

Term 1

**Unit Overview: UKS2 Art
2D Drawing to 3D Making**

<p><u>National Curriculum Links</u> Pupils should be taught to</p> <ul style="list-style-type: none"> ❖ To create sketchbooks 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> Explore the idea that drawing as a 2 dimensional activity can be used to transform surfaces which can then be manipulated into a 3 dimensional object. Explore how mark making, line, tonal value, colour, shape, and composition can be used to inform the final piece. The sculptural project additional includes two methods to help build drawing skills: looking at negative space and grid drawing. The graphic design packaging project includes typography.</p>	<p><u>Unit Outcomes</u> Explore typography, line, shape, colour and composition to recreate food packaging, turning the flat graphics into 3d nets or collage and make drawings into sculptures.</p>	
<p><u>Substantive Knowledge.</u></p> <ul style="list-style-type: none"> ❖ Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. ❖ Understand that graphic designers use typography and image to create packaging which we aspire to use. ❖ Understand that there are technical processes we can use to help us see, draw and scale up our work. <p><u>Implicit Knowledge / Skills</u></p> <ul style="list-style-type: none"> ❖ Use the grid system to scale up the image above, transferring the image onto card. ❖ Use collage to add tonal marks to the “flat image”. ❖ Practise seeing negative and positive shapes. 	<p><u>Key Concepts</u></p> <ul style="list-style-type: none"> ❖ That drawing and making have a close relationship. ❖ That drawing can be used to transform a two-dimensional surface, which can be manipulated to make a three-dimensional object. ❖ That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork. ❖ That we can use methods such as the grid method and looking at negative space to help us draw. ❖ That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic. <p><u>Domains of knowledge:</u></p> <p><u>Practical Knowledge</u></p> <ul style="list-style-type: none"> ❖ I can use line, mark making, tonal values, colour, shape, and composition to make my work interesting. ❖ I can use negative space and the grid method to help me see and draw. ❖ I can explore typography and design lettering which is fit for purpose. 	<p><u>Artists</u> Lubaina, Himid, Claire Harrup</p> <p><u>Cross Curricular Opportunities</u> English: create characters inspired by literature. History: create characters inspired by a theme. Maths: 2D and 3D shapes, measuring symmetry, angles, plot points. PSHE: Collaboration, peer discussion.</p>	<p><u>Receptive Practical Knowledge</u></p> <p><u>Vocabulary</u> Packaging, negative space, scaling up, net, typography, graphic design, structure, balance,</p> <p><u>Medium and Materials</u> Card, paper, drawing materials.</p> <p><u>Techniques</u> Children discuss colours and designs of the boxes and packaging of foods products. Explore how designers might approach getting to a final design.</p> <p><u>Disciplines</u> Drawing Sculpture Collage Sketchbooks</p>

Term 1

Unit Overview: UKS2 Art

2D Drawing to 3D Making

	<ul style="list-style-type: none"> ❖ I can transform my drawing into a three-dimensional object. <p><u>Theoretical Knowledge</u></p> <ul style="list-style-type: none"> ❖ I have explored artists who use their drawing skills to make objects, and I can share my responses to their work, thinking about their intention and outcome. ❖ I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use. 		
<p><u>Prior learning</u></p> <p>LKS2</p> <ul style="list-style-type: none"> ❖ Explored relationship between 2D and 3D. ❖ Explored challenges faced by working in 3 dimensions. ❖ Explored drawing and mark making skills and seen how they transfer to different disciplines and genres. 	<p><u>Future application of skills</u></p> <p><u>UKS2 (some)</u></p> <ul style="list-style-type: none"> ❖ Children explore how we can use visual letters and other elements to convey ideas and emotions. ❖ Use lettering combines with maps to produce maps which tell stories. 	<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></p> <p><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.”</p> <p><u>Spirituality</u>: Ows, Wows, and Nows</p>	

Term 1

Unit Overview: UKS2 Art

2D Drawing to 3D Making

		<p>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> <p><u>Respect:</u> Being respectful towards others' artwork and appreciating work produced.</p>
--	--	---