**Knowledge and Skills Progression Map**

**Treales CE Primary School 2023-2024**

**Art and Design**

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| Elder Class Cycle A Year 5 and 6  |
|  | Autumn 1 | Spring 1/2 | Summer 1/2 |
| Focus | Drawing and sketchbooks | Surface and colour: painting | Working in 3D |
| Topic |  Typography and maps | Mixed media - land and city scapes |  Architecture: dream big or small.  |
| National Curriculum  | Pupils are taught : * To use 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.
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| CONCEPTS (If relevant) | * 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.
 | That artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of land or city scapes.That artists often work outside (plein air) so that all their senses can be used to inform the work.That as artists we are able to experiment with materials, combining them to see what happens. We can feel free and safe to take creative risks, without fear of getting things “wrong”.We can share our artistic discoveries with, and be inspired by each other.We can use sketchbooks to focus this exploration and we do not always need to create an “end result” – sometimes the exploratory journey is more than enough.  | That 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.That we can make creative choices which both serves ourselves as individuals and the communities we belong to. That we can use form, structure, materials, and scale to design innovative buildings.That we can build architectural models to test out our ideas and share our vision.  |
| Artists | Louise Fili, Grayson Perry, Paula Scher, Chris Kenny | Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones | Shoreditch Sketcher, Various Architects |
| Key Vocabulary | Typography, font, line, tone, texture | Mixed media, landscape,  | Architecture, moral obligations, structure, eco |
| Prior Knowledge (indicate year group) | Elder class this year will develop their knowledge and skills of their previous years’ art learning. ( Incl. Choice of tool, tone and line.  | Elder class this year will develop their knowledge and skills of their previous years’ art learning. | Elder class this year will develop their knowledge and skills of their previous years’ art learning. |
| Key Knowledge(Substantive) | 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. (all units) 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. | Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do thisUnderstand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning (all units) | Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better.Look at the work of designers, artists, animators, architects.  |
| Key Skills(Disciplinary) | Make visual notes to capture, consolidate and reflect upon the artists studied.Use sketchbooks to:Explore mark making.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.Draw over maps/existing marks to explore how you can make mark making more visually powerfulCreate fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. [Typography & Maps](https://www.accessart.org.uk/typography-and-maps/) | Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how 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.Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved.Make visual notes to capture, consolidate and reflect upon the artists studied.Use sketchbooks to:Explore mark making.Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. (all units)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 & perspective. (all units)Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? (all units) | Reflect upon the artists’ work, and share your response verbally (“I liked… I didn’t understand… it reminded me of… It links to…”). (all units)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. (all units)Work collaboratively to present outcomes to others where appropriate. Present as a team. (all units)Use Design through Making and scale models to create a piece of architecture which would make the world a better place. Use a combination of materials, construction methods and tools. Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building.Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etcMake visual notes to capture, consolidate and reflect upon the artists studied. |
| Possible- sequence of lessons – enquiry questions? 1-6? | Enable children to understand how typography can be used creatively to express thoughts and communicate ideas visually. Make some “[Visual Notes](https://www.accessart.org.uk/visual-notes/)” in sketchbooks.Explore the work of Louise Fili who is a pioneer in establishing herself as a woman working in Typography. Play with Cut Out TypographyInvite the children to create their own letters in a playful way to discover arrangements they like.Work on large sheets or in your sketchbooks. Explore as many variations of letters as you can. Explore Making Powerful Visual ImageryThe next stage of the project is to apply your new typography skills and your powerful drawing skills to make a visual map. Introduce children to a selection of artists who use maps in their work to express identity-Understand how we build on the idea of creating visual text, and how this can be applied to map making.- Annotate their 3D Visual Maps with typography, references, thoughts, ideas and associations. - Share and Celebrate the Outcomes | Introduce pupils to an artist that takes her inspiration from the landscape.Compare and contrast Vanessa with the Shoreditch SketcherThe idea here is to add pages of different sizes and ratios.Encourage pupils to think creatively about how they can extend their sketchbook ready for the next few weeks. Pupils to be inspired by how the artist combines different media in their work to capture the energy and spirit of place. Pupils to discover how they can use different combinations of media to capture the energy and spirit of place. Share, Reflect, Discuss | 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?”Drawing HousesThe aim here is not to design a building (they are not designing on paper) but instead to deepen understanding of the form and structures architects might use.Make your Architectural ModelInstead pupils are using sketchbooks as reference and using the “[Design Through Making](https://www.accessart.org.uk/design-through-making/)” technique.Share, Reflect, Discuss |
| End of unit goalsSuggested assessment task? | Pupils to make and annotate 3D Visual Maps with typography, references, thoughts, ideas and associations. They can do this both in 2D and 3D, using cut out paper. | Display the unit’s work in a clear space, with sketchbooks open on desks – encouraging pupils to carefully and respectfully look in each others books. | Build architectural models using sketchbook as inspiration rather than designing it first by drawing.  |
| Suggestions for the development of greater depth |  |  |  |
| Enrichment opportunities |  | Using local landscape as inspiration for artwork. Can use Treales school surrounding area or possibly beach landscape. Chn could visit local works of art which portray local landscapes. | Visiting various modern buildings in the local area to discuss style.  |
| Links to future learning |  |  |  |