



Orton Wistow Primary School – Curriculum Plan



Subject : Art

Year : 5

Term : Autumn



Vocabulary

Define the word and include etymology if useful.

Typography- The art of working with fonts and layout is called Typography.

Lettering-The art of drawing letters. Lettering is considered an art form where each letter in a phrase or quote acts as an illustration.

Graphics- Graphic art refers to visual art that is written, drawn or printed.

Purpose- The reason for which you are creating a piece of artwork.

Visual Impact- The arrangement of art to affect a viewer.

Pictorial Maps- Geographical maps which include illustrations of the landscapes and/or landmarks.

Identity- A set of qualities, beliefs, personality traits and appearance that characterise a person or a group.

Symbols- A mark or character used as a conventional representation of an object, function or process.

Collaging- Arranging and sticking photos or art together to create a new image.



Knowledge

What children will know

Learning Teaching Assessment

Remembering Telling Testing

When designers work with fonts and layout it is called Typography.

Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions.

That we can create our own typography and combine it with other visual elements to make artwork about chosen themes.

Sketchbooks can be used for referencing, collecting and testing ideas, and reflecting.

Working over maps or newspapers can make drawings appear visually stronger.

Louise Fili is a pioneer in establishing herself as a woman working in Typography.

Grayson Peery, Paula Scher and Chris Kenny are artists who use their maps in their work to express identity.

Marauder's map was inspired by Hogwarts.



Understanding

What children will understand

Learning Teaching Assessment

Practising Coaching Observing

Understand that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions.

Understand that sketchbooks can be used for referencing, collecting and testing ideas and reflecting.

Understand how to make drawings appear visually stronger, by working over maps or newspapers and applying more pressure to make marks stronger.

Understand how artist Louise Fili uses Typography. Understand how artists Grayson Perry, Paula Scher and Chris Kenny use their typography skills and drawing skills to make maps which are personal to them, focusing on similarities and differences.

Understand that typography skills can be used alongside other skills including mark making, cutting and collaging.

Understand that we may have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand that all responses are valid.



Skills

What children will be able to do

Learning Teaching Assessment

Reflecting Facilitating Evaluating

Explore the artists Louise Fili, Grayson Peery, Paula Scher and Chris Kenny and how they work with typography. Share their own thoughts on their work.

Explore how they can create their own letters in a playful way using cutting and collage. Reflect upon what they like about the letters they have made.

Draw their own letters using pen and pencil, inspired by objects that they have chosen. Reflect upon why their letters have meaning to them.

Use a sketchbook for referencing, collecting and testing ideas, and reflecting.

Make their drawings appear visually stronger by working over maps or newspaper to make their marks stronger.

Use mark making, cutting and collage skills to create their own visual map, using symbols, drawn elements and typography to express themes are important to them.

Share their work with the class, reflecting upon what was successful and be able to give useful feedback on the work of their peers.



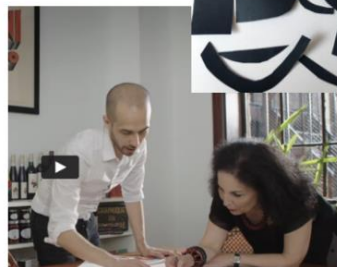
Useful information

Pathway: Typography and Maps (accessart.org.uk)

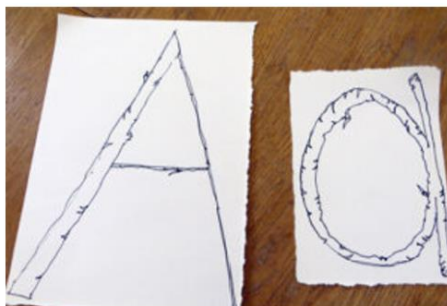
Week 1: Introduce Typography



Louise Fili



Week 2: Continue Exploring
Create Your Own Typography



Week 3: Developing Stronger
Drawings- Explore Making
Powerful Visual Imagery



Week 6: Present and Review



Week 4 & 5: Creating a Visual Map



Images taken from Access Art www.accessart.org.uk



Orton Wistow Primary School – Curriculum Plan



Subject : Art

Year : 5

Term : Spring



Vocabulary

Knowledge

Understanding

Skills

What children will know

What children will understand

What children will be able to do

Define the word and include etymology if useful.

Learning Teaching Assessment

Learning Teaching Assessment

Learning Teaching Assessment

Remembering

Telling

Testing

Practising

Coaching

Observing

Reflecting

Facilitating

Evaluating

Monotype- A monotype is a single monoprint.

Monoprint- A process where we make images by transferring from one surface to another to make a single print.

Hue- The dominant colour family

Tint- Adding white to a hue to make it lighter.

Shade- Adding black to a hue to make it darker.

Composition- The arrangement of objects or artwork.

Zine- An inclusive art form that doesn't rely solely on drawing. It can be created using a variety of media, including text, images and illustrations.

Collage- The arrangement of cut out pieces of paper, photographs or artwork stuck down on a surface.

Multi-media- An artwork that uses more than one medium.

Monotype is a process where we make images by transferring from one surface to another to make a single print. We can combine Monotype with other disciplines such as painting and collage

We can use the 'distance' that monotype gives us between mark making and outcome to make images with texture and a sense of history/ process.

We can make art by expressing our own personal response to literature or film.

Know how to mix secondary and tertiary colours of different hues. Adding white to a hue creates a tint. Adding back to a hue creates a shade.

We can explore colour, composition and working with different shapes elements before using monoprint to layer lines and marks.

Kevork Mourad is a printmaker who was born in Syria and now works in

Understand that Monotypes are single monoprints.

Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artists' book.

Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.

Understand who Kevork Mourad is and what inspires his artwork.

Understand how to develop mark making vocabulary by varying the tool, hold, pressure, speed and intention.

Understand how to use mark-making skills to create monotypes, combining the process with painting and collage.

Understand how to respond to poetry in the form of a Zine, thinking about how the piece evokes colours, lines, shapes and words in their head.

Understand that sketchbooks can be used for referencing, collecting and testing ideas, and reflecting.

Understand that we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand that all responses are valid.

Understand what a Monotype is and see how artists use monotypes in their work.

Explore the work of Kevork Mourad and what inspires his artwork. Share their personal response to the artists' work.

Study drawings made by other artists and identify particular makes they have used in their drawings. Use their sketchbook to create a collection of marks to use later.

Listen to a piece of poetry and think about how the piece evokes colours, lines, shapes and words in their head, and use these to create imagery which captures the mood of the piece of poetry.





Use their sketchbooks for referencing, collecting and testing ideas, and reflecting.

Use mark making skills to create exciting monotypes, combining the process with painting and collage in the form of a Zine.

Share their thinking and outcomes with their classmates. Listen to their views and response.

Share their response to artwork made by their classmates.



																					
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do																		
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	New York City. He creates huge sculptural monotypes on fabric.		Photograph their work thinking about lighting, focus and composition.																		

Useful information Pathway: Making Monotypes (accessart.org.uk)

Week 1: Introduce- Monotype Printing and Artist

What is Monotype Printing?



Explore the work of Kevork Mourad



Week 2: Open Up Mark Making Vocabulary

Finding Marks Made by Artists



Making Monotypes

Week 6: Share, Reflect, Discuss



Week 3, 4 & 5: Using Monotype in a Project

Creating a Visual Poetry Zine



Images taken from Access Art www.accessart.org.uk





Orton Wistow Primary School – Curriculum Plan


Subject : Art
Year : 5
Term : Summer

Vocabulary
Knowledge
What children will know

Understanding
What children will understand

Skills
What children will be able to do

Define the word and include etymology if useful.

Learning	Teaching	Assessment
Remembering	Telling	Testing

Learning	Teaching	Assessment
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Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Architect- A person who designs buildings and directs their construction.

Design – To make or draw plans for the structure or form of something.

Model- A small exact copy of something, often used as a guide to making a full-size version.

Design through Making- A hands-on approach to designing, where by initial ideas and developed through physical exploration.

Structure- The arrangement of many parts that have been put together.

Scale- In art, scale refers to the size or dimensions of an artwork compare to its surroundings.

Form- An element of art that refers to 3D objects.

Interior- The inside or inner part.

Exterior- The outside or outer part.

Architects have a responsibility to design buildings which help make our world a better place, including thinking about the environmental impact of the buildings they design.

The Tiny-House Movement is an architectural and social movement promoting the reduction and simplification of living spaces.

Phil Dean (also known as the Shoreditch Sketcher) is a UK artist. Inspired by vibrant and eclectic urban landscapes, he creates live drawings of cityscapes. He sketches at home in London and also wherever he travels.

We can use form, structure, materials, and scale to design innovative buildings.

Foam board is a rigid, lightweight material that be modelled. It can be used for architecture and design.

We can build architectural models to test out or ideas and share our vision.

When we reflect on our work and the work of others, we can think about what we are good at and what we might do differently next time.

We can share our artistic discoveries with each other and be inspired by each other.

What is an architect?

Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better.

What structures might architects use when designing buildings?

How can I use my sketchbook effectively?

How are line, form, structure, material and scale used to make architecture interesting?

Who is Phil Dean and what inspired his work?

How can I cut and join foamboard together to make an architectural model?
How can I use ink to add pattern, texture and colour to my model?

How can I effectively reflect on my model?

Understand that we may all have different responses in terms of our thoughts and the things we make. Understand that we may share similarities. Understand all responses are valid.

Discuss the role and responsibilities involved in being an architect.

Explore domestic architecture and the Tiny House movement. Discuss how both these ways of designing might affect our lives.

Use their sketchbook to collect, record and reflect their ideas and thoughts.

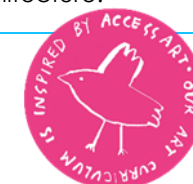
Make larger drawings working from still imagery, using various drawing techniques.

Explore how line, form, structure, material and scale are all used to make architecture interesting, and how they help to fulfil a design brief.

Make an architectural model using the 'design through making' technique, referring to their sketchbook throughout.

Display the work made through the half term and reflect on the outcomes.

Respond to their peer's work, sharing their thoughts about their work, in relation to the architecture.



Useful information

Pathway: Architecture: Dream Big or Small?

Week 1: Introduce

Dream Big or Small?



Introduce pupils to the point for discussion and design:

"As architects, should we aspire to fill the world full of amazing beautiful buildings, or do we serve ourselves and the planet better by designing small, modest, cleverly designed eco homes. Or can we do both?"



Week 2: Shoreditch Sketcher

Drawing Houses

Week 3: Draw



Regents Canal by The Shoreditch Sketcher



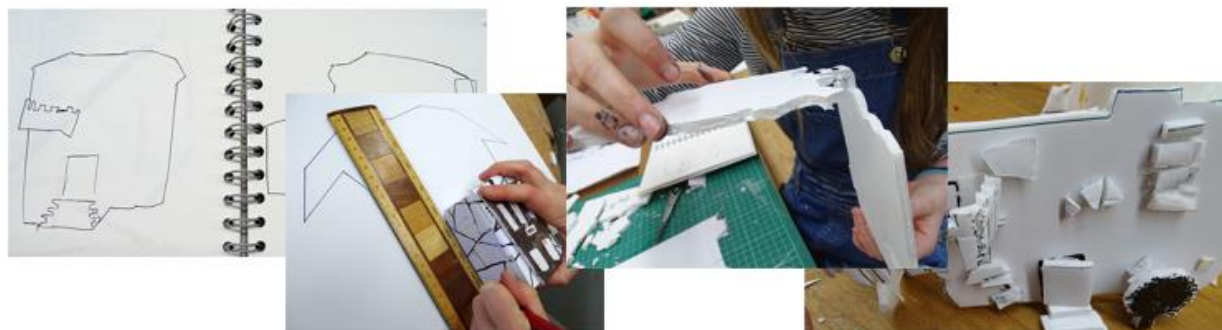
Architecture- Dream Big or Small?

Week 6: Reflect & Discuss

Share, Reflect, Discuss



Week 3, 4 & 5: Make your Architectural Model



Images taken from Access Art www.accessart.org.uk

