



# Orton Wistow Primary School – Curriculum Plan



Subject : Art

Year : 5

Term : Autumn



## Vocabulary

Define the word and include etymology if useful.

Typography- The art of working with fonts and layout is called Typography.

Lettering-The art of drawing letters. Lettering is considered an art form where each letter in a phrase or quote acts as an illustration.

Graphics- Graphic art refers to visual art that is written, drawn or printed.

Purpose- The reason for which you are creating a piece of artwork.

Visual Impact- The arrangement of art to affect a viewer.

Pictorial Maps- Geographical maps which include illustrations of the landscapes and/or landmarks.

Identity- A set of qualities, beliefs, personality traits and appearance that characterise a person or a group.

Symbols- A mark or character used as a conventional representation of an object, function or process.

Collaging- Arranging and sticking photos or art together to create a new image.



## Knowledge

What children will know

**Learning**   **Teaching**   **Assessment**

Remembering   Telling   Testing

When designers work with fonts and layout it is called Typography.

Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions.

That we can create our own typography and combine it with other visual elements to make artwork about chosen themes.

Sketchbooks can be used for referencing, collecting and testing ideas, and reflecting.

Working over maps or newspapers can make drawings appear visually stronger.

Louise Fili is a pioneer in establishing herself as a woman working in Typography.

Grayson Peery, Paula Scher and Chris Kenny are artists who use their maps in their work to express identity.

Marauder's map was inspired by Hogwarts.



## Understanding

What children will understand

**Learning**   **Teaching**   **Assessment**

Practising   Coaching   Observing

Understand that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions.

Understand that sketchbooks can be used for referencing, collecting and testing ideas and reflecting.

Understand how to make drawings appear visually stronger, by working over maps or newspapers and applying more pressure to make marks stronger.

Understand how artist Louise Fili uses Typography. Understand how artists Grayson Perry, Paula Scher and Chris Kenny use their typography skills and drawing skills to make maps which are personal to them, focusing on similarities and differences.

Understand that typography skills can be used alongside other skills including mark making, cutting and collaging.

Understand that we may have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand that all responses are valid.



## Skills

What children will be able to do

**Learning**   **Teaching**   **Assessment**

Reflecting   Facilitating   Evaluating

Explore the artists Louise Fili, Grayson Peery, Paula Scher and Chris Kenny and how they work with typography. Share their own thoughts on their work.

Explore how they can create their own letters in a playful way using cutting and collage. Reflect upon what they like about the letters they have made.

Draw their own letters using pen and pencil, inspired by objects that they have chosen. Reflect upon why their letters have meaning to them.

Use a sketchbook for referencing, collecting and testing ideas, and reflecting.

Make their drawings appear visually stronger by working over maps or newspaper to make their marks stronger.

Use mark making, cutting and collage skills to create their own visual map, using symbols, drawn elements and typography to express themes are important to them.

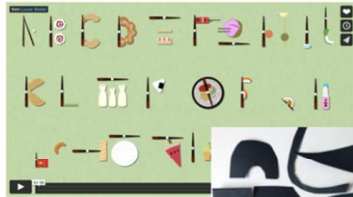
Share their work with the class, reflecting upon what was successful and be able to give useful feedback on the work of their peers.



## Useful information

Pathway: [Typography and Maps \(accessart.org.uk\)](http://accessart.org.uk)

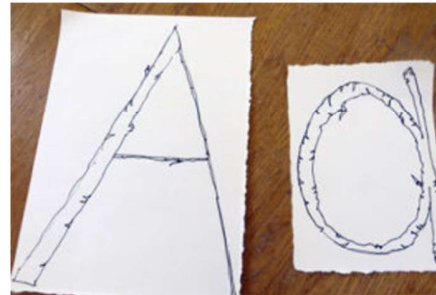
Week 1: Introduce Typography



Louise Fili



Week 2: Continue Exploring  
Create Your Own Typography



Week 3: Developing Stronger  
Drawings- Explore Making  
Powerful Visual Imagery

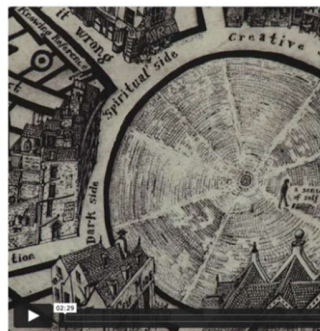


# Typography & Maps

Week 6: Present and Review



Week 4 & 5: Creating a Visual Map



Images taken from the Access Art [www.accessart.org.uk](http://www.accessart.org.uk)



# Orton Wistow Primary School – Curriculum Plan



Subject : Art

Year : 5

Term : Spring



## Vocabulary

## Knowledge

## Understanding

## Skills

Define the word and include etymology if useful.

What children will know

What children will understand

What children will be able to do

Learning

Teaching

Assessment

Learning

Teaching

Assessment

Learning

Teaching

Assessment

Remembering

Telling

Testing

Practising

Coaching

Observing

Reflecting

Facilitating

Evaluating

**Monotype-** A monotype is a single monoprint.

**Monoprint-** A process where we make images by transferring from one surface to another to make a single print.

**Hue-** The dominant colour family

**Tint-** Adding white to a hue to make it lighter.

**Shade-** Adding black to a hue to make it darker.

**Composition-** The arrangement of objects or artwork.

**Zine-** An inclusive art form that doesn't rely solely on drawing. It can be created using a variety of media, including text, images and illustrations.

**Collage-** The arrangement of cut out pieces of paper, photographs or artwork stuck down on a surface.

**Multi-media-** An artwork that uses more than one medium.

Monotype is a process where we make images by transferring from one surface to another to make a single print. We can combine Monotype with other disciplines such as painting and collage

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.

We can make art by expressing our own personal response to literature or film.

Know how to mix secondary and tertiary colours of different hues. Adding white to a hue creates a tint. Adding back to a hue creates a shade.

We can explore colour, composition and working with different shapes elements before using monoprint to layer lines and marks.

Kevork Mourad is a printmaker who was born in Syria and now works in

Understand that Monotypes are single monoprints.

Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artists' book.

Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.

Understand who Kevork Mourad is and what inspires his artwork.

Understand how to develop mark making vocabulary by varying the tool, hold, pressure, speed and intention.

Understand how to use mark-making skills to create monotypes, combining the process with painting and collage.

Understand how to respond to poetry in the form of a Zine, thinking about how the piece evokes colours, lines, shapes and words in their head.

Understand that sketchbooks can be used for referencing, collecting and testing ideas, and reflecting.

Understand that we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand that all responses are valid.

Understand what a Monotype is and see how artists use monotypes in their work.

Explore the work of Kevork Mourad and what inspires his artwork. Share their personal response to the artists' work.

Study drawings made by other artists and identify particular makes they have used in their drawings. Use their sketchbook to create a collection of marks to use later.

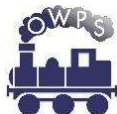
Listen to a piece of poetry and think about how the piece evokes colours, lines, shapes and words in their head, and use these to create imagery which captures the mood of the piece of poetry.

Use their sketchbooks for referencing, collecting and testing ideas, and reflecting.

Use mark making skills to create exciting monotypes, combining the process with painting and collage in the form of a Zine.

Share their thinking and outcomes with their classmates. Listen to their views and response.

Share their response to artwork made by their classmates.





<b>Vocabulary</b>	<b>Knowledge</b> What children will know	<b>Understanding</b> What children will understand	<b>Skills</b> What children will be able to do																		
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	New York City. He creates huge sculptural monotypes on fabric.		Photograph their work thinking about lighting, focus and composition.																		

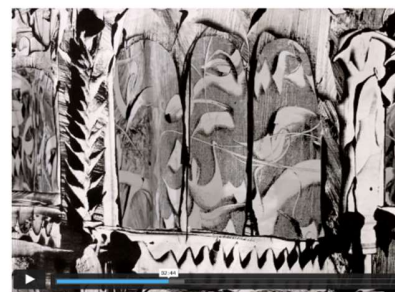
**Useful information** [Pathway: Making Monotypes \(accessart.org.uk\)](http://Pathway: Making Monotypes (accessart.org.uk))

**Week 1: Introduce- Monotype Printing and Artist**

What is Monotype Printing?



Explore the work of Kevork Mourad



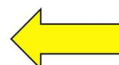
**Week 2: Open Up Mark Making Vocabulary**

Finding Marks Made by Artists



# Making Monotypes

**Week 6: Share, Reflect, Discuss**



**Week 3, 4 & 5: Using Monotype in a Project**

Creating a Visual Poetry Zine

