype, Artists Book, Installation, Poetry, Evoke, Response, Translate, Mood, Sense, Layer, Combine, MultiMedia, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Set Design, Theatre, Model, Maquette, Design Through Making, Imaginative, Response, Stimulus, Interpretation, Vision, Mood, Drama, Narrative, Lighting, Composition, Foreground, Background, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,
CULTURAL CAPITAL	Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists.		