

Term 1**Unit Overview: UKS2 Art****Typography and Maps**

<p><u>National Curriculum Links</u> 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><u>Aims of pathway</u> In this pathway children are introduced to typography design and they explore how they can create their own fonts and designs.</p> <p><u>Key Concepts</u></p> <ul style="list-style-type: none"> ❖ That when designers work with fonts and layout it is called Typography. ❖ That we can use the way words look to help us communicate ideas and emotions. ❖ That we can create our own typography and combine it with other visual elements to make artwork about chosen themes. <p><u>Domains of knowledge:</u></p> <p><u>Practical Knowledge</u></p> <ul style="list-style-type: none"> ❖ I can use my mark making, cutting and collage skills to create my own visual map, using symbols, drawn elements and typography to express themes which are important to me. ❖ I can make my drawings appear visually stronger by working over maps or newspaper to make my marks stronger. ❖ I have understood that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions. ❖ I have seen how other artists work with typography and have been able to share my thoughts on their work. ❖ I have explored how I can create my own letters in a playful way using cutting and collage. I can reflect upon what I like about the letters I have made. ❖ I have drawn my own letters using pen and pencil inspired by objects I have chosen around me. I can reflect upon why my letters have a meaning to me. ❖ I have used my sketchbooks for referencing, collecting and testing ideas, and reflecting. <p><u>Theoretical Knowledge</u></p> <ul style="list-style-type: none"> ❖ I have seen how some artists use their typography skills and drawing skills to make maps which are personal to them. I have been able to reflect upon 	<p><u>Unit Outcomes</u></p> <ul style="list-style-type: none"> ❖ Create visual and three dimensional maps. ❖ Children explore how we can use visual letters and other elements to help convey ideas and emotions. ❖ They are introduced to the work of an artist and a designer who have both used lettering combined with maps to produce maps which tell stories. Children then go on to create their own visual and often three-dimensional maps. 	
<p><u>Substantive Knowledge.</u></p> <ul style="list-style-type: none"> ❖ Understand that designers create fonts and work with Typography. ❖ Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. <p><u>Implicit Knowledge / Skills</u></p> <ul style="list-style-type: none"> ❖ Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire and use creative skills to transform into letters. ❖ Draw over maps/existing marks to explore how you can make mark making more visually powerful. ❖ Explore mark making. ❖ Make visual notes to capture, consolidate and reflect upon the artists studied. 		<p><u>Artists</u> Louise Fili, Grayson Perry, Paula Scher, Chris Kenny</p> <p><u>Cross Curricular Opportunities</u> Geography: Trade links, digital mapping, ordinance survey maps, detailed sketching of maps. History: Maps of ancient civilisations Maths: Pictorial representations, 2D / 3D shapes. PSHE: Collaboration, Peer Discussion.</p>	<p><u>Receptive Practical Knowledge</u></p> <p><u>Vocabulary</u> Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory, Pictorial Maps, Identity, Symbols</p> <p><u>Medium and Materials</u> Pencil, Pen, Paper</p> <p><u>Techniques</u> Create their own letters in a playful way. Create letters of a typeface. Make a visual map.</p> <p><u>Disciplines</u> Design: Typography, Drawing, Collage, Sketchbooks</p>

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	what I think their maps mean, what I like about them, and what interests me.		<u>Themes</u> Identity, Environment, Habitat
<p><u>Prior learning</u> Developed dexterity skills including mark making. Developed making skills. Explored intention and how artists experience is brought to evidence in the art made.</p> <p><u>EYFS: Expressive Art & Design</u></p> <ul style="list-style-type: none"> ❖ Create closed shapes with continuous lines and begin to use these shapes to represent objects. ❖ Draw with increasing complexity and detail, such as representing a face with a circle and including details. ❖ Use drawing to represent ideas like movement or loud noises. <p><u>KS1</u></p> <ul style="list-style-type: none"> ❖ Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Explore & Draw ❖ Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. Flora & Fauna <p><u>LKS2</u></p> <ul style="list-style-type: none"> ❖ Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. Exploring Pattern ❖ Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural. Exploring Pattern 	<p><u>Future application of skills</u> Continue to explore relationship of 2d to 3d. Develop ideas about identity, purpose and intention. Develop dexterity skills.</p> <p><u>UKS2:</u></p> <ul style="list-style-type: none"> ❖ Understand that graphic designers use typography and image to create packaging which we aspire to use. 2D to 3D ❖ Use the grid system to scale up the image above, transferring the image onto card. 2D to 3D ❖ Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. Exploring Identity 	<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>	