


ART and DESIGN

Art			
Base 4 – Y4/5			
Whole School Theme	Here we are	Water	Powerful People
What does this mean to me? Why does this matter?			
Unit of Work	Drawing Mark Making to Create a Drawing	Printing Making a Monotype	Typography
National Curriculum	<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 to know about great artists, architects and designers in history 	<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 to know about great artists, architects and designers in history 	<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 to know about great artists, architects and designers in history
Prior Learning	Y4 in Y3, replicated images (Ancient Egyptian farming scenes using ink/brush as a drawing tool; Y5 in Y4 drew fish using pencil lines and crayon; used marks to create images based on the Benin Plaques.	Y4 as Y1 and Y5 as Y2 created a series of multimedia pictures using drawing and painting techniques; as Y4 and Y5 in autumn term investigated mark making to create a picture.	In Y5 in Y3 studies Kensuke's Kingdom and reproduced a map of David's journey – linked with their maths. All children in Y5 in Autumn, have explored drawing through mark making. In Spring term, they have worked with monotypes – creating layered multimedia images; this unit builds on developing their drawing and creativity and allows them to use and apply these skills.
Why this, why now?	In Geography, the children are undertaking a village study with a particular focus on the railway. This will include work on mapping and railway networks. In History, the children are	In geography, the children are learning about key topographical features (including hills, mountains, coasts and rivers). These can be included in their own monotypes.	In geography the children have learned about topographical features, these form the basis of identifying similarities and differences between places. Using maps as outcome for this artwork

ART and DESIGN

	focussing on a turning point in UK history: the beginning of the railways and its significance to Wrenbury. Wrenbury Station is a Victorian station (1858) on the Crewe-Shrewsbury line. In 2023, Crewe is hoping to become the Great British Railway headquarter. In English the children are using texts with reference to the age of steam railways – an era when the station was built: The Railway Children- ES Nesbit; From a Railway Carriage – RL Stevenson		allows the children to deepen their understanding of maps and the geographical knowledge that supports their understanding.
Core Learning	<p>Concept: Mark marking</p> <p>I can understand that mark making is the broad term used to include all marks that are made visible as a manifestation of applied or gestural energy. Mark making is the gestural language of drawing.</p> <p>I can understand that marks are the component parts within drawing.</p> <p>I can appreciate that there are an infinite number of marks possible.</p> <p>Evaluation/critical review</p> <p>I can understand that everyone has a personal / subjective response to what they and others create.</p> <p>Enquiry Question:</p> <p>How does a picture created solely through mark making express the feelings of the artist towards the subject of the picture?</p>	<p>Concept: Monotypes</p> <p>I can understand that monotype is a process where we make images by transferring ink from one surface to another to make a single print.</p> <p>I can understand that Images with texture and a sense of history/process can be made from the ‘distance’ created between mark making and the outcome.</p> <p>I can understand that monotype can be combined with other disciplines such as painting and collage.</p> <p>I can appreciate that art can be made by expressing one’s own personal response to literature.</p> <p>Enquiry Question:</p> <p>How can we use mono type to make a creative response to poetry or prose?</p>	<p>Concept: Typography</p> <p>I can understand that ‘Typography’ is when designers work with fonts and layout.</p> <p>I can appreciate that the way words look can be used to help communicate ideas and emotions.</p> <p>I can explore how typography can be created and combined with other visual elements to make artwork about chosen themes.</p> <p>Enquiry Question:</p> <p>How can we use drawing and graphics skills to create typography? How can we use typography skills to create pictorial maps?</p>
Opportunities for deepening learning	Use photographs (websites) of Wrenbury Station and those of peers– compare the photographer’s ‘views’ to their own – to deepen understanding that we all have a subjective response to what we see and therefore in the art works we produce.	Creating monotypes that include topographical features and the associated vocabulary will allow the children to deepen their knowledge and understanding within their geography.	Making a map using typography will deepen the children’s understanding of a range of different maps including OS maps and deepen their understanding of geographical similarities and differences and geographical vocabulary as they create their own maps.

ART and DESIGN

<i>Know more and remember more.</i>	Focussing on the railway station as a stimulus for artwork deepen the children's understanding of the importance of the railways in the past (Crewe Junction), local history and the 'new era' of the Great British Railways.		
Key Figure / Artist	Post impressionists: Van Gogh, Cezanne (and other artists) demonstrating drawings made by mark making. Additionally: David Hockney – joiner pictures / photocollages	Edgar Degas – monotypes Kevork Mourad Syrian artist demonstrating monotype https://www.youtube.com/watch?v=VGaTUsZTOus	Louise Fili, Grayson Perry, Paula Scher, Chris Kenny
Vocabulary	viewfinder, mark, dot, line, dash, hatch, crosshatch-hatch, vertical, diagonal, slanted, horizontal, alternating, extended, broken, shape, pattern, (own words to describe marks made; self-expression); joiner, photocollage	monotype, artists book, installation poetry, evoke, response, translate, mood, sense, layer, combine, multimedia present, share, reflect, respond, articulate,	typography, lettering, graphics, design, communicate, emotions, purpose, intention, playful, exploratory, visual impact, pictorial maps, identity, symbols, present, share, reflect, respond, articulate,
Quick Quiz	Name at least 2 artists who have used solely mark making to create pictures. Name at least 4 different ways to create a mark. What are David Hockney's photocollage art works called?	What is a monotype? How do you make a monotype? Name an artist who has used monotype as an art form.	What is typography? Explain what a graphic is. Which artist's work did you prefer and why?
Discussion	At end of each project: children to share their work with their peers; Peers to give feedback / crit – likes etc. Identify similarities and differences in each other's work.		
Impact			

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