A picture containing diagram

Description automatically generatedShape, circle

Description automatically generated<https://www.accessart.org.uk/take-a-seat/>

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Summer Term Year 5/6**  **Cycle B Take a Seat** | | **Topic: Design, Making, Drawing, Sketchbooks** | | **Cultural Capital: Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists.** | | |
| **National Curriculum Objectives (KS2):**  Pupils should be taught 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.  Pupils should be taught:   * 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, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]   to know about great artists, architects and designers in history. | | | | | | |
| **Enquiry Question: How can we design furniture which is full of personality and character?** | | | | | | |
| **Previous Learning:**  Years 3, 4 & 5:   * Explored the idea of working to a brief. Explored Design through Making. Explored how artists and designers bring personality and character to the things they make. | | | | | | |
| **Lesson Theme** | **Retrieval** | **Learning Target:** | **Activity** | **Success Criteria** | **Vocabulary** | **Key Concepts** |
| Lesson 1: Introduce Chair Design | How to artists and craftspeople design chairs?  How can I explore the structure and integrity of a chair through drawing? | To identify that chairs can be designed by artists and craftspeople and can reflect a particular period in history. | Pupils will become familiar with the artist Yinka Ilori and record and reflect on his work in sketchbooks.  They will explore the visual elements of chairs, including talking about materials, form and structure, through observational drawing in sketchbooks. | I have explored the work of a craftsperson / designer and seen how they bring personality to their work.  I have seen how chair design has changed through the ages.  I can use my sketchbook to make visual notes to record and reflect. | Chair Design, Designer, Craftsperson, Maker, | That artists who create furniture are often called craftspeople or designers.  That furniture is more than just practical – designers and craftspeople produce furniture which reflects the era or culture it is made in, or the personality of the maker. |
| Lesson 2: Making prompt cards | How can I use creative thinking to enable an exploration of material and intention?  How can I manipulate materials to create a mini sculpture or form? | To understand that making is about experimenting with materials to find out what is possible.  To manipulate, combine and connect materials to make a “doodle” inspired by a prompt. | Pupils will use a wide variety of materials to manipulate and construct 3D ‘doodles’ in response to making prompts. | I can experiment with how I can make mini sculptures with lots of different materials, guided by a short sentence to help me. | 3D Doodle, Design through Making, | That we can use a warm up making exercise to remind ourselves to be inventive when making. |
| Lesson 3,4&5: Create a chair that expresses your personality | How can I use sculptural and making techniques to construct a chair that expresses my personality? | To engage with the ‘design through making’ approach: to make intuitive choices when thinking about which materials to use, which shapes to make, and how to connect materials together.  To record ideas development in sketchbooks.  To connect with the concept that we are all individuals with different areas of skills and unique personalities - and that they were all valued as such. | Pupils will be challenged to become furniture designers and invited to create a chair which expresses their personality.  They will record and develop their ideas in sketchbooks. | I can use the Design Through Making technique to make a model of a chair which expresses an aspect of my personality.  I can use sketchbooks to explore, develop and record my ideas. | Chair Design  Expression, Personality, Character,  Materials, Form, Function, | That as artists, we can use a variety of materials to design and make our own model chairs. The chairs we make can reflect our personality, and be enjoyed by others.  There are certain requirements for a chair to be a chair (4 legs and a back?) – but we can be as imaginative as we like.  We can think about the form, structure, material and texture, as well as the way the chair is constructed, to help us make our chair unique. |
| Lesson 6: Reflect, share and discuss | How can I reflect on my chair? | To display the work made through the half term and reflect on the outcomes. | Pupils will display their chairs in a clear space, alongside their sketchbook work, and walk around the room as if in a gallery. | I can see how my sketchbook exploration helped me work towards my final outcome, and I can see what I like and what I would like to do differently.  I can present and share my work, and talk about it with my classmates, and listen to their responses to my work.  I can respond to the work made by my classmates and I can share my thoughts.  I can take photographs of my work, thinking about focus, light and composition. | Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, | That when we reflect on our own work and the work of others, we can think about what we are good at and what we might do differently next time. |
| **Learning Outside of the Classroom?** | | | | | | |
| **Cross Curricular Opportunity:**   * **Maths:** Measuring, 2D and 3D shapes, symmetry, angles. * **Science:** Forces and gravity. * **PSHE:** Responsibility to the planet, Collaboration, Peer Discussion. | | | | | | |
| **Impact/Assessment**   * Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome. * Identify any personal challenges preventing meeting “I Can” statements * Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher. * Identify areas of particular strength which might benefit from being developed. * No grades to be applied, no learning objectives in the sketchbooks, no teacher marking in sketchbooks. | | | | | | |