

Term 5
Unit Overview: UKS2 Art
Set Design

<p>National Curriculum Links Pupils should be taught:</p> <ul style="list-style-type: none"> ❖ to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; ❖ to create sketch books to record their observations and use them to review and revisit ideas; ❖ 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]; ❖ to know about great artists, architects and designers in history. 	<p>Aims of pathway In this pathway pupils explore the work of set designers – in the first instance a set designer that works in theatre, and in the second instance a maker that creates sets for animation.</p> <p>Key Concepts</p> <ul style="list-style-type: none"> ❖ That designers and makers design “sets” which form the backdrop/props to give context to drama (theatre, film or animation). ❖ That we can use many disciplines including painting, making, drawing to create sets, as well as thinking about lighting, scale, perspective, composition, and sound. ❖ That we can create our own “sets” to create models for theatre design, or backgrounds for an animation. ❖ That we can take our inspiration from the sources of literature or music to inform our creative response and to capture the essence of the drama. 	<p>Unit Outcomes</p> <ul style="list-style-type: none"> ❖ Pupils go on to explore how they can create their own model set, inspired by a creative stimulus (poetry, prose, film or music). ❖ Sketchbooks are used throughout to brainstorm, record, test and reflect. 	
<p>Substantive Knowledge.</p> <ul style="list-style-type: none"> ❖ Understand that set designers can design/make sets for theatres or for animations. ❖ Understand that designers often create scaled models to test and share ideas with others. <p>Implicit Knowledge / Skills</p> <ul style="list-style-type: none"> ❖ Explore mark making. ❖ Brainstorm ideas generated when reading poetry or prose. ❖ Make visual notes to capture, consolidate and reflect upon the artists studied. ❖ Use Design through Making, inspired by a brief, to create a scale model “set” for a theatre production or an animation. ❖ Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention. ❖ Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc. Explore how 	<p>Domains of knowledge:</p> <p>Practical Knowledge</p> <ul style="list-style-type: none"> ❖ I can build a model set which conveys my interpretation of the mood/narrative of the original stimulus. ❖ I can use my sketchbook to brainstorm ideas, jot down thoughts, test materials, record and reflect. <p>Theoretical Knowledge</p> <ul style="list-style-type: none"> ❖ 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. ❖ I can respond to a suggested stimulus (poetry, prose, music or short film). 	<p>Artists Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson</p> <p>Cross Curricular Opportunities English: Create set designs inspired by your chosen play or book. History: Create a ‘scene’ inspired by your chosen civilisation topic Science: Light, shadow. Music & Drama: Link to projects in Music and Drama. PSHE: Collaboration, Peer Discussion.</p>	<p>Receptive Practical Knowledge</p> <p>Vocabulary Set Design, Theatre, Animation, Model, Maquette, Design Through Making, Imaginative, Response, Stimulus, Interpretation, Vision, Mood, Drama, Narrative, Lighting, Composition, Foreground, Background</p> <p>Medium and Materials Paper, Card, Construction Media, Mixed Media, Paint, Drawing Materials</p> <p>Techniques Make quick drawings of sculptures from videos. Children will have the opportunity to draw, build and paint and by the end they will have an atmospheric and dramatic set in response to text.</p> <p>Disciplines</p>

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<p>the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy.</p>			<p>Set Design, Making, Drawing, Sketchbooks</p>
<p><u>Prior learning</u> <u>EYFS: Expressive Art & Design</u></p> <ul style="list-style-type: none"> ❖ Explore different materials freely, to develop their ideas about how to use them and what to make. ❖ Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. <p><u>KS1</u></p> <ul style="list-style-type: none"> ❖ Use Design through Making philosophy to playfully construct towards a loose brief. Stick Transformation Project <p><u>LKS2</u></p> <p>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.</p> <ul style="list-style-type: none"> ❖ Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. Storytelling Through Drawing ❖ Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. Storytelling Through Drawing 	<p><u>Future application of skills</u> Develop use of models as way to explore imaginative thinking. Increase scale of making. Develop interpretation skills. Develop understanding of interplay between disciplines and artforms.</p> <p><u>UKS2:</u></p> <ul style="list-style-type: none"> ❖ Understand that artists use a variety of media including light and sound as well as physical media to create installations. Understand that installations are often immersive, enabling the viewer to enter the artwork. Brave Colour 		<p><u>British Values</u></p> <ul style="list-style-type: none"> ❖ <u>Democracy</u>: Pupils have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, peer- assessment and encouraging students to support each other. ❖ <u>The rule of law</u>: Children follow the classroom rules, including rules for using and tidying equipment safely and correctly. ❖ <u>Individual liberty</u>: Children are able to express themselves through art and design. ❖ <u>Mutual respect</u>: Children are encouraged to look at art in different cultures and religions -Rangoli patterns, Myan art etc ❖ Art through other curriculum subjects respects all opinions eg What does Jesus look like? <p><u>Christian Values</u> <u>"Courage,"</u> the pioneering French artist Henri Matisse once insisted, "is essential to the artist, who has to look at everything as though he were seeing it for the first time." <u>Spirituality</u>: Ows, Wows, and Nows Within Art there are many moments where children can pause and consider the wow of their work, the work of others and the natural world.</p>