

Year 4, 5 and 6 Art Learning Sequence

Year A Term 2 – Typography and Maps (Drawing & Sketchbooks)

By the end of this unit I will know...

Understand that designers create fonts and work with Typography. Typography & Maps

Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography.
Typography & Maps

By the end of this unit I will be able to....

Create our own typography and combine it with other visual elements to make artwork about chosen themes. Typography & Maps

Use mark making, cutting and collage to create my own visual map, using symbols, drawing elements and typography to express themes which are important to me. Typography & Maps

<u>Prior knowledge to recap...</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>	<u>Assessment</u>
Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. <u>Gestural Drawing with Charcoal</u> Understand charcoal and earth pigment were our first drawing tools as humans.	What is typography?	How can I make my own typography using my interests?	How can I make graphic, powerful drawings?	How can I create a visual map?	How can I create a visual map?	How can I reflect on my work?	Assess outcome of Lessons 4 and 5 against 'I will know' and 'I can' statements.

<u>Gestural Drawing with Charcoal</u> Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings. <u>Gestural Drawing with Charcoal</u> Continue to build understanding that sketchbooks are places for personal experimentation. <u>All Pathways for Year 3</u> Understand that the way each persons’ sketchbook looks is unique to them. <u>All Pathways for Year 3</u>							
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Year A Term 4 – Fashion Design (Printing & Colour)

By the end of this unit I will know...

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

Understand that the fabrics used to make clothes have been designed by someone. That there is a relationship between 2d shape and pattern and 3d form and function Fashion Design

By the end of this unit I will be able to....

Mix colour intuitively to create painted sheets. Use pattern to decorate, working with more paint or ink. Transform these 2d patterned sheets into 3d forms or collaged elements to explore fashion design (see column 6 “making”). Fashion Design

Option to work in 3d to devise fashion constructed from patterned papers. Fashion Design

Prior knowledge to recap...

Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Working with Shape & Colour

Lesson 1

How do designers bring their own identity to designs?

Lesson 2

How can I design clothes that respond to a brief?

Lesson 3

How can I make my 2D designs 3D?

Lesson 4

How can I make my 2D designs 3D?

Lesson 5

How can I make my 2D designs 3D?

Lesson 6

How can I reflect on my work?

Assessment

Assess outcome of Lessons 4 and 5 against ‘I will know’ and ‘I can’ statements.

Year A Term 6 – Set Design (Working in Three Dimensions)

By the end of this unit I will know....

Understand that set designers can design/make sets for theatres or for animations. Set Design

Understand that designers often create scaled models to test and share ideas with others. Set Design

By the end of this unit I will be able to....

Use Design through Making, inspired by a brief, to create a scale model “set” for a theatre production or an animation. Set Design

Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention. Set Design

Prior knowledge to recap...

Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. Telling Stories

Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). Telling Stories

That clay and Modroc are soft materials which finally dry/set

Lesson 1

How do designers design sets for theatre?

Lesson 2

How can I respond to a stimulus to build a model set?

Lesson 3

How can I respond to a stimulus to build a model set?

Lesson 4

How can I respond to a stimulus to build a model set?

Lesson 5

How can I respond to a stimulus to build a model set?

Lesson 6

How can I reflect on my work?

Assessment

Assess outcome of Lessons 4 and 5 against ‘I will know’ and ‘I can’ statements.

hard. <u>Telling Stories</u> An armature is an interior framework which support a sculpture. <u>Telling Stories</u>							
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Year B Term 2 –2D Drawing to 3D Making (Drawing and Sketchbooks)

By the end of this unit I will know....

Understand that there is often a close relationship between drawing and making.

Understand that we can transform 2d drawings into 3d objects. 2D to 3D

Understand that graphic designers use typography and image to create packaging which we aspire to use. 2D to 3D

Understand that there are technical processes we can use to help us see, draw and scale up our work. 2D to 3D

By the end of this unit I will be able to...

Use sketchbooks to:

Practise seeing negative and positive shapes. 2D to 3D

Using the grid method to scale up an image. 2D to 3D

Develop Mark Making 2D to 3D

Make visual notes to capture, consolidate and reflect upon the artists studied. 2D to 3D

<u>Prior knowledge to recap...</u>	<u>Lesson 1</u> How do artists create 3D objects	<u>Lesson 2</u> What key drawing	<u>Lesson 3</u> How can I add both texture and	<u>Lesson 4</u> How can I transform a 2D	<u>Lesson 5</u> How can I transform a 2D	<u>Lesson 6</u> How can I reflect on my work?	<u>Assessment</u> Assess outcome of Lessons 4 and
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Continue to build understanding that sketchbooks are places for personal experimentation. <u>All Pathways for Year 3</u> Understand that the way each persons' sketchbook looks is unique to them. <u>All Pathways for Year 3</u> Understand that artists and illustrators interpret narrative texts and create sequenced drawings. <u>Storytelling Through Drawing</u> Understand that artists use sketchbooks for different purposes and that each artist	from 2D drawings and paintings?	techniques support seeing and drawing, and enable me to scale up my drawing?	form to a simple outline shape?	drawing to a 3D object?	drawing to a 3D object?		5 against 'I will know' and 'I can' statements.
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will find their own ways of working in a sketchbook. <u>All Pathways for Year 4</u>							
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Year B Term 4 – Exploring Pattern (Printing & Colour)

By the end of this unit I will know....

Know that the act of making drawings can be mindful. Exploring Pattern

Know that we can use line, shape and colour to create patterns. Exploring Pattern

Know that we can use folding, cutting and collage to help us create pattern. Exploring Pattern

Know that we can create repeated patterns to apply to a range of products or outcomes. Exploring Pattern

By the end of this unit I will be able to...

Generate lots of different types of patterns. Exploring Pattern

Make a tessellated design and think about colour and shape, exploring positive and negative shapes. Exploring Pattern

<u>Prior knowledge to recap...</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>	<u>Assessment</u>
Know that when we make mono prints we use mark making to create one off prints. <u>Exploring Mono Print</u> Know that when we make mono prints we create	How can I create pattern without drawing?	How can I devise my own rules to make a drawing?	How can I use colour, composition, and shape to make my own pattern?	How can I use colour, composition, and shape to make my own pattern?	How can I use colour, composition, and shape to make my own pattern?	How can I reflect on my work?	Assess outcome of Lessons 4 and 5 against 'I will know' and 'I can' statements.

an impression of a drawing. <u>Exploring Mono Print</u> Understand that using a range of marks will generate different effects when creating mono prints. <u>Exploring Mono Print</u>							
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Year B Term 6 – Festival Feasts (Working in Three Dimensions)

By the end of this unit I will know....

To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right. Festival Feasts

By the end of this unit I will be able to...

Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making. Festival Feasts

To combine modelling with construction using mixed media and painting to create sculpture. Festival Feasts

<u>Prior knowledge to recap...</u> Understand the role of an architect. <u>Be an Architect</u>	<u>Lesson 1</u> How are artists inspired by food?	<u>Lesson 2</u> How are artists inspired by food?	<u>Lesson 3</u> How can I make sculptures of food?	<u>Lesson 4</u> How can I make sculptures of food?	<u>Lesson 5</u> How do materials respond on cotton?	<u>Lesson 6</u> How can I reflect on my work?	<u>Assessment</u> Assess outcome of Lessons 3 and 4 against 'I will know' and 'I can' statements.
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Understand when we make sculpture by adding materials it is called Construction. <u>Be an Architect</u>							
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Make visual notes to record ideas and processes discovered through looking at other artists. Storytelling Through Drawing

Test and experiment with materials. Storytelling Through Drawing

<u>Prior knowledge to recap...</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>	<u>Assessment</u>
Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. <u>Explore & Draw</u> Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. <u>Explore & Draw</u> Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a	How do artists use a sequence of imagery to tell a story?	How can I create an image that tells a story?	How can I make a sequence of images that describe a narrative?	How can I make a sequence of images that describe a narrative?	How can I make a sequence of images that describe a narrative?	How can I reflect on my work?	Assess outcome of Lessons 4 and 5 against 'I will know' and 'I can' statements.

bought sketchbook. <u>Explore & Draw</u>							
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Year C Term 4 – Print and Activism (Printing & Colour)

By the end of this unit I will know....

That artists can use art as a way to express their opinions, using their skills to speak for sectors of society. Activism

That artists acting as activists often use print because it allows them to duplicate and distribute their message. Activism

That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language. Activism

That through art as activism we can come together. Activism

By the end of this unit I will be able to...

Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? Activism

Explore colour: make colours, collect colours, experiment with how colours work together. Activism

Explore combinations and layering of media. Activism

Develop Mark Making Activism

Make visual notes to capture, consolidate and reflect upon the artists studied. Activism

<u>Prior knowledge to recap...</u> Know that the act of making drawings can be mindful. <u>Exploring Pattern</u>	<u>Lesson 1</u> In what ways can artists express their ideas and opinions?	<u>Lesson 2</u> What do I care about and how best can I communicate this visually?	<u>Lesson 3</u> What do I care about and how best can I communicate this visually?	<u>Lesson 4</u> What do I care about and how best can I communicate this visually?	<u>Lesson 5</u> What do I care about and how best can I communicate this visually?	<u>Lesson 6</u> How can I reflect on my work?	<u>Assessment</u> Assess outcome of Lessons 4 and 5 against 'I will know' and 'I can' statements.
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Know that we can use line, shape and colour to create patterns. <u>Exploring Pattern</u> Know that we can use folding, cutting and collage to help us create pattern. <u>Exploring Pattern</u> Know that we can create repeated patterns to apply to a range of products or outcomes. <u>Exploring Pattern</u>							
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Year C Term 6 – Brave Colour (Working in Three Dimensions)

By the end of this unit I will know....

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

Understand that artists and designers add colour, texture, meaning and richness to our life. Brave Colour

By the end of this unit I will be able to...

Use the device of scaled model to imagine what your installation might be, working in respond to a brief or “challenge” to enable a viewer to “have a physical experience of colour.” Brave Colour

Use a variety of materials, including light and sound, to make a model of what you would build. Think about structure of space, how the viewer would enter, what they would see, feel, hear. Use colour in a brave and bold way, reflecting upon how this might make the viewer feel. Brave Colour

<u>Prior knowledge to recap...</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>	<u>Assessment</u>
To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right. <u>Festival Feasts</u>	How can we explore colour in a sketchbook?	How are artists inspired by colour?	How can we create colourful experiences of our own using sculptural techniques and sketchbooks?	How can we create colourful experiences of our own using sculptural techniques and sketchbooks?	How can we create colourful experiences of our own using sculptural techniques and sketchbooks?	How can I reflect on my work?	Assess outcome of Lessons 3 and 4 against ‘I will know’ and ‘I can’ statements.