

Spring Term Year 5 Set Design		Topic: Making in 3D		Cultural Capital: Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists.		
<u>National Curriculum Objectives (KS2):</u> 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:						
<ul style="list-style-type: none"> 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. 						
<u>Enquiry Question: How do artists make sets to share ideas for stage or as the basis for animations. How can we create sets inspired by literature, poetry or prose?</u>						
Previous Learning: Years 3 & 4:						
<ul style="list-style-type: none"> Introduced idea that we can make work inspired by, and to support, other artforms. Introduced a playful approach to design (Design through Making). Developed dexterity and making skills, including the use of tools. 						
Future Learning (Y 6):						
<ul style="list-style-type: none"> Develop use of models as way to explore imaginative thinking. Increase scale of making. Develop interpretation skills. Develop understanding of interplay between disciplines and artforms. 						
Lesson Theme	Retrieval	Learning Target:	Activity	Success Criteria	Vocabulary	Key Concepts
Lesson 1: Introducing Set Designers Theatre Option: Animation Option:	How do designers design sets for theatre? How do designers design sets for animation?	To explore the work of a set designer working in theatre and to respond to their work in my sketchbook. To explore the work	Pupils will be introduced to the role of a set designer working in theatre / animation. They will respond to the work of a designer through class / peer discussion	I have explored how other artists use their skills to build sets for theatre or animation, inspired by literature, film, poetry or music. I can articulate and share my response to their work.	Set Design, Theatre, Animation, Model, Maquette, Design Through Making, Imaginative, Response,	That designers and makers design “sets” which form the backdrop/props to give context to drama (theatre, film, or animation).

		of a set designer working in animation and to respond to their work in my sketchbook.	as well as visually in their sketchbooks. They will make quick drawings of sculptures and the things that they see, including thoughts and feelings			
Lesson 2 & 3 & 4 & 5: Building Sets	How can I respond to a stimulus to build a model set?	<p>To respond to a dramatic stimulus to create my own theatre model set filled with drama and atmosphere.</p> <p>To respond to a creative stimulus to create a model set for an animation, considering characters, mood, setting and narrative.</p>	<p>Pupils will draw, build, and paint. By the end of the 4 weeks, they will have built dramatic set in response to text. They will use sketchbooks throughout to come up with ideas, note thoughts, test materials, and reflect. Pupils will use charcoal to create expressive energetic drawings. They will consider the elements they might use within set design: the backdrop, the flats, the props and how the materials they used, and the way they used them, all help work together to build a sense of place.</p> <p>Pupils will be introduced to two set</p>	<p>I can respond to a suggested stimulus (poetry, prose, music, and short film) and design and build a model that which conveys my interpretation of the mood/narrative of the original stimulus.</p> <p>I can use my sketchbook to generate ideas, jot down thoughts, test materials, record and reflect.</p>	<p>Stimulus, Interpretation, Vision,</p> <p>Mood, Drama, Narrative</p> <p>Lighting, Composition, Foreground, Background,</p>	<p>That we can create our own "sets" to create models for theatre design or backgrounds for an animation.</p> <p>That we can take our inspiration from the sources of literature or music to inform our creative response and to capture the essence of the drama.</p>

			<p>designers who make sets for animations. They will use their sketchbooks to become familiar with their chosen creative stimulus, to generate ideas and plan, consider structure and placement, and think about colour and texture before building their set.</p>			
Lesson 6: Reflect, Share and Discuss	How can I reflect on my set?	To display the work made through the half term and reflect on the outcomes.	<p>Pupils will display their work in a clear space and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.</p> <p>Pupils will work in pairs or teams to document their work using cameras or Ipads.</p>	<p>I can share my process and outcome with my classmates, articulating my ideas and methods. I can listen to their feedback and take it on board.</p> <p>I can take photographs or film of my artwork thinking about presentation, lighting, focus, and composition.</p>	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.