



UKS2 Markland Hill Art Curriculum – Upper Key Stage 2 YEAR A

Autumn	Spring	Summer
Typography and Maps Artists: Louise Fili, Grayson Perry, Paula Scher, Chris Kenny Substantive Knowledge(NC objectives): - 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. Disciplinary Knowledge (NC objectives): Design: Typography, Drawing, Collage, Sketchbooks Curriculum Links Geography: Trade links, digital mapping, ordinance survey maps, detailed sketching of maps. History: Create maps inspired by your chosen ancient civilisation topic e.g. an	Making Monotypes Artists: Kevork Mourad Substantive Knowledge(NC objectives): - That Monotype is a process where we make images by transferring ink from one surface to another to make a single print. - That 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. - That we can combine monotype with other disciplines such as painting and collage. - That we can make art by expressing our own personal response to literature or film. Disciplinary Knowledge (NC objectives): Printmaking (Monotype), Drawing, Painting, Collage, Sketchbooks Curriculum Links English: Use a poem or story to inspire making your own monotype books.	Exploring Identity Artists: Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett Substantive Knowledge(NC objectives): - That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to. - That people are the sum of lots of different experiences, and that through art we can explore our identity. - That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities. - That as viewers we can then “read” imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist. Disciplinary Knowledge (NC objectives): Collage, Drawing, Sketchbooks Curriculum Links

Anglo Saxon settlement or village.

Maths: Pictorial representations, 2D / 3D shapes.

Medium:

Pencil, Pen, Paper

End Point

- I have understood that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions.
- I have seen how other artists work with typography and have been able to share my thoughts on their work.
- I have explored how I can create my own letters in a playful way using cutting and collage. I can reflect upon what I like about the letters I have made.
- I have drawn my own letters using pen and pencil inspired by objects I have chosen around me. I can reflect upon why my letters have a meaning to me.
- I have used my sketchbooks for referencing, collecting and testing ideas, and reflecting.
- I can make my drawings appear visually stronger by working over maps or newspaper to make my marks stronger.
- I have seen how some artists use their typography skills and drawing skills to make maps which are personal to them. I have been able to reflect

History: Make a zine about your theme or focus.

PSHE: Supports Responsibility to the planet, Collaboration, Peer Discussion.

Medium:

Paper, Ink, Carbon Copy Paper, Paint

End Point

- I have understood what a Monotype is and can see how artists use monotypes in their work. I have been able to share my response to their work.
- I can study drawings made by other artists and identify particular marks they have used in their drawings. I can use my sketchbook to create a collect of marks for me to use later.
- I can listen to a piece of poetry and think about how the piece evokes colours, lines, shapes and words in my head, and I can use these to create imagery which captures the mood of the piece of poetry.
- I can use my sketchbook to explore my ideas.
- I can use my mark making skills to create exciting monotypes, combining the process with painting and collage.
- I can share my thinking and outcomes with my classmates. I can listen to their views and respond.
- I can share my response to the artwork made by my classmates.
- I can photograph my work, thinking

History: Explore the identity of a figure from your chosen history topic.

PSHE: Collaboration, Peer Discussion, Different Religions, Ethnic Identity.

Medium:

Drawing Materials, Tablet (if digital), Paper

End Point

- I have seen how artists explore their identity by creating layered and constructed images. I can share my response to their work with my classmates.
- I can use my curiosity to think about how I might adapt techniques and processes to suit me.
- I can use my sketchbook to record, generate ideas, test, reflect and record.
- I can work digitally or physically to create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning.
- I can share my work with my classmates, articulate how I feel about the journey and outcome. I can listen to feedback from my classmates and respond.
- I can appreciate the work of my classmates and I can reflect upon the differences and similarities of their work (and experience) to mine. I can share my response to their work.
- I can take photographs of my artwork, thinking about lighting, focus and

upon what I think their maps mean, what I like about them, and what interests me. • I can use my mark making, cutting and collage skills to create my own visual map, using symbols, drawn elements and typography to express themes which are important to me. • I have shared my work with the class, reflected upon what was successful and been able to give useful feedback on the work of my peers. Key Vocabulary: 3D Sculpture Slip Pinch/slab/coil Collapsing Structure Inspiration Purpose Artwork	about lighting, focus and composition. Key Vocabulary: Paper, Ink, Carbon Copy Paper, Paint	composition. Key Vocabulary: Explore, Paper, Ink, Carbon Copy Paper, Paint
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