What should I already know?

(Substantive Knowledge)

* Understand that designers create fonts and work with Typography.
* Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography.
* Explore mark making.
* Make visual notes to capture, consolidate and reflect upon the artists studied.
* Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid

Key Vocabulary:

|  |  |
| --- | --- |
| TypographyGraphic Design Lessons - The Art of Typography | The art of arranging letters and text in a way that makes the copy legible, clear, and visually appealing to the reader. |
|  | Refers to the three spatial dimensions of width, height and depth. |
| Shape | An element of art that is two-dimensional, flat, or limited to height and width |
| CultureExamples of Culture | YourDictionary | The ideas, customs, and social behaviour of a particular people or society. |
| Place | A particular position, point, or area in space; a location. The where. |
| TimeWhat Is Time? : ScienceAlert | The indefinite continued progress of existence and events in the past, present, and future regarded as a whole. The when. |

What will I learn?

(Implicit Knowledge/Skills)

* + Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters.
	+ Draw over maps/existing marks to explore how you can make mark making more visually powerful.
	+ Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper.
	+ Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.
	+ Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?

Focus Artists

Louise Fili, Grayson Perry

 

Paula Scher and Marauder’s Map  

Blooms Taxonomy – Specific Verbs to Use in Lesson Aims

Knowledge: Describe, find, identify, list, locate, name, recognise, retrieve Comprehension: Classify, compare, explain, infer, interpret, paraphrase, summarise Application: Carry out, implement, use Analysis: Deconstruct, Organise, outline, structure Synthesis: Construct, design, devise, invent, make, plan, produce, Evaluation: Appraise, assess, choose,

Glue here.

My Learning Ladder

|  |  |  |
| --- | --- | --- |
| Learning Objective | Pupil Voice | Teacher Assessment |
| to discover what typography is through artist Louise Fili |  |  |
| to create my own typography |  |  |
| to explore making powerful imagery  |  |  |
| to design and begin to build my own 3D visual map  |  |  |
| to annotate my 3D visual map |  |
| to evaluate my map | See below. |  |
| Evaluation of my Final Piece |
|  |  |
|  |  |
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